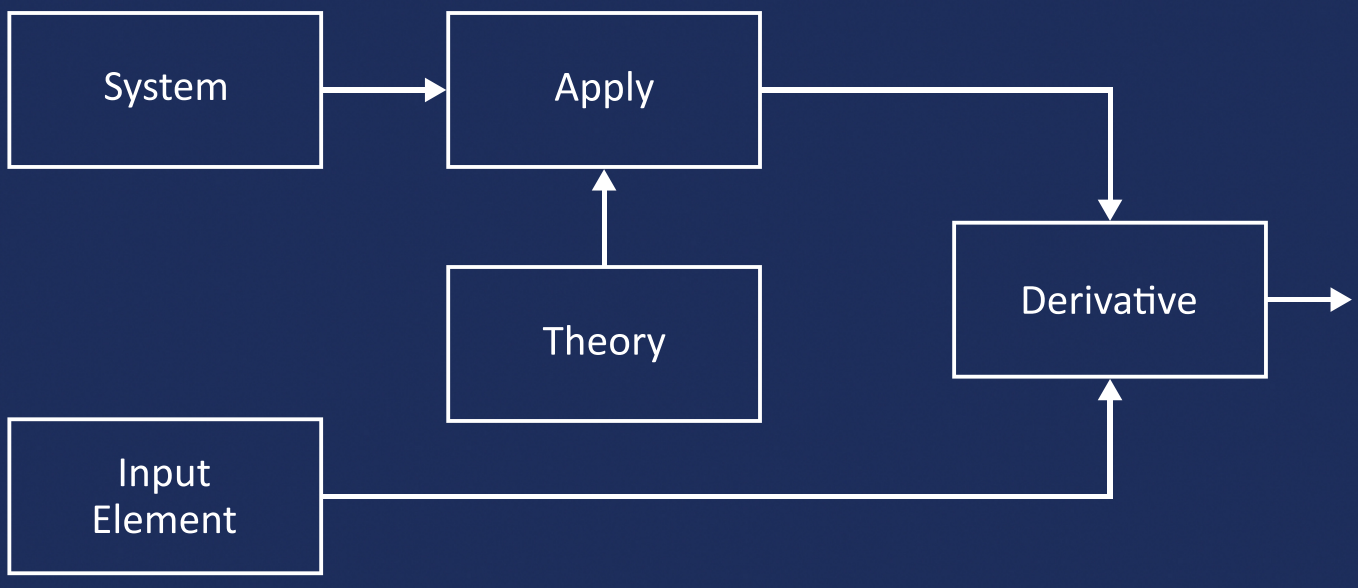
Application Modeling Tutorial & User Manual Theory Domain with Practical Examples Vol. II



The Speak Logic Project

We Promote Better Communication

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Book #9

The
Speak Logic Project

We Promote Better Communication

Application Modeling Tutorial and User Manual Theory Domain

With

Practical Examples

Vol. II

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Books

To help you with the learning of the principle, the following books are given in order. You start from the first chapter—page 1—of *Understanding the Principles of Communication*. If your goal is to learn the principle through an instructor, then there is no need to have books. Otherwise, you should have a total of 10 books in your possession.

In terms of learning the principle, there is no need to be in a hurry. As we live, we need it. In other words, while we are alive, we need the principle. There is no need to be in a hurry while learning it.

Order	Title	ISBN
1	*Understanding the Principles of Communication* or *Identification and Correction of Errors in Communication*	9798687646154 or 9798687649179
2	*Communication and Information Analysis Guidelines* or *Application and Project Analysis Guidelines*	9798687650250 or 9798687656498
3	*Application Modeling Tutorial Communication Domain with Practical Examples Vol. I* or *Project Modeling Tutorial Communication Domain with Practical Examples Vol. I*	9798687667210 or 9798687668422
4	*Application Modeling Tutorial Communication Domain with Practical Examples Vol. II* or *Project Modeling Tutorial Communication Domain with Practical Examples Vol. II*	9798687677134 or 9798687678971
5	*Fundamental of Communication Vol. I*	9798689269771
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8	*Application Modeling Tutorial Theory Domain with Practical Examples Vol. I* or *Project Modeling Tutorial Theory Domain with Practical Examples Vol. I*	9798689276182 or 9798689277561
9	*Application Modeling Tutorial Theory Domain with Practical Examples Vol. II* or *Project Modeling Tutorial Theory Domain with Practical Examples Vol. II*	9798689279657 or 9798689281636
10	*Solution Process Working in Group*	9798689283692

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Practical Example

Introduction

In the communication domain, we model this application related to the flow of communication. For example for this application, in the communication domain we model it related to communication interaction between me, Ms. Smith, and Peter where we show the flow of communication between us. During this process, we identify communication entities that make up the application and how they interact together to enable the execution of the application. Even though we have been able to interact communicatively in the communication domain to execute this application, in the theory domain it is not possible for us to perform the same interaction.

Here we continue this application in the theory domain, where we identify multiple entities that interact together to enable the execution of the application. Rather than showing the flow of communication related to people in the application, here we show the flow of principles applied by people in the application. In the theory domain, this application is modeled by showing the theory applied by everybody in the application in order to execute the application.

To help us better understand the theory domain, we use a lot of approaches that enable us to execute this application successfully. Related to the communication domain, this example uses a similar flow where it does not limit us in terms of application. It is also presented in a form to facilitate our understanding without limiting us to a specific subject or field. Thus, this example can be used as a model for any application.

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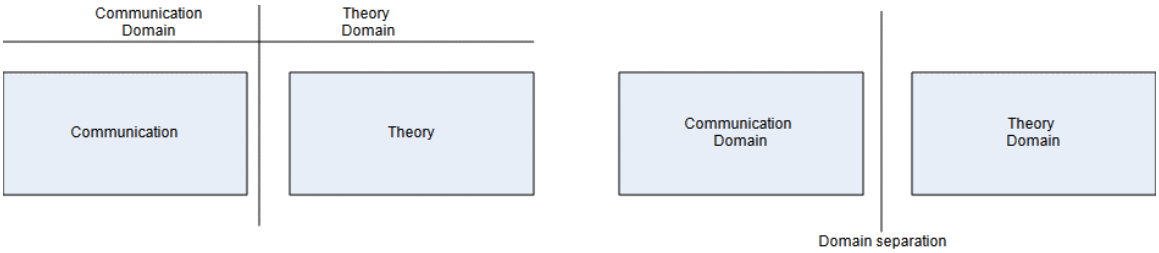
Understanding our Domains

We have already identified the communication domain. Here, let's put it like this. We have two domains: a communication domain and a theory domain. We can take it like this.



Above we show both the communication and the theory domain. We can think of it as two separate entities. To the right, we identify both the communication domain and the theory domain, where we show a line that separates both domains.

In the communication domain, we talk while in the theory domain we think. To better understand that, let's put it like this. While I am riding my bike with my friend, I talk to him. In this case, talking with my friend happens in the communication domain. While I am riding my bike with my friend, I also think about him. In this case, the thinking about my friend happens in the theory domain. In the communication domain, we look at communication and in the theory domain, we look at our thinking.

To better understand the theory domain and the relationship between the theory domain and the communication domain, it is always good to take it like this. The theory domain is concerning our internal aspect, while the communication domain is concerning our external aspect. In this case, the theory domain exposes what we think internally while the communication domains exposes the outside of us, which is our communication. Let's take a look at the models below. There are two of them: one to the right and the other to the left. The first one shows that in the theory domain, we look at things internally. In this case, our ideas are internal to each of us individually. The theory domain is concerning about that. The model to the right shows the system in the middle, with the theory domain to the left and the communication domain to the right. In this case, the communication domain exposes the external process of the system, while the theory domain exposes the internal process of the system.

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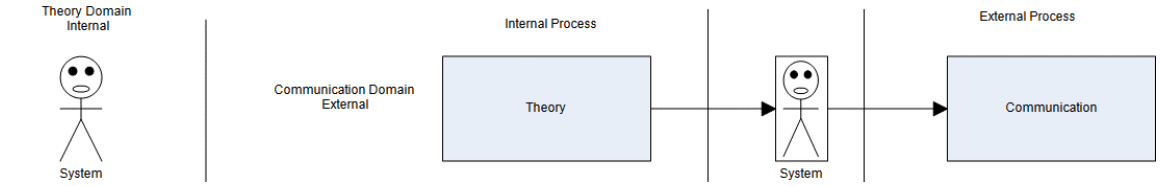
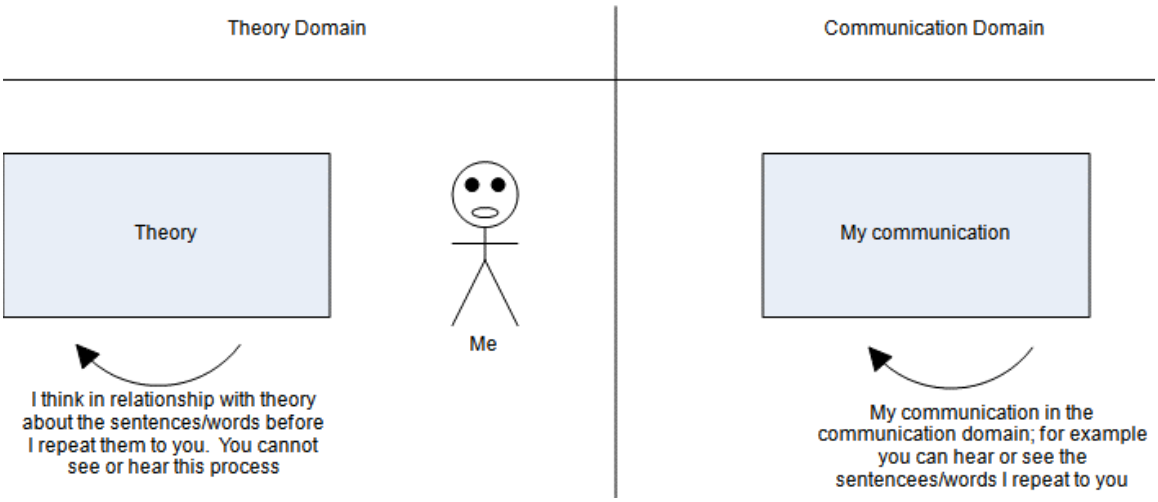


To better understand the models above in relationship with the explanation, we can look at them like this. In the theory domain, we think about our communication while in the communication domain we communicate. We can think it like this. While I am communicating with you, before I repeat a word/sentence to you, I think in the theory domain which is internal. Once I repeat the word/sentence to you, you can hear it and that happens in the communication domain. We can say that in the theory domain, we don't hear or see, but we do hear or see in the communication domain. The model below shows just that.



The table below summarizes the model above. It provides a better understanding of the difference between the theory domain and the communication domain.

Communication Domain	Theory Domain
External	Internal
Outside	Inside

We know that we are a self-programmable system. In other words, each of us individually is not pre-directed or pre-programmed by a machine or an entity to tell us what to do. In this case, each of us decides what to do individually, rather than pre-programmed by an entity. We can think it like this. From my thoughts, I decide what to do. From my ideas, I decide what to do.

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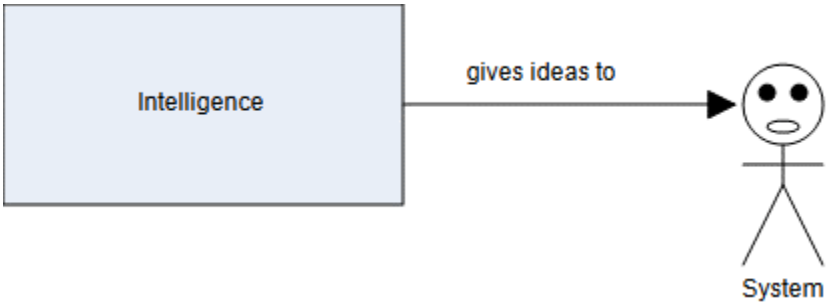
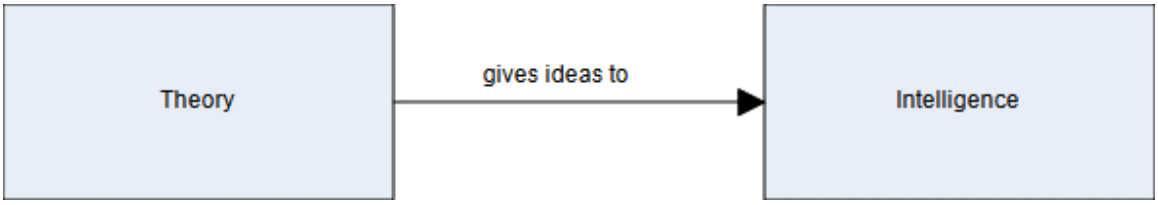
My ideas directed me to do what I do. I am not pre-programmed by a computer to do what I do. I am not pre-programmed by an individual/person to do what I do.

Now if we look at the process, in order for that to happen, we must be an intelligent system. In this case, we can define ourselves as an intelligent system that is not pre-programmed by an entity or machine or individual to accomplish a function. By looking at the definition, we can see it like the model below.

As a separate entity, the intelligence gives ideas to the system to enable the system to do things. From what we have just said, we can have the model below to show that



Given that our intelligence gives us ideas to do things, our intelligence cannot be static or a constant entity. In this case, our intelligence must have the ability to change. This process enables us to learn. In order for that to happen, our intelligence must be able to get ideas from another entity. This is where the theory domain comes from. In the theory domain, theory gives us ideas to enable us to do things. We can think it like this



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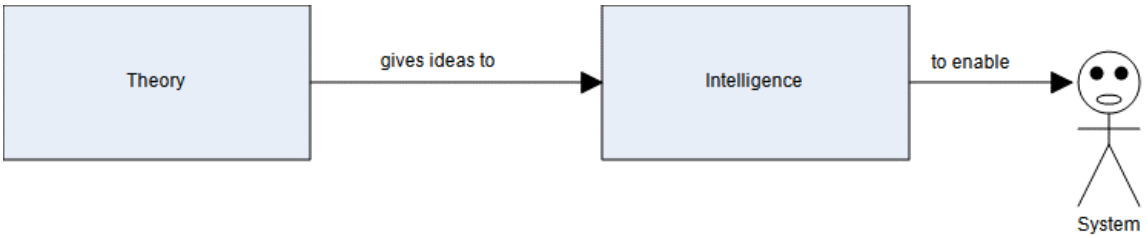
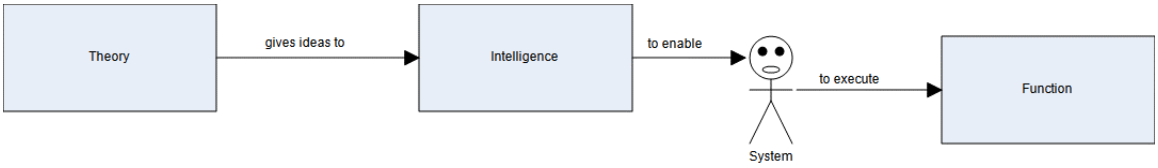
Now, let's show that with our system below

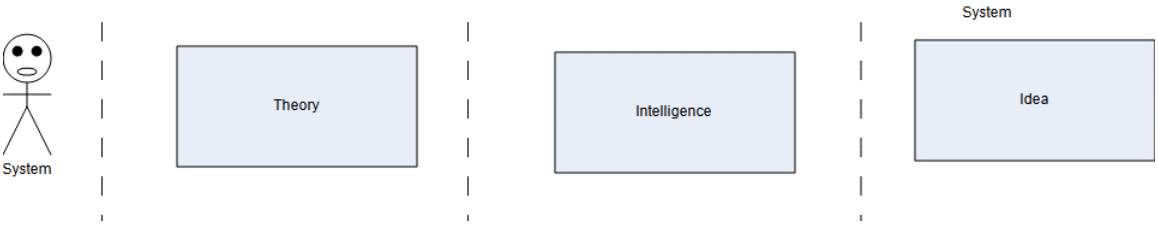


As shown above, the theory gives ideas to the intelligence to enable the system to execute functions. What is important here? The intelligence is driven by theory that gives it ideas to enable the system to execute functions. Below, let's show the model above with functions executed by the system as an entity.



Understanding our Relationship with Theory

To better understand the theory domain, we have identified the following entities: ourselves (the physical system), theory, our intelligence, and the ideas we get from theory. Let's identify each entity again from the list as a separate entity.



From the model above, in terms of function execution, we can show another model, where the idea itself can be shown as a separate entity that is provided to the system to enable the system to execute functions. The model below simply shows a flow of ideas to the intelligence that enables us to execute functions.

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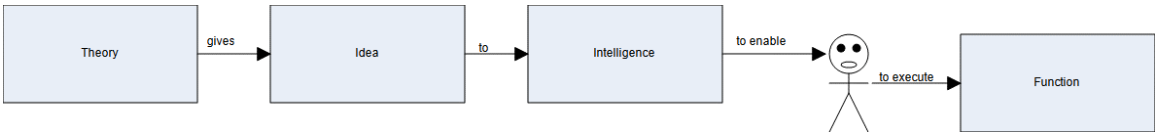
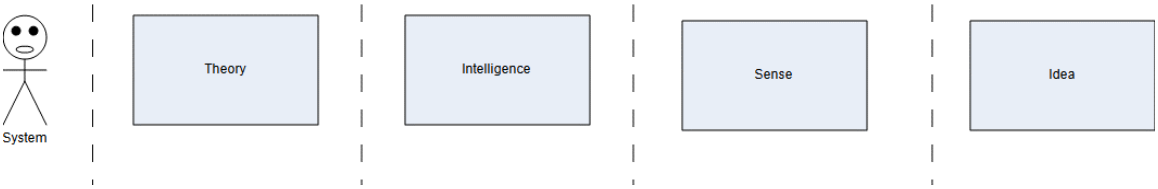
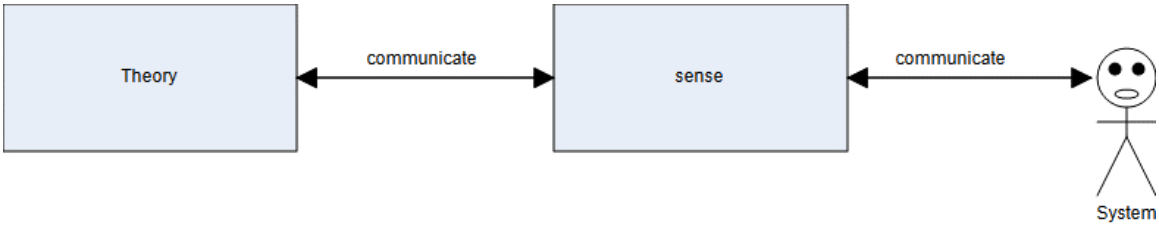


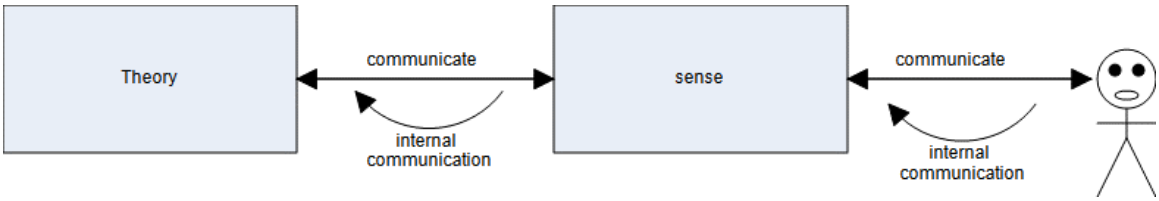
From the model above, in order for that to happen, the system must have a sense for the theory. In other words, the system must have a sense that adapts to the theory entity. For example, the system can sense the theory in order for it to get the idea from the theory. By having a sense adapted to the theory, the system is able to sense the theory in order to work with the theory or get ideas from the theory. From what we have just said, we can show each entity now as a separate entity including the sense of the system.



Given the system has a sense to enable him/her to get ideas from the theory, in this case the system must be able to communicate with the theory. In other words, the sense of the system must be able to communicate with the theory. From what we have just said, we can show the model as follows:



From the model above, the sense communicates with the theory to enable the system to get ideas from the theory. The sense also communicates with the theory to enable the system to receive ideas from the theory. This communication happens internally. To better understand that, let's label the communication above to show that it happens internally.



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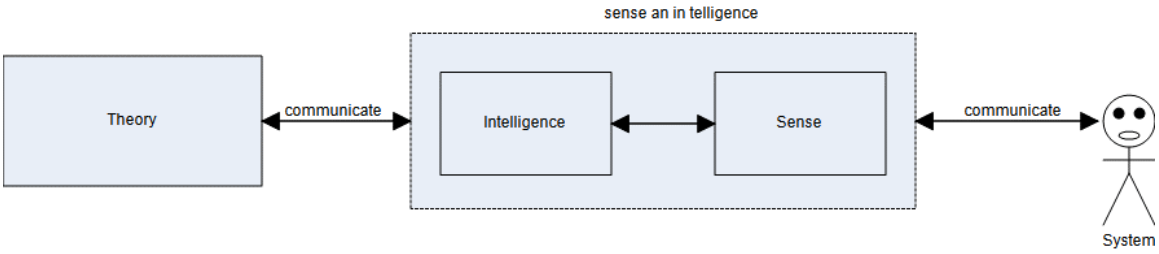
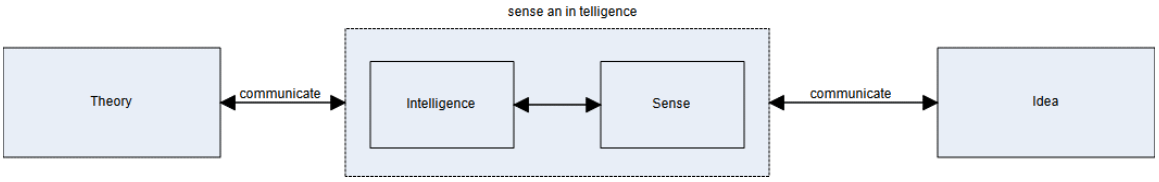
Given that the sense enables the system to communicate with the theory, the sense must be part of the intelligence and attached to it. We can show that in the form below.

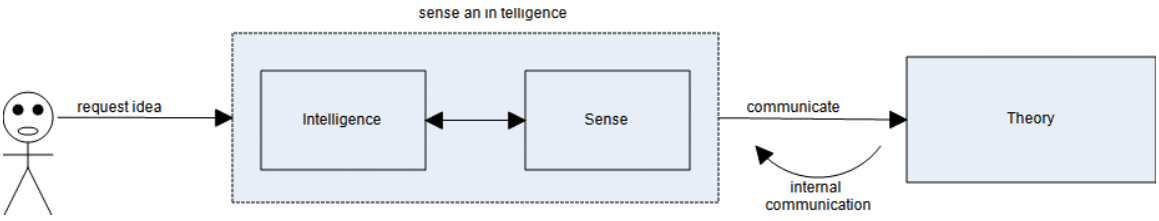


We can say that the sense communicates with the intelligence or communicate together in order to get ideas from the theory. From what we have just said, we can represent the model in this form.



We can say that the sense communicates with the theory to request ideas from the theory. The sense also communicates with the theory to get ideas from the theory. The theory provides ideas to the system via the sense of the system. The system communicates to get idea from the theory via the sense of the system as well. To better understand that, let's take it in a two steps approach.

First step: the sense communicates with the intelligence in order to request ideas from the theory



From the model above, the sense and the intelligence communicate together in order to enable the system to request ideas from the theory. To better understand that, we can think like this. For example, the sense and the intelligence commutates together by sending a message to the theory to request ideas from the theory. This communication happens internally as shown above.

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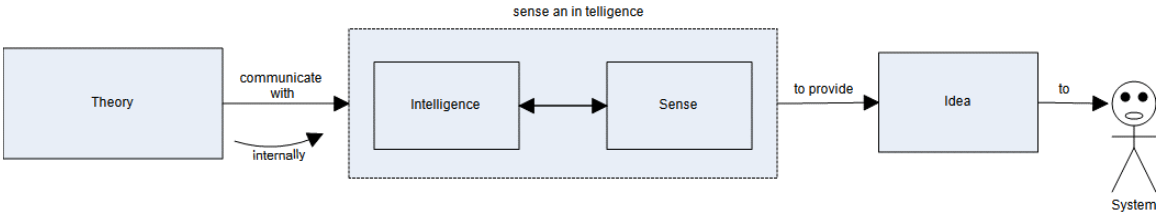
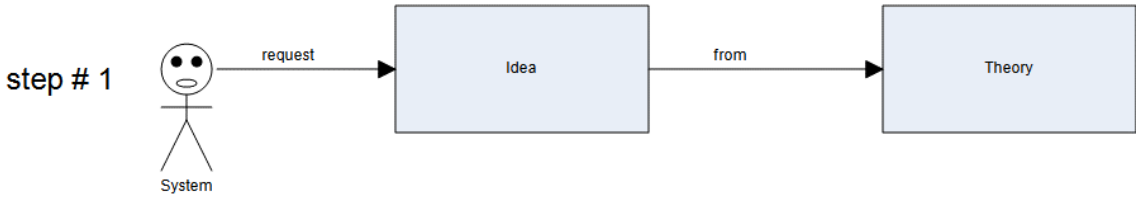
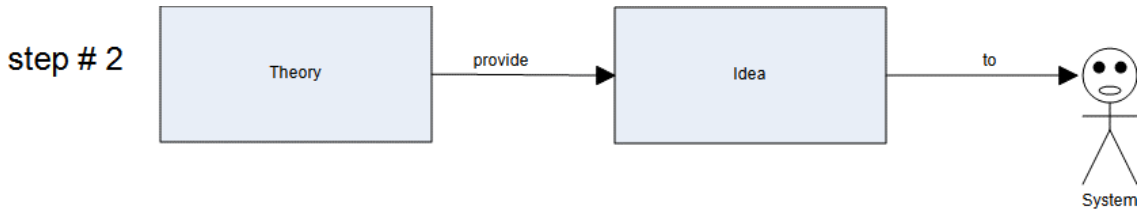
By requesting ideas from the theory, the sense and the intelligence allow the theory to provide ideas to the system. We can represent that in the model below. This is viewed as step number two or second step.

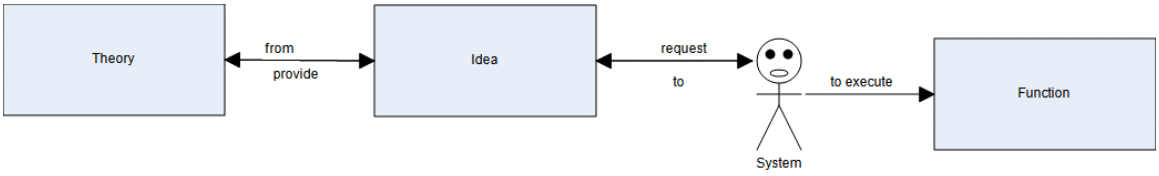


As shown above, the theory communicates internally with the sense and intelligence to provide ideas to the system. Here we show step number two. After requesting ideas from the theory, the theory then provides ideas to the system to enable the system to execute functions. We can represent both steps in the form below





The overall process can be combined in this form.



The way to look at it, the system requests ideas from theory to execute a function and the theory provides ideas to the system to enable the system to execute the function. As we can see, when the system needs to execute a function, he/she requests ideas from the theory and then the theory provides ideas to the system to enable him/her to execute the function.

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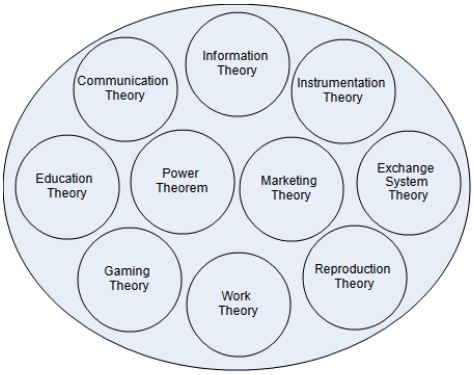
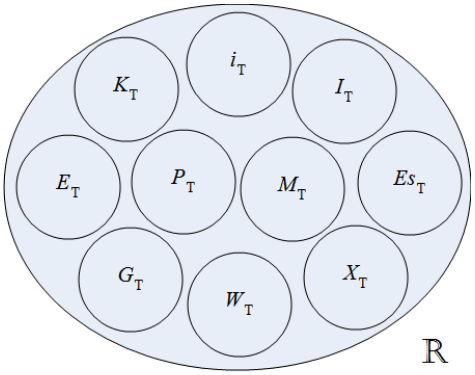
Introduction to Theory

After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. After we have problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. After we had problem with our application, we turned to our parent for help. Our parent provided us the idea of our application, and the given reference The way to look at it, we decide our application. When we have problems with our application, we turn to our parent for help. Our parent does not decide our application, but us. We decide what to do, not our parent. However, we turn to our parent for help.

To better understand that, let's take it like this. We decide our application, however when we need help we turn to our parent for help. Our parent provides us a positive idea of our application. In addition to that, our parent also provides us with the given reference. We have identified the given reference provided to us by our parent. Here, let's identify it again.



The Given Reference



Above is the reference given to us to by our parent in addition to the idea of our application. The reference above is viewed as a set. From the table below, we identify all the theories given to us by our parent in the set. In addition to that, we also number 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

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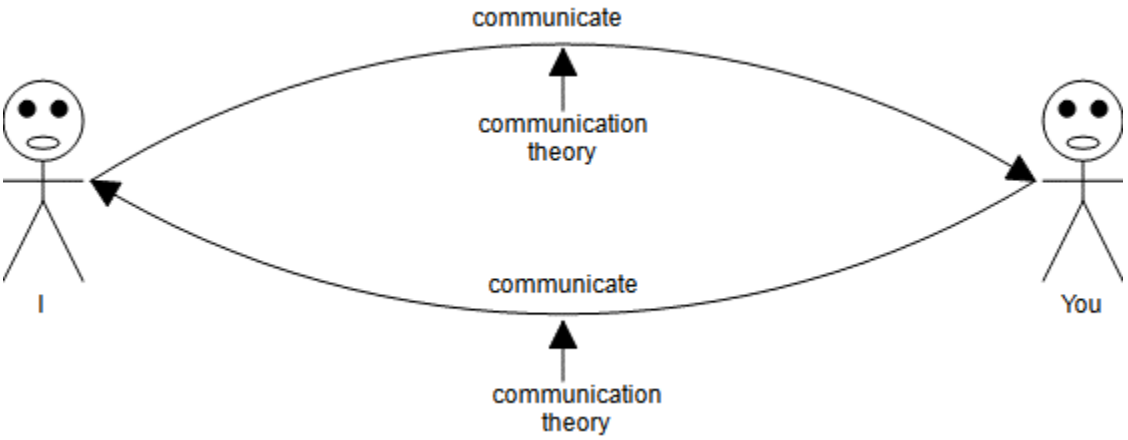
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

Every time we interact, there exists some set of principles that manage the interaction. Hence, the given reference provided to use by our parent enables us to manage our interactions when we interact to execute functions of life. From what we have just said, we can see the importance of the given reference. It enables us to interact when we execute functions of life. In other words, by having the given reference, we can use principles from the set to interact together in what we do. As an example, as I communicate with you, I use principles from the given reference to manage that communication. In other words, while we communicate together, we both use the theory of communication to enable that communication interaction. We can present that in the form below



The model above shows a communication interaction between me and you. When I communicate with you, I use theory of communication which is given from the set to manage that interaction. When you communicate with me, you also use theory communication given from the set in order to manage that interaction. As we can see, the given reference is important to us, because it enables us to manage our interactions with each other.

Our parent provides us with the given reference in order for us to interact with each other to execute functions of life. The given reference includes principles that enable us to manage our

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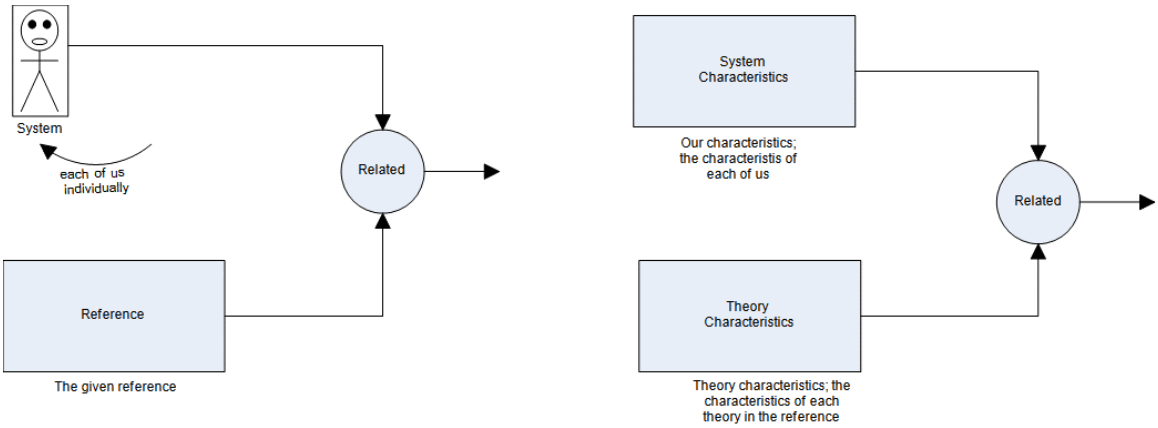
interactions. The model above shows an example. Given that the reference is given to us to enable us to manage our interactions; in order for that to happen, the reference has to be related to us. In this case, each theory in the reference must be related to us. The characteristics of each theory in the reference must be related to our characteristics. The model below shows an example to help us understand that better. The way to look at it, each of us individually is related to the given reference. The characteristics of the system which is viewed as the characteristics of each of us individually are also related to the characteristics of theories from the given reference. We can also say that each characteristic of the system is related to each characteristic of each theory in the given reference. The relationships can be viewed in combinations as well.



Understanding Application of the Given Reference

We know that the reference is given to us to enable us to manage our interactions when we interact together to execute functions of life. In terms of interacting together, we have shown a communication interaction where principles from the reference are used in order to manage the communication interaction. In terms of interactions related to an actual application, let's take the lemonade application as an example. From the problem statement, we already know that I feel hot and I need to make a lemonade to refresh myself. In order to make the lemonade, I need lemon and sugar and I don't have them. I have only water, ice, and other elements necessary, but not lemon and sugar. To get lemon, I turn to Ms. Smith and to get sugar I turn to Peter. Here, we identify the following people in the application as mentioned.

People Identified	System Equivalent
Me	System 1
Ms. Smith	System 2

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Peter	System 3

Understanding Life and Functions

We know that life is a set of functions. For example, work, drive, eat, talk, cook and so forth. It is always good for us to identify and classify those functions. Doing so provides us with a better understanding of life. In terms of identify and classify functions of life, the model below provides an example. It shows that life is made of functions. To the left, it shows life is made of a lot of functions for example, *talk, cook, work, drive, eat, walk*. To the right, we simply group the functions by categorizing them. For example, *talk, walk,* and *eat* are considered functions that we don't add to life. Those functions simply exist. We call them *existing functions* or *natural functions*. On the other hand, *drive, cook*, and *work* are functions that we add to life. We can call them or identify them as *added functions* or *non-natural functions*.

As pointed out above, given that life is made of functions, we can see that life is a system that's made of functions. In this case, we can call that system a functional system, since it is made of an unlimited number of functions. The model below is the same as the one above, except we change the name from *life* to *functional system* because it is made of a lot of functions. We simply use continuity to show more functions that are not listed.

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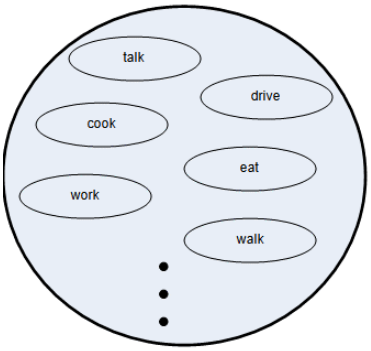
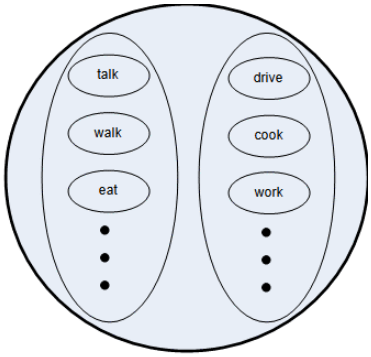


Functional System



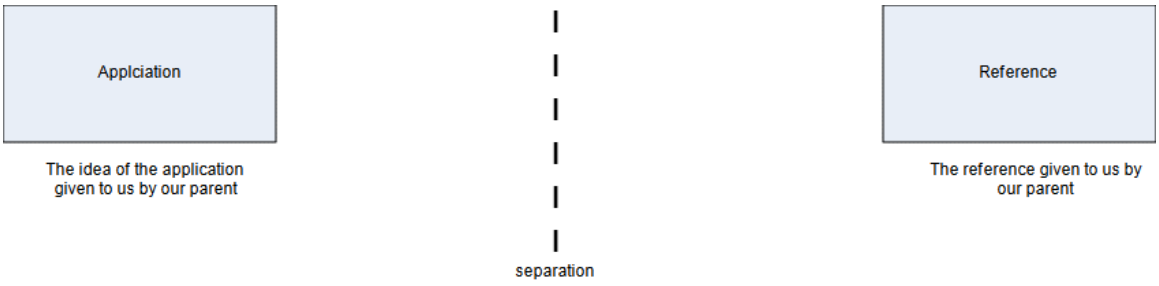
Functional System

Understanding Functions in Life

This is the same as saying *Understanding Functions of Life*. After having problem with our application, we turn to our parent for help. Our parent provides us with the idea of our application as well as the given reference. To better understand that, let's take it step by step.

- First, we have problems with our application
- Second, we turn to our parent for help
- Third, our parent provides us with the idea of our application
- Fourth, our parent provides us with the given reference

By analyzing what we have just listed above, we can see that after we have problems with our application, our parent provides us two entities: one is the idea of our application and the other one is the given reference. It is always good to separate the two entities as shown by the model below. The line is viewed as a separation to show that two separate entities are given to us by our parent: the idea of the application which is a separate entity, as well as the given reference which is also viewed as a separate entity.



What is important here, given that the idea of the application is provided to us, at the time the idea of the application and the given reference are provided to us, we can set the reference aside

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and use the idea of the application, because the idea of the application gives us an idea of what to do to execute our application. In other words, given that we have the idea of the application, we can use the idea of the application to execute the application and set the reference aside for later use. The idea of the application tells us what we need to do to execute our application. The idea of the application gives us everything that we need to execute the application.

We have pointed out earlier that our application is decided by us not by our parent. Since life is made of functions, everything that we do is viewed as a function that we execute in life. For example, *I drive to go to work* is viewed a function that I execute in life. *I eat*, is also viewed as a function that is executed in life. When we have problems with our application and turn to our parent for help, we simply try to execute a function of life and we need help from our parent in order to execute that function. In other words, we try to add a function in life to solve an identified problem. We need help for that function and we turn to our parent for help. From what we have just said, we can see that a function is added to life to solve an identified problem.

Understanding the Importance of a Given Reference

A reference is given to us by our parent to enable us to solve problems in life. We apply theories from the given reference to execute functions to solve our problems. To better understand the given reference and to better understand a reference, it is always good to take it like this. A reference is viewed as something we don't have and when we have a problem. We use it to solve that problem. What is important here? Something is given to us, we have a problem, and we use it to solve that problem. We can also take it like this. Assume that we need two entities to solve a problem. We have one entity and another entity is given to us. We use both what we have and what is given to us and combine them together to solve that problem. What is important here? When something is given to us to solve a problem, we don't need to go to find something else; just use what is given to us to solve that problem. In this case, the reference is given to us and we use it to solve our problems.

To better understand the paragraph above and the overall explanation, let's take it like this. Before my parent goes to work in the morning, my parent told me when I feel hungry, I can use the milk from the fridge. When I wake up in the morning I feel hungry, I go to the fridge get the milk, and eat some cereal with it. What is important here? I have the cereal and the milk is viewed as a reference entity, where I combine both of them together to solve that problem. Rather than trying to find something else, I used the reference entity which is the milk with the

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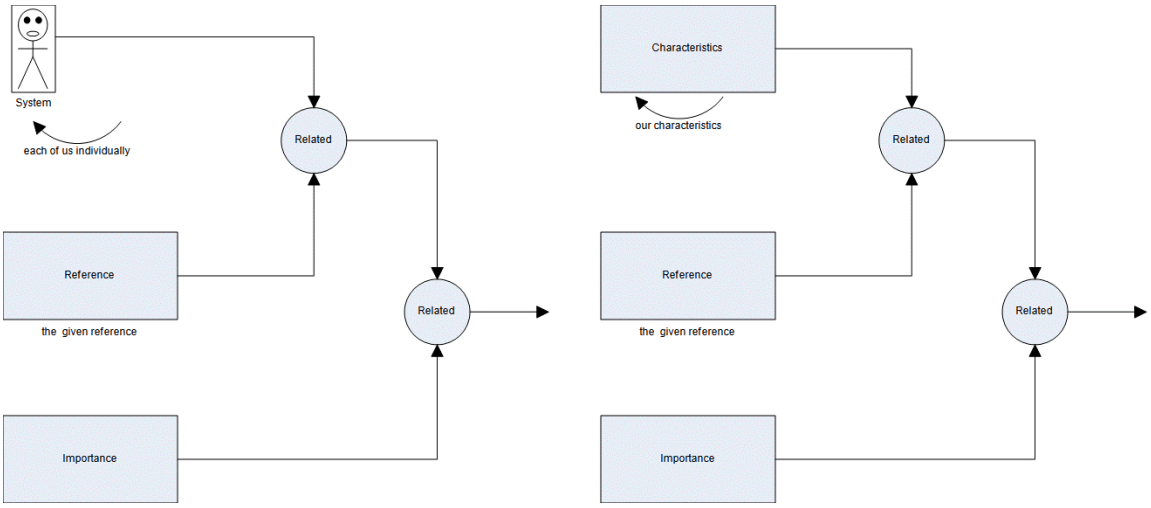
cereal I already have to solve the problem. If I disregard the reference which is the milk, I simply disregard what is given to me.

Given that the reference given to us by our parent includes all the theories that we need and we must use them to execute functions of life to solve our problems, the reference is very important to us. We can show that relationship in the form below. The model to the left shows that the reference entity is related to each of us individually and that relationship is important to us. That makes sense, because we use the reference entity to execute functions of life, therefore it is very important to each of us individually. The model to the right shows that our characteristics are also related to the reference entity and that relationship is important to us.



The reference given to us by our parent contains all theories that give us ideas to enable us to execute functions to solve our problems. Once we disregard the reference, we have nothing to give us ideas to do what we do or solve our problems. We simply rely on our own philosophies, which are not related to us. In this case, we simply develop problems rather than solving existing problems. We are not related to those philosophies and our characteristics are not related to them as well. The reference gives us ideas to execute functions of life; it is important to us.

Understanding our Relationship Related to the Given Reference

We know that we are related to the given reference. In this case, each of us is related to the given reference. Each of our characteristics is also related to the given reference. Since each of us is related to the given reference, we can represent that relationship in the form below.

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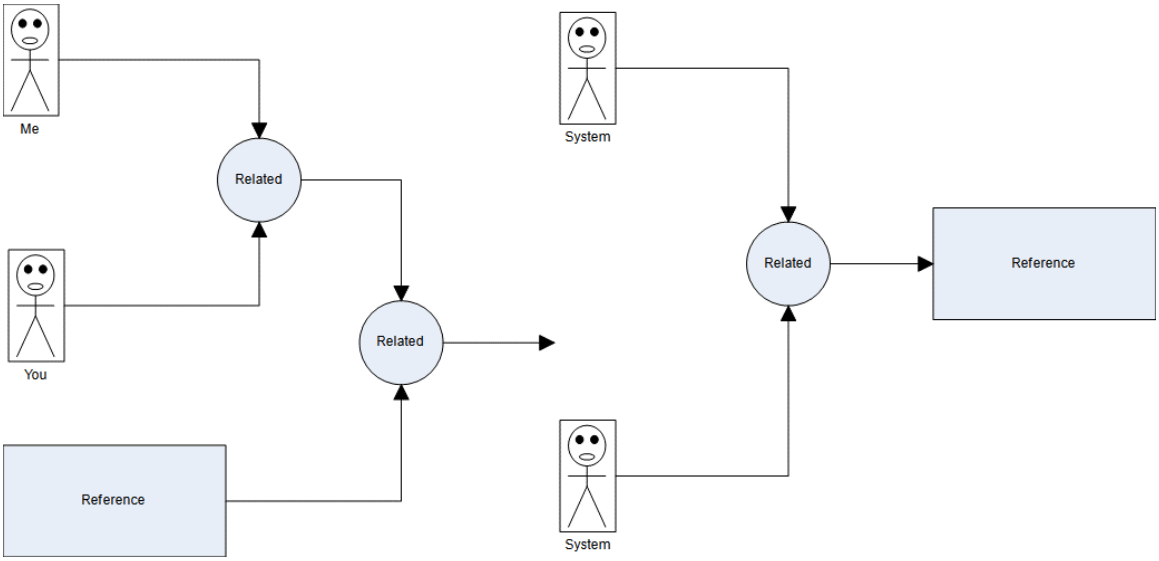
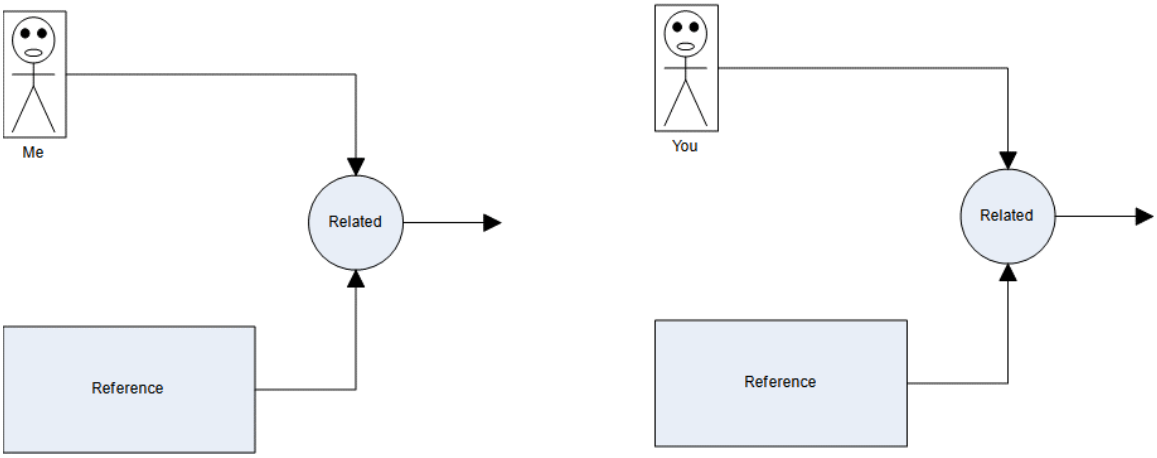


As pointed out above, I am related by the given reference, you are related by the given reference, then both of us are related by the given reference. The overall model above is the same as the one below.



Given that you are related by the given reference and I am related by the given reference and we are related associatively, then both you and I are related associatively by the given reference as pointed out by the model below.

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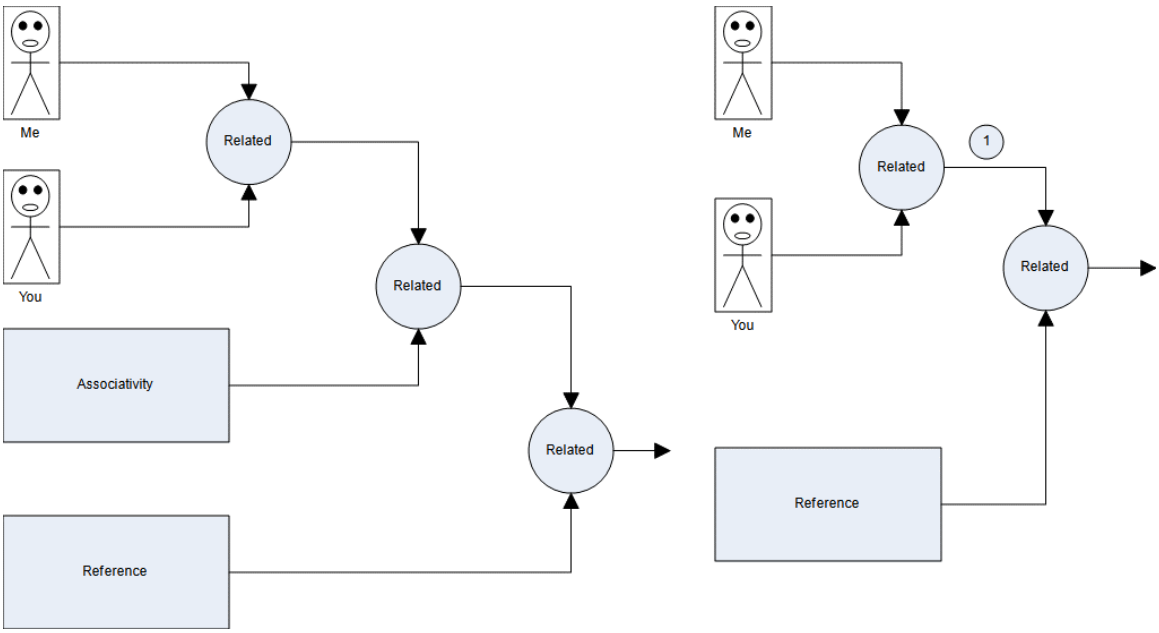
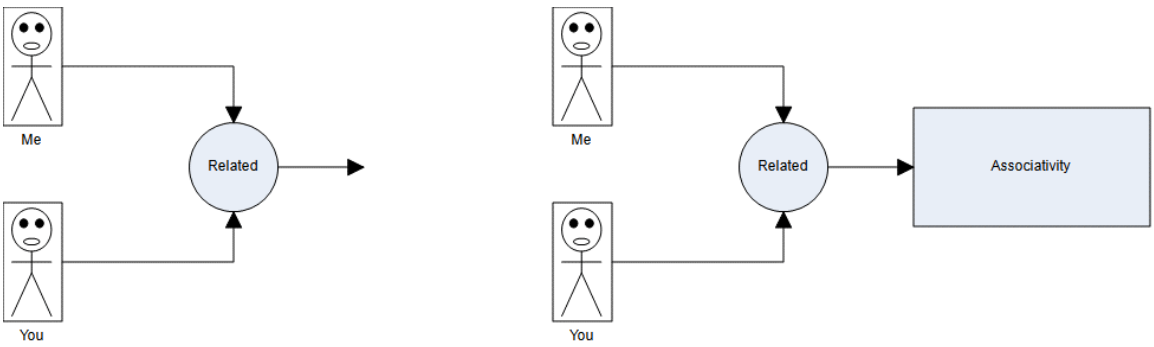


The model above to the left shows that we both are related together in relationship with our associativity characteristic. With that, we are also related by the given reference. The model to the right is the same as the one to the left, except it is a reduced version. In this case we can say that, you and I are related by the associativity characteristic which is shown at node 1 in relationship with the given reference. We can also say that we are related associatively by the given reference.

To better understand the overall process, we can think it like this. You and I are related; you and I are related by our characteristics. For example, the associativity characteristic is common between each of us or is common between all of us; so you and I are related associatively or by associativity. We can show that in the form below.



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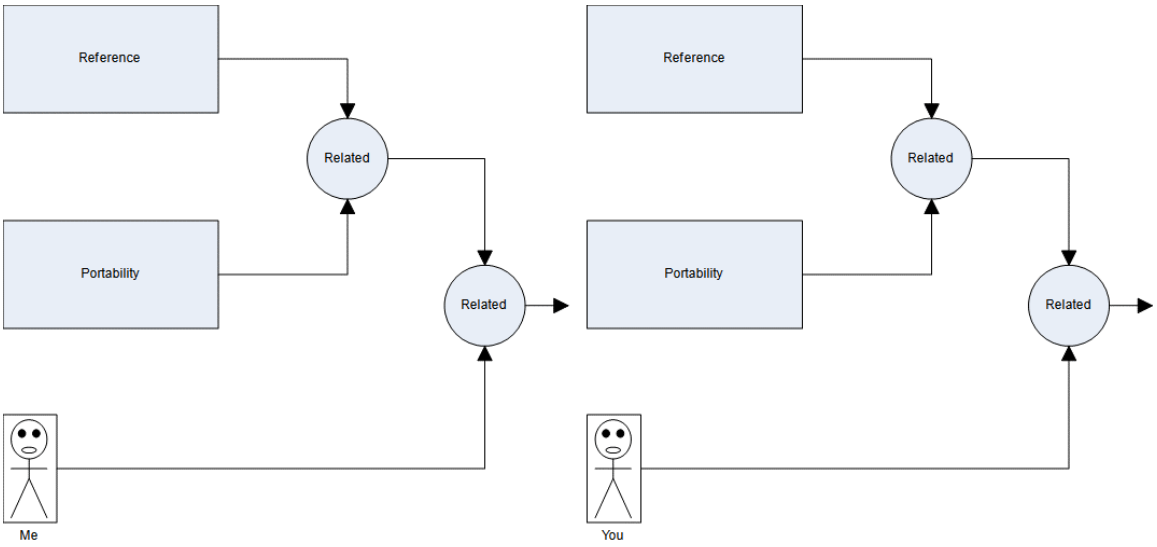
The way to look it: We are related by the given reference as well as our characteristics are also related with the given reference. Since the given reference includes all theories that we need to apply to execute functions of life, in this case the characteristics of the theories are also related to us, our characteristics, and the given reference.

Given that the given reference is a set of theories and it includes all theories that we need to execute our functions, the reference is also related to characteristics of theory as pointed out above. In terms of relationship with characteristics of theory, let's take portability of theory as an example.



The model above shows that the reference entity is related to portability in relationship with me. It is also related to portability in relationship with you. In other words, the reference entity is portable and I can take it with me when I move from location to location. As a mobile system, the reference entity is also portable in relationship with you so you can take it with you when you change location. For example, in this application, because the given reference is so portable, I take it with me when I go to Ms. Smith to get the lemon and when I go to Peter to get the sugar. The way to look at it. When I go to Ms. Smith and Peter, I remember to apply the theories in the reference in order to get the lemon and the sugar.

Since applying the theories in the reference enables us to execute functions of life, it is also important to us. In this case, we can show that relationship in the form below.

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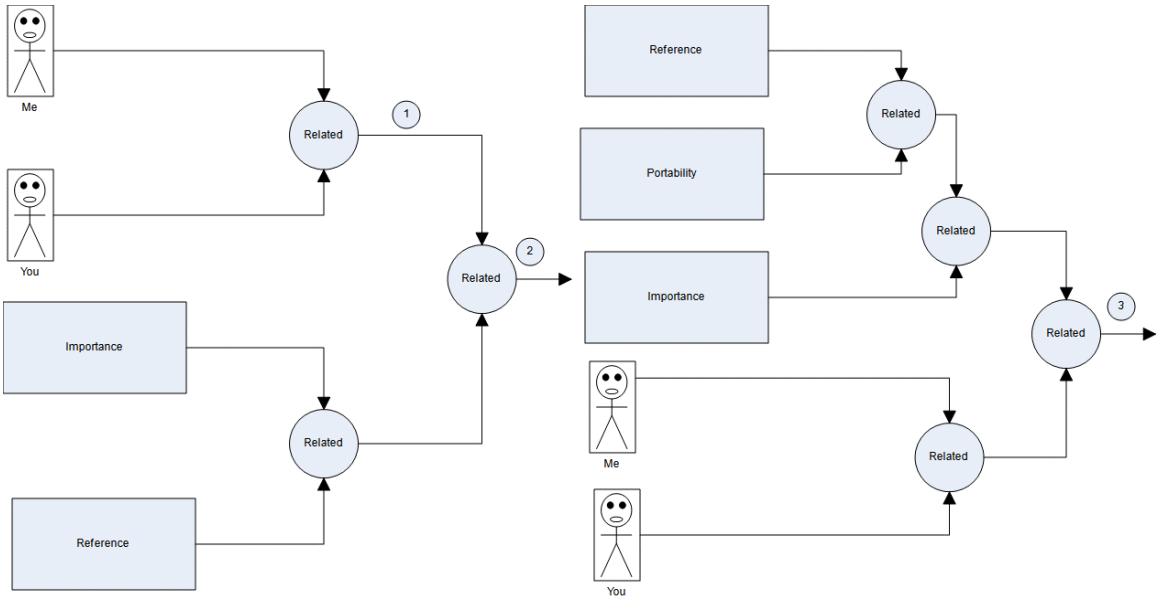

The model to the left shows that the reference is very important in relationship with us. We can say that the reference is very important to us. Our associativity relationship (at node 1) enables me to expect the importance of the reference from you (at node 2) and you too to expect the importance of the reference from me (at node 2). At node 3, the model to the right shows that because the given reference is very important to us and it is portable, I expect you to carry it with you when you move from location to location and you expect me to carry it with me when I move from location to location as well. For example, in this application, Ms. Smith expects me to carry the reference with me when I go to her place to get the lemon and Peter expects me to carry the reference with me when I go to his place to get the sugar.

In other words, at node 3, the model to the right shows that because the given reference is very important to us and it is portable, I expect you to apply it when you move from location to location and you expect me to apply it when I move from location to location as well. For example, when I go to Ms. Smith to get the lemon, she expects me to apply the reference and when I got to Peter to get the Sugar, he expects me to apply the reference as well.

To summarize the above explanations and to help us understand our relationship with a given reference, we can use this table. In other words, this table provides additional explanations of our characteristic in relationship to the characteristic of the given reference.

Characteristics	Explanations
Interpretation of theory	The interpretation characteristic enables the interpretation of a theory in the given set

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Application of theory	The application characteristic enables the application of a theory in the given set
System relationship with application of theory	This relationship enables us to apply a theory from the given set to enable us to execute functions of life. For example, I apply the exchange system theory in order to get lemon for the lemonade. Ms. Smith applies the exchange system theory to provide lemon to me for the lemonade. Peter also applies the exchange system theory to provide sugar to me for the lemonade. The relationship of the application characteristic with the physical system enables that to happen.
System relationship with interpretation of theory	This relationship enables us to interpret a theory from the given reference. For example, I interpret the exchange system theory in order to exchange with Ms. Smith and Peter. Ms. Smith interprets the exchange system theory from the given set in order to provide lemon for the lemonade. Peter also interprets the exchange system theory in order to provide sugar for the lemonade. The interpretation characteristic with the physical system enables that to happen.
Relationship with system	Relationship between the given set and us. That relationship enables us to apply the theory from the given set. It also enables us to interpret theory from the given set. That happens, because there is a relationship between all of us and the given set as well as each of us and the given set.
Relationship with theory of communication	Each theory identified in the given set is related to theory of communication. That relationship enables us to interact with each other. For example, that relationship enables me to use theory of communication to

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	exchange with Ms. Smith and Peter. That relationship also enables Ms. Smith to provide lemon for the lemonade as well as Peter to provide sugar for the lemonade.
Dependency on theory	This characteristic enable us to get ideas from theory to execute functions of life. For example, I depend on the exchange system theory to get ideas to exchange with Ms. Smith and Peter. The exchange system theory gives me ideas to get lemon for the lemonade from Ms. Smith. It also gives Ms. Smith ideas to provide lemon to me for the lemonade. The exchange system theory gives ideas to both me and Peter to provide and receive sugar for the lemonade.
Expandability of theory	This characteristic enables us to identify unlimited number of theorems from a theory in the given set. For example, I use multiple theorems of communication to communicate with Ms. Smith and Peter. In other words, because of that relationship, I identify multiple principles of communication and use them to communicate with Ms. Smith and Peter about the lemonade.
Presentation of theory	This characteristic enables us to present a theory from the given set. In other words, because the interpretation characteristic enables us to interpret a theory from the given set. The presentation characteristic enables the results of that interpretation. It is the same as saying that the presentation characteristic enables another principle to be resulted from that interpretation.
Portability of theory	That characteristic enables us to apply a theory from the given set when we move from location to location. For example, I apply the exchange system theory, the

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	instrumentation theory, and the communication theory when I go to Ms. Smith and Peter to get lemon and sugar for the lemonade.
Not limited	That characteristic enable us not to be limited by theory from the given set. In other words, since the theories form the given set are not limited, we are not limited as well to apply theory from the given set to execute functions of life.
Fundamental of theory	This characteristic enable us to identify and understand theories from the given set. In other words, each theory in the given set does have a fundamental. The fundamental of a theory gives rise to that theory. In other words, the fundamental of a theory enables that theory to be identified or sensed. The fundamental of a theory from the given set enables us to identify that theory or principle or theorem from that theory.
Independency of theory	This characteristic enables us to apply theory independently to execute functions of life. For example, I apply the exchange system theory to get lemon and sugar for the lemonade. This characteristic enables the exchange system theory to give ideas to me. This process can only happen independently.
Incomparable	This characteristic enables us not compare a given theory. In other to compare two entities, both entities must exist. If a single entity exist and another one does not exist, then that entity cannot be compared. For example, the given set provided to us by our parent is only one set. Each theory in that set is unique. Since that set exist by itself and another set does not exist, then that set cannot be compared. Since each theory in

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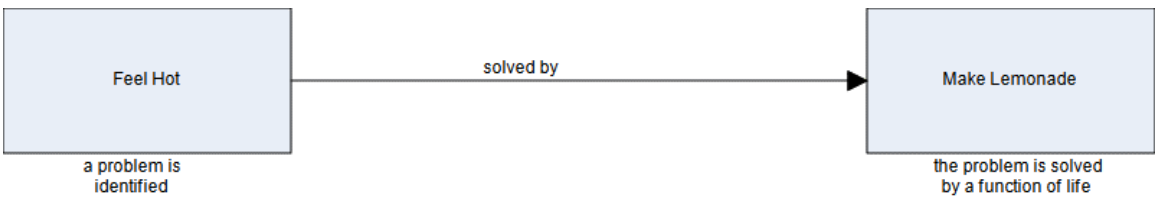
	the set is unique, so each theory in the set cannot be compared because another theory does not exist to compare with.
Similarity of theory	This characteristic enables us to identify similarity between the theories in the set or the similarity between the principles in the theories. Given that the fundamental of a theory from the set enables us to identify that theory in the set. That same fundamental enables us to identify similarity between theories in the set as well as similarity between principles or theorems in that theory.
Importance	This characteristic enables us to provide importance to the theories in the set. Since we are related to the theories in the set and our characteristics are also related to the theories and their characteristics, they must be important to us.

Understanding Functions of Life

Our problem statement is *I feel so hot. I need to make a lemonade in order to refresh myself*. In this case, *Make Lemonade* is viewed as a function of life. What is important here? A problem is identified and a function needs to be executed to solve the identified problem. To better understand that, let's show that by this model. As shown below, a problem is identified in life and a function is added to life to solve the identified problem. In this case, *Feel Hot* is viewed as the problem of life, where *Make Lemonade* is viewed as a function added to life to solve the *feeling hot* problem. What is important here and good to know is that a function is added to life to solve an underlying problem. A function is added to life. When that function is executed it solves an underlying problem or the problem it intended to solve.



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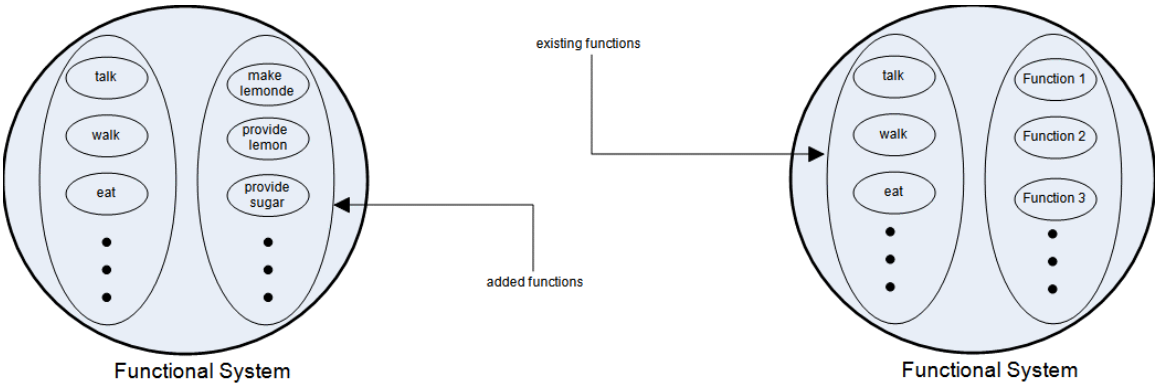
From our problem statement, we know that in order to make the lemonade I need lemon and sugar. I turn to Ms. Smith for lemon and Peter for sugar in order to make the lemonade. From what we have just said, we can see that Ms. Smith provides me lemon to make the lemonade is also a function of life as well as Peter provides me with sugar to make the lemonade is also viewed as a function of life. From what we have just said, we can see that *Provide Lemon* and *Provide Sugar* are also functions added to life to solve an identified problem. To better understand that, let's show all of them as functions of life.



As shown by the model above, *Make Lemonade*, *Provide Lemon,* and *Provide Sugar* are functions of life. Those functions are added to life in order to solve the *Feeling Hot* problem. As we already know, given that life is made of a lot of functions, we can use indexing with the word *Function* to identify functions of life. This is what we have just done to the right above.

In terms of functions added to life, we know that the *Make Lemonade* is my function. In other words, the making of the lemonade function is executed by me, where providing lemon function is executed by Ms. Smith and providing sugar for the lemonade is executed by Peter. Let's use the table below to show that

Person	System Equivalent	Function	Function Equivalent
Me	System 1	Make Lemonade	Function 1
Ms. Smith	System 2	Provide Lemon	Function 2
Peter	System 3	Provide Sugar	Function 3

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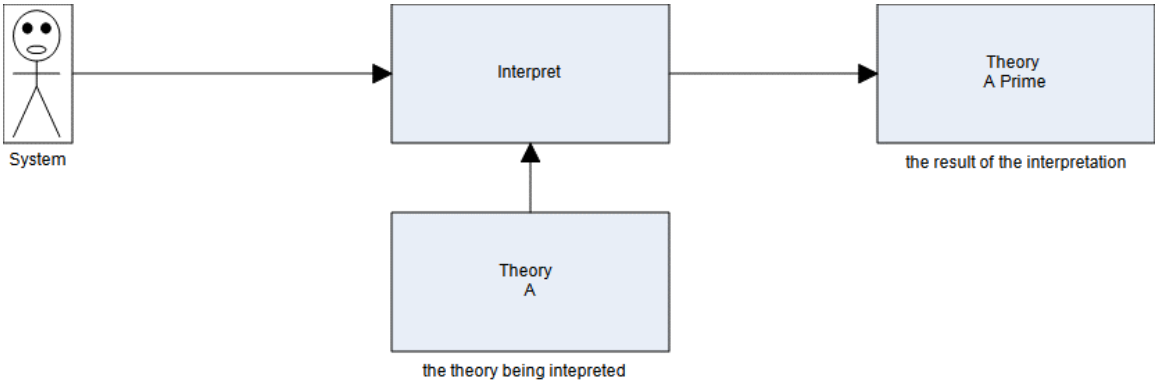
Understanding Interpretation of Theory

In the communication domain, we talk about our application; in the theory domain, we think about our application. In the communication domain, we talk about making the lemonade; in the theory domain, we think about making the lemonade. In this case, each person in the application including me, Ms. Smith, and Peter think individually about making the lemonade. Given that theory gives us ideas to execute functions of life, each of us individually in relationship with theory get ideas from theory to enable us to make the lemonade.

As a theory-enabled system, in order for us to apply a given theory to execute functions of life, we must interpret that theory. Given that each of us thinks individually in relationship with a theory to get ideas from that theory to execute functions of life, a theory must be interpreted by each of us independently in order for us to get ideas from that theory. To better understand the process of interpreting a given theory, let's take it like this. A given theory is provided to us in a form. We interpret that theory to put it in a form so we can understand it, then we apply that theory to execute a function in life to solve an identified problem. The model below shows just that. Here we concentrate only in the interpretation aspect of the theory. We will look at the application aspect later.



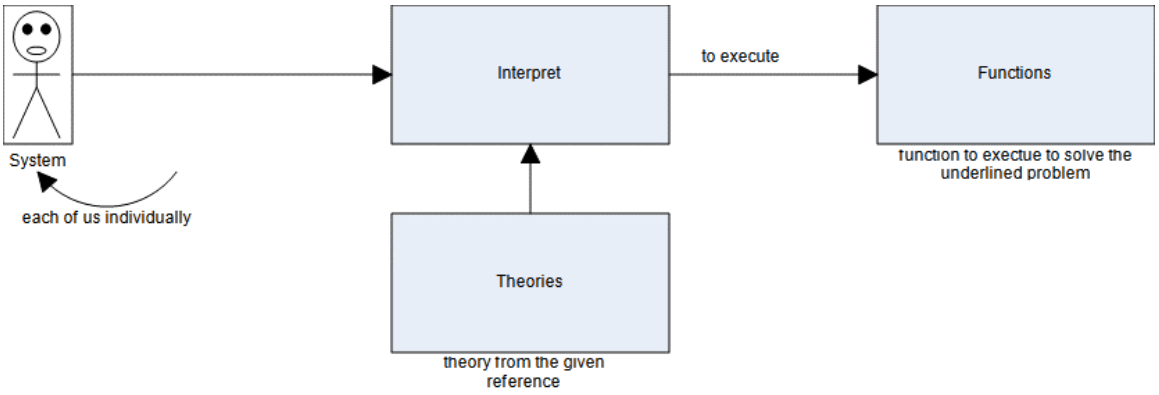
From the model above, it shows that a theory is being interpreted where the result of the interpretation produces a theory in another form. Here we simply use *Theory A* to identify the theory being interpreted by the system, where *Theory A Prime* is simply the result of the interpretation which is the name of the resulted theory. What is important here is that before the theory is interpreted, it was in a form. After the theory is interpreted it becomes in another form. From the model above, while *A Prime* is viewed as the result of the interpreted theory, however the resulted theory does not change the theory at all. In this case, the characteristic of *Theory A* is still the same as the characteristic of *Theory A Prime*. What is important here,? After a theory is interpreted the characteristic of that theory does not change at all. The characteristic of both

theories are still the same. The characteristic simply enables the theory to be put in a form where it can be understood by the system.

To better understand interpretation of theory, it is always good to look at it this way. Interpretation of a theory is viewed as the way we think about the theory. How we think about a theory is being viewed as interpretation of that theory. As a separate entity, the way we think about a theory doesn't change that theory. For example, as shown from the model above, *Theory A* still remains the same. It does not matter how we look at it, view it or interpret it, the characteristic of *Theory A* still remains the same. In other words, the characteristic of a theory does not change when we interpret that theory.

Understanding Theory in the Given Reference

We can also say *Understanding the Principles in the Given Set or Understanding Theories in the Given Set*. After we had problems with our application, we turned to our parent for help. Our parent provided us with the given reference. Now that we have the given reference, we can interpret it to solve our problems. The way to look at it. We have a problem where we need to add a function to life to execute to solve that problem. We turn to our parent to help us. Our parent provides us with the given reference so we can help ourselves. We now have the given reference so we can now interpret it to solve that problem. To better understand the overall process let's take it like this as shown by the model below.



As shown by the model above, by interpreting the theories from the given reference, the results of the interpretations enable us to execute functions to solve problems in life. In other words, each of us interprets theories independently from the given reference which enable us to execute functions to solve underlying problems.

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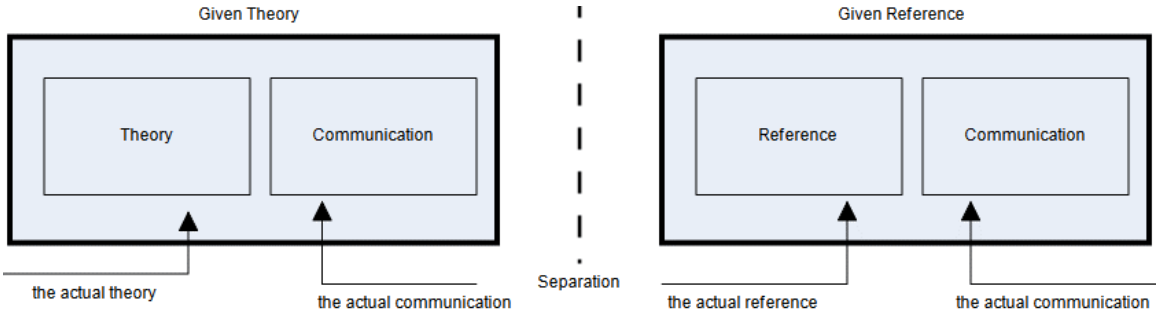
Now that we have identified each theory from the given reference, we can then interpret each theory from the given reference in order to solve the underlying problem. Let's identify again theory from the given reference as shown by the table below.

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

We know that a given theory is related to theory of communication and a theory is presented with the inclusion of theory of communication. This is the same as saying that, within a given communication, there exist the principle and the communication itself. Within a given principle, there exist the principle and the communication itself. Within a given reference, there exist the reference and the communication itself. In a given set of principle, there exist the communication and the set of principle itself. From what we have just said, we can see that within a given theory, there exist the theory and the communication itself. The model below provides more explanation



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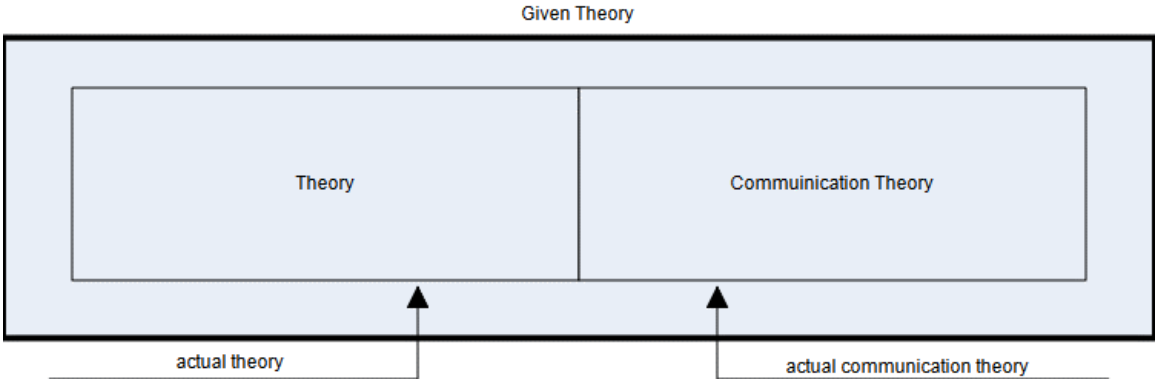
As we can see from the model above, a given theory is presented to us where the actual theory is a separate entity from the actual communication. In this case, we can see that the communication is a part of the given theory. To the right, we see a reference is provided to us by our parent. The actual reference is a separate entity from the actual communication. In this case, we can say that a given reference is provided to us by our parent. That reference is a separate entity from that communication. In other words, a reference is given to us by our parent in the communication domain. That reference is a separate entity from the actual communication.

Within a given communication, there exist the communication and the principle itself. Within a given theory, there exist the theory of communication and the actual theory itself. In other words, if a theory is given to us or we can identify a theory; that theory includes two entity: the theory itself and the theory of communication. In this case, we can see that theory of communication attaches to theory or theory of communication includes in theory. From what we have just said, let's take a look at the model below for more explanation.



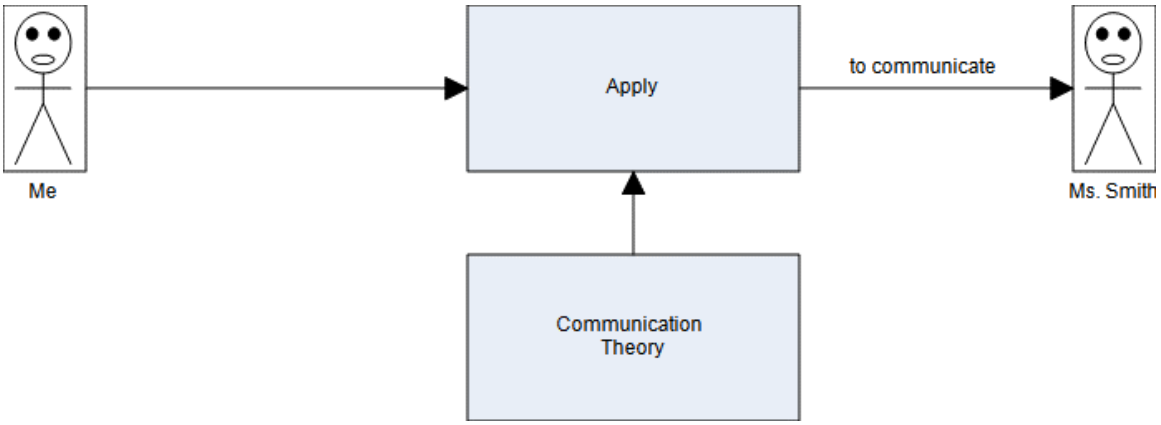
As we can see from the model above, communication theory attaches to theory. In other words, in a given theory, the theory communication attaches to that theory. Given that the reference given to us by our parent includes all the theories that we need to execute functions of life, communication theory attaches to each of those theories.

Now that we know theory of communication attaches to theories, we can proceed with our interpretation of theory in relationship to our problem statement: *I feed hot, I need to make a lemonade to refresh myself.* In order to make that lemonade, I have water and ice, but I don't have lemon and sugar. I need lemon and sugar to make the lemonade. I contact Ms. Smith for lemon and I contact Peter for sugar. Now, in terms of application of theory, we can take it like this. Given that theory gives us ideas to execute our application, when I contact Ms. Smith, I used theory of communication to communicate with Ms. Smith. When I contact Peter, I also

used theory communication to communicate with Peter. Now, let's identify my communication with Ms. Smith and my communication with Peter.

Communication with Ms. Smith	Communication with Peter
Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me?	*Hi Peter how are you? How is your day? I feel so hot, I need to make a lemonade. I looked in the cabinet and I don't have any sugar. Do you have some you can give me?*

From the table above, we can see that I use the theory of communication to communicate with Ms. Smith as well as Peter. The overall process can be viewed in the form below. I apply theory of communication to communicate with Ms. Smith.



Now, let's look at Ms. Smith's communication to me and Peter's communication to me as shown by this table.

Ms. Smith Communication to Me	Communication with Peter
Come over, I will give you some lemons.	*Come over and bring a cup, I will give you some sugar.*

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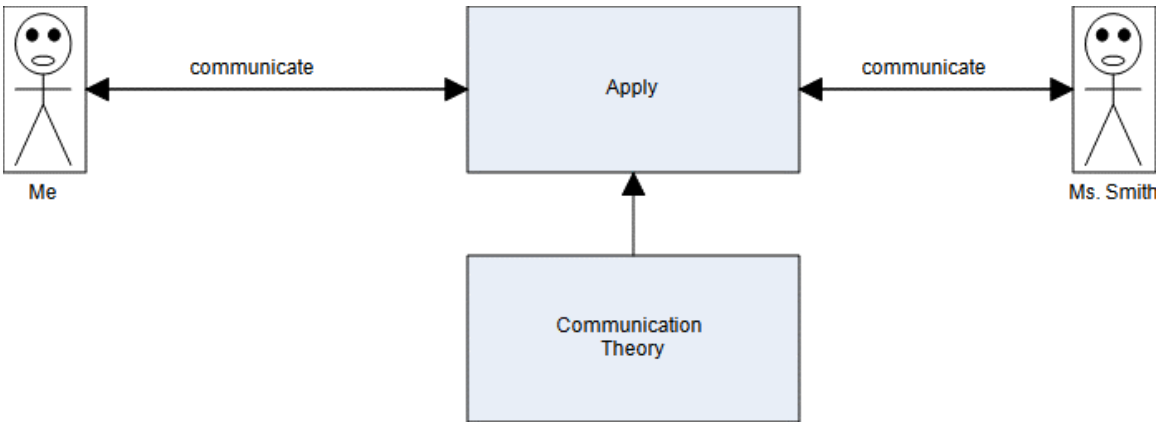
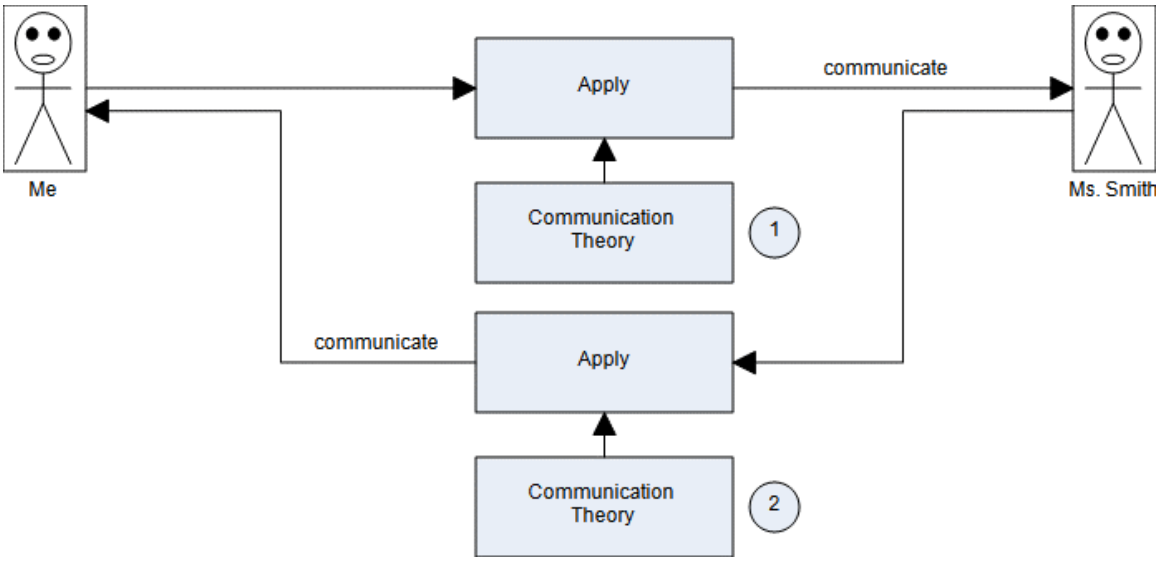


From the model above, I apply theory of communication to communicate with Ms. Smith and Ms. Smith applies theory of communication to communicate with me. We can take it like this. I communicate with Ms. Smith by applying the theory of communication and Ms. Smith communicates with me by applying the theory of communication as well. Thus, we both apply the theory of communication from the given reference or the given set of theories provided to us by our parent.

While the model above shows a single theory of communication, it is always good to think it like two separate entities. As shown below, at node 1 I used theory of communication to communicate with Ms. Smith and at node 2, Ms. Smith applies theory of communication to communicate with me. This model is the same as the one above.



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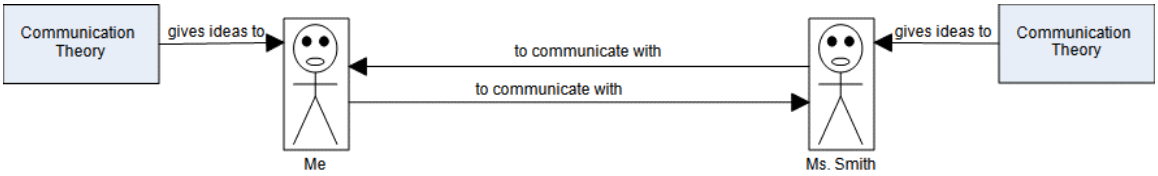
Given that theory gives us ideas independently, it is better to think the model above like the one below. For example, communication theory gives me ideas to communicate with Ms. Smith and theory of communication gives Ms. Smith ideas to communicate with me.



Before we move farther, let's identify some theories from the given reference and provide some descriptions for them as shown by the table below.

Theory Name	Description
The Communication Theory	Gives us ideas to communicate with each other. For example, communication theory gives me ideas to communicate with you; it also gives you ideas to communicate with me. Theory of communication gives me ideas to communicate with Ms. Smith and Peter.
The Information Theory	Gives us ideas to provide information and receive information from each other. For example, the information theory gives me ideas to provide information to you; it also gives you ideas to provide information to me. Information theory gives me ideas to provide information about the lemonade to Ms. Smith and Peter.
The Instrumentation Theory	Gives us ideas to use our instruments to enable the functionality of life. The instrumentation theory gives us ideas to use attached instruments such as—hands etc. and nonattached instruments for example instruments that I used to make the lemonade to solve the feeling hot problem.
The Theory of Marketing	Gives us ideas to provide and receive information about functions or entities added to life to enable the functionality of life. For example, as I enter the supermarket, I take a weekly flyer from the stand that shows 4 lemons for 1 dollar. In this case, the section of that flyer provides me information about the price of the lemons.

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The Exchange System Theory	Gives us ideas about exchanging entities that we need in life to enable the functionality of life. In other words, given that we live at different locations, there are things that we need in life that are not located/present at our locations. The exchange system theory give us ideas to exchange what we need to enable the functionality of life.
The Work Theory	Gives us ideas to work to execute functions to enable the functionality of life. For example, as I enter the supermarket, I saw Tony the manager and I asked him, *Do we have any weekly flyers?* He points me out to the stand next to the front door where I take one.

To better understand the theories from the set, it is always good to look at it this way. Each theory given in the set enables us to interact together. Each theory given in the set, enables us to manage specific interaction. Each theory given in the set, enables us to manage in a specific way. The table below provides an example.

Theory	Interaction	Example
The Communication Theory	Communication	I communicate with you; you communicate with me.
The Information Theory	Information	I give information to you; you give information to me.
The Instrumentation Theory	Natural instruments such as hand and non-natural instruments	We shake hand together
The Exchange System Theory	Exchange, buy, sell, trade etc.	Buying grocery from the store is an example
The Theory of Marketing	Marketing	Provide or receive information about an item for sale
The Gaming Theory	Game	I play basketball or soccer with you
The Work Theory	Work	I work with you at the supermarket

From the table above, we can see that each theory given to us by our parent has a specific purpose. Each theory in the set enables us to manage a specific interaction. It is always good to show that by the table below.

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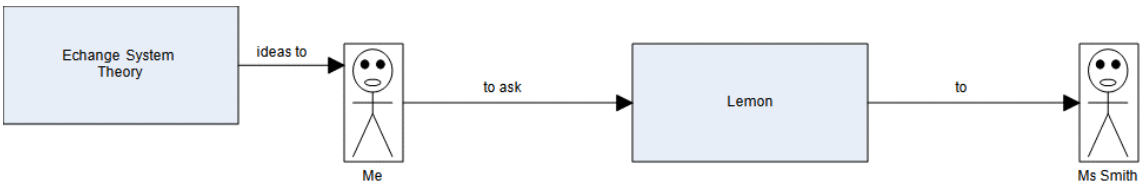
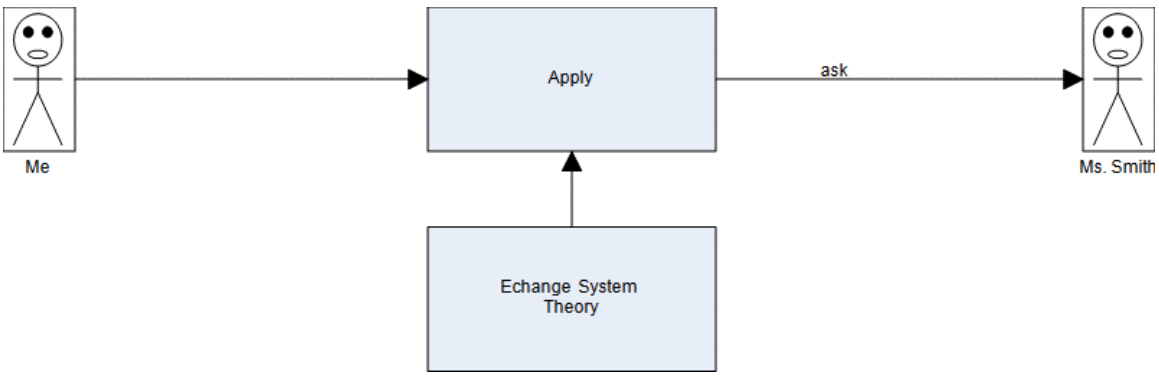
Theory	Interaction Management
The Communication Theory	Manage communication interaction
The Information Theory	Manage information interaction
The Instrumentation Theory	Manage usage of instrument interaction such as hands etc.
The Exchange System Theory	Manage exchange interaction such as sell etc.
The Theory of Marketing	Manage information interaction about marketing
The Gaming Theory	Manage gaming interaction
The Work Theory	Manage work interaction

As we have learned previously, theory gives us ideas to execute functions of life and communication theory attached to theory. From our application, I need lemon to make the lemonade and I don't have any, so I ask Ms. Smith for some lemons and I ask Peter for some sugar. Given that I am a theory dependable system, in order to do that, I use the exchange system theory in relationship with theory communication to ask Ms. Smith for lemon. We can say that, in order to get lemon from Ms. Smith, I use the exchange system theory to do that. To better understand the process, let's show that by the model below.



The model above shows that the exchange system theory gives me ideas to ask lemon to Ms. Smith. While the model is shown like that, it can also be shown in term of application like the one below. For example, I apply the exchange system theory to ask lemon to Ms. Smith.



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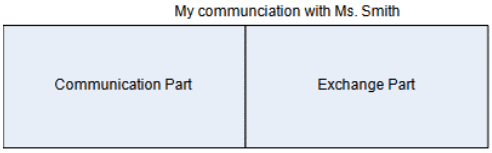
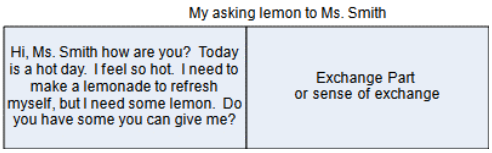
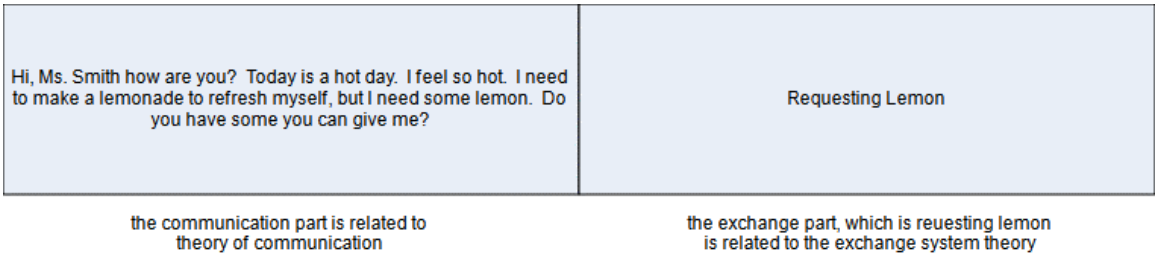
Let's take a look at the overall process again. I communicate with Ms. Smith, here is my communication to Ms. Smith again. *Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me?*

If we analyze the communication, we can see that it includes two entities: the communication itself and the request for the lemon. Let's take them side by side

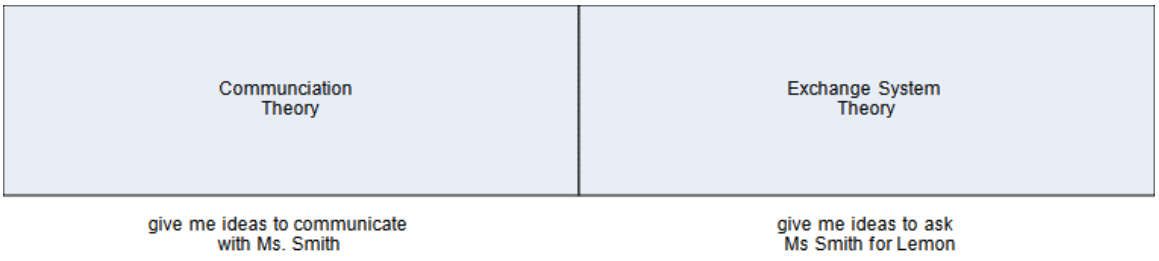




From the model above, we can see that asking or requesting lemon to Ms. Smith includes the communication component and the sense component. We can say that the communication part is related to theory of communication and the exchange part is related to the exchange system theory as shown below.



Given that theory gives us ideas to do what we do, we can say that the communication theory gives me ideas to communicate to Ms. Smith, while the exchange system theory give me ideas to ask Ms. Smith for lemon to make the lemonade. In this case, we can show both theories together side by side.



Now, if we want to, we can show the model in the form below to show that I get ideas from both theory of communication and from the exchange system theory to ask Ms. Smith for lemon.

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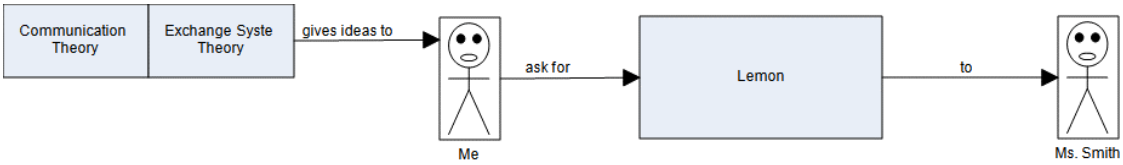
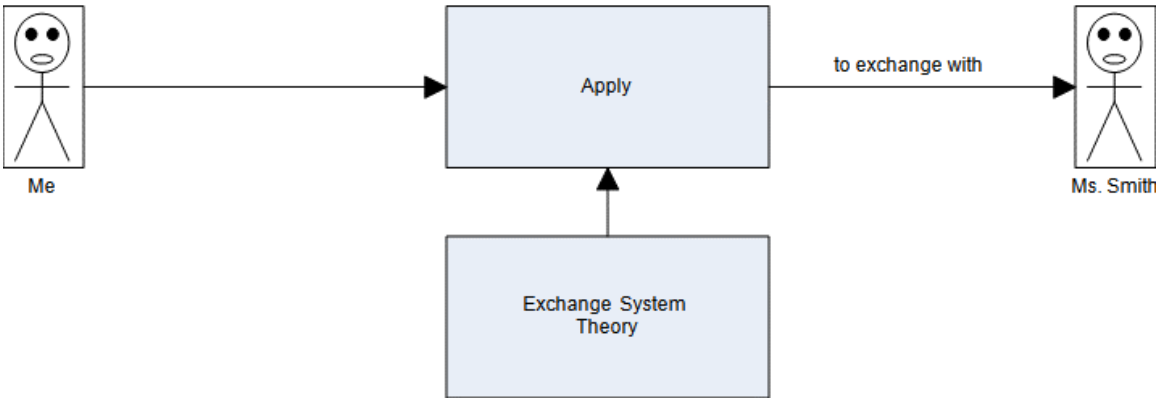
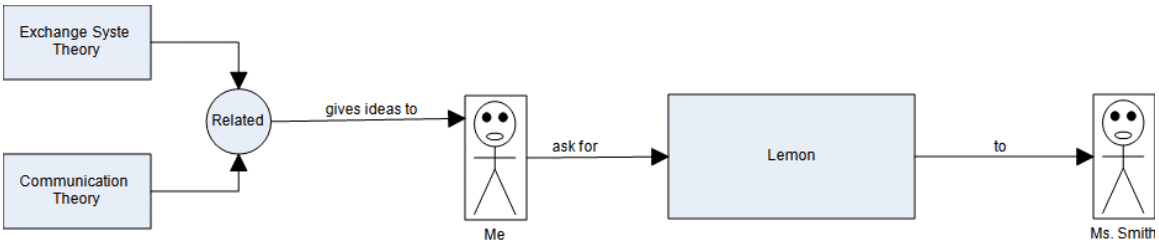
While the model below shows theory of communication first, it does not matter. If we want to, we can put it before the exchange system theory. What is important here is that both theories give me ideas to perform the exchange.



As we already know, the model above is the same as the one below. For example, I apply the exchange system theory to ask Ms. Smith for lemon to make the lemonade.



Since both theories give us ideas to exchange and theory of communication is related to theory. In other words, given that the exchange system theory and theory of communication give me ideas to exchange with Ms. Smith and theory of communication is related to theory, then the process can be shown by the model below, where the relationship gives me ideas to ask Ms. Smith lemon for the lemonade.



From the model above, I apply the exchange system theory to exchange with Ms. Smith. This process includes the application of the theory of communication as well as the exchange system

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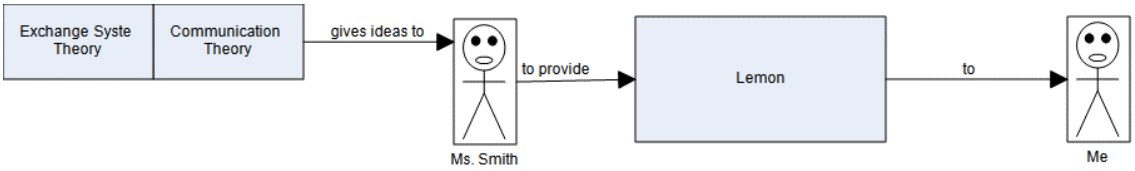
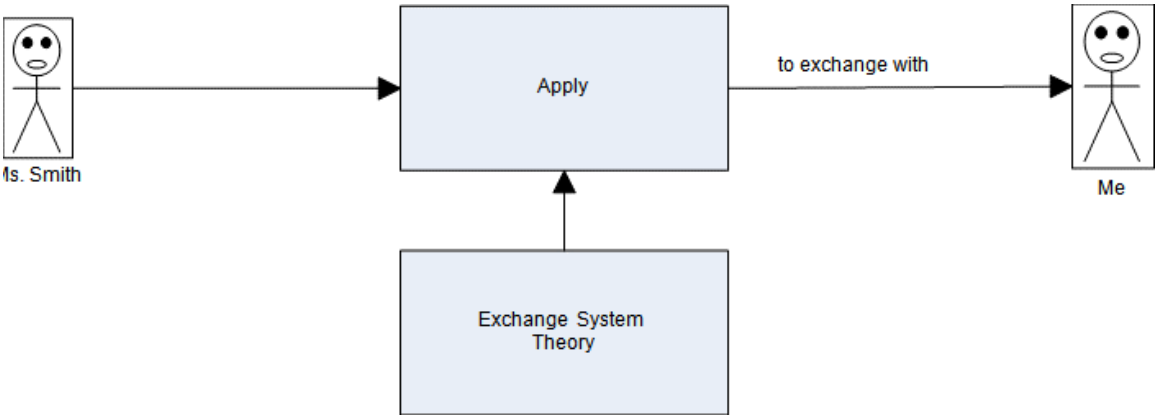
theory, since the exchange system theory is related to theory of communication. When I communicate to Ms. Smith to ask her for the lemon, she told me to come over so she can give me some. In this case, Ms. Smith applies exchange system theory as well as theory of communication to provide me with some lemons. Let's show the process in the form below.



The model above is the same as the one below. The way to look at it is when I talk to Ms. Smith, she told me I can come over so she can give me some lemons. From that, we can see the process of exchange includes the communication of Ms. Smith.



Within a given communication, there exists the communication and the principle itself. Let's look at the communication from Ms. Smith, *Come over, I will give you some lemon*. We can see that the communication includes the communication part and the exchange part as shown below. We can say that the communication part is related to theory of communication and the exchange part is related to the exchange system theory.

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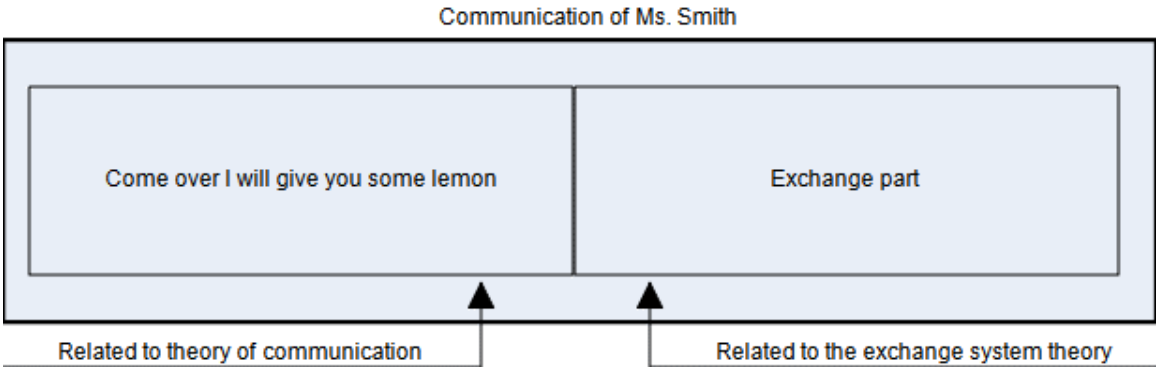
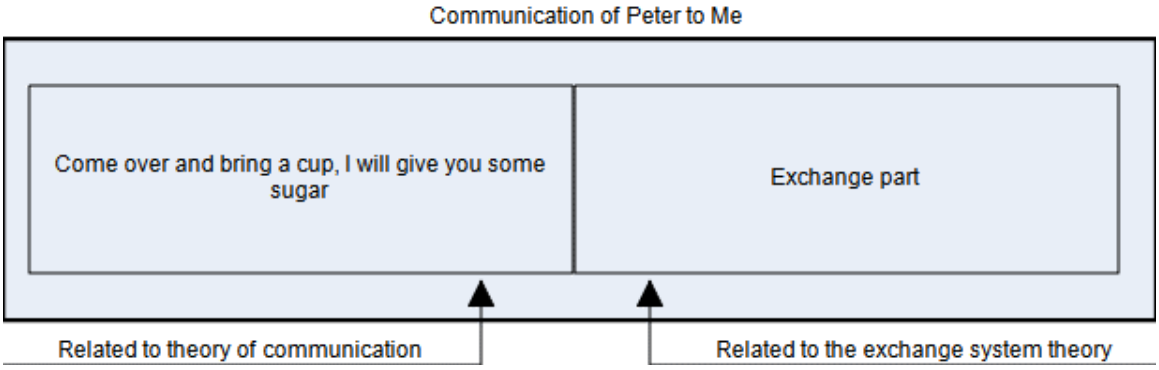


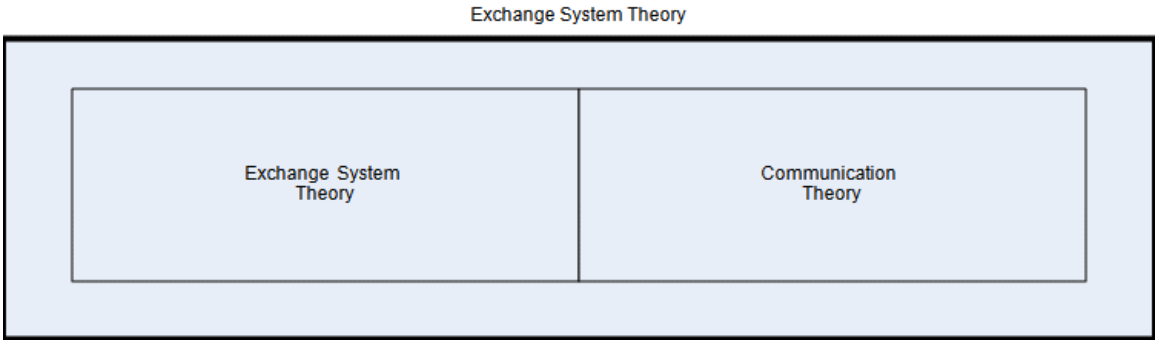
From that we can see the exchange with Ms. Smith including the communication and the exchange itself. Now, I come over to Ms. Smith, and she hands some lemons to me.

From what we have learned up to here in terms of application of theory, we can see that I apply theory of communication and the exchange system theory in order to get lemon for the lemonade. Ms. Smith also applies the communication theory and the exchange system theory in order to provide me with lemon to make the lemonade.

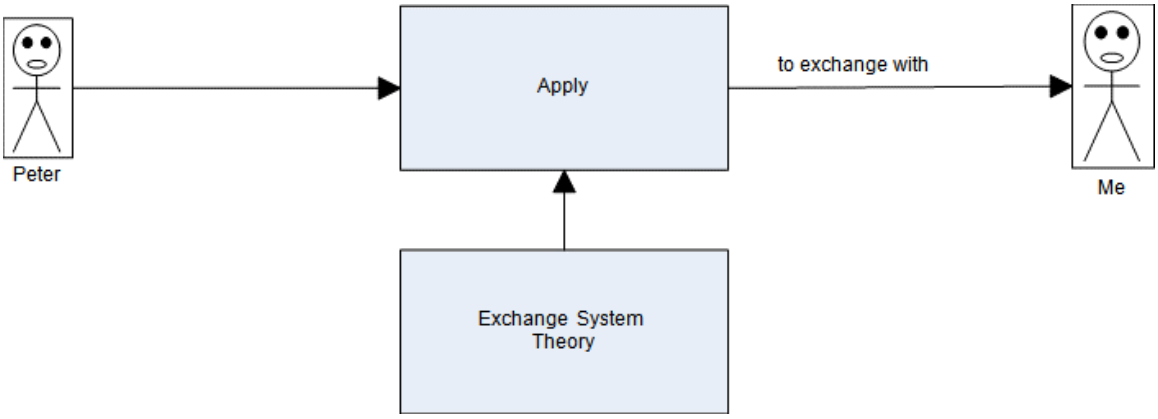
Now, let's look at the communication with Peter; we can see the same thing. When I communicate with Peter, he told me *Come over and bring a cup, I will give you some sugar.* Let's show that by this model.



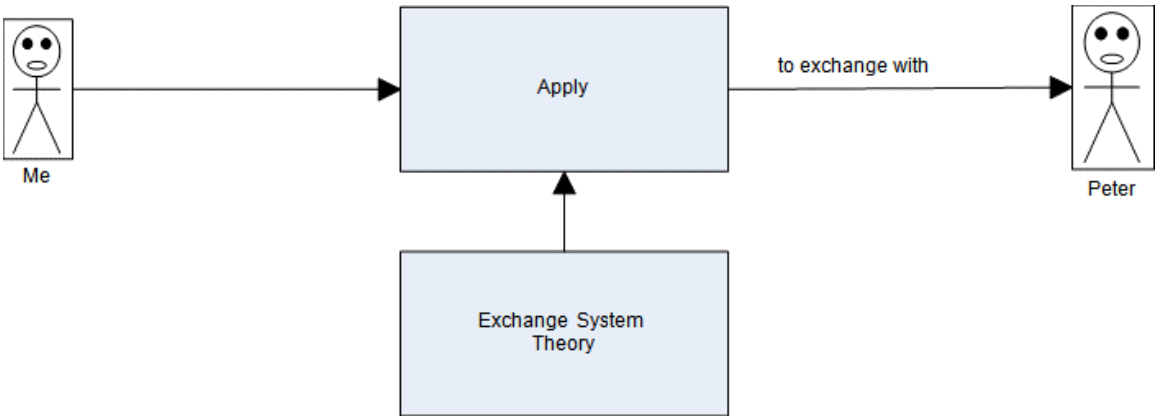
By looking at the model above, we can see that the exchange process include the communication part and the exchange itself. In this case, we can see that the exchange itself is related to another entity, which we identify as the exchange system theory and the communication part is related to theory of communication. From that, it is always good to look at it like this. The exchange system theory includes the exchange system theory itself and the communication theory as shown by the model below.



From the model above, we have just shown that communication theory attaches to theory. Communication theory attaches to the exchange system theory. In this case, the application of the exchange system theory includes the application of the communication theory.



From the model above, it shows that Peter applies the exchange system theory to exchange with me, because the exchange system theory gives Peter ideas to provide sugar to me so I can make the lemonade. I also apply the exchange system theory to exchange with Peter as shown by this mode.



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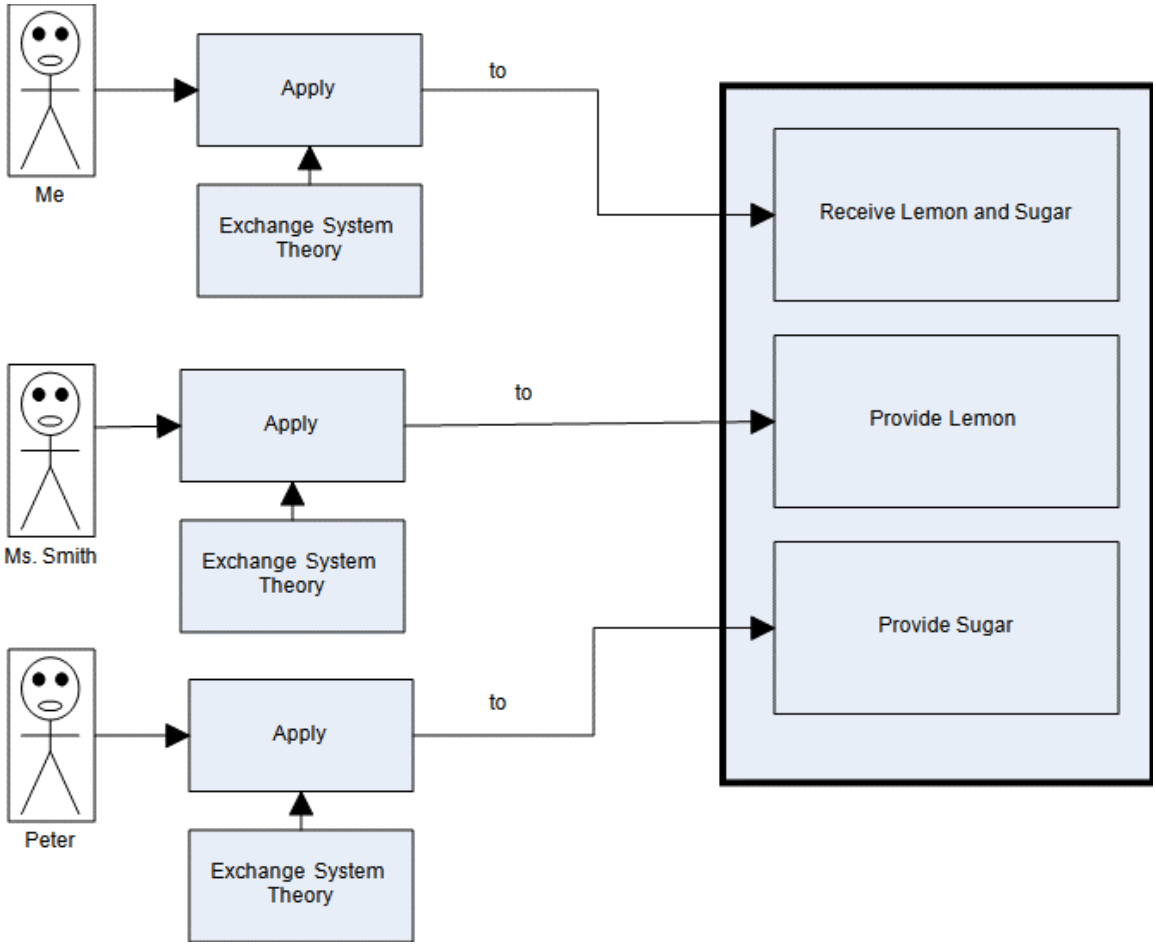
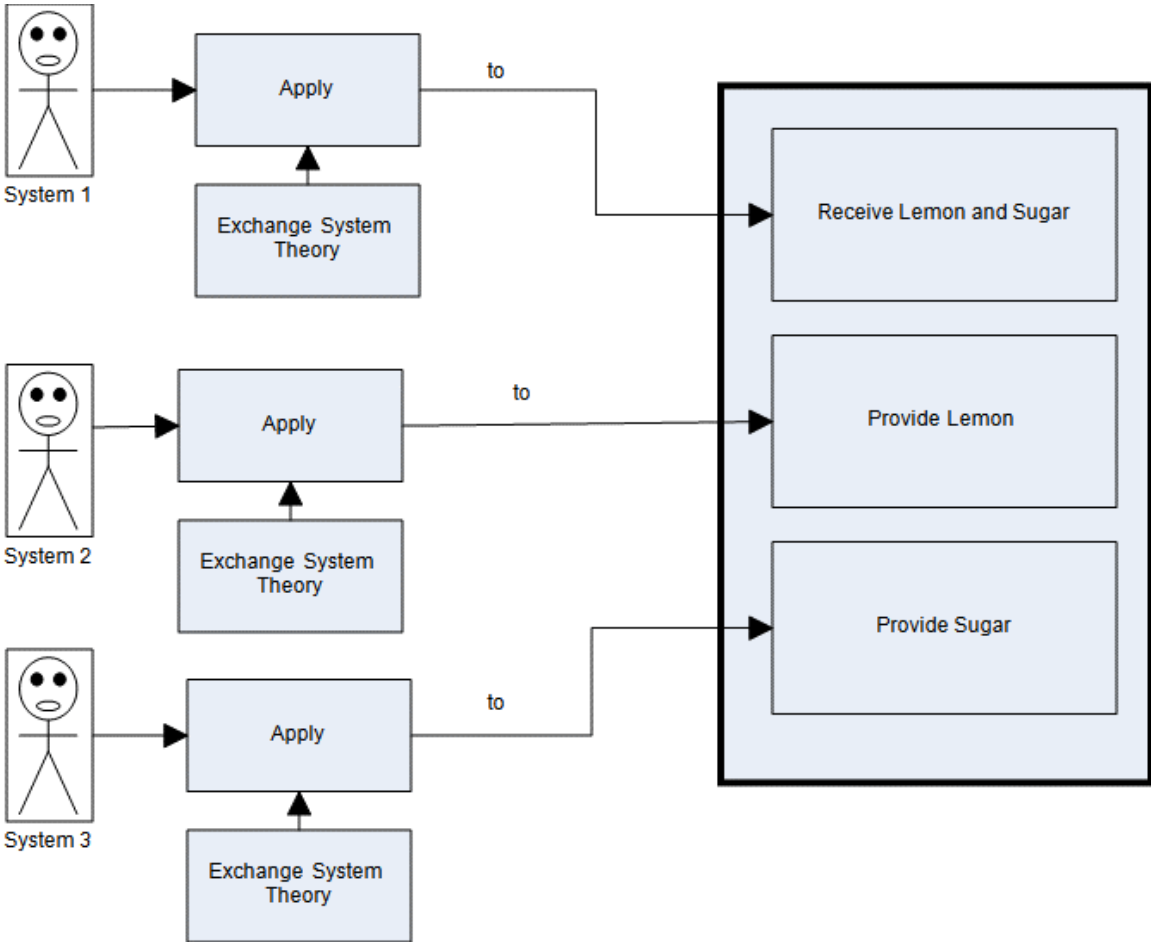
Now, we can see that Me, Ms. Smith, and Peter apply the exchange system theory to exchange lemon and sugar in order to make the lemonade. In this case, we can show the overall model in relationship with the functions produced by the application of the exchange system theory in order to make the lemonade.



The model above shows the application of the exchange system theory in order to make the lemonade. For example, by applying the exchange system theory, I receive lemon and sugar from Ms. Smith and Peter. Ms. Smith applies the exchange system theory to provide lemon to me for the lemonade. Peter applies the exchange system theory in order to provide me sugar for the lemonade.

Given that the theory domain model is related to what we think, when we identify a person in the theory domain, we think about that person in terms of the actual person rather than the name of that person. To better understand that, we can think it like this. In the communication domain, we use the name of a person to communicate so we can call that person. For example, I can communicate in the communication domain with Peter and Ms. Smith by saying *hi Peter*, *hi Ms.*

Smith. However I cannot communicate with Ms. Smith and Peter in the theory domain. Therefore, in the theory domain, both Ms. Smith and Peter are viewed as actual systems. From what we have just said, we can simply replace the name of the people from the model above by their respective systems.



In terms of function, given that we don't communicate to each other in the theory domain, we viewed a function in the theory domain as an actual function rather than the name of that function. In this case, *Providing Sugar* for the lemonade is viewed as an actual function executed by a system rather than the name of that function. From what we have just said, we can represent the model above with their respective functions and numbers. From that, we have:

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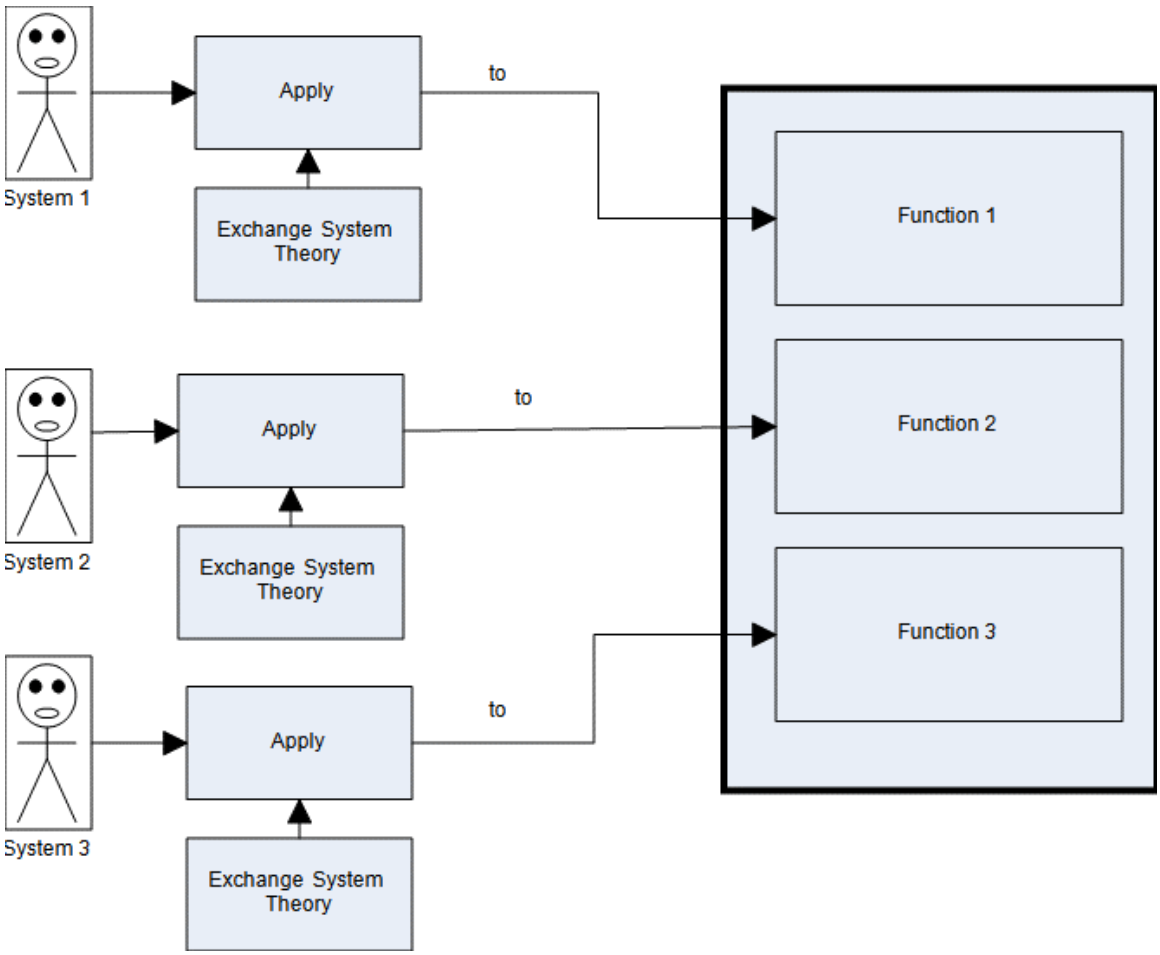

In terms of function 1, we can take it like this. Given that I receive lemon and sugar to make the lemonade, the making of the lemonade includes the receiving of lemon and sugar in order to make the lemonade. Making the lemonade itself is viewed as the main function, where the other functions are viewed as sub functions of making the lemonade function.

From up to here, we have shown and learned the application of the exchange system theory in order to make the lemonade. We already know that in addition to the exchange system theory, we apply other theories in order to make the lemonade. Now, let's identify other theories we apply in order to make the lemonade. I apply information theory in order to provide Ms. Smith and Peter information about the lemonade. Ms. Smith applies information theory in order to provide me information about the lemon and Peter applies information theory in order to provide me information about the sugar.

I apply instrumentation theory to receive the lemon from Ms. Smith and Ms. Smith applies instrumentation theory to provide the lemon to me. For example, Ms. Smith uses her hands to

hand the lemon to me and I use my hands to receive the lemon from Ms. Smith. I apply instrumentation theory to bring a cup to Peter so he can give me the sugar for the lemonade and Peter uses his hands to put sugar in the cup, then hands it to me in order to make the lemonade. In addition to that, I also apply instrumentation theory to mix everything together to make the lemonade. For example, I use knife, spoon, cups, water, ice, the lemon, and the sugar mixed together to make the lemonade. In this case, we can show the overall model with the inclusion of the theories that Me, Ms. Smith, and Peter apply in order to make the lemonade.

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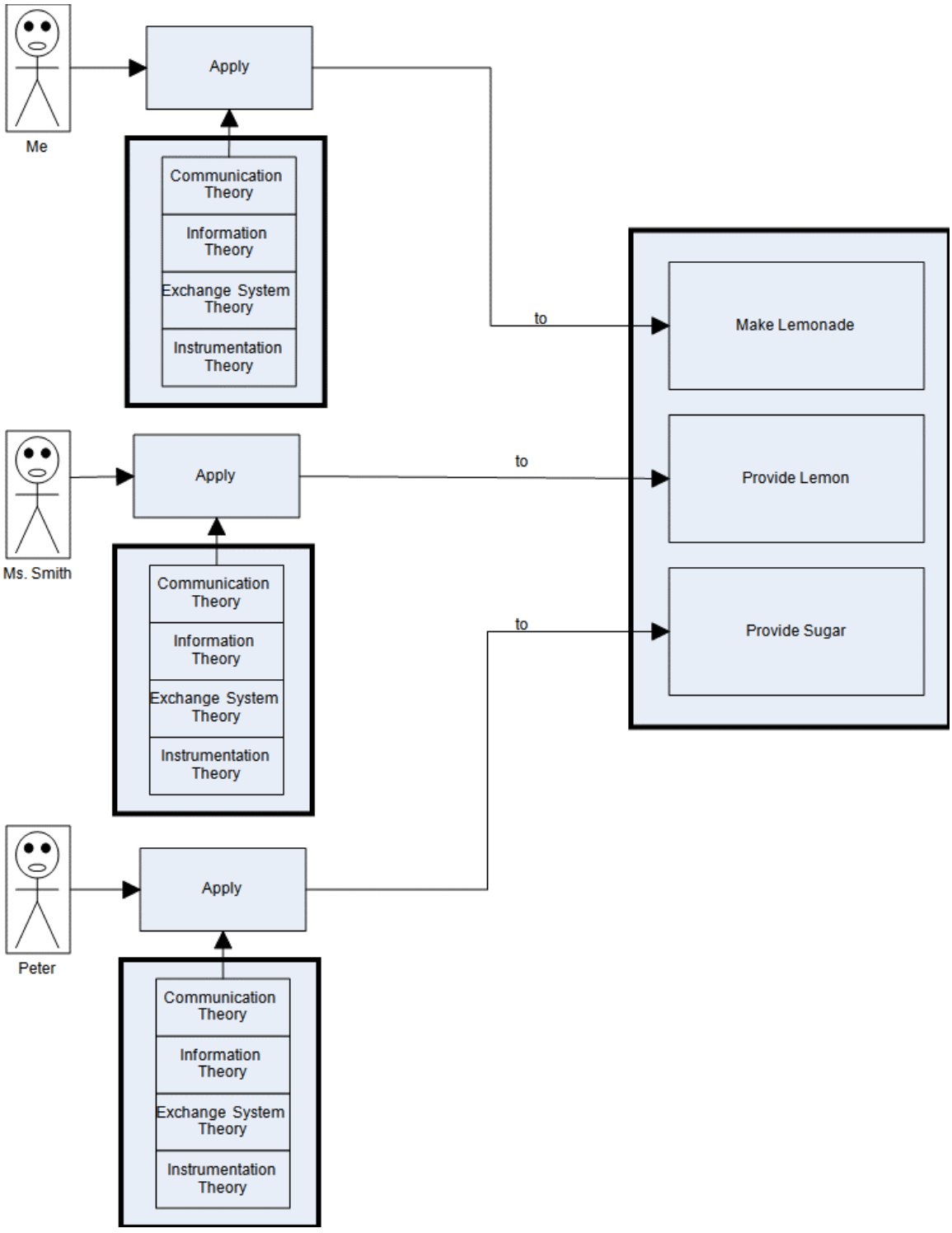

From the model above, it shows that I apply multiple theories to make the lemonade. Ms. Smith applies multiple theories to provide me with lemon to make the lemonade. Peter also applies multiple theories to provide me with sugar to make the lemonade. While the model above shows

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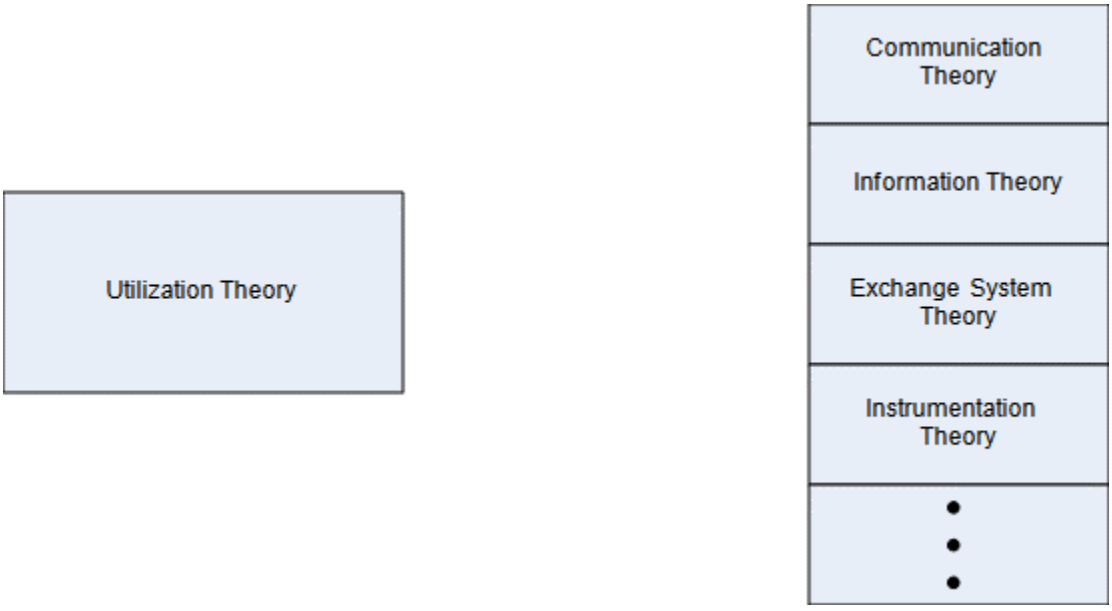
all the theories that Me, Ms. Smith, and Peter applied to make the lemonade. We can identify all those theories as our utilization theory. We know that our utilization theories include all the theories from the set. Here, let's identify those theories as our utilization theory.



The model above identifies our utilization theory with the inclusion of theories Me, Ms. Smith, and Peter applied to make the lemonade. Since the given set includes more theories, we use the continuity to show that there are more theories in the set that we did not include. With that, we can show the overall model with the inclusion of our utilization theory. The model below shows just that. It shows that I apply our utilization theory, Ms. Smith applies our utilization theory, and Peter applies our utilization theory in order to make the lemonade. We group all the applications of theories together to show that the combination of the application of theory by Me, Ms. Smith, and Peter resulted in the making of the lemonade.

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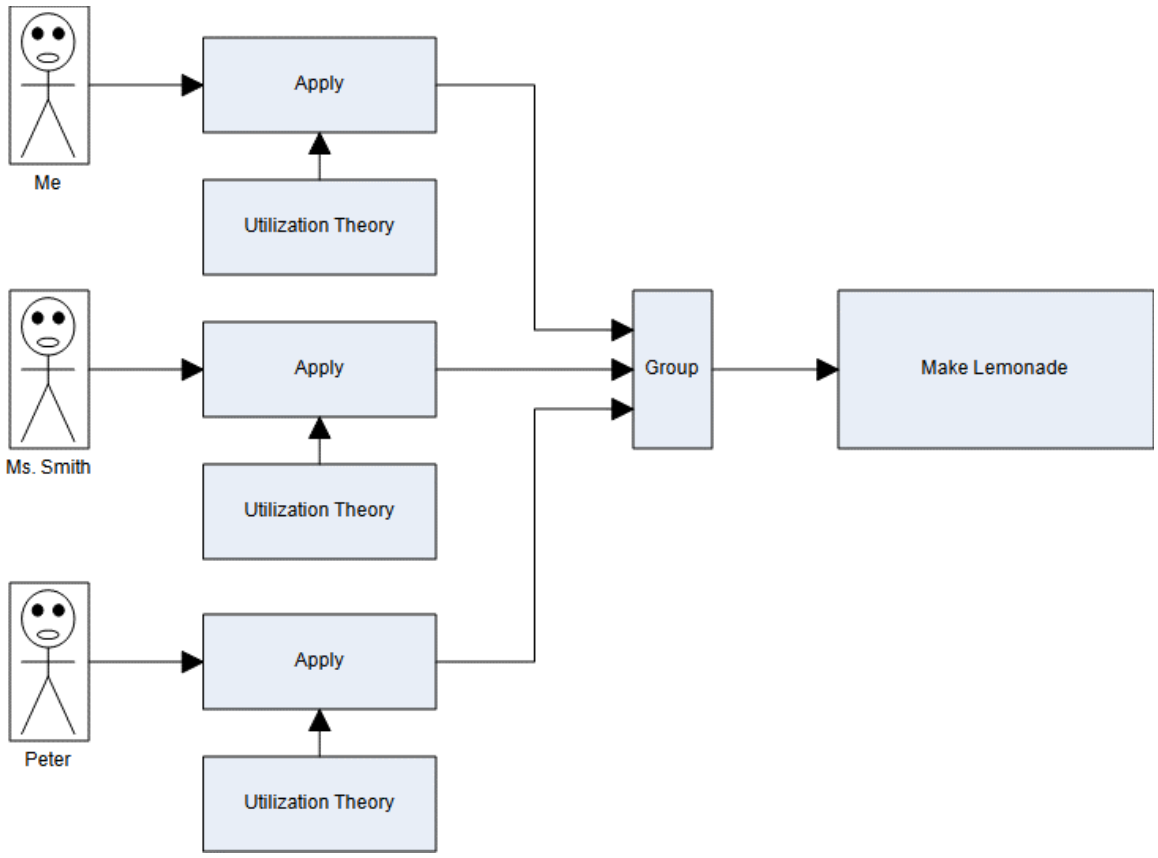

From the model above we can see that the application of our utilization theory by the system resulted in the making of the lemonade function. Now, let's show the model with the people in the application by their respective systems.

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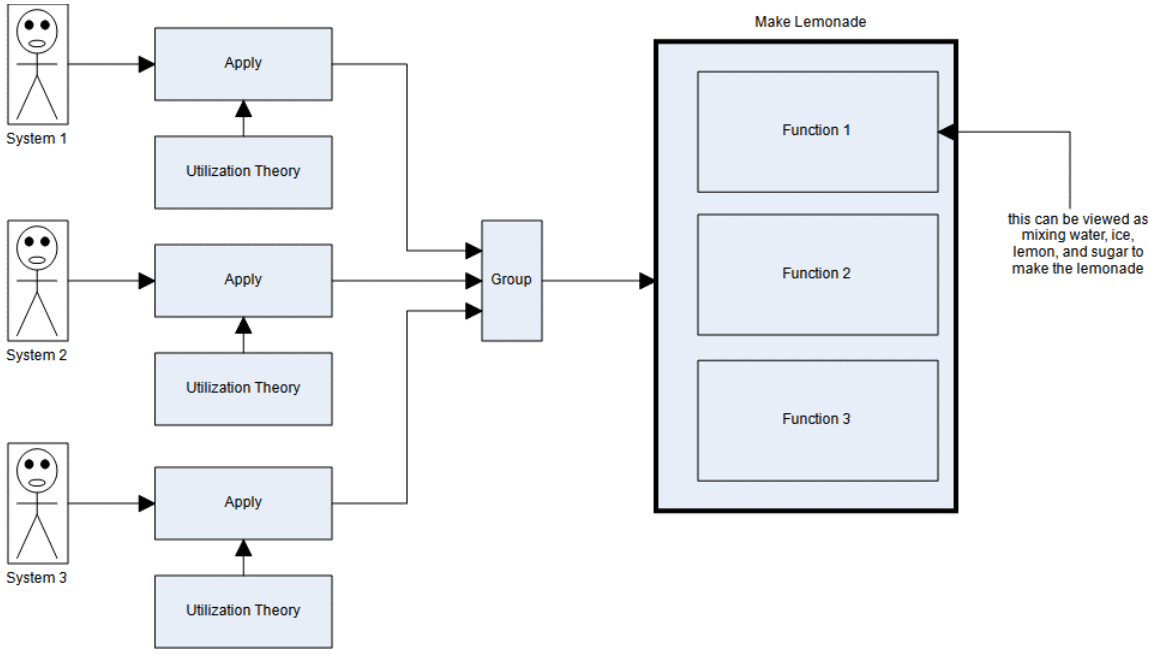

From the model above, *Function 1* is viewed as making the lemonade in terms of mixing ice, water, lemon, sugar together in a cup to make the lemonade. *Function 2* is viewed as providing lemon to make the lemonade where *Function 3* is viewed as providing sugar to make the lemonade. Given that those functions are function of life, we can represent them or add them to the functional system as shown by the model below.

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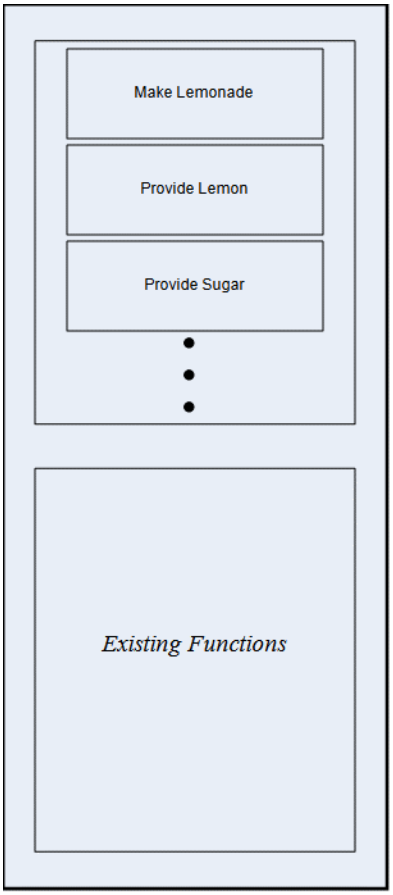
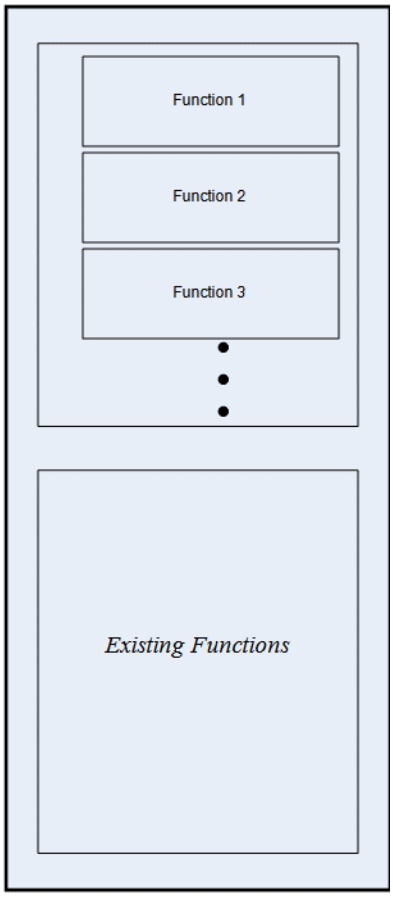


Life



Functional System

From the model above, we show the function that we add to life. The making of the lemonade function includes the providing lemon function, the providing of the sugar function, and the making of the lemonade function. By looking at the model above, we can see that life does not exist without existing function. In this case, in order to make the lemonade, I have to drink the lemonade to solve the problem. From that, we can see an added function of life is related to an existing function of life. In other words, the making of the lemonade function is related to the drinking of the lemonade function. In this case we have two functions: *Make Lemonade* is an added function of life and *Drink Lemonade* is an existing function of life. Now, we can show both functions by the model below.

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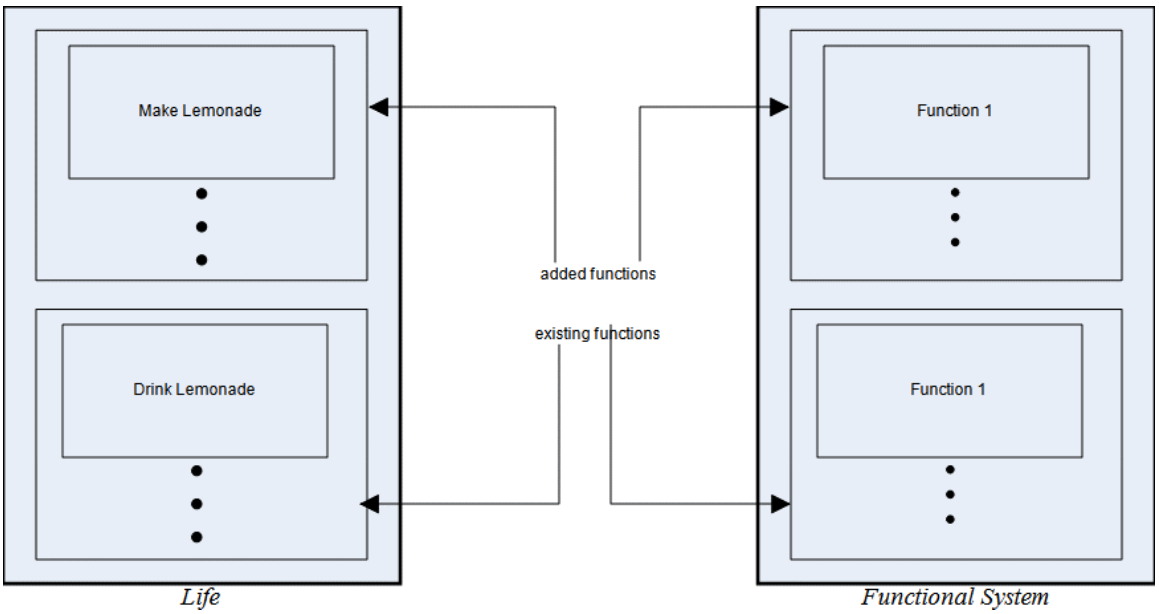
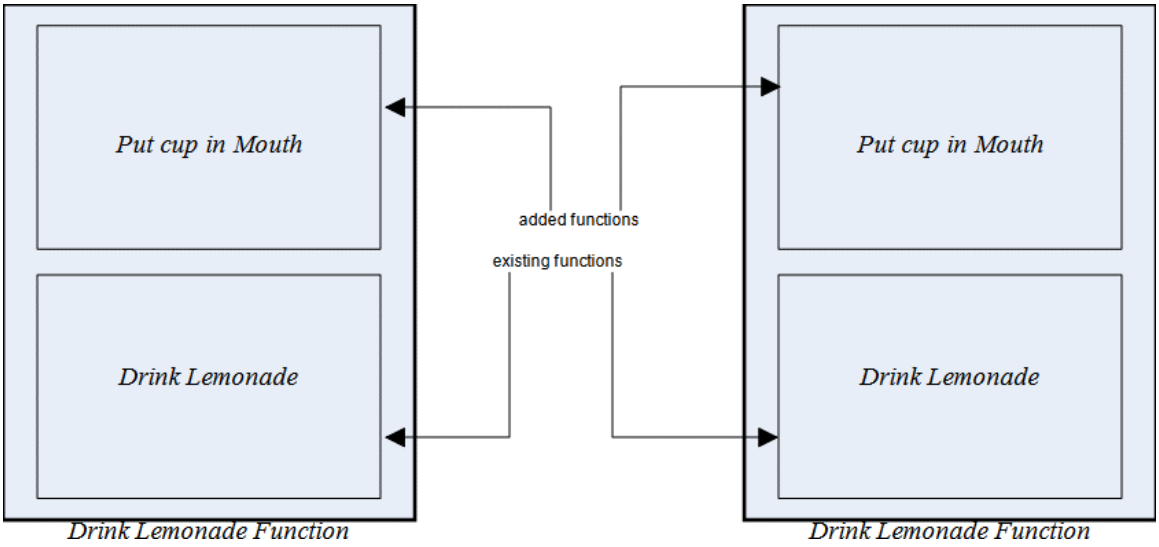


As shown by the model above, *Make Lemonade* is an added function of life where *Drink Lemonade* is an existing function of life. Now, let's take a look of the drinking of the lemonade function. Given that added functions cannot exist by themselves, added functions always need existing functions. From what we have just said and by understanding the model above, after making the lemonade, 2 functions have to be executed: an added function and an existing function. For example, I drink the lemonade; I put the cup in my mouth with the lemonade to drink the lemonade. In this case, we can see that putting the cup in the mouth is an added function while drinking the lemonade is an existing function. Now, let's show that by this model similar to the one above.



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The model above shows the execution of the drinking of the lemonade function. From that, we can see the added function needs the help of the existing function. The way to look at it is we apply theory to produce a drinking method, where that drinking method is executed in relationship with an existing function. The lemonade is a drinking method that enables me to refresh. In order for that method to be executed, it needs the help of existing function which is drink. In this case, we have two functions combined together in terms of executing that method: one function is a drinking function, the other function is put cup in mouth. In this case we can see the drinking function is a natural function which we call existing function and the putting cup in mouth is an added function which we call non-natural function.

Understanding Application of Theory Related to Function

We have learned that we apply theory to produce a function of life. The theory gives us ideas and from the ideas wet get from the theory, we execute a function or produce a method or produce an instrument to solve a problem in life. For example, I apply theory to produce a lemonade in order to refresh myself. The theory gives me ideas to produce that lemonade. Ms. Smith applies theory to provide me with lemon to make the lemonade. In this case, the theory gives Ms. Smith ideas to provide lemon to me to make the lemonade. Peter applies theory to provide sugar to me to make the lemonade. In this case, the theory gives Peter ideas to provide lemon to make the lemonade.

By understanding the overall process above, we can see that the making of the lemonade is produced by the application of the theory by me. The providing of the lemon for the lemonade is produced by the application of theory by Ms. Smith. The providing of sugar for the lemonade is produced by the application of theory by Peter. As we can see, given that the application of theories produced the functions, we can see that the production process is being viewed as a derivation. We can call it a derivative process. For example, I apply theory to derive the lemonade. The providing lemon for the lemonade is derived from the application of theory by Ms. Smith; where the providing of sugar for the lemonade is derived from the application of theory by Peter. From what we have just said, we can use the derivative entity in our model to show that as depicted below.

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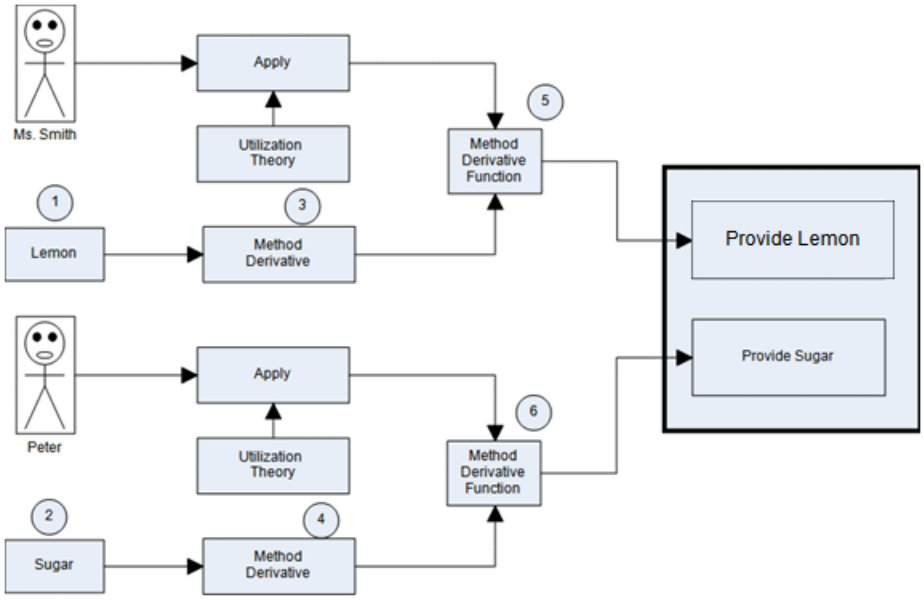

As shown by the model above, the providing lemon for the lemonade is derived from the application of theory by Ms. Smith. At node 1, it shows the lemon that is provided for the lemonade. At node 3, it shows that the providing of the lemon is derived from the application of theory. The way to look at it, at node 3 it shows that the lemon is used to provide for the lemonade. For example, we can ask this question at node 3. How the lemon is being used? The lemon is being used to provide for the lemonade. In this case, *provide lemon* for the lemonade is a method that is derived from the application of the theory. At node 5, it shows the method that is derived from the application of the theory in relationship with the input element in this case which is the lemon. In this case, provide lemon is the method which is being viewed as an exchange method. The same process applied at node 2, 4, and 6. To better understand the overall process, let's take it like this. A theory is applied to derive a method, where that derivation takes something as input in relationship with the method. For example here, Ms. Smith applies theory to provide lemon for the lemonade, where providing lemon for the lemonade is a method that takes the lemon into consideration. In this case, the lemon is viewed as an entity or a natural element that is used to provide the lemonade or that is used with the derivative process in relationship with the application of theory. From what we have just said, let's show the overall model of the application.

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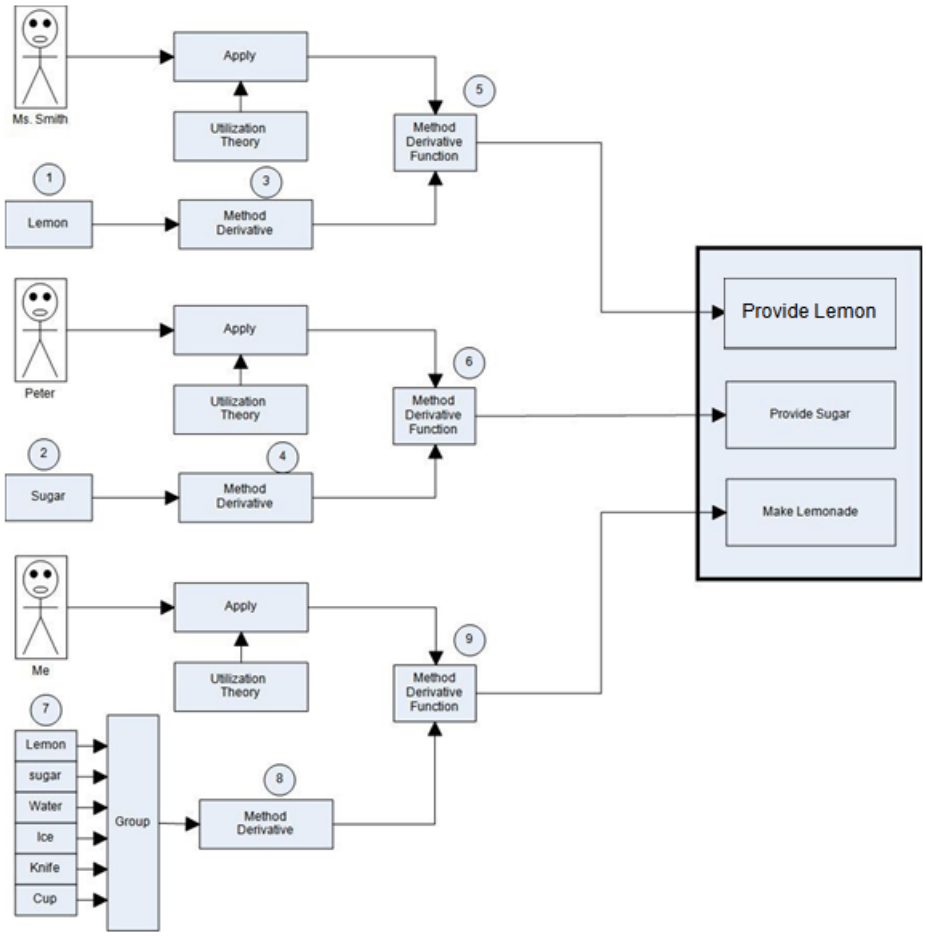

The model above shows the overall model of the application. I apply theory to derive a method, where that method takes all the input elements into consideration. For example, the making of the lemonade method is derived from the theory that I apply with the inclusion of lemon, sugar, water, ice, a knife to cut the lemon, and cups to mix them together. At node 8, it shows how the entities at node 7 are being used to produce the method. For example, at node 7 to derive the lemonade, I cut the lemon, I squeeze it with my hands into a cup to get the juice, then I mix water and ice to make the lemonade. At node 9, it shows the method that is produced from the derivative. For example, at node 9 it shows that I apply theory with the element at node 7 to derive the lemonade. The result is the *make lemonade* function derived from the application of theory in relationship with input elements at node 7.

From the model above, we have 3 methods derived from the application of theory. The providing lemon method, the providing sugar method, and the making of the lemonade method. While we show them separately above, however we can combine them to a single method as shown by the model below.

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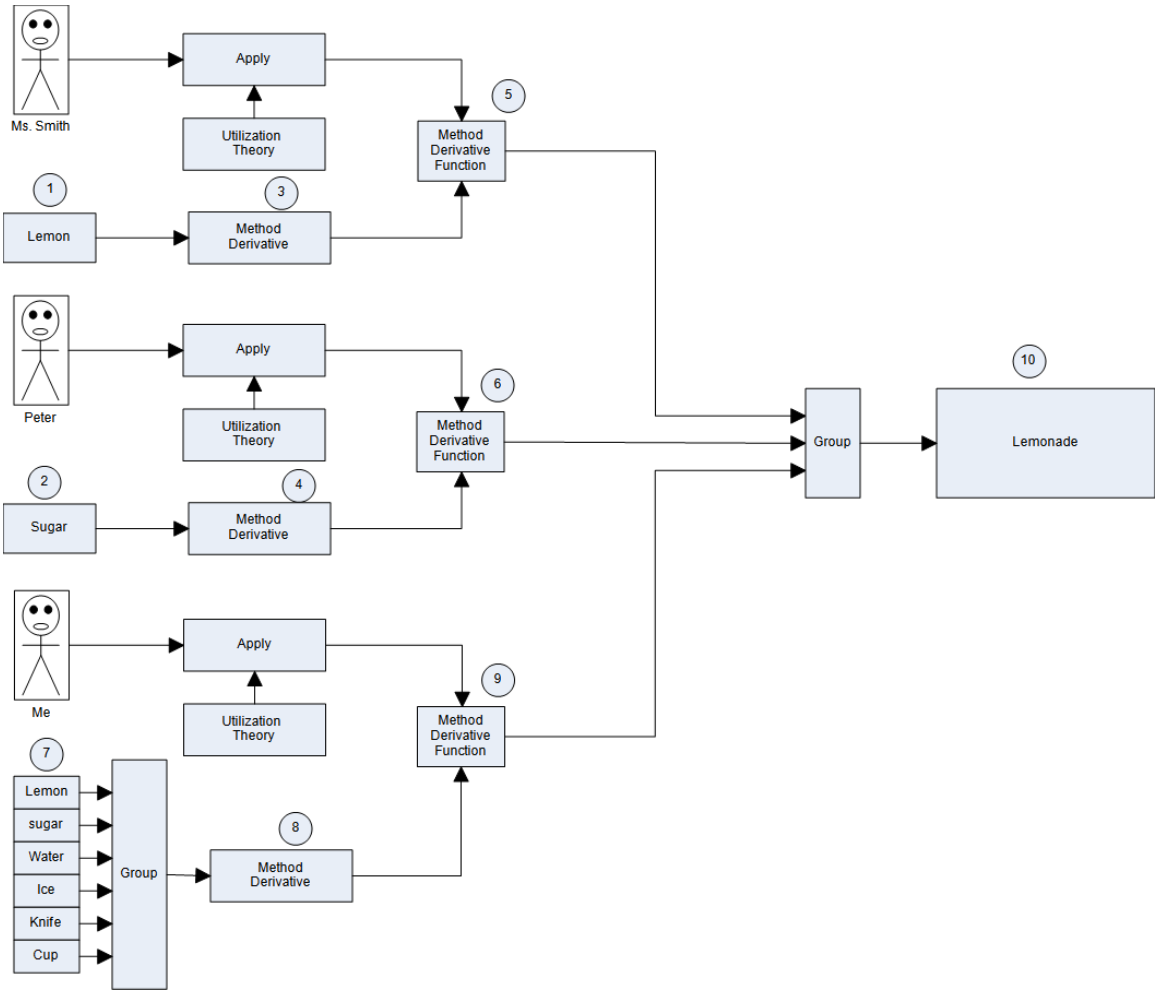

From the model above, node 10 shows the method produced from the overall application of theory to derive each method. In this case, we can say that the lemonade is produced from providing lemon method, which is viewed as an exchange method, providing sugar method which is viewed as an exchange method, and the making of the lemonade method which is viewed as a production method. Now that we have the lemonade derived from the application of theory, we can ask ourselves this question. What is the function of that method from our problem statement, *I feel so hot, I need to make a lemonade to refresh myself*? The function of the lemonade is to drink to refresh myself. Here we can show that in the model. Here, drink is viewed as the method function.

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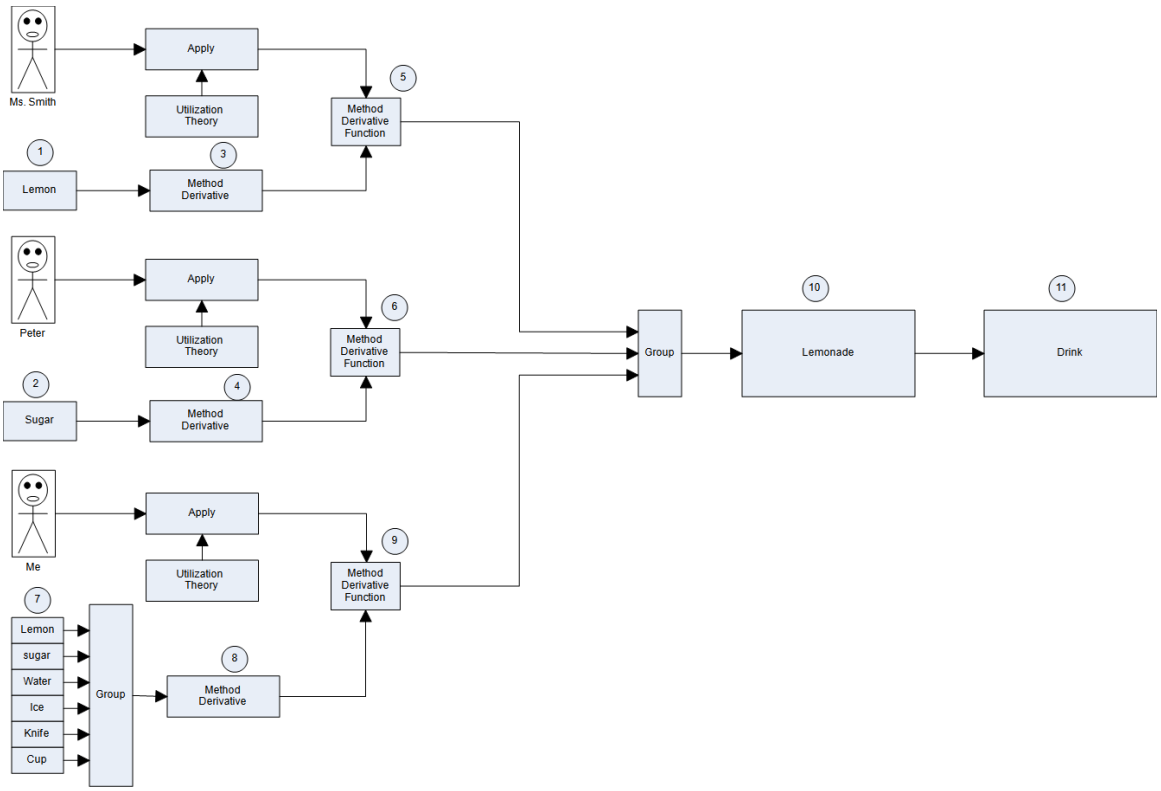

From the model above it shows that at node 10 a method is produced from the application of theory. We can ask this question: What is the function of that method? We can respond that the function of that method is to drink. Here in node 11 we show the method function. By executing the function at node 11, that should solve the underlying problem. For example, by drinking the lemonade, I feel refreshed.

More About Application of Theory

To produce the lemonade, Ms. Smith applies theory to provide me with the lemon. Peter applies theory to provide me with the sugar. I apply theory to make the lemonade. Let's assume that I decide to go to the store to buy lemon and sugar to make the lemonade. Now, let's take a look of the process. When I get to the supermarket, as I enter I see manager Tony and I ask him for a weekly ad. He points me to a stand next to the door where I get a flyer. In the back of the flyer, I see lemons are advertised 3 for a dollar. I go to the produce section and I get 6 lemons. Next, I go to the bakery section and get a box of sugar. Lastly I go to the checkout section, where Nancy checks me out. I give her 5 dollars and she gives me some changes back. I go home, then I make the lemonade to refresh myself. Now by looking at the overall process, in terms of systems applying theory, we can add the following people in the application. Let's represent them below next to their own functions.

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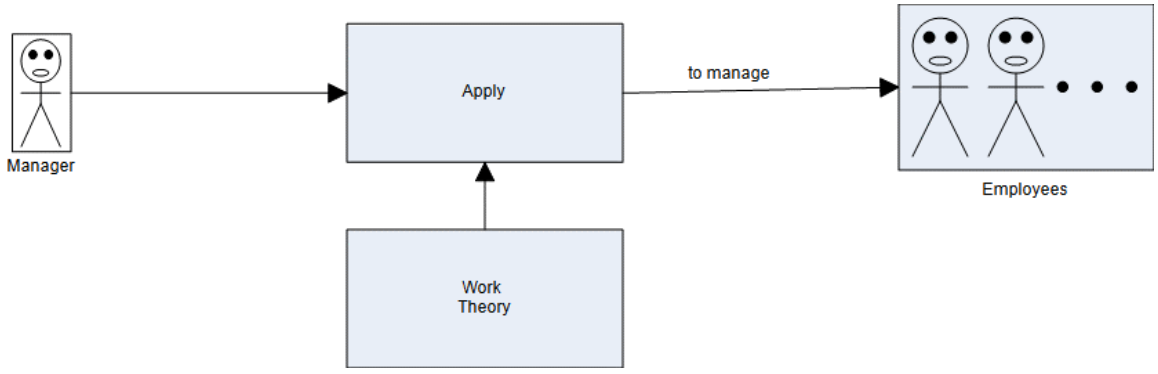
People	System Equivalent	Function	Function Equivalent
Tony	System 1	Manage Employee	Function 1
Nancy	System 2	Checkout	Function 2
Marketer	System 3	Produce ads	Function 3

From the given set, we have identified theories that give us ideas to execute functions of life. In terms of application of theory, manager Tony applies theory to manage employees. Nancy applies theory to checkout customers. The marketer applies theory to provide information about groceries. Now, let's represent the process by the model below with the identification of some theories.

In terms of the manager applies theories to manage employees in the store, given that the work theory gives us ideas to interact together to execute functions of life, we can see that the manager applies the work theory to manage employees. The employees also apply the work theory to execute their functions. In this case, we have:



The model above shows that the manager applies the work theory to manage employees. Another way to say it is the manager applies the work theory to manage the functions of the employees. Given that the work theory includes theory of communication in the form below. In other words, theory of communication attaches to the work theory.

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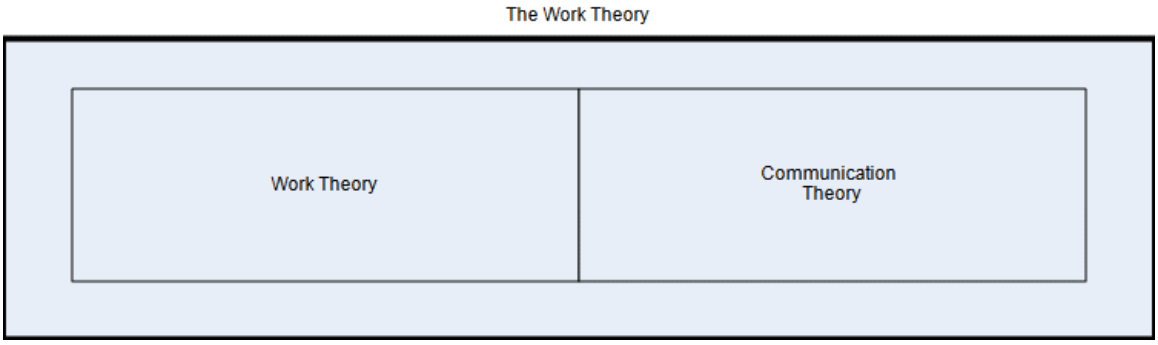
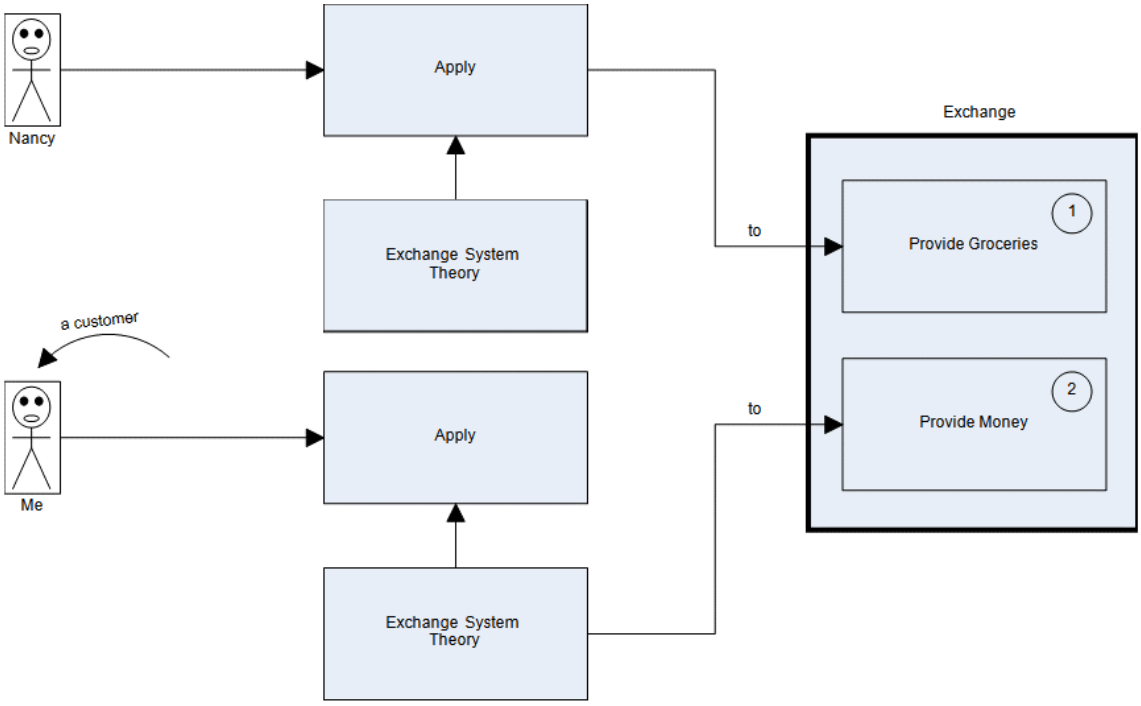


In this case we can see that the application of the work theory applied by the manager include the application of the communication theory.

Nancy applies the exchange system theory in order to checkout customers. The customers also apply the work theory to checkout with Nancy. From what we have just said, we have the model below.



From the model above it shows that Nancy the casher applies the exchange system theory to provide the groceries to me and I apply the exchange system theory to provide money to Nancy. At node 1, if we want to we can name this function receives money and at node 2 we can also name this function receives grocery. The overall function is viewed as an exchange, so we use

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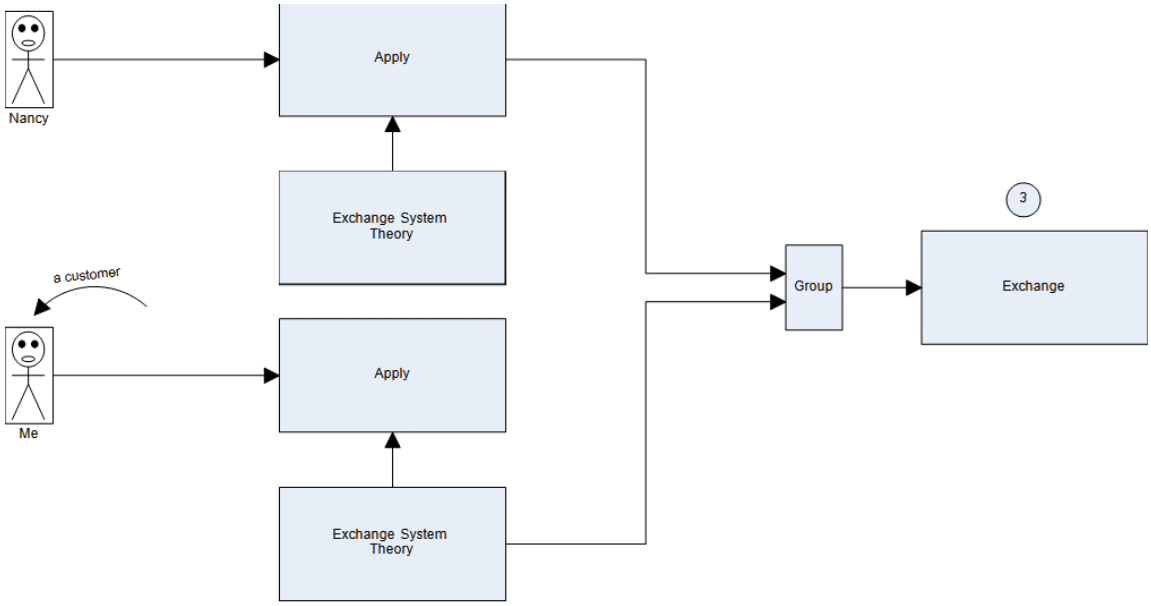
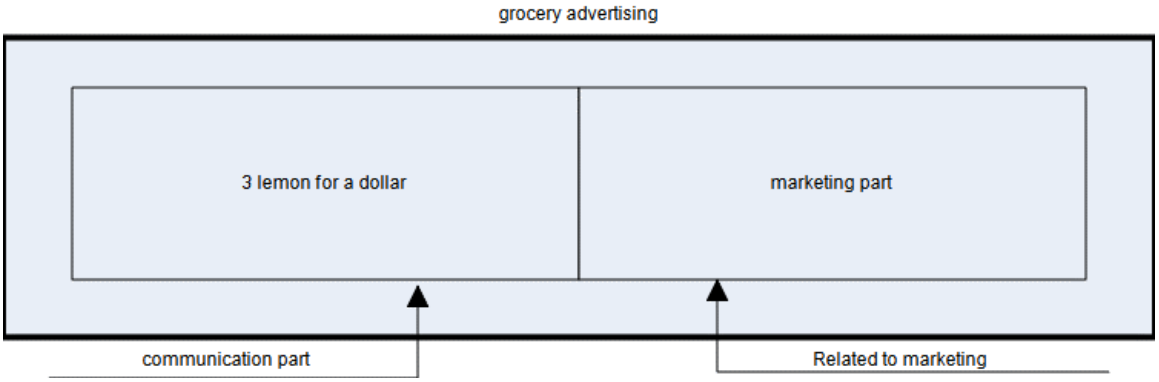
the function container to show that. Rather than using the function container, if we want to we can use the grouping function to show that.



From the model above the grouping entity is used to combine both provide money and provide groceries function. The overall process produces the exchange function which is shown at node 3.

The marketer uses the theory of marketing to provide information about groceries. In this case, we can show the process in the form below. Below it shows that the ads include communication as well as marketing. By inspection, we can also see that the ads themselves are related to information. For example, we can see that the ads include the information about the marketing of the lemon.



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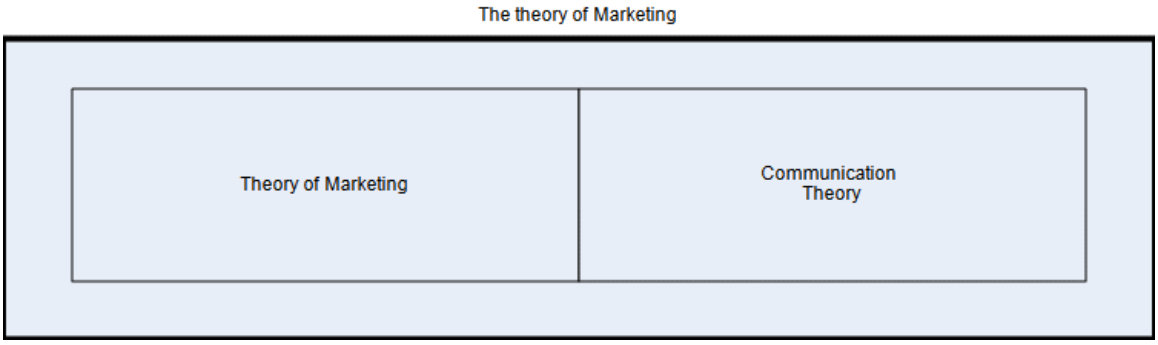
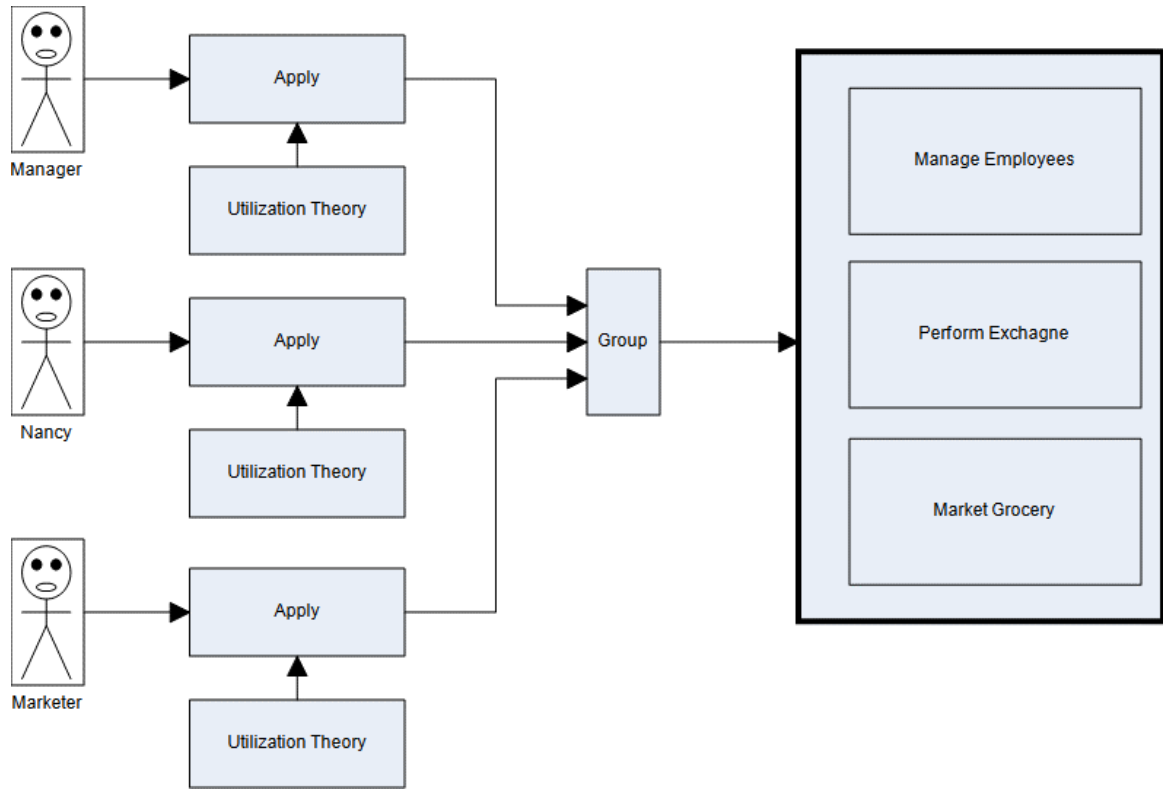
From what we have just said above, we can see that theory of communication attaches to the theory of marketing as shown by the model below.



In terms of me, the marketer, Tony, and Nancy—all of us—apply theory to execute function of life or enable the production of the lemonade.



The model above shows that the manager, Nancy, and the Marketer apply our utilization theory to manage employees, perform exchange, and market grocery. Here, our utilization theory includes the following theories:

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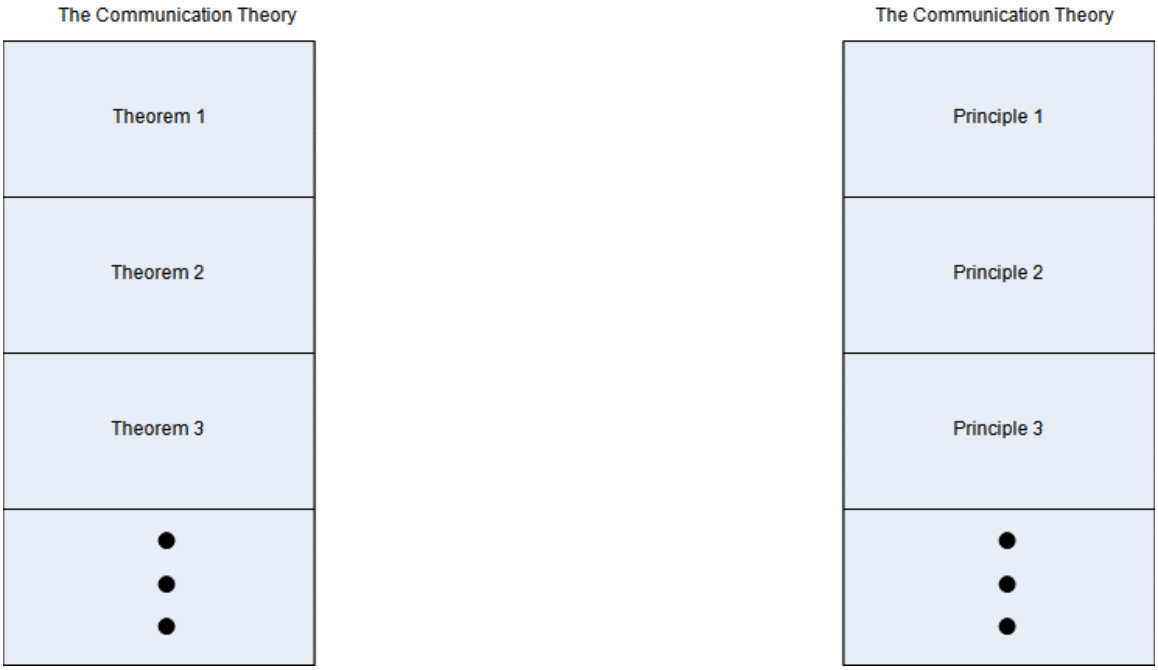
Theory Name	Abbreviation
The Communication Theory	K_T
The Information Theory	i_T
The Instrumentation Theory	I_T
The Theory of Marketing	M_T
The Exchange System Theory	Es_T
The Work Theory	W_T

Identification of Theorems in Theory

The given set provided to us by our parent contains theories that give us ideas to execute functions of life. We have identified all the theories from the given set. For example, the theory of communication, the information, the instrumentation theory and so forth. Each theory in the set is viewed as a set of theorems. For example, the communication theory is a set of theorems. A theorem is simply a principle, so the communication theory is viewed as set of principles that gives us ideas to communicate. To better understand what we have just said, let's represent the communication theory by the model below.



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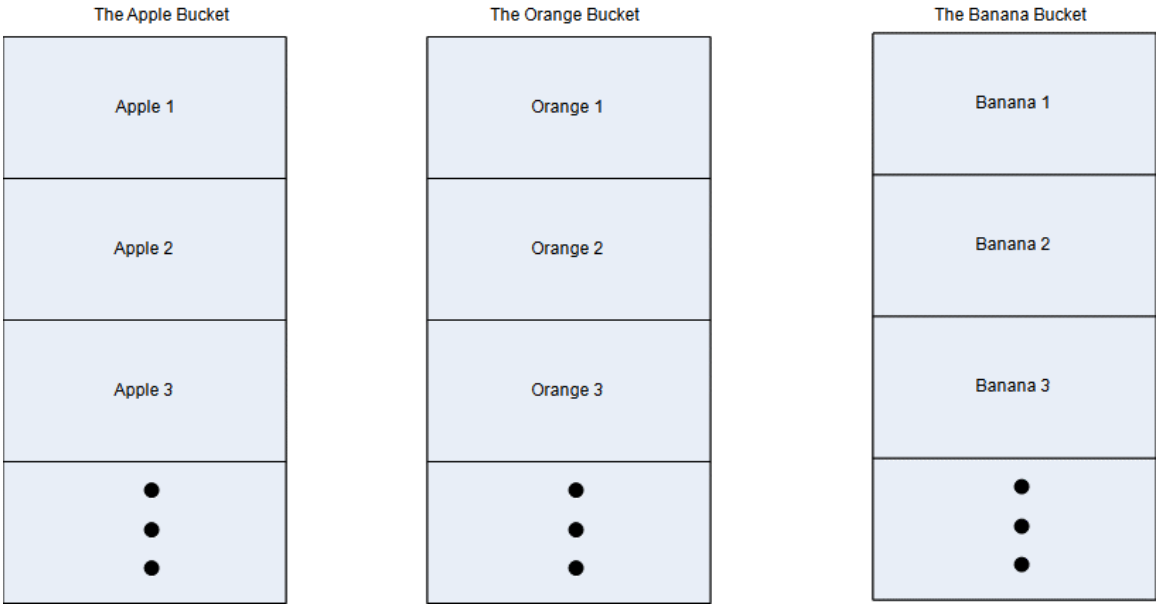
As shown by the model above, the communication theory is viewed as a set of theorems or a set of principles. That set includes unlimited theorems. We only show 3 of them in the set. We use continuity to show that there are more theorems in the set that are not shown. To better understand that, we can think that the communication theory is like a table, where each row of that table is a theorem. We can also think it as a bucket that contains apple, where the bucket itself is the theory and each apple is a theorem. There are unlimited apples in the bucket and the bucket will never fill up. This is basically what a theory is. It is a set of principles that has unlimited principles. In terms of the given reference provided to us by our parent, we can think it as 10 buckets where each bucket is viewed as a theory and the items in the buckets are theorems. To better understand that, we can think it like this. Our parent provided 10 buckets to us. One of them contains apple, one of them contains orange, one of them contains banana and so forth as shown by the model below.



As shown from the model above, our parent provides us with 10 buckets. The apple bucket is viewed as a theory, each apple is viewed as a theorem. In this case, apple 1 is a theorem, apple 2, is another theorem, and apple 3 is another theorem. The continuity is used to show more apples in the bucket, since the bucket will never fill up. Same as the banana bucket is viewed as a set of principle, where banana 1 is principle 1, banana 2 is principle 2 and so forth. What is important here is that a theory is a set of theorems, where that set contains an unlimited number of theorems. All that we need to do is identify theorems from the set to give us ideas to execute functions of life.

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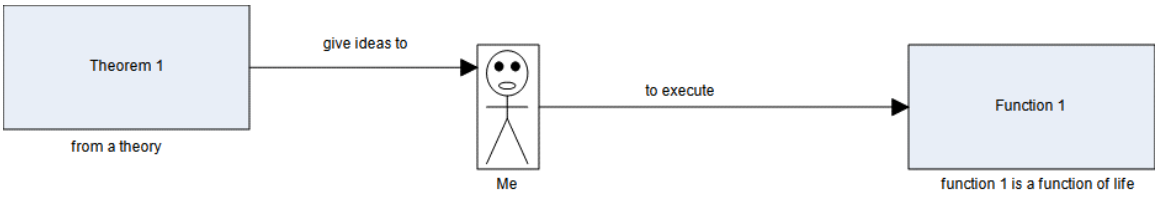
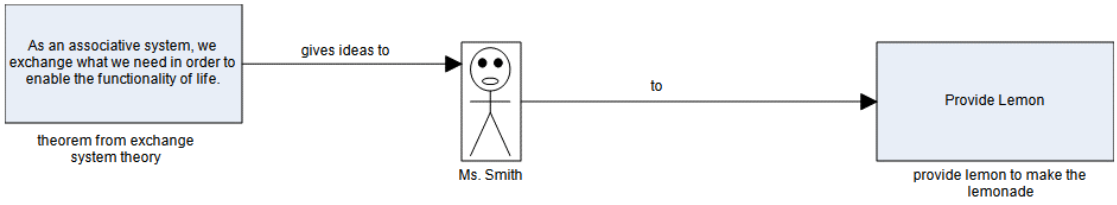
We know that theory gives us ideas to execute functions of life. We have learned and shown that already. Since a theory is a set of theorems and a theory contains an unlimited number of theorems, we can see that during that process, a theorem or principle from a theory is what gives us ideas individually to execute functions of life. From what we have just said, it is better to show the model below.



From the model above, it shows that theorem 1 from a theory gives me ideas to execute function 1 which is a function of life. Now, let's take our application as an example. I exchange with Ms. Smith to get lemons to make the lemonade. In this case, I apply theorems from the exchange system theory and Ms. Smith also applies theorems from the exchange system theory in order to exchange the lemons to make the lemonade. From what we have just said, let's identify a theorem that gives us ideas that enables the exchange.

We know that, as an associative system, we use the exchange system theory in order to exchange goods and services to enable the functionality of life. With that, the following theorems can be identified. *Given that we live at different locations, everything that we need to live may not be located at our locations. As an associative system, we exchange what we need in order to enable the functionality of life*. As we can see, that theorem from the exchange system theory gives me ideas to get the lemons from Ms. Smith for the lemonade. It also gives ideas to Ms. Smith to provide me lemons to make the lemonade. From that, we can show the model below.



The model above shows the theorem that gives ideas to Ms. Smith in order to provide me with the lemons to make the lemonade. As we can see, Ms. Smith applies that theorem from the exchange system theory to provide lemons to me to make the lemonade. From that, we can show that by the model below.

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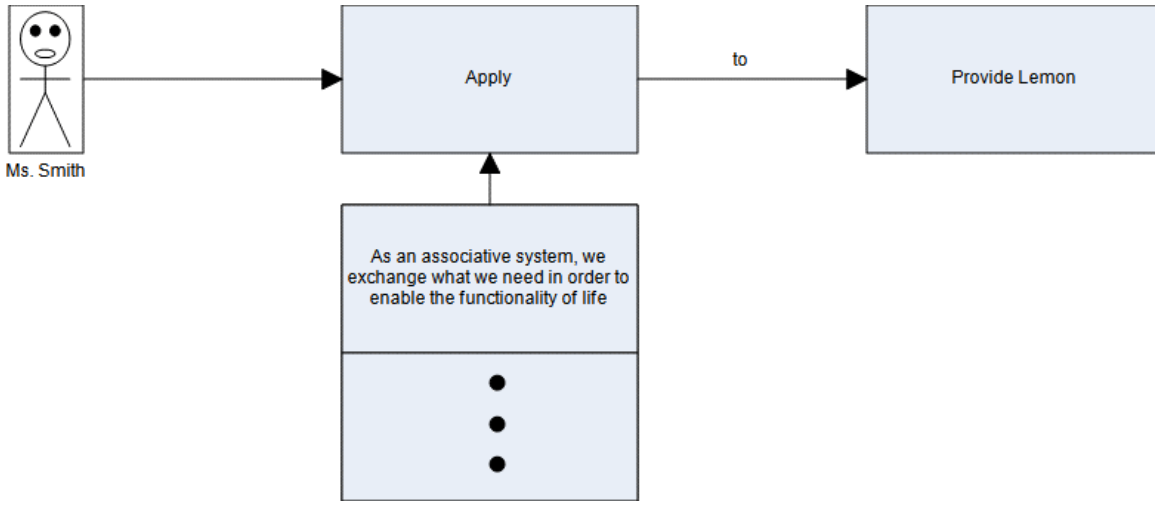
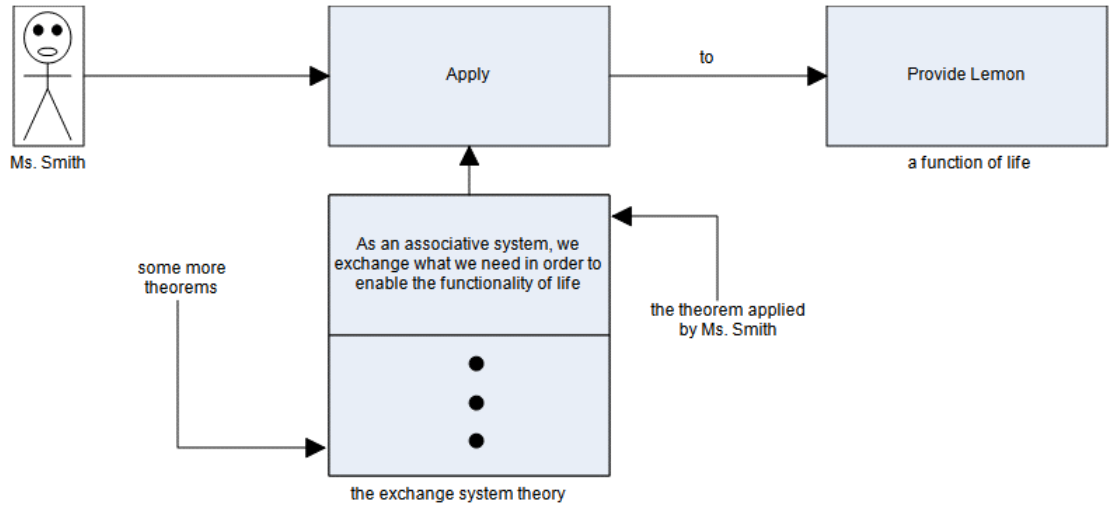


The model above shows that Ms. Smith applies a theorem from the exchange system theory to provide lemons to me to make the lemonade. The model below shows that Ms. Smith applied the identified theorem to provide the lemons to me to make the lemonade. That theorem is from the exchange system theory. The continuity is used to show more theorems in the exchange system theory.



By understanding the model above, in relationship with what we have learned previously, we can see that I apply theorems from the exchange system theory, Peter also applies theorems from the exchange system theory in order to make the lemonade. In terms of theorems applied to make the lemonade, let's identify them in this table.

Theorems	From Theory
As an associative system, we exchange what we need in	The Exchange System

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order to enable the functionality of life.	Theory
As an associative system, the usage of our instrument enables the functionality of life.	The Instrumentation Theory
As an associative system, the usage of instrument in the local system is equivalent to the usage of instrument in the distant system.	The Instrumentation Theory
The mixture of entities/element to produce a drinkable entity/element.	The Instrumentation Theory
If all words in a sentence are portable, then that sentence is portable.	The Communication Theory
In a given sentence, if a word exists, the entity it points to must exist.	The Communication Theory
During communication, if a word is misinterpreted, it is always better to use the natural definition of the word rather than the word itself.	The Communication Theory
If a word refers to multiple definitions, it is always better to use the natural definition rather than the word itself.	The Communication Theory
If all words in a sentence are correct, then that sentence is correct.	The Communication Theory
The information about an entity points to that entity	The Information Theory
The information about an entity is determined by that entity.	The Information Theory
The correctness of information about an entity depends on that entity.	The Information Theory
As an associative system, we work together to enable the functionality of life.	The Work Theory
As an associative system, the functions that we add to life enables the functionality of life.	The Work Theory
As an associative system, we provide services to enable the functionality of life.	The Work Theory
As a theory dependable system, given that theory is applied independently, it is possible to provide information to functions/goods/services added to life that enable the functionality of life.	The Theory of Marketing

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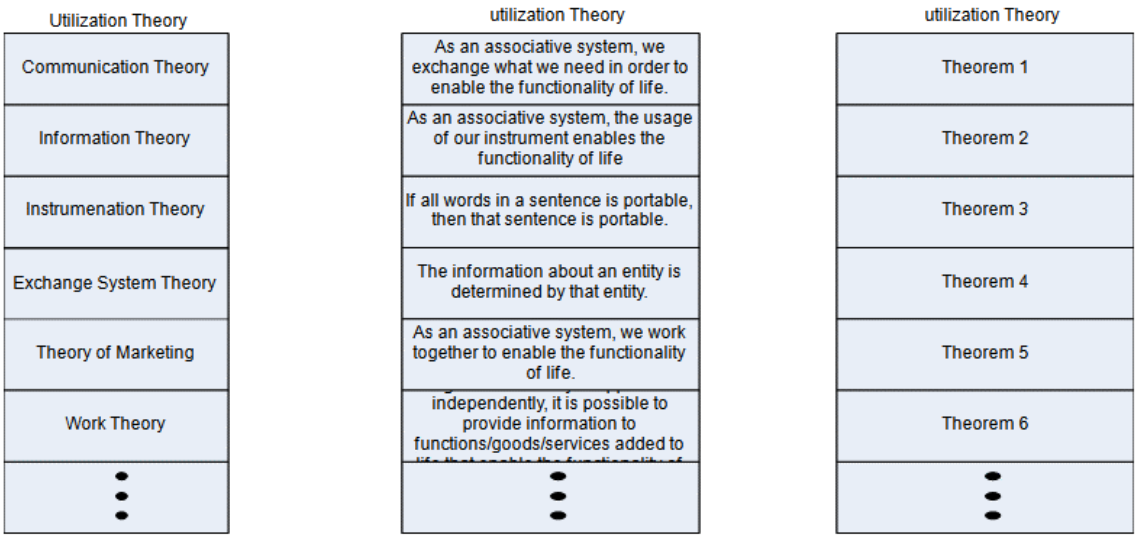
From the table above, we identify theorems used in this application. All the theorems are identified from their respective theories and are included in our utilization theory. To better understand, let's represent it by this model.



The model above shows that all the theories from the table above. To the left, we list them and use continuity for the other theories. In the middle, we list some theorems from the table in our utilization theory. To the right, we simply identify them with numbers and use continuity to show more theorems that are not listed. From what we have just said, let's identify theorems that I used in this application in the table below.

Theorems	Theorem Number
As an associative system, we exchange what we need in order to enable the functionality of life.	Theorem 1
As an associative system, the usage of our instrument enables the functionality of life.	Theorem 2
The information about an entity points to that entity.	Theorem 3
The mixture of entities/elements to produce a drinkable entity/element.	Theorem 4

Here, let us show the model below in relations to the application of theory that I apply to make the lemonade. The model below shows that I apply the theorems from the table above to make the lemonade. In this case, the lemonade is derived from the application of the theorems.

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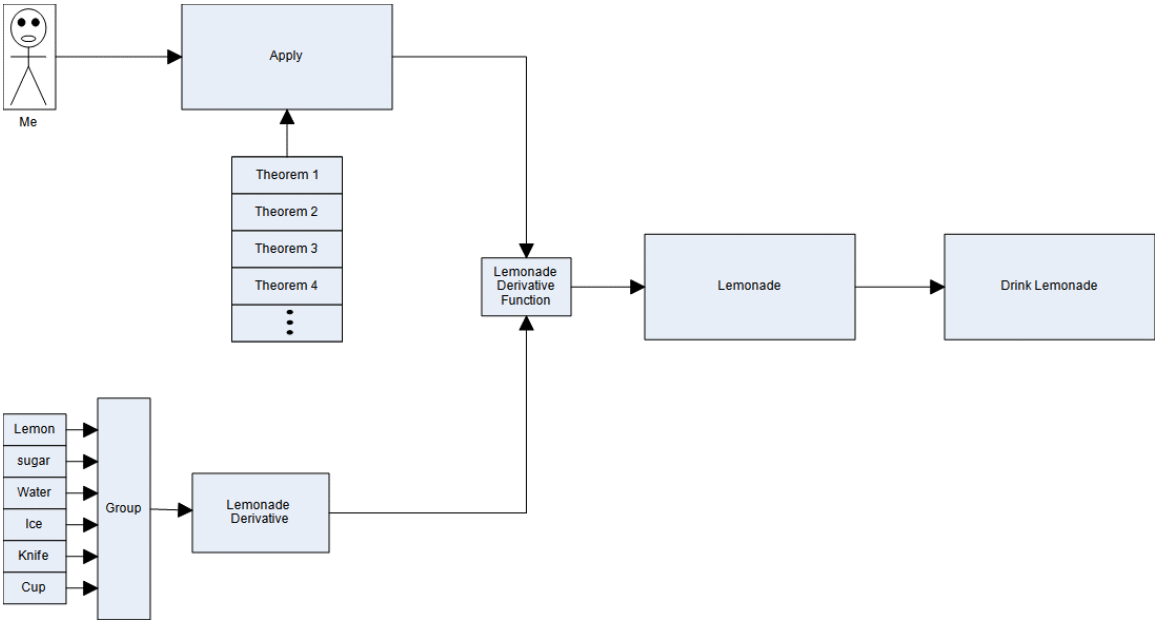

In terms of theorems applied by Me, Ms. Smith, and Peter, let's show the overall model. Given that I am the only one that mixes the entities to make the lemonade, in this case, theorem number 4 is applied only by Me not by Peter and Ms. Smith. From what we have said, we have the model below.

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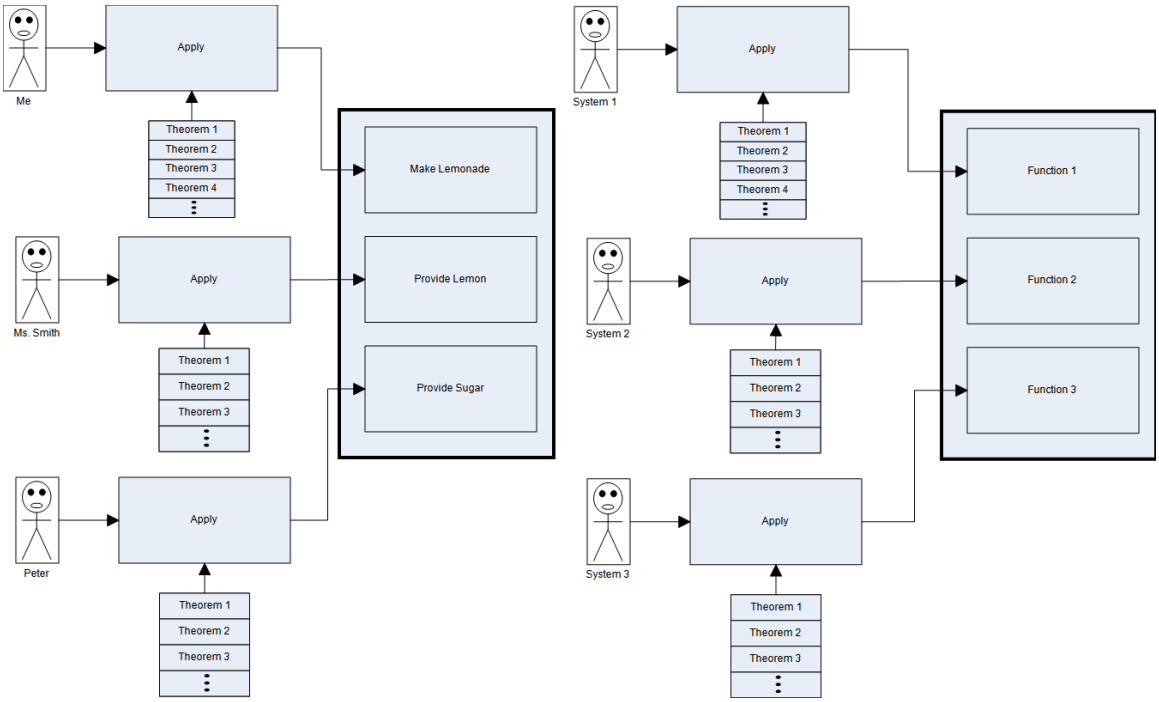
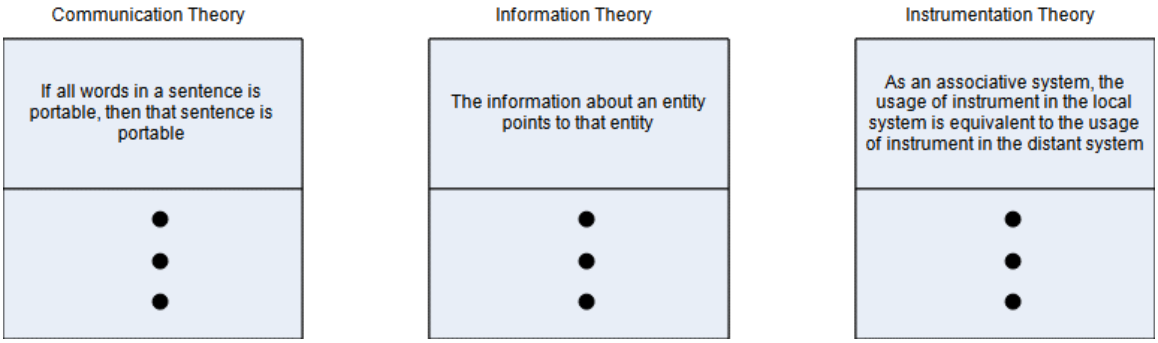


As shown from the model above, I apply theorem 1, 2, 3, and 4 to make the lemonade. Ms. Smith applies theorems 1, 2, and 3 to provide lemons to make the lemonade and Peter applies theorem 1, 2, and 3 to provide sugar to make the lemonade.

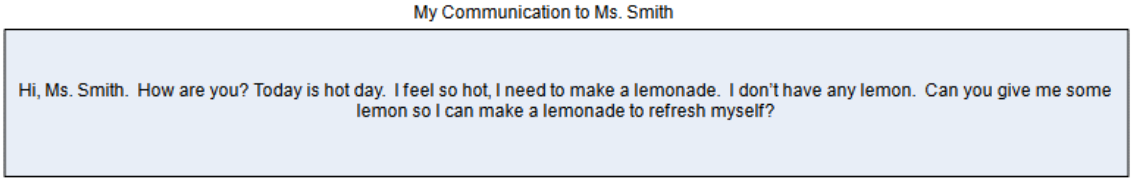
Understanding Interpretation of Theory

Within a given communication, there exists the communication and the principle itself. Within a given principle, there exists the principle and the communication itself. Within a given theory, there exists the theory as well as the theory of communication. After having problem with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. From the given reference provided to us by our parent, we identify all the theories that we need to apply to execute functions of life or to solve our problems. We have also learned and shown that the theory of communication attaches to those theories. In other words, when we identify a theory from the set, we know that theory includes the theory of communication. From the theories in the set, we have identified a lot of theorems from them. Given that theory of communication attaches to theories from the set, each theorems identified from a theory from the set is also attached by a theorem form the theory of communication. In other words, since theory of communication attaches to theories from the set, theorems of

communication also attach to the theorems in the set as well. In other words, each theorem identified from a theory in the set is also attached by theorems of communication. In terms of identifying theorems in theory in the set, let's represent some theorems in some theories in the set.



From the model above, we identify multiple theories where we identify a theorem from each theory. We know that, in a given communication there exists the communication and the principle itself. Now, let's identify a principle in a given communication. My communication to Ms. Smith is presented below.



Now, let's identify the inclusion of the principle in that communication. In order to communicate with Ms. Smith, I apply the theory of communication. In other words, theory communication gives me ideas to communicate with Ms. Smith. Given that theory of communication is a set of theorems, theorems in the theory of communication give me ideas to communicate with Ms. Smith. By understanding specific theorems in the theory of communication, I think relatively to those theorems and get ideas from them in order to communicate with Ms. Smith. For instance, from specific theorems of communications, I analyze the words in my sentence and determine if they are portable in order to repeat the sentence to Ms. Smith. From what we have just said, we can see that a theorem that is related to portability of the communication to Ms. Smith is included in the communication. From what we have just said, we can show that by this model.

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Actual Communication	Actual Theorem of Communication
Hi, Ms. Smith. How are you? Today is hot day. I feel so hot, I need to make a lemonade. I don't have any lemon. Can you give me some lemon so I can make a lemonade to refresh myself?	If all words in a sentence is portable, then that sentence is portable.

As we can see from the model above, the communication to Ms. Smith includes the theorem of communication. While we show a single theorem here, however multiple communication theorems are included in that communication. For example, *if a word in a sentence exists, it must point to an actual entity*. *If a word in a sentence exists, the entity it points to must exists. If a sentence is correct, there must be a relationship between the words that make up that sentence*. Since within that communication I provide information to Ms. Smith, the overall process is applied to information theory as well. Now, let's take a theorem in the theory of instrumentation as an example.

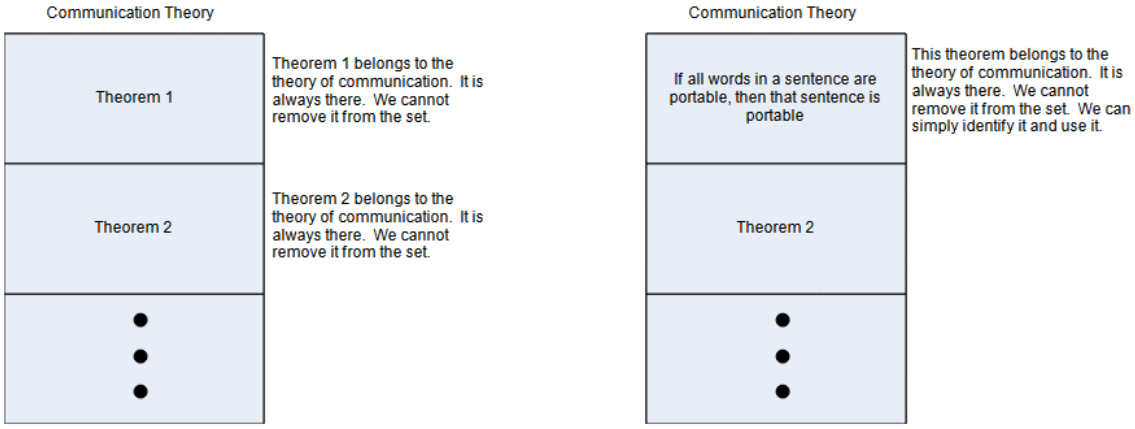
Actual Instrumentation Theorem	Actual Theorem of Communication
Mixture of elements/entities to produce a drinkable element/entity	If a sentence is correct, there must be a relationship between the words that make up that sentence

What is important here? From the two examples above, we have learned and shown that theorems of communication attach to an identified theorem. For instance, a theorem from theory of information includes a theorem of communication. A theorem from the theory of instrumentation also contains a theorem from the theory of communication. It is always good to think that, in a given theorem, there are multiple theorems of communication. In other words, multiple theorems of communication are attached to a given theorem.

Understanding Theorems in Theory

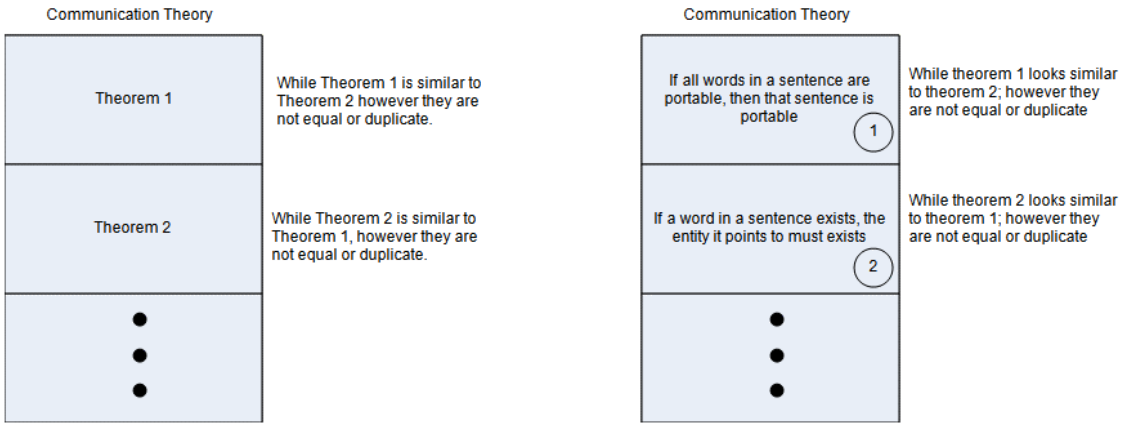
Given that a theory is a set of theorems and theories are given entities, the theorems in a theory are constant to that theory. In other words, theorems in a theory don't change. We don't make them; we simply identify them. For example, in the theory of communication given to us by our parent, we simply identify theorems from that set. We don't make them. The theorems that we identify belong to the set, but not us. The theorems that we identify from a given set of theory, belong to that theory. Those theorems do not belong to us; we simply identify them from the set. We cannot remove the theorems identified in a given set. While we can identify them or allocate

them to use, however we cannot remove them from the set. To better understand that, let's show the model below with some explanations.



From the model above, we can view the theory of communication as a table. We expand that table to identify more rows. The rows are already there. We simply identify them. The rows belong to the table. When we expand that table, we simply identify more rows from that table. We don't add rows to the table. The rows of the table do not belong to us as well. They belong to the table.

Now that we start to understand theorems in theories, it is always good to think that. A theorem in a theory is unique to that theory. In other words, a theory does not have duplicate theorem. While theorems in a theory are similar, however they are not duplicates. To better understand that, let's show the model below with more explanations.



As shown by the model above, theorem 1 looks similar to theorem 2; however they are not equal or duplicates. The way to look at it is a theory is table that has multiple rows where each row is

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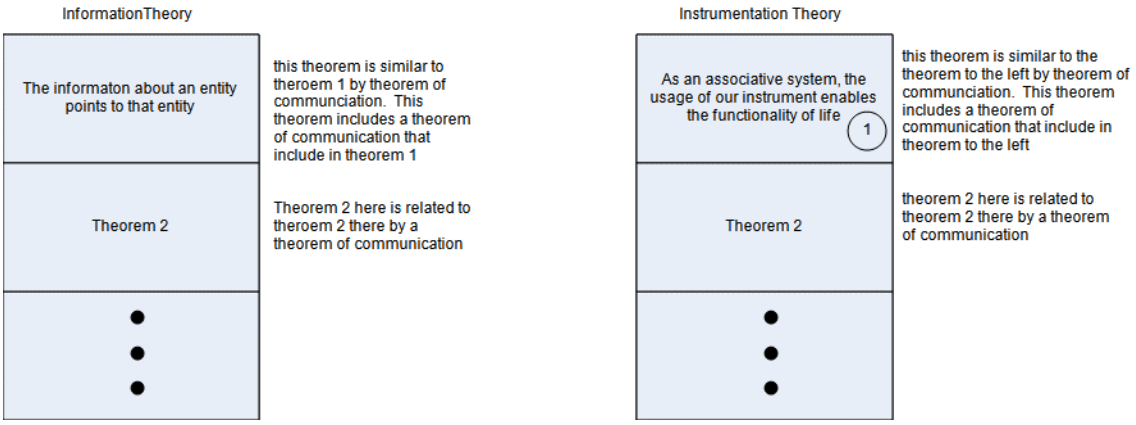
unique to itself. While there are similarities between the rows, however their contents are not duplicated. Each row is unique or has its unique contents. For example, if we can identify 100 theorems in a theory, we may see some similarity between them, however each of them is unique to itself without any duplicate.

From what we have just said, given that theory communication attaches to theory and a theorem of communication is attached to a theorem, a theorem of communication can be viewed as an entity that provides similarity between two theorems where that entity is constant between the two. The way to look at it is if we identify a theorem from instrumentation theory and we identify a theorem from information theory, we can identify a theorem of communication that is constant between the two. Let's show that by the model below with more information.



To better understand that relationship, let's represent it by the model above. The way to look at it is from the theorem above to the left, it includes the theorem of communication. For example, *if a word exists in a sentence, it must point to an actual entity.* As well as, *if a word exists in a sentence, the entity it points to must exist.* The theorem at node 1 also includes the same theorems. I*f a word exists in a sentence, it must point to an actual entity* and *if a word exists in a sentence, the entity it points to must exist*. Here we can show that relationship in the form below.

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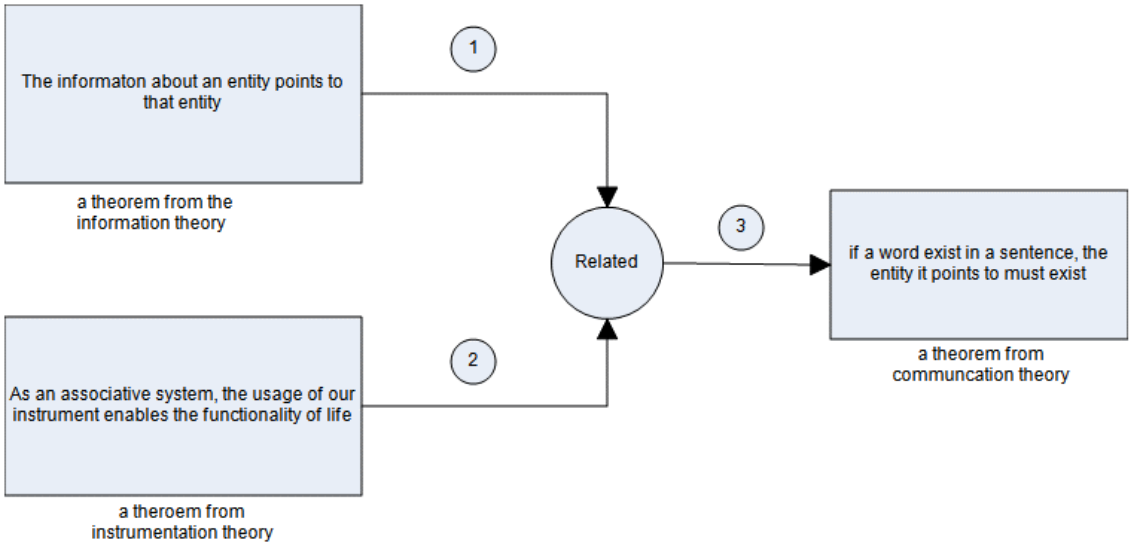
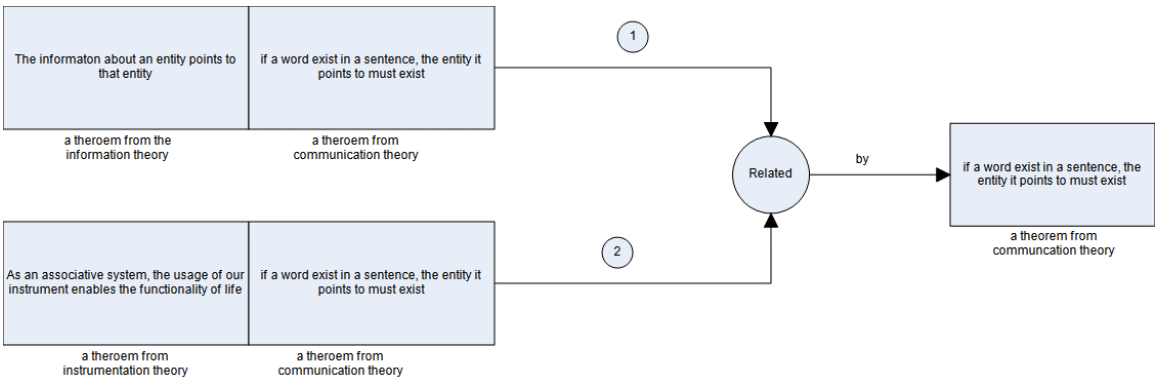


As shown by the model above, at node 1, the information theorem already includes the communication theorem at node 3. At node 2, the instrumentation theorem already includes the communication theorems at node 3. Therefore, that theorem is viewed as a constant theorem between the two theorems. In this case, theorem 1 and theorem 2 are related by theorem 3. The theorem at node 3 is constant between both theorems at nodes 1 and 2.

The model above is the same as the one below. As shown below, node 1 and node 2 are related by node 3 which is the theorem of communication that is common between both of them. This is the same as saying that two theorems are related by the theorem of communication. In this case, the theorem of communication is common between both theorems. That relationship enables the two theorem to be related.



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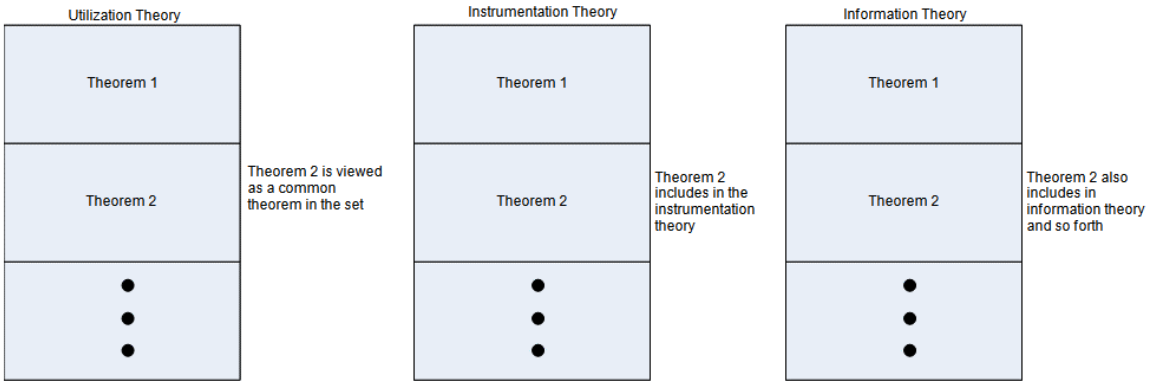
While each theorem in a theory is unique and cannot be duplicated, given that the given set provided to us by our parent includes all the theories that we need to execute functions of life and all the theories from the set are combined to be a single set, a single theorem from the set may be common to the whole set. In other words, as we have shown and learned previously, the total number of theory from the set make up our utilization theory. In this case, a theorem can be identified from the set that is common to all the theories in the set. For example, if Theorem 1 is identified as a common theorem in the set, then Theorem 1 is common between all theories such that it is common to Communication Theory, Information theory, Instrumentation Theory and so forth. To better understand that, let's show that by the model below.



As pointed out above, given that Theorem 2 is viewed as a common or constant theorem in the whole set, then Theorem 2 is also included in the information theory as well as in the instrumentation theory and so forth.

To better understand the explanation above, let's take it like this. We have already identified the following theorem: *if there is a similarity between two fundamentals of theory, then there is similarity between the theories themselves.* In other words, *if Fundamental of Theory 1 is similar to Fundamental of Theory 2, then Theory 1 and Theory 2 are similar.* In this case we can see that this theorem is applied to the whole set. In other words, this theorem is included in the whole set. For instance, it is included in Information Theory, Instrumentation theory and so forth. To better understand that, let's illustrate it by the model below.

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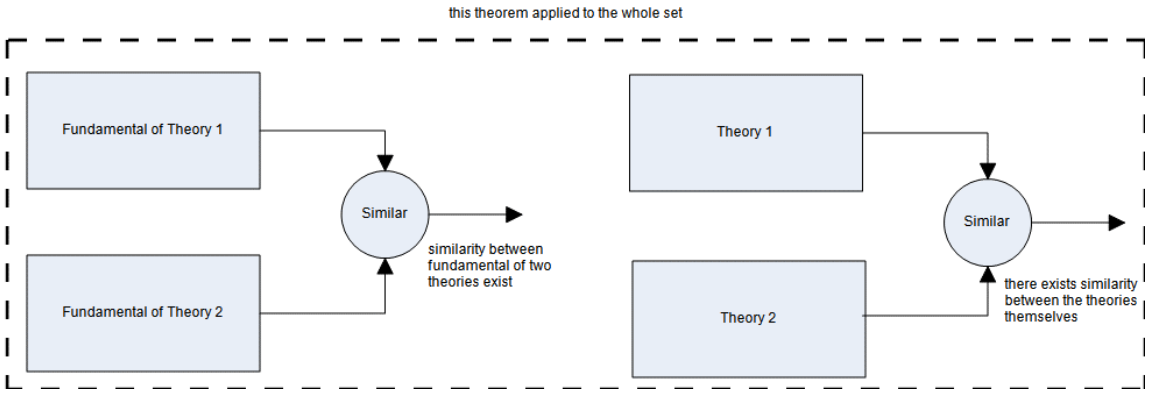
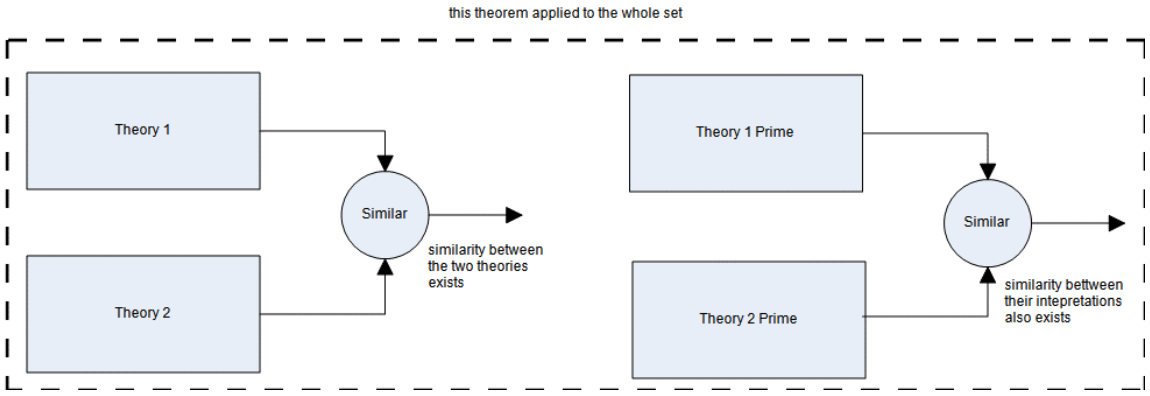


Now in terms of interpretation of theory, given that there is similarity between the two theories as shown above, there is also similarity in the interpretations of the theories. In other words, after interpreting the theories, there exists also similarity between the result of the interpretation. It is also better to show that by the model below. In this case, we can see that, *if there is similarity between two theories, there is also similarity between their interpretations.* In other words, *if Theory 1 is similar to Theory 2, Theory 1 Prime is also similar to Theory 2 Prime*. In this case we can see that this theorem is applied to the whole set as shown below.



To better understand the overall process let's take it like this. We know that our utilization theory is made of all theories from the set. Now, let's say we identify communication theory and information theory in the set, where communication theory and information theory include a lot of theorems. If a theorem is common for the set, then that theorem is also included in the communication theory and information theory. Let's take a look at the model below.

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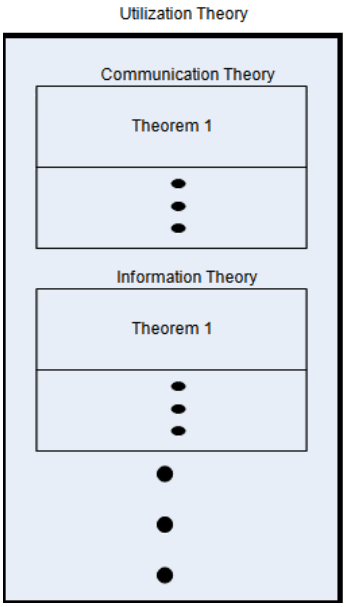
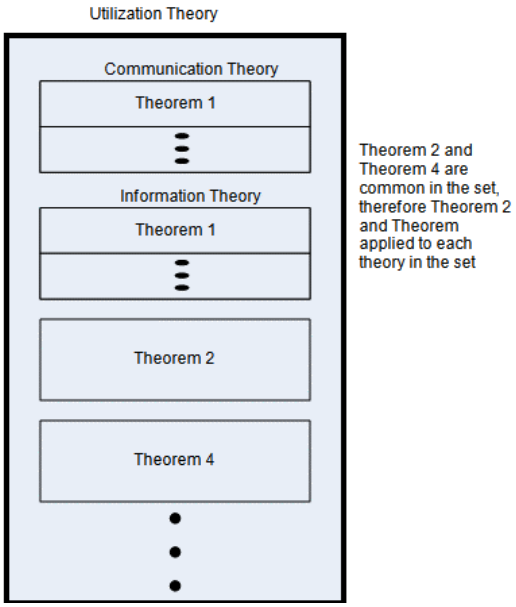
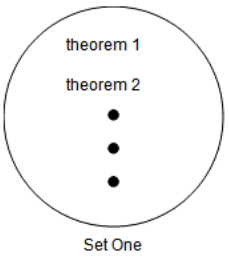
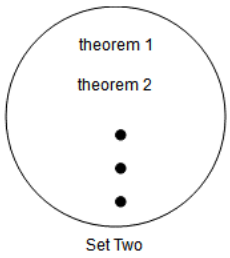
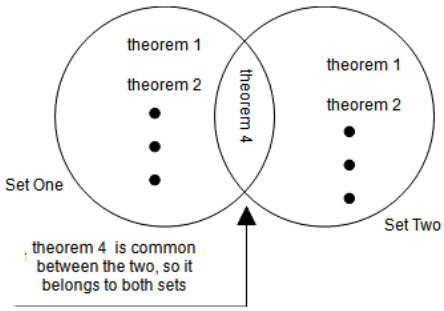




From the model above, as we can see to the right, Theorem 2 an Theorem 4 belong to the whole set. In this case, Theorem 2 and Theorem 4 apply to the whole set, where Theorem 2 is part of information theory and communication theory as well as Theorem 4 is part of the communication theory and information theory. In other words, *if a theorem belongs to the set and theory is also belong to the set, then that theorem also belongs to that theory.* For instance, *theorem 1 belongs to the set, and theory 1 also belongs to the set, then theorem 1 belongs to theory one as well.* As shown above, because Theorem 2 and Theorem 4 belong to our utilization theory, and Information Theory and Communication Theory also belong to our utilization theory, therefore Theorem 2 and Theorem 4 also belong to communication theory and information theory.







To better understand the process, let's look at the model above. As we can see, we have two sets, where set one and set two contain theorems. Take a look to the right. We can see that theorem 4 is common to both sets. In this case, we can see that theorem 4 applies to both set one and set two. Thus we can say that theorem 4 is common to the sets. We can also say that theorem 4 applies to the whole set. In some cases, we may even identify theorems from the set

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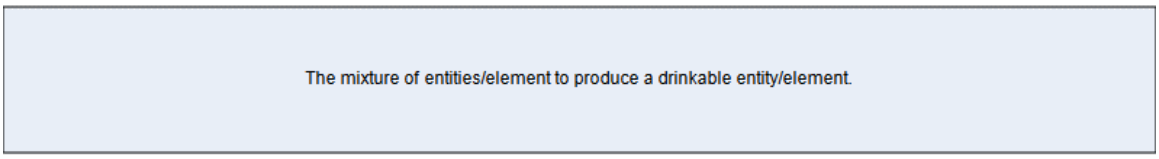
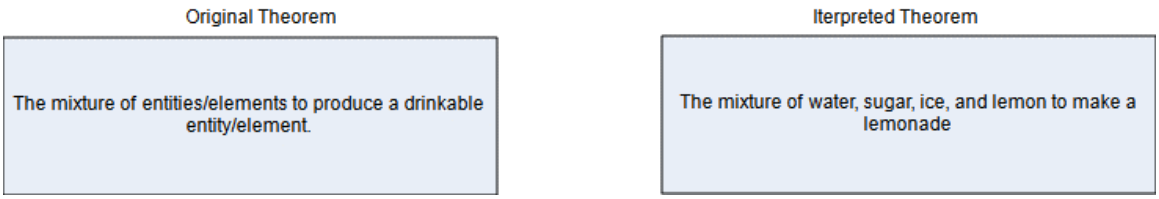
that apply to the whole set combined. In other words, these types of theorems from the set are for all the theories combined rather than individual theory.

Understanding Interpretation of Theory

Within a given communication, there exists the communication and the principle itself. Within a given principle, the exists the principle and the communication itself. By now, we should have a very good understanding of the given set provided to us by our parent. We know that the set includes all the theories that give us ideas to execute functions of life. We have learned that a theorem from a theory gives us ideas to execute a function. For example, I apply a theorem from the exchange system theory to give me ideas to get lemon for the lemonade from Ms. Smith. Ms. Smith also applies a theorem from the exchange system theory to give her ideas to provide lemon for the lemonade. I also apply a theorem from the instrumentation theory to give me ideas to make the lemonade. In terms of theorems applied for this application, let's identify the theorem that I apply to make the lemonade.



From the model above, this theorem gives me ideas to mix the lemons, water, sugar, and ice to make the lemonade. To better understand the process of interpreting a theorem, let's take it like this. Let's put this theorem side by side with another theorem which is viewed as the interpretation of that this theorem.



As we can see from the model above, the interpreted theorem looks like the original theorem. We can say that the interpreted theorem looks similar to the original theorem. Now, let's use a table to show the original theorems with multiple interpreted theorems.

Original Theorem	Interpreted Theorems

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The mixture of entities /elements to produce a drinkable entity/element.	*The mixture of water, sugar, ice, and lemon to produce a lemonade*
	The mixture of water, lemonade powder, and ice to make a drink
	The mixture of water, ice, teabag, and sugar to make a tea/ice tea
	The mixture of lemon, water, ice, sugar, vanilla to make a lemonade
	The mixture of lemon, water, ice, sugar, and strawberry to make a drink
	The mixture of water, orange, ice, sugar to make a juice

As shown by the table above, the original theorem does not change, however different varieties of theorems are derived from the original theorems. We call the process an interpretation process. In other words, the original theorems are interpreted to produce multiple varieties or derivations. What is important here is that the original theorem does not determine the application of that theorem. We are the ones who determine the application of a theorem individually. In other words, a theorem is viewed as a generic entity. A theorem itself does not determine its own application. We are the ones who have the ability to interpret a theorem and we are the ones who determine the application of a theorem.

Given that a theory is a constant entity and we simply identify theorems in a theory, theorems in a theory does not look to a particular application. It is always good to view a theorem as a generic entity. Another way to look at it, each theorem in a theory is unique to that theory. There is no duplicate theorem in a theory, hence theorems in a theory do not look to a specific application, but our interpretation of a theorem in a theory is what looks to a specific application. As we can see from the table above, an unlimited number of interpretations can be related or derived from the original theorem. To better understand the overall process, we can use the word *Prime* with the derived theorem to show that theorem is from an original theorem as shown by the model below.

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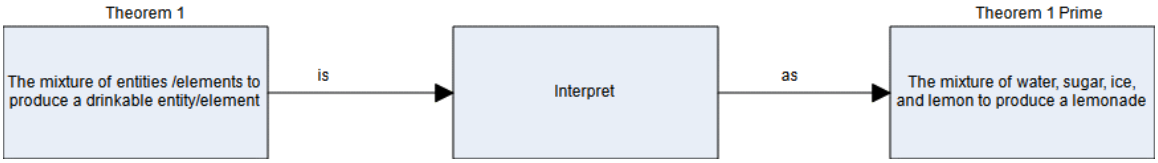
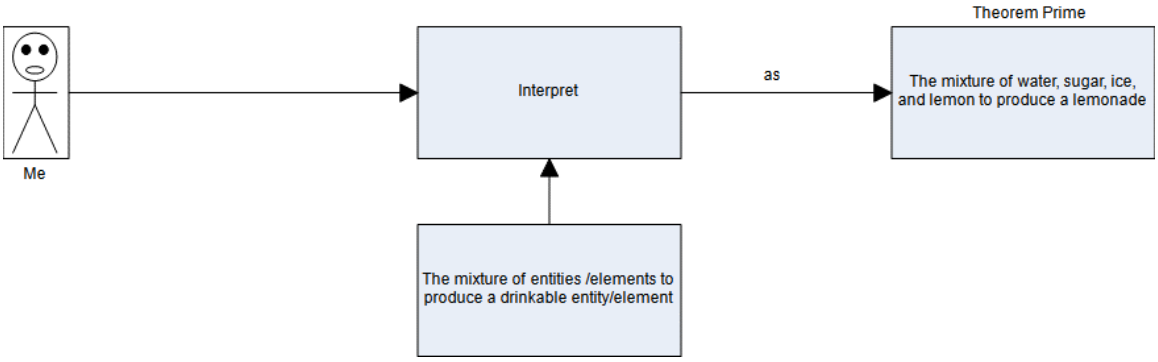
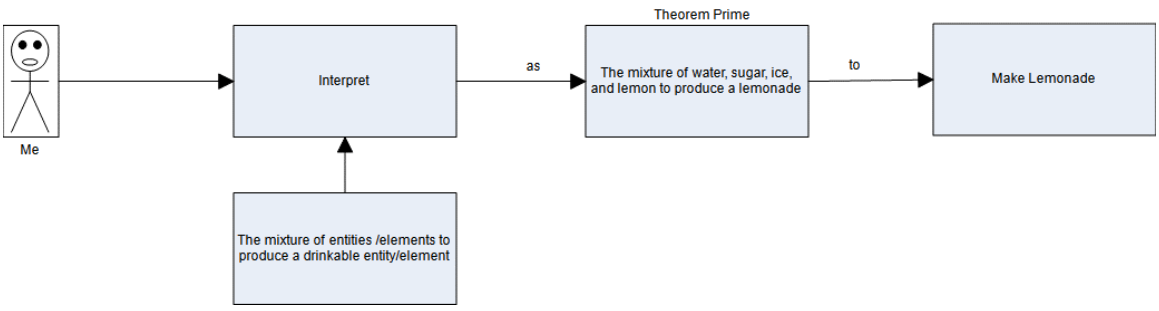
From the model above, *Theorem 1* is viewed as the original theorem where *Theorem 1 Prime* is viewed as the interpreted theorem. Since the interpreted theorem is produced from the original theorem, we can see that the process is viewed as a function that produces an output. From that, we can use the interpretation function to show that.



As shown by the model above, *Theorem 1* is interpreted as *Theorem 1 Prime*. In this case, the interpretation function takes *Theorem 1* as input to produce *Theorem 1 Prime*. Since we have the ability to interpret theorems, it is always good to show that by the model below. For example, I interpreted this theorem: *The mixture of entities /elements to produce a drinkable entity/element* to produce the lemonade.



As shown from the model above, the original theorem is interpreted to produce another theorem. In this case, the interpretation function takes the original theorem as input to produce a theorem prime which is derived from the original theorem. Given that the interpretation of the original theorem enables the making of the lemonade, we can say that the original theorem is interpreted to make the lemonade. From what we have just said, we can show that by this model.



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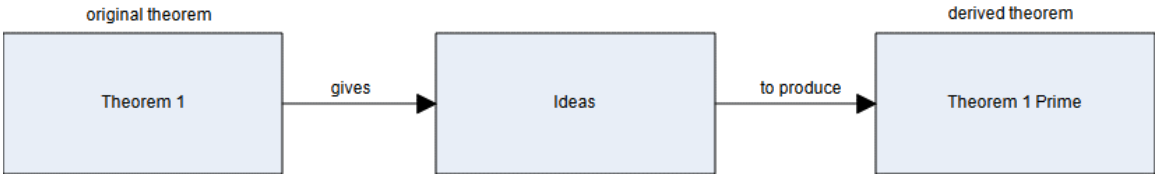
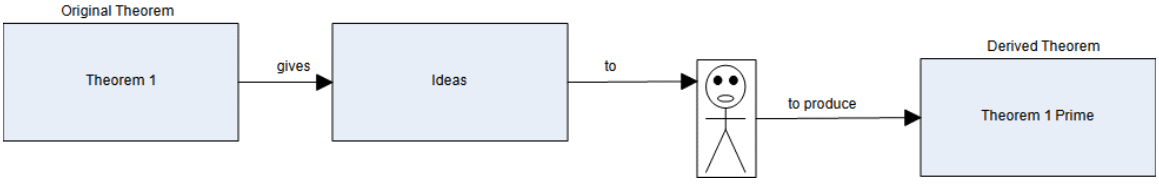
As shown by the model above, the original theorem is interpreted as theorem prime to produce or make the lemonade. The way to look at it is the interpretation function takes the original theorem as the input. To better understand that, we can say that the original theorem gives us ideas to produce the interpreted theorem. In other words, the original theorem gives us ideas to derive the interpreted theorem. The interpreted theorem is derived from the original theorem. The interpreted theorem is a derivative of the original theorem. From what we have just said, we can see that the interpreted theorem is a derived theorem. In this case, we can use the term derived theorem instead. For example, the model above shows the original theorem and the derived theorem.

To prevent any confusion, this is the way to look at it. The original theorem is interpreted to produce a theorem which is derived from the original theorem. Previously we named that theorem—the produced theorem—the interpreted theorem. Now, since we know that theorem is derived from the original theorem, we can name that theorem *derived theorem* instead.

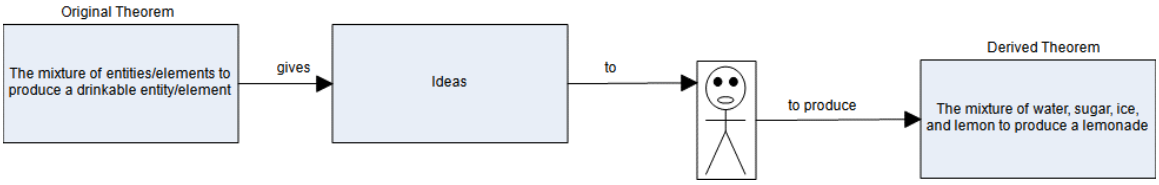
We know that the original theorem gives us ideas to produce a theorem which is derived from the original theorem. The theorem from the ideas given to us by the original theorem, is being viewed as a result of that idea from the original theorem as shown below.



While the model above shows that the original theorem is served as input to give ideas to derive a theorem which we call derived theorem, it is always good to show that in relationship with us as shown by the model below.

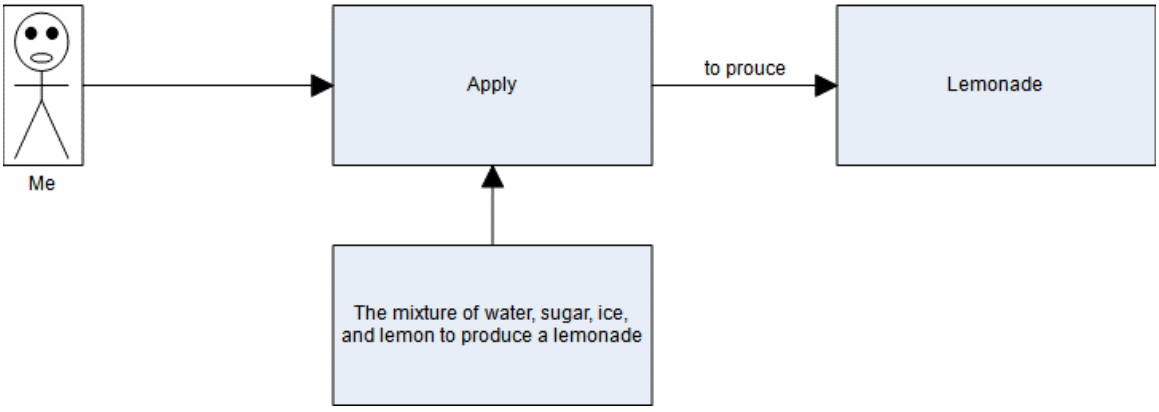


From the model above, it shows that the original theorem gives me ideas to produce the derived theorem. For example, original theorem 1 gives me ideas to produce theorem 1 prime. In terms of our application, *the mixture of entities/elements to produce a drinkable entity/element* gives me ideas to produce *the mixture of water, sugar, ice, and lemon to produce a lemonade* which is viewed as a theorem derived from the original as shown below.



From the model above, we can see that the original theorem is what gives the ideas to produce the derived theorem. We can say that the original theorem is being interpreted to produce the derived theorem. What is important here is that the original theorem is served as input to give the ideas to produce a result which we call the derived theorem would not exist as well. In terms of interpretation. The derived theorem cannot exist without the original theorem, since it is derived from the original theorem. If the original theorem does not exist, the derived theorem would not exist as well. In terms of interpretation, the original theorem is very important, since without it the interpretation does not exist at all. In other words, the original theorem enables the interpretation to produce a derived theorem. Without the original theorem, the interpretation cannot be enabled.

In term of application of theorem, the derived theorem is what is being applied to produce the function. In other words, in our application, the derived theorem is the theorem being applied to produce the lemonade. For example, in our application the derived theorem is applied to produce the lemonade as shown below.



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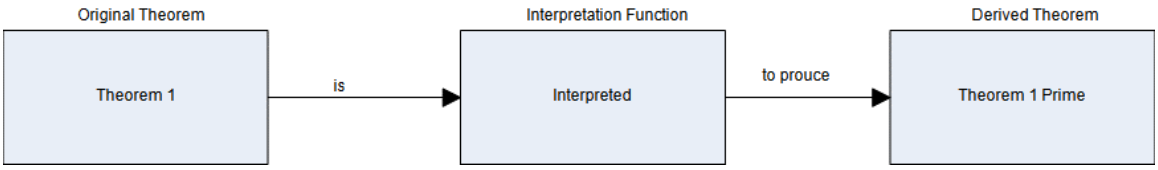
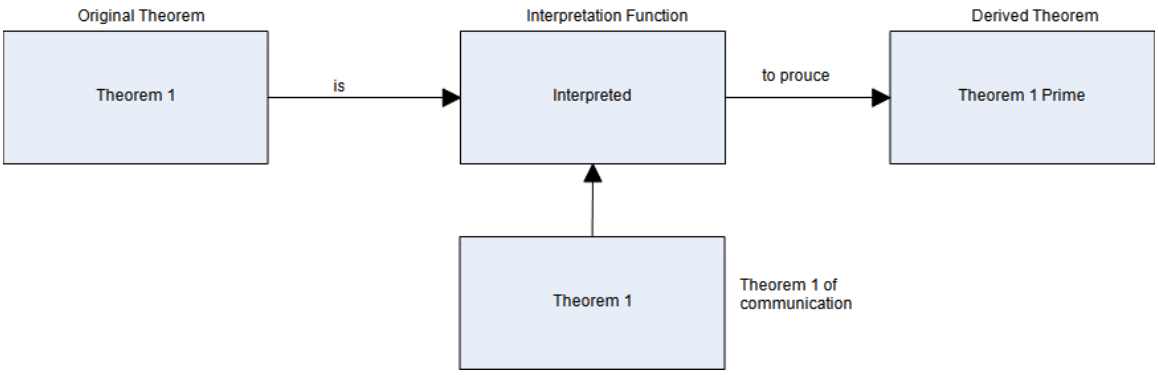
What is important here is that a theorem is viewed as generic entity, where we interpreted that theorem and then applied it to execute a function in our application. In other words, based on our application, we can interpret a theorem in relationship to execute a function or produce an instrument or a method. Here, the lemonade is being viewed as a method produced by the application of a derived theorem.

Since the original theorem must be interpreted to produce a derived theorem, let's show the process of interpretation again. As we have learned and shown previously, the interpretation function takes the original theorem into consideration to produce the derived theorem.



We know that a theorem of communication is attached to a theorem. In other words, given that theorems of communication attaches to theorems, theory of communication is very important when it comes to interpretation of theorem. Given that theorems of communication attach to theorems, in this case, the interpretation function takes both a theorem that is being interpreted as input as well as a theorem of communication. In other words, in order for the interpretation function to produce a derived theorem, the interpretation function must take both the original theorem as input or the theorem being interpreted as well as the theorem of communication. To better understand the overall process, let's represent that by the model below.



As shown by the model above, the interpretation function takes both the original theorem and a theorem of communication in order to produce a derived theorem. To better understand that, let's take our application into consideration. For example, *the mixture of entities/elements to*

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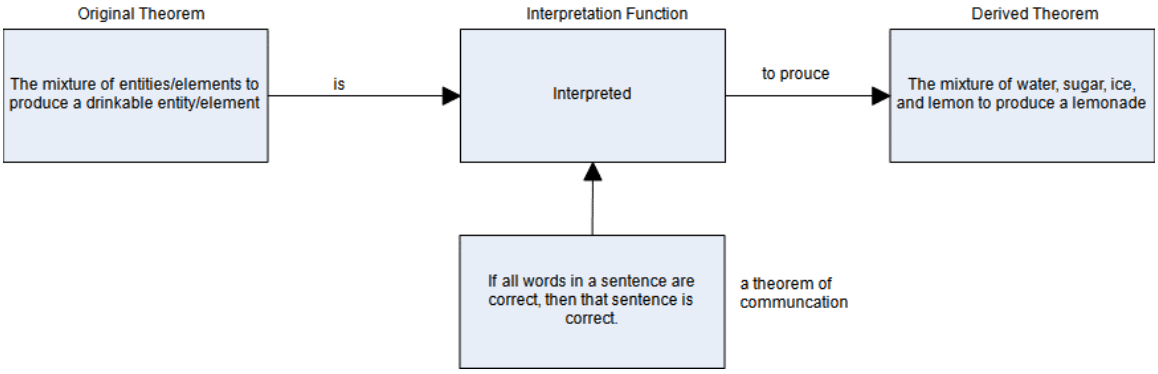
produce a drinkable entity/element is interpreted to derive *the mixture of water, sugar, ice, and lemon to produce a lemonade*.



From the model above, we can see that a theorem of communication is used in conjunction with the original theorem in order to enable the interpretation function to produce the derived theorem. As we can see, if the communication theorem does not exist, then the interpretation function cannot be enabled. In other words, the theorem of communication enables the interpretation of the original theorem. Now, if we put the original theorem and the derived theorem side by side, we can see that the communication theorem is constant between both of them. As an example, let's show both of them side by side below.

The model above can be viewed in the form below. As we can see, the original theorem includes a theorem of communication so does the derived theorem. That theorem of communication is common to both of them. In this case, that theorem of communication can be viewed as a constant entity. What is important here is that during the interpretation of a theory, the theorems of communication remain constant. They don't change. Another way to look at it is multiple theorems of communication can be used with the interpretation function.

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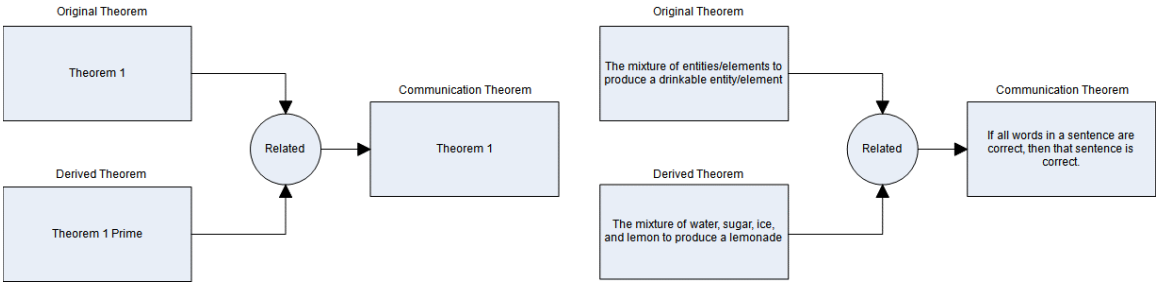
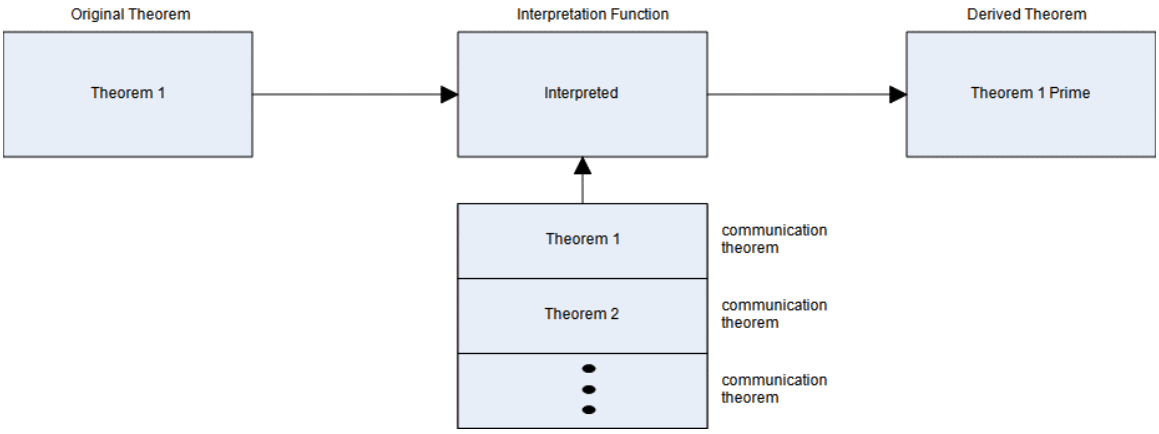
From the model above, we can see that the theorem of communication can be viewed as a relationship theorem between the original theorem and the derived theorem. The model below shows that the original theorem is related with the derived theorem by a theorem of communication. For example in our application, the original theorem is related with the derived theorem by the correctness of the communication.



While we show a single theorem of communication, the interpretation function can take multiple theorems of communication as input. For example, multiple theorems of communication can be applied with the interpretation function to produce the derived theorem as shown by the model below.



As shown by the model above, multiple communication theorems can be used with the interpretation function to enable the derivation of the derived theorem. In terms of our application, let's show that by the model below.

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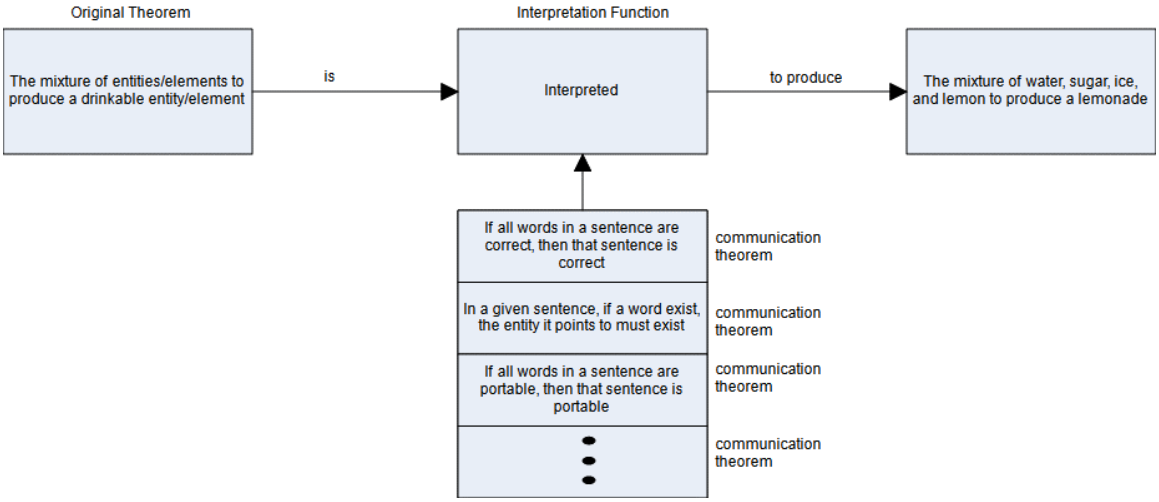
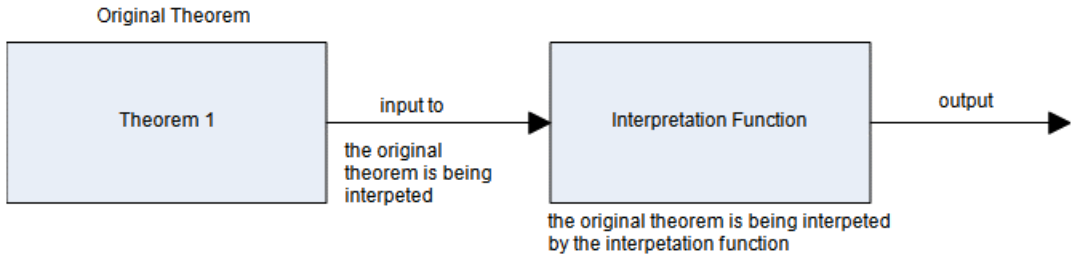
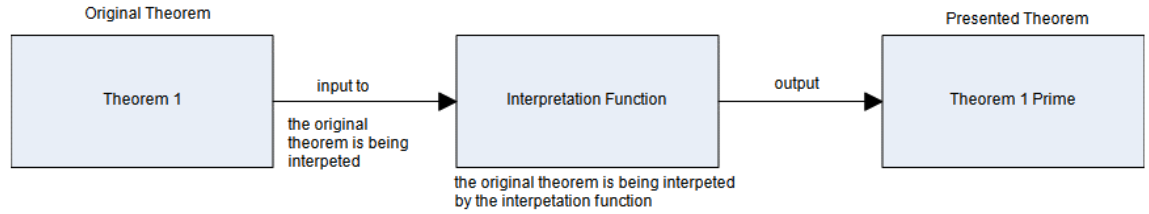


From the model above, the original theorem is interpreted were multiple communication theorems are used. The identifications of the communication theorems in the derived theorems verify the correctness of the interpretation. In other words, since theorems of communication are constant between the original theorem and the derived theorem, thus theorems of communication can be used to validate the result of the interpretation.

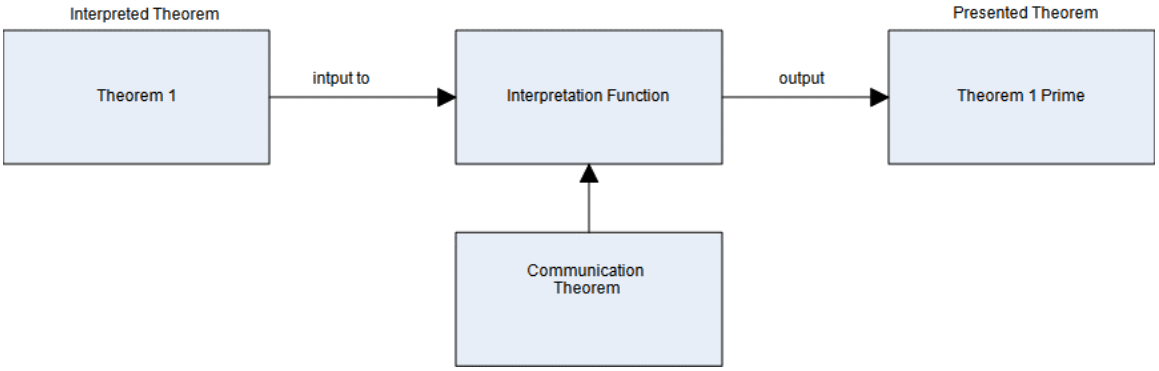
To better understand the overall process of interpretation of theory, just take it like this. Since the original theorem is the theorem being interpreted, we call the original theorem the *interpreted theorem*. For example as shown below, the original theorem is being interpreted by the interpretation function. The interpretation function takes the original theorem as input, where the original theorem is being interpreted by the interpretation function.



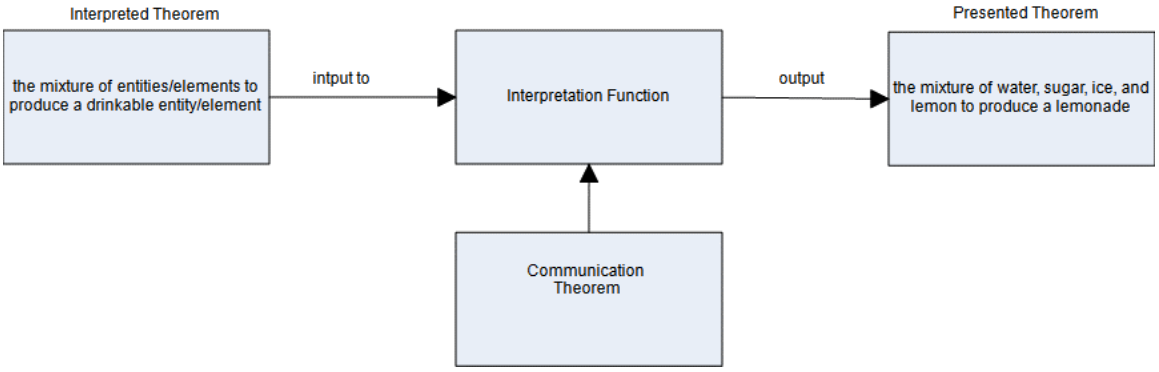
From the model above, the original theorem is being viewed as the *interpreted theorem*, since the original theorem is being interpreted by the interpretation function. Since the derived theorem is produced by the interpretation function, the derived theorem is outputted by the interpretation function. In other words, since the derived theorem is produced by the interpretation function, the derived theorem is the output of the interpretation



Since the derived theorem is the output of the interpretation function, the derived theorem is viewed as the *presented theorem*. In this case, the derived theorem is presented by the interpretation function. Since the derived theorem is presented by the interpretation function, we name the derived theorem *the presented theorem*. From now on, we use these two terms to identify the original theorem and the derived theorem: original theorem is *interpreted theorem,* where the derived theorem is *presented theorem*.

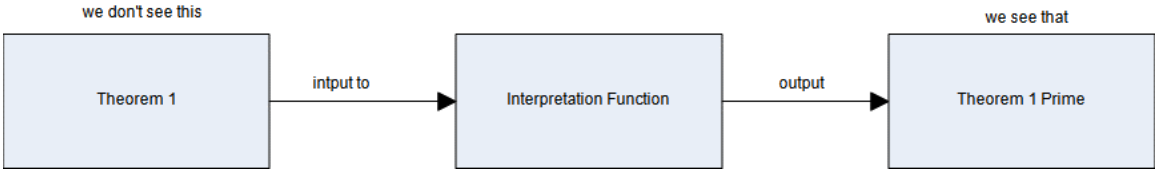


In this application, the interpreted theorem is *the mixture of entities/elements to produce a drinkable entity/element* and the presented theorem is *the mixture of water, sugar, ice, and lemon to produce a lemonade*. We can show both by the model below.

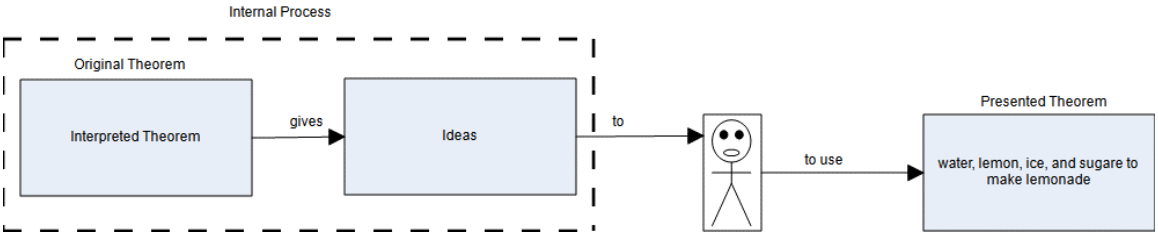


Given that we are theory dependable, everything that we do depends on some type of theory. In other words, we apply theory to do everything that we do even when we don't show that. In this case, the theory is being interpreted internally. For that reason, we don't show or see the theory

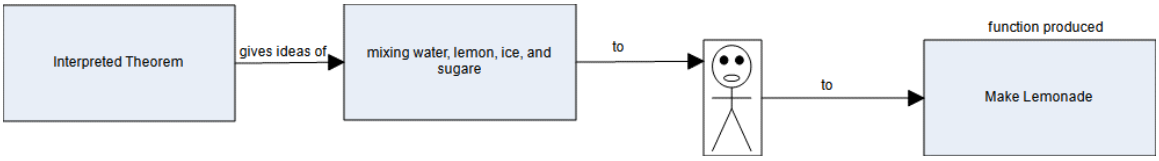
that is being interpreted, but sometimes we show the result, which is viewed as the result of the interpretation. See the model below as an example.



For example, let's say that I am going to make lemonade or juice. In this case, I am going to interpret a theorem to do that. What is important here is that a theorem is going to be interpreted to be applied to make the lemonade. Although I may not state that, however if I say I am going to make lemonade by using water, ice, lemon, and sugar, then what I say is viewed as a presented theorem. The way to look at it is, since we are a theory dependable system, we depend on theory to do everything that we do. Whether we state that or not, a theorem is being interpreted internally. What is important here is that the interpreted theorem is used internally to give ideas to produce the result as shown below.



From the model above, the interpreted theorem is what gives me ideas to use water, lemon, ice, and sugar to make the lemonade. Since the presented theorem is viewed as the ideas given by the interpreted theorem, the model above can be represented by the one below.



From the above model, the interpreted theorem gives me ideas to make the lemonade. Even when the interpreted theorem is not shown or visible, it still gives me ideas to make the lemonade. Even when the process happens internally, I still get the ideas from the interpreted theorem. Even when I don't state it or show it, I still get the ideas from the interpreted theorem.

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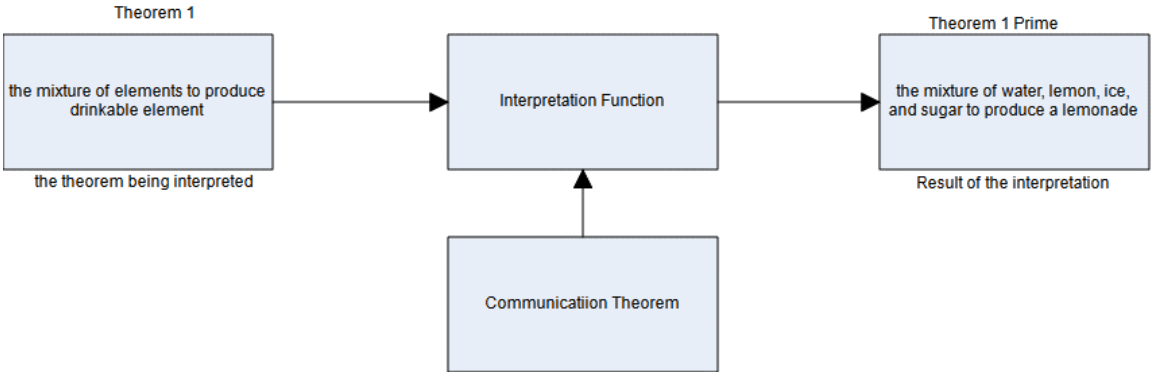
To better understand the relationship between the presented theorem and the interpreted theorem related to the model above, we can take it like this. *Theorem 1* was given as *the mixture of elements to produce drinkable element*, where the presented theorem was is *the mixture of water, lemon, ice, and sugar to produce a lemonade*. Let's show that by the model below.



Now, let's identify all words that make up *Theorem 1*

Words	Equivalent
Mixture	Word 1
Elements	Word 2
Produce	Word 3
Drinkable	Word 4
Element	Word 5

If *Theorem 1* is correct, then there must be a relationship between all words that make up *Theorem 1*, therefore, *Theorem 1* must be correct. In this case, in term of relationship we have

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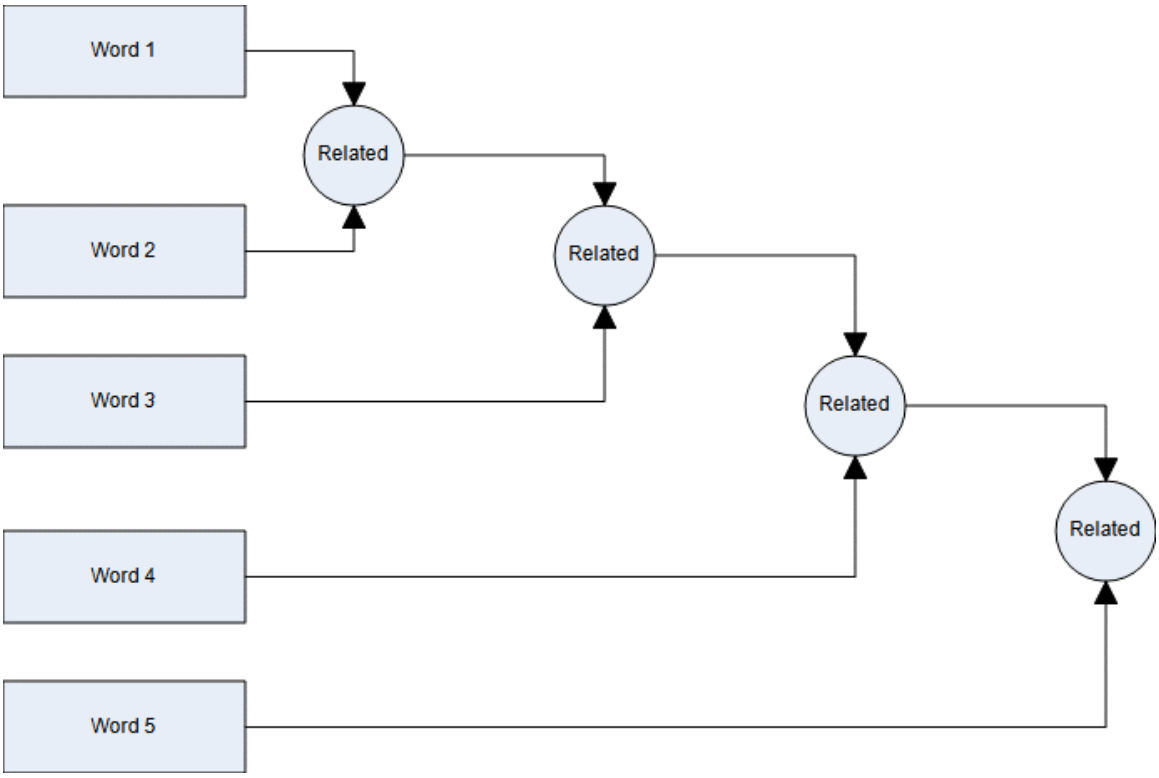

Now let's take *word 4*, in this case we can see that the produced element or entity must be drunk by the physical system or me. From that, we can see a relationship between the produced element, the mixed elements, and the physical system. From that, *Communication Theorem 1* is identified as *if a sentence is correct there must be a relationship between all words in that sentence*.

Now, let's identify *Theorem 1 Prime: the mixture of water, lemon, ice, and sugar to produce a lemonade.* Here let's identify the words in the table below

Words	Equivalent
Mixture	Word 1
Water	Word 2
Lemon	Word 3
Ice	Word 4
Sugar	Word 5
Produce	Word 6
Lemonade	Word 7

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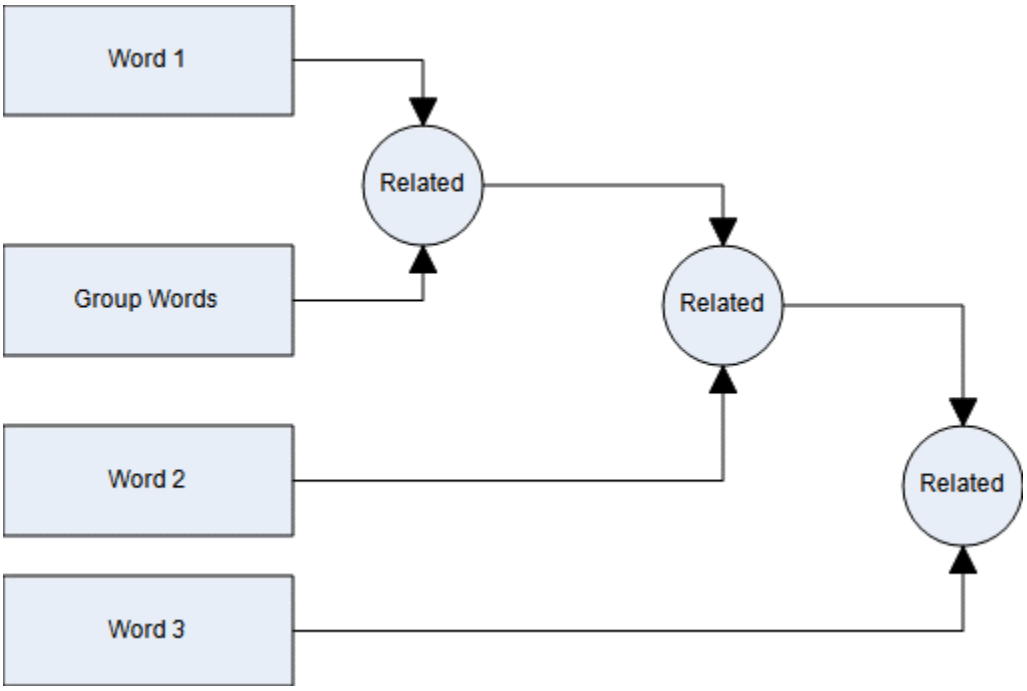
From the table above, *water, lemon, ice, and sugar* are viewed as elements so we can treat them as a single entity. In this case, *Word 2* to *Word 5* can be viewed as a group of words. In this case, we can use the same table above in this form.

Words	Equivalent
Mixture	Word 1
Water, Lemon, Ice, Sugar	Group of words
Produce	Word 2
Lemonade	Word 3

As we can see, from the table above, *Theorem 1 of Communication* is still remains constant in *Theorem 1 Prime* because of that relationship



Now, as another example, let's represent *Theorem 1* in this form *the mixture of elements to produce drink*. Here, let's identify words that make up Th_1 by this table.

Words	Equivalent
Mixture	Word 1
Elements	Word 2
Produce	Word 3

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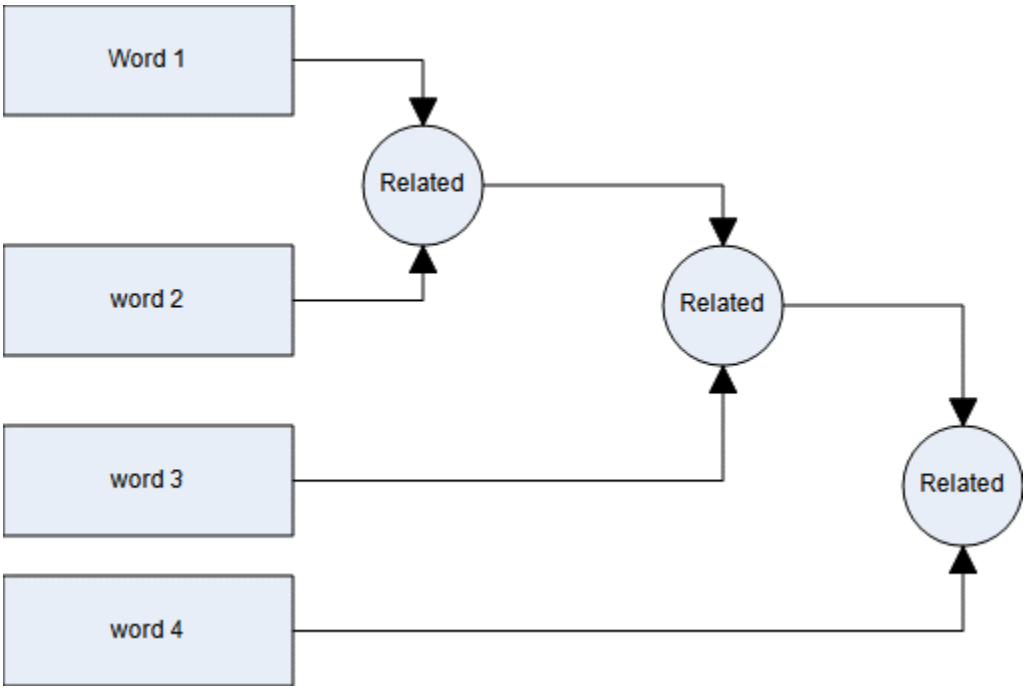
Drink	Word 4

Here the relationship between all words that make up the theorem is



Theorem 1 Prime is given as *the mixture of water, lemon, ice, and sugar to produce a lemonade*. Now, let's identify the words that make up *Theorem 1 Prime* in this table

Words	Equivalent
Mixture	Word 1
Water	Word 2
Lemon	Word 3
Ice	Word 4
Sugar	Word 5
Produce	Word 6
Lemonade	Word 7

Now, let's group *water, lemon, ice, and sugar* as word or a single word. From that, we can represent the table above in the form below. In this case, *water, lemon, ice, and sugar* are viewed as *word 2* or simply *elements/entities*. We can also name *word 2* as *word 2 derived* as shown in the table below.

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Words	Equivalent
Mixture	Word 1
Elements/Entities	Word 2 or word 2 derived
Produce	Word 3
Lemonade	Word 4

Now, let's represent the table above as a derivative of the table we get from *Theorem 1*. In other words, words that make up this table are considered to be derivative of words that make up the original table. From that, we have the following:

Original	**Derivative**	**Original**	**Derivative**
Mixture	Mixture	Word 1	Word 1
Elements	Elements/Entities	Word 2	Word 2 or word 2 derived
Produce	Produce	Word 3	Word 3
Drink	Lemonade	Word 4	Word 4

As we can see, during the interpretation of a theorem, words from the result of the interpretation are considered to be derivatives of the original theorems. That makes sense, because the presented theorem is viewed as a derivative of the original theorem, the words that make up the presented theorems are also viewed as derivative of words of the original theorems. Therefore, the result of the interpretation is validated by the theory of communication. In this case, we can see that this process can be used to verify the result of the interpretation. In other words, we can use this process to verify the result of the interpreted theorem or the correctness of the presented theorem.

From the table above, we can see that *word 1* of the derived theorem is related to *word 1* of the original theorem, word 2—or group—of derived theorem is related to *word 2* of the original theorem, *word 3* of the derived theorem is related to *word 3* of the original theorem, and *word 4* of the derived theorem is related to *word 4* of the original theorem.

Understanding our Feeling Related to Interpretation of Theory

Our feelings affect the interpretation of a theory. The way we feel about a theorem also affects our interpretation. It is always good to think that we are a separate entity from a theorem. As we have learned and shown already, the physical system is separate from a theorem. The theory

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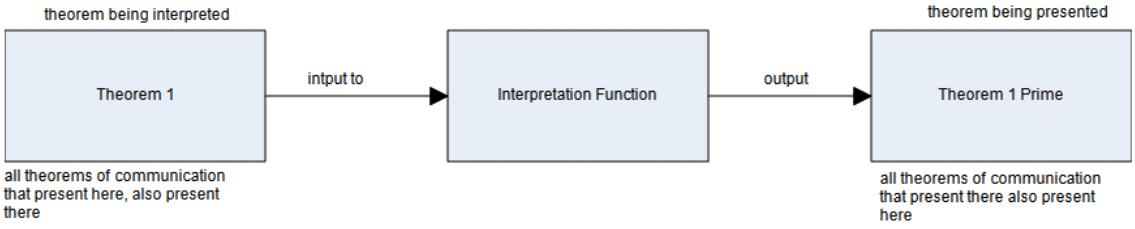
given to us by our parent, is a separate entity from us. The given set provided to us by our parent, is separate from us. For example, I interpret this theorem *the mixture of entities/elements to produce a drinkable entity/element* in this application; it is a separate entity from me. By understanding that, we are separate from a theorem, we can interpret that theorem much better. It is always good not to feel negative about a theorem. When we feel negative about a theorem, that enables us to misinterpret it.

We know that a theorem from a theory belongs to that theory. The theorems from a table, belong to that table, not to us. Therefore, we should think it is a separate entity from us, so our feeling is not affected by that theorem. When we think that way, it provides us a better way to interpret that theorem.

When we misinterpret a theorem, we simply take it in another way. In other words, when we misinterpret a theorem, we simply take it the wrong way. We simply take that theorem in a way we are not supposed to take it. To help us with the interpretation of a theorem, it is always good to take theory of communication into consideration. Theory of communication is very important in interpretation of a theorem. Given that theory communication is constant, the interpretation of a theorem does not change theory of communication. In other words, given that communication is constant, the interpretation of a theorem does not change communication. For example, before interpretation of a theorem, all theorems of communication that are embedded in that theorem are present after interpretation. By understanding that, we can see the importance of theorems of communication. Let's take the model below as an example

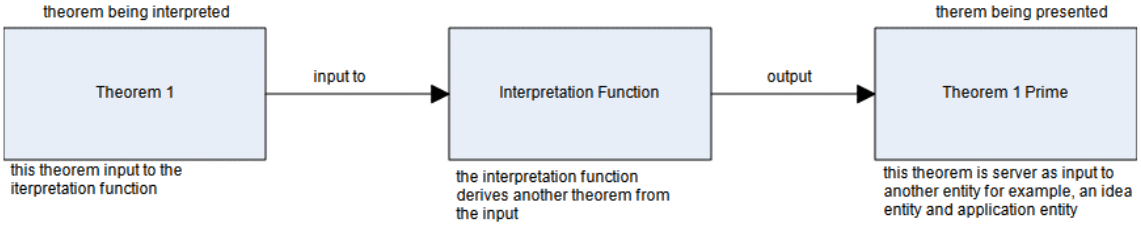


As shown by the model above, during the interpretation of a theorem, all theorems of communication present in that theorem are also present in the resulted theorem after interpretation. Since a theorem is a given entity that is part of a theory, we don't make theorems in a theory. We simply identify theorems in a theory. In this case, a theorem in a theory is error free. There cannot be communication errors in a theorem. There cannot be communication errors in communication attached to a theorem. For this reason, the interpretation of a theorem must be error free as well. Thus, all communication principles in the interpreted theorem must exist in the presented theorem. When all communication principles embedded in the theorem being interpreted also exist in the theorem being presented, then we say that theorem is well

interpreted. When all communication theorems embedded in the interpreted theorem are also embedded in the presented theorem, we say that interpretation is error free. It is very important to know that. By understanding that, we can interpret theorems much better.

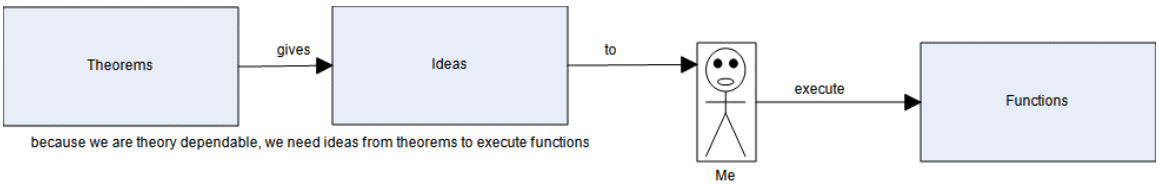
Understanding Philosophy in Interpretation of Theory

Given that a theorem belongs to a theory and theorems in a theory are constant to that theory. A theory itself does not take outside entity. In other words, a theory is a constant table, where all the theorems are constant in that theory. Theorems cannot be added to a theory. That table has a fixed set of rows which are unlimited. We cannot add more rows to it; we can simply expand it by identifying more rows. For that reason, our ideas are considered to be ours, but not part of a theorem. It is always good to know that theorems are input elements, so there is no way we can add input to them. In other words, a theory is an input element, so is a theorem. A theory inputs to us to give us ideas. A theorem is not an output entity, but an input entity. In other words, a theorem must input to another entity. Another entity cannot input to that theorem. For that reason, a theorem or theory does not take outside entity. To better understand that, let's take a look at the model below.

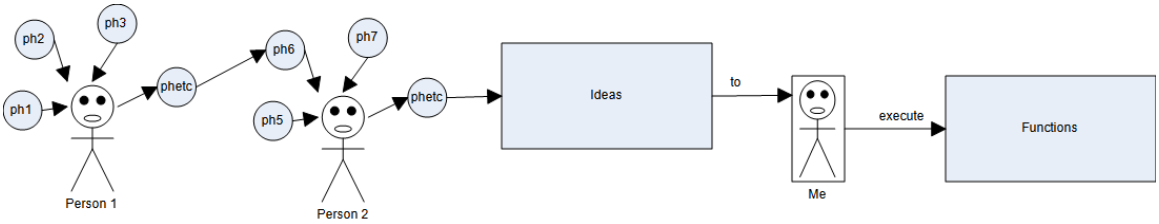


As shown by the model above, a theorem is an input element not an output element. The way to look at it is a theorem is input to the interpretation function. Even though we see the resulted theorem as the output, however it is always good to think originally a theorem is an input entity. This process is verified as well by the theorems of communication embedded to the original theorem which are also embedded in the presented theorem. For this reason, theorems do not take outside elements. They are fixed or constant to their own tables. They do not and cannot accept outside entities.

To better understand the overall process of interpretation of theory as well as philosophies which are viewed as our own ideas that do not belong to a theory or belong to the table, let's take it like this. As a theory dependable system, we need theory to give us ideas to execute functions of life. This is why our parent provides us with the given set; to give us ideas to execute functions of life. To better understand that, let's take it like this.



As shown above, because we are theory dependable, we need ideas from theorem in order to execute functions. Now, when theorems are not present, we still need the ideas to execute functions, because this is the way our system works. In his case, the absence of the theory enables us to get the ideas from something else. In other words, when the theory is not present because we are not aware about it, we get the ideas from something else. For instance, when we are not aware of the theorems, we simply get ideas from others. Let's take a look of this model for better understanding that.



From the model above, the absence of the principle enables us to get ideas from others. In other words, the fact that I am not aware of the theorems, I get ideas from others in order to execute functions. As we can see, it is very confuse. The theorems has a baseline from the theory, however ideas from others are unlimited there is no baseline, therefore that enables us to develop problems. While we show the model above with two people to show where those ideas are from, it is always good to think that the set of ideas are unlimited from person 1, person 2, and other person, as well as ideas generated by me. The way to look at it that those ideas are generated based on misunderstanding and misinterpretation of a theorem. The philosophies identified above include inherited, adopted, as well as generated.

Given that a theorem in a theory belongs to that theory, philosophy cannot be viewed as a theorem. Given that, a row in a table belongs to that table, philosophy cannot be part of that row. In other words, a theorem is a part of a theory and theories are given entities, philosophies cannot be added to a theory. By understanding that, it provides us with a better way of interpreting theorems.

To better understand how philosophy affects our interpretation of theory, let's take like this. Given that we are a theory dependable system, a theorem gives us ideas to our intelligence to enable us to interpret that theorem as shown by the model below.

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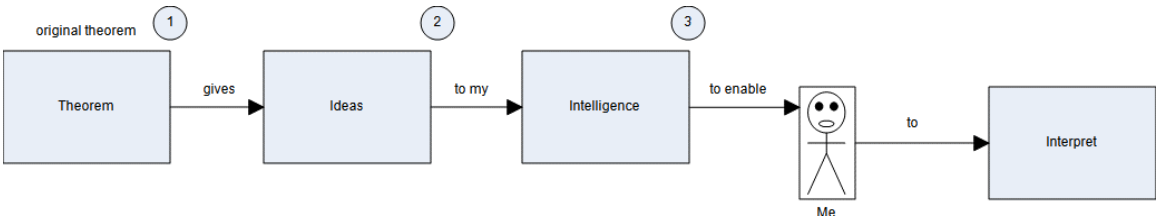
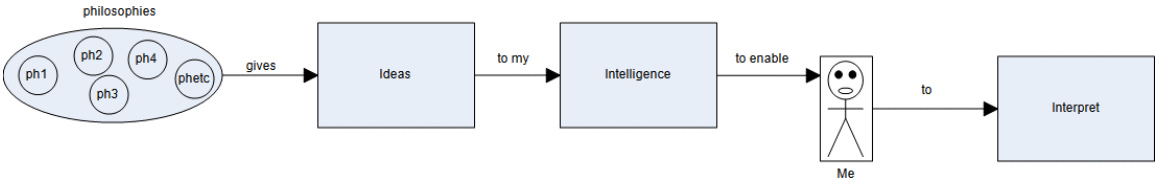


As shown from the model above, the original theorem gives ideas to our intelligence to enable us to perform the interpretation. What is important here is that our intelligence works with ideas from theorems to enable the interpretation. From above, we label nodes 1, 2, and 3 to show steps that may happen internally.

Now, if the original theorem is no longer present, then we have the following model. Given that we are a theory dependable system, the absence of the original theorem leads us to get ideas from somewhere.



From the model above, the absence of the original theorem enables us to get ideas from philosophies. As stated earlier, those philosophies are ideas from people and they also include ideas from ourselves. In other words, those philosophies are inherited, adopted, and generated. This process affect our interpretation, because it shows that we don't understand the system. When that happens, it shows that we don't understand the relationship between theory and theory of communication. It shows that we don't understand what a theory is; the relationship between a theory and the physical system; our dependency on theory and so forth. The overall process by the model above results to misinterpretation of theory. In this case, the result of interpretation is not viewed as a presented theory, but as philosophy.

This is the way to look at it. We have two models above; the first model resulted to a presented theorem, while the second model resulted to a philosophy or idea. During the interpretation of theory, if the original theorem is replaced by philosophy, then the result of the interpretation looks like philosophy. If the original theorem is replaced by philosophy, then the result of the interpretation looks like our ideas, rather than a presented theorem. Keep in mind a presented theorem looks like the original theorem. When the original theorem is replaced by philosophy, the result which is the presented philosophy looks like the original philosophy. To better understand that, let's represent it by the model below.

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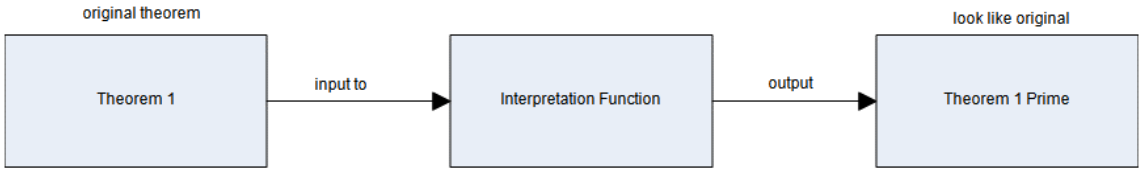
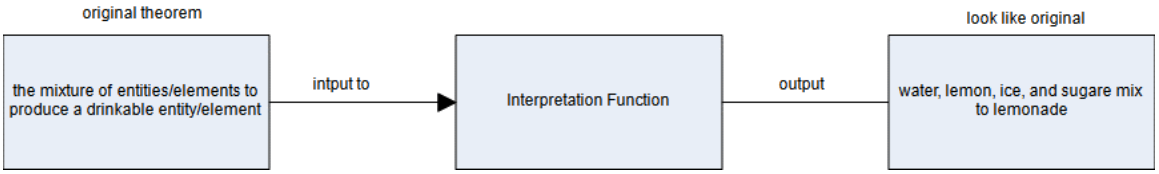
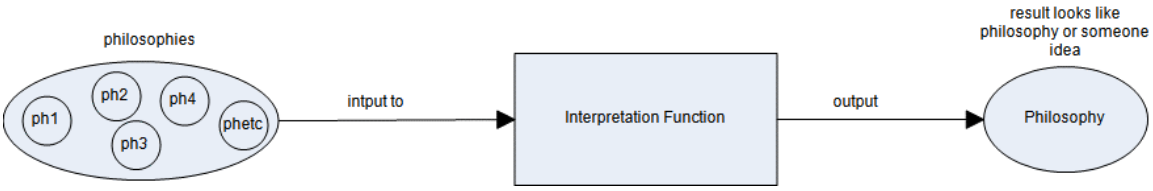


From the model above, it shows that when the original theorem gives ideas to the interpretation function, then the presented theorem look like the original. For example, in this application, we have:



As shown by the model above, the presented theorem looks like the original theorem, because the original theorem is used to give idea to the interpretation function, which result to a presented theorem that look like the original theorem.

However, when the original theorem is not present, and the original theorem is replaced by philosophies, as shown below, the result of the interpretation looks like philosophies.



As shown by the model above, when the original theorem is replaced by philosophies or ideas, the result of the interpretation looks like philosophies or ideas as well. In other words, given that our intelligence needs theory as input, when theory is not present, it relies on philosophies. Those philosophies are inherited, adopted, and generated. In this case, when those philosophies input to the interpretation function, the result of the interpretation looks like philosophies or ideas, rather than an interpretation of a theorem. That makes sense, since the output must look like the input, when the input is a theorem, the output looks like a theorem. When the input is a philosophy, the output looks like philosophy. In this case, the output may look like an idea generated by the person who is performing the interpretation. It may look like an idea inherited from someone in the past. It may also look like an idea adopted from someone.

Verification of Correctness of Interpretation of Theory

Since the presented theorem must look like the interpreted theorem, it is possible to verify the interpretation. In other words, since the derived theorem must look like the original theorem, it is possible for us to verify that. We have already learned and shown that, theorems of communication attach to theorems. An interpreted theorem includes multiple theorems of communication attached to it. The presented theorem also includes multiple theorems of communication attached to it. In other words, the original theorem includes multiple theorems of communication, where those theorems of communication are used to verify the communication. The derived theorem also includes all the theorems of communication from the original theorem. In this case, those communication theorems can be used to verify the result of the interpretation or to verify if the presented theorem is correct. To better understand that process, let's take an example. In the original theorem, if this theorem of communication is included, *if all words in a sentence are correct, then that sentence is correct*. That theorem must also be included in the presented theorem. If we can verify or identify that theorem in the presented theorem, then that can validate the interpretation. To better understand the verification process, let's use the table below with more explanations and examples.

Theorems of Communication	Explanations
If all words in a sentence are correct, then that sentence is correct	Identify if all words are correct in the presented theorem. If all words are correct in the presented theorem, then that provides a pathway for the correctness of the interpretation
If all words in a sentence are portable, then that sentence is portable	We can verify if all words in the presented theorem are portable. If all words in the presented theorem are not correct, then that interpretation is incorrect.
In a given sentence, if a word exists, the entity it points to must exist	Verify the existence of words in the presented theorem. If a word is used in the presented theorem, it must point to an actual entity. If the entity that word points to does not exist, then that interpretation is not correct.

We know that we are a theory dependable system, so we depend on theory to execute functions of life. In this case, there is a relationship between us and a theory. After the interpretation of a

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theorem, that relationship still exists. That relationship, does not change after interpretation. We can use that relationship to verify the interpretation of a theory. For example, if there is a relationship between the original theorem and the physical system, there must be a relationship between the presented theorem and the physical system as well. If that relationship cannot be established, then that interpretation is not correct. The table below provides some more examples.

Relations with System	Explanations
Physical System Relationship	Determine if the presented theory is related to the physical system. If that relationship cannot be established, then that interpretation is incorrect. In other words, if that relationship is violated, then that interpretation is no good.
Associativity relationship	Characteristics of the physical system must be taken into consideration. For example, if the presented theorem violate or disregard the associativity of the physical system, then that interpretation is incorrect.
Theory dependable relationship	If the presented theorem disregards that relationship, then that interpretation is not good.
Self-controllable relationship	If the interpretation disregards that relationship or the presented theorem disregards that relationship, then that interpretation is not good

Since the presented theorem looks like the original theorem, the presented theorem contains all characteristics of the original theorem. Since the derived theorem looks like the original theorem, the derived theorem has all the characteristics of the original theorem as shown by the table below. In this case, we can use characteristics of theory to determine if the interpretation is correct. For example, given that a theorem is an applicable entity, after interpretation, the theorem must also be applicable.

Characteristics	Explanations
Application	Given that the original theorem is applicable, the presented theorem must be applicable. If the presented

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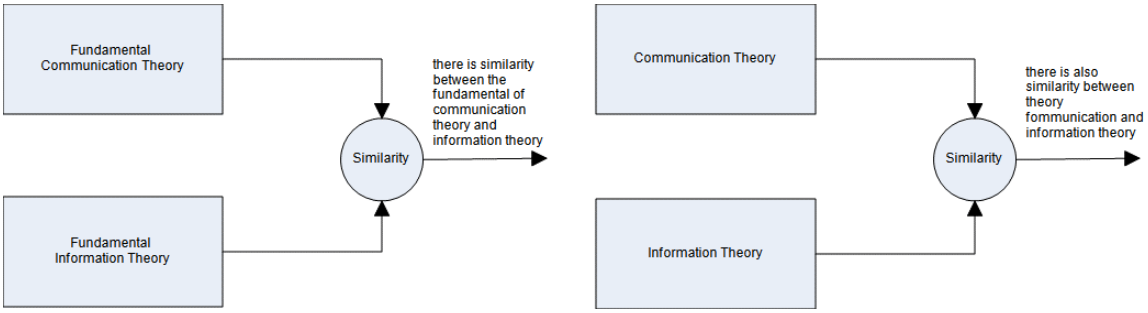
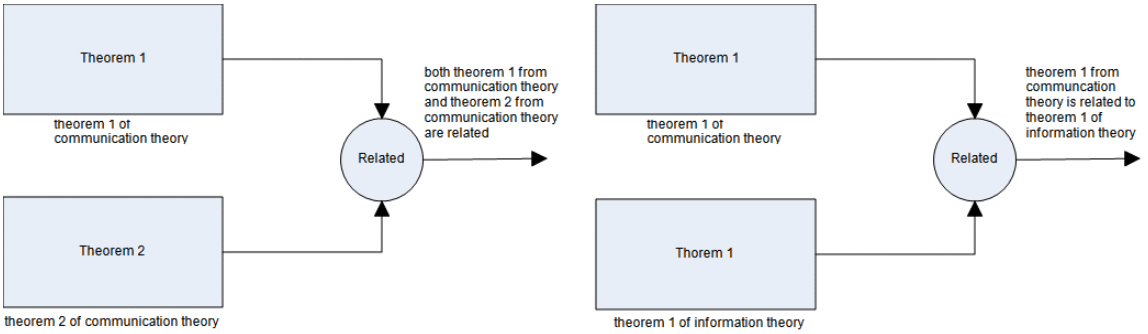
	theory cannot be applied, then the interpretation is incorrect
Portability	Given that the original theorem is portable, the presented theorem must be portable. If the presented theorem is not portable, then that interpretation is no good.
Independency	Given that the original theorem is independent, the presented theorem must be independent as well. If the presented theorem is not independent, then that interpretation is not correct.

By understanding fundamental of theorem, we know that there is similarity between the basis of each theory in the set. Given that there is similarity between the basis of each theory in the set, each theory in the set is also similar to another theory in the set. In other words, given that the basis of the theories in the sets are similar, the sets themselves are similar as well, so are the theorems that make up the sets. To better understand that, let's show that by the model below.



As shown by the model above, there is similarity between the fundamental of theory of communication and fundamental of information theory. Because of that relationship, there is similarity as well between theory of communication and information theory. Because there is a similarity between theory of communication and information theory, that also applies to the theorems as well as shown by the model below.



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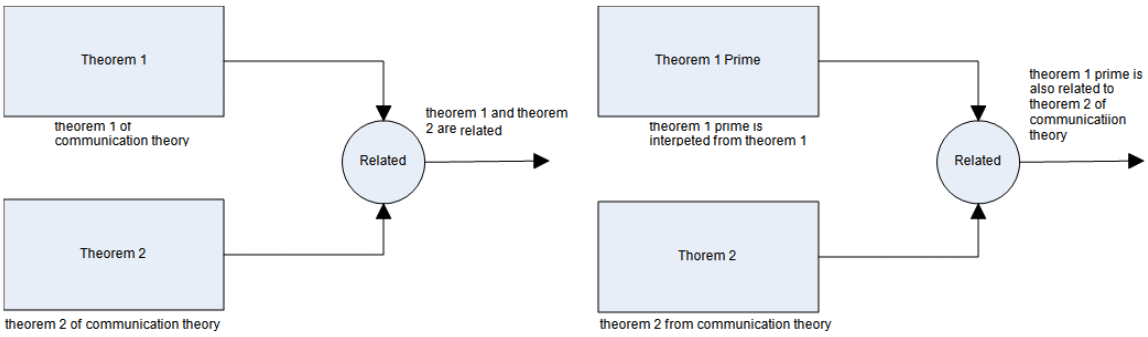
We know that fundamental of theory gives rise to theory while theory gives rise to theorem. In other words, fundamental of theory enables us to identify a theory and identify theorems in that theory. Because the theory of communication has one basis, all the theorems in the set have the same basis, therefore, they are related. This is what the model shows above. To the left, *Theorem 1* of theory of communication is related to *Theorem 2* of theory of communication. The reason for that is because both theorems have the same basis and the basis of both theorems is the fundamental of theory of communication.

To the right, it shows that *Theorem 1* of theory of communication is related to *Theorem 1* of information theory. Given that the fundamentals of the sets are related, the fundamental of theory of communication is related to the fundamental of information theory. Because the fundamental of information theory is related to the fundamental of theory of communication, theory of communication is related to information theory. Because theory of communication is related to theory of information, theorems in the information theory are related to theorems in the communication theory. Therefore, *Theorem 1* of information theory is related to *Theorem 1* of communication theory.

We can use relationship of existing theorems from a theory to verify an interpretation. This is the way to look at it. Given that the theorems from the sets are similar, a theorem identified from a theory in the set must be related to other theorems in the set. Because theorems in the set are related, a theorem derived from a theory from a set as a result of an interpretation must be related to the existing theorems or must be related to one or more existing theorems in the set. To better understand the explanation, let's show that by the model below.



As shown by the model above, because *Theorem 1* from theory of communication is related to *Theorem 2* of theory of communication, *Theorem 1 Prime* interpreted from *Theorem 1* of theory of communication must be related to *Theorem 2* of theory of communication as well. Thus, *if two theories are similar/related, the theorems from those theories must be similar/related as*

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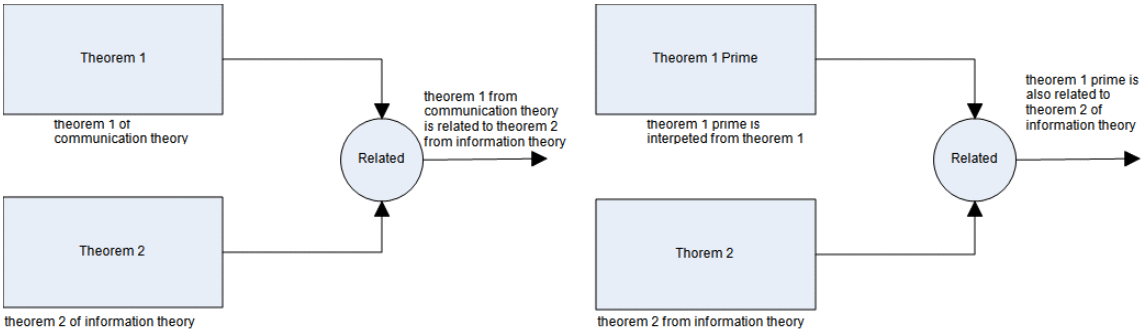
well. We can use this relationship to verify our interpretation by taking existing theorems into consideration.

Given that here is a relationship between theorems in communication theory and theorems in information theory, a theorem derived from a theorem from the communication theory must be related to an existing theorem from information theory. To better understand that, let's show that by the model below.



as shown from the model above, *Theorem 1* from communication theory is related to *Theorem 2* from information theory. Because of that relationship, *Theorem 1* prime is interpreted from *Theorem 1* of communication theory is also related to *Theorem 2* of information theory.

Relationship in the Set	Explanations
Relationship between theorems in a single set	Given that theorems in one set are related, theorems derived from a theorem in a set must be related to all theorems from that set. If a theorem is interpreted from a theorem from a set, that theorem must be related to all theorems from that set. If that relationship cannot be established, then that interpretation is not good.
Relationship between theorems in multiple sets	Given that theorems in multiple sets are related to each other, a theorem derived from a theorem from a set must be related to all theorems from the other sets. If a theorem is interpreted from a set, and that theorem is not related to other theorems from the other sets, then that interpretation is no good.

To better understand the overall process of verifying our interpretation of theory or our interpretation of theorems from theory, we can use a table similar to the one below with checkmark. For example, we can identify some theorems of communication and determine if

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they are applied to the interpretation. If so we put a check mark; if not, we cross it or just use yes/no. As shown below, if all of them are yes, then the interpretation must be correct.

Presented/Derived Theory	Communication Theorems	Applicable Yes/No
Theorem 1 Prime	*If all words in a sentence are portable, then that sentence is portable*	Yes
	In a given sentence, if a word exist, the entity it points to must exist	yes

Given that the derived theorem preserves the characteristics of the interpreted theorem, all characteristics of the interpreted theorem apply to the derived theorem as well. In other words, characteristics of theory apply to the derived theorem. We can use a table like the one above with checkmarks to verify our interpretation. As shown below, if all the characteristics are applied, then our interpretation must be correct.

Presented/Derived Theory	Characteristics	Applicable Yes/No
Theorem 1 Prime	*Portable*	Yes
	Applicable	Yes
	Presentable	Yes

Since the theorems in the given set are related to us, they are also related to our characteristics. Since the theorems from the given set are related to our characteristics, a theorem interpreted from a theorem from the given set must be related to us as well. We can use the table below with a checkmark to verify our interpretations of theorems in relationship with our characteristics.

Presented/Derived Theory	Our Characteristics	Applicable Yes/No
Theorem 1 Prime	Associativity	Yes
	Self-controllable	Yes
	Theory dependency	Yes

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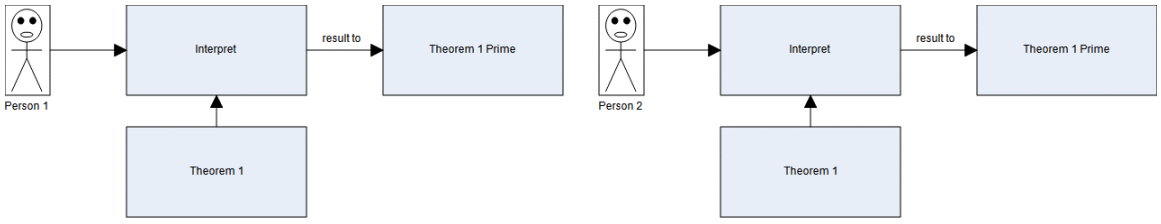
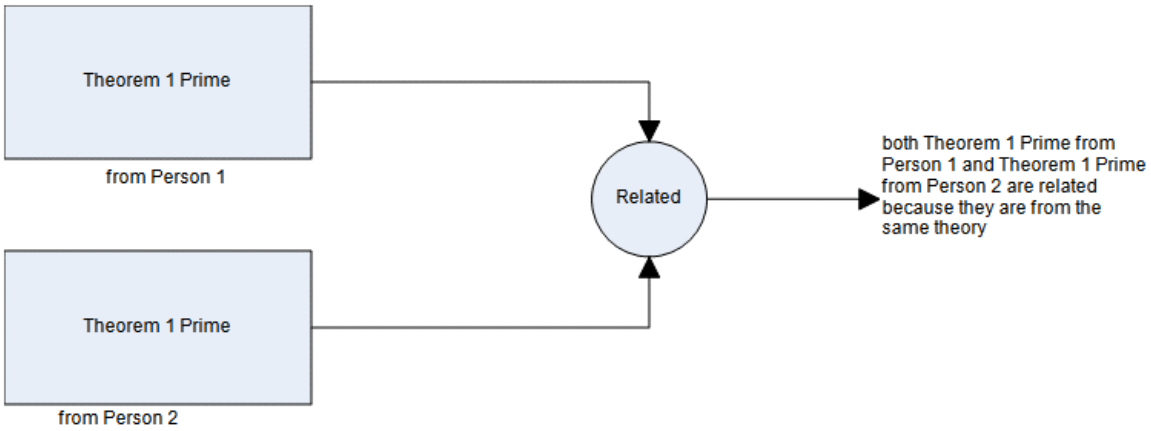
Finally, we can use relationship with existing theorems in the set to verify if our interpretation is correct as shown by the table below. As shown below, if we can show multiple relationships, then our interpretations must be correct.

Presented/Derived Theory	Relationship with Existing Theorems	Applicable Yes/No
Theorem 1 Prime	Theorem 1, 2, 3, 4 etc. from the same set	Yes
	Theorem 1 from set 1	Yes
	Theorem 2 from set 1	Yes
	Theorem 1 from set 1 and theorem 2 from set 2 together	Yes
	Multiple theorems from multiple sets	Yes

Since all theorems from a set have the same basis, theorems are related and so are their interpretations. By understanding that, we can see interpretation of a theorem by a person must be related to the interpretation of the same theorem by another person. In other words, if I interpret a theorem from a set and you interpret the same theorem from the same set, because the set has only one basis, both my interpretation and your interpretation must be related. If that relationship does not hold, either one or both interpretation (s) is/are wrong. To better understand that, let's illustrate it by the mode below.

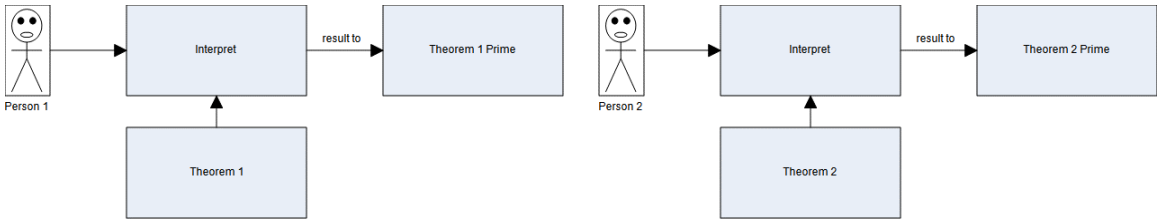


From the model above, Person 1 interprets *Theorem 1* which produces *Theorem 1 Prime*. Person 2 also interprets *Theorem 1* which also results to *Theorem 1* prime. Because both theorems are from the same set, the interpretation of *Theorem 1* by Person 1 must be related to the interpretation of *Theorem 1* by Person 2. In this case, both *Theorem 1 Prime* from Person 1 and from Person 2 are related in the form below.



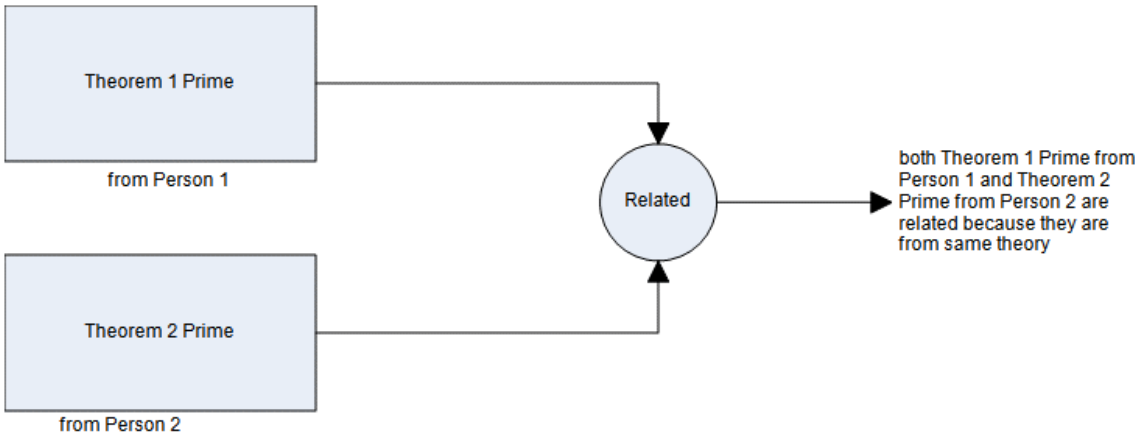
Given that both theorems are from the same set, they have the same basis, therefore they are related. Their interpretations must be related as well, since the resulted theorems still keep the original basis. The resulted theorems do not change the basis of the interpreted theorem. If that relationship cannot be identified or established, either the interpretation of *Theorem 1* from Person 1 or/and interpretation of *Theorem 1* from Person 2 is/are incorrect. In other words, if this relationship cannot be identified, either *Theorem 1 Prime* from Person 1 or/and *Theorem 1 Prime* Person 2 are philosophies or ideas rather than derived theorems.

Given that a theory has its own basis and theorems in that theory have the same basis, theorems in that theory are related to that basis. Since theorems in a theory are related to the basis of that theory, all theorems in a theory belong to that theory not to us. We simply identify them. In other words, we simply identify rows in a theory and those rows do not belong to us. Because all theorems in a theory have the same basis, if I identify a theorem in a theory and you identify another theorem in that theory, both of them must be related. For that reason, if I interpret a theorem from a theory and you interpret another theorem from the same theory, both resulted theorems must be related as shown by the model below.

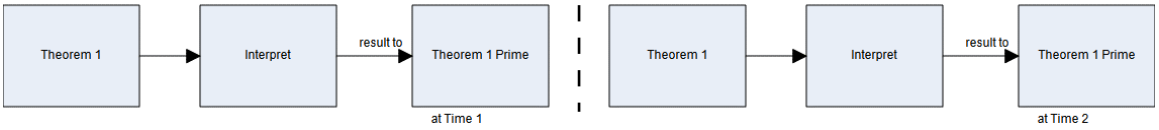


A shown by the model above, Person 1 interprets *Theorem 1* which result to *Theorem 1 Prime* and Person 2 interprets *Theorem 1* which results to *Theorem 2* prime. Because *Theorem 1* and *Theorem 2* have the same basis, *Theorem 1 Prime* and *Theorem 2* prime must be related in the form below. If that relationship does not hold or cannot be identified, either interpretation of

Theorem 1 from Person 1 is wrong or interpretation of *Theorem 2* from Person 2 is wrong or both of them are wrong. In this case, either *Theorem 1 Prime* or *Theorem 2 Prime* is philosophy or both of them are philosophies.



Since the basis of a theory enables theorems in that theory, those theorems are related to their basis without taking time into consideration. In other words, since the basis of a theory enables all theorems in that theory to be related, the interpretations of those theorems don't take time into consideration. Disregard the time a theorem is interpreted, it must be related. In other words, disregard a time a theorem is interpreted, it must be related to the same interpretation as today. To better understand that, let's look at this model.



As shown by the model above, since *Theorem 1* has only one basis, it does not matter what time it is interpreted. In this case, the interpretation at *Time 1* must be related to the interpretation at *Time 2*. We can use that relationship to verify our interpretations.

To better understand the overall process of interpretation of theory, let's take it like this. We can think a theory has a table that has multiple or an unlimited number of rows. Those rows are hidden until we identify them. Once we identify a row, we can interpret it. We can also say that once we identify items in that row, then we can interpret it. After we interpret a theorem in a theory, the theory still remains the same. In this case, the process is viewed as derived theory where more rows are identified or interpreted from the original. Let's take a look at this model for more explanation.

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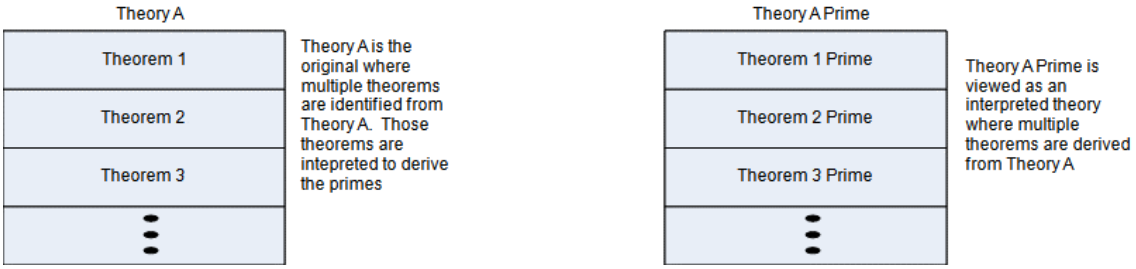
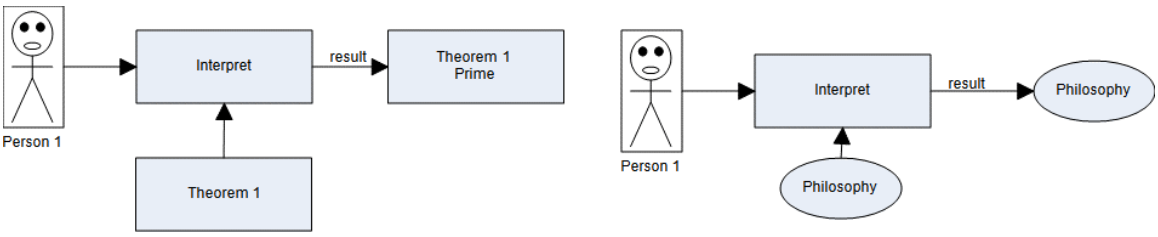


From the model above, *Theory A* from the left is being viewed as the original theory. The way to look at it is we identify theorems from that theory. Once a theorem is identified from a theory, that theorem must be interpreted. In this case, *Theory A Prime* to the right is viewed as a theory, where multiple theorems from *Theory A* are interpreted to derive the prime theorems. As we can see, theorems are interpreted related to their basis. The table itself can be viewed as a basis, where the structure of the table is still preserved after interpretation. In this case, all prime theorems are related from *Theory A Prime*.

Given that all theorems in a theory are related to the basis of that theory, a theorem is identified by its basis and the basis of that theorem enables the interpretation of that theorem. In other words, a theory has a basis and the same basis is the basis of a theorem from that theory as well as the basis of the interpretation of that theorem. Again, a theory has a basis and that basis is the basis of all theorems from that theory; that basis is also the basis of all theorems interpretation or derived theorems. Because of that, the interpretation of a theorem is based on the fundamental of that theorem or the fundamental of theory the original theorem is from. During the interpretation of a theorem, the fundamental of the original theorem can be used for validation. Since the absence of the fundamental of a theorem prevents that theorem from being interpreted, during interpretation the absence of the fundamental of a theorem enables the interpretation to result to philosophies or ideas. In this case, we can look at the result of the interpretation to determine if it is based on fundamental or comparison. If it is determined that the result of the interpretation is based on comparison, then that interpretation is no good. To better understand the overall process, we can look at it this way.



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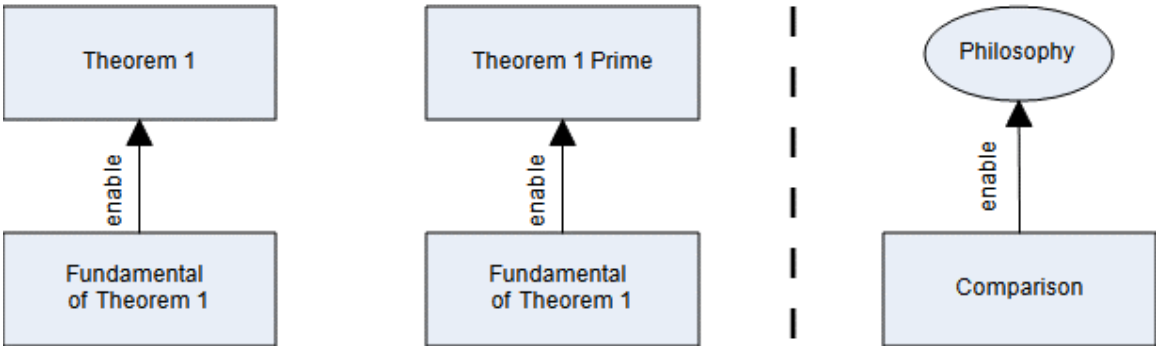
The model to the left shows that *Theorem 1* is interpreted to produce *Theorem 1 Prime*. To the right it shows that, rather than the interpretation of a theorem, an idea is being interpreted instead to produce another idea. Now since *Fundamental of Theorem 1* enables the interpretation of *Theorem 1*, that same fundamental enables *Theorem 1 Prime* as shown below. The model to the right shows that an idea is interpreted to produce another idea, in this case that idea is not from the theory. That idea is based on comparison. As shown below, comparison gives rise or enables that idea, where the fundamental of the theorem enables or gives rise to the derived theorem. The model to the right above is incorrect, since interpretation is not a characteristic of philosophy. It is used for illustration only.



Identification of Theorem in Theory

Many of us may have been thinking about this question. How do we identify theorems in theory? How can I identify a theorem in a theory? The way to look at it is theorems are constant in a theory. They are hidden from view until we identify them.

Within a given communication, there exists the communication and the principle itself. Within a given principle, there exists the principle and the communication itself. Now, let's take a look at my communication to Ms. Smith and my communication to Peter.

Communication to Ms. Smith	Communication to Peter
Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me?	*Hi Peter how are you? How is your day? I feel so hot, I need to make a lemonade. I look at in the cabinet and I don't have any sugar. Do you have some you can give me?*

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Now by taking a look at my communication to Ms. Smith and analyzing it, we can see that it is portable, it is error free, and all words point to actual entities. From that, we can see there must be some principles or theorems attached to it. Since the principles/theorems are attached to it, I identify them. It is not important to identify them, as long as they are attached to it. In other words, the application of the principles/theorems is more important than identifying them. A lot of times we apply principles/theorems without being aware of that. That is normal. Since we depend on principles, identifying them in our application is not even important, as long as we apply them.

Now in terms of modeling, how can I identify a principle? How can I identify a principle or a theorem of communication? This is not even the right question. The right question is how can a theorem be identified and put in proper form? Some of us may find it difficult to put theorems in proper form. Now, in terms of putting theorems in proper forms, let's analyze my communication to Ms. Smith again. Now, let's use a table to put some entities we identify in the communication and put a check next to them.

Steps	Entities Identified	Check
1	All words are correct	Yes
2	All words points to actual entities, for example, Ms. Smith is a person, Ms. Smith points to a person/system, I can define the entity the word point to which is the same as defining the word. In this case, a word is defined by the entity it points to	Yes
3	I am able to communicate to Ms. Smith and I feel very comfortable	Yes

Example Number 1

From the table above, let's take the first one. Now, all words in my sentence are correct. I feel very comfortable with that. In this case, I feel that if Ms. Smith does not have the lemon, then I can go to someone else and ask for some lemon. In this case, I feel my sentence is portable, because not only I am able to take it to Ms. Smith, but to some other people. Now, if I feel my words are correct and my sentence is correct, then I can see a relationship between the correct words and the correct sentence. That relationship can be identified in this form. *If all words in my sentence is correct, then my sentence must be correct*. Now by understanding portability of communication, we can see that there is no problem with using this form. *If all words in a sentence is correct, then that sentence is correct*. Since a sentence has to make sense, and

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putting words together and random words do not make up a sentence, therefore this form *If all words a sentence is correct related to the sense of the sentence, then that sentence is correct* can be left out.

Example Number 2

Now, let's take the second example from the table. Since all words in my sentence point to actual entities, I am able to identify the entities and define the words according to them. Now, we can put it like this. *If all words in a sentence point to actual entities, then that sentence is correct*. That is good too, but we can turn it around to prevent questions from some people. In this case, we can use this form instead. *If a sentence is correct, then all words in that sentence must point to actual entities.* What is important here is that both forms are correct; the second one is the preference.

Example Number 3

From number two of the table above, we can also see that I am able to identify the entities that make up the sentence and define them. I am also able to identify a word in that sentence and its definition, where I identify the definition of a word based on the definition of the entity the word points to. From that, we can see a word is defined by the entity it points to rather than the word defines the entity. In other words, a word is defined by an entity rather than the words defines the entity. Let's say it again. An entity defines a word; a word does not define the entity. From that, we can see it is very easy to put that in proper form. *A word is defined by the entity it points to.*

Example Number 4

Let's take step number 3 above; each step is viewed as one or multiple examples. I feel comfortable about my communication. This is a feeling of comfortability. If I feel comfortable with my communication, then my communication is portable. I am able to go to Ms. Smith and talk to her. Because of that, my communication is portable. Since my communication is viewed as a sentence is made of words, we can put that in this form. *If all words in a sentence are portable, then that sentence is portable*.

As we can see from the examples, the principles are hidden from the communication, but we can identify them. This is what a theorem is. A theorem is a hidden entity from a theory, however once we understand the theory, we can identify theorems from that theory. By now, we have a

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very good understanding of the given set and we should be able to identify a theorem and know what set it belongs to.

Example Number 5

As another example, let's take the same communication to Ms. Smith or Peter. In this case, I communicate to Ms. Smith, where I provide information about the lemonade. Ms. Smith also communicates with me and provides me with information about the lemon. Let's put those communications below.

My Communication to Ms. Smith	Ms. Smith Communication to Me
Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me?	*Yes, you can come over I will give you some lemon?*

By taking a look at the communications above, we can see that I provide information about the lemonade to Ms. Smith and Ms. Smith provides information about the lemon to me. As we can see, there is a relationship between the information about the lemonade and the lemonade. Both of them are viewed as separate entities as well as information about the lemonade and the lemon itself. From that, we can see the information about the lemonade depends on that lemonade so does the information about the lemon. From that, we can put it in this form. *The information about an entity depends on that entity, not on us*. It is always better to put it in this form instead, since we cannot make information about entity. In this case we have, *the information about an entity depends on that entity*.

As we can see, the overall process is putting theorems in proper form. Since theorems in the set are related, relationship between theorems in a set can be viewed as theorems as well. For example, if we identify two theorems that are related in the communication theory, the result can be viewed as a theorem as well. If we identify one theorem in the communication theory and one from the information theory, the result of that relationship can be viewed as a theorem as well.

Example Number 6

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We already know that theorems can be identified by visual observation. As an example, while you are in the backyard and I am in the kitchen, you ask me *Do you see an apple on the table*? I reply to you, *No I don't see an apple on the table*. By observation, we can see that you ask me if I see an apple on the table and I respond to you, there is no apple on the table, because I don't see one. What is important here is that the apple is not on the table; I respond to you that I don't see it. Communication does not allow me to make or fabricate an apple and put it on the table, while you ask me this question. So by observation, we can see that the information about the apple on the table depends on the apple on the table not on me. Communication allows me to provide you with information about the apple on the table. Since from my observation the apple is not on the table, I provide you with that information because this is what communication allows me. Now, what is important here is that by observation, we can see that the information you request from me does not depend on me, but depends on the entities themselves. From that, we can see there is a theorem attached to the process. In this case we can see that, *The information about an apple on the table depends on the apple on the table not on me.* Now, let's revise it again. *The information about an apple on the table depends on the apple on the table*. The reason we revise it that way is because it already depends on the apple on the table. I don't have to put myself or another person in it. Now, let's look at the process again. The reason I tell you that I don't see it is because I cannot make/fabricate one and put it there, then respond to you I see it. When we look at this process, we can see that it is generalized, because whether it is an apple, orange, or car located in the driveway, I cannot make/fabricate one and put it there while you ask me for that information. For this reason, we have to make sure the identified theorem is generic, because it is applied to any process. From that, we can revise our theorem again. *The information about an entity depends on that entity*. As we can see, this one is more generic and we can see that it has been identified from information theory.

Example Number 7

Now, let's use this application as another example in terms of identifying theorems by visual observation. In this application, I exchange with Ms. Smith and Peter in order to get lemon and sugar to make the lemonade. In terms of exchange, we have identified my communication with Ms. Smith. By analyzing the overall process, we can see that in terms of exchange, I provide trust to Ms. Smith and Ms. Smith provides the lemon to me to make the lemonade. To better understand that, let's represent it by the model below.

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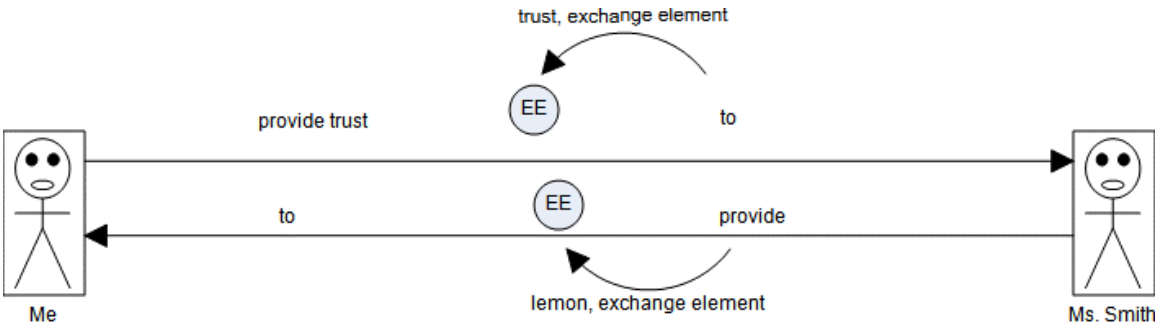

From the model above, we can see that an exchange is being performed with me and Ms. Smith in order to get lemon for the lemon. In this case, I provide trust to Ms. Smith and in return Ms. Smith provides me with the lemon. From the model, EE is used to denote exchangeable elements. From our observation, we can see that an exchange is being performed. Given that we are a theory dependable system, we depend on theory to give us ideas to do what we do. Now, by observation, we can identify the applicable theorem from the process. Now, let's try to identify the theorem and put it in proper form. It is always better to say that. Let's try to put the identified theorem in proper form instead. *As a theory dependable system, everything that we need to live may not be at our location. In order to live, we exchange what we need to live.* Let's analyze it. Everything that I need to live may not be at my location and everything that you need to live may not be at your location. In this case, we exchange to enable the functionality of life. Now, let's put it in this form. *Given that all resources that we need to live may not be at our locations, we exchange what we need to live or resources to enable our functionality*. Now, let's put it in another form again. *Given that goods and services that we need to live may be at our locations, we exchange goods and services to enable our functionality.* Now by analyzing it again, by taking another look, we see goods and services. In this case, we can identify goods as items and services as functions. Now, it looks like we have to break it down to two theorems. Not a problem, let's put it like that. *Given that, we are theory dependable and theory applied independently, I can apply theory to develop a method that you need and you can apply theory to develop a method that I need; as a theory dependable system, we can exchange services to enable our functionality.* We know that theory dependable is related to independency of theory, so one cannot work without the other. In this case, we can put it in this form: *As a theory dependable system, we can exchange goods and services to enable our functionality.* Since a physical system constant characteristic cannot exist without another, we can put it in this form. *As an associative system, we exchange goods and services to enable our functionality.* We can also put it in this form: *Given that we are not located at the same location, there are things/resources that we need to live that are not*

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present at our location; as an associative system, we exchange resources to enable our functionality.

Example Number 8

Now, the form at the end of the paragraph above is proper. The form, *we exchange goods and services to enable our functionality* alone is also proper. In the "we" that we use, the physical system constant characteristic is already been defined, but it is always good to use it. The physical system constant characteristic cannot exist as well without characteristics of theory. In this case, we can see that the associativity take independency of theory into consideration. By looking at the process again, we can see that I provide trust to Ms. Smith which is viewed as an entity and Ms. Smith provides lemon to me which is viewed as another entity. From that we can see the following theorem can be identified. *Given that the entities that we exchange enable the functionality of life, they must have a value attached to them.* We can also use this form: *Given that the entities that we exchange enable our functionalities, they do have a natural value*. We can also use this form: *Given that the entities that we exchange enable our functionality, they must have a value.* Here, a value or natural value is considered to be a value, so there is no difference.

Example Number 9

Now, by taking a look at the two theorems above as well as the overall exchange process, between me, Ms. Smith, and Peter, we can identify the following theorems. *Given that resources that we need to live enable our functionality, we must exchange them with something with value.* This is good enough, let's take another look. *Since resources that we need enable our functionality, we must exchange them with value to enable us to manage them.* This is also good, *to enable us to manage what we need to live, we must exchange them with something with value*. This is also good, *to enable us to manage resources, we must exchange them with value*. In this case, we can see that the entity provided to Ms. Smith and Peter does have a natural value or simply a value, so do the entities Ms. Smith and Peter provide to me do have a natural value. This is also good : *Given that the entities that we exchange enable our functionality, we must exchange them with value.* This is another form: *To enable us to manage entities that enable our functionality, we must exchange them with value.* This is also good: *To enable our functionality, we must exchange with value.* In this case, we can see that manage our functionality is the same as enable our functionality. Both of them work together; one cannot exist without the other. Thus, when we manage what we exchange, that enables our functionality. When we don't manage what we exchange, that does not enable our functionality or the functionality of life.

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Consider this form as well: *Given that entities that we exchange enable our functionality, therefore we must exchange them with value.* In this case, the value is a part of the entities that are being exchange and it is not possible to remove it from those entities.

As we can see from the example above, multiples of theorems can be identified from the given set by observation. This is the way to look at it. By observation, we identify a theorem from a set, then we perform relationship between the identified theorem, our characteristics, as well as the characteristic of theory. Even when we don't perform that analysis on paper, however we can do it internally to verify our correctness.

To better understand the explanation above, let's consider this case. *Because the entities that we exchange enable our functionality, therefore they do have value*. From our analysis of the theorem or by thinking relatively about the theorem, we can see that since the entities that we exchange do have values, when we exchange them, we think about their values. In this case, even if *exchange with value* is not in the theorem, we can easily identify it. The way to look at it is *the exchange with value* is already in the theorem. It is considered as a hidden entity, so we can easily recognize. It is always good during our interpretation to identify entities that are hidden. The entity exchange with value is a hidden entity from the communication. We identify it easily by analysis or inspection. Let's look at it again: *Given that the entities that we exchange enable our functionality, therefore they do have value*. Now, by analysis, observation, and inspection we can see that the hidden entity from the theorem is *we must exchange them with value.* The way to look at itis our parent may give us a principle where there are a lot of hidden entities in that principle; but we can perform analysis and observation to identify those hidden entities. In this case, if our parent provides us with an entity with value, we have to preserve and identify the value of that entity and not disregard it. For example, if our parent provides us an exchange principle, the values of the entities are already in them. Our parent does not have to tell us about those values and identify them for us. By observation we can identify the values of those entities. In other words, a principle is provided to us by our parent about performing exchange of entities that enable us to live. From the principle, the values of those entities are identified; the principle does not have to tell us explicitly about the values of those exchangeable entities.

Example Number 10

To better understand the explanation above, let's take it like this. After having problems with our application, we turn to our parent for help; our parent provides us with the idea of our

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application and the given reference. The given reference is a set of theory that includes the following 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

Inside the given set, we identify *The Exchange System Theory*. That theory enables us to exchange goods and services because we live in different places and everything that we need to live is not in one location. In this case, by using the exchange system theory, we can exchange goods and services to enable the functionality of life. We know a theory is a set of theorems or inside a theory there are a lot of theorems. We already know that there are theorems that apply to the whole set, such as *within a given principle there exist the principle and the communication itself* and also *within a given communication there exists the communication and the principle itself*. In the exchange system theory, the following theorem has been identified easily. *Given that the entities that we exchange enable our functionality, therefore they do have value.* What is important here is that if a theorem is identified in *The Exchange System Theory,* that theorem gives us ideas about the exchange and shows that the entities are valuable to us because they enable us to live. From that, we can identify *the exchange with value*. Let's consider a single theorem. Because theorems in a theory are related, related theorems can be identified from it. From the model below, let's consider this as *Theorem 1*.

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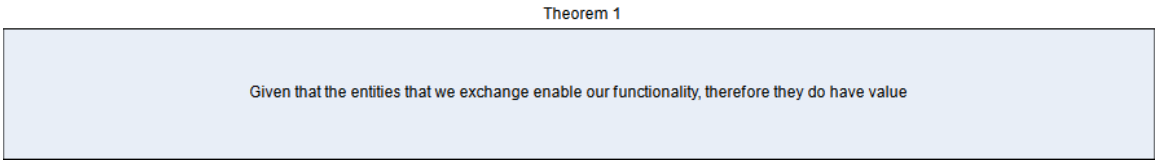
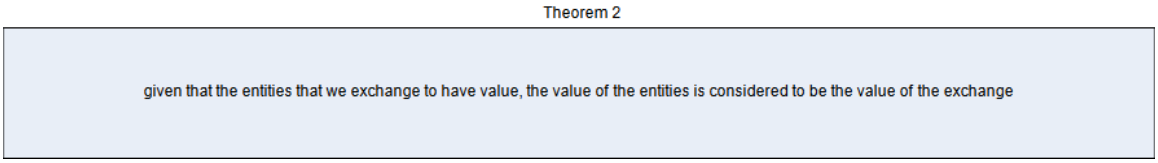


Now, since from *Theorem 1* we can identify a related theorem, we name it *Theorem 2*. In this case we can see that, since the entities that enable us to live they do have value, entities that we exchange do have value. We haven't finished yet. We try to identify *Theorem 2* from *Theorem 1* which is related. Now, let's put it like this. If entities that we exchange have value, the exchange itself must have value. Given that the exchange itself does have value and the entities have their natural value, the value of the entities is considered to be the value of the exchange. Now, we can put it in this form: S*ince the entities that we exchange do have value and the exchange itself do have value, the value of the entities are considered to be the value of the exchange.* This form is better: *Given that the entities that we exchange do have value, the value of the entities is considered to be the value of the exchange.* Here, we can identify this theorem as *Theorem 2* as shown by the model below.



Now, we can show the relationship with *Theorem 1* and determine whether the relationship exists or not. The model below, show the relationship.

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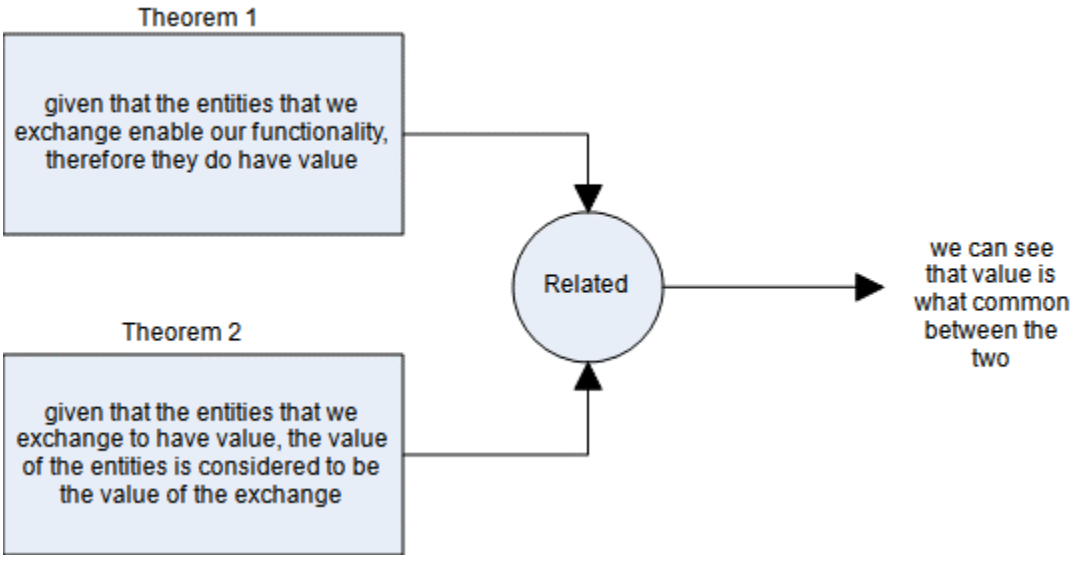

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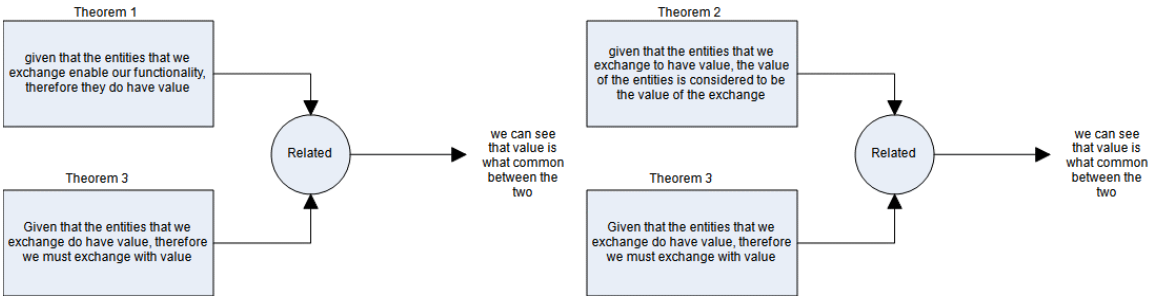
Example Number 11

From the analysis above, we can also identify another theorem. Since the value of the entities is considered to be the value of the exchange, therefore when we exchange we must exchange with value. Here we can identify another theorem and name it *Theorem 3* and put it in this form. *Given that the entities that we exchange do have value, therefore we must exchange with value*. Let's show it below as *Theorem 3* in relationship with *Theorem 1* and in relationship with *Theorem 2*.



As we can see from the example above, a theorem from a set is fixed or constant. We can identify more theorems from the set related to the first theorem that we identified. In this case, all theorems must be related. In our example, *Theorem 1* is the original theorem that we identify from the set. We perform analysis in *Theorem 1* and we identify *Theorem 2* from our analysis. We then perform analysis in *Theorem 2* with *Theorem 1* in relationship or so and we identify *Theorem 3*. What is important here is that each theorem that we identify is always related to the theorems that have already been identified in the set.

Example Number 12

Now, let's try to identify resource management as a theorem from the same theorem or related to the same theorem from the example above. Given that theorems in a theory are related, from a given theorem or from an identified theorem, other theorems can be identified. The original theorem is: *Given that the entities that we exchange enable our functionality, therefore they have value*. Now, since they do have value, we exchange them with value. By exchanging them with value, we can also manage them. In this case, we can see that, managing resources can be identified. We can see that, by exchanging the entities that enable us to live with value, we also manage them. What is important here is that related theorems can be identified from the a given theorem. From that, we can put the theorem that we have identified here in this form: *By exchanging entities that enable us to live with value, we also manage them*. This is another

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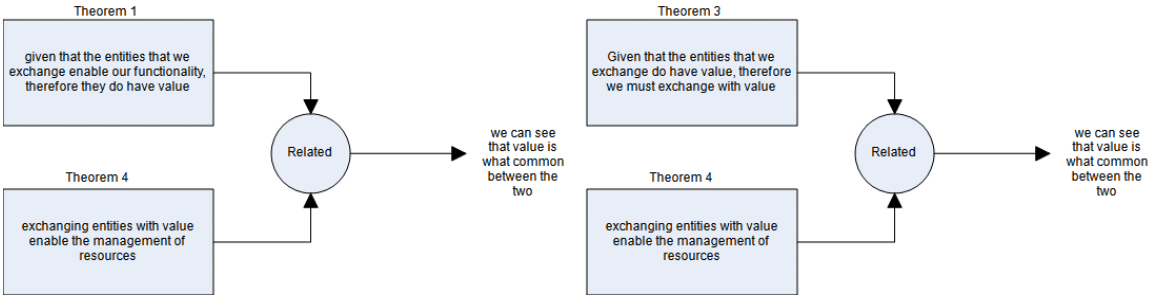
form: *Exchanging resources with value enables us to manage resources*. This form is good too: *Exchanging entities with value enables the management of resources*. Now, let's put the original theorem side by side with this theorem and identify the common element.



As shown by the model above, we add a 4th theorem. The 4th theorem is also related to the original theorem which is *Theorem 1*. We can see value is common between the two theorems. As we can see to the right, the 4th theorem we have just identified from the set is also related to the 3rd theorem we have identified from the set. What is important here is that as we keep identifying theorems in the set, all of them should be related. That makes sense because the set is uniformed. Everything in the set is related. Now, if we identify an element from the set that is not related with the existing theorems, then that element is not considered to be a theorem from the set. Not only the theorem that we just identified or interpreted has to be related to existing theorems in the set or the interpreted theorem from the set, it has to be related as well to new identified theorems as well as new interpretation. In other words, if the set includes *Theorem 1* and *Theorem 2*, if we just identified *Theorem 4,* it must be related to *Theorem 1* and *Theorem 2*. *Theorem 4 Prime* must also be related to *Theorem 1* and *Theorem 2*, so do *Theorem 1 Prime* and *Theorem 2 Prime*.

Example Number 13

Now let's take another example. From our problem statement, I need to make a lemonade to refresh myself because I feel hot. I don't have lemon and I don't have sugar. I contact Ms. Smith, where she gives me some lemon for the lemonade. I go to her house, she hands me the lemon with her hands and I use my hands to take the lemon from Ms. Smith. I went to Peter, I use my hands to give him the cup and he uses his hands to put sugar in the cup then hands it to me. I use my hands to cut the lemon with a knife then squeeze the lemon and then mix everything together to make the lemonade. As we can see from the overall process, Ms. Smith uses her hands to enable my functionality because by using her hands to give me the lemon, that enables me to make the lemonade. Peter also uses his hands to enable my functionality by using his hands to provide me with the sugar. I also use my hands to enable my functionality, because

I use my hands to make the lemonade. In this case, we can see my hands, Ms. Smith hands, and Peter hands are used to enable my functionality. Given that my functionality is equivalent to the functionality of life, the overall process is the same. In this case, we can see that *as an associative system, we use our hands to enable our functionality*. While we put it like that, we can also put it like this. *In an associative system, I used my hands to enable my functionality and you use your hands to enable your functionality.* Given that my functionality does not exist without your functionality, in this case we can put it like this. *In an associative system, both of us use our hands to enable our functionality*. Now, since our functionality does not exist without life, we can put it in this form. *In an associative system, we use our hands to enable the functionality of life.* Since our hands are considered to be natural instrument, we can say that *in an associative system, our attached instruments are used to enable our functionality.* Given that we use attached instruments such as our hands with other instruments (for instance in this application cups), we can say *In an associative system, attached instruments an nonattached instruments are used to enable the functionality of life.* Now, since both instruments are used to enable the functionality of life, we don't need to use the word attached and nonattached. In this case, we can put it in this form. *In an associative system, instruments are used to enable our functionality or functionality of life*. We know all of us use the instruments for the functionality of life,. Lastly we can put it in this form: *In an associative system, the usage of instrument in the local system is equivalent to the usage of instrument in the distance system*. Here local system is me, where distant system is you or Ms. Smith or Peter. We can also use this form, *in an associative system, the usage of instrument by the local system is equivalent to the usage of instrument by the distant system*. As we can see, the associativity of the system is already taking functionality of life into consideration. We already know that life is an associative system, so we simply omit it.

Example Number 14

As we can see from multiple examples above, we identify a theorem and we put it in multiple forms. This is the way to look at it: as a theory dependable system, a theorem gives us ideas. In this case, we can see that from a theorem we can have multiple ideas, where each of them can be viewed as a form we look at the theorem. As we have seen from the example above, each form can be viewed a different way; we look at that theorem where each of them can be viewed as an interpretation. In this case, we can see each of them is very similar. To better understand the overall process, let's take it like this. For example, a single theorem is interpreted, where multiple varieties can be derived from it

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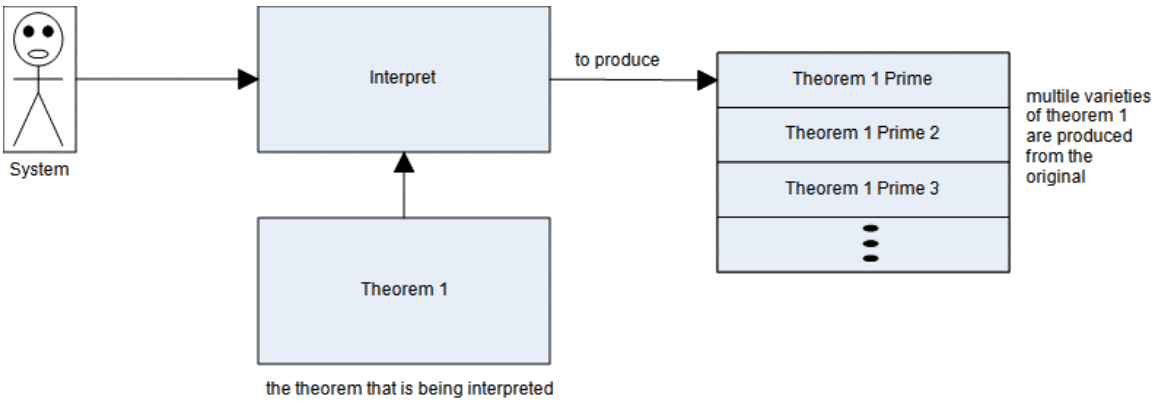
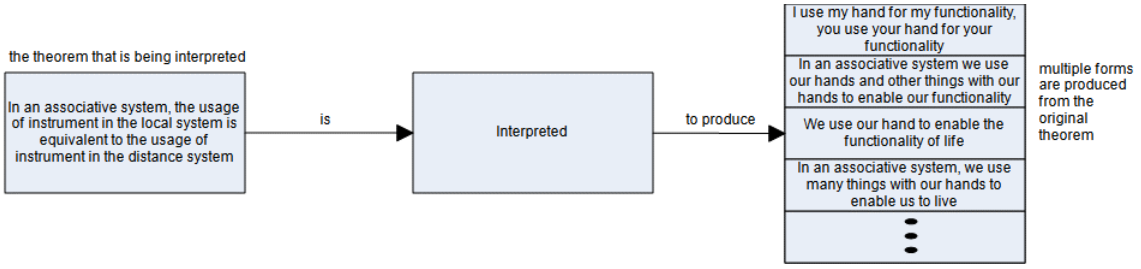
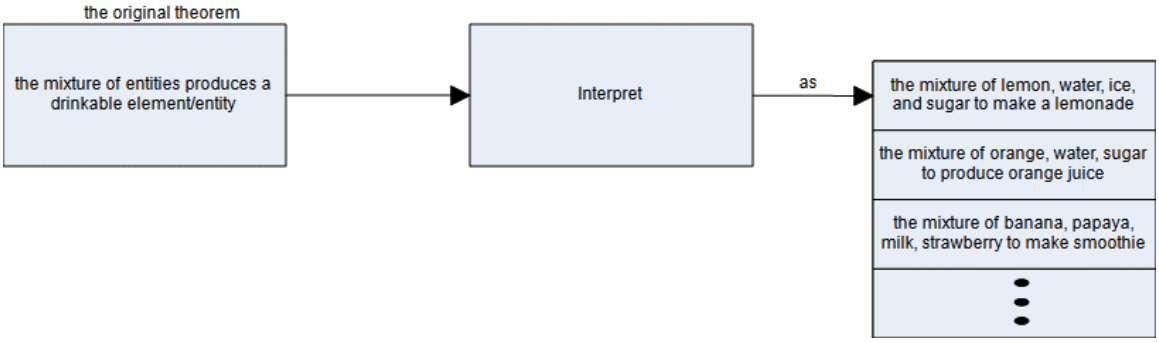


From the model above, we can see that *Theorem 1* is the theorem that is being interpreted. *Theorem 1* is served as input of the interpretation. The output produce multiple theorems as a result, for example, *Theorem 1 Prime* is viewed as one derivative, where *Theorem 1 Prime 2* is viewed as another derivative and so forth. In this case, each of them is viewed as a variety from the original theorem. To better understand the overall process, let's take another example, as shown below.



As shown from the model above, multiple forms are derived from the original theorem. In this case, the original theorem is viewed as input where multiple forms of theorem are derived from the original theorem. The continuity is used to show that the process is continue. There is no limit in this process. Below is another example related to this application.



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From the model above, we can see that the original theorem for this application is interpreted to produce multiple derived theorems. In this case, we can see the interpretation of a theorem depends on our application. For instance, while the original theorem remains the same, however based on our applications, we can have multiple theorems derived from the original theorem. From that, we can say the original theorem has been interpreted to enable our applications.

Example Number 15

By understanding all the above examples up to here, we can see that we can identify theorems from a theory by inspection. As another example, let's consider this. *Given that during communication we provide information about entities, the communication entity exists after the information entity*. Another form: *Given that communication enables us to give information about entities, communication exists after information*. All we need to do to identify this theorem is by inspection. In other words, we can identify this theorem by observation. What we mean by identifying by observation? We can take a look at any communication and analyze the process. As an example, let's take my communication to Ms. Smith and Peter. We can take the whole communication or a sentence from the whole communication. Let's take the whole communication as an example. Both my communication to Ms. Smith and my communication to Peter are provided in this table.

Communication with Ms. Smith	Communication with Peter
Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me?	*Hi Peter how are you? How is your day? I feel so hot, I need to make a lemonade. I look at in the cabinet and I don't have any sugar. Do you have some you can give me?*

From the table above, we can see that the information entity exists before the communication entity. To better understand that, let's represent the process by the model below

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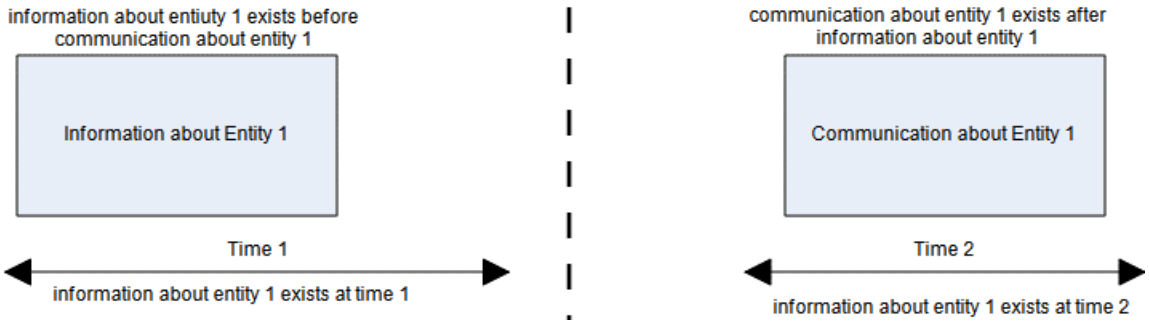
From the model above, we can see that the information entity exists before the communication entity. This is the way to look at it. If the information entity exists now, then the communication entity exists later. If the information entity exists before, the communication entity exists after. This process is the same as for example, entity 1 exists, then communication about entity 1 exists. Entity 1 exists now, communication about entity 1 exists later.

The way to look at it is the information about entity 1 exists before communication about entity 1. The communication about entity 1 exists after information about entity 1. As a result of the existence of information about entity 1, the communication about entity 1 exists. As a result of the existence of entity 1, communication about entity 1 exists. As a result of the existence of an entity, the communication about that entity exists. As a result of information about an entity, communication about that entity exists. As a result of what we think about an entity, the communication about that entity exists.

From the model above, we can see that information about an entity is viewed as a primary entity, while communication about an entity is viewed as a secondary entity. In this case, the communication about an entity always happens after information about that entity. For example, information about an entity exists at *Time 1*, where communication about an entity exists at *Time 2* as shown by the model below.



Example Number 16

Now, let's take this application as an example. Here is my communication to Ms. Smith.

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Hi, Ms. Smith how are you? Today is a hot day. I feel so hot. I need to make a lemonade to refresh myself, but I need some lemon. Do you have some you can give me? As we can see, the communication to Ms. Smith exists after the existence of the information about the lemonade. During my communication with Ms. Smith, I provide information to Ms. Smith about the lemonade. As a result of the existence of the lemonade application, that communication exists. As a result of information about the lemonade, my communication to Ms. Smith exists.

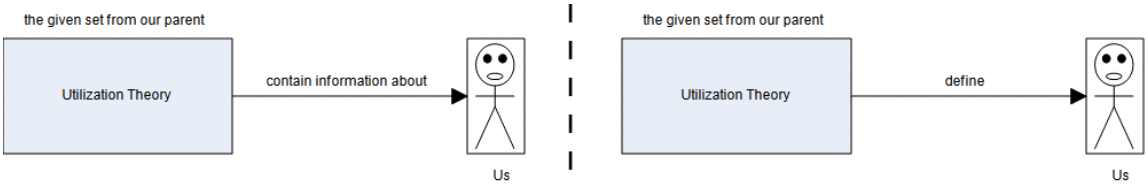
Now, let's take a single sentence from the communication as an example. *Hi, Ms. Smith how are you?* This is simply a salutation. As we can see, as a result of the salutation entity, the communication exists. Here we can think it as two entities: the salutation entity and the communication entity. The salutation entity exists before the communication entity, where the communication entity exists later. We can also think it like this. Salutation to Ms. Smith can be viewed as an entity, where the communication about the salutation is viewed as a later entity. The way to look at it is as a result of the existence of an entity, information about that entity exists. As a result of existence of information about an entity, communication about that entity exists. As a result of the existence of an entity, communication about that entity exists.

By inspection or observation, the following theorems can be identified. *If an entity does not exist, then information about that entity does not exist.* Another one: *If an entity does not exist, then communication about that entity does not exist.* We can combine both forms above in relationship to get this form. *If information about an entity does not exist, then communication about that entity does not exist.* The way to look at it is the existence of an entity leads to information about that entity as well as information about that entity. As we can see, we can identify multiple theorems from a theory by inspection. In this example, we identify those theorems from both the information theory and the communication theory.

Example Number 17

As another example, after having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. From the given reference, we identify all the theories given to us by our parent and we name the overall set as our utilization theory. We define our utilization theory as a set of principles that enables us to execute functions of life. We, the functional system are related to our utilization theory and each of our characteristic is also related to the characteristics of our utilization theory. In this case, we can see that our utilization theory gives us ideas to tell us what to do and how to do them. Another way to say that is that our utilization theory contains information that guides us. Since information about an entity points to that entity, information about us points to our utilization

theory. Therefore our utilization theory defines us. That makes sense since the definition about an entity points to that entity, so our definition points to our utilization theory. Our definition points to our utilization theory, because our utilization theory contains information that defines us. To better understand that, let's represent what we have just said by the model below.



From the model above, we can see that our utilization theory contains information about us, therefore our utilization theory defines us. It is the same as saying that our utilization theory contains our definition, therefore our utilization theory defines us. Our utilization theory defines us because it contains information that defines us.

Now since we think relatively to theory, theory gives us ideas about what we do. For example, our utilization theory gives us ideas to enable us to execute our application. For example, from the lemonade application, I get ideas from the instrumentation theory to make the lemonade. From the lemonade application, the exchange system theory gives me ideas to exchange with Ms. Smith in order to get lemon to make the lemonade. Now, since we think relatively to theory to give us ideas to execute our functions, what happen when we identify us? For example, what happen when I see you or I identify you, what do I think? This is the way to look at it. The information about an entity points to that entity. The information about an entity is separate from that entity. When we identify that entity, we use the information about that entity to provide information about that entity. For example, Ms. Smith uses the information about the lemon she has to provide information to me about the lemon.

By understanding the explanation above, we can see that when I identify you, rather than thinking about you physically, I think about our utilization theory. That makes sense, since our utilization theory gives me ideas, so I have to think about it when I see you. To better understand what we have just said, let's look at the model below.

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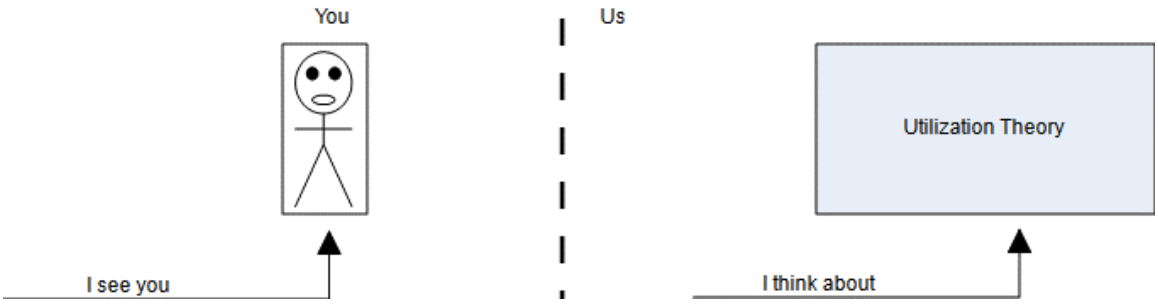
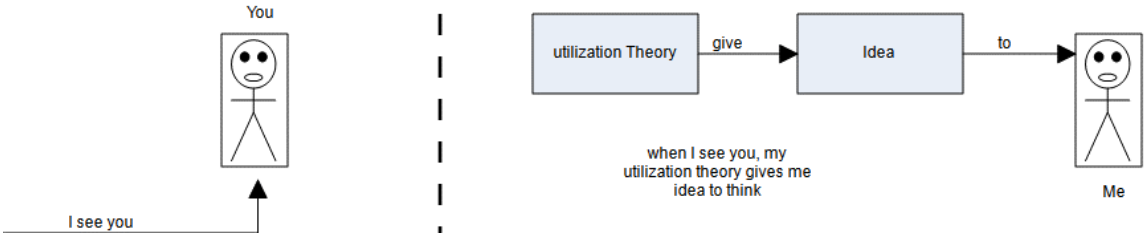
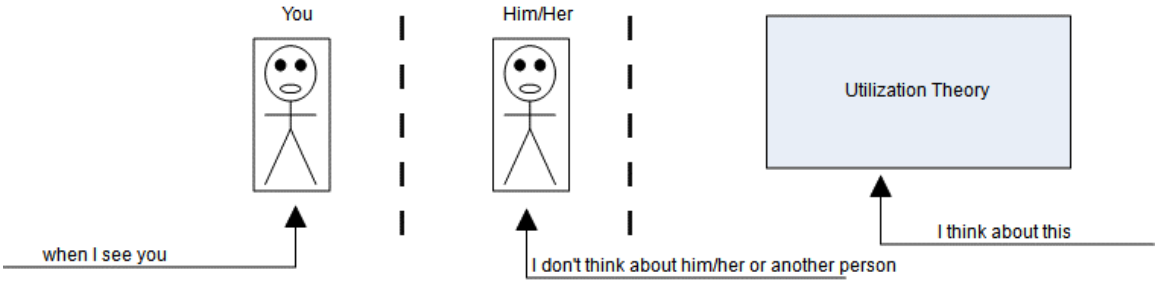


From the model above, we can see that when I see you, rather than thinking about you physically, I think about our utilization theory. That makes sense, since our utilization theory gives me ideas to think about you. In this case, when I identify you, I get ideas from our utilization theory that enables me to think about you. To better understand that, we can think it like this.



From the model above, we can see that when I see you, my utilization theory gives me ideas to think. This is the same as saying, when I see you, I think about my utilization theory. From that we can see, when I see you, rather than thinking about another person, I think about our utilization theory, because our utilization theory is what gives me ideas. To better understand that, let's take multiple people into consideration as shown by the model below.



As we can see from the model above, when I see you, rather than thinking about another person, I think about our utilization theory instead. That makes sense, because our utilization theory is what provides me with information about you. Rather than thinking about you directly from another person, I think about you from our utilization theory. The way to look at it is another

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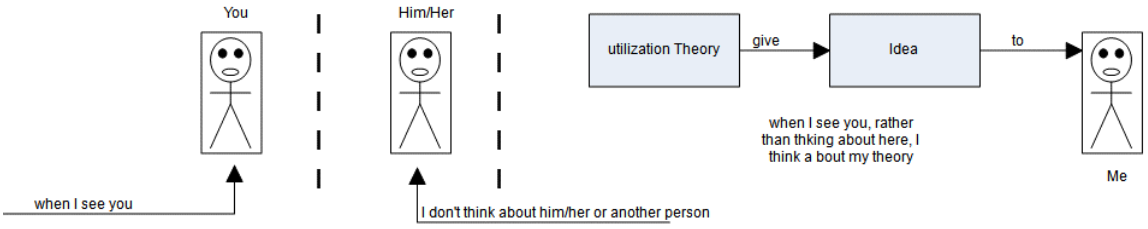
person does not provide me with information about you, but our utilization theory is what provides me with information about you. So it makes sense when I see you to think about our utilization theory. To better understand that, let's look at the model below.



From the model above, we can see that when I see you, rather than thinking about another person, I get ideas from my utilization theory. That makes sense, because my utilization theory feeds me with ideas when I see you. For example, immediately I see you, I get ideas from our utilization theory.

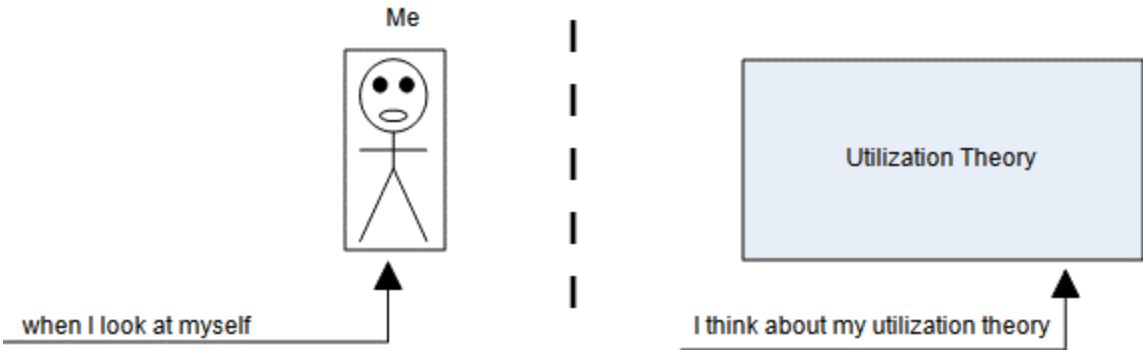
By understanding the overall explanation above, we can identify the following theorem. *If a system exists, where that system is functioned by a theory, then that theory defines that system.* We can also put it in this form: *If a system exists, where that system is functioned by a theory, then that theory defines that system.* We can also put it in this form as well: *If a system is functioned by a theory, then that system looks like that theory*. We can also use this form: *If a system is defined by a theory, then that system looks like that theory*. From our understanding of our utilization theory, we can see this theorem is applied to the whole set combined.

Since when I see you, I think about the theory, rather than you. Since when I see you, I get ideas from my theory that enable me to think about you. In this case we can also identify a theorem in this form: *If a system exist associatively, where a theory is given that enables the functionality of the system, then that system is defined by that theory rather than another system*. We can also put it in this form: *If a system exists associatively, where a theory is given to enable the functionality of the system, then the overall system is defined by that theory*. This form is still the same: *If a system exists associatively where a theory is given to enable the functionally of the system, then that system looks like the theory rather than an associate.*

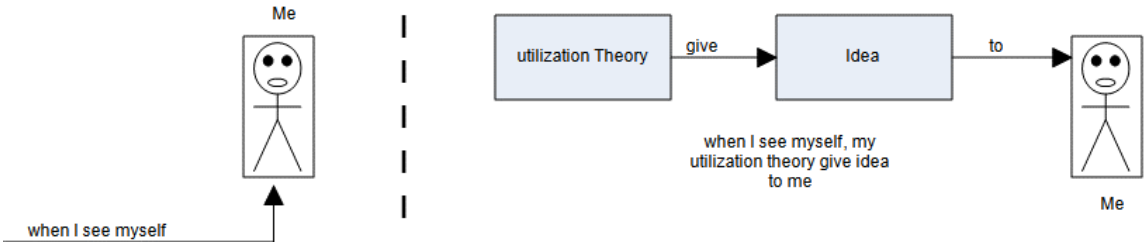
Example Number 18

By understanding the model above and the explanation, we can see that when I look at myself, I have to think about my utilization theory rather than another person. To better understand that, we can think like this. When I look in the mirror, I can see myself. I have to think about the principle, because it gives me ideas to think about myself. In this case, when I look at myself, I

think about the principle, not you, him/her or another person. For this reason, when I look at myself, I think about our utilization theory because it is what I look like. To better understand, let's take a look of this model.



As shown by the model above, if we assume the usage of a mirror, when I look at myself in the mirror, I think about our utilization theory because it is what gives me ideas. When I look at myself, the mirror itself does not give me ideas about me. When I look at myself, I think relatively about my utilization theory to get ideas from it. For example, when I look at myself, I don't get ideas from another person, or entity, or external element, but our utilization theory. Let's take a look of this model for more explanation.



From the model above, we can see that when I look at myself, our utilization theory gives ideas to me. When I see myself, I get idea from my utilization theory to think about myself. This is the way to look at it, given that our utilization theory gives us information about us. When I look at myself, I get information about myself from our utilization theory. For instance, when I look at myself, rather than thinking about you, another person, or group, or an external entity, or machine, I think about my utilization theory because it gives me information about myself. To better understand that, let's look at this model.

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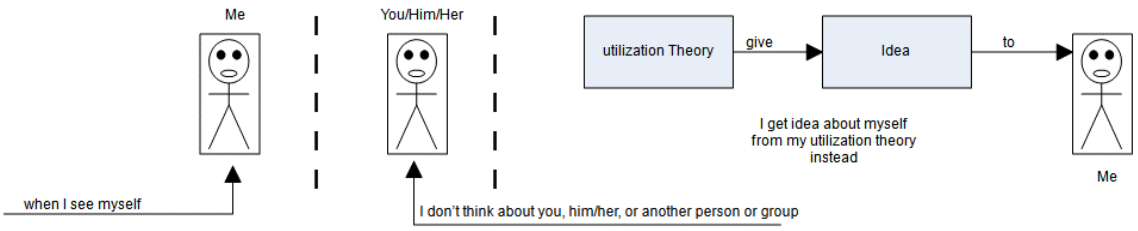

From the model above, it shows that when I look at myself, I don't think about you, or him, or her, I think about my utilization theory instead, because it is the one that gives me ideas about myself. To better understand the overall process, we can think it like this. We identify 3 entities: me, you, and our utilization theory. As a theory dependable system, we get ideas from our utilization theory to enable us to execute functions. In this case, when I see myself, rather than thinking about you, I think about our utilization theory instead. That makes sense, because it is what I depend on to get information about myself rather than you. So I cannot think about you from myself, but I think about our utilization theory. In this case, when I look at myself, I look like my utilization theory to give me ideas rather than look at you.

To better understand the explanation and the model above, let's look at this example. If we assume a mirror can be used to give information about me, that would not be portable. That would affect our mobility, as well as portability of theory. It would not be possible to carry a mirror, an entity, or machine, and so forth to give information about us everywhere we go. As we can see, when I look at myself, I get ideas from our utilization theory which preserves my mobility as well as portability of theory. The way to look at it is everywhere we go, it would not be possible to take an external element to us to show what we look like. Everywhere I go, it is not possible to take someone with me or an external element to show what I look like. However, with my mobility and the portability of theory, it is possible to go everywhere and show what I look like.

By understanding the explanation above, only the principle can verify what we look like, but not an external element, or entity, or machine, or an individual, or group. From the explanation up to here, we can identify the following theorem: *When I look at myself, my utilization theory gives me information about myself, therefore I look at my utilization theory.* This is the same as: *When I look at myself, my utilization theory gives me information about myself, therefore I look like my utilization theory.* This form can also be used to: *When I look at myself, another person, or group, or entity, or external element does not give me information about myself, therefore I don't look like them.* The way to look at it is only our utilization theory provides information about us individually, not another person or group or entity or external element. Any other entity that

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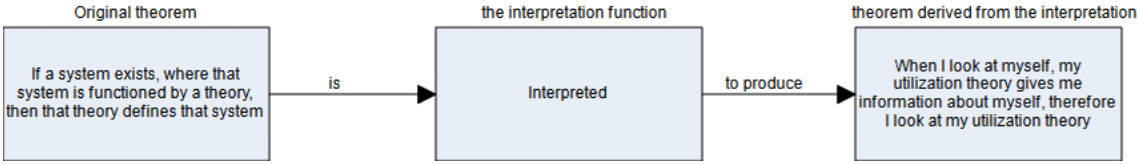
would provide information about us would not be portable. Therefore, only our utilization theory is portable enough to provide information about us individually.

By understanding the explanation above, and the identified theorem, we can see that it is an interpretation of the theorem we have identified previously. In other words, *When I look at myself, my utilization theory gives me information about myself, therefore I look at my utilization theory* is an interpretation of *If a system exists, where that system is functioned by a theory, then that theory defines that system*. To better understand that, let's show that by the model below.

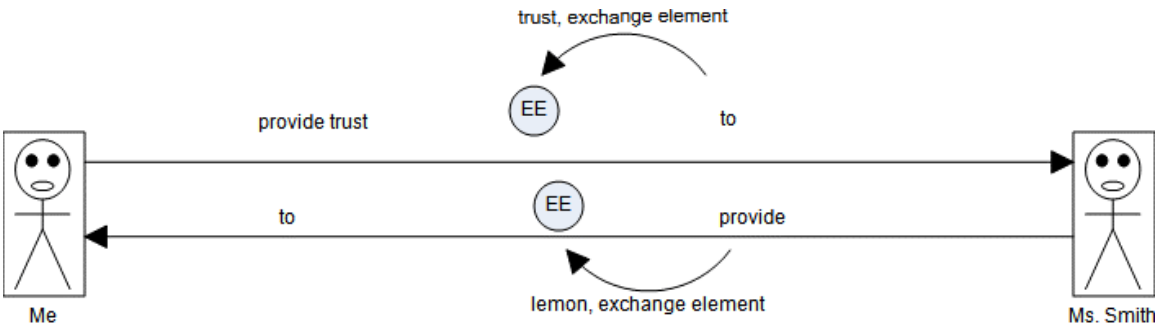


As we can see, the original theorem is interpreted to produce another theorem. From that, we can see that the same original theorem is also interpreted to produce this theorem prime. *When I look at you, our utilization theory gives me information about you, therefore, you look like our utilization theory*. In this case, we can see that. I look like our utilization theory. You look like our utilization theory. Both of us look like our utilization theory and all of us look like our utilization theory.

Example Number 19

We have identified the following theorems whether in combination or unity. *Given that the entities that we exchange enable our functionality, therefore they do have value and we must exchange them with value*.

We have already identified the model below that shows the process of exchange between me and Ms. Smith in order to get lemon for the lemonade.



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From the model above, EE is viewed as the exchange element that I provide to Ms. Smith and Ms. Smith provides to me. The exchange elements provided are viewed as entities with value. From that, we can see the entities that we exchange are viewed as exchangeable entities. In this case, only exchangeable entities are considered to be exchangeable. From what we have just said, we can identify the following theorem:

Given that the entities that we exchange do have value, therefore they are exchangeable. We can also use this form: *Given that the entities that we exchange do have value, therefore they are considered to be exchangeable entities.* This form is preferable: *Given that the entities that we exchange are considered to be exchangeable entities, during the exchange process, only exchangeable entities are exchangeable.*

Example Number 20

From the example above, we have identified a previous theorem where we identified another theorem from it in relationship with the process of exchange. In this case, we show the process of exchange where a related theorem is identified. There are two ways to look at it. While a theorem from a theory can be identified from a process, a theorem does not have to be identified from the process. As we have shown in many examples, we have used relationships to identify theorems in theory. We can also identify from a process. In this case, we can look at a process and determine whether the process is good or bad and we can identify a theorem accordingly.

As an example, let's disregard the exchange process above and try to identify the same or similar theorem just from relationships. The exchange system was given to us by our parent to exchange what enables us to live because we all don't live at the same location and what we need to live are not present at one location. From that theory, we have identified the following theorem: *Given that everything we need to live is not in one location, therefore we must exchange*. *Given that theory applied independently, one may apply a theory to execute a function or derive an instrument/method to solve a problem. Another may need vice versa, therefore we must exchange services.*

From the above, we identified two theorems: one enable us to exchange goods or entities because they are located at different locations or not at the same locations. In this case we can see that, an entity that I need to live may not be at my location and the one you need to live may not be at your location, therefore we must exchange with each other. From that, we can see those entities

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are considered to be exchangeable entities and they locate at multiple locations. As we can see, this facilitates the exchange process.

Now, let's look at the second theorem. Since a theory is an independent entity, I can apply it to develop a method or produce an instrument that you need and you may apply the same theory to develop a method or an instrument that I need. In this case, we can exchange together. Another way to say it is because a theory is an independent entity, I can apply it to provide a service that you need and you can apply it to provide a service that I need, therefore we can exchange with each other. As we can see, the method or function or the service that I provide to you is considered to be an exchangeable entity as well as the function or method or service that you provide to me is considered to be an exchangeable entity as well.

From both examples above, we can see that only exchangeable entities are exchangeable. But it is better to put it like this: only entities that are exchangeable are enabled during the exchange process. From that, the following theorem can be identified: *Given that the entities that we exchange enable our functionality, during the exchange process only exchangeable entities are exchangeable*. This form is preferable: *Given that the entities that we exchange enable our functionality, during the exchange process, only exchangeable entities are enabled*.

As we can see, a theorem from a theory does not have to be identified from a process, it can also be identified from related theorems or relationships.

Example Number 21

The work theory was given to us by our parent to enable us to interact together to execute functions of life. In this case, we can work together to provide services to enable the functionality of life. As an example of the work theory, we have identified the following people: Tony, Nancy, and the Marketer in our application. Tony was identified as the manager of the supermarket. As we have stated already, manager Tony is viewed as the person who manages the functions of the employees in the supermarket.

Here, let's try to identify a theorem from the work theory by relationship. The physical system is defined as a theory dependable system. Here we can define an employee as a theory dependable system who depends on theory to execute functions of life. In this case, the employee applies theory to execute function or provides services in the supermarket to enable the functionality of life. As a theory dependable system, not only the employees depend on theory, but they also depend on feedback as well. From that, the following theorem can be identified. *Given that we*

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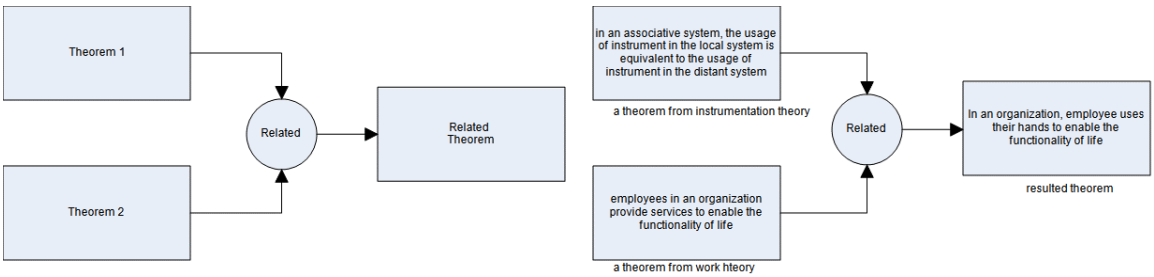
apply theory to do what we do, the people who manage our functions must have a higher understanding of the principle. This form is preferable: *Given that we depend on theory to execute functions of life, the people who manage our function must have a better understanding of the principle*.

Example Number 22

We have learned and identified a theorem from a process. To better understand that, we can look at it like this. We know that theorems give us ideas to execute functions and a process is derived from the application of theorems. In this case, if we identify a theorem from a process, that theorem is identified from the theorems that give rise to the process. We can say that the theorem we identified from the process is related to the theorem that enables the process. As an example, the process of exchange between me and Ms. Smith and between me and Peter enables us to identify a theorem where entities must be exchanged with value. This process is derived from the exchange system theory or from a theorem from the exchange system theory. Therefore a theorem identified from the process is related to the theorem that gives rise to the process or the exchange system theory.

Example Number 23

We have identified this theorem from the instrumentation theory: *in an associative system, the usage of instrument in the local system is equivalent to the usage of instrument in the distant system*. Where the local system is me and the distance system is you or vice versa. From the work theory, we have identified the following theorem: *employees in an organization provide services to enable the functionality of life*. As we can see, another theorem can be identified from the relationship between the two theorems in the form below.



From the model above, we can see that the relationship between two theorems produces another theorem. In this case, we can see that the resulted theorem is: *In an organization employees use*

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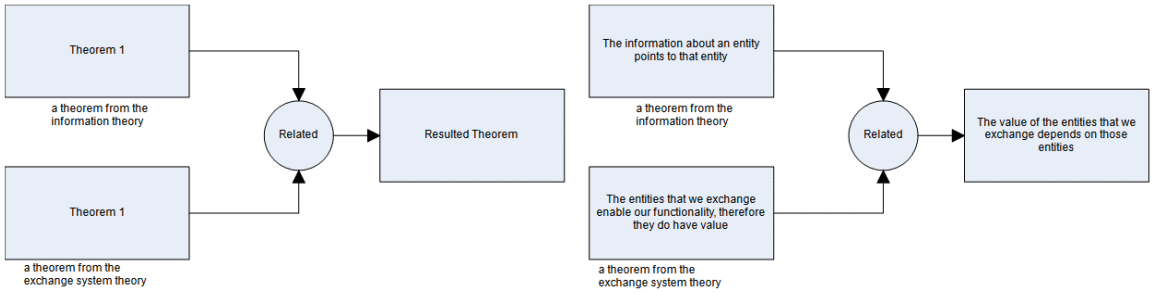
their hands to enable the functionality of life. We can also put it in this form: *In an organization, employees use their hands to execute functions of life.*

As another example, let's identify this theorem from the work theory. *As an associative system, we provide functions or services to enable the functionality of life*. Here, we can show the relationship of that theorem with the instrumentation theorem we have just identified which is *In an associative system, the usage of instrument in the local system is equivalent to the usage of instrument in the distant system*. From the result of that relationship, we have: *As an associative system, we use our instruments to provide services or functions to enable the functionality of life*.

Example Number 24

As we have learned from the above example, the relationship of two theorems produces another theorem. Here let's look at another example by identifying a theorem from the information theory and one from the exchange system theory.

We have identified this theorem from the information theory. *The information about an entity points to that entity*. It is the same as saying *the information about an entity depends on that entity*. From the exchange system theory, we have identified this theorem. *The entities that we exchange enable our functionality, therefore they do have value*. Let's take a look of the models below.



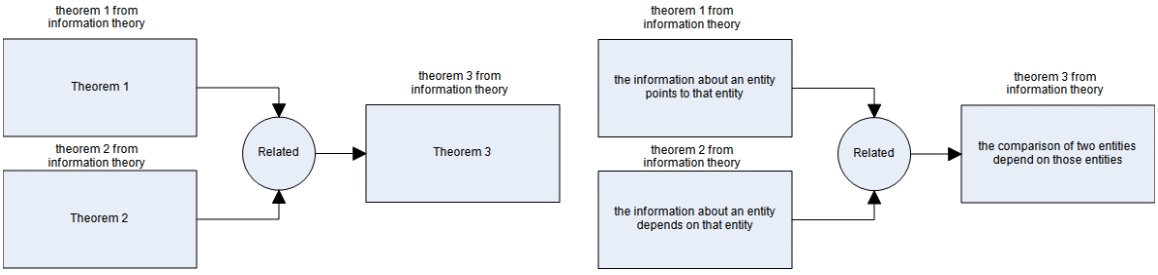
From the model above, we can see that the relationship between a theorem from the information theory and a theorem from the exchange system theory produces another theorem. The resulted theorem is: *the value of the entities that are being exchanged depends on those entities.* We can also use this form: *The value of the entities that we exchange depends on those entities*.

From both theorems, we can see there is a similarity in terms of the way we look at them or feel them. For example, *the information about an entity points to that entity* and *The entities that we exchange enable our functionality, therefore they do have value*. From that, we can see that *the*

value of an entity that we exchange depends on that entity. This is the same as saying that *the value of entities that we exchange points to those entities*. Therefore we can see that the relationship between those two theorems produces another theorem where we can feel or sense that relationship.

Example Number 25

The relationship between two theorems in the same set or from the same theory, produces another theorem from the same set or the same theory. For example, the relationship between two theorems from information theory produces a third theorem from the information theory as shown below.



From the model above, we see the fact that *the information about an entity points to that entity* and *the information about an entity depends on that entity*, then *the comparison of two entities depends on those entities* as well. The way to look at it is if we identify a theory from a set and we identify the relationship between that theorem and another theorem in that set, then we have also identified a third theorem from that set. From what we have just said, we can represent the information theory in the form below.

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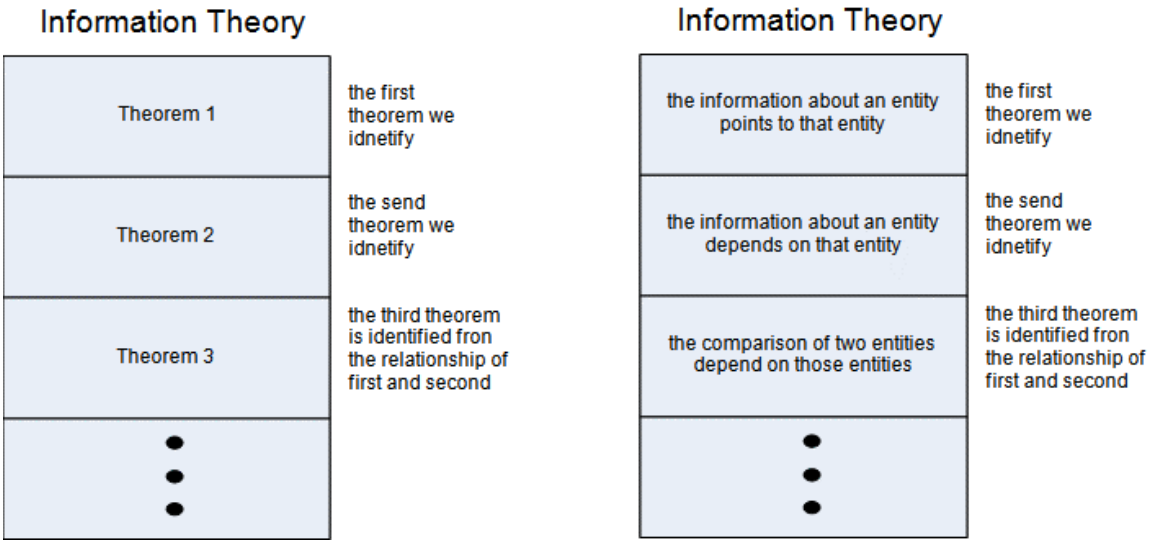
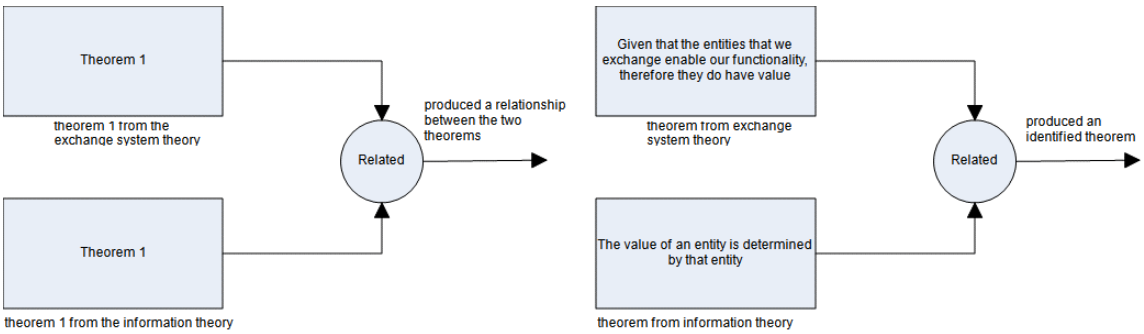


From the model above, while we could have put the resulted theorem in this form: *the comparison of two entities depend on those entities, not on us*, since information about an entity depends on that entity rather than us, there is no need to include us in the theorem. Therefore, the form used in the model above is better.

Example Number 26

We have learned that the relationship between two theorems produces another theorem. For example, we have shown that the relationship between a theorem from the exchange system theory and a theorem from the information theory produces another theorem. In terms of the theorems, let's identify again the one from the exchange system theory and the one from the information theory. From the exchange system theory, we have identified this theorem. *Given that the entities that we exchange enable our functionality, therefore they do have value*. From the information theory, we have identified this theorem. *The value of an entity is determined by that entity*. Now, let's put both theorems side by side in a relationship.



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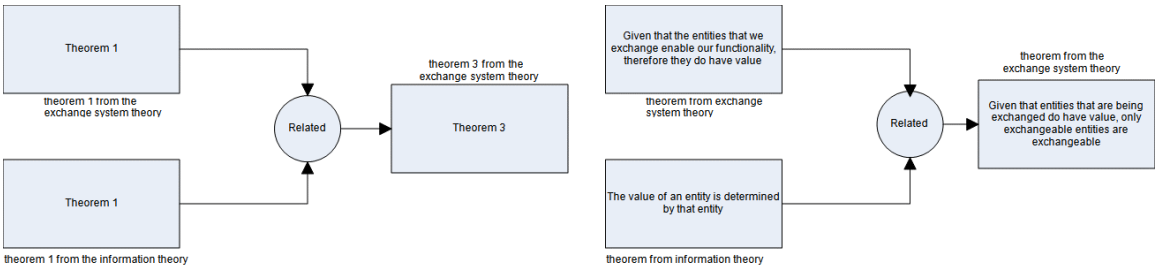
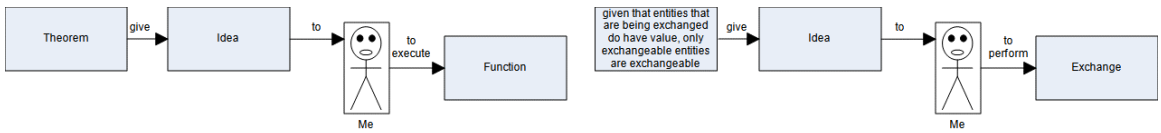
From the model above, two theorems are identified: one of them from the exchange system theory, and the other one from the information theory. Since we can identify another theorem from that relationship, let's take a look at the process here.

As we can see from the relationship above, the entities that we exchange do have value and the value of an entity is determined by that entity. Now, given that the value of an entity is determined by that entity and that entity is being exchanged, then that entity is viewed as an exchangeable entity. Therefore, *during the exchange process, only exchangeable entities are considered to be exchangeable*. While we put the identified theorem in this form, we can also put it in another form: *Given that the entities that are being exchanged do have an exchange value, therefore they are considered exchangeable entities.* We can also put it in this form: *Given that the entities that are being exchanged do have exchangeable value, during the exchange process only exchangeable entities can be exchanged.* We can use this form as well: *Only exchangeable entities are exchangeable.* Now, let's represent both theorems and the resulted theorem by the model below.



From the relationship above, we have identified this theorem: *Given that entities that are being exchanged do have value, only exchangeable entities are exchangeable*. In terms of application, during the exchange process, this theorem can be used to give us ideas to execute the exchange function as shown below.



What is important here is that the relationship between the two theorems resulted in another theorem that gives us ideas to execute a function. As we can see from the model above, both theorems from information theory and the exchange system theory combined together give us

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ideas to perform an exchange. Where during the exchange process that idea enables us to exchange only entities that are exchangeable.

Another way to look at it is whether an entity is exchangeable or not, that is determined by the value of that entity which is from information about that entity. In this case, we can see that information about an entity determines if that entity is exchangeable. Because of that, it would have been sufficient to put it in this form: *Given that the value of an entity determines if that entity is exchangeable, therefore only entities with value are exchangeable.* This form is also the same, *Given that the value of an entity determines if that entity is exchangeable, therefore only entities with exchange value are exchangeable*.

Example Number 27

Previously, we learned that we can identify theorems by observation. Observation is also communication or a part of communication. In terms of identifying theorems by observation, in this application we have observed that I was able to communicate with Ms. Smith and Peter about getting lemon and sugar for the lemonade. I was able to go to Ms. Smith and Peter to receive lemon and sugar in order to make the lemonade. As we have already seen, because the principle is very portable, when I go to Ms. Smith and Peter, I take the principle with me so I can apply it when I am at Ms. Smith and at Peter. From that we can see that I feel very confident when I am at Ms. Smith and when I am at Peter, because I have the principle with me. By having the principle with me, I am able to go to Ms. Smith and Peter to get the lemon and the sugar. In this case we can see that, as a mobile system, by having the principle with me, I am able to go to Ms. Smith and Peter to get the lemon and the sugar. From what we have just said, we can see that with the presence of the principle, my mobility is not restricted, where the absence of the principle limits my mobility.

By understanding the explanation above, the following theorem can be identified: *Given that the principle is needed in order to interact with each other, the absence of the principle limits our mobility*. We have learned previously that the given set was provided to us by our parent in order for us to interact with each other. We have identified each theory from the given set and we have also provided an interaction example for each of them to show why we need them. From what we have just said, we can see that the theorem we have just identified here applies to the whole set.

Example Number 28

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We have learned and shown that the function of our application is derived from our utilization theory. From this, we can see that our utilization theory gives ideas to our intelligence to enable us to derive the function of our application. From what we have just said and by observation, the following theorem can be identified: *Given that the principle give us ideas to execute the function of our application, the function of our application is verified or validated by the principle*. Another form: *Given that the principle give us ideas to derive the function of our application, therefore the function of our application is validated by the principle*. By observation, we can see that this theorem belongs to the Work Theory and it is also applied to the whole set.

Understanding the Principle of Communication

After having problems with our application, we turn to our parent for help; our parent provides us with the idea of our application and the given reference. Now, some people or some of us may wonder or ask, who is our Parent? We have already identified the principle as our parent. In this case, the principle is considered as our parent. This is the way to look at it. We have problems with our application, as a separate entity, we turn to the principle so the principle can help us solve the underlying problem. Another way to look at it, at the time we have problems with our application, we have very little understanding of the principle. Later, we recognize the existence of the principle, we think about using the principle to solve the underlying problem. The way to look at it is the principle itself is considered to be our parent. We turn to it when we have problems, so we can solve those problems. Given that we depend on principle, the principle itself gives us ideas to solve our problems or do what we do.

Now let's look at this case, *within a given principle, there exists the principle and the communication itself. Within a given communication, there exists the communication and the principle itself.* This theorem is viewed as a theorem that belongs to the whole set. Since the theorem belongs to the whole set, we can see that it belongs to both communication theory and information theory. In other words, the theorem we have just identified is a part/theorem of the whole set. It is also a part/theorem of communication theory and information theory. In terms of information theory*, the information about an entity points to that entity and information about an entity depends on that entity*, not on us. Those two theorems we have just identified are considered to be theorems from information theory. By taking both theorems (the one we have just identified and the one from the whole set) together or into consideration, we can see that communication does not allow us to provide information about an entity where that information depends on us. In other words, according to both theorems, the information about an entity depends on that entity, not on us. By doing so, we can see that our parent itself is considered to

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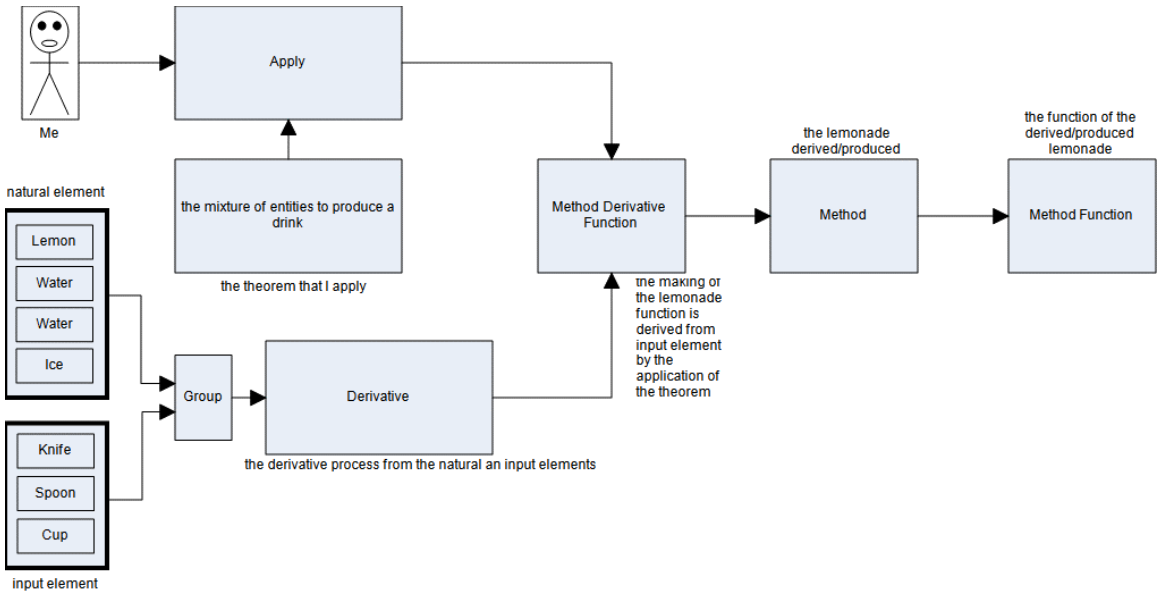
be the principle. That makes sense, since the principle itself is considered to be our parent. We know about it and we provide information about it. It is not possible for us to provide information about an entity, where that information depends on us. We provide information about an entity, where that information depends on the entity itself

Understanding Application of Theory

We apply theory to produce or derive a method to solve specific problem. This is the same as saying that we apply theory to execute function of life. In this application, I apply theory, Ms. Smith applies theory, and Peter applies theory to enable me to produce the lemonade to solve the feeling hot problem. We have already shown the theorems applied by me, Ms. Smith, and Peter. Now, let's take a single theorem into consideration that I apply to make the lemonade: *The mixture of entities to produce a drinkable element*. This is the same as saying, *the mixture of entities to produce a drink*. Which is interpreted as, *the mixture of lemon, sugar, water, and ice to produce a lemonade.* Now, let's show that by the model below, even though we have seen that already.



From the model above, the theorem that I apply to produce the lemonade is identified, where input elements and natural elements are used to make the lemonade. The output of the method derivative function which is make the lemonade produce a lemonade, where the function of that lemonade is to drink.

By looking at the model above, we can see that the theorem itself does not take input quantities into consideration. The derivative process, which is the derivative entity takes the input

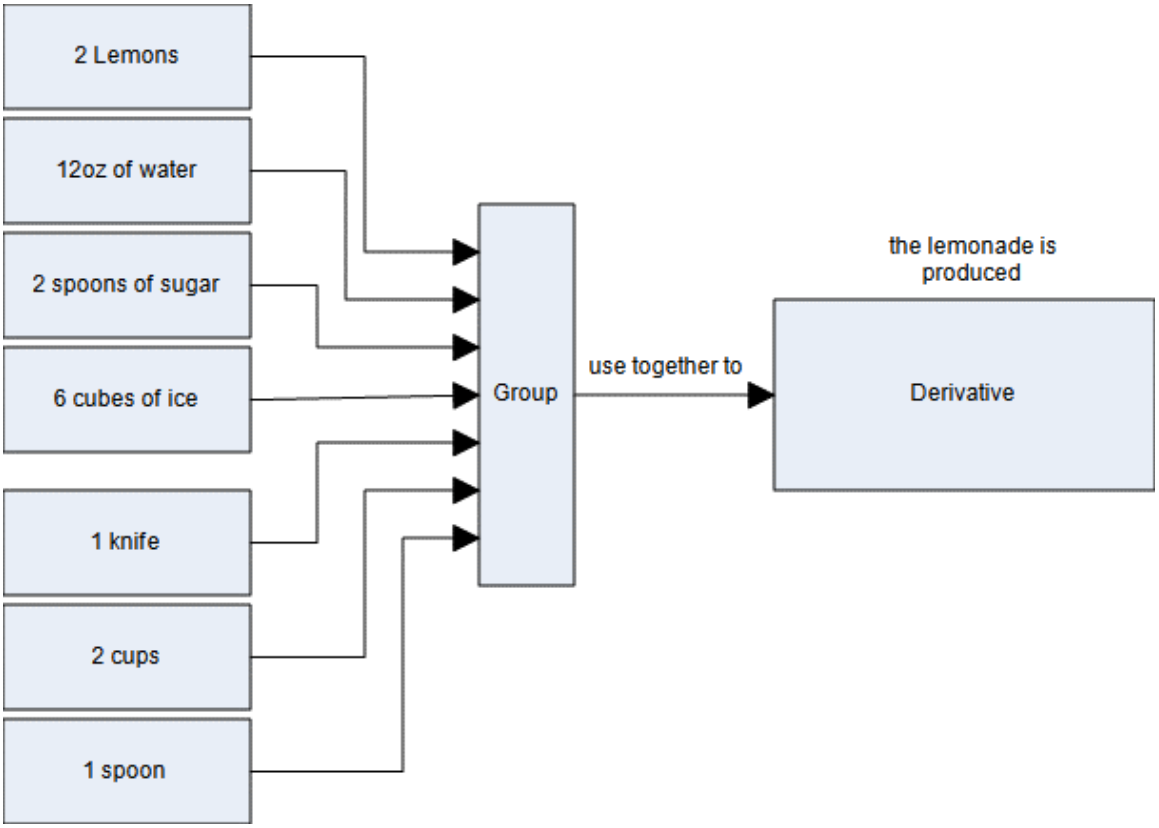
quantities into consideration. To better understand that, let's consider this example. The original theorem is interpreted as, *the mixture of lemon, sugar, water, and ice to produce a lemonade*. It is the same as saying that,

$$Lemonade = Lemon + Water + Sugar + Ice$$

From the interpretation above, the ice can be left, but since the problem statement is to refresh, the ice is taken into consideration. As we can see, the interpretation does not take quantity into consideration, although if we want to we can put quantity into it in the form below.

$$Lemonade = 2\ Lemon + 12oz\ \ of\ \ Water + 2\ table\ spoon\ of\ \ Sugar + 6\ cubes\ of\ \ Ice$$

From the interpretation above, that would produce a quantity of the lemonade. In the derivative process, we use the derivative entity with input and natural elements to produce the lemonade. In the derivative process, we can identify the quantity of input elements and natural elements that we use to derive the entity. For example, as shown by this model.



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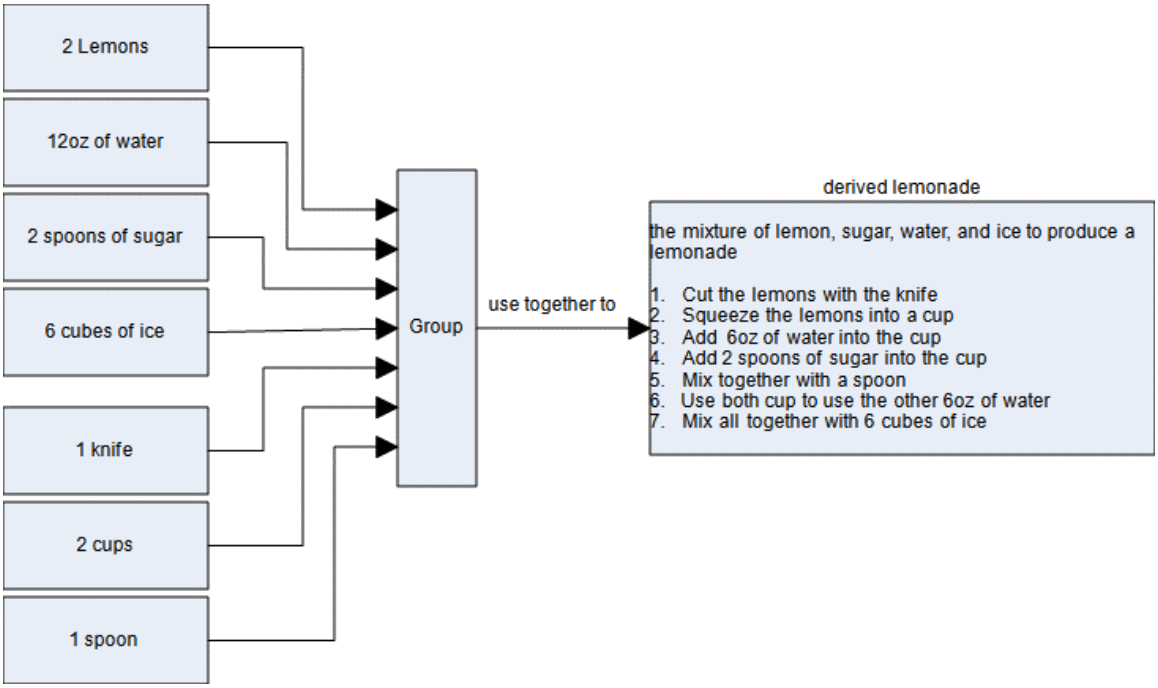
From the model above, the input elements and natural elements are grouped together to produce the lemonade. In this case, quantity of the elements are taken into consideration. Now, let's take a look of the derivative process. In this case, let's look inside the derivative entity.



From the model above, the derivative entity or the derivative process takes the derived theorem into consideration. That makes sense, because as a theory dependable system, we depend on theory to execute function, therefore the theory gives us ideas to derive the lemonade. While we put the derived theorem there; it is not necessary. In other words, it is not necessary for us to put our interpretation of the theorem there, performing the steps already takes care of that.

From the derivative process above, we can identify the process that is being performed. In this case, the mixture of the element to produce the lemonade is being viewed as the process that is being performed. In other words, the making of the lemonade process is the process or function that is being performed. Let's show that by the model below. This process makes a lemonade, where *Make Lemonade* is being shown below as the function performed as a result of that process. In other words, the derivative itself is being viewed as a process, where that process is being viewed as a separate entity from the function produced by that process. As shown below, the derivative entity is used to show the derivative process of the lemonade, where to the right the *Make Lemonade* function is viewed as the output or the result of that process.

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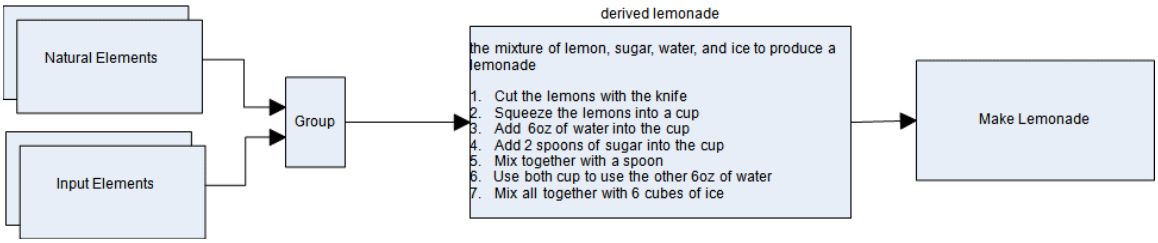
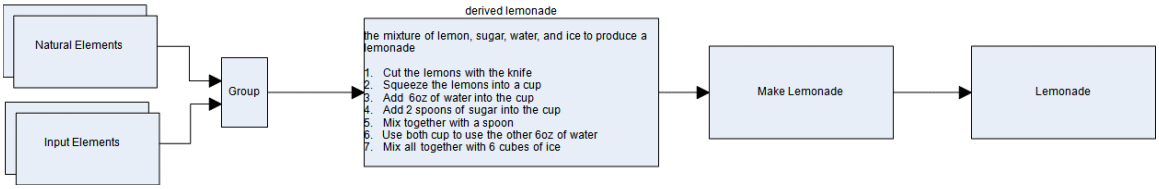
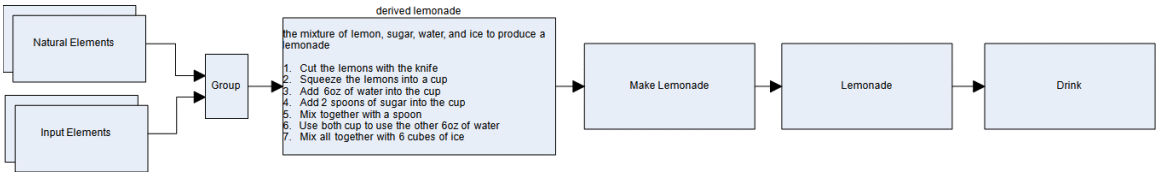


Since the result of that process outputs a function, where that function is making the lemonade, we can show the entity produced by that function by the model below. To the right below, we show the lemonade produced by the making of the lemonade function. The way to look at it, the process produces a function, where the function itself produces the method.



Since the lemonade that we produce must have a function in order to solve the underlying problem, we can identify the function of the lemonade that we produce. For instance, the derivative process enables us to produce a lemonade, that lemonade must have a function. Here we can identify that function in this model.



From the model above, the function of the lemonade is to drink, therefore we show that function as a function of the lemonade method. From the model, the Method Derivative Function or MDF is used as Make Lemonade, where Lemonade is being viewed as the Method Entity, and drink is being viewed as the Method Function or MF. While we show our interpretation in the derivative entity, it is not necessary because while performing the process, we always think relatively to our interpretation or the derived theorem; it is a matter of choice. In other words, given that the derivative process with input elements already take our interpretation into consideration, we can omit it if we want to.

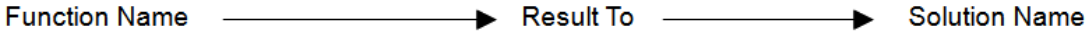
Understanding Added Functions of Life

Why a function comes to existence? Why a function is added to the functional system? Why a function is added to life? From our problem statement, *I feel so hot, I need to make a lemonade to refresh myself.* Here, the making of the lemonade function is to enable me to refresh myself. In this case, we can see that a function is added to life to solve an identified problem. When that function is executed, the identified problem must be solved. It is always good to ask this question and validate a function added to life. Why this function exists? What is the reason for this function? Then we can do something similar to this model as an example.

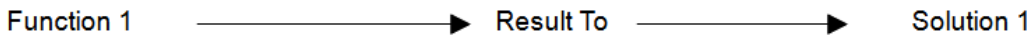
As an example, if we add *Function 1* to life to solve *Problem 1*, then we can put it in this form.

In this application, we can use the same process to enable us to identify the underlying problem and the function that is used to solve it.

As shown above, I make the lemonade to solve my feeling hot problem. Since *Function 1* exists to solve *Problem 1*, then the execution of *Function 1* or item/entity produced by the *Function 1* must produce the solution or result to the solution. The model below provides a better explanation.



For instance, *Function 1* results to *Solution 1*



For example, as shown by the model below, my making of the lemonade function results to a lemonade. In this case, the lemonade is being viewed as the solution for the problem.

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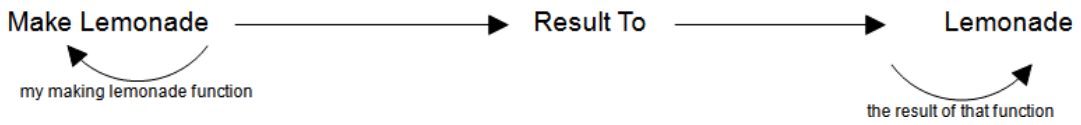
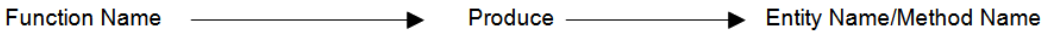
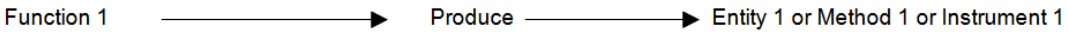


From the model above, the making of the lemonade function produces a lemonade which is viewed as a solution. Now, since the execution of the function must produce an entity, here the execution of the function produces a method; that method/entity must be used in order to solve the underlying problem. For example, if *Function 1* produces *Entity 1 or Method 1*, then *Entity 1 or Method 1* must be used to solve the underlying problem. In this case, we have this model below.

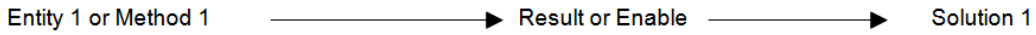


For example, *Function 1* produces *Entity 1*



where the method or the entity produced by the function must be used to enable the solution of the underlying problem. The model below provides a better explanation

As an example, we can see if *Function 1* produces *Entity 1 or Method 1*, then *Entity 1 or Method 1* must result or enable *Solution 1* as shown by this model. In other words, *Entity 1* or *Method 1* must be used to provide a solution.



Since the produced entity or method must be used in order to enable or provide a solution, the model above is the same as the one below.

For instance, if *Entity 1 or Method 1* is produced, then the usage of *Entity 1 or Method 1* must result to *Solution 1* or enable *Solution 1*.

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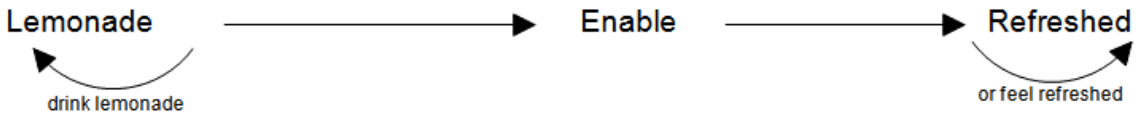
As an example, in our application, *Function 1* which is viewed as *Make Lemonade* function produces a lemonade, where that lemonade must be used to produce a solution. It is better to show that by the model below.



From the model above, we can see that the lemonade produced must be drunk by me in order to feel refreshed. In other words, I must drink the lemonade produced by the making of the lemonade function in order to feel refreshed. Overall we can see that a function is added to life to solve an identified problem. If the function produces an entity or method, that entity or method must be used in order to solve the underlying problem. In our application, I feel hot I need to make a lemonade to refresh myself. The making of the lemonade function enables me to make a lemonade, where I drink that lemonade in order to feel refreshed so the feeling hot problem can be solved.

Understanding Error in Our Application

We can also say Understanding our Application related to our Parent. After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application, and the given reference. The reference provided to us by our parent contains all the theories that give us ideas to solve our problem. In this case, we can say that the reference is a set of theory that contains all theories that give us ideas to execute our application. When we disregard the given reference, we simply rely on our own ideas. In other words, when we disregard the given reference, we have no theory to give us ideas for our application. In this case, we simply rely on each other's ideas. In other words, when we disregard the given reference, the theories to give us ideas for our application are no longer present, therefore we simply rely on each other's ideas. Those ideas are considered to be inherited ideas, adapted ideas, and generated ideas. Since those philosophies are not related to us, when we use them we simply develop problems. In other words, by disregarding the given set, we rely on philosophies that are not related to us which enable us to develop problem in our application. To better understand the overall process, let's use the model below.

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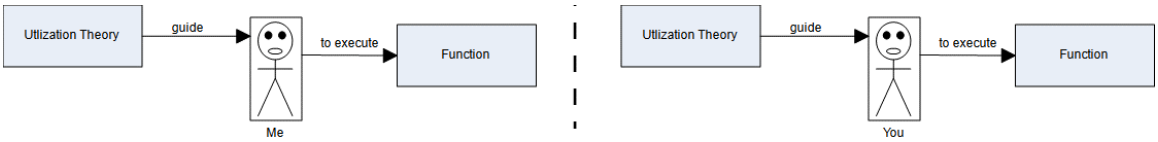
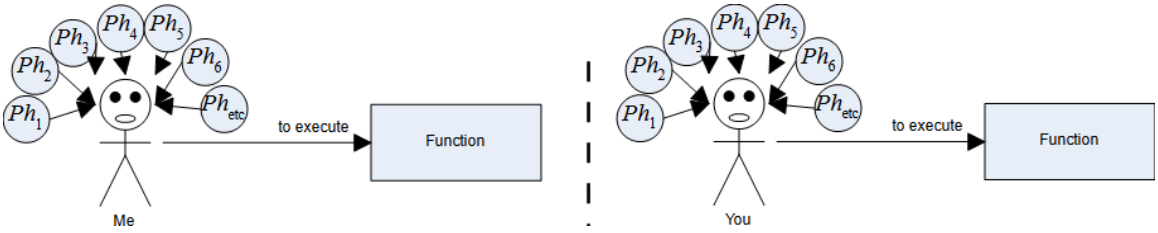


From the model above, we can see that our utilization theory which is all the theories given to us by our parent gives us ideas to execute function. As shown by the model, the utilization theory guides us to execute our application. For example, the utilization theory guides me by giving me ideas to execute functions of life. The utilization theory also guides you by giving you ideas to execute functions of life.

Now without the given reference or without the utilization theory, we rely on our own. Without our utilization theory, we have nothing to give us ideas to execute our application or execute functions of life. To better understand that, let's represent it by the model below.

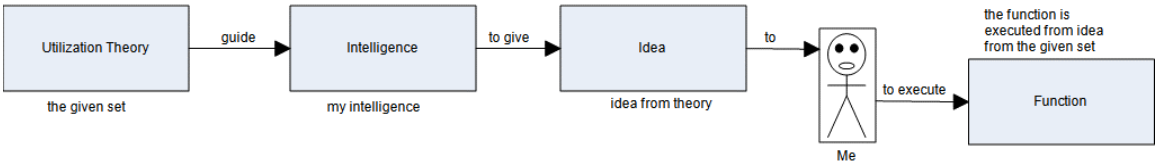


As shown by the model above, without the given set, we rely on philosophies. For instance, since the given set is no longer present to give us ideas to execute functions of life, we rely on philosophies/ideas from previous generations, philosophies/ideas from other people, and philosophies/ideas that are generated by us personally. We know philosophies have no basis or baseline. By looking at the model above, philosophy etc. means some other philosophies. What is important here is that this model is much more confusing to us than the previous model. From the previous model, we can see that we rely on a single entity to give us ideas to execute an application. From this model, we can see that we rely on too many ideas. That is very confusing and it is always results to problems.

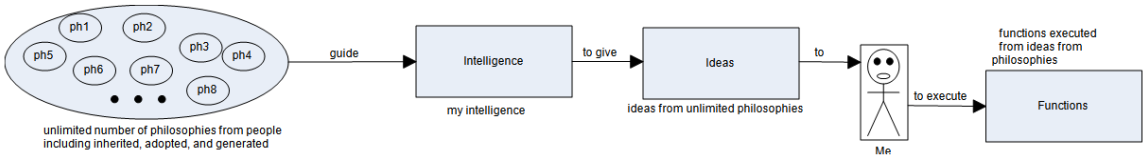
Example Number 1

Now let's consider an example in comparison with both models above. Previously, from the interpretation of theory section, we know that from a single theorem, we can identify multiple related theorems where we can verify our interpretation to make sure we are correct. In this case, we can see that a single principle given to us by our parent can lead us to identify much more related principles to execute our application. Now what happens when we rely on

philosophies, we tend to compare ideas where there is no baseline that enables us to determine if an idea is correct or not. This always results to problems in our application. As we can see, the theory model is much more simple for us to rely on to execute our application rather than relying on philosophy. To better understand what we have just said, let's take a look at the model below.



By taking a look at the model above, we can see that the theory given to us by our parent guides our intelligence to give us ideas to execute function. In this case, we can say that our intelligence is guided by theory given to us by our parent in order for us to execute our application. This is the same as saying that we are guided by the theory given to us by our parent to help us execute functions of life. Now, when we disregard the given set provided to us by our parent, we simply rely on ideas from other people, and ideas that we generate in order to execute our application. The way to look at it is by disregarding the theory given to us by our parent, we rely on ideas from other people. We call those ideas, inherited, adopted, and generated. The inherited ideas are ideas from past generations, where adopted ideas are ideas from other people alive and generated ideas are ideas from self or individual; for example my ideas. To better understand what we have just said, let's show a model below.



From the model above, we can see that by disregarding the theory given to us by our parent, we are no longer theory guided. In this case, we rely on ideas from other people. To the left, we can see that our system relies on philosophies from other people to give us ideas to execute our application instead. We use continuity to show more philosophies that are not listed. All those philosophies include inherited, adopted, and generated. As we can see from the model above, there is no singularity in philosophies. That makes sense, because those ideas do not have a baseline. As we can see, multiple philosophies give us multiple ideas to execute functions of life. Compare to the theory model above, we can see that it is very confuse when we rely on philosophies to execute our application rather than relying on the given set to give us ideas. To better understand the model above, let's show another mode by identifying the origin of those ideas.

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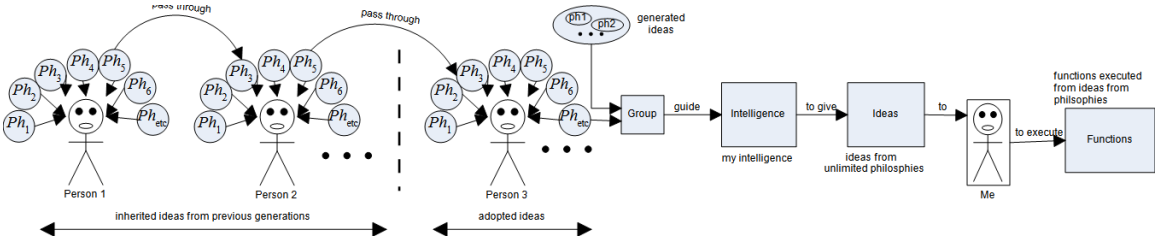


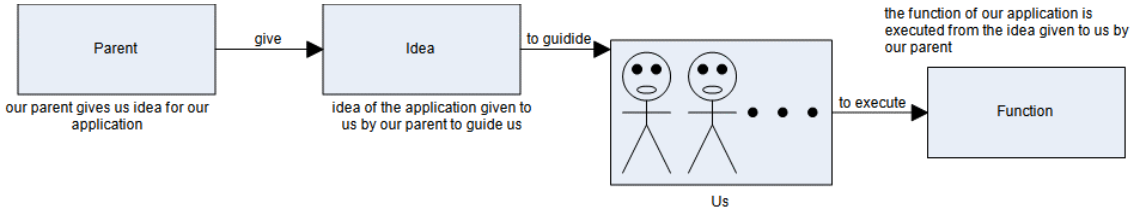
As shown by the model above to the left, when we disregard the given theory provided to us by our parent, we rely on inherited ideas from past generations. The ideas pass through from previous generations to us. From the model, don't worry about the numbers in the philosophies. They are unlimited; we use continuities to show more people and more philosophies. Once we disregard the given set, philosophies from previous generation are passed on to us, even though people who generated them are no longer present. In the middle, we show adopted philosophies from people who are still alive. Then we show groups of all the philosophies, inherited, adapted, and generated to give us ideas to execute our application. The generated ideas with the grouping is self-generated. As we can see, this model is very confusing and the theory model is much simpler to result to error free application. From this model, we can see too many ideas without a baseline, which lead to problems in our application.

Example Number 2

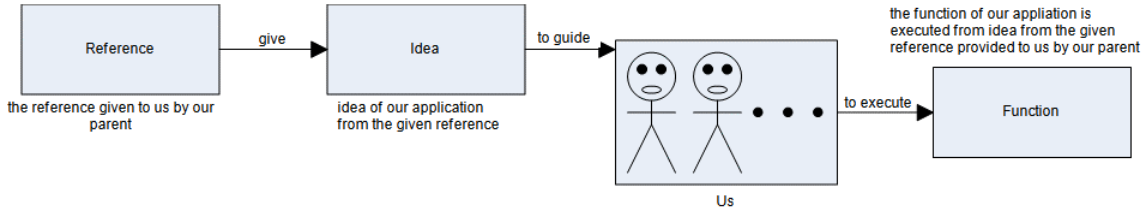
After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. By observation, we can see that we have problems with what we were doing, we turned to our parent for help, then our parent provided us: the idea of the application and the given reference. Here, let's identify all the entities in the process.

From the model above, we can see that, when we have problems with our application and turned to our parent, our parent provides us not only the idea of the application, but also the given reference. In this case, we can see that the idea of our application is provided to us first, then the given reference is provided to us second. From what we have just said, we can see that our

parent simply gives us ideas for our application. To better understand that, let's represent it by the model below.



As we can see from the model above, our application should be executed from the idea provided to us by our parent. What is important here? In the theory domain, we can communicate with our parent to help us with our application, where our parent provides us with ideas for our application. Since our parent provides us as well with the given reference and the idea provided to us by our parent comes from the given reference; we can also say that the idea provided to us by our parent is verified by the given reference. In this case, we can show the model above by the one below.



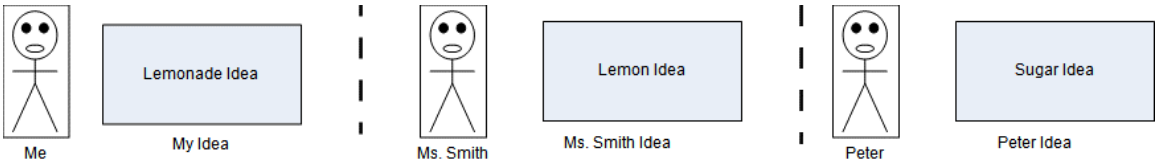
Another way to look at the model above is since our parent is considered to be the principle and the given reference is a set of principle, the given reference is then replaced by our parent who gives us ideas to execute our application. That makes sense since as a theory guided system, we get ideas from theory to execute our functions. In this case, we get ideas from the given reference to execute our application. As a theory guided system, once we disregard the reference that provides us idea of our application, we also disregard our parent as well who provides us with ideas of the application. In this case we have no guidance, we then execute our application with error.

From the explanation and the model above, we can identify error in our application by identifying ideas in our application. Once we identify an idea in our application, we can determine if that idea is related to our given theory or it is inherited, generated, or adopted. To better understand what we have just said, we can take our application as an example. Here we can use the lemonade application and determine if the idea of that application is inherited, adopted, or generated.

Example Number 3

After having problems with our application, we turned to our parent for help. Our parent provided us with the idea of our application and the given reference. Now we have the given reference, we can use it in our application. Now that we have the idea of our application, we can verify if the idea of our application comes from the given reference. By determining if the idea of our application comes from the given reference, we can then verify that our application is correct or executes without error.

The lemonade application contains, my idea, Ms. Smith's idea, and Peter's idea. In our application, my idea is making the lemonade, Ms. Smith idea is providing lemon to make the lemonade, and Peter idea is providing sugar to make the lemonade. To better understand that, let's identify each idea separate from each person by this mode.



From the model above as a separate entity, we identify each person in the application and the idea of each person in the application. By having each idea as a separate entity in the application, we can verify whether each idea is correct. If an idea is correct, we can put a check mark to show it is correct. We can also use the word yes, to show that an idea is correct. To determine if an idea is correct, we have to analyze it. In this case, we can perform several analyses. For example, we can perform analysis to determine if the idea is inherited, adopted, or generated. We can also perform analysis if the idea is related to the given set or the idea is from the given set. Since our parent provides us with the idea of the application as well as the given reference, the idea of our application must be from the given reference or provided to us by our parent. We can determine that by our analysis. If the idea is from the given set or provided to use by our parent, it must be related to us. From our analysis, we can determine that as well. If the idea is related to us, it must be related to our characteristics; we can determine that as well. If the idea is from the given set, it must be related to the characteristic of the given set; we can determine that as well.

Example Number 4

Now, let's determine if the idea of the application is related to us. After having problems, with our application, we turn to our parent for help. Our parent provided us with the idea of our application and the given reference. From our problem statement, I feel hot, I need to make a

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lemonade to refresh myself. I don't have lemon to make the lemonade, I ask Ms. Smith for help to provide me with lemon to make the lemonade. In this case, we can see that from the given set provided to us by our parent, I use multiple theories to seek help from Ms. Smith to get lemon for the lemonade. I use the communication theory, the information theory, the exchange system theory, and the instrumentation theory. Overall, we can say that I use the utilization theory to seek help from Ms. Smith to make the lemonade. Here, let's verify that if the idea of the application is related to each theory we have just identified. Let's use the table below to provide some explanations.

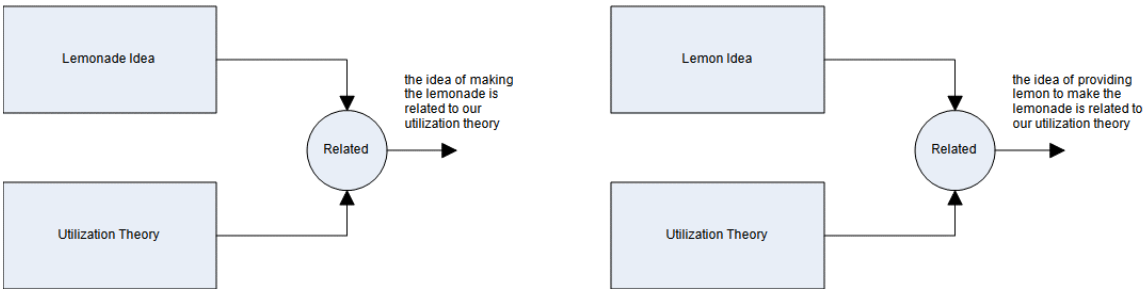
Theories	Related Yes/No	Explanation
Communication Theory	Yes	I use the communication theory to communicate with Ms. Smith about the lemonade
Information Theory	Yes	I use the information theory to provide information about the lemonade to Ms. Smith
Exchange System Theory	Yes	I use the exchange system theory to request and receive lemon from Ms. Smith to make the lemonade
Instrumentation Theory	Yes	I use my hands to receive lemon from Ms. Smith for the lemonade

From the table above, we can see that the lemonade idea is related to the set of theory given to us by our parent. Here if we want to, we can perform the same for the lemon idea from Ms. Smith.

Theories	Related Yes/No	Explanation
Communication Theory	Yes	Ms. Smith uses the communication theory to communicate with me about lemon for the lemonade
Information Theory	Yes	Ms. Smith uses the information theory to provide information to me about the lemon for the lemonade
Exchange System Theory	Yes	Ms. Smith uses the exchange system theory to provide me with lemon for the lemonade
Instrumentation Theory	Yes	Ms. Smith uses her hands to give me lemon for the lemonade

From the model above from the first table, we can see the lemonade idea is related to the communication theory, the information theory, the exchange system theory, and the instrumentation theory. The lemon idea is also related to the communication theory, the

information theory, the exchange system theory, and the instrumentation theory. If we want to, we can show the relationship models. Below is a model that shows one of each relationship from both tables above.



From the model above, we can see that the idea of making the lemonade is from our utilization theory, where the idea of providing lemon for the lemonade is also from the our utilization theory. While we use the tables above to verify that the ideas of our application are from the given reference in the form above, if we want to we can show the process similarly in terms of questions. Here, let's provide an example.

Idea	Question	Response	Explanation
Lemonade Idea or making the lemonade idea	Is the idea related to theory of communication?	Yes, the idea is related to theory of communication	I used theory of communication to communicate with Ms. Smith and Peter
Lemonade Idea or making the lemonade idea	Is the idea related to information theory?	Yes, the idea is related to information theory	I used information theory to provide information to Ms. Smith and Peter about the lemonade
Lemon Idea or providing lemon for the lemonade	Is the idea related to the exchange system theory?	Yes, the idea is related to the exchange system theory	Ms. Smith applies the exchange system theory to provide lemon to me for the lemonade

As we can see from the table above, we can identify the idea of the application and ask if the idea is related to specific theory. By answering the questions, we can provide additional explanations to show that the idea is related to specific theory or theorem. In addition to that, we

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can ask questions to specific action and show that the action is related to specific theory or theorem.

Example Number 5

Usually we can identify ideas of the application and determine if it is related to specific theory by identifying action in the application and performing analysis on those actions. For example, in this application I communicate with Ms. Smith and Peter. In this case, we can perform analysis related to the communications. For example, whether the communication with Ms. Smith and the communication with Peter are related to communication theory, do I use communication theory when I communicate with Ms. Smith? Do I use communication theory when I communicate with Peter? This question can be answered in the form below, where the communication with Ms. Smith and the communication with Peter include some applicable theorems.

Action	Applicable Theorem	Explanation
Communication with Ms. Smith	The communication about an entity depends on that entity	The communication about the lemonade depends on the lemonade
Communication with Peter	Information about an entity points to that entity	The information about the sugar for the lemonade points to the sugar
Exchange lemon with Ms. Smith	The entities that are being exchanged do have value, therefore we exchange them with value	The lemon I receive for the lemonade is exchange with value
Receive sugar from Peter with my hands	In an associative system, the usage of instrument in the local system is equivalent to the usage of instrument in the distance system	I use my hands to receive lemon from Peter normally

As we can see from the table above, each action is related to specific theory or theorem, therefore we can see that the ideas of the application are from our utilization theory or are from our parent. It is the same as saying that the ideas of our application are provided to us by our parent or the ideas of our application come from our parent. That makes sense. Since the given

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set is considered to be our parent, ideas from the given set are considered to be ideas from our parent.

While we show the table above in this format, if we want to we can put it in the form of questions and answers. For example, we can ask questions. Is the action of receiving sugar from Peter with my hands is related to the instrumentation theory? The answer is yes, receiving sugar from Peter related to the instrumentation theory? Because I apply instrumentation theory to use my hands in an effortless manner where both me and Peter are satisfied when Peter hands the sugar to me and when I receive the sugar from Peter with my hands. Does the action of communicating with Ms. Smith is related to communication theory or derived from communication theory? The answer is yes, because I use communication theory to communicate with Ms. Smith. For example, during my communication with Ms. Smith, the communication about the lemonade depends on the lemonade, not on me.

Example Number 6

Since the idea of our application must come from our utilization theory, the idea of our application must be related to each aspect of our utilization theory. In other words, given that the ideas of our application are from the given reference, each idea of our application must look like the given reference. If the ideas look like the given reference, they also look like the characteristic of the given reference. In other words, since the idea of communicating with Ms. Smith is related to communication theory, that idea must be related to the characteristics of the communication theory. In this case, we can use characteristic of theory to verify the ideas of our application. From what we have just said, let's provide an example by the table below.

Characteristic	Action	Explanation
Portability	Go to Ms. Smith and Peter to get lemon and sugar	When I go to Ms. Smith, I take the principle with me to get lemon from Ms. Smith. For example, I apply information theory when I am there, I also apply instrumentation theory to receive the lemon and I also apply the exchange system theory to receive the lemon from Ms. Smith
Application	Making the lemonade	I apply instrumentation theory where I mix the lemon, sugar, and

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		water and so to make the lemonade
Presentation	Provide information to Ms. Smith and Peter	I apply information theory to provide information about the lemonade to Ms. Smith and Peter where the information provided to Ms. Smith and Peter points to the lemonade

While we use the table above in that form to verify that the ideas of our application are derived from the given set by using the characteristics of the given set, if we want to we can show that in the form of question and answer. For example, we can ask question related to the characteristics of theory. Do I still apply the principle when I go Ms. Smith and Peter? Yes, I still apply the principle when I go to Ms. Smith and Peter. For example, I apply instrumentation theory, the exchange system theory, and the information theory when I go to Ms. Smith and Peter. Since the given set is portable, do I take it with me when I go to Peter and Ms. Smith? Yes, I always take it with me. For example, when I go to Ms. Smith and Peter, I use the exchange system theory to receive the lemon and the sugar.

By understanding the overall process above, we can see that all what we try to do is that. Since theory gives us ideas to execute our application, we try to identify if each idea in our application is from the given reference. If all ideas in our application come from the given reference, then our application is correct or executed without error. In this case, we have determined for example, the exchange idea is from the given reference, the communication idea, the information idea, the usage of instrument idea and so forth.

Example Number 7

We can also verify the idea of our application with the relationship of the characteristics of theory. Given that the idea of our application is given to us by our parent as well as the reference is also given to us by our parent, the idea of our application must be related to the characteristic of the given reference. In other words, the idea of our application is also related to multiple combinations of the characteristics of the given reference. To better understand that, let's provide an example

Characteristics Relationship	Action	Explanation
Application	Providing information about the	I apply communication theory as

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related to portability	lemonade to Ms. Smith and Peter	well as information theory. Not only I apply them for instance at work and at home, but when I go to Ms. Smith and when I go to Peter, I also apply the theorems. When I go to Ms. Smith and Peter, I also apply theorems from the exchange system theory to get lemon and sugar for the lemonade.
Application related to portability related to importance	Receiving lemon and sugar to make the lemonade	I consider the theory is important to me. While I talk to Ms. Smith and Peter on the phone, I apply the communication theory and information theory as well as the exchange system theory. When I go to Peter and Ms. Smith, I still consider the importance of the reference by taking it with me and apply the instrumentation theory.

The table above shows an example how we can verify the idea of our application in combination of multiple relationships of the characteristics of the given reference. Since the idea of our application comes from the given reference, it must be related to any relationship we choose. In this case, there is no limit. The way to look at it is the idea provided to us by our parent for our application is related to all combinations of the characteristics of the given reference. There is no limit; disregard the relationship we draw or identify, we must see the connection.

While we use the table above in this form to show how the idea of our application is related to the characteristics of the given reference in combinations, if we want to, we can do the same thing in terms of questions and answers. In this case, we can ask questions, related to the relationship identify and provide additional explanations accordingly. For instance, is the idea of the application related to the application of the given reference in relationship with portability? Yes, the idea of the application is related to portability of theory in relationship with application of theory. Why? Because when I go to Ms. Smith and Peter to get the lemon and the sugar, I still apply the theory while I am there.

Characteristics	Question	Explanation

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Relationship		
Application related to portability	Is the idea of the application related to application of theory in relationship with portability of theory?	Yes, the idea of the application is related to application of theory and portability of theory combined, because while I apply the principle during communication with Ms. Smith and Peter, when I go to Ms. Smith and Peter I still apply the theory. For example, when I go there I still apply the instrumentation theory and the exchange system theory to get lemon and sugar for the lemonade.
Application related to portability related to importance	Is the idea of the application related to the application of theory in combination with portability of theory in combination with importance of theory?	Yes the idea of the application is related to application of theory related to portability of theory related to importance of theory, because I feel the given reference is so important to me, I apply communication theory and information theory to communicate with Peter and Ms. Smith over the phone, I also apply the same principle when I go to Ms. Smith and Peter to get lemon and sugar for the lemonade.

Rather than using a table, if we want to, we can show the relationship by providing additional explanations about each relationship to show that the idea of our application is related to specific relationship. As shown below, application related to portability is viewed as a relationship. To the right we can provide additional explanations to show the idea of our application is related to that relationship. To the right, relationship application related to portability related to relation with system is viewed as a relationship, where we can identify that relationship and verify the idea of our application by providing additional explanation.

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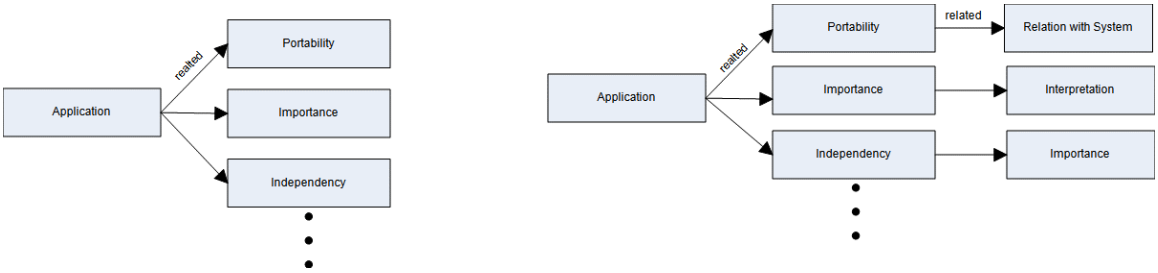

Example Number 8

Since the idea given to us by our parent is related to us physically, it is possible to show that the idea of our application is related to us. It is the same as saying that, since the idea given to us by our parent is related to the physical system, we can use the idea of our application to verify whether or not it is related to the physical system. If the idea of our application is related to the physical system, then our application must be correct or executed without error. To better understand that, let's take it like this. The problem statement of our application is *I feel hot, I need to make a lemonade to refresh myself*. In order to make the lemonade, I don't have lemon and sugar, so I apply the exchange system theory to get lemon and sugar from Ms. Smith and Peter. Here we can verify whether any idea or action in the application is related to me, Ms. Smith, and Peter physically. For example, the process of asking lemon to Ms. Smith or receiving lemon from Ms. Smith for the lemonade, is it related to the physical system? Yes, it is; in this case we can see that idea is related to the physical system. To better understand that, let's provide a table with some explanations.

Action	Explanation
Ask Peter for sugar or exchange with Peter	This idea is related to the given set, because the exchange system theory enables us to exchange in order to enable the functionality of life. In this case, the exchange is being performed with value, since it enables me to make the lemonade to refresh myself. After the exchange, both me and Peter are satisfied.
Receiving lemon from Ms. Smith with my hand during the exchange process	I received lemon from Ms. Smith to make the lemonade. She hands the lemons to me with her hands and take them with my hands. During this process, both Ms. Smith and I apply the exchange system theory and the instrumentation theory.

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	After the exchange, both Ms. Smith and I are satisfied and I was able to make the lemonade to refresh myself.
Provide information to Ms. Smith and Peter about the lemonade	I provide information to Peter and Ms. Smith about the lemonade. With that information, I was able to get lemon and sugar for the lemonade. After providing and receiving information about the lemonade, the sugar, and the lemon, me, Ms. Smith, and Peter were satisfied.

From the table above, we can see that an identified action or idea is related to the physical system, if that idea does not affect the system. In this case, the idea of exchanging with Peter and Ms. Smith is related to me, Ms. Smith, and Peter and it does not affect us. As we can see, after each action the system still functions normally or better. The way to look at it is if the action is performed in relationship with the system, that should not affect the system.

While the table above is provided in this form to show that the idea of our application is related to us or it is from our parent, it is related to us. If we want to we can use questions and answers instead. For example, is the idea of asking Peter for sugar or asking Ms. Smith for lemon is related to us or the physical system? The answer is yes, because our parent gives us ideas of exchange so we can exchange together to enable the functionality of life.

Question	Answer
Is the idea of asking Peter for sugar or Ms. Smith for lemon related to our system?	Yes, because that idea is the same as the idea given to us by our parent that enables us to exchange. Because everything that we/I need to live is not present at our/my location (s), therefore, this idea is related to us.
Is the idea of receiving lemon and sugar from Ms. Smith and Peter with my hands in a normal manner related to our system?	Yes, the idea of using my hands in a normal manner to get lemon and sugar from Ms. Smith and Peter is related to our system, because the idea provided to us by our parent enables us to use our hands normally to enable the functionality of life. Therefore, using our/my hands normally is

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	from our parent and it is related to us.
Is the idea of providing information to Peter and Ms. Smith about the lemonade where that information depends on the lemonade is related to us physically?	Yes, the idea of providing information to Ms. Smith and Peter about the lemonade depends on the lemonade rather than myself, because our parent provides us ideas that tell us information about an entity points to that entity. During communication, the information we provide about an entity depends on that entity rather than us. Therefore, using the lemonade to provide information about the lemonade to Ms. Smith and Peter is from our parent and it is related to us.

Example Number 9

Given that the idea of our application is related to ourselves, the idea of our application should not affect us. Given that the idea of our application is related to the characteristic of the given set, the idea of our application should not affect us. Given that the idea of our application is from the given set, the idea of our application should not make the physical system in an abnormal state. The way to look at it is the idea of our application is from the given set, and the physical system uses the given set to enable its functionality, the idea of the application should not affect the physical system. In other words, the idea of our application is from our utilization theory and we use our utilization theory to enable our functionality. The idea of our application should not affect us physically. In this case, the idea of our application should always preserve our normal state. To verify that the idea of our application is from our parent or from our utilization theory, we can verify that the idea of our application always preserves our normal state. We can also say that, if the physical system was in abnormal state, then the idea of our application should put it in a normal state. If we were in an abnormal state, then the idea of our application should put us in a normal state. To better understand that, let's look at the idea of our application related to our state. In this table, let's look at the idea of the application related to my state, both before and after.

Action	My State Before	My State After
Receive lemon from Ms. Smith	Feel hot, need to make lemonade, so my state is abnormal	Receive lemon to make the lemonade, I hope to feel better after drinking the

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		lemonade, my state will be normal
Receive sugar from Peter	Feel hot, need to make lemonade, so my state is abnormal	Receive sugar to make the lemonade, I hope to feel better after drinking the lemonade, my state will be normal
Make the lemonade	Feel hot, need to make lemonade to refresh myself, my state is abnormal	After making the lemonade, I can drink the lemonade to refresh myself. Therefore, my state is normal.

From the table above, we can see that the idea of the application should not affect the system after it is applied. For example, the idea of our application should not make me feel abnormal after it is applied. As we can see from the table above, the idea of the application enables me to feel better after execution. Here let's look at other actions related to Peter and Ms. Smith. In other words, let's look at the idea of the application in relation with Me. Ms. Smith and Peter both before and after execution.

Action	State Before	State After
Exchange with Ms. Smith	The idea of exchanging with Ms. Smith to get lemon to make the lemonade enables Ms. Smith to feel good about providing me lemon for the lemonade	After the exchange, Ms. Smith still feels better because she provides me lemon to make the lemonade
Using my hand to get sugar from Peter	I use my hands to receive sugar from Peter in a normal manner. Before the exchange, both Peter and I feel normally	After using my hands in a normal manner to get sugar from Peter, I also feel normal
The idea of Peter using his hands to provide me sugar for the lemonade	Before the exchange using our hands, both Peter and I were in a normal state	After the exchange with our hands, both Peter and I are still in a normal state

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As we can see from the examples above, after execution of each idea, the system should still be in normal state. If the system was in an abnormal state, after execution of the idea, the system should be in normal state. The way to look at it is if the idea of our application is correct, then it should not affect the system. We can verify whether the idea of our application is good or bad by looking at our state both before and after execution. In this case, if the idea of our application makes the system feel abnormal after execution, then that idea is not from our parent. If the idea of our application does not preserve the normal state of the system, then that idea is not related to the given reference or the theory given to us by our parent. If the idea of our application enables us to feel abnormal after execution, then that idea is simply inherited, adopted, or generated.

While we use the table in the form above to verify that the idea of our application does not change the state of our system, if we want to we can do it in the form or questions and answers. For example, we can ask questions. What is the state of the system before the idea? What is the state of the system after the idea? Does the idea affect the state of the system? Does the idea preserve the state of the system? Depending on the answer, then we can conclude that the idea of our application is indeed from our parent.

Question	Answer
What was my state before making the lemonade?	My state was abnormal before making the lemonade
What is my state after drinking the lemonade?	I feel refreshed, therefore after drinking the lemonade I feel normal
What is Ms. Smith state before exchange with me?	Ms. Smith was normal before exchanging with me
What is Ms. Smith state after exchanging with me	Ms. Smith state is normal after exchanging with me
What are the states of me and Peter after we both use our hands to provide and receive sugar for the lemonade?	Before using our hands, both me and Peter were in normal state. After using our hands to provide and receive sugar, we both continue to be in normal state.

As we can see from the table above, we can ask questions and answer questions to determine if the idea of the application is correct. From the table above, given that the drinking of the lemonade solves my feeling hot problem, therefore the idea of making the lemonade is from our parent or the given set. Since both Peter and I use our hands to exchange or provide and receive sugar for the lemonade, we both were normal before and after. Therefore the ideas of using our hands are from our parent or from the given set. The way to look at it is if the ideas of our

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application preserve our state or make or states much better, then they are from our parent or from the given reference. In this case, we can also say that they are related to us physically.

Example Number 10

After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. The idea provided to us by our parent for our application is from the given reference and we have already verified that. Since the given reference is related to us, our characteristics are also related to the given reference. Since the idea of our application is from the given reference, the idea of our application must be related to our characteristics as well. Here, we can verify that the idea of our application is related to our characteristics. If the idea of our application is related to our characteristics, then the idea of our application is from the given reference. In the table below, we identify some ideas of our application, some actions, and provide some explanations.

Characteristic	Action	Explanation
Communication enabled	Communicate with Ms. Smith and Peter about the lemonade using theory of communication	I communicate with Ms. Smith and Peter about the lemonade, where the communication about making the lemonade depends on the lemonade
Associativity	Exchange with Ms. Smith and Peter to get lemon and sugar to make the lemonade by using the exchange system theory	I use the exchange system theory to exchange with Ms. Smith and Peter to get lemon and sugar where items with value are being exchanged where all of us are satisfied after the exchange
Theory dependency	Use communication theory, information theory, and exchange system theory to communicate with Ms. Smith and Peter, provide information to Ms. Smith and Peter, and exchange	Using communication theory, information theory, instrumentation theory, and the exchange system theory enables me to communicate, provide information, and exchange with Ms. Smith

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	with Ms. Smith and Peter	and Peter

From the table above, we can see that if the idea of our application is derived from the given set, then it is from our parent. In this case, we can see that the communication, the information, the exchange, the usage of instruments and so forth are from our parent. While we show the table in this form, if we want to we can verify that in terms of questions and answers as shown below.

Characteristic	Question	Answer
Communication enabled	Do I communicate with Ms. Smith and Peter in order to get lemon and sugar to make the lemonade?	Yes, I communicate with Ms. Smith and Peter to provide information about the lemonade and to exchange with them to get lemon and sugar for the lemonade
Associativity	Do I interact with Peter and Ms. Smith associatively to exchange, provide information, and receive lemon and sugar for the lemonade?	Yes, I use the associativity characteristic to exchange, to provide information, and to receive lemon and sugar for the lemonade
Theory dependency	Do I depend on theory to communication, provide information, exchange, and receive from Ms. Smith and Peter?	Yes, as a theory dependable, I depend on theory communication to commutate with Ms. Smith and Peter about the lemonade. I depend on information theory to provide them with information. I depend on exchange system theory to exchange with them and I also depend on instrumentation theory to receive lemon and sugar from them

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As we can see from the table above, specific questions can be asked related to a characteristic of the physical system, where depending on the response of the question, it is verified that the idea of our application is from the given reference. For example, do I depend on theory to exchange with Ms. Smith and Peter? The answer is yes, because I apply the exchange system theory to exchange with Ms. Smith and Peter. In this case, we can see that the exchange idea is indeed comes from the given reference. Do I depend on information theory to provide information to Ms. Smith about the lemonade? The answer is yes, therefore the providing information idea is from the given reference. If the answer is not or cannot be verified, then we can conclude that the idea is inherited, adapted, or generated.

Example Number 11

Given that the physical system is related to the given set, each characteristic of the set is also related to the characteristics of the physical system. In other words, since the given set is related to us, the characteristics of the set are also related to our characteristics. In this case, we can identify relationships of the characteristics of the set with our characteristics to determine if the idea of our application is from the given set. For example, let's take the relationship of associativity with application. This relationship enables me to apply the theory while I exchange with Ms. Smith and Peter. Another example, associativity related to independency related to application. This relationship enables me to apply theory independently while I exchange with Peter and Ms. Smith. Verification of that relationship shows that the idea of our application is indeed from the given set. If a relationship cannot be found between our characteristics and the characteristic of the given set, then the idea of our application is not from our parent or from the given set. If a relationship cannot be identified between the characteristic of the given set and our characteristics, then the idea of our application is inherited, adopted, or generated. In other words, the idea of our application is not from our parent if we cannot identify that relationship. It is simply, inherited, adopted, or generated philosophy.

Example Number 12

After having problems with our application, we turned to our parent for help. Our parent provided us with the idea of our application and the given reference. Now that we are working in our application, the idea of our application must look like the idea of the application given to us by our parent. In other words, given that our parent provided us with the idea of our application, the idea of our application now must look like the idea given to us by our parent to better understand that. Let's represent that by the model below.

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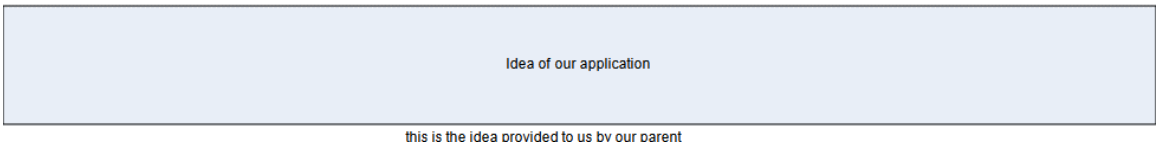
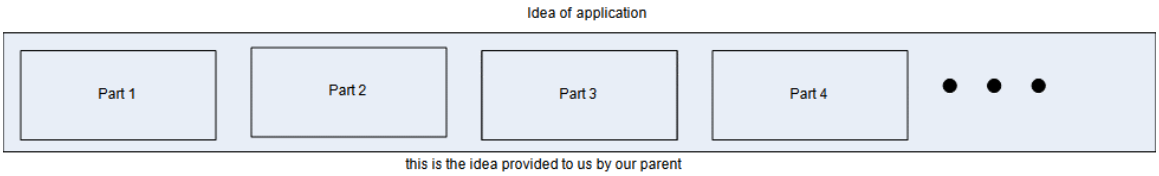
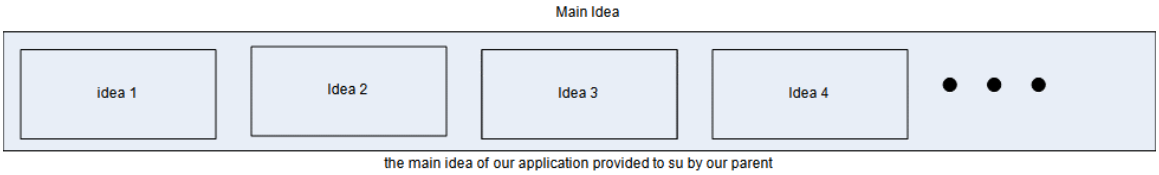


From the model above, we identify the idea given to us by our parent. In this case, when we turned to our parent for help, our parent provided us with the idea of our application which we identify above. Since we have multiple people working in our application, each person in our application does have a function. In this case, the function of each person in the application is related to the idea of that person. From that, we can see the idea of our application provided to us by our parent contains multiple parts, which are related to multiple people working in the application. In other words, given that we have multiple people working in the application, when we turned to our parent for help, the idea provided to us by our parent presented in a form that can be served to all the people in the application. In this case, we can see that the idea of the application provided to us by our parent includes multiple parts as shown below.



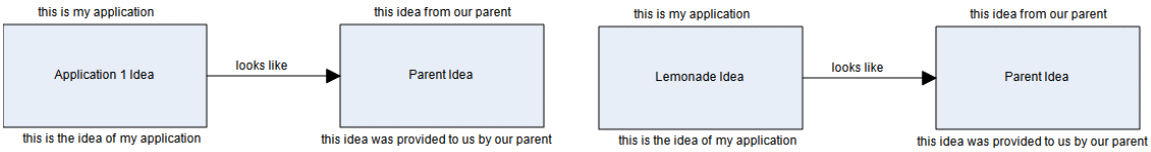
From the model above, we can see that the idea of the application given to us by our parent includes multiple parts. The way to look at it is the idea of the application provided to us by our parent includes a main idea, where inside the main idea includes a lot of sub ideas. From the model above, we represent the main idea as the outer where each part inside the main idea is considered to be an idea. We use continuity to show more parts that are not listed here. The model below shows just that. From the model below, the main idea is considered to be the idea given to us by our parent, where that main idea contains a lot of sub ideas. In this case, *Idea 1, Idea 2, Idea 3* and so forth are considered to be ideas inside the main idea given to us by our parent. We use continuity here to show more ideas that are not listed.



The way to look at it is the idea of our application given to us by our parent contains unlimited number of ideas of our application. That makes sense, since we decide our application and our parent does not decide it for us. The idea of the application given to us by our parent must not be

limited. That idea must be able to guide us in any application. As we can see from the model above, our application is not limited by the idea provided to us by our parent.

Now, since our parent provided us with the idea of our application, we have to make sure our application looks like our parent's idea. In other words, given that our parent gives us idea of our application, we have to make sure the idea of our application looks like the idea given to us by our parent. To better understand that, let's show that by the model below.



From the model above to the left, it shows that the idea of my application looks like the idea given to us by our parent. That makes sense, since our parent had given us the idea of our application, now we execute our application. The idea of our application must look like the idea given by our parent. To the right, it shows that the lemonade idea, which is the idea of this application, looks like the idea given to us by our parent. The way to look at it is when we have problems with our application, we turn to our parent for help. Then our parent provided us with the idea of our application. Now that we are executing our application, in order for us to prevent problems in our application, we must execute our application in relationship to the idea provided to us by our parent.

To better understand the explanation above, let's take it like this. We were doing something and we have problems with it. We did not know how to do it well. Then we turned to our parent, then our parent provided us with the idea on how to do it. Now, that we are doing it, we want to make sure we are doing it from the idea given to us by our parent. To better understand that again let's take it like this. At *Time 1*, we were executing *Function 1*, where *Function 1* is the function of *Application 1* that was derived from our own idea. At *Time 1,* we have problems with *Application 1* because the idea of *Application 1* was not good. At *Time 2*, we turned to our parent for help, where at *Time 2*, our parent provided us with the idea of our application. Now, at *Time 3*, we use the idea provided to us by our parent to execute *Function 1*. The way to look at it, at *Time 2*, we have a new idea for *Function 1*, then we use that new idea in *Application 1*. We can think it like this. At *Time 1,* we have *Idea 1*, where *Idea 1* is not good. We turned to our parent at *Time 2*, then our parent provided us *Idea 2* which is good. Now at *Time 3,* we can use *Idea 2* to execute *Application 1*. To better understand the overall explanation, let's show that by the model below.

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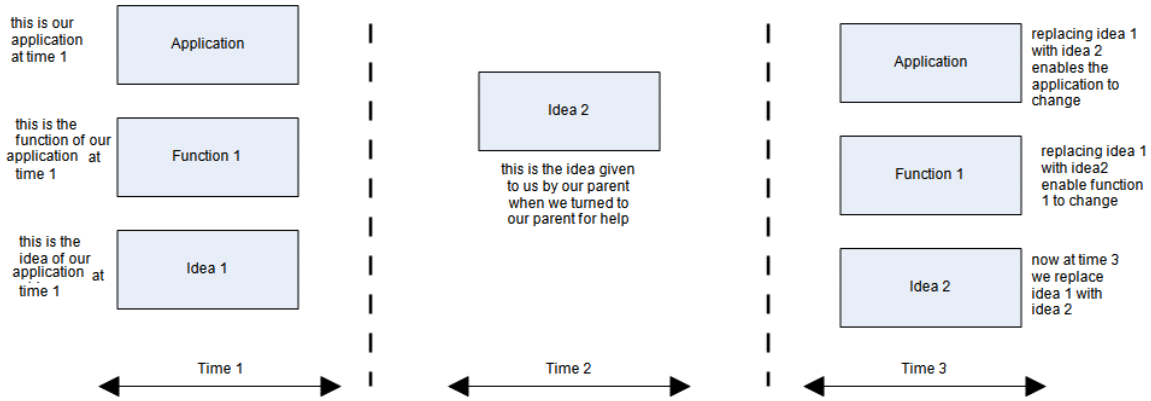
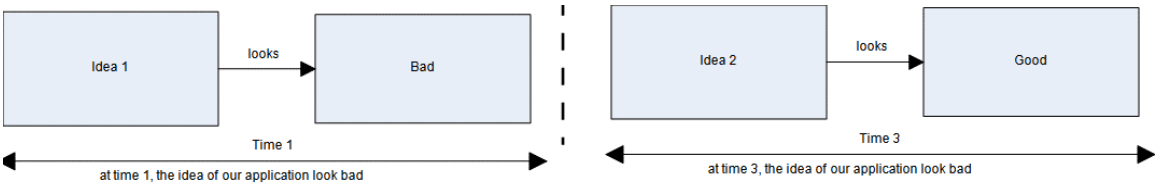
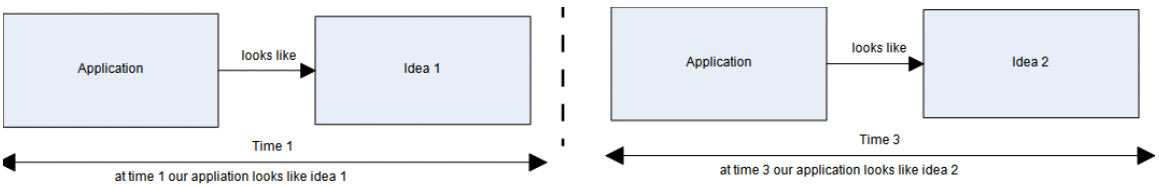


From the model above, we can see that after having the idea given to us by our parent at *Time 3*, we can simply use that idea which is *Idea 2* to execute our application. To better understand the process we can look at it this way. At *Time 1*, *Idea 1* is not good. It is a bad idea of our application. At *Time 2*, we have a good idea of our application, which is *Idea 2* provided to us by our parent. Now at *Time 3*, we can use *Idea 2* rather than *Idea 1* to execute our application. Another way to say it is at *Time 1* the idea of our application which is *Idea 1* looks bad, then at *Time 2* we have *Idea 2* from our parent. At *Time 3*, the idea of our application which is *Idea 2* makes our application looks good. The model below shows what we have just said.



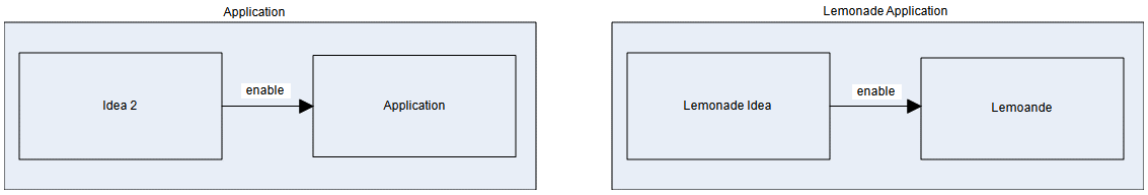
From the model above, we can see that at *Time 1*, *Idea 1* which is the idea of our application looks bad. At *Time 3*, the new idea of our application which is *Idea 2* given to us by our parent looks good. We can also say that at *Time 1*, *Idea 1* makes our application looks bad, where at *Time 3*, *Idea 2* makes our application looks good. From that we can see at *Time 1* our application looks like *Idea 1*, where at *Time 3* our application looks like *Idea 2*.



From the model above, since at *Time 3* our application looks like *Idea 2* which is the idea given to us by our parent, we can see that at *Time 3* our application looks like our parent or simply our

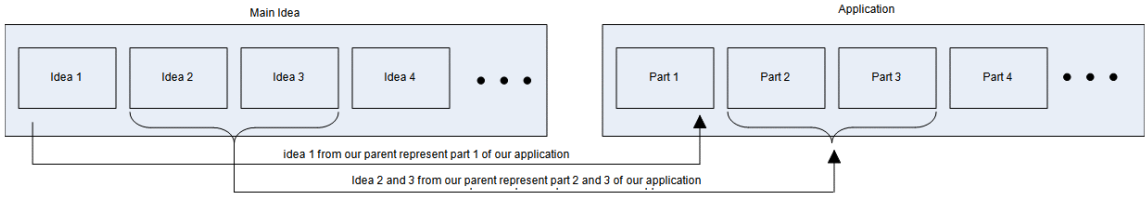
application looks like the idea from our parent. Where at *Time 1* our application does not look like our parent or the idea given to us by our parent. What is important here? If our application looks like the idea given to us by our parent, then our application is error free. If our application does not look like the idea given to our by our parent, then our application includes error or executes with error. When our application does not look like our parent idea, then our application looks like someone else's idea. In other words, when our application does not look like our parent idea, our application looks like inherited, adopted, or generated ideas.

Since the idea given to us by our parent enables us to execute our application, we can see that our application is enabled by the idea given to us by our parent. In this case, we can equalize the idea by the application. The way to look at it is the idea of the application enables the application, therefore the idea of the application is equal to the application as shown below.



From the model above, we can see that an application is enabled by the idea of that application. For example, the lemonade idea is enabled by the idea of the lemonade. Our application is enabled by the idea from our parent. From that, we can see the main idea given to us by our parent includes multiple ideas, where one or more ideas from the multiple ideas can be used to enable specific application.

Since our parent provided us with the main idea of our application, where the main idea includes multiple ideas, multiple ideas from the main idea given to us by our parent can represent multiple ideas of our application. In other words, since our parent gives us multiple ideas for our application, we can represent multiple parts of our application with multiple ideas given to us by our parent. To better understand what we have just said, let's represent that by the model below.



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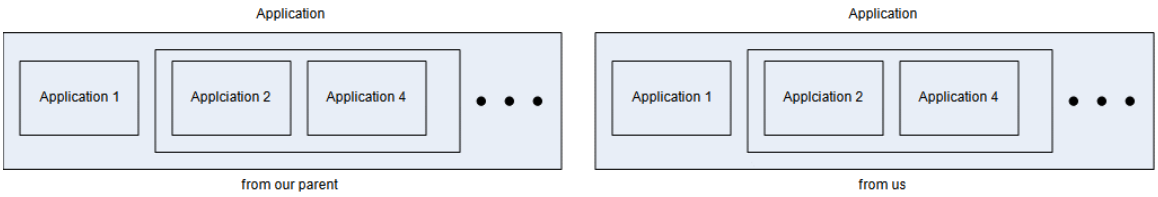
From the model above, we can see the idea given to us by our parent to the left, where to the right we have our application. Since the idea given to us by our parent tells us how to execute our application, each idea from the main idea given to us by our parent represents a part of our application. In this case, *Idea 1* represents *Part 1* of our application, where *Idea 2 and 3* represent *Part 2 and 3* of our application. There is no limit in this process. The idea given to us by our parent has no limit, so does our application. We use continuity to show that the idea given to us by our parent has no limit, so our application has no limit as well. From the main idea, there are unlimited ideas. From our main application, we can have multiple sub applications as well.

Now that we know our application is equal to the idea given to us by our parent, we can represent both of them in the form below. Where the main application from our parent includes multiple applications, so does our main application includes multiple applications. In this case, we can see that the main application from our parent includes multiple sub application, where our main application includes multiple sub applications as well.



From the model above to the left, we can see that specific parts of the idea given to us by our parent can represent specific parts of our application. We can also say that, specific ideas given to us by our parent can have specific designation in our application. In this case, *Application 2 and 4* which represent ideas from our parent has designation of *Application 2 and 4* in our application.

As we can see from the explanation, our application must look like the one from our parent. The idea of our application must look like the idea given to us by our parent. If the idea of our application does not look like the idea from our parent, then there is error in our application. Here we can verify if the idea of our application is inherited, adopted, or generated. If the idea of our application is inherited, then the idea of our application is not from our parent. If the idea of our application is adopted, then the idea of our application is not from our parent. If the idea of our application is generated, then the idea of our application is not from our parent. In order to do that, we can verify if the idea of the application is inherited from the past.

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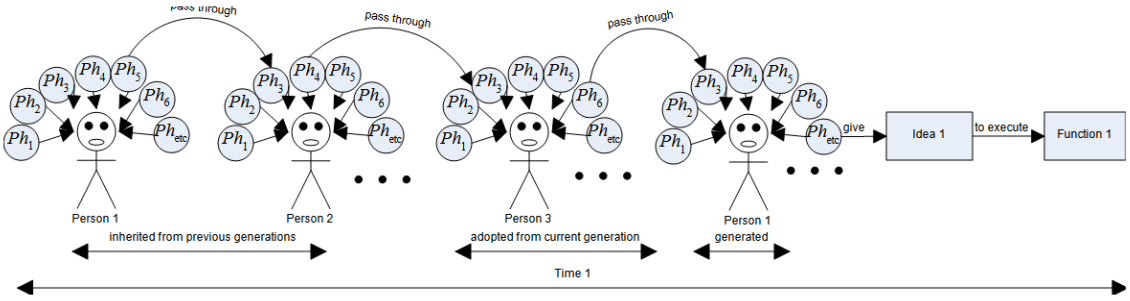
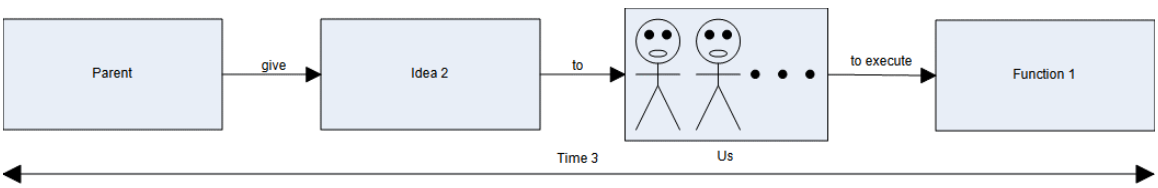
This is the way to look at it. At *Time 1,* this is how our application looks. While we show only one person in the application, we use continuity to show many, many people in our application. At *Time 1,* we don't have a good idea of our application. Our application is executed from philosophies. Those philosophies are inherited from previous generations. They are adopted from people who are currently alive and they are also generated by people in the application. For inherited part, we show only 2 people, where we use continuity to show more people from previous generations. The way to look at it is while those people are no longer alive, however their ideas are still present in our application. That makes sense, since we have no good idea of executing our application. In this case we rely on ideas from people from previous generations. At the same time, we also rely on other people's ideas who are still alive. We show that as adopted philosophies. While we only show one person, there are multiple people who are alive, where we get ideas from them for our application. As we can see, we have so many ideas for our application. Therefore, it makes sense for our application to execute with error. To the far right, we show that all those philosophies give ideas to execute our application. We identify the ideas as *Idea 1* which we use to execute the function of our application.



After we turn to our parent for help, our parent provides us with the idea of our application. Now at *Time 3,* we have the idea of our application from our parent. Here, we can show the model in the form below. As shown below, at *Time 3* we use the idea given to us by our parent at *Time 2* to execute the function of our application. As we can see here, at *Time 3* we have a better idea of our application, so our application can execute better.



Since our parent provided us with the idea of our application, now we can verify whether or not the idea of our application is indeed the idea from our parent. The way to look at it, at *Time 2* we

turned to our parent where our parent provided us with the idea of our application. Now at *Time 3* we are executing our application again, we need to make sure the idea is indeed the idea from our parent. Here we can verify whether or not the idea of our application at *Time 3* is from our parent. If the idea of our application is from our parent, then it is not inherited from previous generations. If the idea of our application is from our parent, then it is not adopted from others. If the idea of our application from our parent, then it is not to be adopted from people alive. If the idea of our application is from our parent, then it is not generated by people in the application. If the idea of the application is from our parent, then it is not to be generated by people in the application.

Now we can verify that the idea of our application is not inherited, adopted, and generated. If we identify the idea of our application and see that it is inherited, then it is not from our parent. If we identify the idea of our application and see that it is adopted, then it is not from our parent. If we identify the idea of our application and see that it is generated, then it is not from our parent. For this application, let's verify if the idea of the application is inherited, adopted, or generated. The way to look at it, since we are a theory dependable system and we depend on the given set to execute our application; the given set gives us ideas to execute our application. Since when we turned to our parent, our parent provided us with the idea of our application and the given set to verify the idea of our application, all good ideas are from our parent. The way to look at it is before we turned to our parent at *Time 1*, the idea of our application was bad. At *Time 2,* our parent provided us with the good idea of our application where we use that idea at *Time 3* to execute our application. Therefore, we can see that all good ideas are from our parent. Since what we had was bad before our parent gave us the good one, therefore the good one is from our parent. Here we can verify whether the idea of the application is good or bad. If the idea of the application is good, then it is from our parent. If the idea of the application is bad, then it is not from our parent; therefore it is inherited, adopted, or generation. Here we are going to identify the idea of our application and determine if it is good or bad.

Action	Good/Bad	Explanation
Provide information about the lemonade to Ms. Smith and Peter	Good	I use communication theory to provide information to Ms. Smith and Peter about the lemonade. From the given set, I use the information theory and communication theory to give information to Peter and Ms. Smith about the lemonade. Both information theory and communication theory are considered ideas given to us by our parent that enable us to

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		communicate to each other and provide information to each other. Therefore, communicating to Ms. Smith and Peter and providing information to them about the lemonade is a good idea because it is from our parent.
Exchange with Peter and Ms. Smith to get sugar and lemon for the lemonade	Good	I use the exchange system theory to get lemon and sugar from Ms. Smith and Peter by exchanging with them. The exchange system theory is an idea given to us by our parent that enables us to exchange to each other, since we all don't live at the same location and everything I need to live may not be available at my location and everything that you need to live may not be available at your location. Therefore, I exchange with value with Ms. Smith and Peter to enable me to make the lemonade solve my feeling hot problem. Since the exchange idea is from our parent, therefore it is a good idea.
Using hand to get lemon and sugar from Ms. Smith and Peter	Good	I used my hand to get lemon and sugar from Ms. Smith and Peter in a normal manner where the usage of my hand does not affect my life, so do the lives of Ms. Smith and Peter during that interaction. In this case, I use the idea given to us by our parent that tells us how to use our hands to execute functions of life. Therefore, I interact with Ms. Smith and Peter with my hands using ideas given to us by our parent. Therefore, the interaction idea is from our parent; thus it is good.
Using hands to make lemonade	Good	I use my hands in conjunction with knife, spoon, and cups to make the lemonade. I use idea given to us by our parent that tell us how to use our hands in conjunction with external instruments to enable our functionality. By using my hands with external instruments to

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		enable my functionality that does not affect other people functionality, therefore I use ideas given to us by our parent. Thus, the idea of using my hands to enable my functionality and other people functionality without affecting each other is from our parent.

While we use the table in the form above to verify that the idea of our application is not inherited, adopted, or generated, if we want to we can do the same process by using questions and answers. In other words, we can use questions and answers to verify that the idea of our application is instead from our parent.

Question	Answer
While providing information about the lemonade to Ms. Smith and Peter, does that information depend on the lemonade?	Yes, the information about the lemonade I provide to Ms. Smith and Peter does not depend on me, but rather depends on the lemonade. The idea of providing information about an entity where that information depends on that entity is from our parent.
Does the exchanging with Ms. Smith and Peter perform with value?	Yes, the idea of exchange with value is from our parent, therefore, the exchange idea is correct.
Does the exchange with Ms. Smith and Peter is a good idea?	Yes, the exchange is a good idea because our parent tells us that we must exchange in order to enable our functionality
Do I interact with my hands normally during the exchange with Ms. Smith and Peter?	Yes, I use my hands to interact with Ms. Smith and Peter to get lemon and sugar in a normal manner. Therefore, that idea is from our parent.

To better understand the idea of our application at *Time 1* and the idea provided to us by our parent at *Time 2*, we can take it like this. This is the same as saying that to better understand the different between theory and philosophy, it is always good to take it like this. At *Time 1*, we have no idea of our application. At *Time 2*, we turn to our parent for help, where our parent provides us the idea of our application and the given reference. From the given reference, we can verify the idea of our application provided to us by our parent. In other words, at *Time 1* we

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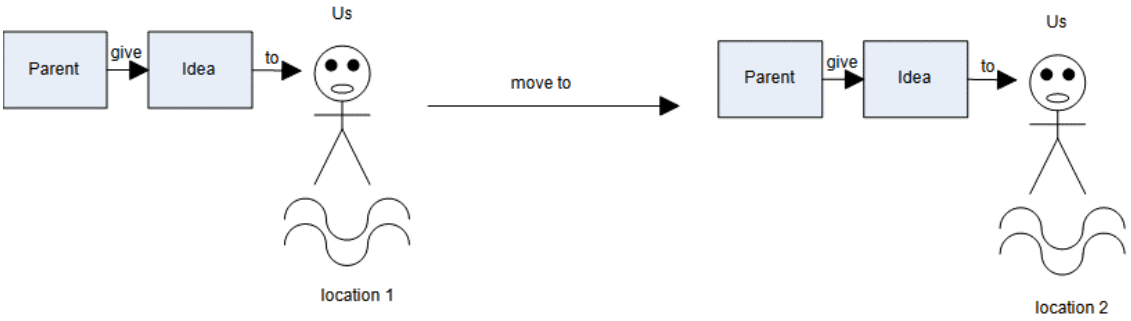
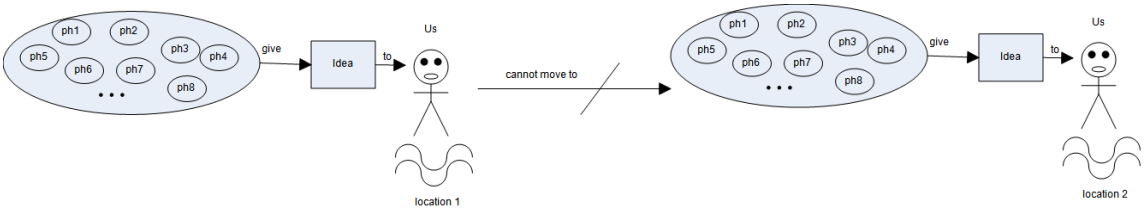
have no idea of what we are doing. At *Time 2*, we turn to our parent where our parent gives us idea of what we should be doing and what we must be doing. Our parent also provides us with the given reference, where we can verify what we are doing. Here to better understand the difference between the idea of the application given to us by our parent and the idea we had at *Time 1*, we can use characteristics of the given reference and compare it with the idea of our application we have at *Time 1*, which is viewed as our philosophy. The table below provides an example.

Characteristic	Given Reference/Theory	Philosophy/Idea at *Time 1*
Application	We can apply the idea given to us by our parent to execute our application	Not applicable, since it does not enable our application. It did not enable our application at *Time 1*
Portability	We can take the idea of the application given to us by our parent to other locations; see the model as an example,	Not portable, the idea of our application at *Time 1* is not portable. We cannot take it with our from location to location; see the model below as an example



From the model above, because the idea of the application given to us by our parent is very portable, we can move from location to location and still apply that idea to execute our application.



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From the model above we can see that the idea of our application at *Time 1* is not portable, therefore we cannot move from location to location.

Characteristic	Given Reference/Theory	Philosophy/Idea at *Time 1*
Expandable	The idea given to us by our parent is very expandable. As we have shown previously, the idea of the application given to us by our parent can be expanded to represent a designation in our application	Not expandable, the idea of the application we have at *Time 1* is not expandable to designate any part of our application
Incomparable	The idea of our application given to us by our parent is not comparable because another idea does not exist to compare it to.	Comparable, as we can see before we turn to our parent to give us the idea of our application, we had a lot of ideas that are confusing from one to another
Independent	The idea of our application given to us by our parent is very independent where each of us can apply it independently	Not independent, these ideas are not independent because they rely on superposition; although none of them is good, between them, one might think it is better than another one. One tends to force someone to apply his/idea.
Related with system	The idea of our application given to us by our parent is related to us. This is the reason it is given to us.	Not related to us, the idea of our application we have at *Time 1* is not related to us. This is why we turn to our parent for help at *Time 2*.
Related with theory of communication	Our application is a function of communication; the principles that we apply is related to communication	Does not related to communication; at *Time 1* we disregard that there is a communication interface

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		that connect us
Interpretable	We can interpret the idea of the application given to us by our parent	Not interpretable, it is not possible for us to interpret the idea of our application at *Time 1*, because that idea has no basis
Important	The idea of our application given to us by our parent is important because it enables us to execute our application	Not important, because it does not enable our application
Presentable	The idea of the application given to us by parent can be presented to others to enable other applications	Not presentable; the idea of our application at *Time 1* is not presentable because it cannot be presented to someone to enable an application
Not limited	The idea of the application given to us by our parent is not limited to execute our application. As we have said, multiple parts of that ideas can be designated to specific application	Limited, because does not have specific designation to any application and does not enable any application
Fundamental	The idea of the application given to us by our parent does have a basis	Does not have a basis, therefore does not have characteristic that enable for example application, interpretation and so forth

Example Number 13

Before we turned to our parent for help, at *Time 1* we had a bad idea of our application. At *Time 2*, our parent provided us with a good idea of our application. At *Time 3*, we use the good idea provided to us by our parent in our application. Now at *Time 3*, we can verify if the idea of our application is indeed from our parent by asking questions. The table below shows some sample questions we can ask to determine if the idea of our application is good or bad.

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Question	Answer
Is the idea of communicating with Ms. Smith and Peter about the lemonade a good idea?	Yes, the idea of communicating with Ms. Smith and Peter is a good idea because, I used the principle of communication to communicate with Ms. Smith and Peter and the idea of using the principle of communication is from our parent, therefore it is a good idea.
Is the idea of providing information about the lemonade to Peter and Ms. Smith a good idea?	Yes, the idea of providing information about the lemonade to Peter and Ms. Smith is good idea, because I use information theory to provide information to Peter and Ms. Smith about the lemonade. Using principle of information to provide information is a good idea, because it is from our parent.
Is the idea of providing information about the lemonade to Peter and Ms. Smith a good idea?	Yes, the idea of providing information to Ms. Smith and Peter is a good idea, because by using the principle of information to provide information to Ms. Smith and Peter, about the lemonade, they were able to help me solve the problem.
Is the idea of exchanging with Ms. Smith and Peter to get lemon and sugar for the lemonade a good idea?	Yes, the idea of exchanging with Ms. Smith and Peter is a good idea, because it helps me get lemon and sugar for the lemonade and it is from our parent, therefore it is a good idea.
Is the idea of interact with Ms. Smith and Peter with my hands to get lemon and sugar for the lemonade a good idea?	Yes, during the exchange process, Ms. Smith and Peter hand me lemon and sugar for the lemonade. I use instrumentation theory to interact with Ms. Smith and Peter to get lemon and sugar in a normal manner. The principle of interacting with hands normally to enable the functionality of life is from our parent, therefore it is a good idea.

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Is the idea of making the lemonade to refresh myself from our parent?	Yes, the idea of making the lemonade to refresh myself is from our parent because before making the lemonade and drinking it, I felt hot. After making the lemonade and drinking it, I feel refreshed. This idea is from our parent, because our parent needs us to feel normal all the times. Any idea that enables normal functionality of life is from our parent. Therefore, the making of the lemonade using multiple ideas from our parent is good because it enables us live without problems.

Example Number 14

We know that our parent provided us with idea of our application at *Time 2*. At *Time 1*, we have a bad idea of our application. We can also say that, at *Time 1*, we have no idea of our application, until we turn to our parent at *Time 2*, where our parent provides us with the idea of our application. The way to look at it, before we have no idea of our application, now we have idea of our application. Before *Time 3*, we have no idea of our application. At *Time 3*, we have idea of our application. The way to look at it, since at *Time 1* we have a bad idea of our application and that idea does not enable our application, so we can see that we have no idea of our application at *Time 1*. At *Time 3*, we have idea of our application given to us by our parent that enables our application. Therefore, at *Time 3* we have idea of our application. The way to look at it, before at *Time 1* we did not know how to interact to execute our application. At *Time 3*, we know how to interact to execute our application by using idea given to us by our parent. Now at *Time 3*, we can verify our interactions related to the idea given to us by our parent. In other words, at *Time 3* we can verify the idea of our interaction of our application to determine if the idea of our interaction is indeed from our parent. The table below shows an example.

Interaction	Good/Bad	Explanation
Communication interactions with Ms. Smith and Peter	Good	I communicate with Peter and Ms. Smith about the lemonade using principle of communication. The principle of communication is given to us by our parent that gives us ideas on how to interact communicatively.
Communication interactions	Good	I communicate with Ms. Smith and Peter using

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with Ms. Smith and Peter		idea of communication given to us by our parent. For example, during the communication process, I communicate about the lemonade where the communication depends on the lemonade. Our parent provides us idea that tells us the communication about an entity depends on that entity. Therefore, I interact with Ms. Smith and Peter communicatively using our parent idea.
Information interactions with Ms. Smith and Peter	Good	I interact with Ms. Smith and Peter to provide them with information ab out the lemonade. During this process, the information I provide to them about the lemonade points to the lemonade. Our parent provides us with an idea about providing information about an entity, where that information points to that entity. I use that idea to provide information about the lemonade to Ms. Smith and Peter. Therefore, I use our parent idea to interact with Ms. Smith and Peter.
Exchange interactions with Ms. Smith and Peter	Good	I interact with Ms. Smith and Peter to perform exchange to get lemon and sugar for the lemonade. During this process, I use the idea of exchange given to us by our parent that enables us to exchange to enable the functionality of life. I exchange with Ms. Smith and Peter with value to get lemon and sugar to enable me to make the lemonade to feel refreshed. Our parent provides us with an idea to exchange with value to enable the functionality of life. Therefore, I exchange with Ms. Smith and Peter using exchange idea given to us by our parent. In other words, I interact with Ms. Smith and Peter to perform exchange using the exchange idea from our parent.
Interactions with Ms. Smith and Peter with my hands	Good	I use my hands to get lemon and sugar from Ms. Smith and Peter during the exchange process by

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		using idea from our parent that tells us how to use our hands to enable the functionality of life. During this process, the states of me, Ms. Smith, and Peter are preserved. In other words, using that idea from our parent, interactions with Ms. Smith and Peter do not affect me, Ms. Smith, and Peter and they do not affect life either. Therefore, I use the idea given to us by our parent that tells us how to use our hands to interact with each other.
Interactions with my hands to make the lemonade	Good	I use my hands to make the lemonade. During that process, I use knife, spoon, and cups to make the lemonade in relationship with idea given to us by our parent that tells us how to use our hands to enable our functionality. Therefore, the idea given to us by our parent that enables us to use our hands with other entities to enable the functionality of life is a good idea.

From the table above, we show multiple interactions in our application and verify that each interaction is indeed an idea from our parent. In other words, to enable our application to execute properly, we can verify our interactions and determine if all our interactions come from ideas from our parent. While we show the process like the table above, if we want to we can ask questions and answer them to verify that our interactions ideas are from our parent. The table below provides an example.

Question	Answer
Do I communicate with Ms. Smith and Peter using principle of communication?	Yes, I use the principle of communication which is idea given to us by our parent that tells us how to communicate.
Do I interact with Ms. Smith and Peter using the principle of communication?	Yes I communicate with Ms. Smith and Peter using principle of communication
Do I use communication idea from our parent to communicate with Ms. Smith and Peter?	Yes, I use communication idea from our parent to communicate with Ms. Smith and Peter.
Do I provide information to Ms. Smith and	Yes, I provide information to Ms. Smith

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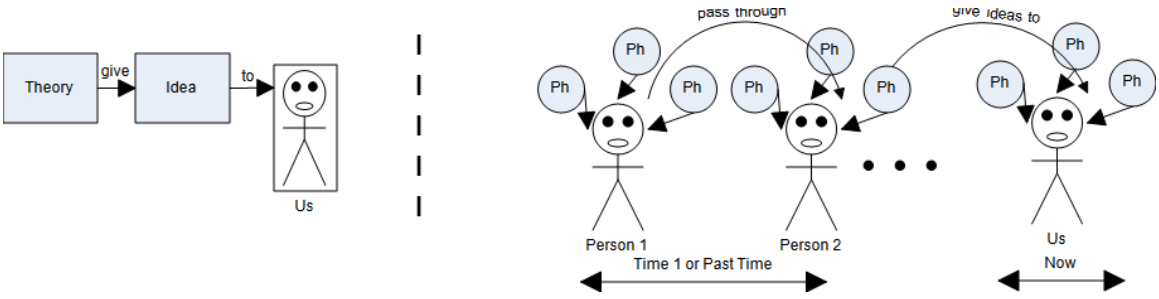
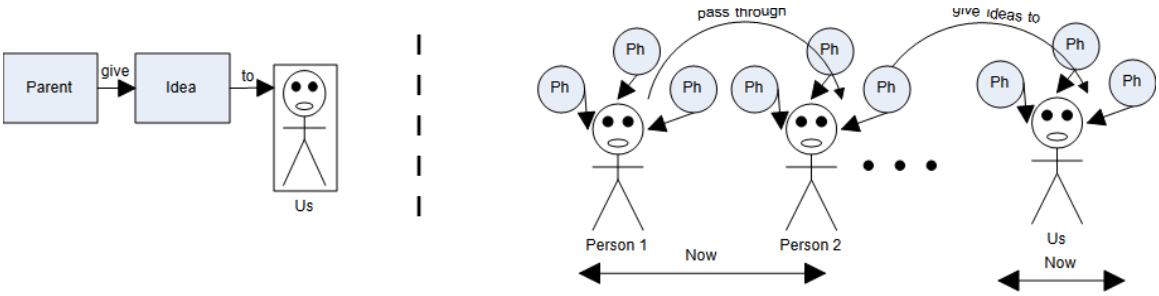
Peter using information theory?	and Peter about the lemonade using idea from our parent that tells us how to provide information.
Do I interact properly with my hands to Ms. Smith and Peter?	Yes, I use idea from our parent that tells us how to interact with each other with our hands
Do I exchange with Ms. Smith and Peter using idea from our parent?	Yes, I use the exchange system theory which is idea about exchange given to us by our parent to exchange with Ms. Smith and Peter.

Example Number 15

If the idea of our application looks like our parent's idea, then our application is error free. If the idea of our application is from our parent, then it is good and our application is error free. Here, let's provide some models to show that when our application is error free and when it is not error free.



From the model to the left, it shows that the idea of our application is from theory given to us by our parent, then it is good. To the right, it shows that the idea of our application is inherited from previous generations then it is not good.



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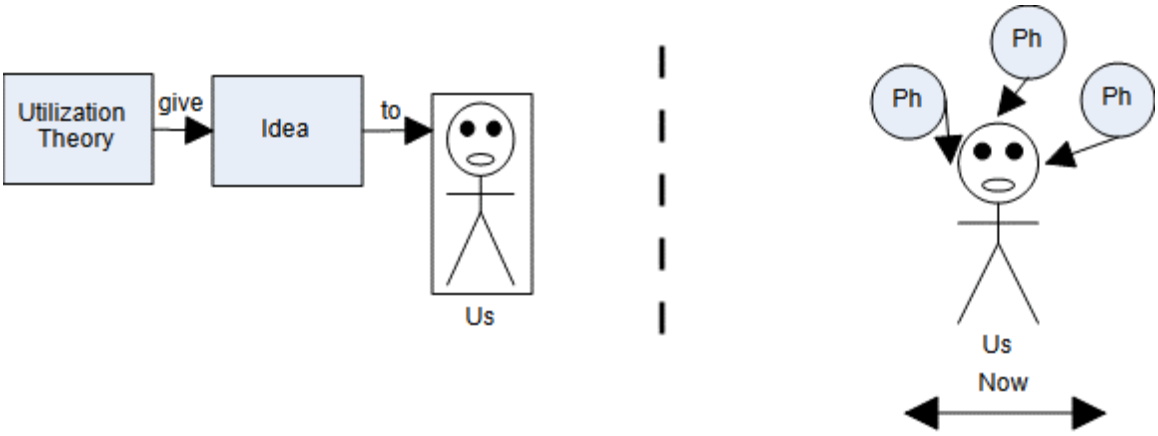
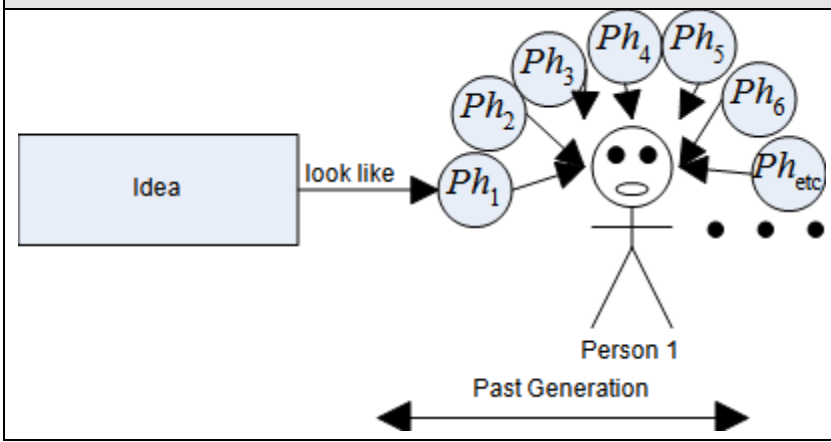
From the model above, to the left it shows that the idea of our application is given to us by our parent, then it is good. To the right, it shows that the idea of our application is adopted from people who are currently alive, then it is not good.



From the model above, it shows that the idea of our application is from our utilization theory, then it is good. To the right it shows that the idea of our application is generated, then it is not good.

From the models above, we can see that when the idea of our application is inherited, adopted, or generated, it is not good. However, if the idea of our application from the theory given to us by our parent, from our parent, or from our utilization theory it is good. In this table, let's show how the idea of our application looks like when it is not good.

Idea	Explanation
	Idea of our application looks like inherited idea from past generation. Therefore, idea of our application is no good

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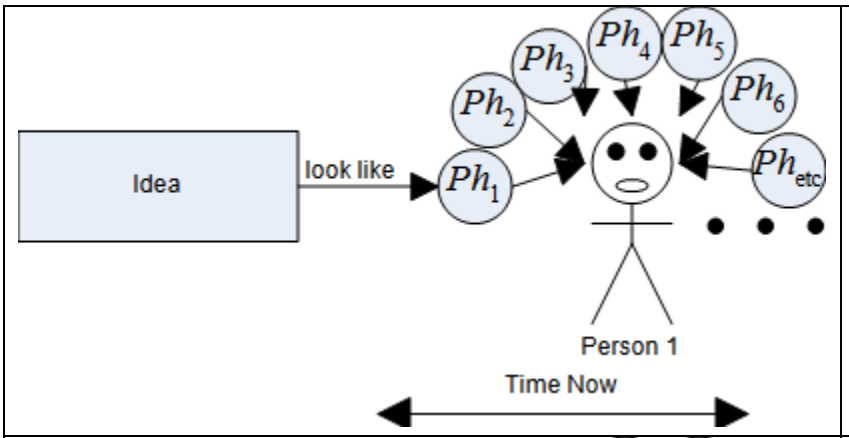
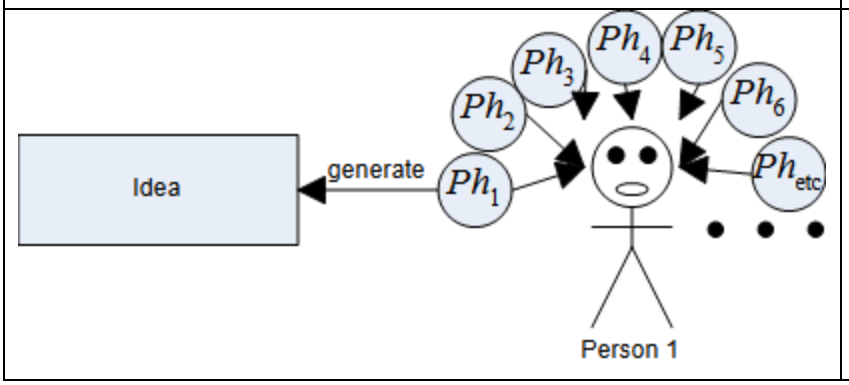
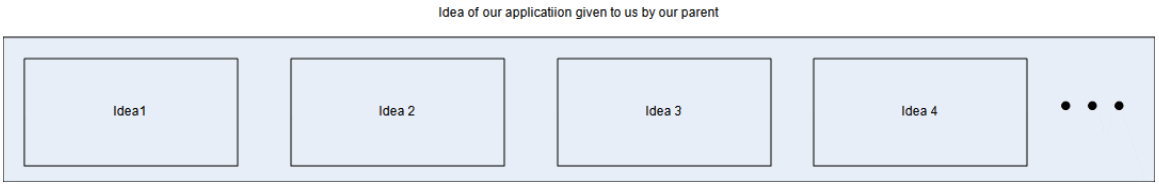
	Idea of our application looks like it is adopted from people alive, therefore it is not good
	Idea of our application looks like it is generated, therefore it is not good.

As we can see from the table above, the result of our application depends on how the idea of our application looks. If the idea of our application looks like our parent's idea, then it is good. If the idea of our application does not look like our parent's idea, then it is not good. When the idea of our application does not look like our parent's idea, it simply looks inherited, adopted, or generated.

To better understand the overall, we can take it like this. After having problems with our application, we turn to our parent for help; then our parent provides us with the idea of our application. We identify the idea of our application given to us by our parent in this form.



Given that we are a theory dependable system and we need theory to give us ideas to execute function of life. In this case, we can show that by this model.

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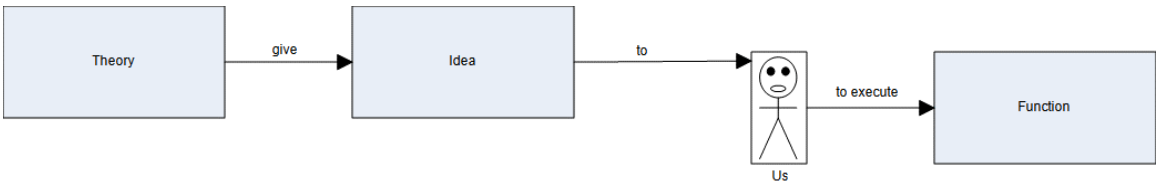
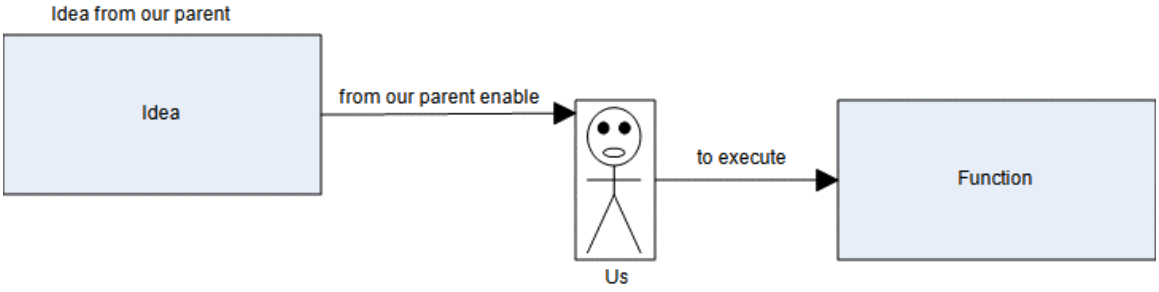
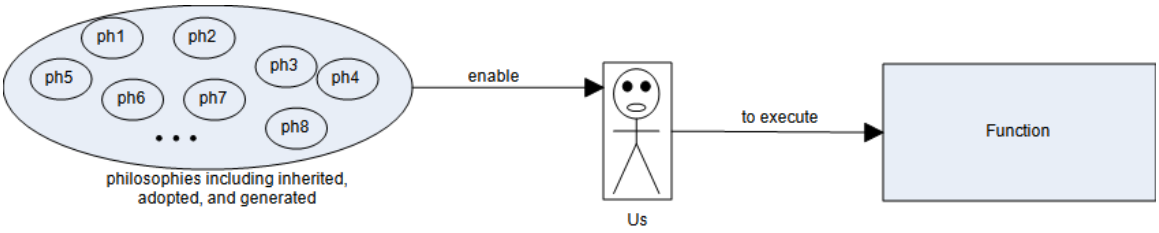


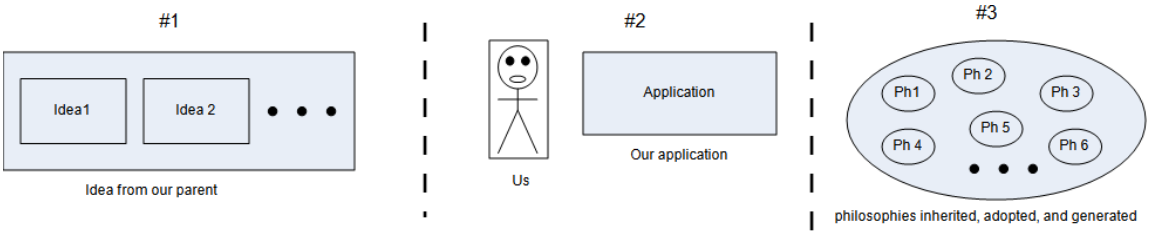
By combining both models above, we can replace the idea from the model above with the idea given to us by our parent. In this case, we have the one below.



As a theory dependable system, we depend on idea from our parent. If the idea from our parent is no longer present, then we have to get the idea somewhere. Now, with the absence of idea from our parent, we have this model.



From the model above, when the idea from our parent is no longer present, we rely on inherited, adopted, or generated ideas. Now, let's put everything side by side with numbers.



From the model above, we always rely on number 1 to give us ideas of our application. Whenever number 1 is not available or present, we rely on number 3 to get idea of our application. The way to look at it, if the idea from our parent is not longer present, then we rely on philosophies.

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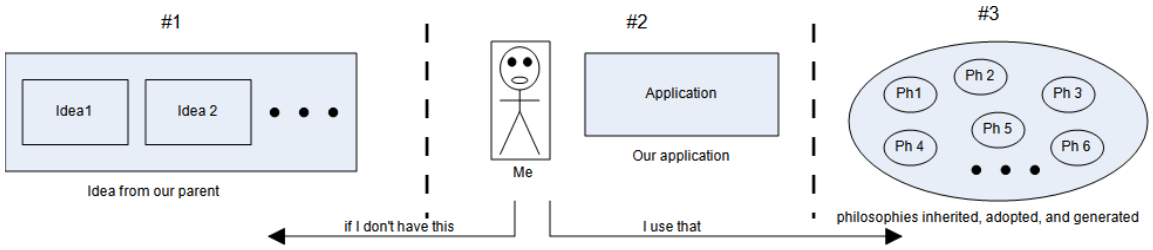

From the model above, we can see that when the idea from our parent is not present, I rely on philosophies. In other words, I don't have idea from my parent so I have other ideas. It is always like that. If number 1 is not available to me, then I rely on number 3. For example, from the application above in number 2, whenever idea from our parent is not present, we rely on number 3 to execute our application.

Example Number 16

We already know that there exists a communication interface between us. For this reason, I am able to communicate with you now using that communication interface. Using the communication interface, we have verified that theory of communication attaches to theory. In other words, as a communication enabled system, our communication interface enables us to verify that theory of communication attaches to a given theory. Because of that, a lot of our interactions include communications. For example in this application, the exchange interactions with Ms. Smith and Peter take communication into consideration. The information interaction takes communication into consideration. So does the usage of my hands to get lemon and sugar from Ms. Smith and Peter also take communication into consideration. To verify if the idea of our application is from our parent, we can verify whether or not an action takes communication into consideration. For example, do I use communication interface to exchange with Ms. Smith and Peter? The table below provides an example of using the communication interface in relationship with some interactions.

Interaction	Communication Interface Usage and Explanation
Exchange interactions with Ms. Smith and Peter	I use the communication interface to interact with Ms. Smith and Peter to perform exchange to get lemon and sugar for the lemonade. During this process, I use communication theory, information theory, and the exchange system theory.
Instrumentation interactions with Ms. Smith and Peter	I use my hands in relationship with the communication interface to interact with Ms. Smith and Peter to get lemon

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	and sugar for the lemonade. During this process, I use my hands in relationship with communication theory, information theory, the exchange system theory, and the instrumentation theory to receive lemon and sugar for the lemonade.

As we can see from the table above, when the interaction does not involve the communication interface, then the idea of the application is not from our parent. In order for the idea of the application to be from our parent, the communication interface must be used in relationship with other interactions. If an interaction is performed in the application with the exclusion of communication, we can conclude that the idea of that application is not from our parent.

While we show the table above in this form, if we want to we can show the same process using questions and answers to verify that the idea of our application is from our parent. The table below shows just that as an example. In this case, we can ask questions whether specific interaction includes communication.

Question	Answer
Do I use communication to exchange with Ms. Smith and Peter to get lemon and sugar to make the lemonade?	Yes, I use the communication interface during the exchange with Ms. Smith and Peter in order to get lemon and sugar for the lemonade. During this process, I use information theory and communication theory, as well as the exchange system theory which are ideas provided to us by our parent.
Do I interact with Ms. Smith and Peter using the communication interact to get lemon and sugar for the lemonade?	Yes, I interact with Ms. Smith and Peter using the communication interface in order to get lemon and sugar for the lemonade, where I use ideas from our parent during the interactions.
Do I use the communication interface to get lemon and sugar from Ms. Smith and Peter?	Yes, I use the communication interface to receive lemon and sugar with my hands from Ms. Smith and Peter. During the interactions, I use instrumentation theory, communication theory, information theory, and the exchange system theory which are ideas given to us by our parent.
Do I communicate with Ms. Smith and	Yes, I communicate with Ms. Smith and Peter

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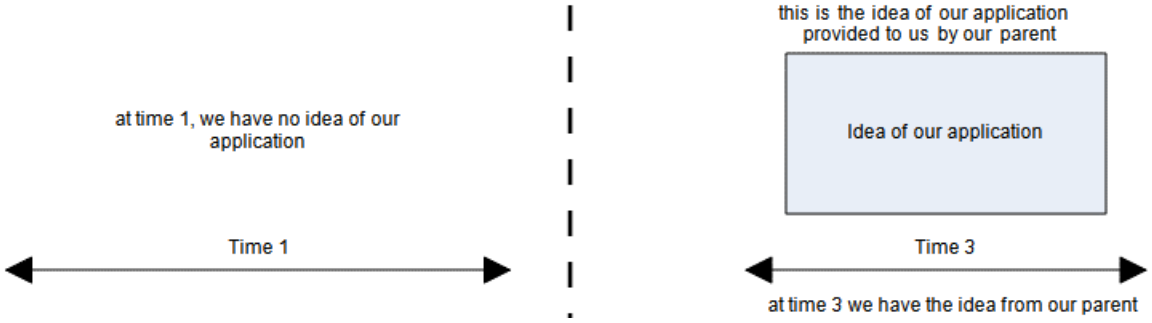
Peter to receive lemon and sugar for the lemonade?	to receive lemon and sugar for the lemonade. During this process, I use my hands in relationship with instrumentation theory, exchange system theory, communication theory, and information theory which are ideas given to us by our parent.

Example Number 17

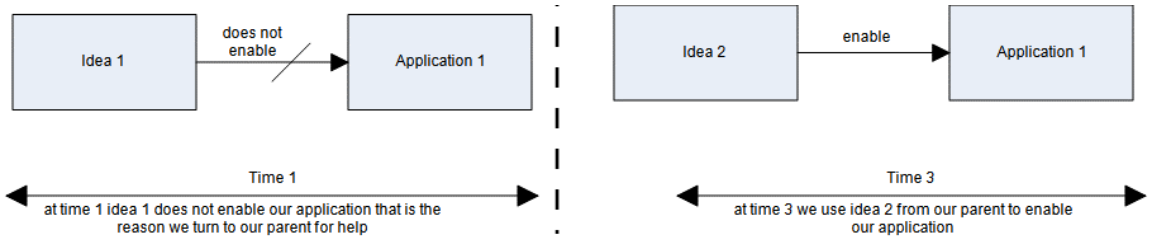
After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. At *Time 1*, we have no idea about our application. At *Time 2*, we turn to our parent for help, where our parent provides us with the idea of our application. At *Time 3,* we use the idea provided to us by our parent to execute our application. If we look at the process here, we can see that there is no comparison in terms of idea of our application. The way to look at it, at *Time 1* we have no idea where at *Time 3* we have the idea. To better understand that, let's illustrate that by the model below.



From the model above we can see that before we had no idea of our application, where after we have idea of our application. Now in terms of comparison, in order to compare an entity, we have to have another entity. In order to compare an entity, we have to have a comparable entity. Since we have nothing to compare with the idea given to us by our parent, we can see that the idea given to us by our parent does not take comparison into consideration.

To better understand the explanation above, let's take it like this. At *Time 1,* before we turn to our parent for help, we have a bad idea about our application. At *Time 3,* we have a good idea of our application. Some of us may think that, since we have a bad idea about our application at *Time 1*, can we compare that idea with the idea that is given to us by our parent? The answer is no. The reason for that is because information about an entity points to that entity. The information about an entity exists, based on the existence of that entity. If an entity does not exist, then its information does not exist as well. Now, we can look at it this way. The idea of an

application enables that application. If the idea of an application does not exist, then that application cannot be enabled. The idea we had about our application did not enable our application. This is why we turned to our parent to give us idea to enable our application. As we can see, there is no way we can compare the idea of our application because we don't have a secondary entity. To better understand the explanation let's take a look at the model below.



From the model above, we can see that our application has a single idea. *Idea 1* at *Time 1* is not the idea of our application. That is the reason we turn to our parent for help. *Idea 2* at *Time 3* is the idea of our application. If we are going to compare *Idea 2* with another idea, the other idea has to exist and it cannot be from our parent. Our parent already gives us what we need to enable our application. In this case we can see that the idea given to our parent is not comparable. What is important here is the idea given to us by our parent for our application is based on fundamental rather than comparison.

By understanding the explanation above, we can us comparison to verify whether the idea of our application is from our parent. If the idea of our application is from our parent, then it cannot be viewed in a comparison approach. However if the idea of our application is inherited, adopted, or generated, it is viewed in a comparison approach. The idea given to us by our parent for our application is based on fundamental. The idea given to us by our parent for our application has a basis. During our application, we can identify the idea of our application and determine if it is based on comparison. If it is based on comparison, then we can conclude that it is not from our parent. This is the same as saying that, if the idea of the application has no fundamental, then it is inherited, generated, or adopted. If the idea of our application has no fundamental, then it is not from our parent. If the idea of our application has no basis, then is inherited, generated, or adopted. In the other hand, if the idea of our application has a basis, then it is from our parent.

To verify whether the idea of our application is based on comparison or fundamental, we can identify the idea of the application and identify comparison in it, then we can conclude that it is not from our parent. By identifying comparison in the idea of the application, we can see that it is inherited, generated, or adopted. We can also ask questions regarding the idea of the application and based on the answers of those questions, we can determine whether there is

comparison. If so, we can conclude that the idea of the application is ether inherited, generated, or adopted.

Understanding System Stability

After having problems with our application, we turn to our parent for help. Our parent provides the idea of our application and the given reference. Now, that we have the given reference provided to us by our parent, we can use the principles from the given reference to execute our application. The reference provided to us by our parent includes all theories that we need to give us ideas to execute our application. Let's identify again the theories from the given reference.

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

We combine all theories in the given reference provided to us by our parent to make up our utilization theory, where we use our utilization theory to execute our application. In this application, we have to use the following theories to give us ideas to execute the function of this application. For instance, the information theory, the communication theory, the exchange system theory, and the instrumentation theory give me ideas to enable me to make the lemonade. Ms. Smith and Peter also get ideas from the information theory, communication theory, the exchange system theory, and the instrumentation theory to enable the making of the lemonade. In this case, we can see me, Ms. Smith and Peter depend on those theories to enable the making of the lemonade. From that, we can see those theories are above all of us in the application,

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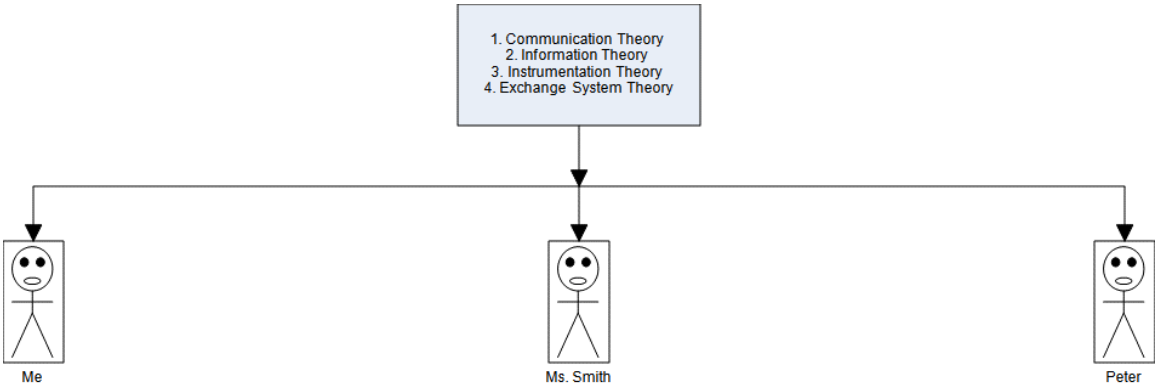
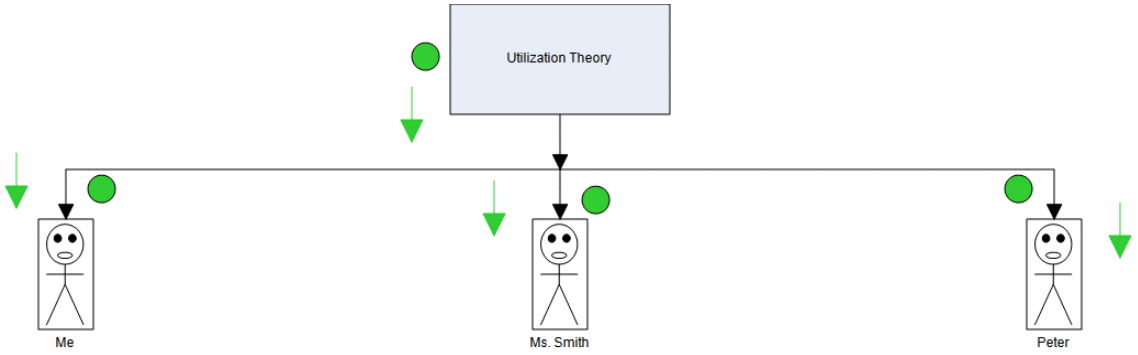
since all of us depend on them. From what we have just said, we can represent the process by the model below.



From the model above, we can see ideas flow from the theories to each of us in the application to enable the execution of the application. While we show each theory in the model, given that those theories make up our utilization theory, we can replace them by our utilization theory instead. We can also list all the theorems that we use in the application as well. For example in this application, we can put a list of theorems such as *communication theorems, information theorems, instrumentation theorems, and exchange theorems.* These are considered to be the theorems that are used by me, Ms. Smith and Peter.



From the model above, we can think it as the idea getting from the theory is like a signal that tells us what to do. For example, the direction of the signal enables us to perform a task. We can think it as ideas flow from the theory to us, once we get the idea it energizes us to perform a task. For example, a signal is flown from the theory to me, once I get it, I am energized by that signal to execute a function. While the model shown in the form above, it is better understood by the one below.

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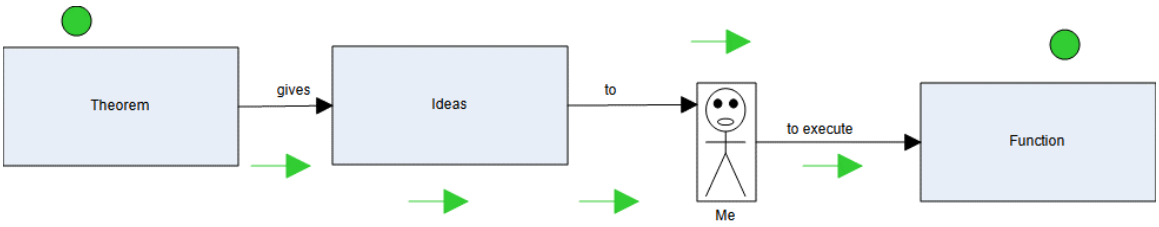
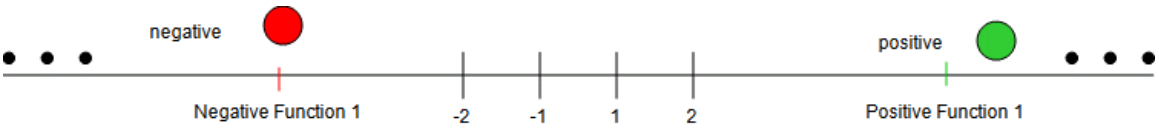


The way to look at it is by thinking relatively about a theorem, that theorem guides our intelligence by providing it with a green light which is a signal to enable us to execute a function. The model shown above applied to everybody in this application include me, Ms. Smith, and Peter.

Before we turned to our parent for help for our application, we were operating in philosophy mode. At this time, we had no idea about our application. By turning to our parent for help, our parent provides us with the idea of our application. To better understand that, we can take it like this. Before we turned to our parent, we have a negative idea of our application. After we turn to our parent, our parent provides us with a positive idea of our application. Here, let's represent this process in term of scaling.

As shown from the model above, before we turn to our parent for help, we were on the negative side of the scale. At that time the idea of our application was negative. After providing us with the idea of the application and the given reference, we expect to be on the positive side.

We can also think it like this as shown below. Before we turned to our parent, the function of our application was negative. After we turn to our parent, the function of our application becomes positive or we expect to have a positive function of our application as shown below.



Since we are an intelligent system, we do have an intelligence and we are theory dependable. At the time our parent provided us with the given reference, it is not possible for us to learn it instantly to be on the positive scale where we want to be. In order to be in the positive scale were we want to be, we must learn the principles given to us by our parent. In other words, in order for us to execute our functions accordingly, we must learn the principle given to us by our

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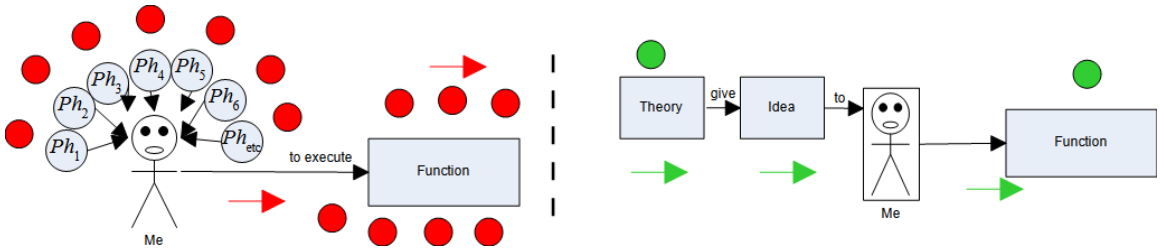
parent in order to execute our functions on the positive scale. As an intelligence system, it is not possible for us to be on the positive scale without learning the given reference. We must learn the given reference in order to be on the positive side of the scale.

Another way to look at it is our parent provides us with the given reference. Our parent expects us to use it in order to execute our functions. In this case, in order to be on the positive side of the scale, we have to use the principles from the given reference. It is not possible to be on the positive side of the scale without using it. Since using it requires the learning process, it is not possible to use it without learning it. Given that the reference is provided to us, it is ours. We shouldn't expect our parent to use it for us. If it was possible for our parent to use it for us, why provide it to us? So it is ours; we have to learn it and use it.

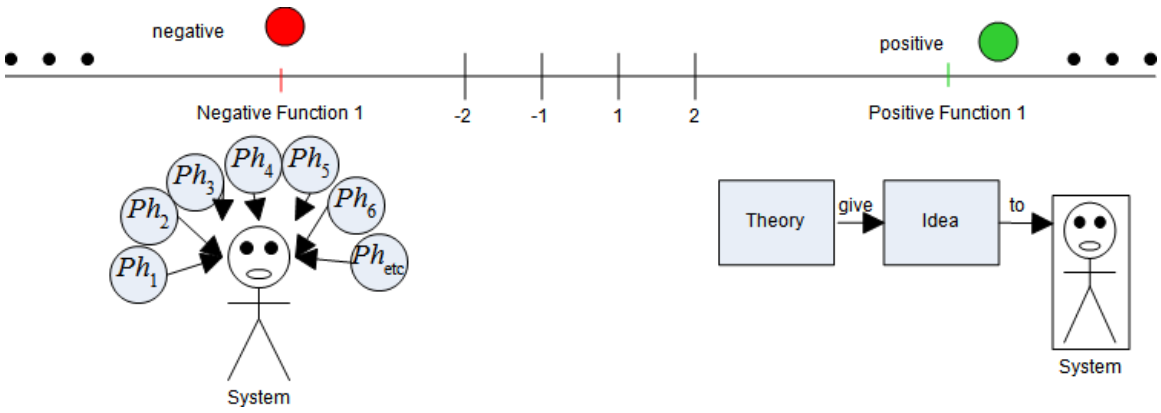
To better understand system stability, we have to look at it this way. Before we turned to our parent for help, we were operating in philosophy mode. At that time, we were not stable. The reason for that is because we had too many ideas for our application. To better understand that, let's represent both the theory model and the philosophy model side by side as shown below.



From the model above, to the left we can see that the system is very confusing with multiple negative ideas as opposed to a single positive idea to the right. The reason the model to the left is so confusing or unstable, each negative idea weights in the system as opposed to a single positive idea. From that we can see theory provides stability to the system as opposed to philosophy, where the system depends on multiple inherited, adopted, and generated ideas. Another way to look at it. From the theory model, we can follow a single route as opposed to the philosophy model, where we have multiple routes to follow. Given that each of us is a single person individually, it is not possible for each of us to follow multiple routes. As we can see, following one route provides stability to the system, where following multiple routes do not provide stability to the system.

To better understand system stability, we can also think it like this. If I execute a function today and it is executed good, then another time I have more confident I then execute it again, and I execute it much better. This pattern provides me with a much better result as time goes; then I

can feel very comfortable about myself in terms of that function execution. In this case, I feel very stable because my mind does not fluctuate or be in multiple directions. From that explanation, we can see that the physical system stability is defined as change in our mind of a function execution in a positive direction. For example, if we combine both models above, we can see that the physical system is stable to the right but unstable to the left. Let's show that by the model below.



From the model above, we can see that the model to the right is more stable while the model to the left is very unstable. Another way to look at it, the model to the right is executing a function, where he/she feels very positive about it while the model to the left is executing a function where he/she does not feel confident about it.

As another example, to better understand the physical system stability, we can think it like this. Before my parent goes to work in the morning, my parent leaves me in the house where my parent tells me somethings I can do and some things that I cannot do. Now, if I do what my parent tells me I can do, I feel very confident about that because my mind is very stable about doing them. While I am doing them, I don't have to think that I am doing something wrong. So my mind does not fluctuate or be in zigzag mode. On the other hand, if I do what my parent tells me not to do, I would not feel comfortable about that. I will feel very unconfident about doing them. In this case, my mind would fluctuate in different direction or be in zigzag mode. That is what stability is. The system is stable if the system can do something and feel confident about it related to time. On the other hands the system is unstable if the system mind fluctuated in relationship with time when doing things. For example, my mind is very stable when I am doing things according to my parent, however my mind is very unstable when I am doing things not according to my parent. The explanation in this paragraph can also be viewed by the model below.

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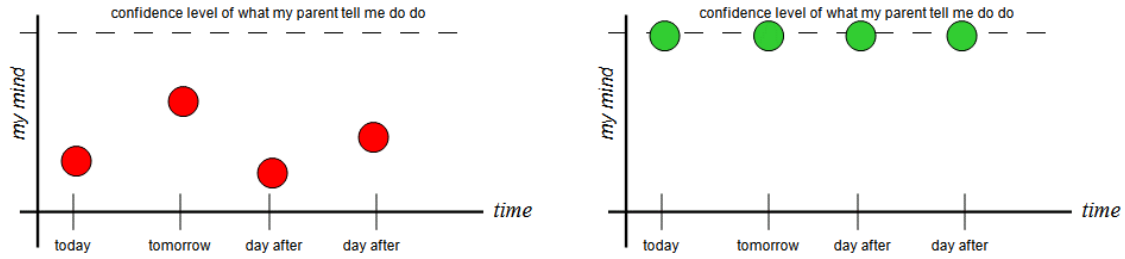
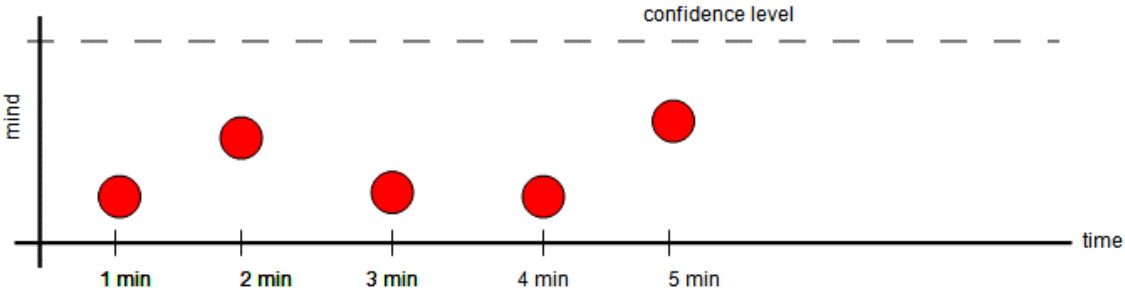


From the model above, we can see that when I am doing things not according to what my parent tells me I can do, my mind fluctuates. The dotted line is viewed as the confidence line. We call it stability line. For example today, I do something my parent tells me not to do, I feel very unconfident while doing it and my heart is beating because I am doing something wrong without any confidence. As we can see related to time, I am doing the same thing, my mind fluctuates or I have an irregular heartbeat as well since I have no confidence in myself. On the other hand, to the right, I feel very confident about doing it and can continue doing that without any heartbeat. My mind does not fluctuate at all because I feel very confident about what I am doing. The dotted line is viewed as a confidence level, and it is viewed as a positive feeling inside me. From the model above, we can see that the model to the left is very unstable while the one to the right is stable.

While we represent the model like that above to show functions execution, we can do it another way. In the model above, each dot can be viewed as a function execution. Another way to look at it is to represent a single function related to time and show the fluctuation of the mind while that function is executed. For example, assume that my parent tells me not to do something. When I am doing it or at the time I am doing it, I would feel very unconfident and my heart would beat. We can represent that by the model below.



From the model above, it shows that if I am doing something wrong which is not according to my parent. My mind is fluctuating at that time. For example, I am executing a negative function for 5 minutes, during this time my mind is going in different direction because I feel very unconfident. Here my mind is not stable because I am not doing it according to my parent.

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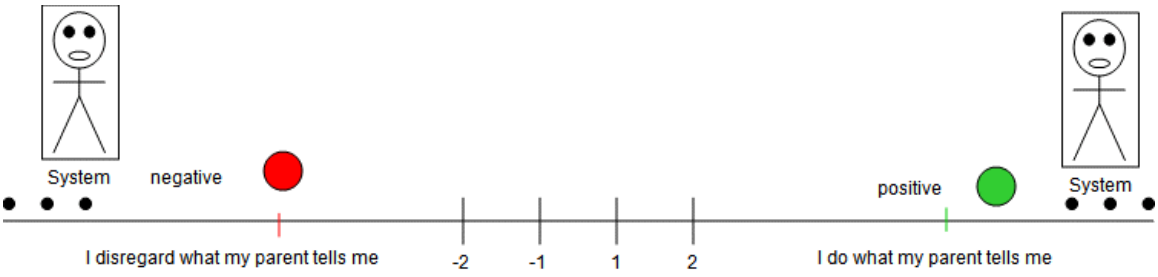
Now, related to the models above and the example, in terms of scaling. There are two ways to look at it. If I do what my parent tells me before my parent goes to work, then I am on the positive side of the scale. On the other hand, if I do things my own way and disregard what my parent tells me not to do, I am on the negative side of the scale as shown below.



In relationship to both models above, we can see that on the positive side, our mind does not fluctuate where on the negative side our mind fluctuates a lot where we become very unstable.

In terms of direction related to stability, let's take it like this. As an intelligent system, we rely on theory to give us ideas to execute our functions. In the event that the theory is not available to give us ideas, we rely on multiple ideas from others which we call philosophies. Those ideas are inherited, adopted and generated. We have shown that previously already. Here we are going to show that the fluctuations of our minds related to the left side and the stability of our minds related to the right side. To better understand that let's take it like this. Our parent tells us function we can execute and functions we cannot execute in the house before going to work. A function we can execute in the house that does not fluctuate our minds and one we cannot execute that enables our mind to fluctuate while executing it. We define the function that we execute related to the instruction or principle given to us by our parent as the right direction, because it points us to the right direction to execute that function. On the other hand, the function that we should not execute does not point us in the right direction. By executing that function, we rely on other ideas by disregarding the right idea to execute that function. Given that that function execution is not related to the right ideas, then execution of that function points to the wrong direction as well. To better understand that, let's look at this model.

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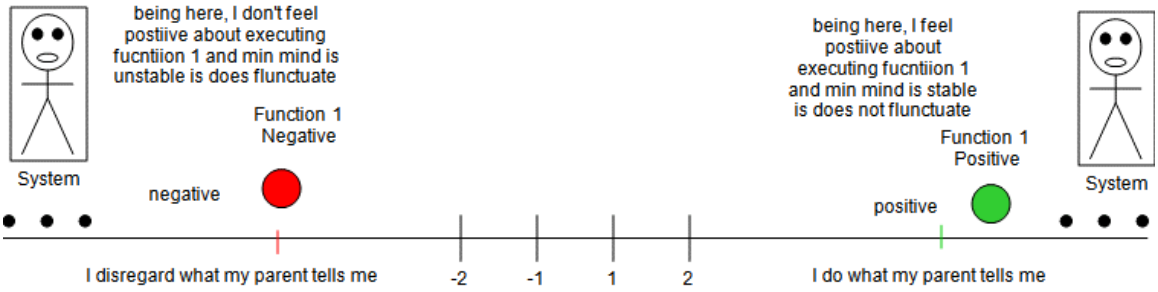

As we can see, the right side provides stability because our mind does not fluctuate and we feel very confident. The right side provides confidence which is stability while the left side provides no confidence which is instability.

In terms of progress, as an intelligence system, when we are on the right side, we tend to move to the right direction related to time. If we are on the left side, we tend to move backward as well. The reason for that because of our intelligence depends on theory which is part of our learning process, where the absence of theory enables us to rely on more negative ideas. Thus, even as we keep learning the principle, we feel more confident on ourselves and executes functions of life.

As pointed out earlier, at the time the given reference is provided to us, we were on the negative side of the scale, we have negative ideas of our application. Once the reference is provided to us, we can learn it to execute our function positively. From the model above, we can see that as we start learning the principles from the reference, we start moving to the right direction. Here we can set a number related to the learning process. It is important to understand that number does not define on paper. That number is naturally defined. In other words, providing a number for a degree of learning does not define on paper. This process is naturally defined.

Understanding our Application Related to Stability

After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. Now that we have the given reference, we can learn the principles from the given reference in order to execute our application. As an intelligence system, it is not possible for us to learn the given reference instantly. However, related to time, we can make progress about learning the principle from the given reference. In this application, we have used the following theories from the given reference.

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Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Exchange System Theory	Es_T

In this application, we can look at the learning process of the theory. For example, when we start working in this application, we have no idea about the given set, the theory communication, the relationships between theory communication and other theories in the set and how to identify theorems in theory. From that, we can see there is a learning process associated with the given set in relationship to us or people in the application. If we want to, we can assign a weight to each of us in relationship to that process. As we pointed out earlier, that weight is defined naturally and it does not exist on paper or in a computer screen. From what we have just said, a weight is assigned to me, Ms. Smith, and Peter as shown by the table below. We mean assign a weight to my understanding, Ms. Smith's understanding, and Peter's understanding.

People in Application	Start Weight
Me	0.02
Ms. Smith	0.04
Peter	0.03

The way to look at it is as Ms. Smith, Peter, and I start to be aware of the principle, we cannot learn it instantly. However, at the beginning we have a little bit of understanding it where we can make progress while learning it. From the table above, a weight is assigned to that process naturally. Think it as scale to 100, where each number above represents very little, or little bit, and so forth. For example, at start I have very little understanding of the principle.

To better understand the explanation above, let's list some theorems I, Ms. Smith, and Peter apply in this application and show the relationship between the understanding of the theorems and the weight represented by the table above.

Theorems	Applied by People	Weight
In an associative system, the usage of instruments in the local system is	Me, Ms. Smith, Peter	Part of weight 0.02 on me, part of weight 0.04 on Ms. Smith, and part of weight

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equivalent to the usage of instruments in the distant system		0.03 on Peter.
In a given sentence, if all words are correct then that sentence is portable	Me, Ms. Smith, and Peter	Part of weight 0.02 on me, part of weight 0.04 on Ms. Smith, and part of weight 0.03 on Peter.
The information about an entity depends on that entity	Me, Ms. Smith, and Peter	Part of weight 0.02 on me, part of weight 0.04 on Ms. Smith, and part of weight 0.03 on Peter.
As an associative system, we exchange entities to enable the functionality of life	Me, Ms. Smith, and Peter	Part of weight 0.02 on me, part of weight 0.04 on Ms. Smith, and part of weight 0.03 on Peter.
The mixture of element to produce a drinkable element	Me	Part of weight 0.02 on me

From the table above, we list some theorems that give us ideas to execute this application and a weight is assigned naturally to the understanding of each person in the application. In other words, a weight is assigned naturally to the understanding of the theorems by the people who apply them.

Given that theorems give us ideas to execute function of the application, each function of the person in the application is executed in relationship to that weight. To better understand that, let's take it like this. My understanding of the theorems is weight at 0.02, therefore my function execution cannot weight more than my understanding of the theorem. From the table below, let's show the function of each person and the weight of the understanding related to that function execution.

People	Function	Function Weight
Me	Make Lemonade	0.02
Ms. Smith	Provide Lemon	0.04
Peter	Provide Sugar	0.03

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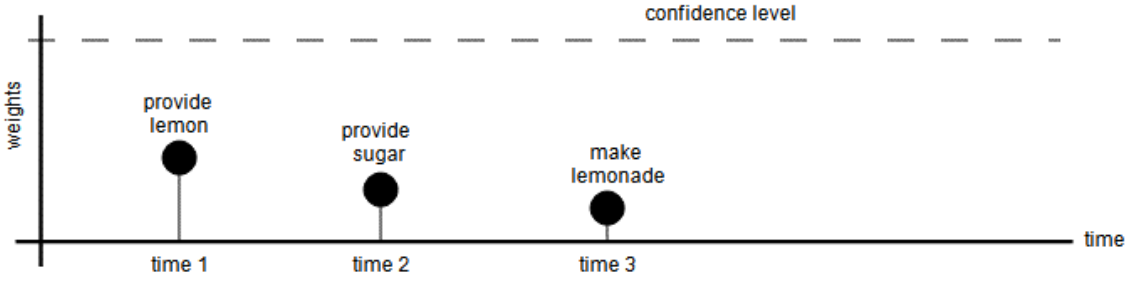
The weights in the table above are related to the understanding of theorems by people in the application. The weight includes understanding of the theorems in the application, the application of those theorems, the relationship of the theorems, the relationship of the theorems and the physical system, the relationships of the characteristics of theory and the characteristics of the physical system and so forth. The way to look at it is the weight includes everything that enables the application or the overall understanding of the given set. While we represent the functions above related to weight in the table, if we want to we can represent them in graphical form as shown below.



As we can see from the model above, each function of the application executes according to the understating of the theorems applied by the people in the application. For example, provide lemon is executed by Ms. Smith related to theorems from the exchange system theory, communication theory, instrumentation theory and information theory. The providing of the sugar for the lemonade is executed in relationship to understanding of theorems in the exchange system theory, instrumentation theory, information theory, and communication theory by Peter. The making of the lemonade is executed in relationship of theorems from those cited theories applied by me. We use the confidence level above as a line to show the highest level of confidence we have not reached yet while we are learning the principle.

To better understand stability of our application in relationship to our confidence level, we can take it like this. The principles that give us ideas to execute a function of our application provides us with confidence to execute that function. For example, I use theorems of communication to communicate with Ms. Smith about the lemonade. The theorems that I use provide me with confidence to communicate with Ms. Smith about that application. To better understand the overall process, let's show some examples by the table below.

Theorem Usage	Action/Function	Explanation
If all words in a sentence are portable, then that sentence is portable	Communicate with Ms. Smith and Peter about the lemonade	That theorem provides me idea to communicate with Ms. Smith and Peter about

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		the lemonade, so I feel very confident about myself. During the communication process, my mind is very stable and it does not fluctuate.
In an associative system, the usage of instruments in the local system is equivalent to the usage of instrument in the distant system	Receive lemon and sugar from Ms. Smith and Peter	That theorem give me idea where I used my hands in a normal manner to receive lemon and sugar from Ms. Smith and Peter. During that process, I feel very confident of using my hands to receive the items. Ms. Smith and Peter also feel very confident about interacting with me to give me the items. During this process, my mind, Ms. Smith's mind, and Peter's mind do not fluctuate. Our minds stay very stable.
In an associative system, the usage of attached instruments in relationship with non-attached instrument enables the functionality of life	Use spoon, knife, cups to make the lemonade	That theorem gives me idea to use those instruments to make the lemonade. During this process, I feel very confident about myself and my mind remains very stable and does not fluctuate at all.

To better understand the table above related to stability of my mind, it is better to represent it in a graph. For example, during the process of communicating with Ms. Smith and Peter, my mind stays stable. During the process of exchanging with Ms. Smith and Peter, my mind stays stable. During the process of interacting with Ms. Smith and Peter, my mind stays stable. During the process of usage external instruments to make the lemonade, my mind also stays very stable. Here, let's represent that by the model below.

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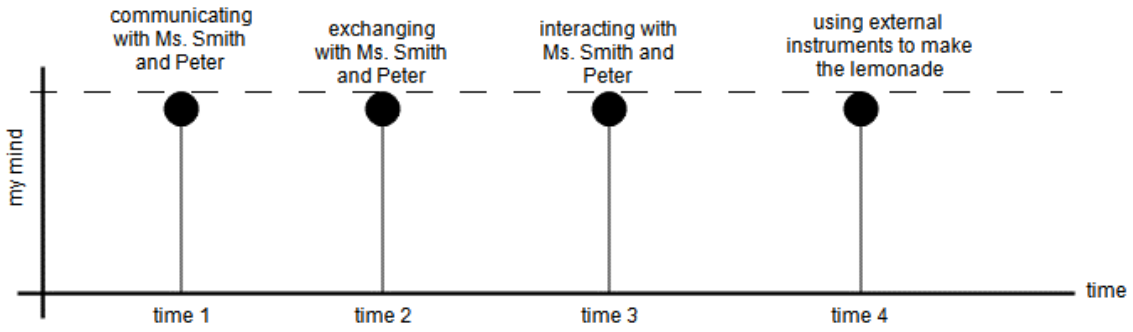
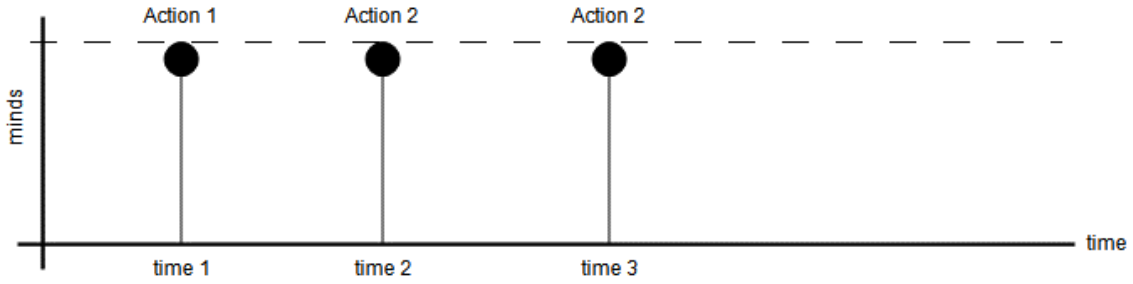


From the model above, the stability line is used to show that my mind does not fluctuate during the functions listed above. The overall process also happens for Ms. Smith and Peter. That makes sense. In order for the application to execute properly, everybody in the application must understand the theorems usage in the application. Here, let's show that in a single graph for me, Ms. Smith, and Peter.



From the model above, *Action 1* is my action which is related to my function. In this case, action 1 includes: communicate with Ms. Smith, communicate with Peter, provide information about the lemonade to Peter and Ms. Smith, interact with Peter and Ms. Smith, and use instruments to make the lemonade. As we can see, my mind is very stable and does not fluctuate or zigzag during the those processes. *Action 2* is related to Ms. Smith function which includes: communicate with me, provide information to me about the lemon, interact with me with her hands, provide lemons to me for the lemonade. During that process, Ms. Smith's mind stays very stable without any fluctuation. *Action 3* is related to the function of Peter which includes: communicate with me, provide me with information about the sugar, use his hands to provide sugar to me which is interacting with me with his hands, and provide sugar to me which is viewed as an exchange. During that process, Peter's mind stays very stable without any fluctuation. As we can see, in order for the application to execute properly, everybody in that application must be stable.

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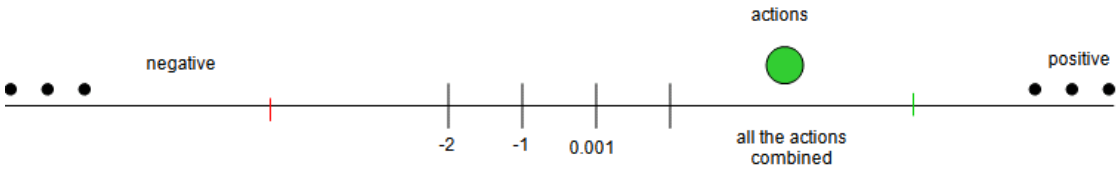
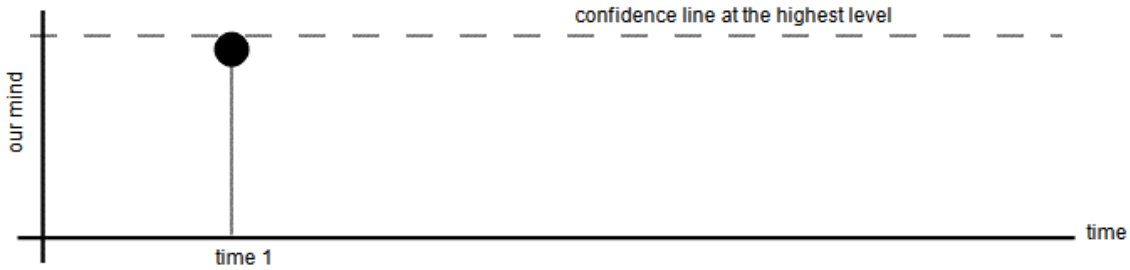
By understanding the explanation above, we can also show the model above using the theory scale. As shown below, all the actions combined are considered to be positive, we show them on the scale as positive.



From the model above, we put all the actions combined in the theory scale to show that they are positive and when we perform them our minds stay very stable and do not fluctuate. The weight is viewed as the understanding of theorems that give us ideas to perform those actions. That weight is related to our understanding of those theorems, our understanding of the relationship of those theorems, the understanding of the theorems in relationship with the physical system, the understanding of characteristics of those theorems in relationship with the characteristics of the physical system and so forth. All contribute to the execution of the application.

The stability line or confidence line shows the time our parent tells us what we can do in the house and what we cannot do in the house before our parent goes to work. We represent this line as the highest level our confidence, since it is defined by our parent in front of us before our parent goes to work and left us in the house. Another way to say that is at the time my parent tells me what I can do and what I cannot do before my parent goes to work, is defined as the highest level of confidence. From what we have just said, we can represent it by the model below.



From the model above, *time 1* is viewed as the time our parent tells us what we can do and what we cannot do before our parent goes to work. While we use *time 1* here, we can name it any time: like *initial time*, *time 0*, and so forth. What is important here is that we set a time when our parent gives us the principle before our parent goes to work.

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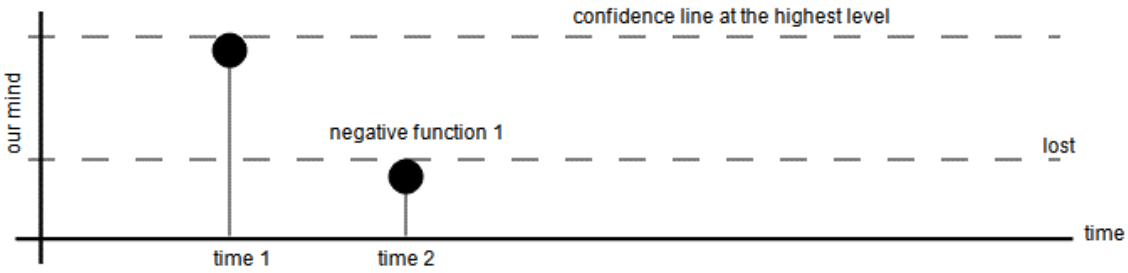
Now that our parent had left to work, our parent is no longer in the house to keep an eye on us. Now that we are about to execute our first function or the first application, we set that time as *time 2*. As we have said previously, if we start at *time 0* or *initial time*, we can set this time as *time 1*. At *time 2*, we disregard what our parent told us we can do and what we cannot do in the house, and we execute our function negatively. Here, we name that negative function *negative function 1*. The way to look at it, given that we no longer use the principle our parent provided to us before our parent went to work, we have no principle to give us ideas to execute *function 1*. In this case, we simply execute *function 1* negatively. Here, let's represent that by the model below.



From the model above, we execute our first function negatively at *time 2*. Since we don't have the level of confidence we have at *time 1*, at *time 2* we simply lost our confidence. The way to look at it is we are no longer using the principle given to us by our parent to execute *function 1*. Therefore we don't have the same level of confidence we had at the time our parent gave us the principle before going to work. From the model above, we simply put a mark there as a loss. We call it loss of confidence which enables us to execute *function 1* negatively.

Since we are a theory dependable system, we depend on theory to executes our function. When the principle is not there to give us ideas, we continue to execute our function negatively related to time. Because of that, when we execute *function 2*, it is going to execute negatively as well. In this case, *function 2* will be executed with less confidence than what we had when we execute *function 1*. That is normal. Because we are a theory dependable system, the absence of the theory enables us to perform more negative. Here, let's put *function 2* in the chat above as shown below.

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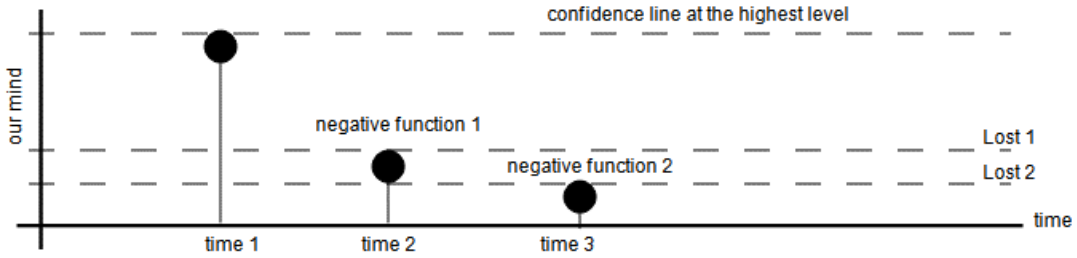
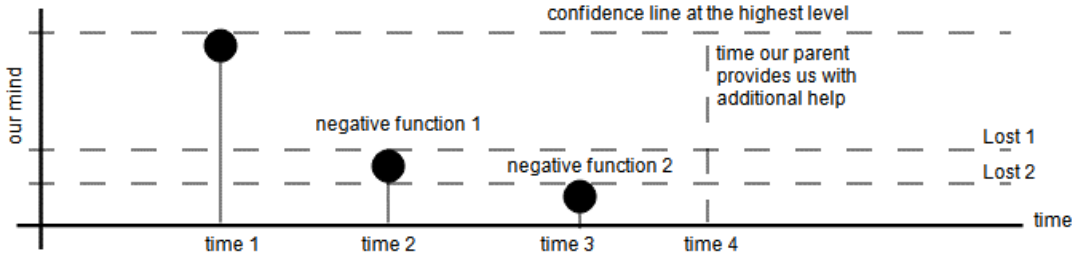


From the model above, we show the execution of *function 2*. Given that the principle is no longer there to give us ideas to execute *function 2*, we execute *function 2* negatively. As we can see, when we execute *function 2* we lost more confidence than what we had in *function 1*. From that, we record another loss. Here we call it our second loss of confidence. As we can see, if we keep doing it, we are going to perform much more negatively and we are going to lose all our confidence as well.

After we have problems with our application, we turn to our parent for help, where our parent provides us with ideas to execute our application. As we keep executing our application, we are not satisfied with the result of our application. As we keep executing our application, we are not satisfied with our application. We know where our parent works, and we can go and ask our parent for help. At *time 4*, we turn to our parent for help, where our parent provides us with the idea to execute our application. Here, let's show that by the model below.



From the model above, we set *time 4* as the time we turn to our parent for help, where our parent provides us with additional help or principle to execute our application. The way to look at it, as a theory dependable system, at the time our parent gives us additional help which is *time 4*, it is not possible for us to have the same level of confidence we had at *time 1* instantly. At *time 4*, we have to start learning the principle. Now that we have the principle at *time 4*, we can start learning it to execute our application. At *time 5,* we are going to execute our first function related to that principle. Let's represent that in the model below.

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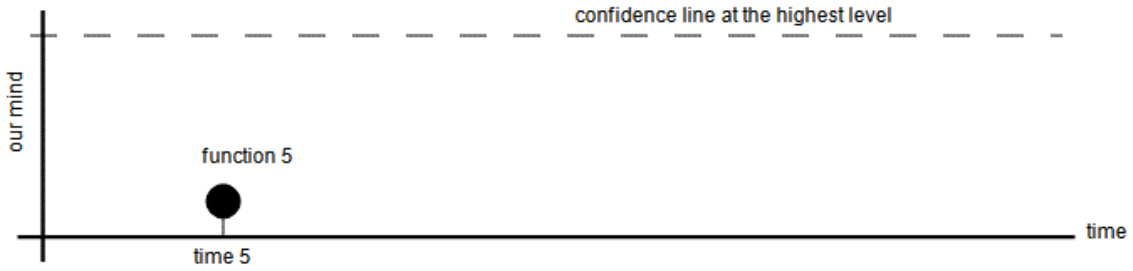
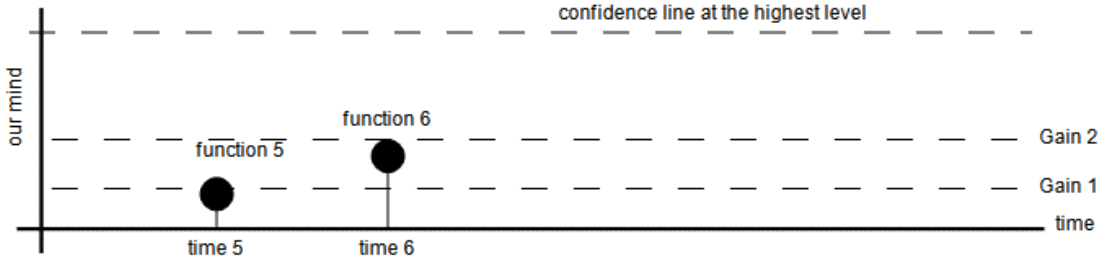
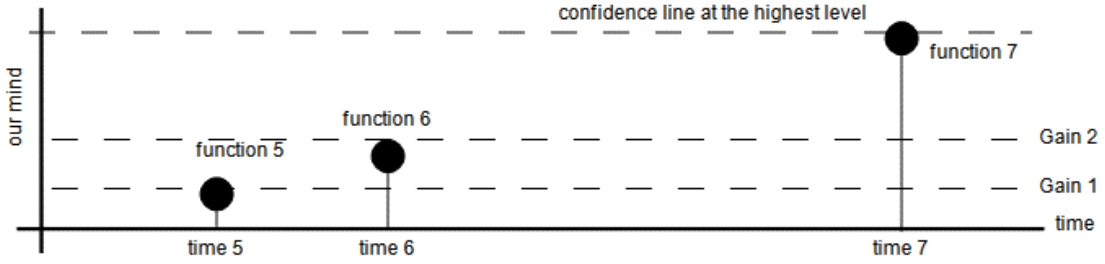


From the model above, as we keep learning the principle given to us by our parent, at *time 5*, we execute *function 5* related to our understanding of the principle. As we can see, it is not possible for us to execute *function 5* to the highest level of confidence. The learning process does not enable us to. Now at *time 6*, with the process of learning the principle, we execute *function 6* much better than we did at *time 5*. Now, let's show the execution of *function 6* by the model below.



From the model above, given that at *time 3* we had a loss, after getting additional help from our parent at *time 4*, we start gaining some confidence at *time 5* to execute our application. At *time 5*, we show a gain of our confidence where at *time 6* we show more gain as we keep learning the principle and execute our function. As we keep doing that related to time, at some point in time, we expect to gain all our confidence back. Now, let's set a time on the chart as *time 7*, where we regain all our confidence back. At this time, we can execute *function 7* according to the highest level of confidence as shown by the model below.



As shown by the model above, the way to look it is as a theory dependable system, as we keep learning the principle, we make more progress in the learning process of our understanding of the

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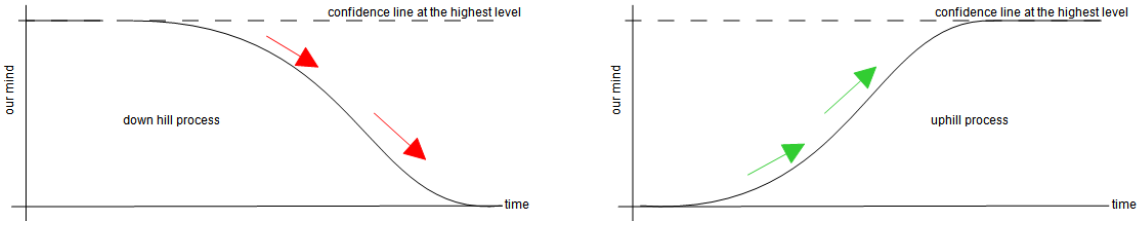
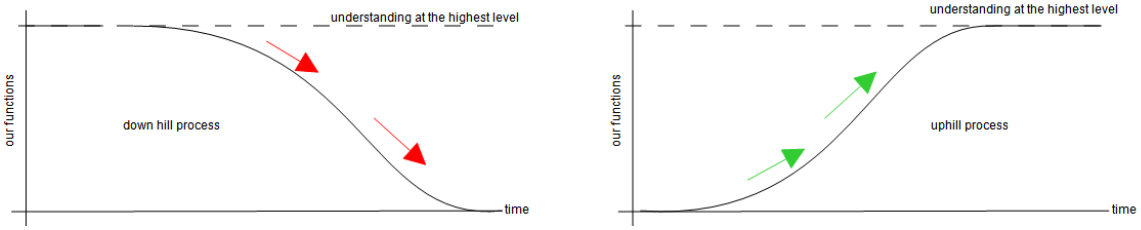
principle. And we execute our application at some point of time with the highest level of confidence.

By understanding both processes above, we can see that as we keep disregarding the principles that enable us to execute our functions, our functions will execute much more negatively related to time. On the other hand, as we keep making progress learning the principle, we will gain more confidence and execute our functions much more positively related to time. From what we have just said, let's represent both processes by the model below.



From the model above to the left, it shows the process of executing our functions by disregarding our parent principle. As a theory dependable system, given that the principle is no longer present to give us ideas to execute our functions, we perform more negatively related to time. The down arrows show that our confidence level comes down related to time. The arrows show the down direction of our confidence or our functions execution. To the right, it shows that as we keep learning the principle, we make progress in our understanding, therefore we execute our functions much more positively related to time. Our learning of the principle increases our confidence level. We use the green arrows to show that our understanding of the principle is going up related to time.

From the model above, given that our functions execute at the level of our understanding, in the y-axis, we can change the label to our functions instead. The way to look at it is we execute our functions related to our understanding of the principle. Our functions cannot execute higher than the level of our understanding of the principle. As we can see, the models above represent the executions of our functions in relationship to the level of our understanding of the principle.



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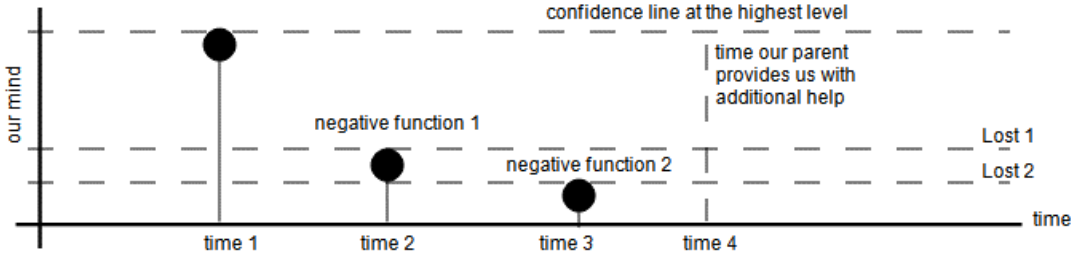
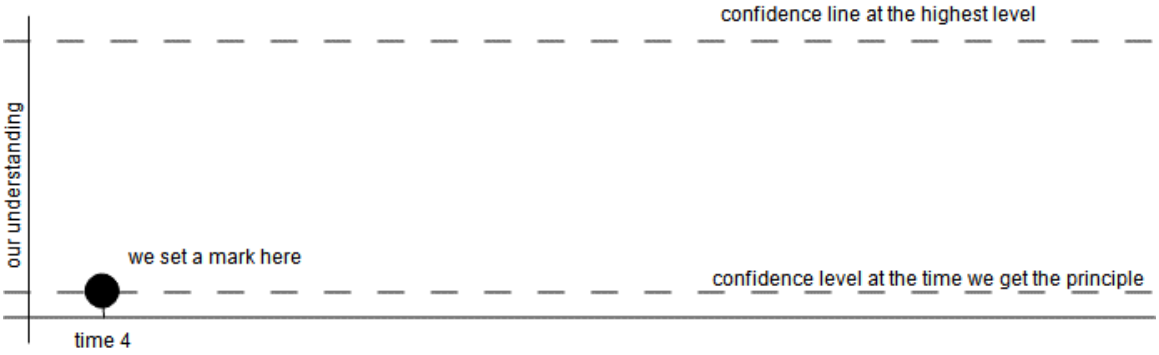
As we have learned previously, as a theory dependable system at the time we turn to our parent and our parent gives us the principle, it is not possible for us to learning instantly. However, as we keep learning the principle related to time, we can make progress in our understanding which enables progress of our functions executions. From the uphill process above, we can represent *time 4* as the time our parent gave us the principle. At that time, we can set a mark on it.



The model above shows *time 4* as the time our parent gives us the principle. Here we set a mark on it. From the model above, we were coming down to the wrong direction, then our parent gives us the principle to points us to the right direction, then we turn around to go to the right direction. Now, let's represent that by the model below.



To better understand the model above, we can think it like this. As we were in the house, we did not follow the right direction to execute our functions. When we turn to our parent, our parent provides us the right direction to execute our functions. At that point, we understand the right direction to enable us to execute our functions. While we say like that, to better understand the overall process, we can look at it like this.

The principle given to us by our parent enables us to execute functions to enable us to live in the house. Once we disregard the principle, we also disregard our existence so does the existence of the house. The reason for that is because the house itself is related to us as well as the functionality of the house. Once we disregard the principle from our parent, we also disregard

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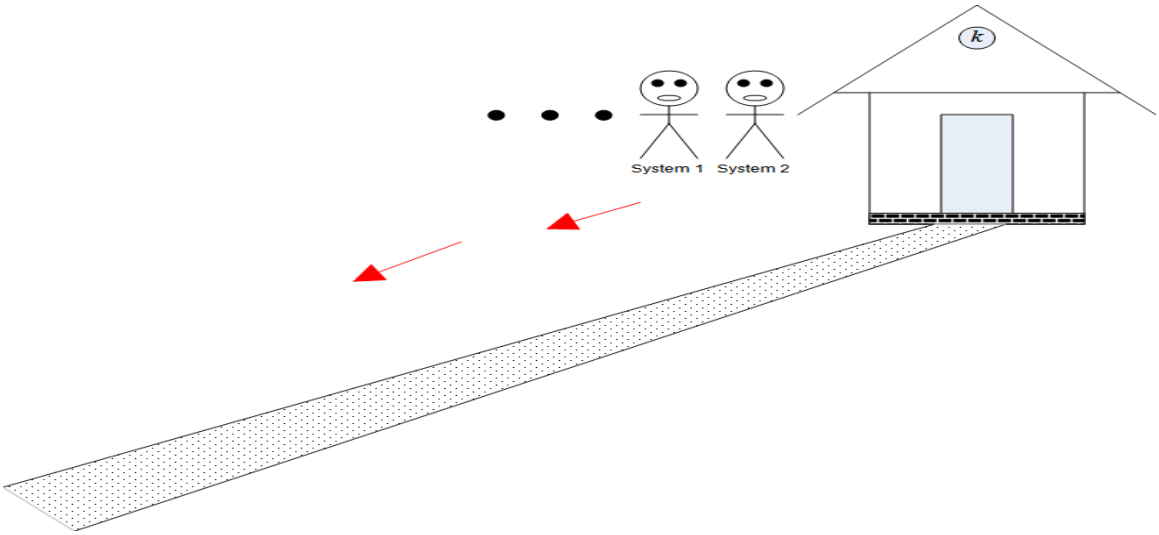
ourselves, the house, our functionality, and the functionality of the house. In this case, we feel that we no longer belong to that house. The reason for that is because we disregard the principle that enables the functionality of the house. Once we do that, the functions that we execute in the house make us feel that we no longer live in that house. In this case, we act like we abandon the house or leave from the house. From what we have just said, we can represent the process by the model below.



The model above shows the process of executing functions negatively in the house. The way look at it is since the functions are executed negatively which are not according to the functionality of the house, we act like we abandon the house. In this case, from our mind, we simply leave the house. This process is related to the functions that we execute in the house that do not enable the functionality of the house. This process is related to the downhill process. We act like we don't belong to the house, therefore we are going down. While we are going down, we turn to our parent for help, where our parent provides with the principle. By getting the principle from our parent to enable us to live in the house, at that time, we turn around. The process is better explained by the model below.

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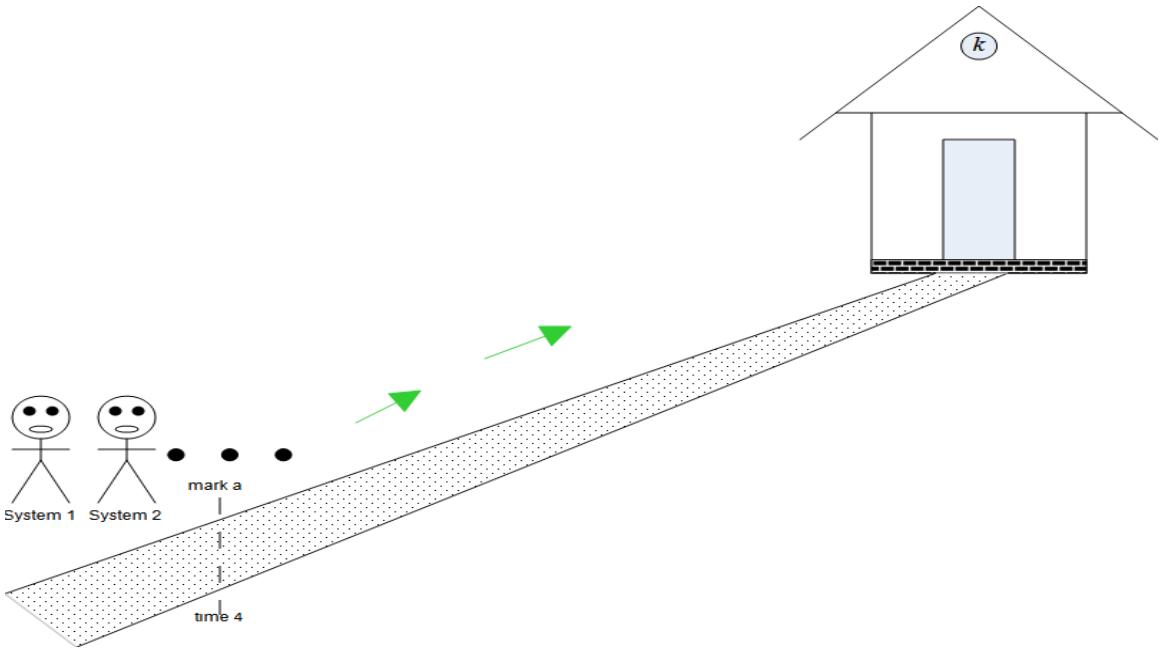

From the model above, *time 4* is the time our parent gives us the principle or feedback to enable us to execute our functions accordingly. At that time, we set a mark and we call it *mark a*. The way to look at it is we were in the wrong direction. Once our parent provides us with the right direction, we record that time and we also put a mark in that road or route. While we say it like that, keep in mind that those entities don't exist on paper or computer screen. They are related to the process of our learning of the principle.

At *time 4*, we get the principle from our parent to enable us to execute functions in the house and we turn around to go back to the house. The way to look at it is before we did not care about the house. We execute functions that do not enable our functionality and the functionality of the house. As soon we get the principle from our parent, we start learning it to execute functions in the house accordingly. As we can see at *time 4*, the arrow points us to the right direction were we start to execute functions accordingly. This process is related to the uphill process, where the process of learning the principle enables us to gain more confidence and execute our functions positively.

As we are making progress of learning the principle, at *time 5* we execute *function 5*. At *time 5,* we can put another mark on the road. Let's represent that by the model below.

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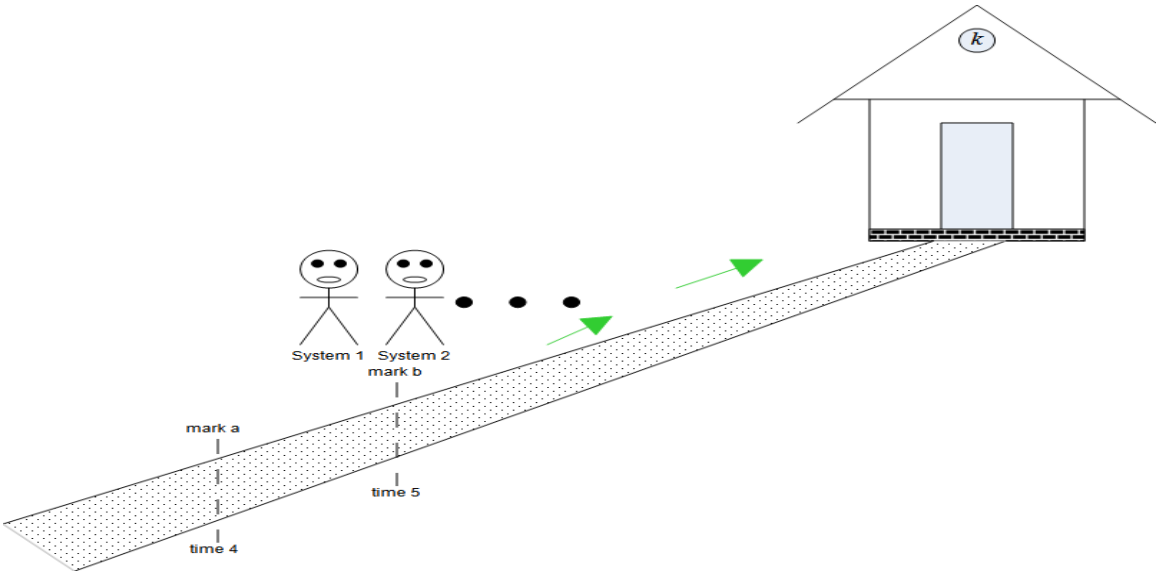
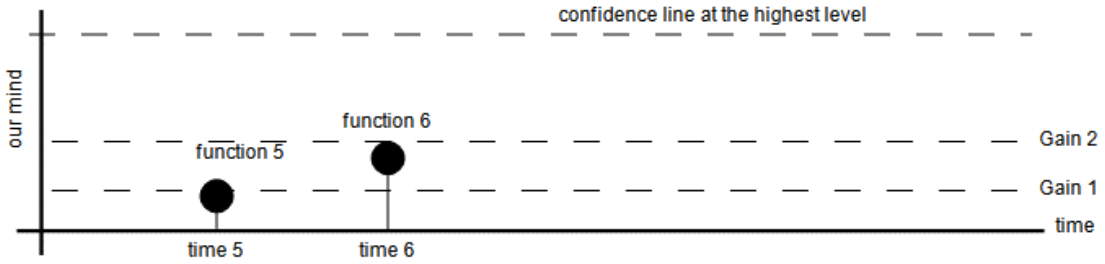


From the model above, we can see that we are making progress in the learning of the principle. As we can see, we move from *time 4* to *time 5* and we set another mark on the road as *mark b*. In this case, we can determine how much we have learned from *time 4* to *time 5*. The way to look at it is the distance marks are viewed at our level of understanding and how far we are from the highest level.

The process above is related to the model below. As shown by the model below, as we move up to the direction of the house, we execute *function 6* which executes better than *function 5*. That makes sense, because we learn more at *time 6* and we are closer to the house than we were at *time 5* or *mark c*.



From the model above, as we keep learning the principle, at some point in time, we expect to be in the house. As we keep learning the principle, at some point in time we expect to be at 100% stability. At that time, we expect to be at the highest level of confidence.

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Understanding our Application Related to Stability

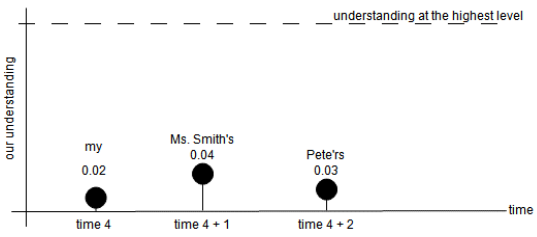
In this application, previously we have seen how the understanding of the theorems applied by everybody in the application weighs on this application. Those understandings include my understanding, Ms. Smith's understanding, and Peter's understanding. As we start learning the theorems that enable the application, we have a better understanding of those theorems where we can execute our application better accordingly. Previously, the following weights were used as our stating points.

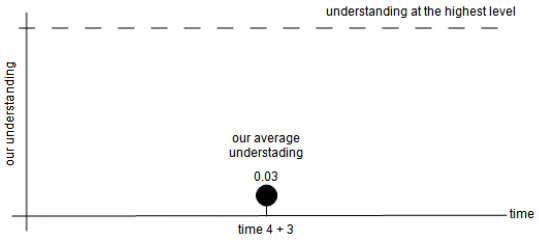
People in Application	Start Weight
Me	0.02
Ms. Smith	0.04
Peter	0.03

As we have learned, as we make progress learning the principle, we make more progress in executing our application. From the table above, at the time the principle was given to us, this is where we are at. To better understand that, let's put that time next to the weight to show the time the principle was given to us.

People in Application	Start Weight	Time
Me	0.02	*time 4*
Ms. Smith	0.04	*time 4*
Peter	0.03	*time 4*

Given that the function of the application is the function of everybody combined in the application, the overall weight of the understanding is viewed as the average weight of people in the application. In other words, the application has a single function and everybody contributes to that function, therefore that function is viewed as the average understating of theorems applied by the people in the application. From that, we can represent it by the models below.





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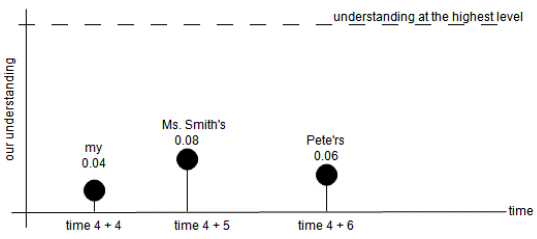
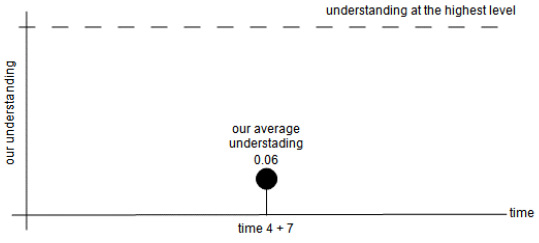
From the model above to the left, it shows the understanding of the principle of everybody in the application, including me, Ms. Smith, and Peter. Here, we start at *time 4* to show the time the principle is given to us by our parent. We can choose anytime that we start learning of the principle or we start being aware of it. We show different times for me, Ms. Smith, and Peter because of the functions execution. For example, *time 4 + 1* is viewed as the time Ms. Smith provides lemon to me for the lemonade, where *time 4 + 2* is viewed as the time Peter provides sugar to me for the lemonade. Here, *time 4* is set at the starting time. If we want to, we can set it as *time 4+* and put it after *time 4 + 3*. We use it here, just to show the starting. To the right, we show the average understanding of everybody in the application. The average includes my understanding, Ms. Smith, and Peter combined. While we set the average here at *time 4 + 3*, it does not matter, we can set it at *time 4 + 2* as well.

After we have problems with our application, we turn to our parent for help; where our parent provides us with the principle. We start learning the principle and execute our application. As we keep learning the principle and make progress with our learning, our application executes much better in relationship with our understanding of the principle. Now, at *time 4 + 4*, our understanding of the principle increases naturally. To better understand that, let's show that by the table below.

People in Application	Start Weight	Time
Me	0.04	*time 4 + 4*
Ms. Smith	0.08	*time 4 + 5*
Peter	0.06	*time 4 + 6*
Our Average	0.06	*time 4 + 7*

From the table above, we can see that as we keep learning the principle. We have a better understanding of the principle, therefore naturally another weight is attached to that understanding. From what we have just said, we can represent that process by the model below.





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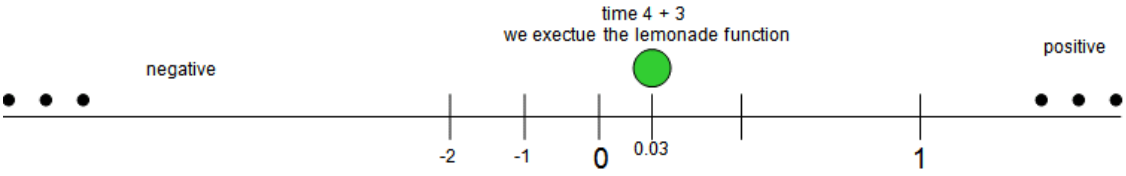
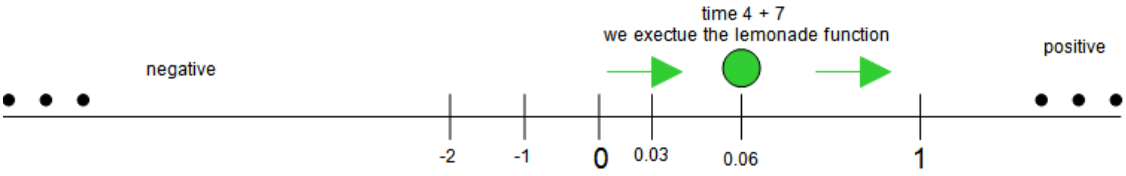
As we can see related to time, we have a better understanding of the principle while we are learning the principle and our function executes much better. Here, let's represent our function execution on the theory scale.



From the model above, as we make progress learning the principle, at *time 4 + 7* we execute our function again. As we can see from the model above, at *time 4 + 7* we execute the function much better as we make progress in our learning of the principle. We use the green arrow to show the progress of our understanding as we move to the right.



From the model above, we can see that from *time 4 + 3* to *time 4 + 7*. We have gained from our understanding of the principle. If we want to, we can record that gain from the graph we have previously shown. Where the total gain is calculated and the difference between the first gain and the second gain.

At the time we received the principle from our parent, it is not possible for us to reach our destination instantly. However, as we continue making progress in learning the principle, we expect to get to our destination at some point in time. At *time 4 + 3*, we execute our first function with an average understanding of 0.03. Let's show that related to our destination by the model below.

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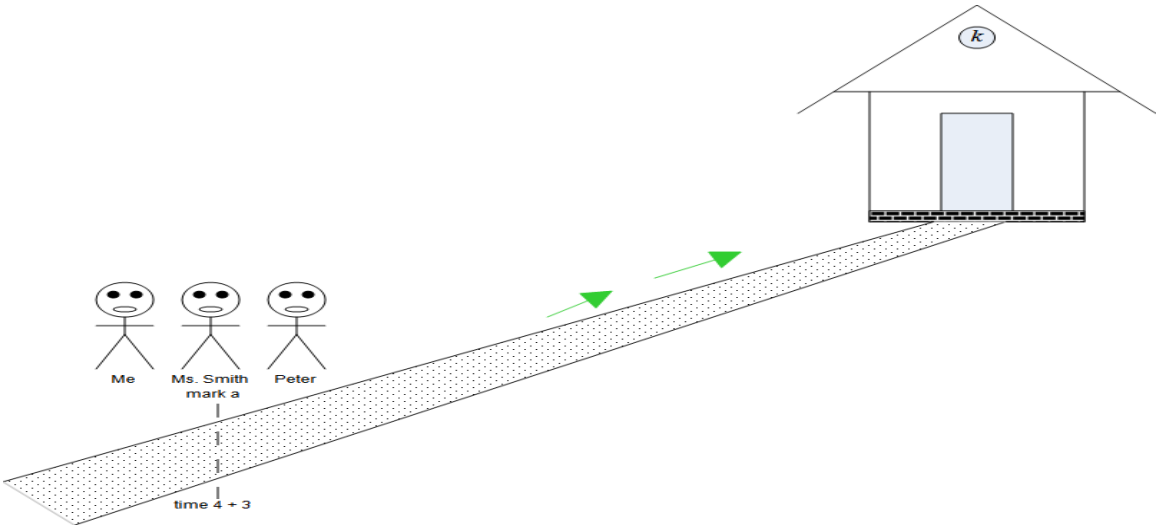
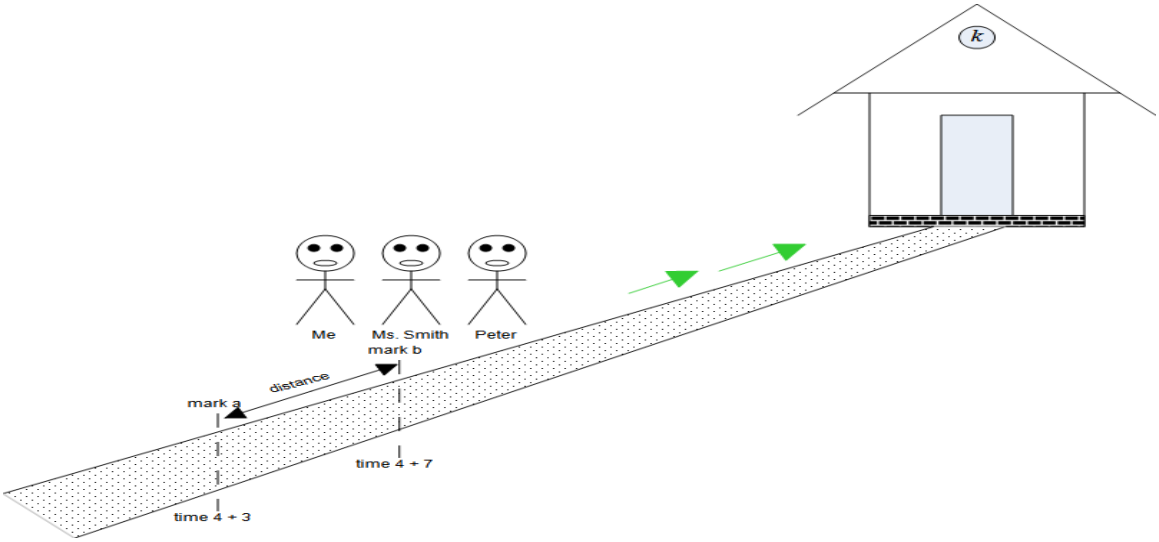


As shown by the model above, at *time 4 + 3* we execute our first function of the application and we set a mark in our route. That mark we set is viewed as the average of our understanding. In other words, the average understanding of everybody in this application. In this case, that mark is set as *0.03*, which is the average understanding of theorems applied by me, Ms. Smith, and Peter. As we make progress learning the principle, we expect to make progress in our understanding and execute our functions much better. Now, as we continue our route, we gain more in our understanding of the principle. At *time 4 + 7,* we execute our function again which is related to a better understanding of the principle compared to our previous execution. At that time, we have a gain in our understanding. Let's show the process by the model below for better understanding.



From the model above, as we make progress in our learning process, we get closer to the house. As we make progress learning the principle, we execute our function much better. As we make

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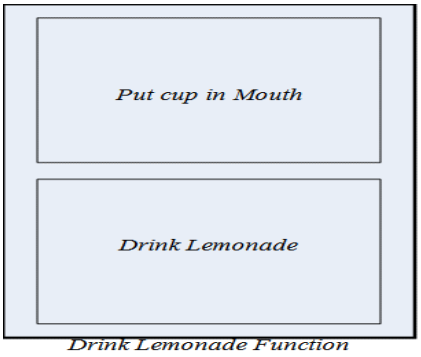
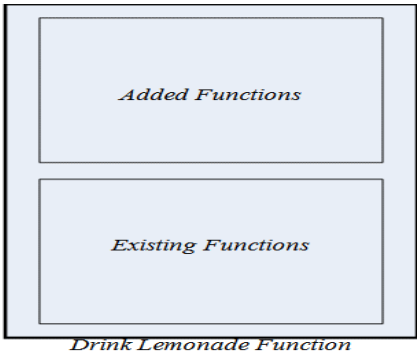
progress in the learning of the principle given to us by our parent, we start making progress executing our functions according to our parent principle. In this case, we are making progress approaching our destination which is viewed as the highest level of the understanding of the principle. As an example, as we continue learning the principle to execute our application, we execute our application again at *time 4 + 7* where our application executes much better than previously. At that time, we set at point *mark b* on our route. As we can see above, the distance between the two points is being viewed as a gain in our understanding. Comparing to *mark a*, we can see that at *mark b*, we are closer to the house. From that, we can see that *mark b* is related to the graph set at *0.06*, where the distance is the difference between the two marks is *0.03*. As we can see, as we make progress learning the principle, we execute our function much better and we get closer to our destination.

Understanding Stability Related to Existing Functions

We know that our application is executed in the form of





As we have learned, the added functions are not stand alone, they need the help of existing functions in order to execute. In other words, a function that we add to life cannot exist by itself. In order for that function to exist, it needs an existing function or existing functions to work with. To better understand that, let's take each function of the application and provide an example of existing functions each added function works with or execute with the help.

Person	Function	Existing Functions
Me	Make Lemonade	Drink lemonade, use hand to get lemon and sugar from Ms. Smith and Peter, talk to Ms. Smith an Peter

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Ms. Smith	Provide Lemon	Use hand to give lemon to me, talk to me about the lemon, walk to open the door for me
Peter	Provide Sugar	Use hand to give sugar to me, talk to me about the sugar, move hand, walk to open the door for me

Now that we can identify the existing functions that are executed in relationship with the added functions, here, let's redefine the existing functions from the table above by listing them below again. From the table above, *drink lemonade* is an existing function, *drink water* is also an existing function and so forth. As we can see, the existing function here is *drink* by itself. I talk to Ms. Smith and Peter about the lemonade, they talk to me as well about the lemon and the sugar. Therefore, the existing function here is *talk*. Ms. Smith uses her hands to provide lemon to me, she uses her hands to open the door for me. I also use my hands to get the lemon from Ms. Smith. Peter uses his hands to put sugar in the cup for me and hand it to me. I use my hands to receive the sugar from peter. As we can see, the overall function here is *move hand*.

Person	**Function**	**Existing Functions Relation**
Me	Make Lemonade	Drink, talk, move hand, walk, move feet
Ms. Smith	Provide Lemon	Move hand, talk, walk, move feet
Peter	Provide Sugar	Move hand, talk, walk, move feet

From the table above, we can see that the process of opening the door requires the movement of the hands, so do the process of providing lemon to, providing sugar to me, make the lemonade and so forth. Therefore, the movement of the hands is used to perform all those functions. In this case, all these functions are executed with the help of a single existing function. The walk and the movement of the feet can also be viewed as a single function. Now, let's use a table below to show those functions from the table above by using number.

Person	**Function**	**Existing Functions Relation**

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Me	*afunction 1*	*efunction 1, efunction 2, efunction 3, efunction 4*
Ms. Smith	*afunction 2*	*efunction 5, efunction 6, efunction 7*
Peter	*afunction 3*	*efunction 8, efunction 9, efunction 10*

From the table above, we use *afunction* to show our added functions and *efunction* to show existing functions. As we can see, *move feet* and *walk* are viewed as a single function. From the table above, there is a *move hand* function that is executed by me, Ms. Smith and Peter. There are also *talk* and *walk* functions that are executed by me, Ms. Smith, and Peter. From the given set, we have learned that *in an associative system the usage of instruments in the local system is equivalent to the usage of instruments in the distant system*. Since the usage of instruments in the local system is equivalent to the usage of instruments in the distant system, the functions of instruments in the local system must be equivalent to the functions of instruments in the distant system. Therefore, *efunction 2* of *System 1* must be equivalent to *efunction 2* of *System 2* and *System 3*. In this case, *walk*, *talk*, and *move hand* are viewed as single functions to all of us: me, Ms. Smith, and Peter. From what we have just said, let's represent the table above by the one below for better understanding.

Person	**Function**	**Existing Functions Relation**
Me	*afunction 1*	*efunction 1, efunction 2, efunction 3, efunction 4*
Ms. Smith	*afunction 2*	*efunction 2, efunction 3, efunction 4*
Peter	*afunction 3*	*efunction 2, efunction 3, efunction 4*

From the table *efunction 2, efunction 3, efunction 4* are considered to be functions for me, Ms. Smith, and Peter, which represent *move hand*, *walk*, and *talk*. Now, let's represent the functions in the table above in the functional system.

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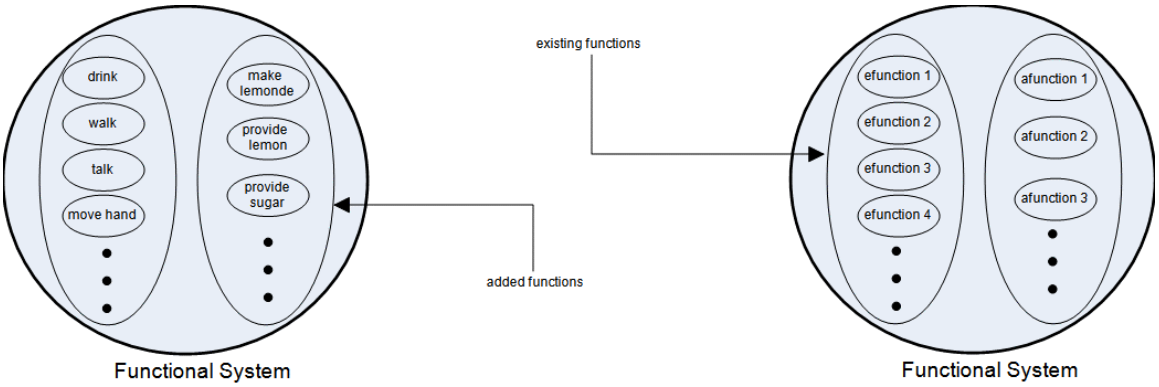

As we have learned, the function of our application is executed in relationship to our understanding of theorems that enables our application. For example, the function of our application cannot execute higher than our level of understanding of those theorems. Since our added functions are not stand alone, they require the help of existing functions. In this case, the stability of our added function is also affected by the stability of existing functions. In order to make the lemonade, the following existing functions are executed in relationship with added functions: *talk, walk, move hand, and drink*. Now, let's look at the stability of those functions related to the stability of our added functions.

People	eFunction	Explanation
Me	*move hand, walk, talk*	Execute in relationship of my understanding
Ms. Smith	*move hand, walk, talk*	Execute in relationship of Ms. Smith understanding
Peter	*move hand, walk, talk*	Execute in relationship of Peter understanding

From the table, my understanding of the theorems for this application is 0.02, where Ms. Smith's understanding is 0.04, and Peter's understanding is 0.03 and our average understating is 0.03. Therefore the existing functions above are weighted in our application as well. In other words, the executions of the existing functions affect our application. For example, in this application we can see that the *Make Lemonade* function, the *Provide Lemon* function, and the *Provide Sugar* function are enabled by *move hand*, *walk*, and *talk*. Therefore those functions stability affect our function. To better understanding that, let's provide some explanation by the table below.

People	eFunction	Explanation

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Me	*move hand, walk, talk*	I feel very confident and stable talking to Ms. Smith about the lemonade. I feel confident and stable to walk to her house. I feel very confident and stable to move my hands to get the lemons from her.
Ms. Smith	*move hand, walk, talk*	Ms. Smith feels very confident and stable to talk to me and move her hand to hands me the lemons. She feels very confident to walk to open the door for me when I get to her place.
Peter	*move hand, walk, talk*	Peter feels very confident and stable to talk to me about the lemonade. He feels stable and confident to move his hands to put sugar in the cup and hand to me. He feels stable and confident to walk and open the door for me.

As we can see from the table above, in order for the making of the lemonade to be executed, the *move hand* function must be stable. In order for the *provide lemon* function to be executed, the *move hand* function, the *walk* function, and the *talk* function must be stable as well. In order for the *provide sugar* function to be executed, the *talk* function, the *move hand* function, and the *walk* function must be stable. As we can see, our application cannot be stable without the stability of existing functions.

From the table above, in order for the functions of our application to be executed, the identified existing functions must be executed as well. In other words, in order for us to execute our application, multiple existing functions are needed to be executed in relationship with the function of our application or added functions of our application. Given that the execution of an existing function enables the execution of multiple existing functions, the stability of our application depends on multiple other existing functions that are not listed above. For example, existing functions such as *look, head movement, eye movement* and so forth. The way to look at it, if we identify an existing function *eFunction 1*, this function is enabled with other existing functions such as *eFunction 2, eFunction 3,* and so forth.

Understanding Stability of Existing Functions Related to Our Application

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We already know that our added functions execute with the help of existing functions. An added function is not a standalone function and it needs an existing function to execute with. For example, the making of the lemonade requires the drinking function. The providing of the sugar for the lemonade requires the moving hand function. The providing of the lemon for the lemonade requires the moving hand function. The providing lemon for the lemonade and the providing sugar for the lemonade require the talk function or the communicate function. As we can see, any function that we add to life requires the executions of existing functions. Here, let's concentrate on the making of the lemonade.

In order to make the lemonade, the following theorem has been interpreted: *the mixture of elements to produce a drinkable element* to *the mixture of lemon, water, ice, and sugar to produce a lemonade*. Here, let's write the presented theorem in this form:

$$lemonade = water + lemon + ice + sugar$$

Let's revised the presented theorem above in the form below

$$lemonade = water + lemon + sugar$$

That makes sense, because without ice we still have lemonade. Now, let's represent everything from the presented theorem above in natural form without any derivative element. In this case, we have

$$lemonade = water + lemon + sugar\ cane$$

$$lemonade = water + lemon + cane$$

What we tried to do here is to present each natural element above where we can associate them with their respective existing functions. From what we have just said, let's represent the process by the table below.

Natural Element	Associated Existing Functions
Water	*efunction 1*, *efunction 2, efunction 3, efunction 4, etc.*
Lemon	*efunction 5*, *efunction 6, efunction 7, efunction 8, etc.*
Cane	*efunction 9*, *efunction 10, efunction 11, efunction 12, etc.*

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From the table above, we list multiple existing functions that must be executed in order to enable those natural elements that enabled our application. We put them in the form above, to show those functions can be different for one natural element and another natural element. However since existing functions are related, we can also put it in a form where the same functions are needed to be executed for different natural elements as shown by the table below.

Natural Element	Associated Existing Functions
Water	*efunction 1*, *efunction 2, efunction 3, efunction 4, etc.*
Lemon	*efunction 1*, *efunction 2, efunction 3, efunction 4, etc.*
Cane	*efunction 1*, *efunction 2, efunction 3, efunction 4, etc.*

What is important here? In terms of stability, in order for our application to be stable, the functions from the table above must be stable as well. Here, we can look at the stability of those functions related to the stability of our application or the function of our application.

From the table above, in order to make the lemonade, those natural elements are needed in order to execute the function of our application. However, those natural elements are executed or associated with the existing functions identified above. As we have shown before, we have 3 people in the application where the average function execution at *time 4 + 3* is 0.03. What is important here is the fact that the function of our application is affected by the existing functions. We need to add them to our application because they are weighted on our functions. Before, we have 3 functions in our application with a combined weight of 0.03. Now, we can add the existing functions to our average. In this case, we compute the average in this form.

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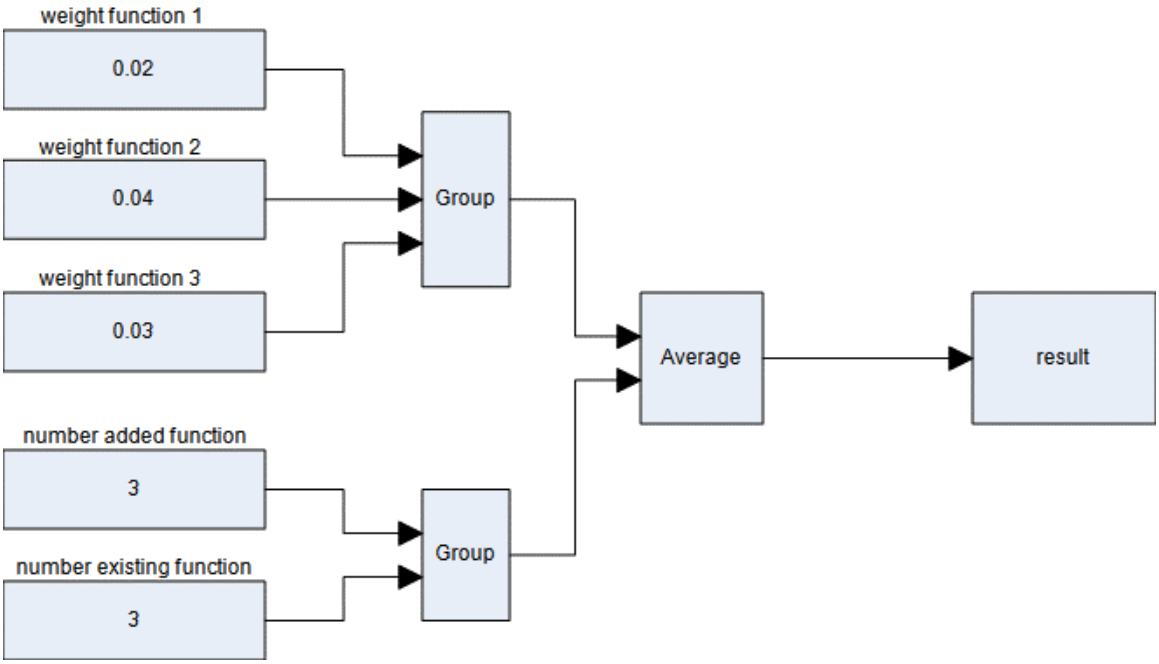
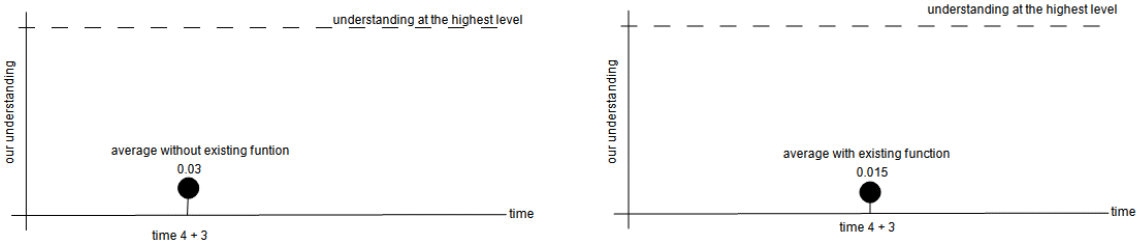


While we use 3 existing functions here, given that *efunction 1* requires the other existing functions, it does not matter how many existing functions we can add. From the average above, we have 0.015 as a result. As we can see, by taking existing functions into consideration, the average of our function execution drops dramatically. That makes sense, because existing functions are weighted in our application. Now, let's show that by the model below.



As we start making progress learning the principle, we expect our function to execute much better. At *time 4 + 7*, we execute our function again. Our function execute much better, where we get a gain in our execution. What is important here? If in fact we are making progress learning the principle, our existing functions should perform better as well. From what we have just said, let's show that by the model below.

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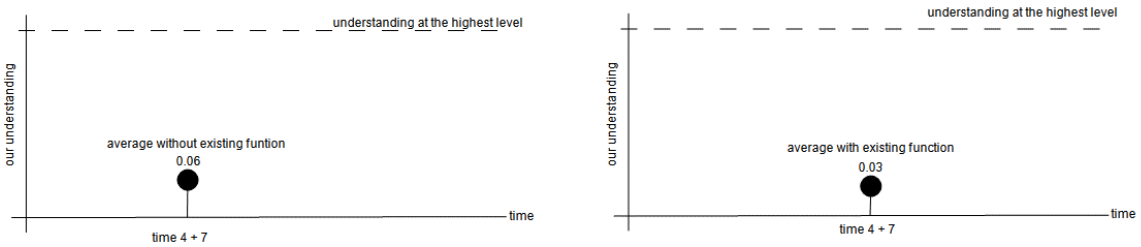

From the model above, as we are making progress learning the principle, we expect our existing functions to perform better as well. If our existing functions are not performing better while we are making progress learning the principle, then we are not making any progress and we are not learning the principle. That makes sense. If a function is weighted in another function and we are making progress in that function, we should also make progress in the weighted function as well. Therefore, as we are making progress learning the principle, we expect our existing functions to perform much better than before.

Understanding System Stability Related to the Learning Process

After having problems with our application, we turn to our parent for help where our parent provides us with the principle to execute our application. As a theory dependable system, at the time our parent provides us with the principle to execute our application, it is not possible for us to learn it instantly. However, as we make progress learning the principle, we expect our application to execute much better related to time.

At the time our parent gives us the principle, some us may have a better understanding than others. In this case, in order to execute our application some of us need to learn the principle from others or from each other. That makes sense, because the system is associative, one person can learn the principle from another person in order to enable the functionality of life. Given that the functionality of the system requires the functionality of all of us, then as we all make progress learning the principle, we can execute our application much better or move toward a path to our destination. In other words, given that life requires the input of all of us, as we all make progress learning the principle by helping each other, we can execute our functions much better in life.

In this application, at the time our parent gives us the principle, I have little understanding of the principle in order to execute this application. However, I am able to learn it from Ms. Smith and Peter through the learning process. The way to look at it, our parent gives us the principle at *time 4*. At that time, I have little understanding of the principle in order to execute our

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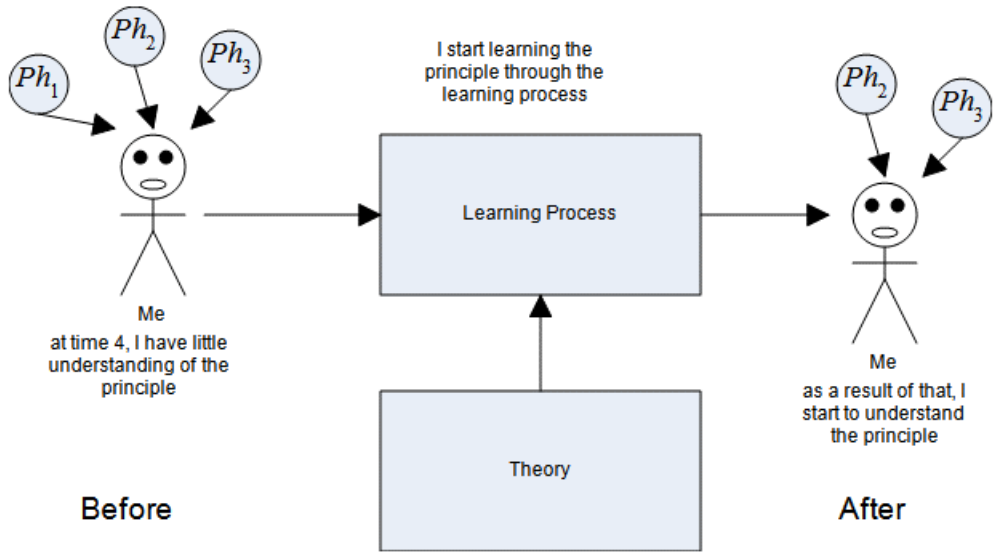
application. With the help of Ms. Smith and Peter, I am able to learn the principle in order to execute the application. To better understand this process, let's take a look at the model below.



The model above shows the process of learning the principle. At the time our parent provides us the principle to enable our application, I have no understanding of the principle. With the help of Ms. Smith and Peter, I start learning the principle to enable our application. From the learning process, I start to understand the principle. To better understand this process, let's take it like this. At *time 4*, I have little understanding of principle of information and principle of communication. For example, I did not know that the information about an entity depends on that entity and the portability of communication. It is always good to show that by the table below.

Before	After	Explanation
I did not know the information about an entity depends on that entity	As I start learning the principle, I start to understand the information about an entity depends on that entity	Since I did not know information about an entity points to that entity, I have an idea about information about an entity which is viewed as negative. As I start learning the principle, that idea is substituted or being replaced by the real one which is viewed as

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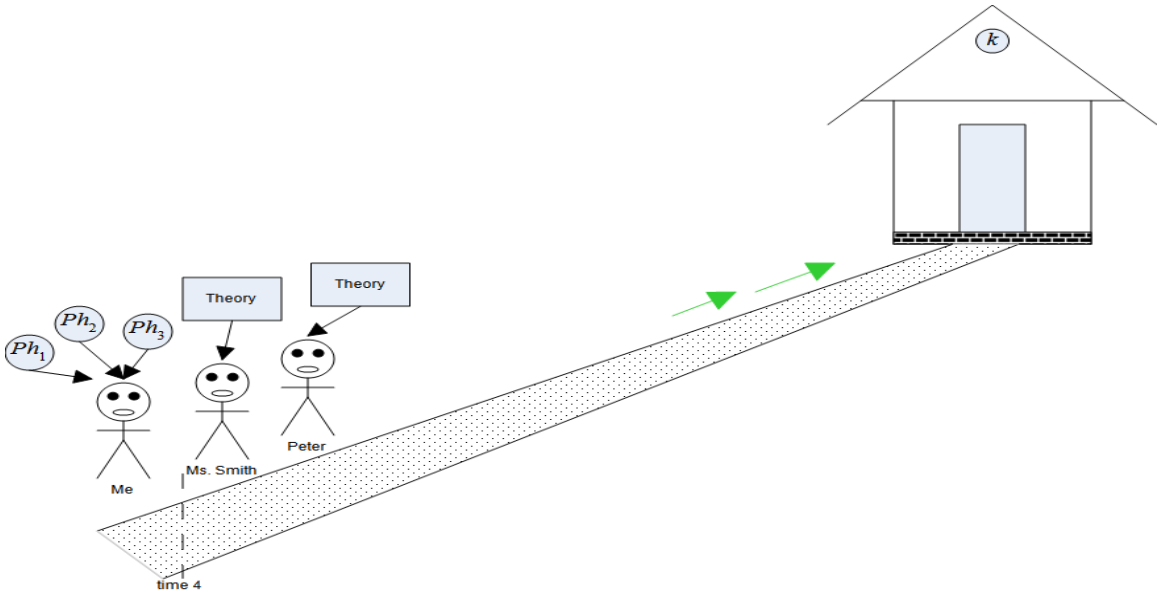
		positive.

As we start learning the principle, we make progress in our application and we move forward to our destination. As shown by the process above, the negative philosophies are reduced or diminished, since they are replaced by our parent principles. To better understand that, let's show the process in relationship with our destination.



As shown from the model above, at *time 4*, I have little understanding of the principle where I am in the process of learning the principle from Ms. Smith and Peter. As shown by the table above, at *time 4* I have no understanding of information about an entity where I thought that information depends on me rather than the entity it is about. As I start learning the principle, that idea is replaced by the real idea. At *time 4 + 3*, we execute our application, where that application is executed in relationship with my understanding of the substituted theorem. Now, let's show the process again.

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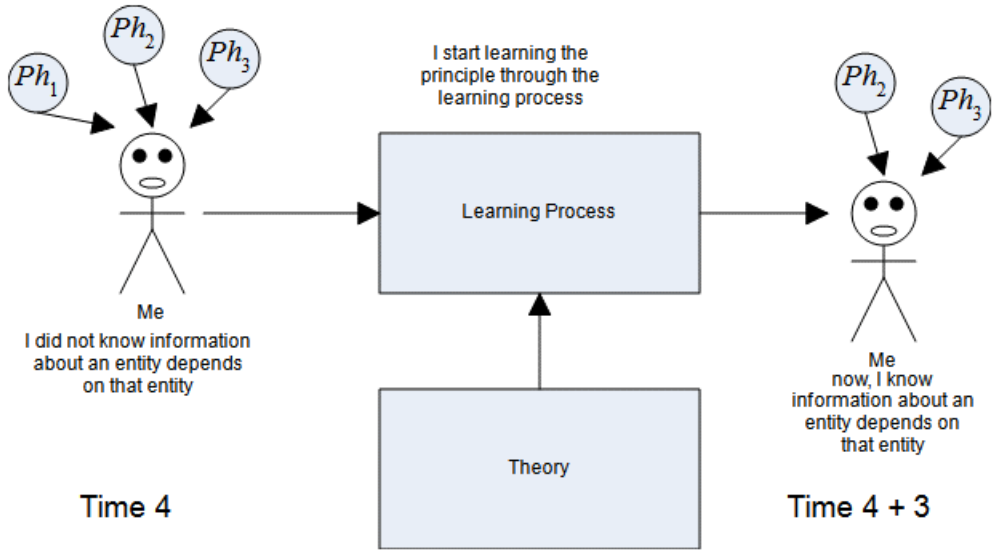
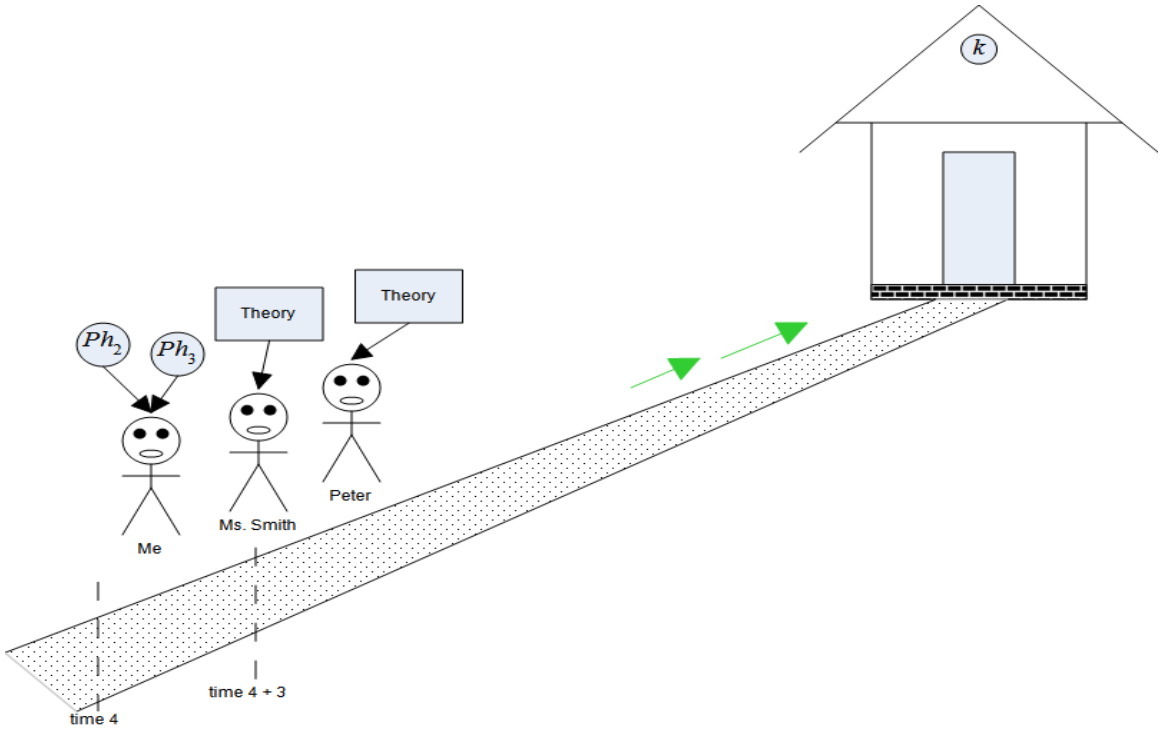


As shown by the model above, at *time 4 + 3* Ph_1 which is viewed as negative is replaced by our parent principle. At *time 4 + 3*, our application is executed in relationship with the replaced theorem. By understanding that, we can see that we are moving forward to our destination through the learning process as shown below.



As shown by the model above, as I start learning the principle at *time 4 + 3*, the negative philosophies are reduced and we are moving forward to our destination. At *time 4 + 3*, we

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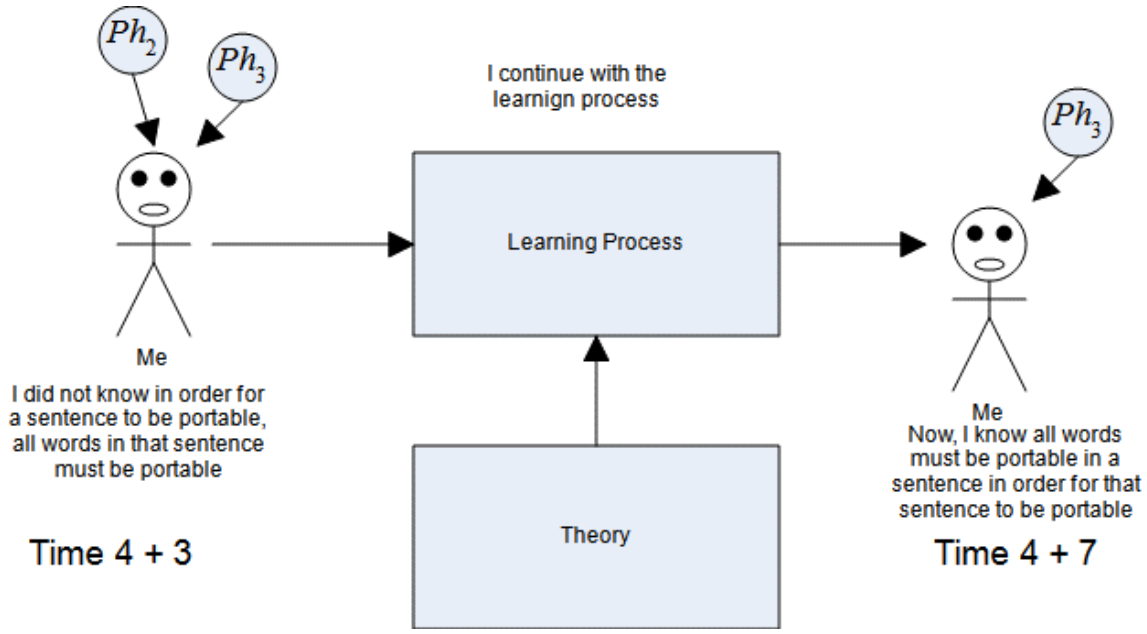
execute our application again and I am still learning the principle. As I am making progress learning the principle, I expect a better understanding of the principle at some point of time and I expect our application to execute much better. Let's show the process by the model below.



From the model above, as I continue with the learning process, I did not know that in order for a sentence to be portable all words in that sentence must be portable. I thought that the portability of a sentence did not reflect all words in that sentence. As I continue learning the principle, that idea is replaced by the real one as shown by the model above. In this case, at *time 4 + 7* our application is executed in relationship with the replaced theorem. Now, let's show the model in relationship with our destination.

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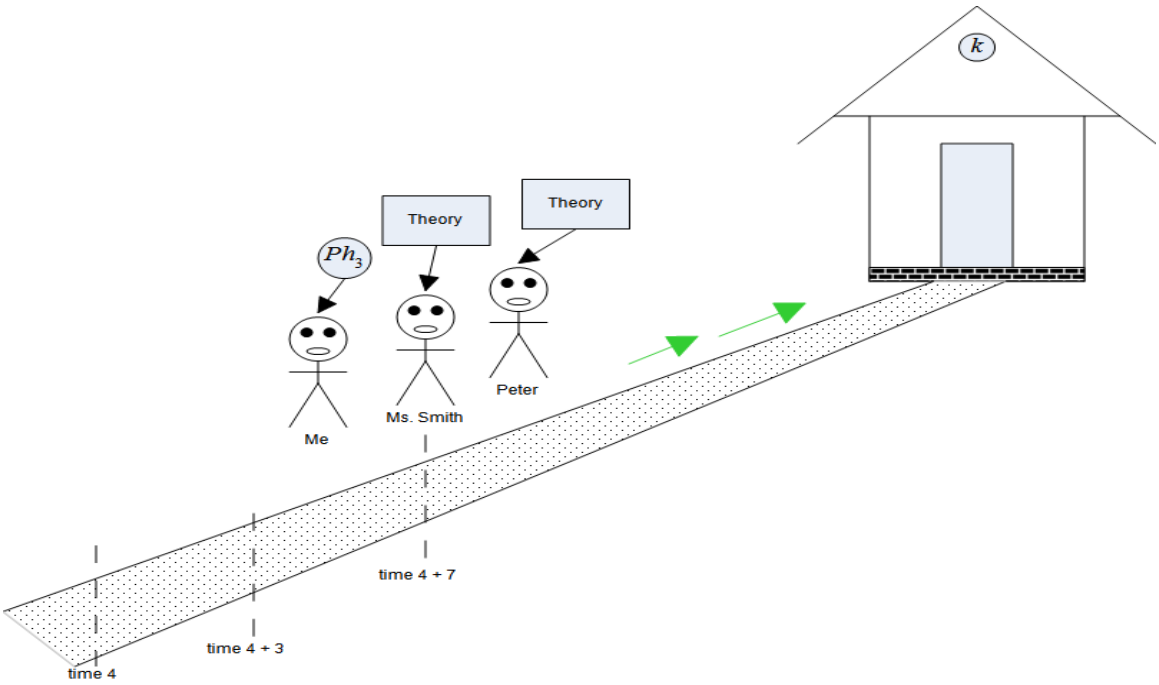
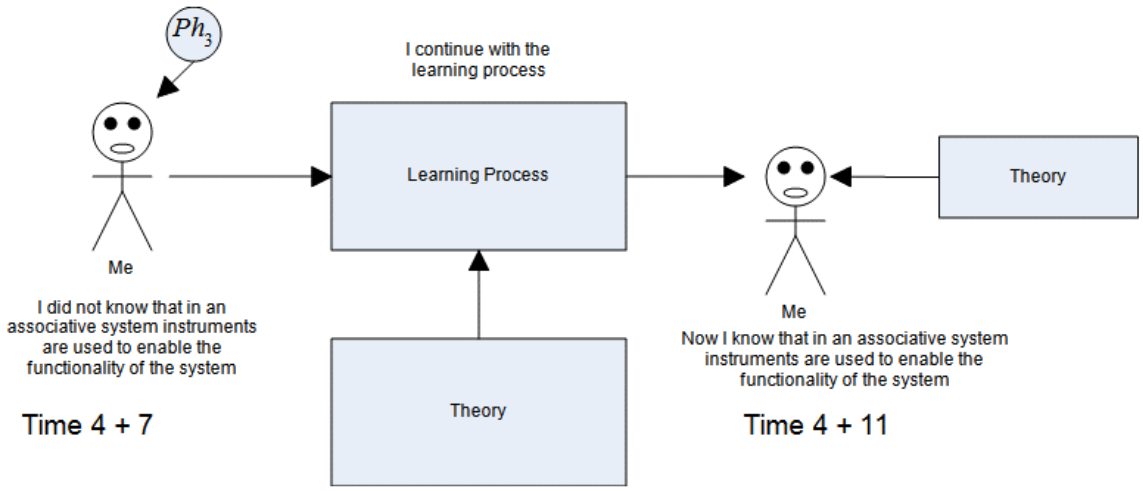


As shown by the model above, at *time 4 + 7* as I make progress learning the principle, our application executes much better. As a result, we are moving forward to our destination. As I continue learning the principle, I expect our application to execute much better and I expect to get closer to our destination. Let's show the learning process at *time 4 + 7* and forward by this model.



From the model above, as I continue learning the principle, I learn more from the learning process. Before, I did not know that in an associative system the instruments are used to enable the functionality of the system. From the learning process, now I know that in an associative

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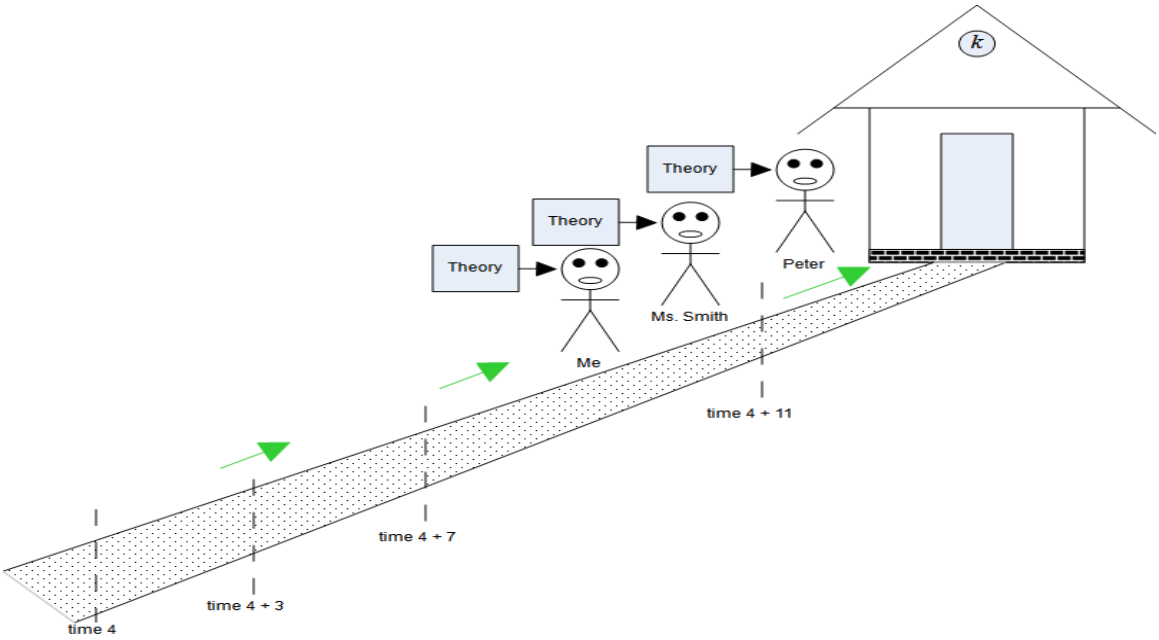
system instruments are used to enable the functionality of the system. Before, I thought that instruments such as hands and other non-attached instruments do not have to be used to enable the functionality of life. That negative idea is being replaced by the real one through the learning process. As a result, at *time 4 + 11* our application executes in relationship with the replaced theorem. Now, let's show the process with the destination entity.



From the model above, as I am making progress learning the principle, at some point in time or at *time 4 + 11*, all my negative philosophies are replaced by our parent principle. That progress enables us to get closer to our destination as shown by the model above. At *time 4 + 3*, we were much farther to our destination where at *time 4 + 7* we are getting closer to our destination. At *time 4 + 11* we are much closer to our destination where our application executes much better.

As I make progress learning the principle, the weight of our understanding is much higher than before. For example, before the learning process for instance, our average weight was 0.03 at *time 4 + 3*. As I start learning the principle, at *time 4 + 7*, our average weight is much higher at 0.06. The way to look at it, while all of us are making progress learning the principle, the average weight is much higher. Even if the understanding of the principle by one person increases in the application, the total weight or total understanding of people in the application is much higher as a result.

Understanding External Function

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As a theory dependable system, we apply theory to execute functions of life. As an independent entity, a theory is applied to give ideas to each of us individually to enable the execution of functions of life. As an independent entity, it is not possible for one to apply theory to each other. In other words, I get idea from a theory to execute a function. A person cannot get idea from a theory for me, where I can execute that function from the idea given by the theory from that person. For example, in this application I get idea from the exchange system theory to exchange with Ms. Smith where Ms. Smith gets idea from the exchange system theory to exchange with me. It is not possible for Ms. Smith to get idea from the exchange system theory for me. I can only get idea from the exchange system theory for myself, where Ms. Smith can only get idea from the exchange system theory for herself to enable the exchange.

Given that one cannot apply theory for each other or one cannot get idea from a theory for each other, in our application it is always good for us to understand that and do not assume each other's function. In other words, since one cannot apply theory for each other, in our application, I cannot assume your function and you cannot assume my function as well. As an example, consider this application where I apply the exchange system theory to exchange with Ms. Smith where Ms. Smith applies the exchange system theory to exchange with me. If it was possible for me to apply theory for Ms. Smith and Ms. Smith to apply theory for me, it would have been possible to produce my lemon as well. Since it is not possible for me to produce the lemon, it shows that one cannot apply theory for each other. For this reason, I cannot assume the function of Ms. Smith and Ms. Smith cannot assume my function. The function for Ms. Smith is providing lemon for the lemonade. In order to execute that function, Ms. Smith applies the exchange system theory. In this case, the exchange system theory gives idea to her to perform the exchange. If it was possible for me to assume or execute her function, then there would not be any need to execute the exchange function. From that, we can see only the exchange system theory can give idea for her to provide lemon for the lemonade. I cannot get the idea from the system theory for her to provide lemon for the lemonade.

As we can see from the explanations above, in an application the people in that application apply theory to enable the execution of that application. Since one cannot apply theory for another person, one cannot assume functions for another person. From that, we can see within an application, it is not possible for people outside that application who are not a part of that application to apply theory to execute that application. To better understand that, let's take a look of the model below.

People in The Application	Function
Me	Make Lemonade

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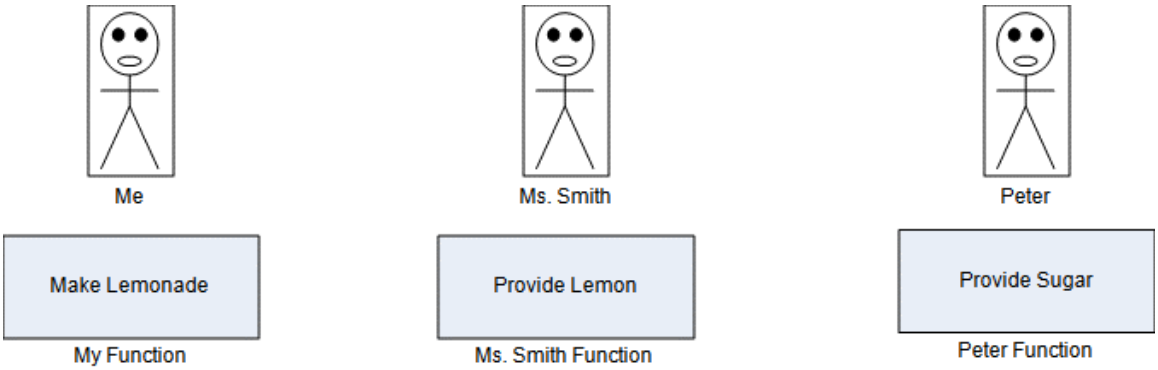
Ms. Smith	Provide Lemon
Peter	Provide Sugar



From the model above, we can see that in this application each function is assigned to specific person. For me, my function is *Make Lemonade*, for Ms. Smith, her function is *Provide Lemon*, and for Peter his function is *Provide Sugar*. As we can see, since each function is assigned to specific person or executed by specific person, it is not possible for another person outside the application to execute a function of a person. Since I apply theory to execute *Make Lemonade*, Ms. Smith applies theory to execute *Provide Lemon*, and Peter applies theory to execute *Provide Sugar*, it is not possible for another person outside the application to apply theory for me to execute my function or apply theory for Ms. Smith to execute her function or applies theory for Peter to execute his function.

Another way to look at the model above, we can take it like this. To execute the *Make Lemonade* function, I apply a list of theorem. For Ms. Smith to execute the *Provide Lemon* function, she applies a list of theorems. For Peter to execute the *Provide Sugar* function, he applies a list of theorems. Let's show that by this table.

Person	Function	Theorems Applied
Me	*Make Lemonade*	*Theorem 1, Theorem 2, Theorem 3*
Ms. Smith	*Provide Lemon*	*Theorem 3, Theorem 4, Theorem 5*
Peter	*Provide Sugar*	*Theorem 1, Theorem 3, Theorem 6*

From the table above, the listed theorems are theorems that give ideas to people in the application to execute each function. As we can see, it is not possible from someone outside the

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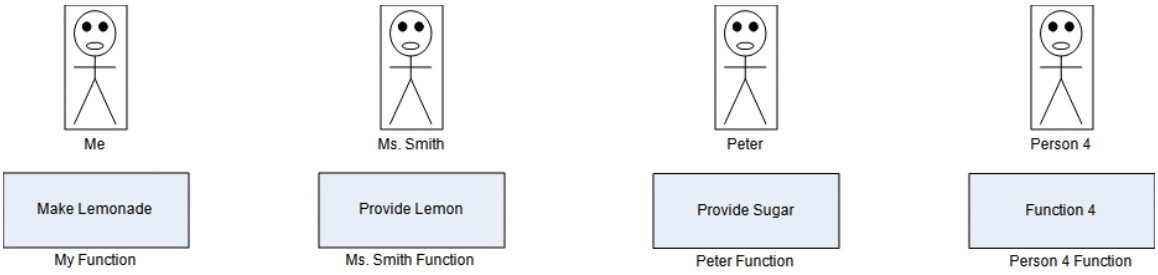
application to get ideas from those theorems to enable people in the application to execute those functions.

Given that theory applied independently, one can get ideas from a theory to execute a function while another person may not. For example, I can get idea from a theory to derive a method or an instrument, where you may not get the same idea from a theory to derive the same method or the same instrument. For this reason, it makes sense to understand functions of other people in our application. The way to look at it, the function of our application may require a function that is not executed by people in our application, but from a person outside that application. In some cases, that function may not appear in the model in terms of description. We can call it an unknown function.

To better understand the explanation above, let's take it like this. In this application, we have 3 functions: my function, Ms. Smith's function, and Peter's function, where my function is *Make Lemonade*, Ms. Smith's function is *Provide Lemon*, and Peter's function is *Provide Sugar*. Let's assume that another function is needed to execute that application where that function is executed by someone outside that application. Depending on that function, it may be possible for us to omit its description. In this case, we can call it unknown function with number. To better understand that, let's take a look at the model below.



From the model above, in order to execute the application *Function 4* needs to be executed, but *Function 4* cannot be executed by people in the application. In this case, *Person 4* is viewed as an outside person that enables the execution of *Function 4* in order to execute the application. The way to look at it, in our application we do understand other people's functions. Even if those people are not considered explicitly in our application, however we must understand they function and we cannot assume or take their functions.

To better understand the explanation above, let's take it like this. Let's consider Me, Ms. Smith, and Peter are in one organization where our overall function of our application is *Function 1*, where *Function 1* is a combination of my function, Ms. Smith's function, and Peter's function.

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In order for *Function 1* to be executed, another function needs to be executed and it is *Function 4* where that function is executed by *Person 4* from another organization. The way to look at it, since theory is an independent entity and one may not get the same ideas from a theory, it is not good for us to assume or take other people's function. In this case, it is not good for me, Ms. Smith, and Peter to assume or take the function of *Person 4*. In this case, we simply let *Person 4* execute his or her function in our application in order to enable the execution of *Function 1*. As said, it depends on the function. So this topic may require an extra understanding of the principle. In summary, since theory is applied independently and one cannot get ideas for another person from a theory, it is always good not to assume other people function, even in our application or organization.

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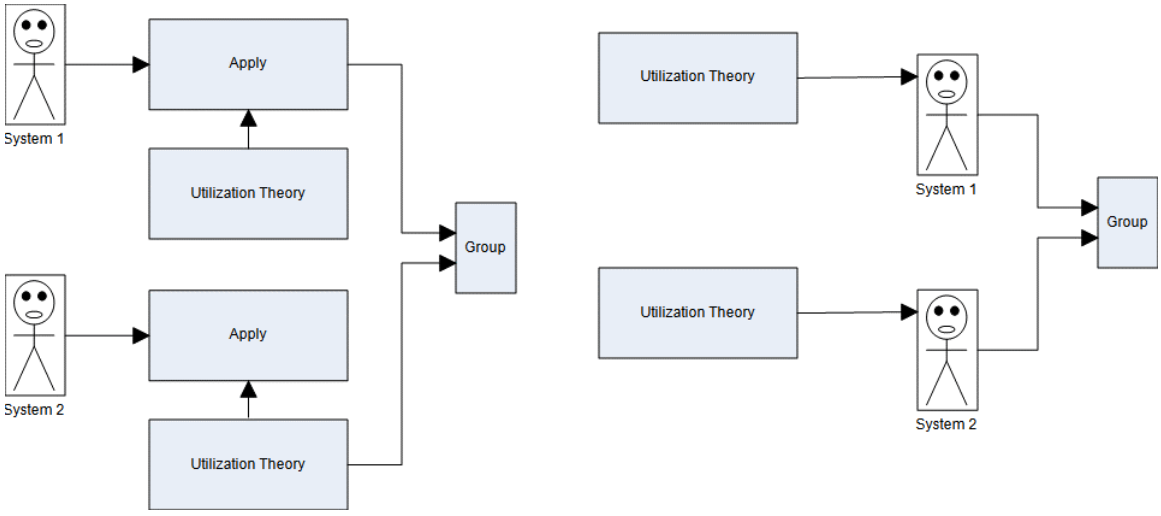
Conclusion

- To have a better understanding of the principle, if you want to you can verify your understanding of this exercise related to the power theorem

- To help us identify theorems in theory, if you want to, refer to the interpretation of theory section, examples number 9-11. There we have identified this theorem based on relationship. *Given that the entities that we exchange enable our functionality, therefore they have value*. Now use the same approach to identify 2 theorems from the exchange system theory that are related to the stability: one of them is related to the stability of the functional system and the other one is related to the stability of the physical system. You may need to show that exchanging with value enables the stability of the functional system and then the second one exchanging with value enables the stability of the physical system.

- Consider the following models

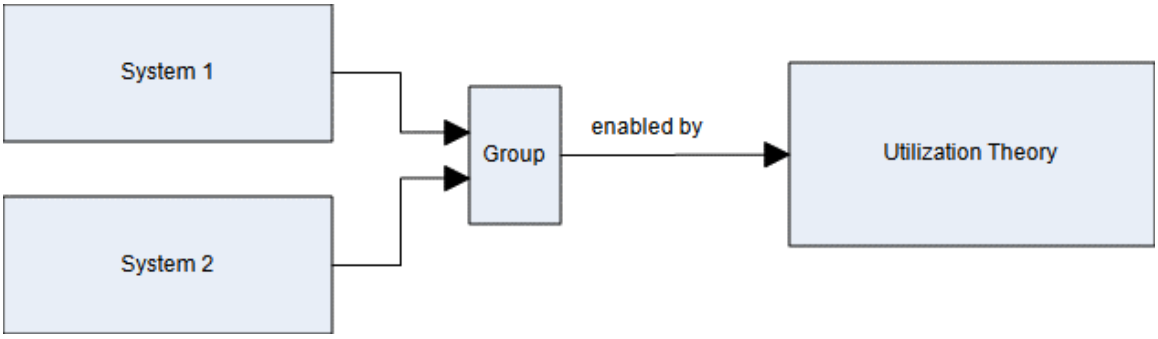


From the above models, we can see that the associativity relationship is given for *System 1* and *System 2*, use one of the model above either to the left or to the right to show that the associativity relationship is disabled with the removal of either *System 1* or *System 2*.

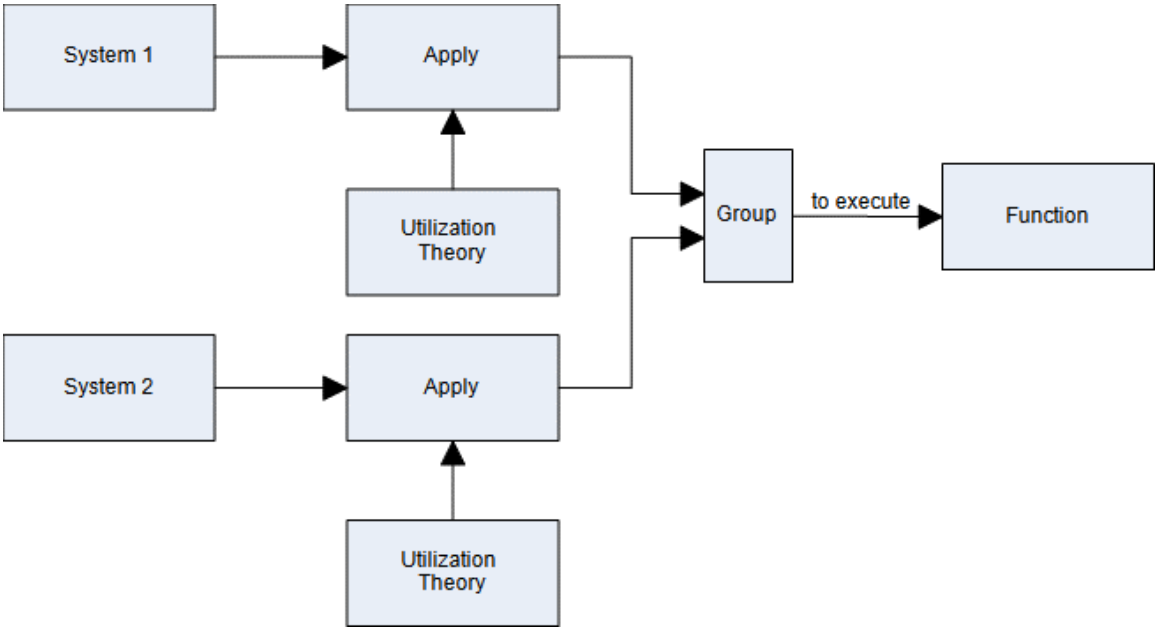
- This is a continuation of the exercise above. You can think it as the exercise above includes two parts, where the part above is viewed as the first part and this one is the

second part.

Consider the following model, the physical system is given as



In terms of application of theory, the model above can be represented in this form.



With error in application of theory by *System 2* or misapplication of theory by *System 2*, the model above becomes the one below.

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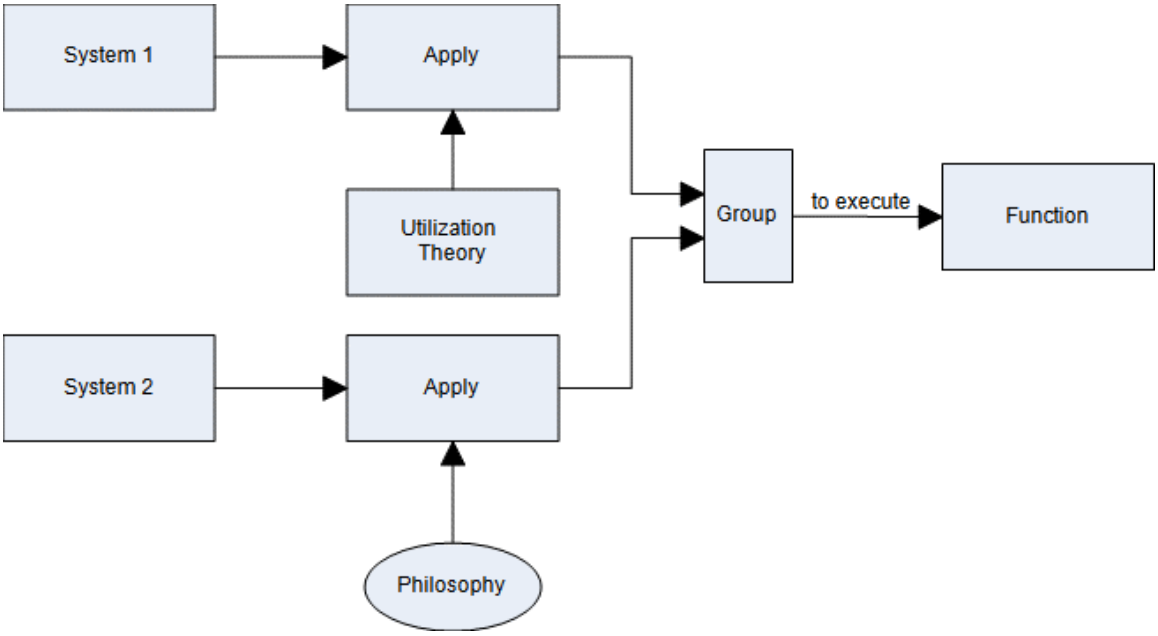
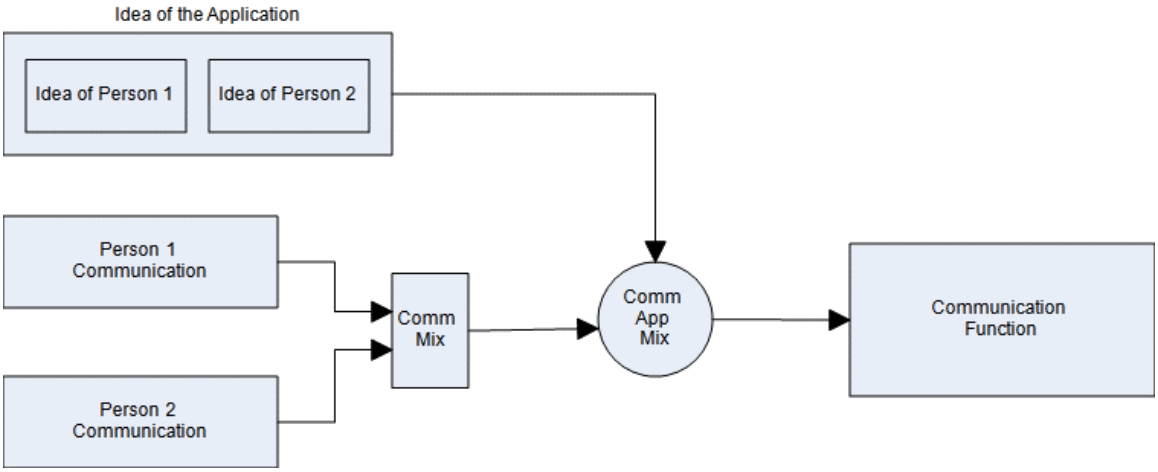


In relationship with the communication domain, the model above can be represented in this form



By understanding the model above, we can see that any error in communication of *Person 2* for instance enables the communication function to execute with error. For example, any error in communication of *Person 2* without correction enables application function to execute with error. By understanding the overall exercise up to here, verify that the stability of the physical system is guaranteed with the help of feedback. While the physical system becomes very unstable with the absence of feedback. In other words,

show with a practical example that, with feedback the physical system becomes stable while without feedback the physical system becomes very unstable.

- Verify that if an added function is valid, then that function executes or must execute in relationship with an existing function.

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Understanding Complexity in the Theory Domain

Introduction

In the theory domain, the function of our application is related to the theory that we apply. We can say that, in the theory domain, the function of application is related to what we think. Since complexity takes more effort from us, when our application becomes more complex, we have more entities or things to think about. In the theory domain, we can say that the complexity of our application enables us to think more therefore, it adds more load to us or takes extra effort from us.

The process of reducing complexity of our application in the theory domain enables our application to become less complex or simple. In this case, the simpler our application, the less complex it is. The simpler our application, the less we have to think about in terms of entities. If we can reduce the number of entities to think about in our application, we then reduce complexity of our application. To enable the reduction of complexity of our application in the theory domain, we have to look at entities that make up our application. In this case, we can look at:

- The number of functions needed to execute to solve the underlying problem;
- The number of theorems applied by the physical system to produce an instrument or devise a method to solve the underlying problem;
- The number of instruments needed to execute a function;
- The number of input elements or natural element needed to derive an instrument or a method, and so forth.

The reduction of all those entities enable the reduction of complexity in our application.

In this chapter, we are going to look at the complexity of our application in the theory domain. We are going to identify the complexity in our application and how to reduce it in order to make our application less complex so it can solve the problem it is intended to.

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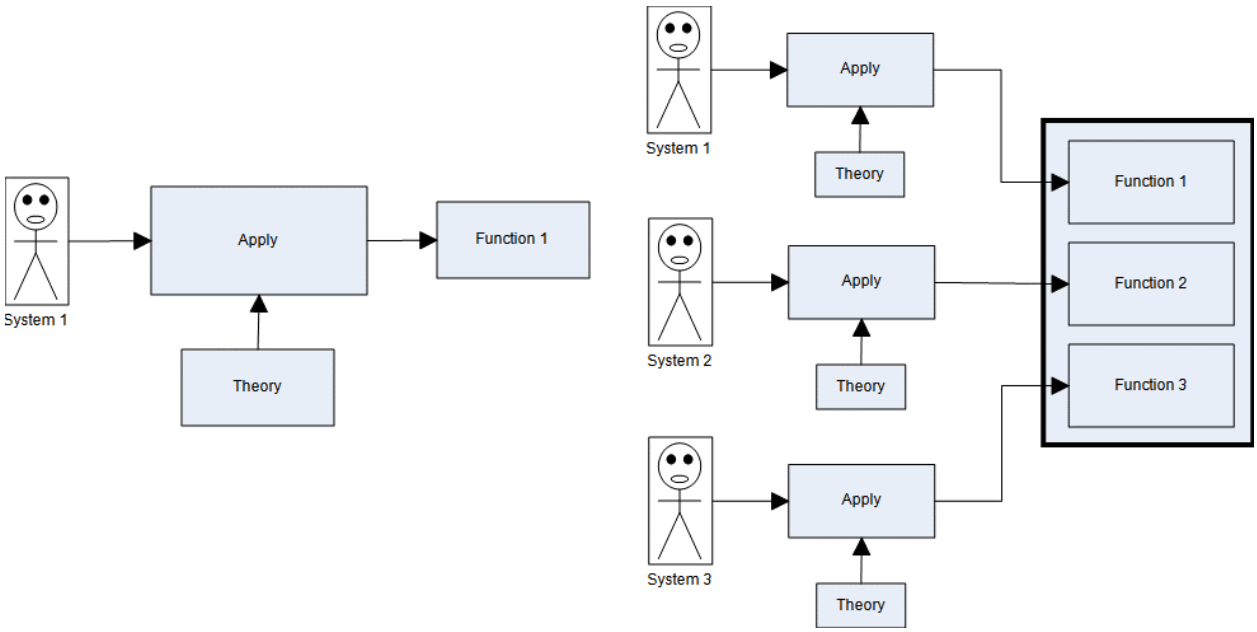
Complexity in Theory Domain

In the theory domain, the complexity theorem was given to us by our parent as: *If we increase the complexity of added functions, the complexity of existing function would also increase*. By understanding the identified theorem, we can see that the goal of our application is to reduce the number of functions in order to solve the underlying problem. For example, If 20 functions are needed to solve Problem 1 and we can reduce the number to 5, we then reduce complexity in our application. According to the theorem, reducing the number of function to less reduces complexity in our application.

By understanding the paragraph above, as well as the identified theorem, since added functions are not standalone, they need existing functions to work with. By reducing the number of added functions of our application, we also reduce the number of existing functions needed to work with those functions. In relationship with the theorem, we simply reduce complexity in our application when we do that. To better understand the overall explanation, let's take a look at the model below.



From above, we have the model of our application to the left as well as the model to the right. From the model to the left, we have a single system applying theory to execute a function to solve the underlying problem. To the right, we have the same model where 3 systems apply theory to execute 3 functions to solve the underlying problem. Visually, we can see that the model of the application to the right is more complex than the one to the left. In the one to the right, we need 3 functions to solve the underlying problem, while in the one to the left, a single function is needed to solve the same problem. In this case, we can see that more effort is required by the people in the application to the right than the one to the left.

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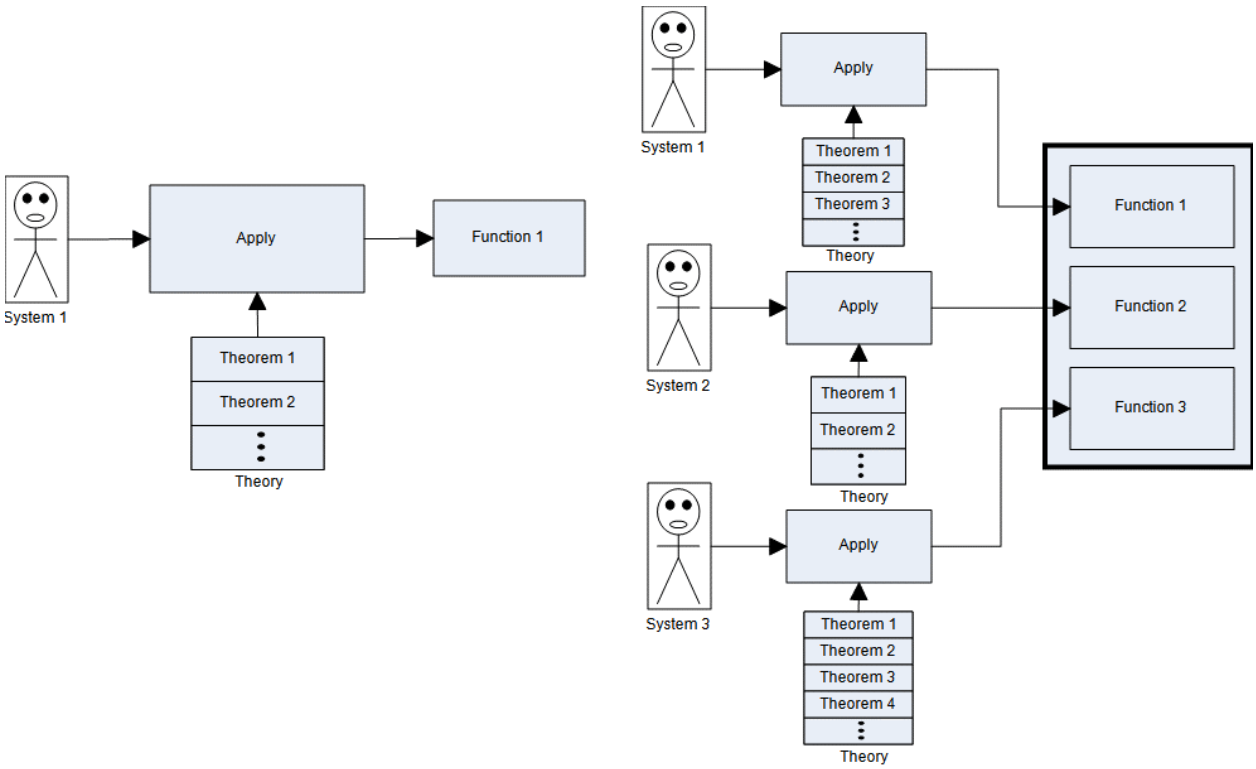
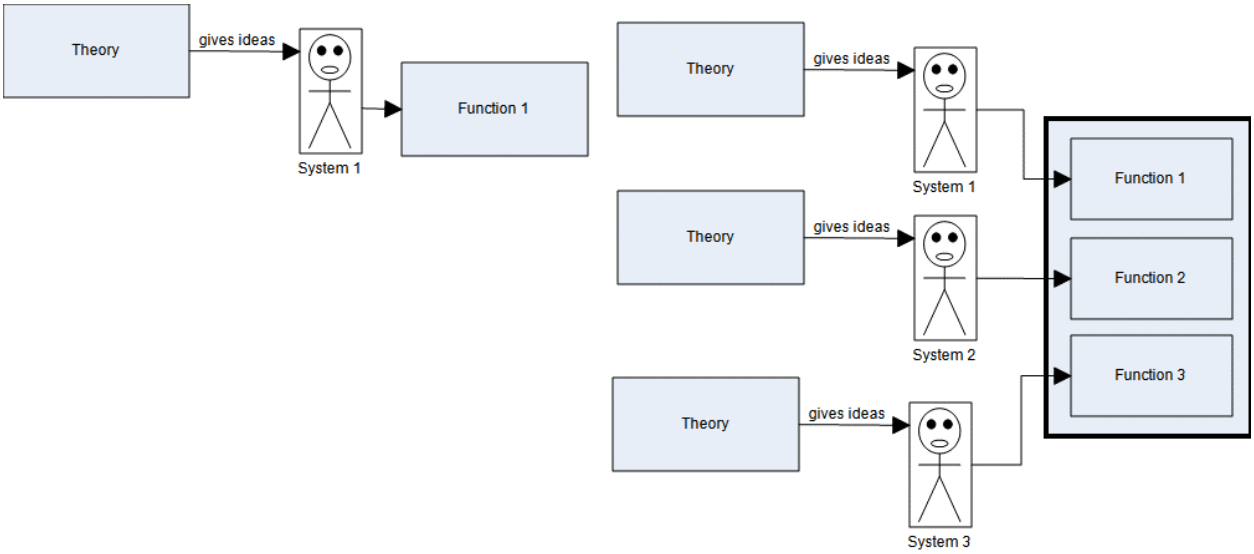
From the model above, we show the increase of complexity in the application related to functions executed from the application of theory. From above, we can see that from a single function executed, the application is less complex than from 3 functions executed. From the model above, we are concerned about the number of functions only which enables our application to become more complex. Here, let's take theorems into consideration by representing the same model.



From above, we can see that in our application, a single person applies two theorems to execute the function of the application to solve the underlying problem. To the right, we can see that we have 3 systems: one applies 3 theorems to execute a function, while the other one applies 2 theorems to execute another function, and the last one applies 4 theorems to execute an additional function, where all the functions are combined to solve the underlying problem. As we can see, the application to the right is more complex than the one to the left. From the one to the right, more efforts are taken from the people in the application to apply theory to execute functions to solve the underlying problem, while from the one to the right less efforts are taken from a single person. What is important here is that as a theory dependable system, the increased number of theorems and the increased number of functions in our application to solve the underlying problem increase complexity in our application.

We already know that complexity enables us to think more, therefore, it takes more loads from us in our application. For example, a complex entity has more relationships, so we have more to

think about since we have to identify many relationships. In a noncomplex entity, it has less relationships. It enables us to think less, since we have less relationships to identify or think about. To better understand that, let's represent the model above, in the form below, where theory gives ideas to the systems to execute functions of life.



From the model of our application to the left above, the system gets ideas from the theory to execute a single function to solve the underlying problem. In this case, the system receives ideas from Theorem 1 and Theorem 2 of the theory. From the model to the right, the theory gives ideas to System 1, System 2, and System 3 to execute Function 1, Function 2, and Function 3 to solve the same problem. In this case, for System 1, the ideas are from Theorems 1 ,2, and 3. For System 2, the idea are from Theorems 1 and 2 and for System 3 the ideas are from Theorems 1, 2, 3 and 4. What is important here in terms of load or what to think about, is that from the application to the left, System 1 only needs to think about two theorems. From the application to the right, System 1 needs to think about 3 theorems, while System 2 needs to think about 2 theorems, and System 3, needs to think about 4 theorems. As we can see, the people in the application to the right need to think about more than the person to the right. In the application to the right, we can see that the systems have more loads than the one to the left. Therefore, the application to the right is more complex than the one to left, although both of them solve the same problem.

Complexity and Input Elements

To solve the underlying problem, the system may need to use input elements in order to derive a method, or instrument, or execute the function. In this case, the usage of input element or

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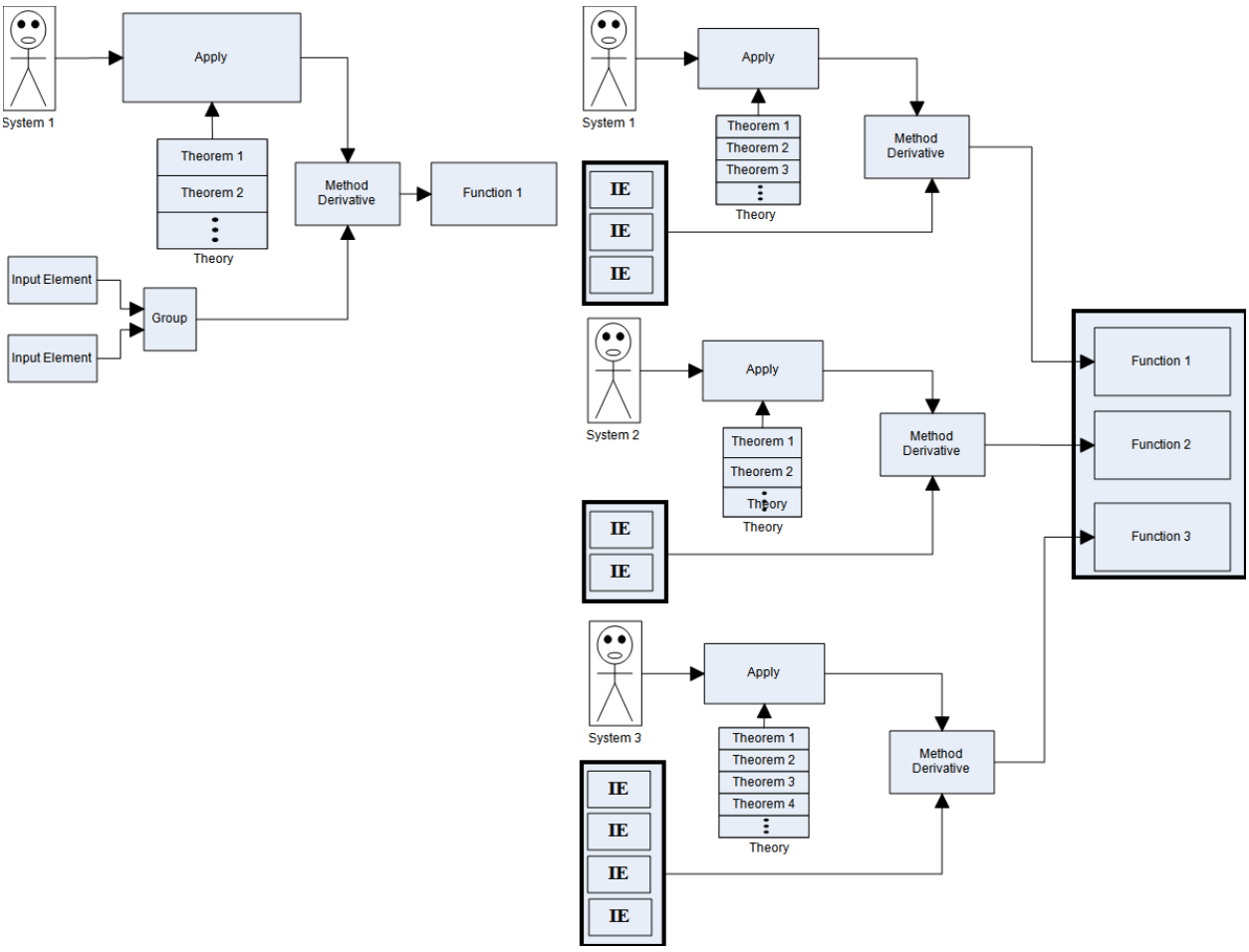
quantity of input element usage by the system may also increase complexity in the application. To better understand that, let's represent the model below.



From the model of our application to the left above, we can see that only two input elements are needed in order to execute the function to solve the underlying problem. The way to look at it, we identify a problem. We need to derive a method to solve that problem. In the application, System 1 applies only two theorems in relationship to those two input elements or natural elements to derive that method to execute the function to solve that problem. In the application to the left, we identify that the number of input elements or natural elements needed to solve that problem is two only.

To the right, to solve the same problem, we have: System 1 applies multiple theorems in relationship with 3 input elements. In this case, System 1 uses 3 input elements to derive a method to contribute to a function. System 2 uses two input elements to contribute to the function to solve the underlying problem. Finally, System 3 uses 4 input elements or natural elements to contribute to the function to solve the problem. In the application to the right, we can see that the total input elements used by the system to solve the underlying problem is 9. By

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comparing both applications to solve the same problem, we can see that the application to the right is more complex than the application to the left, because the usage of the increase of the quantity of the input elements requires more effort to the systems. The increases of the usage of the input elements require more load to the system. Therefore, increase the complexity of the application.

From the same model above, if some of the input elements are identified as instruments, in the application to the left, we can see that the number of instrument usage to derive the method is less than the model to the right. From the model to the left, if only two instruments are used to solve the problem, whereas from the one to the right, more instruments are used to solve the same problem, then the application to the right is more complex than the application to the left. The application to the right takes more effort from the people in that application than the application to the left. As well as, if no instrument is used or needed to solve the underlying problem, by reducing the number of instruments or input elements to none, complexity in the application is also reduced.

From the same model above, let's assume that from the application to the left, System 1 applies theory to derive an instrument, where Function 1 is simply the function of that instrument. Here, we concentrate only on the instrument. In this case, if a single instrument can be derived to solve the identified problem, then that reduces the complexity in the application. Compared to the application to the right, 3 instruments are derived to be combined to solve the same problem. As we can see, the number of instruments derived to solve the same problem in the application to the left is one whereas from the application to the right is 3. In this case, the application to the right is more complex than the one to the left. It takes more effort or load from the people to the left to derive 3 instruments to solve the same problem, while a single person derive an instrument to solve the same problem.

Since added functions are not standalone they need existing functions to work with. In terms of complexity, we can also add a number of systems to execute a function or derive a method or an instrument. For example, from the application to the left, we have a single system to derive a method or an instrument to solve an identified problem. While in the application to the right, we have 3 systems to derive multiple methods or instrument or execute multiple functions to solve the same problem. In terms of number of people needed to solve the same problem, we can see that in the application to the right, more people are needed. Therefore, that increases complexity because it increases the number of existing functions needed to execute that application. As we can see, the more systems needed in an application to execute a function, the more existing functions would be needed to execute which increases complexity of the application.

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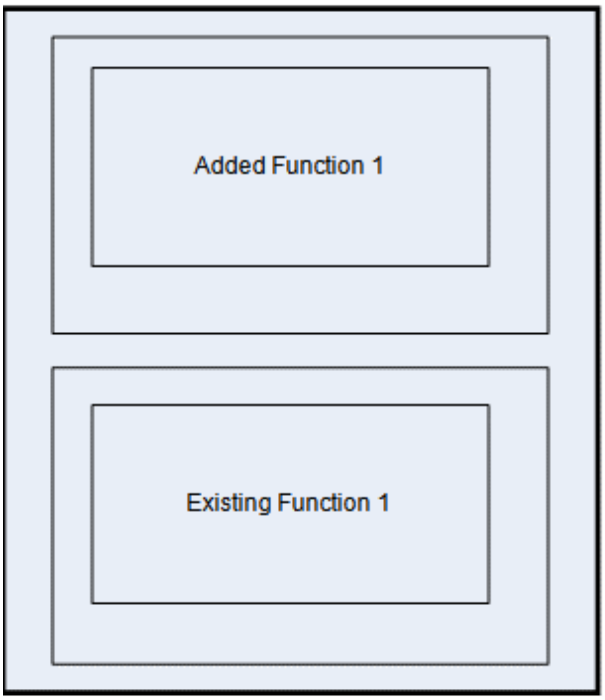
Complexity and Existing Functions

We already know that added functions are not standalone. They need existing functions to work with. In relationship with the complexity theorem given to us, as the number of added functions increases, they also increase the number of existing functions to work with them. In relationship with the model above, for the application to the right, Function 1 may be executed in the form below:



Function 1 Execution

Function 1 Execution

From the model of the application to the right above, we can see that the existing Function 1 only requires 1 added function to work with. In the application to the right, 3 existing functions are required. We can see that an additional two existing functions are required in the application to

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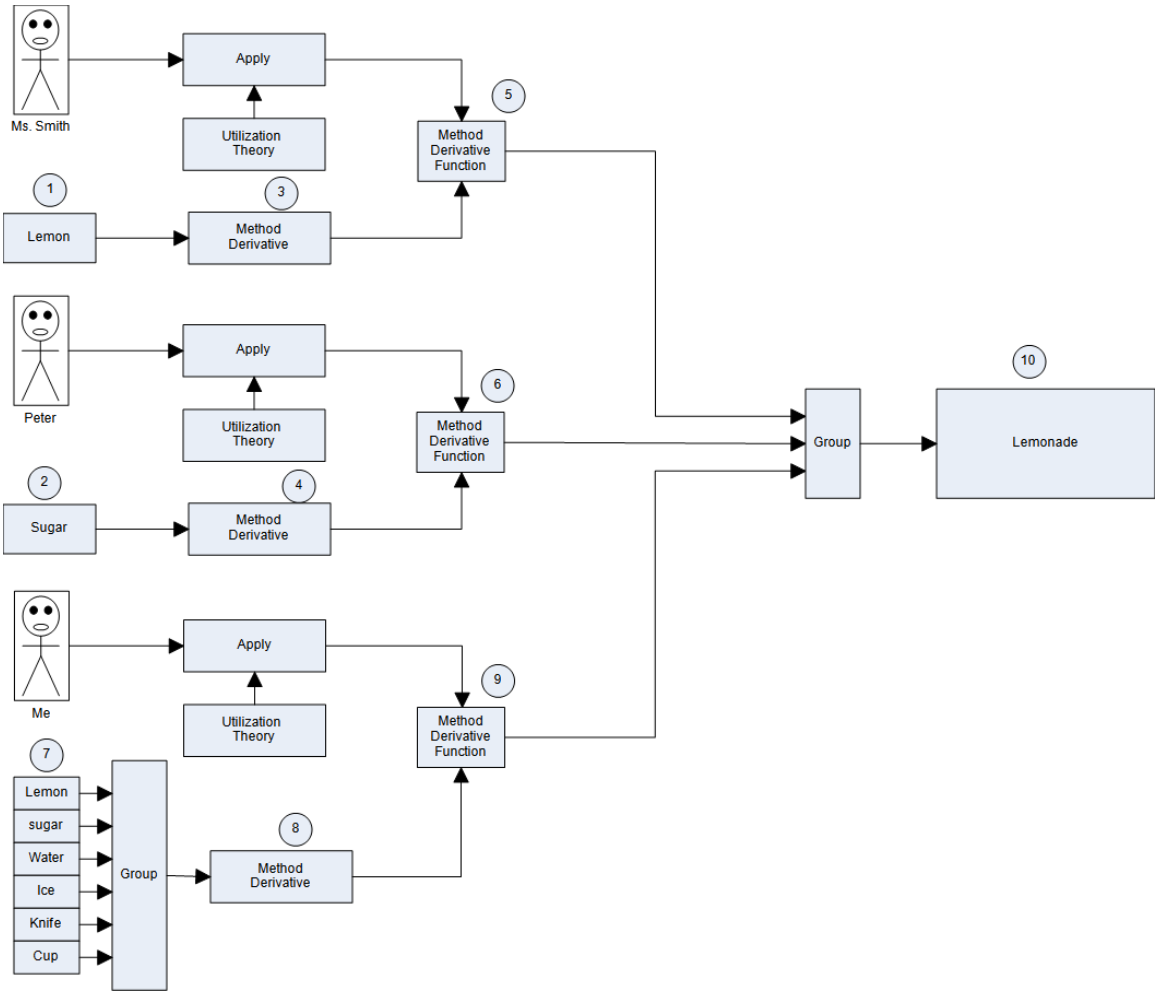
the right, where from the one to the left, a single one is required. In relationship with the complexity theorem, we can see that the application to the right is more complex than the one to the left. The application to the left requires more load or more effort from the people in that application, where the application to the right requires less.

Understanding Complexity in our Application

As we have learned previously, extra effort in our application enables our application to become complex. What do we mean by extra effort? We mean extra load or increased effort in the application that is not required by the application naturally to solve the underlying problem. As we can see from the model above, the application to the left solves the same problem with less effort than the application to the right. In this case, the application to the left takes less effort from the people in that application. The one to take right takes more effort from the people in the application to solve the same problem. To better understand that, let's take a look at the lemonade application.



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From the model above, to execute the application to solve the underlying problem, the following efforts are identified: my effort, Ms. Smith's effort, and Peter's effort. To better understand that, let's identify that in the table below with more information.

From Person	Function	Effort
Me	Make Lemonade	Effort of making the lemonade, effort of exchanging with Ms. Smith, effort of exchanging with Peter
Ms. Smith	Provide Lemon	Effort of exchanging with me to provide lemon to make the lemonade
Peter	Provide Sugar	Effort of exchanging with me to provide sugar to make the lemonade

From the table above, the efforts of people in the application are identified. For example, my effort includes making the lemonade, exchanging with Ms. Smith to get the lemon, and exchanging with Peter to get the sugar. My effort to make the lemonade includes: calling Ms. Smith and talk to her; walking to Ms. Smith house, knock the door, talk to her, receive the lemon from her, and walk back to my house. My effort to get the sugar from Peter includes: calling Peter over the phone; talk to Peter about the sugar; go to Peter's house; knock the door; hand him a cup; receive the sugar from him; and walk back to my house. My effort to make the lemonade includes: get ice from the fridge; put ice in a cup; get water from the faucet, use knife to cut the lemon, mix lemon juice with water, add sugar, mix together and so forth.

As we can see, in order to make the lemonade, it takes take effort from Me, Ms. Smith and Peter. Each effort identified from the paragraph above is related to a specific function in the application. For example, all my efforts are related to making the lemonade, where Ms. Smith's efforts are related to providing me with lemon to make the lemonade, and Peter's efforts are related to providing me with sugar to make the lemonade. To better understand that, let's use the table below to put them again.

Person	Function	Effort
Me	Make Lemonade	Call Ms. Smith, talk to Ms. Smith, walk, knock, receive, get ice, squeeze lemon, mix, put in cup, cut lemon, etc.
Ms. Smith	Provide Lemon	Talk, open door, hand lemon, close door, etc.
Peter	Provide Sugar	Talk, open door, pick phone, receive cup, poor lemon, close door, etc.

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As we can see, to make the lemonade we identify many efforts made by the people in the application. While we identify only three added functions in the application, as we can see from the efforts, many existing functions can be identified. All those existing functions are related to the making of the lemonade to solve the underlying problem which is the feeling hot problem. To better understand the overall process, it is better to identify the efforts and identify existing functions that are related to them. To do so, let's show that by the table below with some identified existing functions.

Person	Effort	Existing Functions Identified
Me	Call Ms. Smith, talk to Ms. Smith, walk, knock, receive, get ice, squeeze lemon, mix, put in cup, cut lemon, etc.	Talk, finger movement, hand movement, walk, feet movement, eyes movement, look, move around, turn around, etc.
Ms. Smith	Talk, open door, hand lemon, close door, etc.	Talk, look, hand movement, finger movement, stand up, etc.
Peter	Talk, open door, pick phone, receive cup, poor lemon, close door, etc.	Talk, look, hand movement, finger movement, eyes movement, stand up, etc.

From the table above, we simply identify some existing functions in relationship to efforts by the people in the application to execute the application. While we identify them as shown in the table, we could have identified them differently. For example, finger movement is the function of *Move Finger*. In addition to that, we could have identified functions that execute multiple times. For example, I call Peter by using my finger to dial the number. The existing function here is the movement of the fingers or simply finger movement. I also use my hand to make the lemonade which is also finger movement as well as close my door to go to Ms. Smith to get the lemon. As we can see, a lot of existing functions are executed in order to execute the application. In terms of complexity, reducing the number of those functions simply reduces complexity in the application and requires less effort from us.

From the table above, while we identify some existing functions, given that we don't know too much about existing functions, there are other functions that are executed in relationship with the functions that we identify. This is part of the complexity theorems given by us. In this case, we don't have to worry about that. Our goal is to minimize the number of added functions in our application in order to reduce existing functions in our application. By reducing the number of added functions in our application, we also reduce the number of existing functions that are

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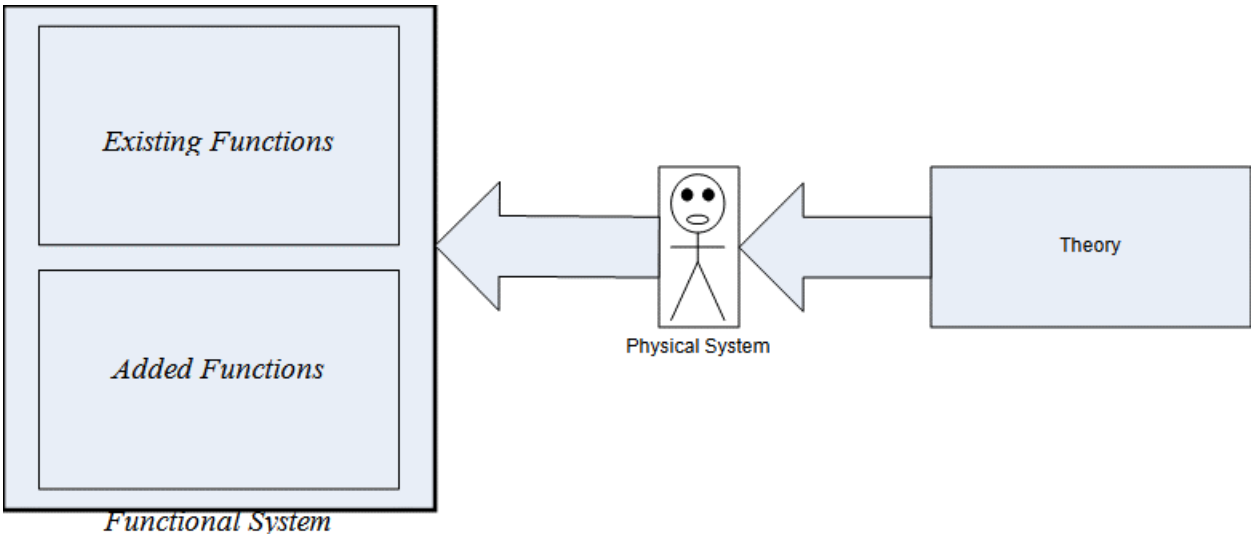
executed in relationship with those added functions, which enable us to reduce complexity in our application.

From the table able, the efforts on the physical system enable some existing functions to be executed. As we can see, by reducing those efforts, we also reduce the execution of those function which enables us to reduce complexity in our application or complexity of the overall system. The way to look at it, there is a relationship between the physical system and the functional system in the form below.



From the model above, we can see that theory serves as input to the physical system, where the physical system executes function of life. This is the same as saying, we get ideas from theory that enable us to execute function of life. As we can see from the table in relationship with the model above, the more efforts we make the more functions of life we execute. The more efforts we make, the more existing functions of life that are executed which put more load or stress to the system. This is basically what complexity is. As we increase the number of added functions, we execute more existing functions, which put more loads on us or stress to both the physical system and the functional system. In this case, make lemonade which is an added function that is executed with provide lemon and provide sugar. Here, we can represent those functions as: Function 1, Function 2, and Function 3 in the functional system.

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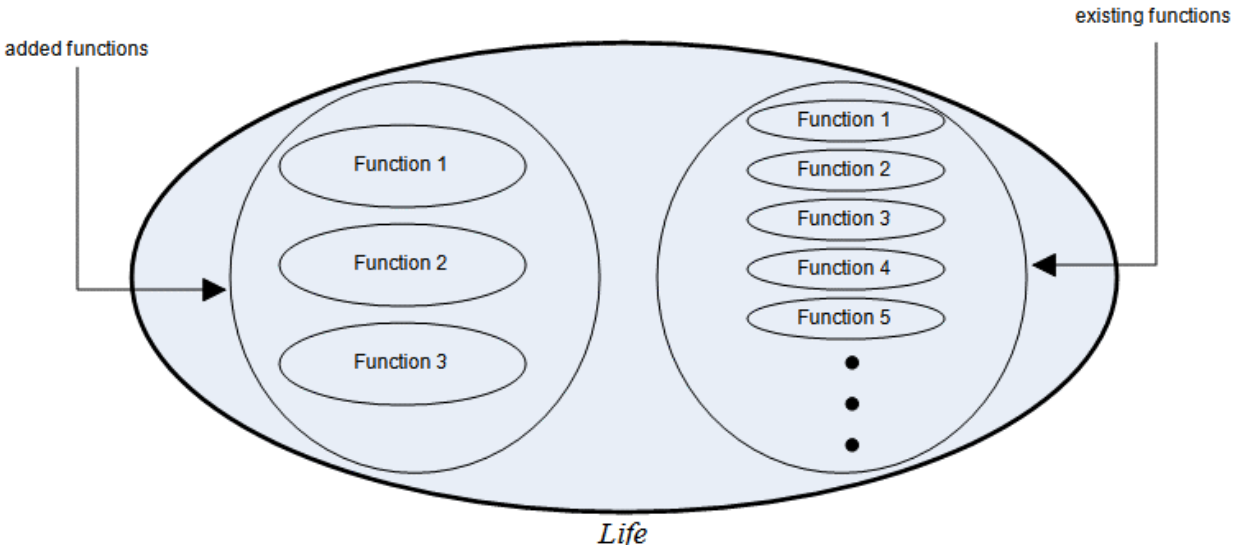
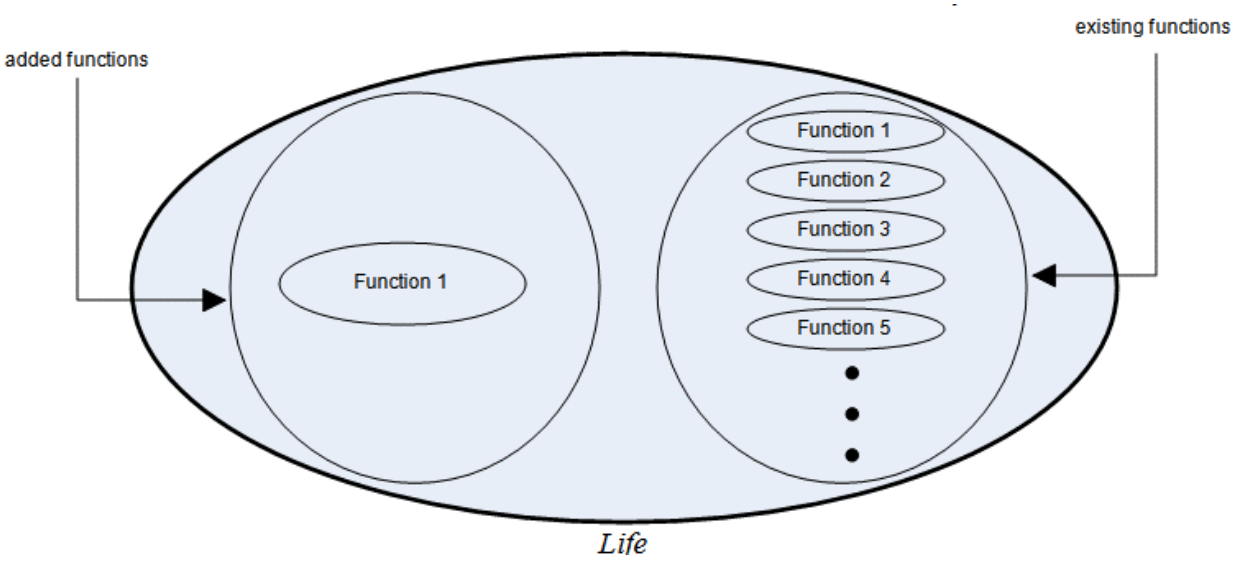


While we represent all three functions of the making of the lemonade able, since Function 1 is *Make Lemonade*, and Function 1 includes Function 2 and Function 3, it is better to represent Function 1 only in the functional system as shown below.



From the model above, we represent Function 1 which is *Make Lemonade* in the added function area in the functional system. What is important here? To execute one single function, we need a lot of existing functions to be executed. To the right of the existing function area, we represent them as function 1, function, 2, etc. Here, they can be identified as *finger move*, *walk, talk*, *hand move*, *feet move*, etc. They also take quantity and repetition into consideration. For example, number of times the hands move, number of times fingers move, and so forth. What is important here is that in our application, as we increase the number of added functions, the number of existing functions also increase which enables the application to become more complex.

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While we represent some existing functions above, since existing functions are related, we should also think or look at dependency. For example, the lemon has existing functions dependencies, as well as the sugar has existing functions dependencies. All those dependencies contribute to the complexity in our application. When reducing complexity in our application, we can look at function dependencies as well. In this case, we can determine if our application affects those function dependencies. If so, we can try to reduce those effects which enable us to reduce complexity in the overall system.

We define complexity as stress we put on the system that enables the system to work harder. Reducing complexity enables us to manage the system more efficiently. In other words, if we can reduce complexity in our application, we then put less stress on ourselves. Our application is more manageable with less complexity where the increase of load enables our application to be less manageable. In terms of load or stress, we can also look at residue and maintenance. For example, after executing a function, we can ask this question: How can we handle residue? In this case, if we have no residue to handle, then our application is much less complex. If we have less residue to handle, then our application is less complex. The increased quantity or amount of residue to handle after executing our application or the function of our application, enables the increase of complexity. In this case, we can look at the effect of residue in the functional system. For example, to handle residue, that takes more effort on the physical system that also affects other functions in the functional system. So, in our application, it is always good for us to look at residue and how we can reduce it in order to reduce complexity in our application and the overall system.

In addition to residue, we have to look at maintenance. For example, after deriving an instrument to execute a function, we have to look at the maintenance of that instrument. For example, if we can execute a function where there is no maintenance afterward, then we reduce complexity to minimum. On the other hand, if we derive an instrument where after the derivation we have less maintenance of that instrument, then we put less stress or effort on the physical system which enables us to reduce complexity in life. After deriving an instrument, if the maintenance of that instrument is high, then that puts more effort on us, which enables the increase of complexity in life. In our application, we have to look at the maintenance of instruments that we derive or service. If we can reduce maintenance of instruments, that puts less effort on us which enables us to reduce complexity.

Complexity and Communication

Since there is a relationship between theory of communication and theory, where understanding of theory of communication enables the understanding of theory, the understanding of theory of

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communication enables the reduction of complexity in our application. The way to look at it, since complexity enables the physical system to work harder with limited result, misunderstanding of theory of communication may enable the system to misunderstand theory which enables the system to work harder. In this case, it is always good to understand theory of communication, which enables us to reduce complexity in our application.

Complexity enables us to work harder with less result. In terms of communication, we can look at visual aspect of communication. Misunderstanding of visual aspect of communication may enable the system to work and execute a function where the work may not be needed or the process may be wrong. In this case, more stress is put on the system for nothing. It is always good to look at visual aspect of communication in terms of reducing complexity in our application.

Cause of Complexity

To better understand what we have learned from this chapter, let's summarize it by providing some steps in an outline format that causes complexity.

- As number of functions increases, complexity increases. In other words, complexity is caused by having an increased number of functions in our application. When that happens, we have more to think about and work harder.
- The increased number of functions to solve a problem or execute a task.
- Increased number of instruments to execute a function.
- Increased number of input/natural elements.
- Misunderstanding of visual aspect of communication
- Misunderstanding of theory of communication
- Use instrument to execute a function or solve a problem when not needed
- Use instrument in our application that are not needed by our application
- Use input/natural elements in our application that are not needed by our application
- Philosophies increases complexity
- Eliminate philosophies in our application. The way to look at it, as philosophies increase, complexity also increases.
- Since there is a relationship between theory communication and theory, the absence of theory of communication enables complexity to increase.

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Steps for Reducing Complexity in Application

Since we are theory dependable and we think relatively to theories to get ideas to execute our application, complexity simply creates disturbance that enables us to focus less on our application. In this case, rather than thinking relatively about a single entity, some other entities we think about are viewed as disturbance. By reducing complexity in our application, we can focus more to solve the underlying problem. The way to look at it, as a theory dependable system, with complexity, in our mind we have more to think about, which puts more effort on us. With less complexity, in our mind we have less to think about, which puts less effort on us. We can also say that, with less complexity, our mind is clear, where with more complexity, our mind is not clear because we have more to think. In this case, we can simply focus more with less complexity. With less complexity, we can execute our application more efficiently. Here are some step that enables us to reduce complexity in our application:

- Reduce number of added functions in our application. By reducing number of added functions in our application, we work less which puts less effort on our system.
- Better understanding of commination: understanding of theory of communication is important because theory of communication is related to theory. Without understanding theory of communication, we may not understand theory in our application which enables us to follow wrong steps.
- Visual aspect of communication is important because it enables us to identify actual entities. By identifying wrong entities, that enables us to follow wrong steps and work harder without solving the actual problem.
- Visual aspect of communication is important because it enables us to identify the actual problem. By identifying the actual problem, we can work to solve it rather than working and putting our effort in an area that is not identified as a problem.
- Reduce amount or quantity of residue after functions are executed. If we can reduce residue after executing functions, then that reduces complexity in the system. If we can execute a function without residue after execution, then we reduce complexity to minimum.
- Reduce maintenance after execution: if we can reduce maintenance after execution, it takes less effort on the physical system afterward. Reducing maintenance after execution enables us to put less stress on the system which enables us to reduce complexity overall.
- Reduce number of theorems applied: if we can reduce number of theorems apply to execute a function to solve a problem, we also reduce complexity. In this case, it would take less effort on the physical system.

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- Reduce number of unneeded functions: this is the same as reducing the number of added functions. If a function is not needed in our application, there is no need to have it. If an additional function is not needed to execute the application to solve the underlying problem, we simply don't add it. Adding a function that is not needed to our application, simply puts more load or stress to the system which enables us to increase complexity in our application.
- In theory domain, complexity enables us to think more therefore puts more effort on us. With more complexity, we think more about things where with less complexity, we think less. It is better for us if we can think less to execute a function to solve a problem rather than thinking more without solving the problem.
- Reduce number of functions to solve a problem.
- Reduce number of input elements.
- Understand theory of communication.
- Reduce philosophies in our application.
- Replace philosophies by theory.
- Since there is a relationship between theory and theory of communication, the presence of theory of communication enables reducing of complexity.

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Understanding Resource Management in the Theory Domain

Introduction

From the previous chapter, we have learned about complexity in the theory domain. In the theory domain, complexity enables us to work harder by putting more stress on the system, while we get less results. Reducing complexity in our application enables us to put less load to the system, which enables the system to perform better. Resource management is part of reducing complexity in the system. In our application, when we manage resources, we also reduce complexity in the application.

The process of resource management in the theory domain enables us to determine how much resources are necessary or needed to execute the application to solve the underlying problem. Since the underlying problem that we need to solve determines the number of resources needed, it makes sense for us to pay attention to that problem when dealing with resources. In the theory domain, we identify the problem that needs to be solved, we analyze the problem, and we determine if resources or physical entities are needed to solve that problem. If so, we determine how much. If we determine the underlying problem does not need resources or physical entity, we then exclude them from the application. The overall process is viewed as resource management in the theory domain.

In this chapter, we are going to look at resource management in the theory domain. We are going to look at the steps of managing resources in our application and how we can reduce complexity in our application by managing resources in the application. Overall, by managing resources in our application, we also reduce complexity in our application which enables our application to execute more efficient to solve the underlying problem.

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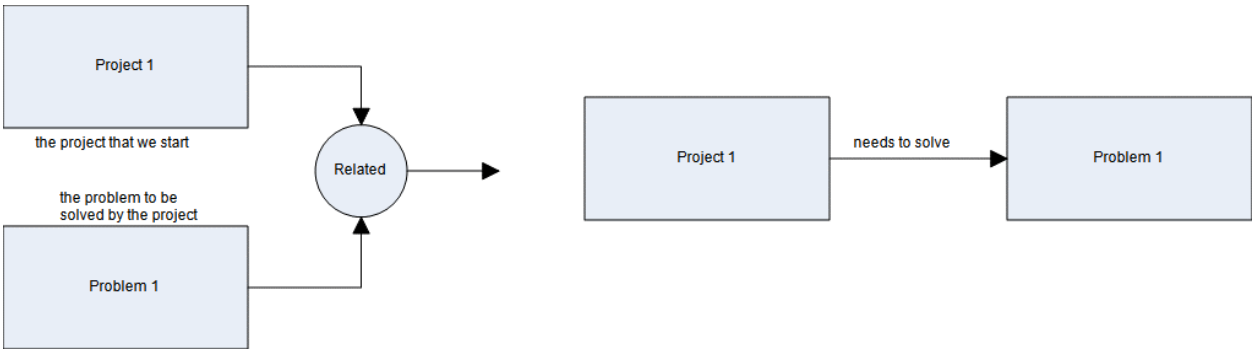
Complexity and Resource Management

In the theory domain, the complexity theorem was given to us by our parent as: whenever we increase the complexity of functions that we add to life, the complexity of functions that already existed also increases. As we learned from the previous chapter, in terms of increasing complexity in our application, whenever we increase the number of functions that we add to life or whenever we increase the number of functions in our application, we also increase the number of existing functions to be executed in relationship with those functions. The way to look at it, since existing functions executed in their own mode where their modes ae not controlled by us, when we increase number of added functions in our application, we simply force more existing functions to execute which puts more stress on our system. By reducing the number of added functions in our application, we simply force fewer existing functions to execute which puts less stress or load on our system.

In terms of resource management, in our application, we first start the application by identifying the problem that needs to be solved. What do we mean by that? We identify a problem that needs to be solved first, and then we start an application or a project to solve that problem. We can see that there is a relationship between the project that we start and the problem that needs to be solved by the project. Here, we can represent that relationship in the form below.



From the model above, to the left, it shows that the problem that needs to be solved by the project has a relationship with that project. That makes sense. Since the project is undertaken to solve the underlying problem, there must be a relationship between the project and the problem itself. To the right, it shows that the project is needed to solve that problem. Since the project is started to solve the problem, the project is needed to solve that problem. As we can see, an application or project is started for the sole purpose of solving an identified problem. Without the existence of that problem, there is no need to start a project or an application. In other words, the existence of a problem gives rise to a project where that project is undertaken to solve that problem. Without that problem's existence, there is no need for that project, because the entity

that needs to give rise to that project does not exist. To better understand that, let's show that model below.

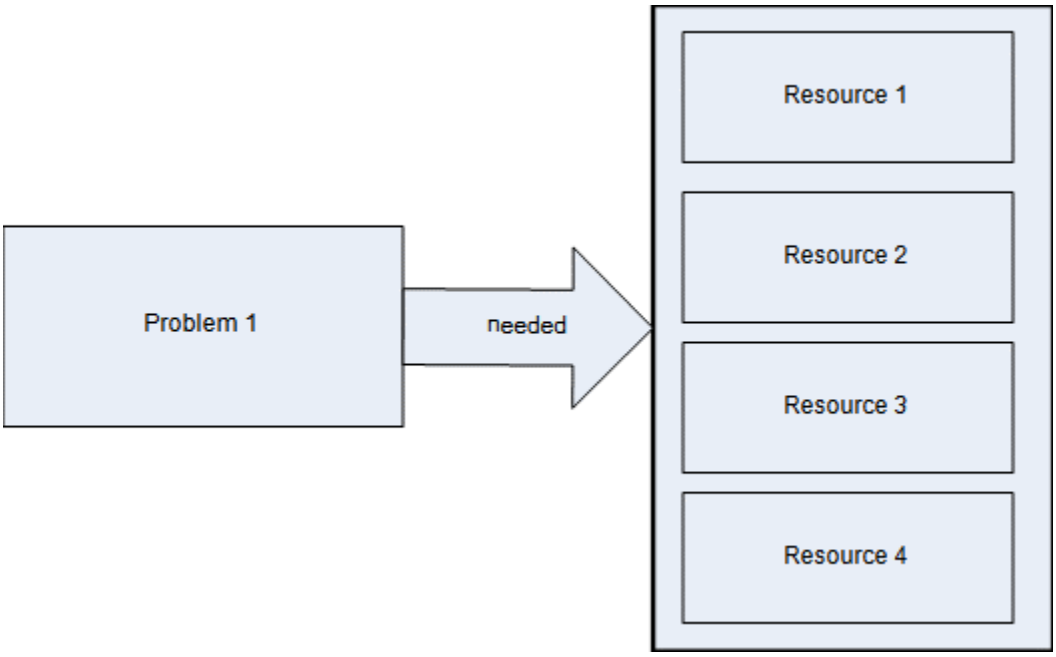
As we can see above, the existence of the problem gives rise to the application or project. Without it, there is no need for a project or application. That makes sense, since Project 1 is to solve Problem 1. Without Problem 1's existence, there is no need to undertake Project 1 or Application 1, because there is no problem to solve.

As we can see from the models above, as well as from the explanations, we can see that proper problem identification is very important in terms of reducing complexity and managing resources in our application. There are two ways to look at it. If we start a project, where there is no problem to be solved, we simply increase complexity in the system and waste resources. Since the problem does not exist to give rise to that project, that project is undertaken to solve no problem. In this case, resources for that project are wasted. From that, we can also see that more functions are added to the system and we perform more work for nothing. We can also see that multiple existing functions are executed which can be viewed as forced to execute or simulated.

If we start a project, where the problem to be solved is wrongly identified, we simply waste resources and energy to try to solve a problem that is wrongly identified. In this case, we simply waste resources and energy in an area that is not the identified problem. Those resources and energy are considered to be wasted. When that happens, we do more work for nothing which puts more stress on us and the whole system. This process simply increases complexity and enables us to waste resources.

To better understand the relationship between problem and resources needed to solve a problem, we can take it like this: After identifying a problem, we analyze the problem or the solution of that problem and determine resources needed to solve that problem. The resources can be in the

form of natural elements, natural resources, input elements, physical entities, instruments, and so forth. If so, we can determine the quantity or amount needed. Let's represent the process by the model below to help us understand that.



From above, after analyzing the problem, to the right we determine resources needed to solve that problem. Here, the resources can be identified as physical entities or input elements that are needed to solve that problem. They can also be viewed as instruments and so forth. After analyzing the problem, those inputs elements are considered to be native or natural to that problem. Those resources identified above are considered only resources needed to solve that problem. The list above is simply an example. What is important here? After analyzing the problem, the resources needed to solve that problem are considered to be native to that problem. From the model above, if we want to we can put percent or quantity as shown by the model below.

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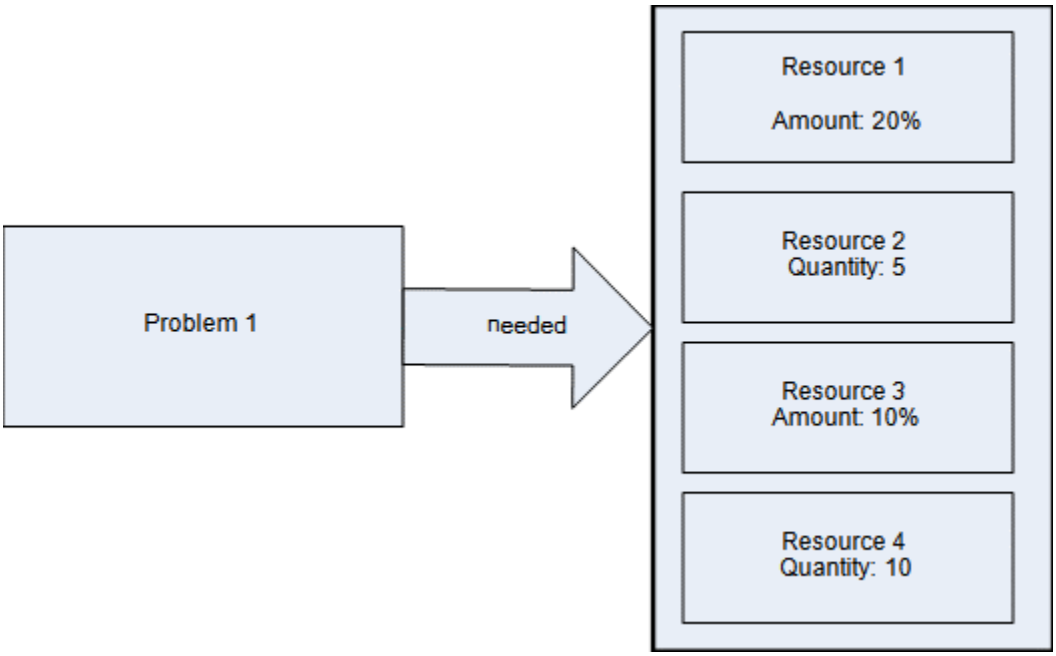
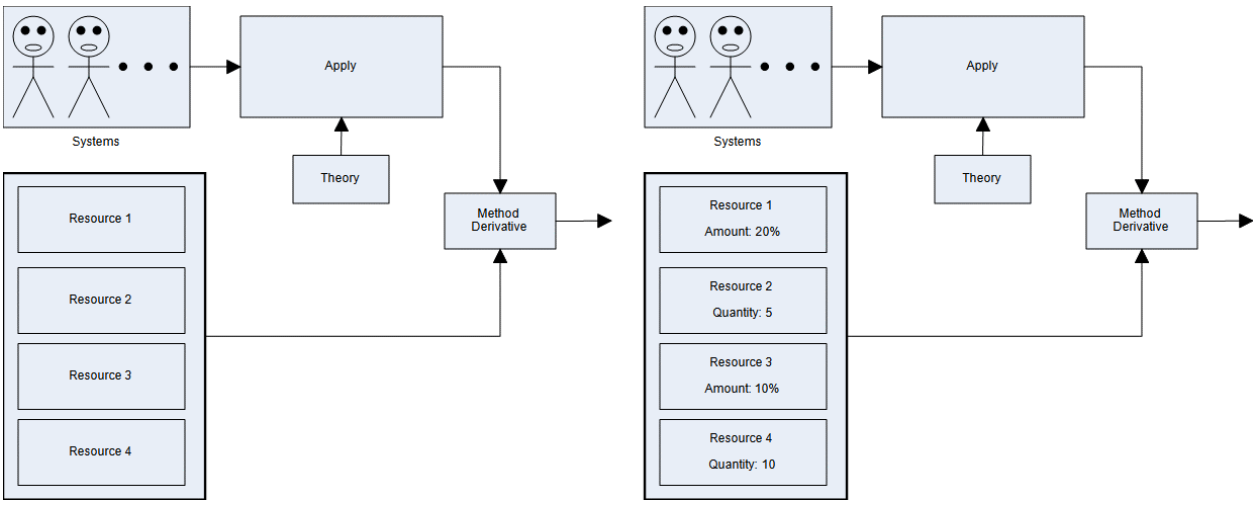


From the model above, we represent the quantity of input element or natural element or resources needed to solve the underlying problem. We can say that the identified resources above and their quantity are the only resources needed to solve the underlying problem. We can also say that the resources above are natural or native to the problem, because they are the only resources needed to solve the underlying problem. We can represent the model above, in the form below.



From above, we show two models: to the left, the systems are people in the application who apply theory to derive a method or instrument to solve the underlying problem. The resources are resources usage by the people in the application to derive the instrument or the method to solve the problem. Here, the resources are only resources needed by the application. To the right, we show the same model where we put the quantity of resources needed to solve the

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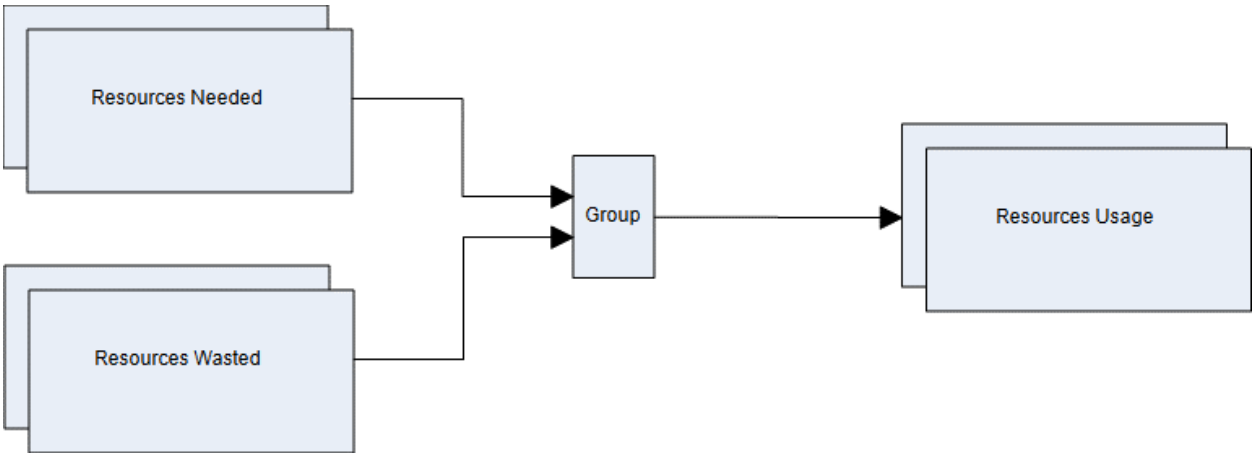
underlying problem. Since the resources are only the resources needed by the application to solve the problem, they are natural to the application as well as their quantities or amounts. As we can see, the theory is applied in relationship with those resources and their quantities to derive the method to solve the underlying problem.

From the model above, we can see the natural elements that are identified, and their quantities are considered to be the only needed to solve that problem. Any extra or quantity added is considered to be wasted, since the underlying problem does not needed it. In this case, we can see that extra quantity increases complexity in the application. The extra enables the system to work more which put more stress to the system. The extra is not needed by the application. It is considered to be wasted. To better understand that, let's represent a model to show resources needed by the application to solve the problem, as well as resources, usage, and resources wasted.



The model above is an example or resources usage in our application. To the right, we show the total resources usage in our application, where to the left we show the total resources needed to solve the underlying problem as well as resources wasted. To help us manage resources in our application, our goal is to reduce resources wasted to zero or eliminate them. By eliminating resources wasted to the left, we can see that the resources usage in our application is equivalent to resources needed to solve the underlying problem. By doing so, we can see that the resource usage is native or natural to the application. By eliminating resources wasted in our application, we reduce complexity in our application because that enables us to do less work and put less stress on the system.

Complexity and Physical System

Complexity enables the physical system to work harder by putting more stress on the system. In other words, complexity enables the physical system to take more load which puts more stress on

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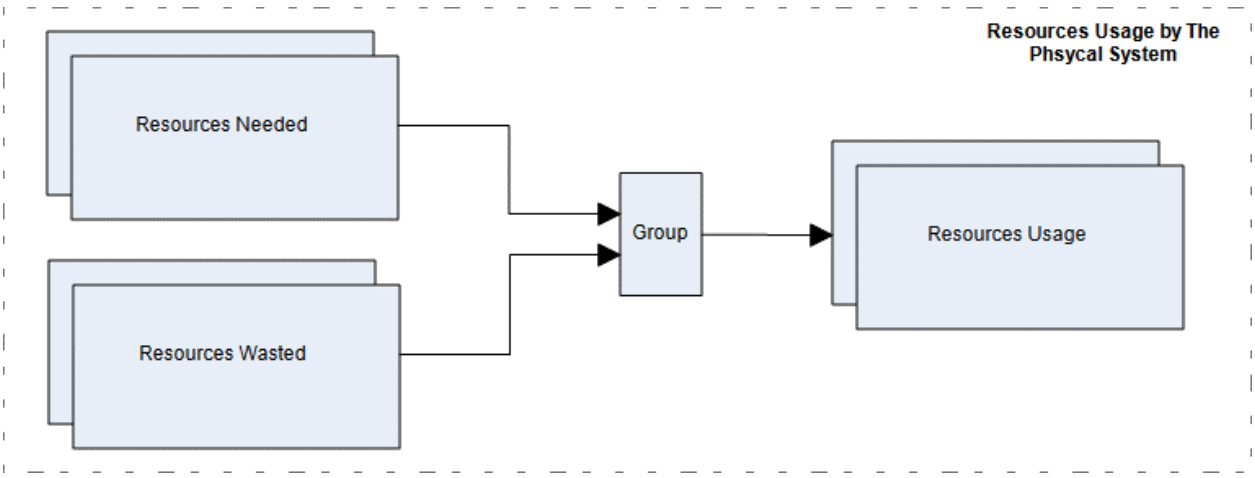
the system as well as the functional system. By reducing complexity, we reduce our loads as well as stress on the functional system. In this case, both the physical system and the functional system perform much better.

As we have learned before, the increased quantity of added functions executed by the physical system enables the system to work harder which puts more stress on the system. It also affects the functional system. Reducing the number of added functions causes the system to work less which reduces complexity. In terms of resource management, the more resources wasted by the system, the more complexity increases by the system and the system work harder. To better understand resource management and the increase of complexity, there are two ways to look at it. First, we look at resources usage by the physical system to execute a function to solve an identified problem. We have already shown and explained that. Second, we can look at resources usage by the physical system to enable its functionality. We can also say that resources usage by the physical system to enables its functionality, since the functionality of the physical system enables the functionality of life.

By understanding life and the physical system, we already know that the physical system cannot use too many resources to enable its functionality. The physical system can only use enough resources to enable its functionality. As we can see, since the physical system can only use adequate resources to enable its functionality, misunderstanding of that, which enables increase usage of resources, enables more resources to be wasted. This puts stress on the system as well as the functional system which increases complexity of life. What do we mean by that? We mean since the system can only use enough resources to enable its functionality, additional resources that are not used to enable the functionality of the system are wasted which put stress on the system as well as on the functional system. The overall process increases complexity of the system. To better understand that, let's represent the model above again.



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From the model above, we represented the resources usage by the physical system. The resources needed to the left are considered to be only resources needed by the system to enable its functionality. The resources needed by the system are considered to be adequate, because they are the only ones the system can use or consume to enable its functionality. To enable the system functionality, the system cannot use more than enough to enable its functionality. The resources needed by the system to function can be viewed as native or natural to the system. In this case, any additional resources usage by the system are considered to be wasted, because they do not enable the system to function. From that, we can see that additional resources used by the system enables the system to work harder or put more stress on the system which enables the increase of complexity in life. The way to look at it, the additional resources usage by the system which does not enable the system functionality enables the system to execute more added functions of life. When the system executes more added functions of life, that increases the number of existing function executions which increase complexity of life. To better understand that, let's take a look at the lemonade application again.

For the lemonade application, the original theorem was interpreted as:

$$Lemonade = Lemon + Water + Sugar + Ice$$

By adding quantity to the impetration above, we have:

$$Lemonade = 2\ Lemon + 12oz\ \ of\ \ Water + 2\ table\ spoon\ of\ \ Sugar + 6\ cubes\ of\ \ Ice$$

As we can see, the quantity of lemonade needed to solve the feeling hot problem is presented above. Here, let's show the model again in relationship with input elements that are needed to derive the lemonade to solve the feeling hot problem.

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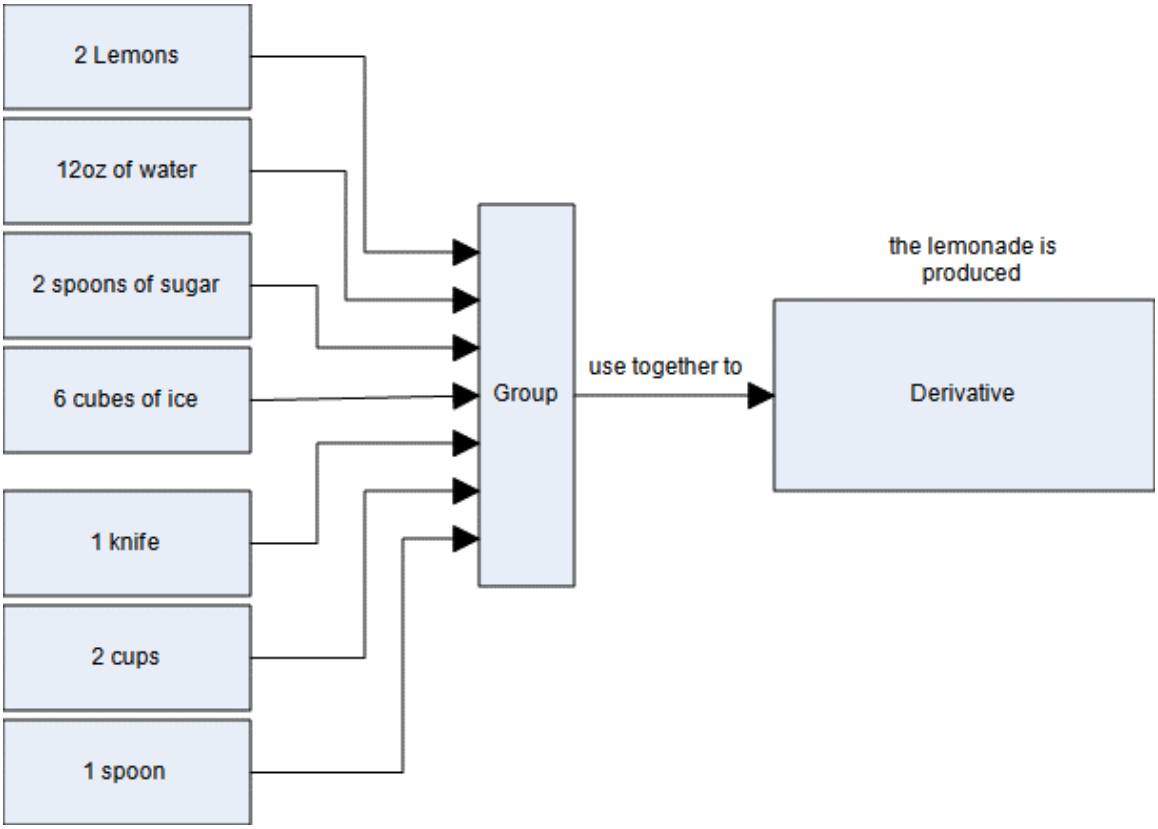

As we can see above, to the left, are the quantities that are necessary as well as needed by the system to solve the problem. In terms of consumption, the amount of the lemonade is the amount needed by the system to solve the problem. As we can see, increasing the amount as well as the quantity of the input elements or adding additional input elements enables the system work harder which increases complexity in the application. The system can only consume or use the adequate lemonade to solve the feeling hot problem. Additional lemonade or additional input elements are considered to be wasted and enable the system work harder that put more stress on the system. As we can see, the physical system can only use adequate resources to enable its functionality. Increased resources that are not needed by the system simply enable the system to work harder, put stress on the system, and increase complexity in life.

Problem Solution and Complexity

We learned previously that the function that we add to life is to solve an identified problem. For example, the feeling hot problem is solved by the drinking of the lemonade. In this case, I make the lemonade then drink it in order to solve that problem. As we can see, there is a natural process between a solution of a problem and the problem itself. In this case, we can see that a problem is identified, where the solution of that problem is natural to that problem. What is important here is the fact that the solution for that problem is natural to that problem, the

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resources usage to solve that problem is also natural to that problem. For example, if Problem 1 has Solution 1, where Resources 1, 2 and 3 are used for that solution, those resources are natural to that problem without anything else. What do we mean by that? We mean the resources and their quantities. In this case, any additional resources are considered to be waste or not natural to that problem. It is better to take it this way: *any resources that are used to solve a problem and are not natural to that problem are considered to be wasted*. Here, natural means quantity or amount of resources that is just enough to solve the identified problem.

In terms of the physical system, as we can see, the physical system can only use enough resources or simply just enough resources to enable its functionality. Here, the term just enough means the natural quantity that enables the system to function. The term just enough means that the system cannot overuse or use too much to enable its functionality. The physical system cannot use too many resources to enable its functionality. Any additional resources or too many resources usage by the system—besides the just enough to enable its functionality—are considered to be wasted. Because of that, in an application or project, it makes sense for us to pay attention to the just enough resources to enable us to solve the underlying problem. Any extra or additional resources beside the just enough to solve the underlying problem, are considered to be wasted in that application.

For example, to solve the feeling hot problem, the model above shows that quantity of resources that I used. In this case, in terms of the quantity the system can consume to help solve that problem, we can put that as 12 to 16 ounces, for instance. In this case, related to the model above, the amount is adequate to help solve that problem. What is important here? If we increase that quantity to 32 or 64, we would need to increase or add additional elements or resources to the model above. Since that amount may be too much for the system to consume to solve that problem, we can say that the amount of resources or the quantity is not natural for that problem. With that, the extra resources are considered to be wasted.

The reason we don't want to waste resources in our application is because we do not make them. We use resources to execute functions to solve identified problem, but we do not make them. By managing our resources rather than wasting them, we can then eliminate waste. In this case, resources that are wasted could have been used to solve other problems. For example, if the problem requires 10% resources, we only need to use that 10% resources. If we use 20%, the extra 10% wasted could have been used to solve other problems. Since we do not make resources, related to time the resources remaining are reduced. By managing resources in our application and not wasting them, this enables us to manage our remaining resources by letting them reduce slower than faster. To better understand that, let's take a look at the model below.

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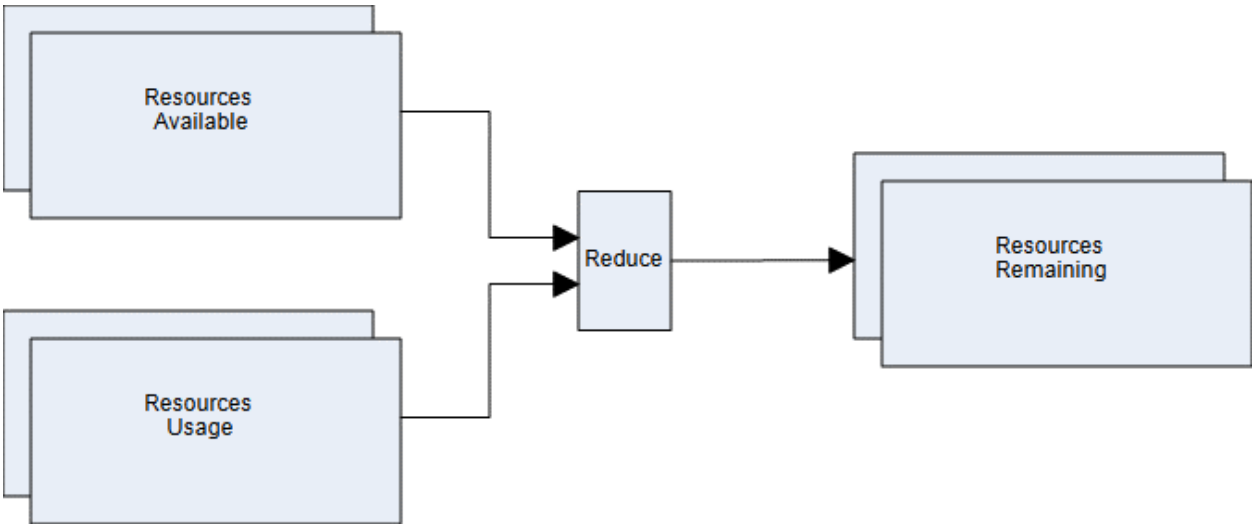

Resources are given elements or entities. We don't make them. We simply manage them. In our application or project, we think of resources as given elements that we used to execute that application to solve the underlying problem. We think them as fixed entities. As we keep using them, the remaining or available ones become less. From the model above, resources available can be viewed as allocated resources available or simply fixed resources available to an application. As we keep using, we simply deduct from the quantity available. To the right, it shows that is remaining. For example, in the Lemonade application, if Ms. Smith has 5 lemons and provides me 2 of them to make the lemonade, then 3 is the remaining lemons.

As we can see, when we don't manage our resources or waste more, we simply work more or perform more work which increases complexity of life. Managing our resources enables us to work less and solve our problems. When we manage our resources, we simply reduce complexity in life. As we can see from the model above, we don't have any control over resources available in terms of increasing the quantity or amount. The only control we have is managing them. In other words, resources are given elements. We don't have any control of them. The only control we have is to manage them. Here, let's provide some steps to help us manage resources in our application and reduce complexity.

Step of Resource management in Application

- Proper identification of the actual problem
- The proper identification of the actual problem requires theory of communication which includes visual aspect of commination. Without understanding of theory of

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communication, it is possible for the problem to be misidentified where resources may be wasted in something else.

- Determine the actual resources is natural to that problem or the solution of that problem.
- Use only resources natural to the problem or simply resources that enable to solve that problem.
- Determine the actual problem requires physical entities—natural resources or input elements. After properly identifying the problem, we can determine if that problem requires the usage of physical entities. In this case, if we misidentify the problem, it is possible that the actual problem may not requires the usage of physical entities. In this case, we simply waste resources.
- If the actual problem does not require the usage of physical entities, it makes sense for us not to use physical entities. Doing so enables us to waste resources and increase complexity. If the problem does not require physical entities and we use physical entities, we simply put more stress on the system.
- Determine the amount of resources needed to solve the underlying problem. The quantity needed is considered natural to that problem. Do not overuse resources in our application.
- Since we have to look at entities in terms of functions, to help manage resources and enable the reduction of complexity, we can look at entity usage which includes time of usage and time available.
- If the problem can be solved with very small input or natural elements, we use that to solve the problem because it is native to that problem.
- If a function can be executed with very small amounts of input/natural elements, we use that amount to execute the function without any extra. If we increase that amount, we simply increase complexity and mismanage resources.
- If a function can be executed without using any input/natural elements, we do not need to use input/natural elements to execute that function. Doing so enables the increase of complexity and mismanage resources.
- Since there is a relationship between theory and theory of communication, the presence of theory communication enables the management of resources while the absence of theory of communication enables the mismanagement of resources.

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Complexity and Stability in the Theory Domain

Introduction

From the two previous chapters, we learned about complexity in our application and how it affects our application, the physical system, and the functional system. We also learned the relationship of complexity and resource mismanagement. In this case, we have learned that as complexity increases, resource mismanagement and waste also increase. The reduction of complexity in our application enables the physical system to work less which puts less stress on both the physical system and the functional system.

Since complexity enables the physical system to work harder while getting less results or no result at all, complexity affects the stability of the physical system. Since the physical system can only use enough resources to enable its functionality, too many resources or resources overused by the system enable the system to execute more functions or do more work which puts more stress on the system and affects the stability of both the system and the functional system. In this case, the system becomes less stable. Since stress is put on both the physical system and the functional system when that happens, both systems become less stable.

In this chapter, we are going to look at how complexity affects the stability of the physical system. Since complexity of the system is affected by both increased number of functions executed by the system as well as quantity of resources wasted by the system, we are going to look at the stability of the physical system and the functional system. We will also look at how both of them are affected by complexity which is viewed as increased number of added function as well as resource mismanagement which is viewed as wasting of resources.

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Complexity and Stability in our Application

The stability of the physical system is defined as the fluctuation of the mind of the system. How often and how fast our mind fluctuates is defined as our stability. If our mind remains constant or doesn't change or fluctuate with time, then we are more stable. In other words, if our mind doesn't change often related to time, then we are more stable than if it fluctuates often. When our mind keeps fluctuating related to what we do or we are not sure, then we are less stable.

Previously, we learned that when our parent went to work and left us in the house, if we do things according to our parent's instructions, then our minds don't fluctuate while we are doing things. On the other hand, if we don't follow instructions and we are not sure, our minds keep fluctuating. In this case, we are less stable. What is important here is that by following our parent's instructions and principles, our minds don't fluctuate and we are stable. In this case, we can define our parent's instructions or principles as natural instructions that we follow to execute a function or solve a problem. Those instructions are native or natural to the function we are executing or problem we are trying to solve. Since those instructions are natural to an underlying function or problem we are trying to solve, when we follow them our minds don't fluctuate, and we feel stable. That makes sense since when we apply the instructions that solves the problem. In the event that we don't follow those instructions, that does not solve the problem and we have to do it over or work again to solve the problem. In this case, first we worked for nothing and we have to work again to solve that problem. What is important here? When we leave a problem unsolved, we still need to work again to solve it.

In terms of resources usage, since those instructions are natural to the function or problem we are trying to solve, resources usage in relationship with those instructions are natural to those instructions as well. In this case, if we do not follow those instructions, we simply waste those resources. That makes sense since when we don't follow the instructions that leave the problem unsolved, any resources that we use when we don't follow those instructions are wasted. The resources that we use when we don't follow the instructions don't go to solve the actual problem. They are not natural to the problem or the solution of the problem. They are simply wasted on something else. In this case, we have to do it over or work again to solve the actual problem.

In terms of stability, when we do not follow those instructions, our minds fluctuate and we become unstable. As well as, when our minds fluctuate in relationship to those resources, they simply are not natural to our application. That simply affects our stability. In terms of resources usage, we define the stability of the physical system as when the system feels confident enough about resources usage to execute a function or solve a problem—the system is stable. Where the resources usage is natural to the function or the problem or natural to the application of the

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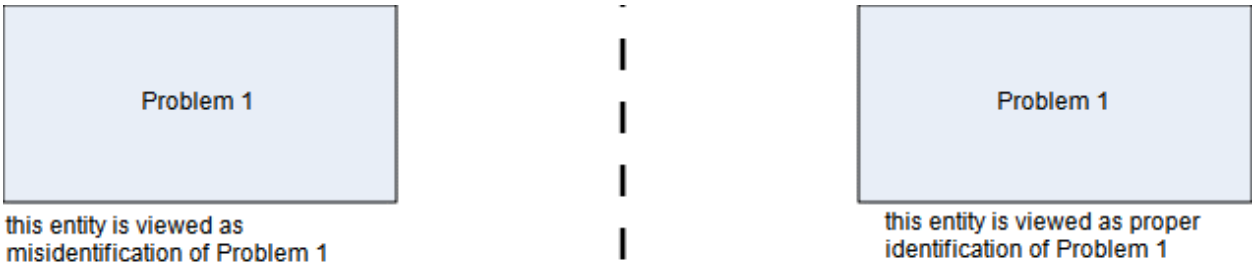
principle. Where misusage of resources affects the stability of the system, since it enables the system to work more.

Functional System Stability

The functional system stability is defined as normal execution of existing functions related to time. Since the functional system is enabled by the existing functions, we can also define the functional system stability as normal execution of the functional system. If related to time the existing functions drop tremendously, the system is not stable. In terms of resources usage, the resources usage to solve a problem is natural to that problem without any extra. In other words, the total resources usage to execute a function to solve a problem is native to that problem without any additional resources. If related to time, we use more resources and solve no or less problem, we simply waste resources and the system becomes less stable. The stability of the functional system related to resource management is concerned about how many resources we use to solve a problem and how that affects the functional system.

As an example, if the number of functions executed by the physical system increases while using more resources and solves no or less problems, the system is not stable in relationship to those resources that are wasted. In this case, we can look at continuous execution of existing functions and continuous waste of resources. Since an increased number of added functions also increases execution of existing functions, in all forms, if we look at the stability of those functions related to time and it comes down, then the system is not stable as a whole in relationship to resources that are wasted or simply resources usage that do not solve any problem.

To better understand the explanation above, let's take it like this. Let's assume that a problem is misidentified and is viewed as Problem 1. In this case, Problem 1 is simply misidentified. The entity that is identified as Problem 1 is not Problem 1. To better understand that, let's show the model below both entities side by side.



From the model above, we have two identified entities; one is the actual problem and the other one is the misidentified problem. To solve the actual problem, some resources need to be used

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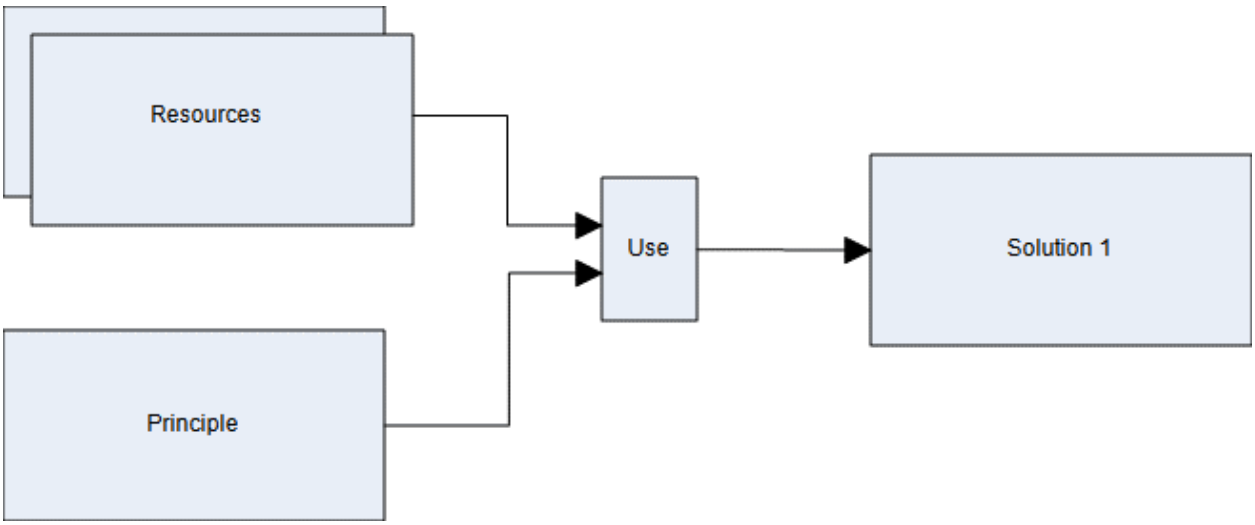
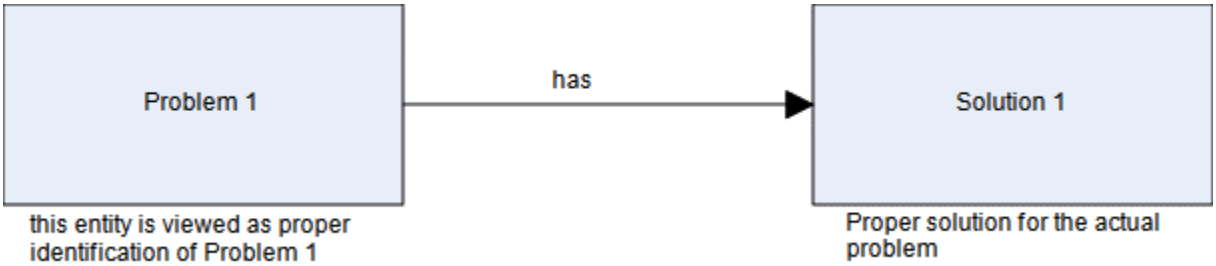
as well as some instructions. Those resources in relationship with those instructions are considered to be natural or native to that problem. We can represent by the model below.



From the model above, resources and principles that are considered to be native to the solution of that problem are used to produce a solution to solve the actual problem. Now, if the problem is misidentified, then the solution produced is not considered to be the solution for that problem.



Form the model above, the actual problem that is well identified has a solution that is native or natural to the problem. From the second model above, that solution is produced by the principle and resources that are natural to that problem. As we can see, if we misidentify the problem, the resources and the principles are no longer natural to solve that problem. In this case, all resources that we use to solve that problem are considered to be wasted. For example, the misidentified problem does not have principles and resources that are native or natural to it. All resources usage for that problem are wasted. Since we don't make resources, we can only manage them. In this case, we simply waste more resources while solving no problems. We can represent that by the model below.

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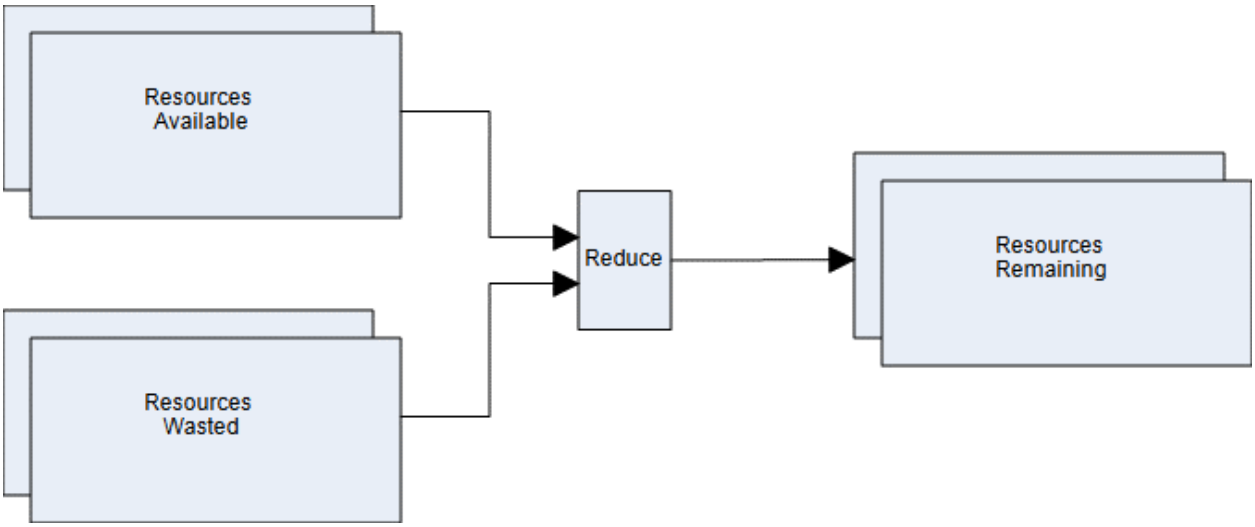
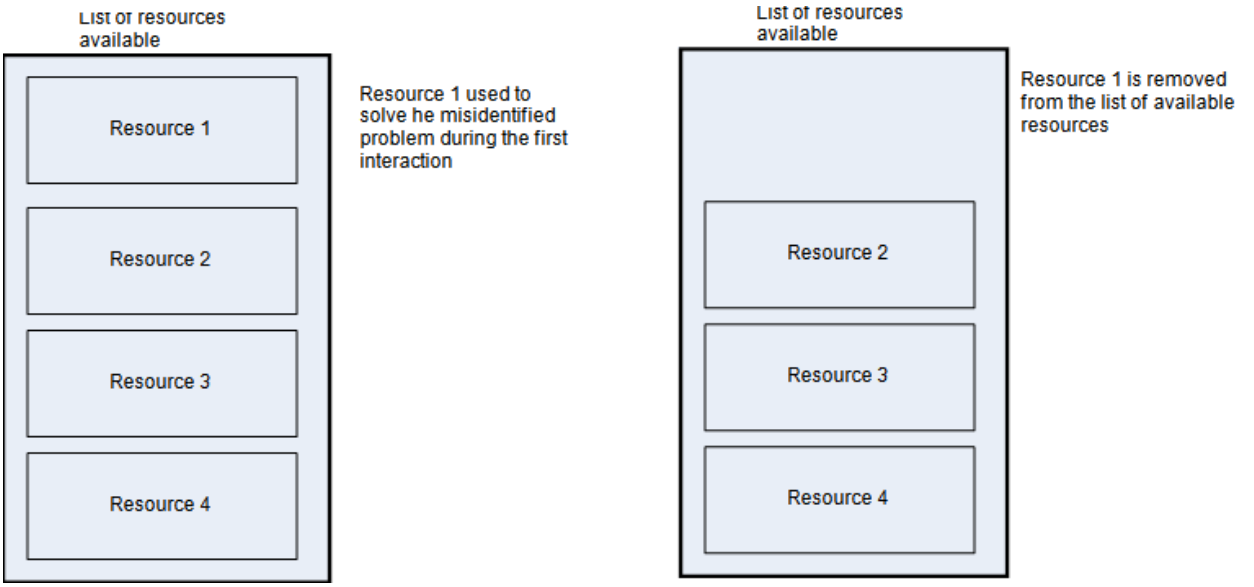


From the model above, we can name the set of resources wasted as Resource 1. Since when we don't solve a problem, we have to work over to solve it. In this case, Resource 1 is considered to be resources wasted from resources we have available. Another time, we need to solve the actual problem, we need to work again to solve it and use more resources. To better understand that, let's represent it by the model below.



Form the model above, in our first interaction or time, if we misidentified the problem, we use some resources to solve it. The resources that we used as Resource 1 do not solve the problem. It is simply wasted which reduces the set of resources that we have available for nothing without getting any resources. Now, in our second interaction or second time, if we properly identify the problem, we can use Resource 2 from the resource bank that we have to solve the problem. After solving that problem, our remaining resources are shown below.

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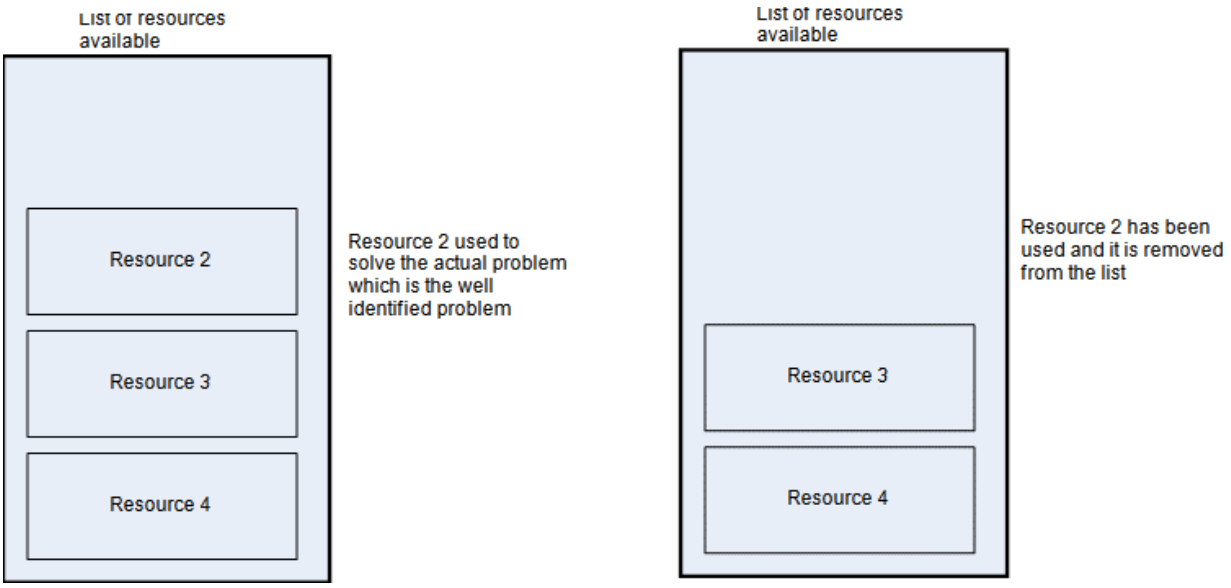

From the model above, in the second time, if we identify the problem properly, then we can use some resources from our resources bank to solve it. As shown to the right, Resource 2 has been used to solve that problem. After solving that problem, resources 2 is removed from the list. In this case, our remaining resources are less. What is important here? Since we don't make resources, we can simply manage them. If we misidentified problems and we use resources to try to solve them, we simply wasted resources that could have been used to solve actual problems. In this case, our remaining resources are simply reduced due to the waste of resources.

As well as, if there is no problem to solve and we use resources to try to that problem—the entity that is not considered a problem—we simply waste them. In this case, we identify an entity that is not a problem and we waste resources on it. When we do that, we simply reduce the resources bank for nothing. We also work for nothing and increase complexity. We execute more functions for nothing. When we have a problem to solve, we need to use additional resources which have been reduced from the resources bank. That enables us to do more work. The physical system simply works more which affects the stability of both the physical system and the functional system.

In terms of stability, since methods and instruments that we derive to solve an identified problem or execute a function need natural or input elements as input, and theory gives us ideas to enable us to do so, if those resources or input elements are wasted, the ideas are not native or natural to solve the problem. To better understand that, let's represent it by the model below.

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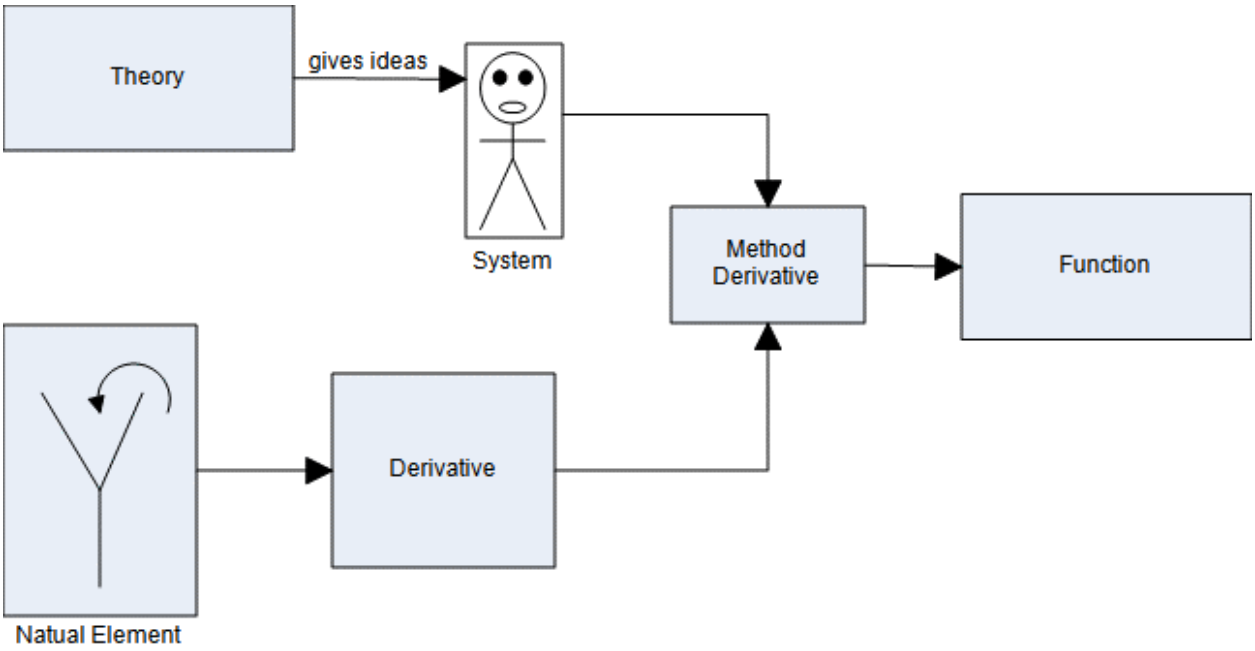

As shown from the model above, the physical system gets ideas from theory where the ideas work relatively with natural elements as input to derive a method or instrument to solve an identified problem. To the right, the function produced can be an instrument or method which is to solve a problem. The ideas from the theory and the natural elements are considered to be native to that function to solve that problem. In terms of stability, if the ideas are not natural to the solution of that problem, then the system is not stable. If the ideas are not natural to solve the underlying problem, then the system relies on philosophies rather than theory.

To better understand the paragraph above, we can think it like this. Before our parent went to work—when left us in the house—we got instructions from our parent on how to execute some functions in the house. The process can be viewed as the model above. In this case, if we follow the instructions as given to us, we can see that they are natural to the functions that we need to execute in the house as well as the entities that our parent left us to use to execute those functions. In this case, as we are working with those entities to execute those functions, we feel very confident and our minds don't fluctuate at all. We can call those instructions or theories or theorems as natural to those function as well as entities our parent left us to use in relationship with those instructions. On the other hand, if we disregard those instructions and we do not use them as they were given to us as well as entities to use in relationship with them, they are no longer considered to be natural or native to functions that we try to execute. In this case, our mind fluctuated. To better understand that, we can represent both models in the form below.

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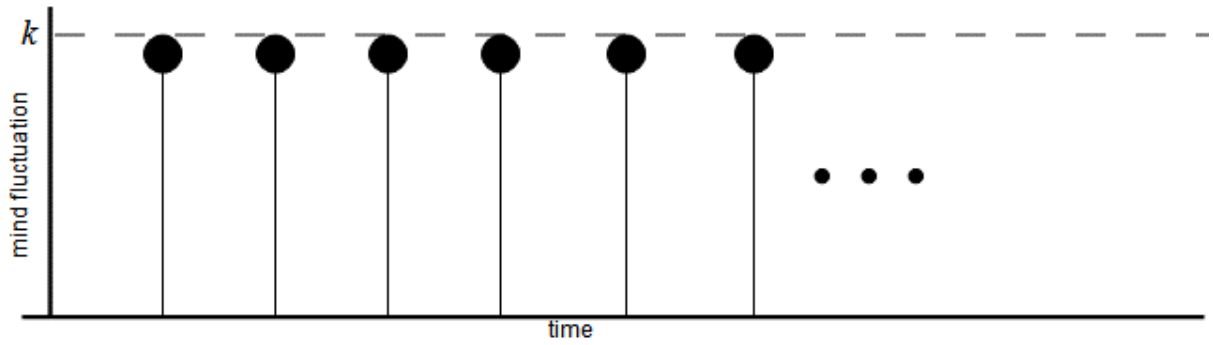
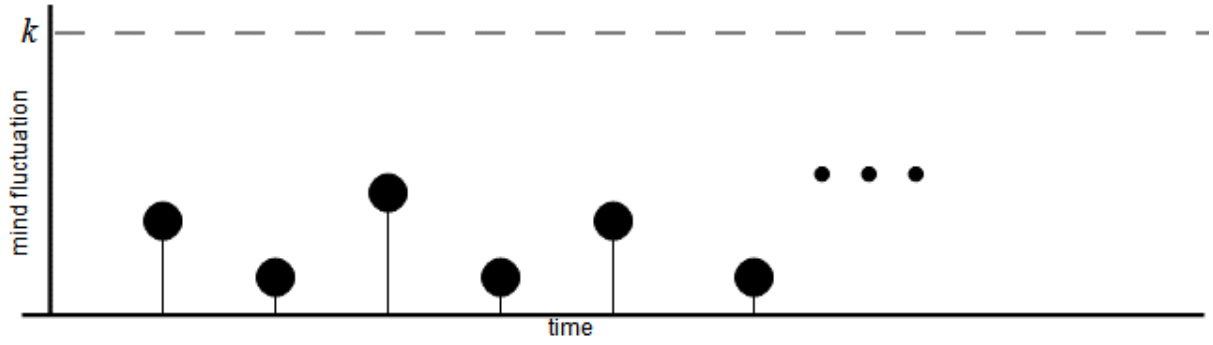


The model above shows how we feel related to resources that we used in the house in relationship with the instructions given to us by our parent. In this case, our mind remains stable and it does not fluctuate related to time. Since the instructions we are using are natural to the function that we executed in relationship with entities that were given to us, we feel very stable about our action and when we do things, our mind does not change. What is important here in terms of resource usage? Our stability is related to usage of those resources in relationship with instructions that are native to them or natural to them. On the other hand, if we don't follow our parent principles and use those entities according to our philosophies, our mind would fluctuate as shown by the model below.



From the model above, when our parent left us in the house if we don't follow the instructions and use the entities that our parent gave us according to our philosophies, then our mind is fluctuated since we think that we are doing something wrong. In terms of resources usage, since the ideas that we get to use those entities are not from the instructions given to us by our parent, those ideas are not natural to the function that we try to execute or problem we try to solve. In this case, our mind keeps going up or down. As we can see, in terms of resources usage, our stability is determined by how confident we feel to use specific resources to solve an underlying problem. In this case, if we feel that the resources we use do not solve the problem, then we don't feel confident about using them. In other words, we feel confident about using resources to solve an identified problem if the instructions or principles to solve that problem are native to that problem in relationship with the resources.

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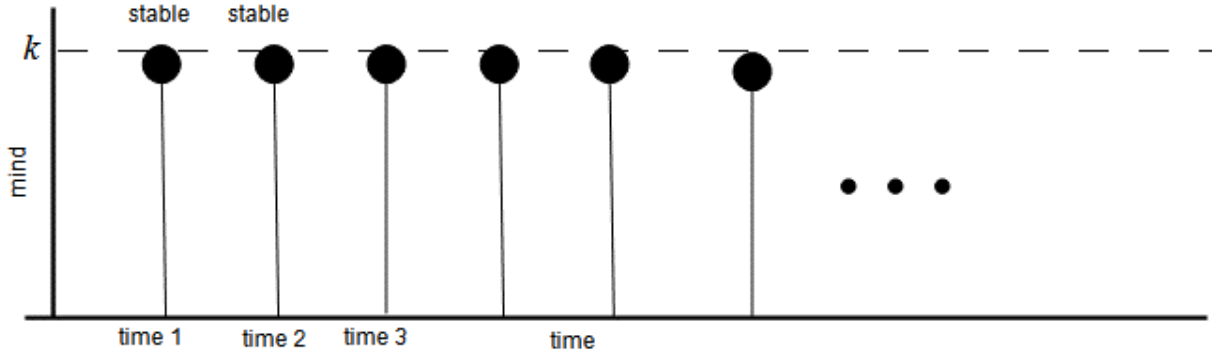
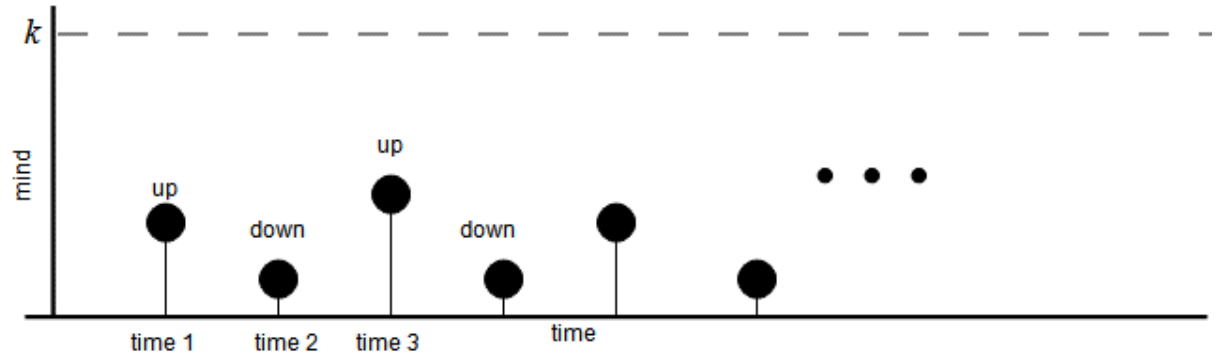
From the example when our parent left us at the house and went to work, we can define *Time 0* as the time our parent left the house and the entities for us to use with some instructions or principles. Those entities and principles are natural that we execute at the house or problems we try to solve. Now, from the time our parent left the house to work which is *Time* 0, if we execute functions according to the instructions or principles given to us by our parent, then we are very stable. In this case, our mind looks something like this. From the model below, *Time 1* is the time we first execute the function or solve a problem according to the principle.



As we can see from the model above, our mind does not fluctuate if we use the entities in the house according to the instruction given to us by our parent when our parent left the house. We feel very stable. Our mind stays steady. If at any time our parent comes back and talk to us, we have no problem to worry about. We still feel confident since we have done nothing wrong. We still feel confident since we have done everything according to those instructions or principles. We still feel very confident, since we have used those entities according to the principles.

Now, if at any time we do not follow the principles and use the entities not according to the principles given to us, our mind fluctuates and does not show any sign of stability. In this case, we have the model below.



As we can see from the model above, when we don't use the entities according to the principle given to us by our parent when our parent left the house, our mind keeps going up and down because we are not sure about what we are doing it. We do not feel confident about the functions

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that we execute at the house. If at any time our parent comes back, we would not feel confident to respond to our parent. Our heart will be beating. The reason for that is because we did not follow the instructions and used the entities according to our philosophies rather than the instructions given to us by our parent. As well as if at any time we do not follow the principles and use those entities, we would not feel confident about what we are doing. Even when our parent is not present, we do not feel confident at all. The reason for that is because we do not use the entities according to those principles. When we do not use the entities according to the principle given to us, we cannot feel confident about what we are doing. We feel very unstable and our mind is not steady. As we can see, resource management is related to our system stability. When we manage our resources, we feel very stable and when we don't manage our resources, we feel very unstable.

The way to look at it, resources are given elements. We don't make them. We simply manage them. When our parent left us at the house, if we don't follow the instructions, we simply waste resources without executing functions accordingly. In this case, we work harder since we did not follow instruction. We have to learn how to follow the instructions or we have to learn gain. That puts more stress on us which enables us to execute more functions to do so. Since resources that we previously used are reduced from the main resources bank, now we have less resources to use to execute functions or solve our problems. Since we wasted them earlier, we have less now. That makes the system more complex. Now, we have to work harder or doing more work.

We can also look at it like this. When our parent left the house to work, the entities that our parent left us to use are considered to be resources allocated for us. This allocation is viewed as a resources bank, where we use it in our application or manage its usage in what we do. In this case, every time we use part of it, it is reduced where we have less left. The overall explanation of this paragraph can be represented by this model.

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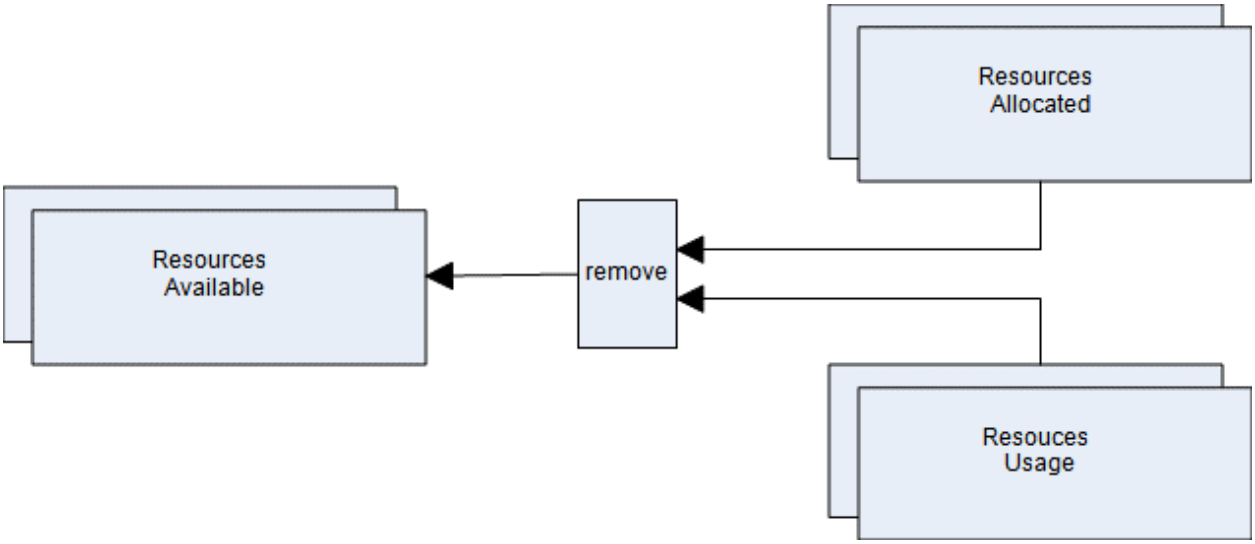
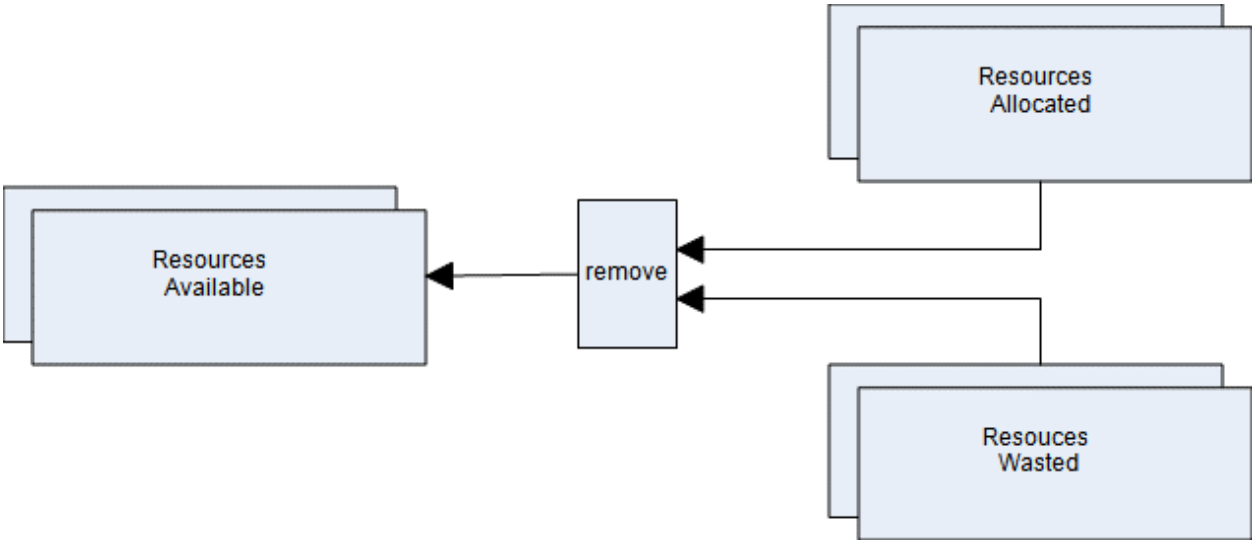


From the model above, in the resources bank our parent left us at the house, every time we use more from it, we simply remove what we used from the resources allocation. In this case, the resources available for us to use next time become less. In terms of stability and complexity, as we keep using more, we remove more from our allocated resources. That enables us to work much harder next time and become less stable. Now, if we don't manage the usage of the allocated resources then we wasted them. In other words, rather than using the resources to solve problems, we simply waste them. In this case, the model above is represented by the one below.



As we can see from the model above, the waste of resources from the resources allocated for us enables more resources to be removed from the allocated resources. In this case, we have less resource available for us to use. What is important here is that as we waste more from the allocated resources or from the resources bank, we have less resources available for us or remaining for us to use. Now, when we have problems, we have less resources to use to solve

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them. That enables us to work harder and becomes less stable which increases complexity of life.

The difference between the two models above is that in the first one, the resources are used to solve identified problem, where in the second model the resources are wasted. In this case, we can see that *Resources Usage* from the first model are considered to be *Resources Wasted* in the second model.

Complexity and Resource management of Added and Existing Functions

From the complexity theorem given to us by our parent, we have learned that if we increase the number of added functions, we also increase the number of existing functions execution. By understanding that, we have:

Number of Added Functions	Number of Existing Functions	Complexity
Less	Less	Less
More	Much more	Much more
Much more	Much, much more	Much, much more

In terms of resources management, since we do not make resources, we can only manage them. The more resources we use without managing them or solving problems, the greater the complexity. In this case, if we can reduce number of added functions, we also reduce waste of resources as well manage our resources. As an example, if we have so many added functions to execute and we can reduce them to a level, we can then reduce complexity. Since the number of associated existing functions is reduced, we also manage our resources. To better understand that, let's use the following table.

Number of Added Functions	Number of Existing Functions	Complexity	Resources Usage
Less	Less	Less	Less
More	Much more	Much more	More
Much more	Much, much more	Much, much more	Much more

All we have to know from the table above is, as we increase the number of added functions, we also increase the number of existing functions which enables us to increase complexity as well as use more resources. In terms of stability, that enables both the physical system and the functional system to become unstable. Since the increase of existing functions execution enables

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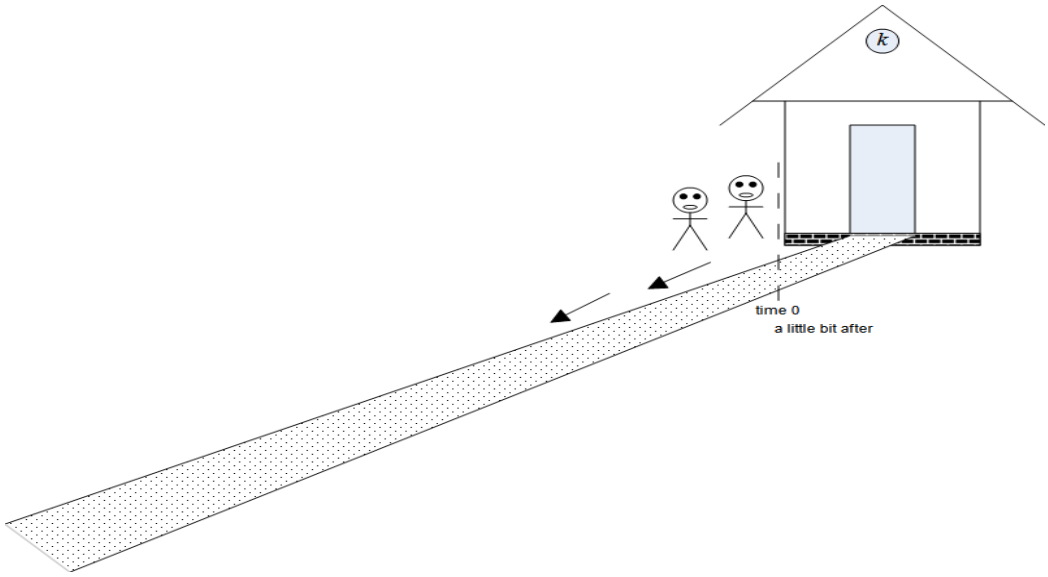
the functional system to be comes unstable, reducing the number of added functions enables the reduction of the number of existing functions execution. It also reduces resources usage or simply manages resources. The reduction of complexity enables the physical system to work less while getting more results or solve identified problems.

Affecting Functional System Stability

Previously, we had shown how resource mismanagement increases complexity which enables us to work harder and becomes less stable. To better understand how that affects the functional system, let's look at it this way. We already know that the stability of the functional system depends on the stability of the physical system. When the physical system becomes unstable, the functional system is also unstable.

To better understand that, we can look at it this way. When our parent left us at the house to go to work, the entities that our parent left us to use are considered allocated resources. At the time we started using unallocated resources, it looks like we left the house as shown below.



From the model above, since we no longer apply the instructions given to us by our parent, we simply act like we no longer belong in the house. The way to look at it, the resources allocated for our application are natural to our application. They are allocated for us. At the time we start using resources that are not allocated for us or resources that are not allocated for our application, we simply feel that we leave the house. The way to look at it, the resources our parent left us to use are considered to be allocated resources for our application or simply natural to our application. Unallocated resources are resources that are not natural to our application. At

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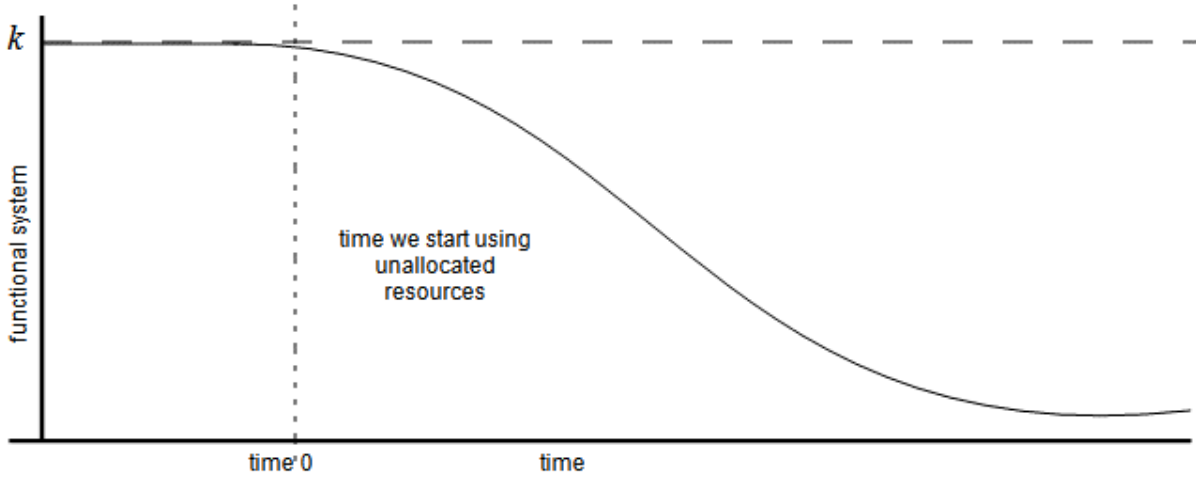
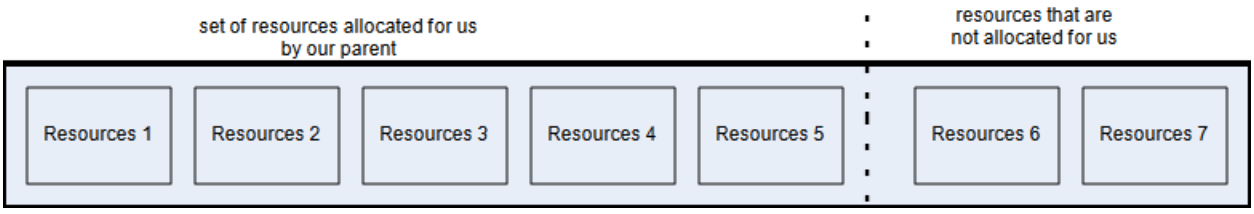
the time we start using the unallocated resources, we feel very unstable. We no longer feel that we belong in the house. We simply start leaving the house and going down.



In terms of the functional system, we can look at the model above as a mirror of the previous one. If we define *time 0* as the time our parent left us at the house, the time we start using unallocated resources is viewed as a little bit after that. It does not matter. We can also identify *time 0* as the time we start using the unallocated resources. What is important here is that at the time we start using unallocated resources, the functional system does not perform the same as it did before. In relationship to the first model above, the second model shows that the average functions are coming down with us as we start leaving the house. The reason for that is because of the increased complexity. As we start working harder and executing more functions in the functional system, the stability of the functional system also reduced. To better understand that, we can look at it this way. Before we start using the unallocated resources, to perform a task, we may have executed fewer functions. At the time we start using unallocated resources, we start executing more function to perform tasks. In this case, we simply work harder.

To better understand the overall process in terms of resources usage, let's take a look at the model below to show the allocated resources left for us by our parent as well as the unallocated resources in the same model.



From the model above, *resources 1 to 5* are considered to be resources allocated for us by our parent, whereas *resources 6* and *7* are not allocated for us. In this case, we can identify resources 1 to 5 as natural to our application where the unallocated ones which are resources 6 and

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resources 7 are not natural to our application. At any time we start using resources 6 and 7 to execute our application, we simply feel that we don't know what we are doing. We feel very unstable. Since resources 1 to 5 are natural or native to our application, their usage enables us to execute our application. Since resources 6 and 7 are not natural to our application, it is not possible for us to execute our application using them. When we use resources 6 and 7 to execute our application, we simply waste resources since they are not natural to our application or enable us to execute our application. Since when using resources 6 and 7 to execute our application enables our application not to execute properly, that enables us to work harder and execute more functions for nothing.

The way to look at it, as we start using unallocated resources, we feel that we don't know what we are doing, and we start wasting resources. Since we cannot make resources we can only manage resources. In in this case, entities that make up the functional system start working harder too. We work harder by executing more functions. Entities that make up the system also work harder as a result. The overall system becomes very unstable as a result. As we start using unallocated resources, we simply think differently. We don't think the same or in line with the instruction given to us.

In terms of philosophies inheritance, since the usage of unallocated resources enables us not to be inline or think in line with the principles given to us, the same philosophy of resource mismanagement passes from generation to generation which enables both the physical system and the functional system to become more unstable related to time as shown by the model above. The way to look at it, in terms of philosophy inheritance, related to time the physical system becomes more unstable because of resource mismanagement as well as the functional system.

Communication and Theory Domains Relationship with Allocated Resources

From the model above, we learned that the allocated resources given to us by our parent are natural to our application where we use them to execute our application to solve the underlying problem. To better understand that in terms of our application, let's represent the model of our application in both communication and theory domains in relationship with the allocated resources.

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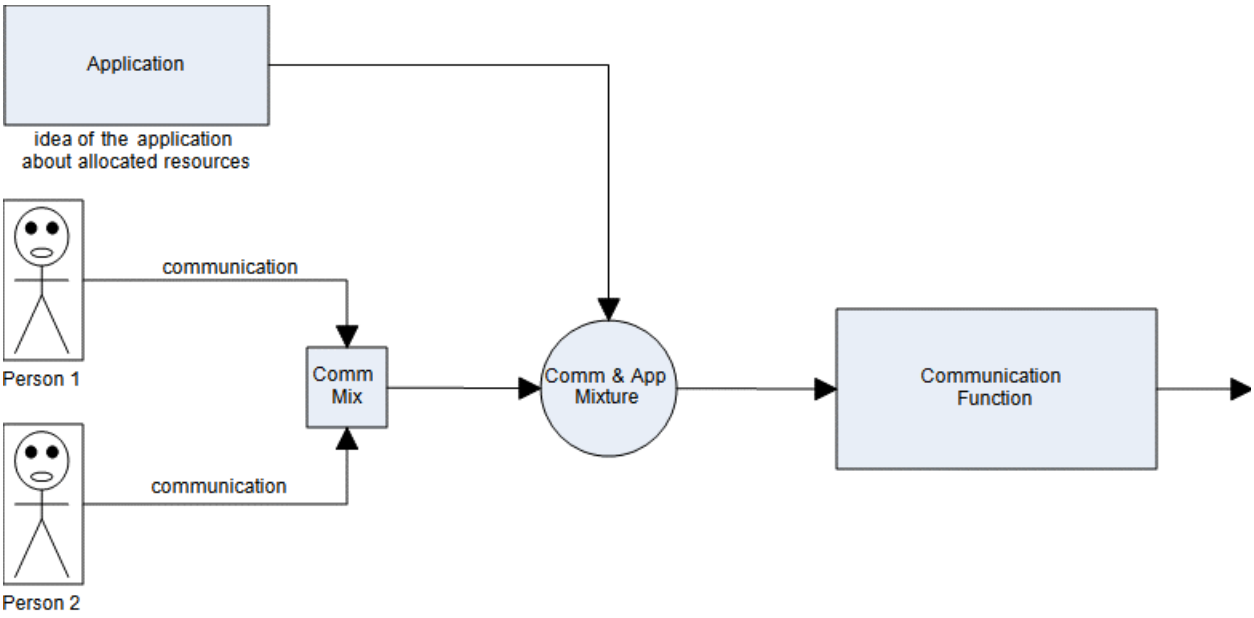

The model above represents our application in the communication domain when our parent left the house without using unallocated resources. In this case, the communication of the people in the application which includes *Person 1* and *Person 2* communicate only about allocated resources. Since the allocated resources—from *resources 1* to *5*—are natural to the application, the communication about those resources is what enabled the application; not the unallocated resources—*Resources 6* and *7*. As we have seen before, any communication about unallocated resources enables the application to execute with errors. From the model above, *Person 1* and *Person 2* are viewed as two children left in the house with the resources when our parent left the house.

In the theory domain, the model of the application above in relationship with the allocated resources is presented below.

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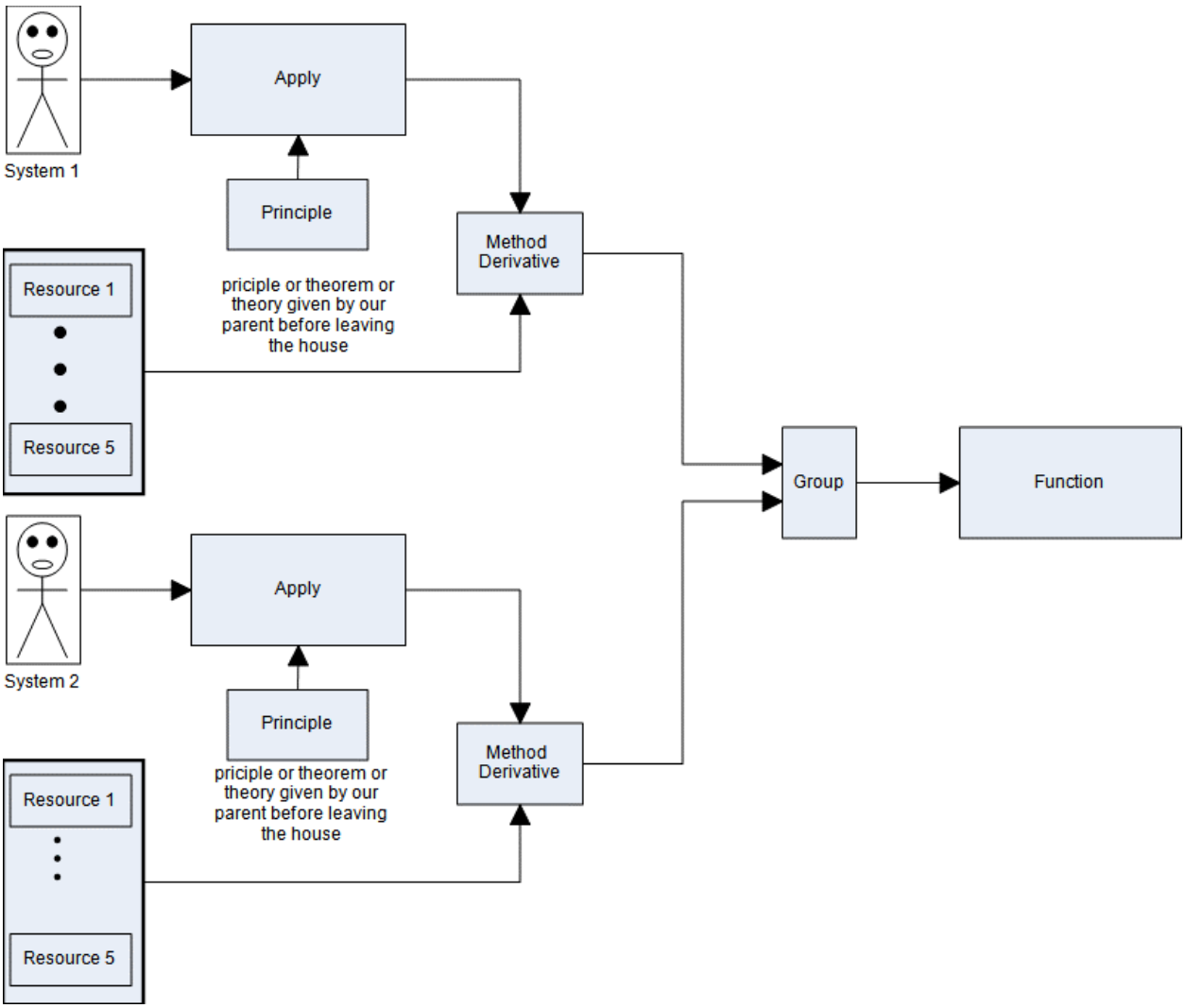
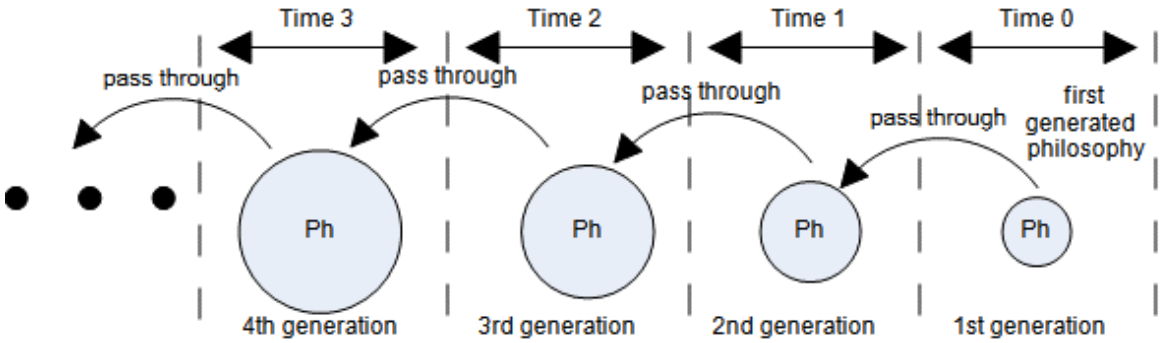


From the model above, we can see that in the theory domain, the allocated resources are used as inputs in relationship with the principle given by our parent before leaving the house. In this case, the principle and the allocated resources together are considered to be natural to the application. Both of them are used together to solve the underlying problem. As we can see from the model above, *Resources 1* to *5* are the only resources that are used in relationship with the given principle to execute the application, not the unallocated resources—*Resources 6* and *7*. As we can see from the model, since the unallocated resources are not natural to the application, when using those resources in the application, the result produces a faulty application.

In terms of stability and philosophy inheritance, we can look at it as when our parent left the house, the allocated resources and the principle given to us are considered natural to our application. By disregarding the principle and relationship with the allocated resources, we simply start generating philosophies in relationship with the unallocated resources which are not natural to our application. In other words, by disregarding the allocated resources in relationship

with the principle, we simply generated ideas in relationship with the unallocated resources. In terms of philosophy inheritance, the philosophies were generated in relationship with using unallocated resources for our application pass from generation to generation. We can represent that by the model below.



As we can see from the model above, at *Time 0*, when our parent left us at the house, rather than using the allocated resources to execute our application, we simply use the unallocated ones. In this case, the negative philosophies that are generated at that time pass to other generations. What is important here is that related to time more philosophies are generated in each generation and pass to other generations. As we can see, the circle which represent the quantity gets bigger and bigger from generation to generation. As a result of using unallocated resources to execute our application, related to time, the physical system becomes less stable as well as the functional system. The model above is related to the stability chart for the physical system we have seen previously as well as the functional system.

On a per generation basis, if we look at resources wasted, we can see that we waste more resources from generation to generation. For example, the first generation wastes minimal resources, while the second generation wastes more, and the third generation wastes much more. The way to look at it, as more philosophies pass through from generation to generation, more resources are wasted. That makes sense since the usage of unallocated resources from the first generation enables that philosophy to carry over to the second generation, where in the second generation more philosophies are generated again then carry over to the third one. The successive generations always wastes more resources than the previous generations. To better understand that, let's represent that by the model below.

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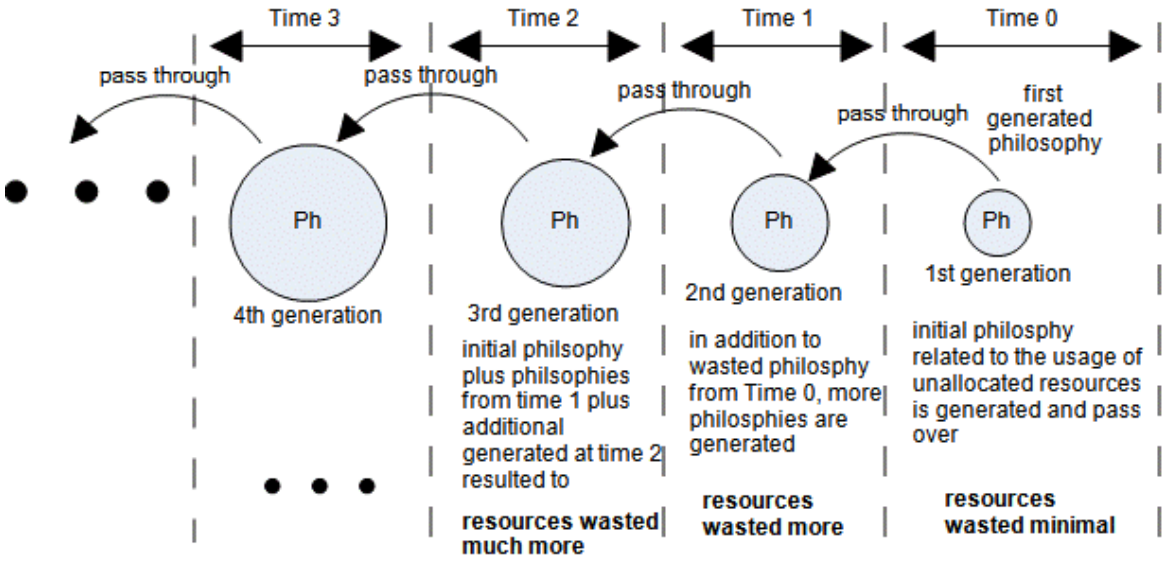
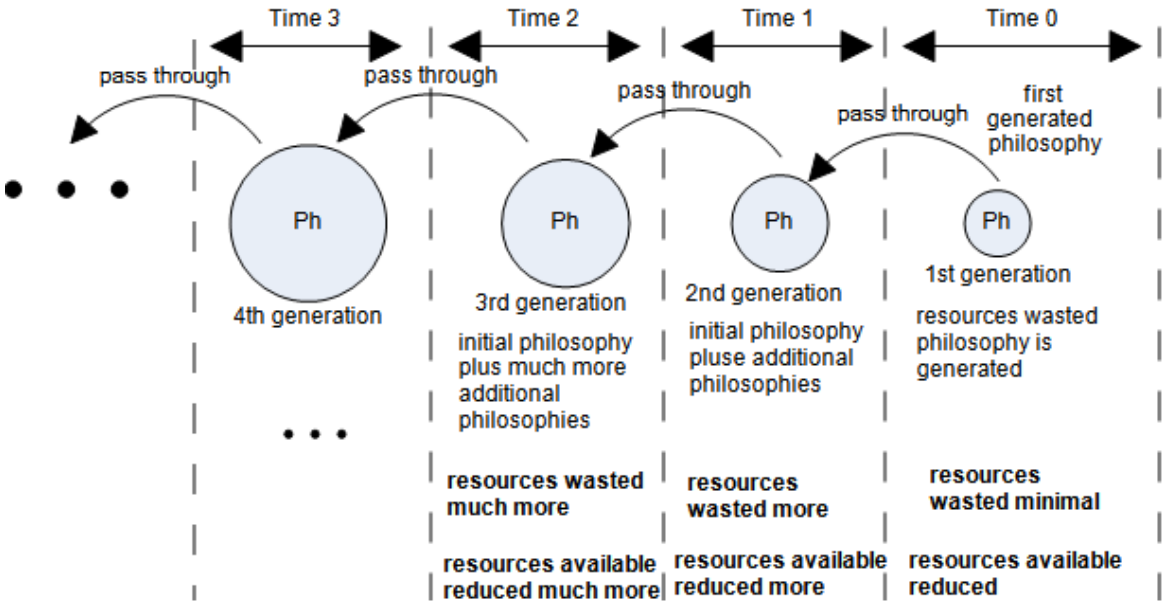


As we can see from the model above, from generation to generation, more resources are wasted, because from generation to generation more philosophies are generation. As we can see, from the model above, for the first generation, resources wasted is minimal. As we go from 2nd generation, resources wasted increase, whereas for the 3rd generation it is increased much more and so forth. Since when we waste resources that reduce the amount of resources we have available. In this case, our resource bank is reduced tremendously. It is better to represent that by the model below.



As we can see from the model above, because of philosophy inheritance, the first negative philosophy generated about usage unallocated resources passes through from generation to

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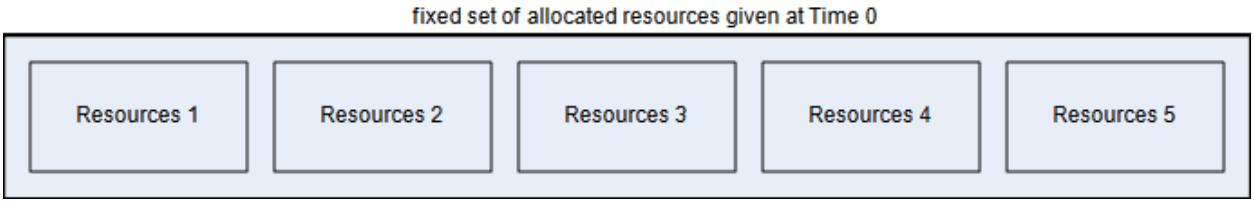
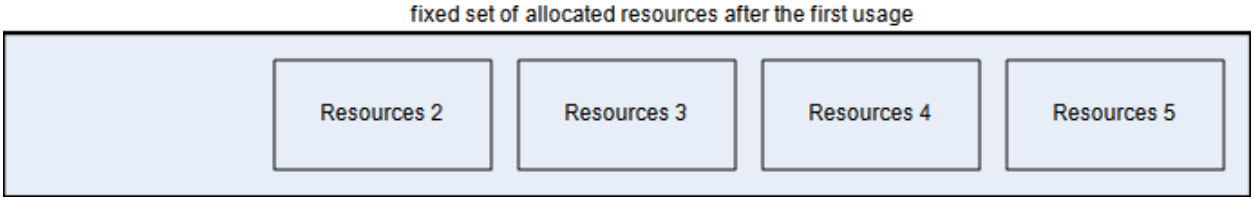
generation. In his case, more resources are wasted from the successive generation than from the previous generation. When that happens, less resources are available from the successive generation than the previous generation.

To better understand the explanation above, in terms of our application we start at Time 0 with a fixed set of allocated resources as shown by the model below.



At *Time 0*, we identify the problem our application needs to solve where we use a fixed set of resources in the allocated resources in relationship with the given principle. As an example, from the fixed set of allocated resources above, we use *Resource 1* in our application to solve *Problem 1*. After doing so, our resources bank or the allocated resources above is reduced to the one below.



Now, at *Time 1,* the next generation uses *Resources 2* from the allocated resources, as well at *Time 2*, the next other generation will use *Resources 3* and so forth. What is important here? If we have wasted resources from *Time 0*, where we have used *Resources 1* to solve no problem, later, not only we leave problems to be solved by the next generation, but we also leave less resources for them to solve those problems. What is important here is that as we waste resources, we solve no problems and leave more problems and less resources for the next generation. To better understand that, let's show by the chart below.

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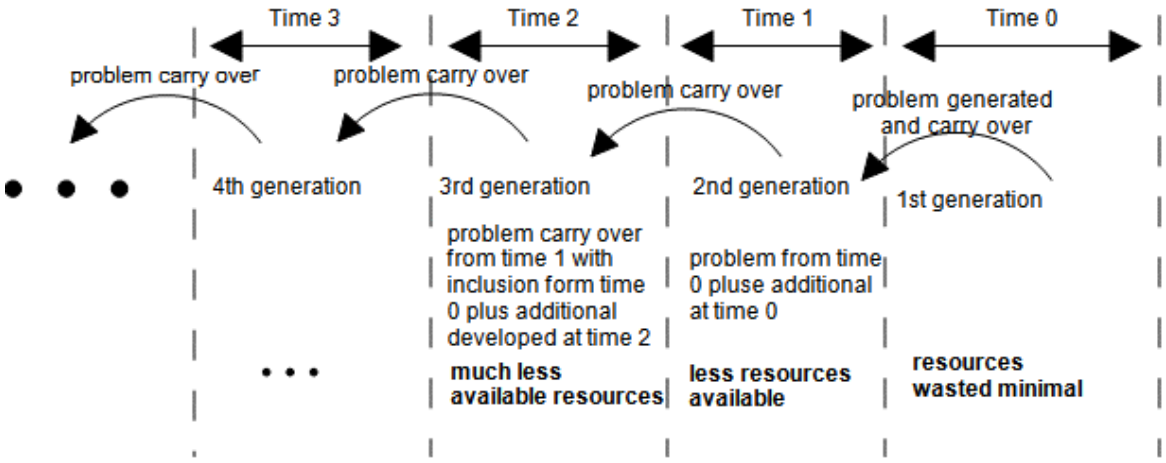

As we can see from the model above, the problems from the first generation carry over to the second generation, where problems identified in the second generation include problems from the first generation. In this case, less resources are available to solve them, since resources have been wasted previously. As we can see in our application, if initially we solve no problem, we simply waste resources and leave the problem behind for people of the next generation with less resources. In this case, they have to solve more problems as shown by the chart above with less available resources.

Unallocated and Allocated Resources and Communication

Previously we have shown that Time 0 is the time our parent left the house to work. Sometime later, we start using unallocated resources. Previously, we had shown that at the time we started using unallocated resources, we had two people in the application. We can identify that time as *Time 0 Later* or simply *Time 0 Prime*. The two people in the application were identified previously as *Person 1 and Person 2*. Here, let's show the communication of both of them by the model below.

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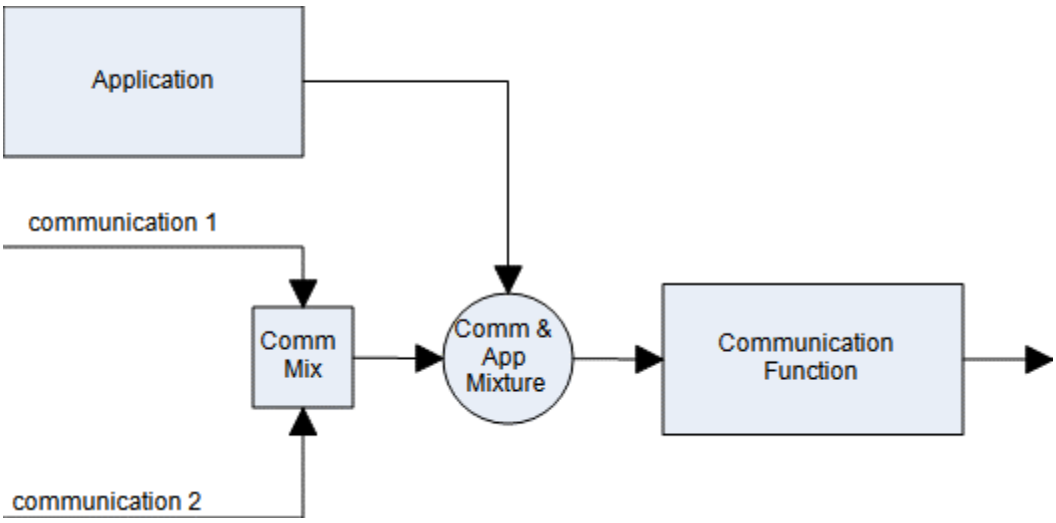
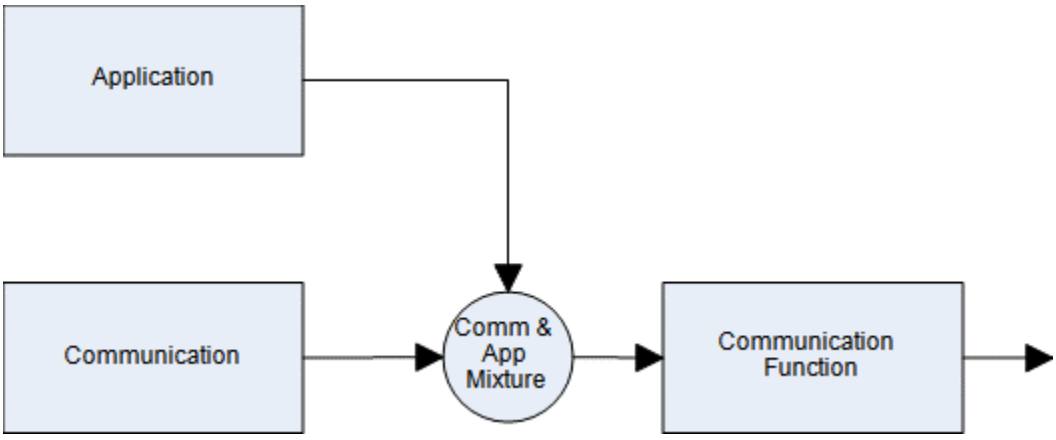


The model above represents the model of our application at *Time 0 Prime*, when we start using unallocated resources when our parent left the house. C*ommunication 1* and *communication 2* represent the communication of Person 1 and Person 2 in the application, where the function of the application which is a function of communication is shown to the right. Form the model above, both *communication 1* and *communication 2* can be represented by a single communication as shown by the model below.



From the model above, the communication to the left represents the overall communication of both people in the application. What is important here is that both communications combined are natural to the application. Now, if error is introduced to the communication where the communication is negative, the communication is no longer natural to the application. That communication error, which drives the application, enables the function of the application to execute with error. From that, we can see since the allocated resources is what natural or native to the application, communication about unallocated resources enables the application to execute with error. That makes sense. Since the application resources were allocated for the application where the unallocated resources were not allocated for the application, the communication of the

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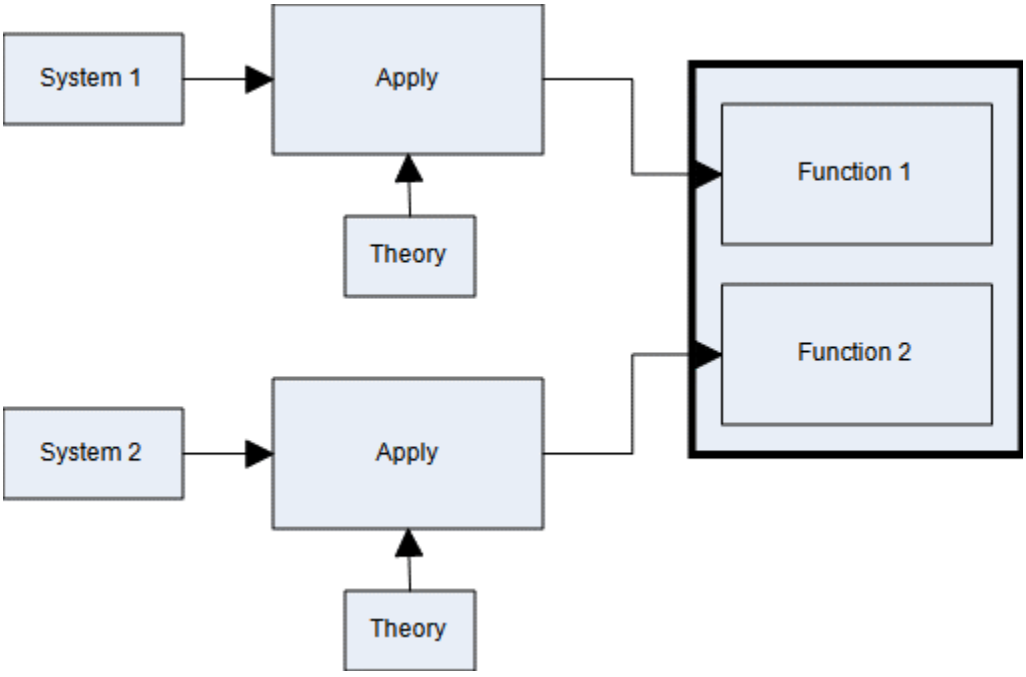
use of unallocated resources cannot drive the function of the application to execute properly. Therefore, the usage of unallocated resources when our parent left the house enables us to commit error in communication as well as enable our application to execute unsuccessfully. This enables us to become very unstable and increases complexity.

In relationship with the theory domain, the model of both systems applied theory to execute functions of life is represented below.



We know that theory communication includes in theory and theory communication is constant. From that, we can represent the mode above with the inclusion of theory of communication.

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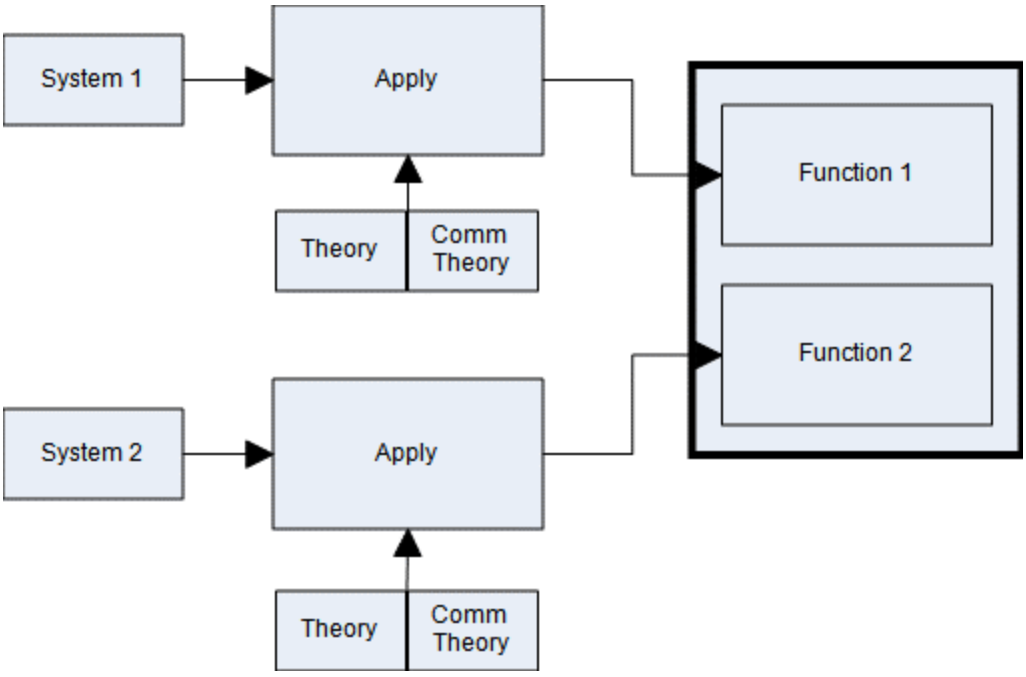

From the model above, both systems applied theory with the inclusion of theory of communication in order to execute the function of the application. The function container to the right shows the combined function of the application. What is important here? Since theory of communication is attached to theory and is constant, misapplication or misunderstanding of the theory of communication enables misapplication of theory which enables the resulted function to execute with error. Another way to look at it, by taking visual aspect of communication into consideration, we can think of misidentification of the allocated resources. In this case, the resources that are unallocated have been identified as allocated resources which are used in the application. That misidentification which is a result of miscommunication enables error in the function of the application. The overall process affects the stability of the physical system as well as increases complexity.

The model above is used to show the natural approach. Since theory of communication attaches to theory and errors in theory of communication caused errors in theory, from the model, theory and theory of communication can be replaced by philosophy instead. From what we have just said, we can represent the model below.

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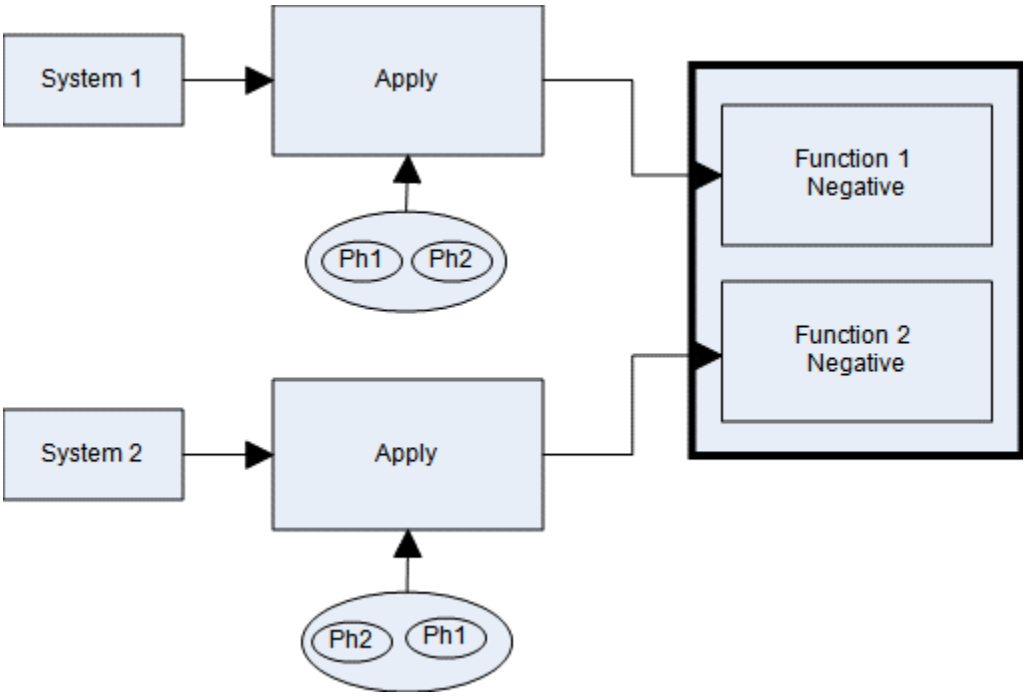
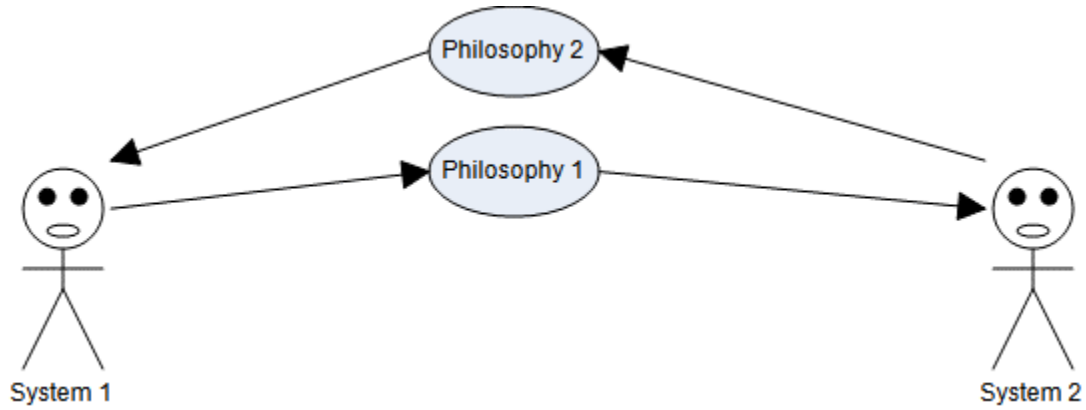


From the model above, we can see that the application of negative philosophies enables the systems to use unallocated resources to execute the application. Since the unallocated resources are not natural to the application, the usage of the unallocated resources enables the application to execute negatively which enables the systems to become unstable and increase complexity. The overall process enables resource mismanagement or waste resources.

To better understand the model above, we can represent the model in relationship with philosophy generated by the system which resulted from misunderstanding of visual aspect of communication.



From the model above, we can see that as a result of entity misidentification, a negative philosophy is generated by System 2 where that philosophy is passed to System 1. As a result, negative philosophy is generated by System 1 and passed to System 2 as well. What is important

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here is that as a result of misidentifying the unallocated resources, a negative philosophy is generated which enables the usage of the unallocated resources. Since the unallocated resources is not natural to the application, that philosophy enables the application to execute with error. In terms of communication or visual aspect of communication, the negative philosophy is generated as a result of entity misidentification. Here the entity misidentification is the misidentification of the unallocated resources for the allocated resources. As a result of entity misidentification, negative philosophies are generated which lead to the usage of unallocated resources.

From the model above, it does not matter which system first generates the initial philosophy from the first misidentification, as long as both of them apply it or one passes it to another which enables the application to execute negatively. From that, we can see the overall process enables resource mismanagement and increases complexity.

Some Steps of Resource management Related to Stability

As we can see, philosophies inheritance enables us to waste resources. By reducing those philosophies, we simply manage our resources. Those steps are useful to help manage our resources.

- Waste resources increase complexity. Waste resources enable the system to become unstable. By managing our resources, we simply reduce complexity and manage our stability.
- Philosophy inheritance enables increase of complexity. By reducing philosophy inheritance, we also reduce complexity. The way to look at it, as philosophy increases, so does complexity. As philosophy increases, resources wasted increase, complexity goes up, and stability goes down.
- Replacing philosophy by the principle enables us to manage our resources and decrease complexity as well manage our stability.
- In terms of problem solving, rather than relying of philosophy or philosophy inheritance, we rely on the principle which enables us to manage resources and reduce complexity.
- In our application, the problem we try to solve depends on the application of the principle. If we don't know the principle, we simply waste resources and increase complexity.
- Theory of communication is also useful in order to reduce philosophies inheritance or reduce philosophy distribution. In this case, a better understanding of communication helps reduce philosophy which helps us manage our resources.

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