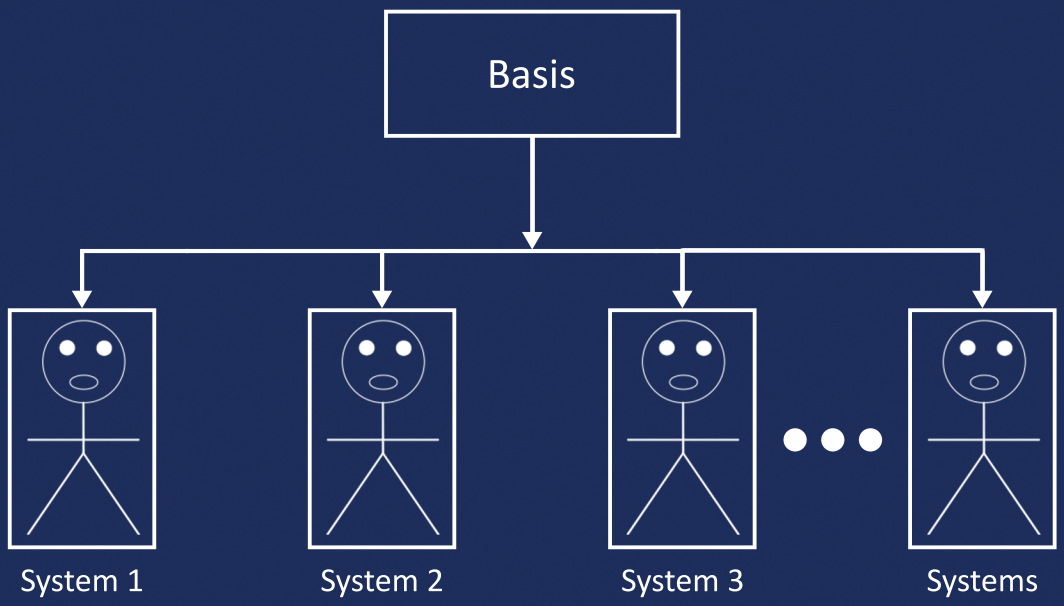
Problem Solving

Basis

Available + Given = Solution



Problem Solving Tutorial for Everybody: Manager, Teacher, Salesman, Information Provider, Police Officer, Security Guard, Landlord, Journalist, Mechanic, etc.

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We Promote Better Communication

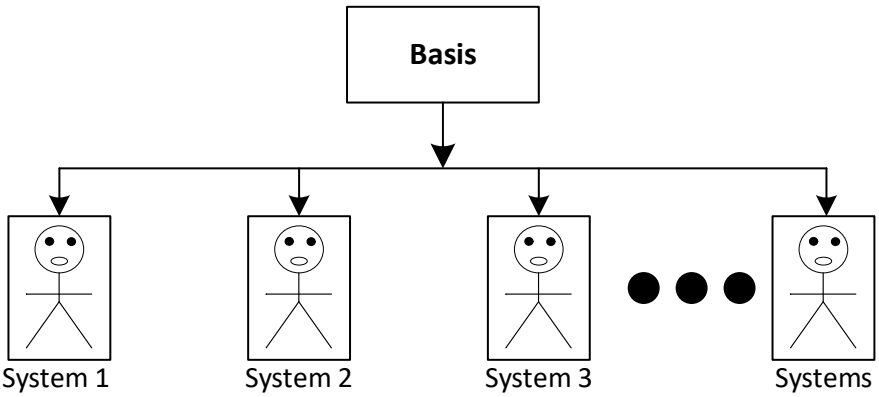
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Other Resources

Create and Manage Projects

www.trabau.com

Modeling Software

www.slpsoft.com

Speak Logic Forum

www.speaklogic.org/forum

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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 which is page 1 of *Understanding the Principle 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
6	*Fundamental of Communication Vol. II*	9798689271415
7	*Fundamental of Communication Vol. III*	9798689272221

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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 the Given Solutions for our Problems Working in Group*	9798689283692

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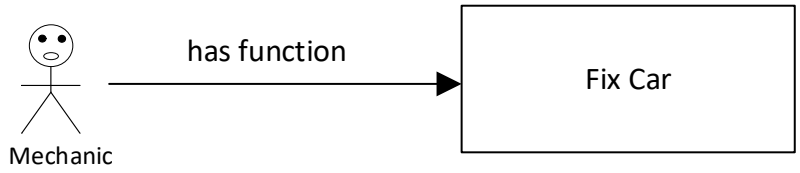
Read First

This book takes all other books combined and it is not the starting point of learning the subject. For better understanding, please start with Book 1 or take appropriate classes. The way to look at this book is that it takes the subject to a higher level, while the other books take the subject to a lower level. So, to start learning the subject, you start from Book 1 or appropriate classes then step up until reaching this one.

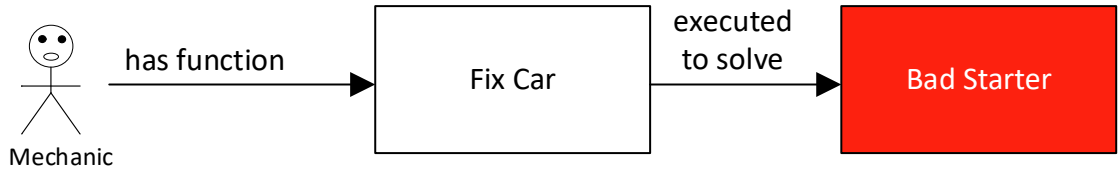
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Introduction

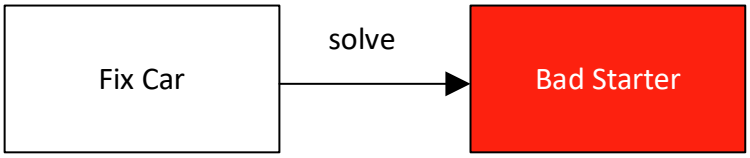
A person has a function; a person has a function to solve a problem. For example, a problem is identified, a person such as a mechanic, a plumber, a chef has a function to solve that problem. To better understand that let's identify the function of a person by this model.



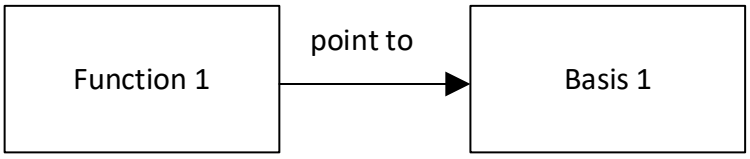
Where that function is executed to solve a problem in the form of:



So, the Fix Car function exists to solve a problem in the form of



In order for that to happen, the function of the mechanic which is Fix Car must have a basis. Now, what is the basis of a function? The basis of a function is natural to that function. The basis a function is a natural entity a function points to as shown by this model.

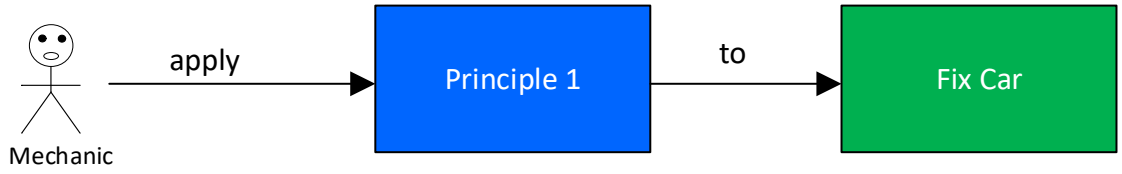


In order for the mechanic to fix the car, the Fix Car function must have a basis. In order for the mechanic to fix the car, the mechanic must point to a basis or must point his/her function to a basis. To better understand that let's take a look at this model.

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From the model, the customer has a problem to solve, where the mechanic provides a function to solve that problem. The basis of the Fix Car function enables the mechanic to think that the function can execute to solve the problem as we speak. For example, a customer comes to the mechanic with a problem, where the mechanic creates a project to solve that problem. The project itself has a basis which we call the basis of the function. The basis of the function enables the mechanic to think that *I can fix the car,* or *I can solve the problem*. In this case, we define the basis of a function as an entity the person who has that function or who executes that function points to in order to execute the function to solve the problem. In this case, the basis of the function is defined in relationship with the principle the mechanic uses or will use to fix the car. Suppose that the mechanic applies or will apply Principle 1 to fix the car, then we have this model.

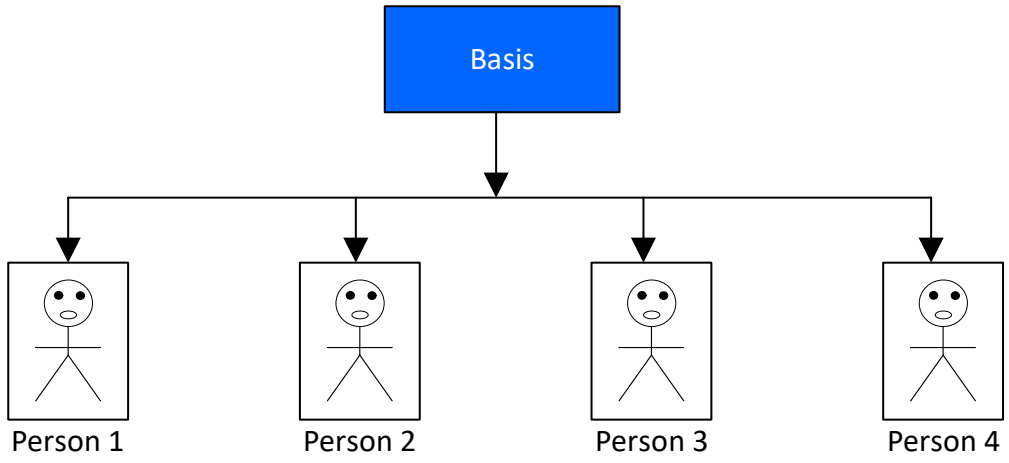


From the model, we can see that the basis of the function is defined as: *as we speak, I will apply Principle 1 to fix the Bad Starter*. So, I think I can solve the problem as we speak. In this case, while I am working on the project to solve the problem, I am still thinking I can solve the problem. The basis of the function allows the mechanic to think he/she can solve the problem while he/she is working to solve the problem. The basis of the function enables the mechanic to continue to think that he/she will solve the problem as the mechanic continues working to solve the problem. By having a basis for our function or our project, it enables us to think that we can execute the function to solve the problem. By having a basis for our function, it enables us to think that as we continue working to solve the problem, we will solve it at some point.

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By using the problem-solving basis, we can identify a basis to point our function to while we are working to solve our problems. There is no limit here, while a mechanic is working to solve a problem, the mechanic can refer to the index to identify a basis to point his/her function. While a salesman is working, that salesman or salesperson can refer to the index to identify a basis to point his/her function. While a journalist or news anchor or reporter is working, he/she can refer to the index to identify a basis to point his/her function. While a manager is working with the employees, that manager can refer to the index to identify a basis to point his/her function. There is no limit to who can use this book. Teachers can use it to help students; police officers can use it; security guards can use it; landlords can use it; everybody can use it.

Since the basis of a function is defined as an entity our function point to in order for it to solve the identified problem, a basis is viewed as an entity that is on top. In other words, since in order for me to solve a problem I must point to a basis, the basis I must point to must be on top. To better understand that, let's take a look at this model.



From the model, multiple people are working on a project to solve a problem. For example, as shown by the model, multiple employees are working to fix a car, where Person 1 is the manager, Person 2 is the mechanic, Person 3 is the assistant, and Person 4 is the customer. The basis is on top of everybody as shown by the model. In this case, they all point to the same basis in order to solve the problem. Here, there is no limitation and application does not matter. For example, an information provider can use the same model where the viewers or listeners or readers are also included in the model.

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Usage of the Article Basis

Each article's basis is viewed as a problem-solving basis or a solution basis. If we have a problem to solve, we can simply go to the index to refer to specific basis to point to. In other words, if we have a problem to solve, we can refer to the index to identify specific basis to point our function to. To better understand the explanation, let's take the following examples.

A manager that manages the functions of employees has a problem to solve. The employees also have a problem to solve. In order to solve the problem, the manager and the employees must point their functions to a basis. The manager can identify the function of the project, the problem solved by the function and so forth. By referring to the index, the manager and the employees can look for the following keywords or phrases.

Keywords or Phrases	Article Basis Reference
Manage employee function	408, 488
Separate people, the problem	19
Problems identification location	31
Cover person entity	1
First identify problem	1
Separate person from function	3

As shown from the table above, a person who has a problem to solve can refer to the index to identify specific basis to point the function to solve that problem. In addition to that, article bases 88 and 156 can be viewed as the go to. In other words, we can always point our functions to article bases 88 and 156.

A person that provides information is an information provider and has a problem to solve. That person can refer to the index to identify the basis to point his/her function. The table below provides an example.

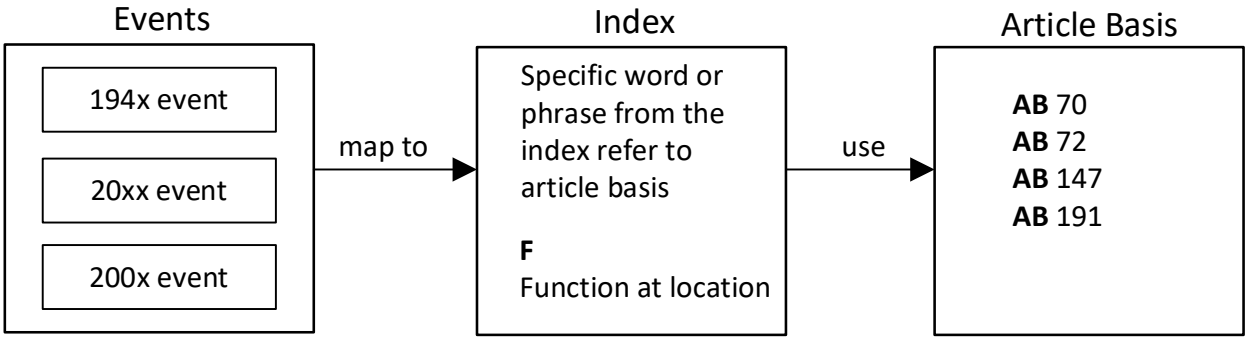
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Keywords or Phrases	Article Basis Reference
Separate and identify entities properly	33
Separate identified information and given information	190
Separation of entities and information	464
Information cannot be changed	198
Information points to entity	65
Channels information distribution	453

Mapping Function to Specific Basis

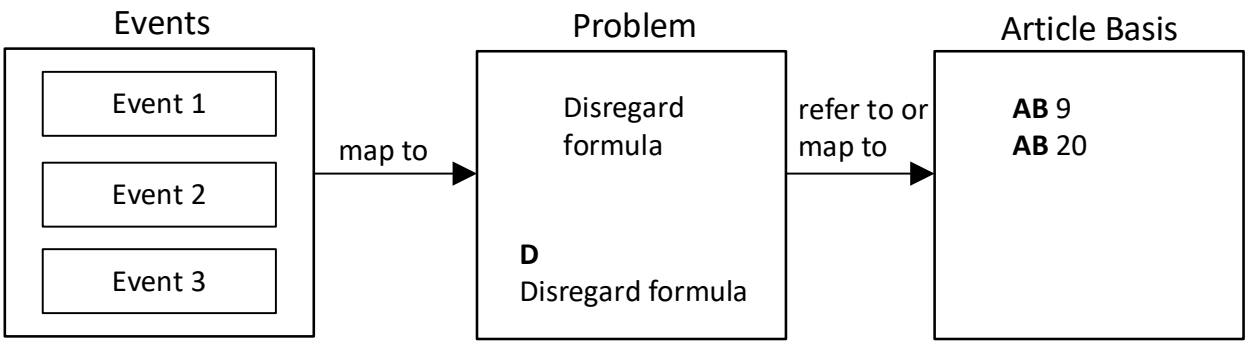
From the explanation above, we have provided some examples about using the problem-solving bases by going straight to the index to look for specific words or phrases to identify specific bases to point our functions to. Another approach is to identify an actual entity a word points to, then go to the index to identify the basis to point to. To better understand this approach, let's take it like this. We know that words point to entities. A lot of times, a word may be used where it does not refer to an actual entity. By referring to the index, we can identify the actual entity and identify the basis to point our function to. This approach enables us to map a word to an entity, which enables us to map a function to a basis.

In terms of providing information about events, we can do similarly. For example, we identify the event and we map to specific words or phrases from the index, then we use specific article bases as a result. The model below provides additional explanation.



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Another way to use the problem solving basis is to identify events, then map events to specific problems, then refer to the index for specific words or phrases. The model below shows an example.



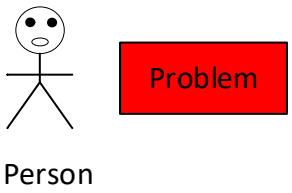
When multiple people or employees are working on a project, each employee in the project has a function, therefore each employee must point his/her function to a problem-solving basis. As pointed out earlier, this book takes the understanding of the other books into consideration. In this case, the prerequisites of other materials have already been taken into consideration. For example, understanding of communication, words an entity relationship, separation of entities and so forth.

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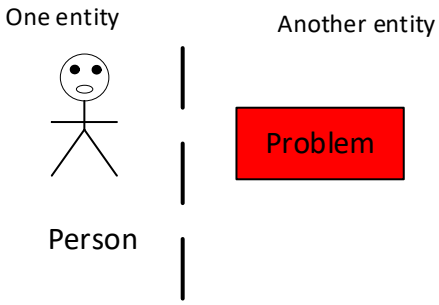
Article Basis

1. **Understanding Problems & Solutions**: Absence of people, permanently absent from life ~~kills~~ to solve problem.

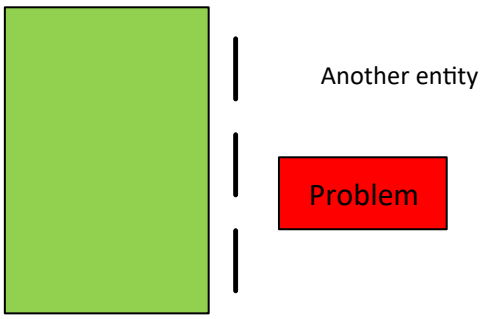
   To solve a problem, we first identify the problem. The problem itself is a separate entity from a person. To better understand that let's look at the following model.



   As we can see from above, the person himself/herself is separate from the problem. If we want to, we can show it like this to show the separation.



   Now, let's cover the person entity to show the removal of that entity from the model.



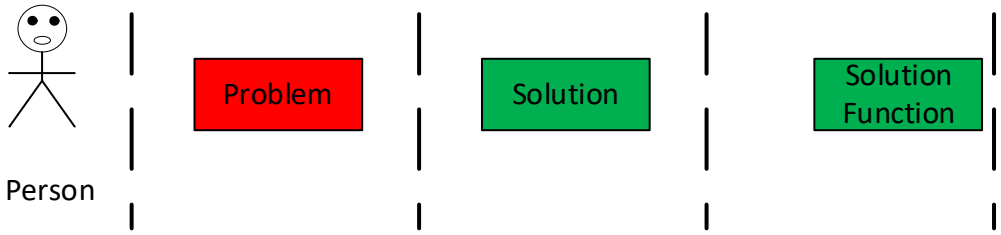
   As we can see, the removal of the person entity from the model does not solve the problem, because the problem entity is still visible to us. The removal of the person entity from the model still shows that the problem entity is still present. As we can see, ~~kill~~ forced a person to be permanently absence from life does not solve the identified

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problem.

2. **Understanding Problem & Solution:** The removal of a person from life as a claim to solve a problem does not constitute the solution for that problem.

To solve a problem, we replace the problem by its solution. In this case, we identify the problem and substitute it by its solution. In order for us to replace the problem with its solution, we must have a function that allows us to do so. We name the function that allows us to replace the problem with its solution, the solution function of that problem. It is always good for us to identify those entities and separate them as follows.



From the above, we identify the person entity which is a separate entity from the problem entity. The solution entity is separate from the problem entity, and it is the entity that replaces the problem entity in order to solve that problem. The solution function, which is a separate entity, enables the problem to be replaced by its solution when executed.

Wha is important here is that the solution function that enables the substitution of the problem by its solution must belong to a person. As we can see, a person has the ability to identify a problem, as well as execute a solution function that belongs to him/her in order to solve that problem.

If a person does not have a function to replace a problem with its solution, that person cannot solve the problem. In relationship to what we have said in terms of removing a person from life as a claim to solve a problem, we can see that a person does not have a function to ~~kill~~ remove another person from life. A person does have a function to

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properly identify a problem and does have a function to substitute that problem by its solution.

Another way to look at it, the solution of a problem is given for that problem; the solution of a problem does not take the absence or the removal—kill—of a person from life. When that happens, we solve no problem, and we also introduce other problems. Removal of a person from life permanently does not solve any problem.

3. **Understanding Communication and Function Boundary**: we can also name this the function of a person or understanding function of life.

A person is identified; the function of that person is also identified. In terms of identifying functions of a person, we identify functions that are natural to a person and functions that are not natural or added by that person. To better understand what we have just said, let's show that by this model.



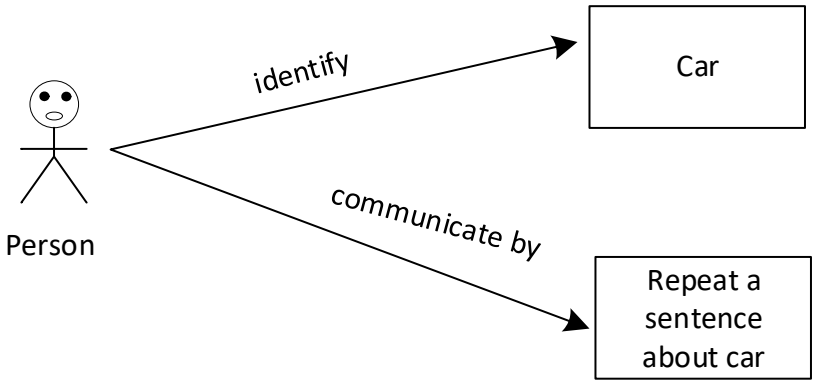
From the model above, we separate the person from his/her function. If we take a look closer, we can see that the drive function is different from the walk and talk function, therefore we can further separate them.



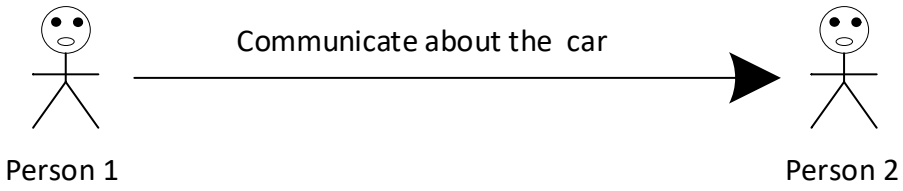
Now, let's take the talk function into consideration. As we can see, the talk function is a natural function while the drive function is a nonnatural function. Let's further break down the talk function of a person to see what's going on. If we take it step by step, we

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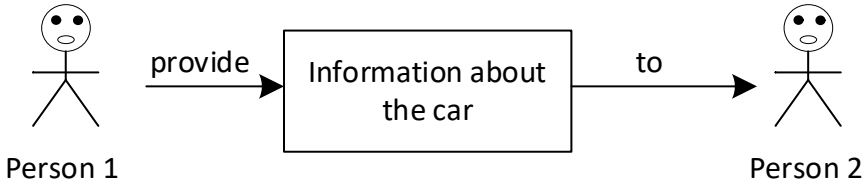
can see that the person first identified an entity then talk about that entity. Now, let's name talk just like repeat a sentence and we show it like this.



By looking at the model above, we can see first, the person identifies the car and communicates about it. We can also put it like this the person uses his/her eyes to identify the car and then communicate about it. In terms of communication and information, it is always good to identify other people the communication is directed to disregard the type of communication. In this case, we can show the communication of a person above with another person about the car.

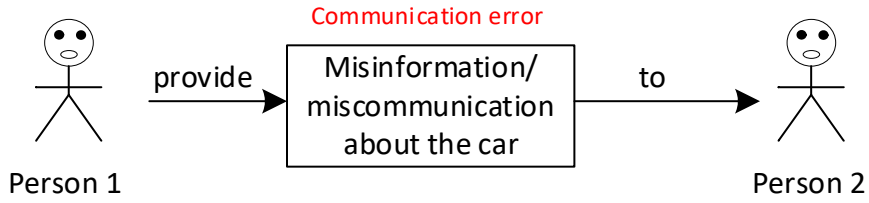


What is important here is that Person 1 communicates with Person 2 about the car and provides information to Person 2 about the car. What problem are we trying to solve here? The problem we try to solve here is that, in the information provided to Person 2 about the car, there can be communication errors that may cause ambiguity in the information. To better understand that let's show communication about the car as a separate entity that flows from Person 1 to Person 2.

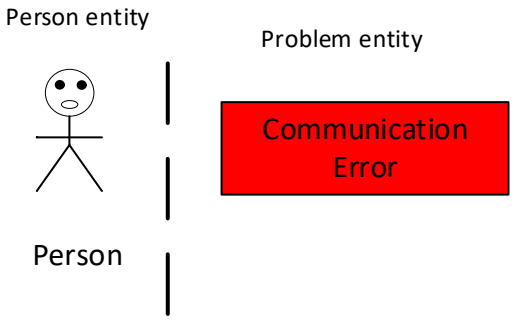


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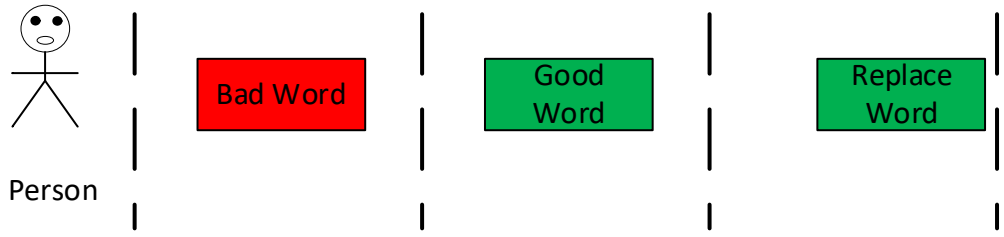
As we can see from the model above, information flows from Person 1 to Person 2 about the car. Now, if there is a communication error, that information is no longer considered to be information about the car. The way to look at it, without communication errors, information about the card flows from Person 1 to Person 2, where with communication error misinformation or miscommunication is what flows from Person 1 to Person 2. It is always good to represent that by the model below so we can see it.



From the model above, we can see that the problem we try to solve here is miscommunication or misinformation. It is better to say that we have a communication error that needs to be corrected. Here we have identified the problem properly and we can separate it from the person. We also have a function that enables us to solve that problem. Now, let's put that problem on the model we have earlier.



From the model above, we can see that the problem entity is what we need to solve, and it is a communication error that needs to be corrected. By understanding problem, solution, and solution function, we can use the same model we have used earlier to show what can be done in terms of problem and solution.



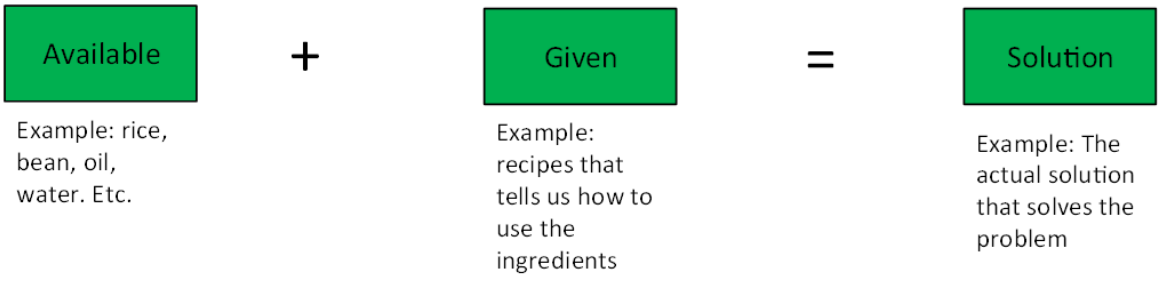
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From above, let's assume that the communication error is due to a bad word, then that bad word is replaced by a good word to solve that problem. What is important here is that we look at and a target function that belongs to us that enables us to solve an identified problem and disregard function that does not belong to us that prevent us from solving the identified problem. As we can see, we do not have a function to stop or prevent a person from talking or see or identifying entities. But we do have functions that can substitute words in sentences, provide feedback to a person to help with proper communication.

4. **Understanding Problem and Solution:** Available + Given = Solution. To solve a problem, we first identify the problem, then use this formula.

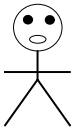


Where, available are entities available to us that enable us to solve the problem and the given is considered to be entities given to us. The given is The Given Set or simply principles given to us that enables us to solve problems. It is probably better to put it like this: the entities available are considered entities that we use to solve the problem and the entity given is considered to be principles that tell us how to use the entities that are available to us to solve the problem. Below, we represent the given formula with additional information.



To better understand the formula above, let's take a look at this example. A person is identified with a problem as shown below.

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Person 1

Problem

Hungry

To solve that problem, it can be at a restaurant or at home where the person points to a solution sign rice and bean as shown below.

Solution

Rice & Beans

Now, we can use the given formula to identify the entity available

- Rice, quantity like 3 cups
- Black beans quantity like 1 cup
- Water, quantity like 6 cups
- Oil, quantity like 3 tablespoons
- Onion, quantity like 1 small
- Etc.

Now, we identify the recipe which is viewed as the given principles that tell us how to use the entities available to us that enable us to solve the problem. In this case, the recipe tells us how to use or how to apply the ingredients to produce the solution.

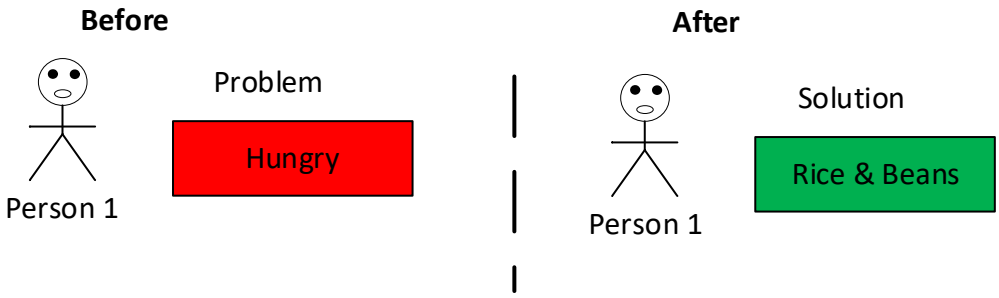
What is important here, the entities available to help us solve the problem are considered to be actual entities and they cannot be bypassed or substituted. The available entities exist with their own values. In terms of values, let's identify some of the entities with their values.

Rice	Beans	Water
Value = 10	Value = 10	Value = 10

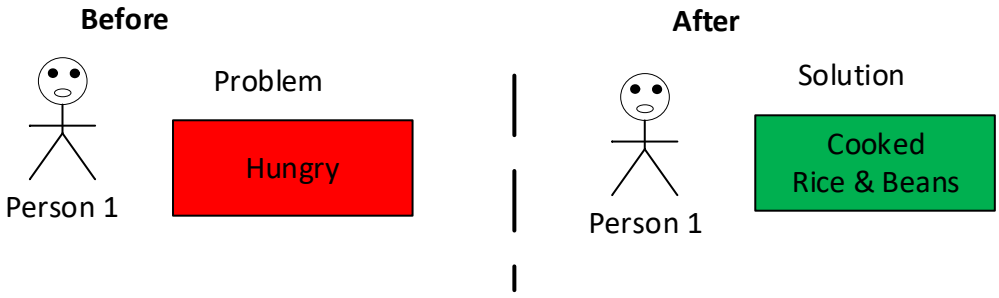
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While we use a value of 10 to denote value of available entities, the value can be any positive value and not decimal. What is important here is that the information about an entity is given with that entity. The value of an entity is given with that entity, all we do is identify that value.

As we can see, after the application of the principle or the recipe to solve the problem, the problem itself is replaced by its solution as shown below.



While we put it in the form above, if we want to, we can put it in the form below



From above, we can see that the problem is solved by applying the principles to produce the solution.

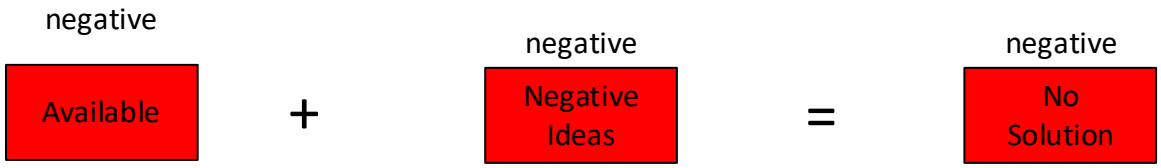
5. **Understanding Problem and Solution Substitution:** A problem is solved when it is replaced by its solution. A problem is solved when it is substituted by its solution. A problem is not solved when it is replaced by another problem. After identifying a problem, we use this formula to solve it.



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From above, we identify 2 entities to the left: the entities that are available to us and the entity that is given to us. We already know that the entity that is given to us is The Given Set or set of principles that tell us how to use the entities that are available to us to solve the problem. What happens if the entity that is given to us is absent?

If the entity that is given to us is absent, then the formula above is negative or view negatively or identified in a negative manner. Here, let's show the negative view of the formula above.



As we can see above, with the absence of the given set, the formula becomes negative. If we want to, we can represent it in the form below.



What is important here is that, because we depend on principles to execute functions or do what we do, with the absence of the principles, we simply have negative ideas on executing our functions. To better understand that let's look at this example. From The Given Set: The Given Set of Exchange Principles, we have:



Above, we put 2 of them side by side. Suppose that the entities available are stolen, then that results to no solution. In this case, we simply have another problem on top of the first problem. What is important here, in order to solve a problem, the entities available

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must be genuine, they must have values, and they cannot be stolen and so forth. If so, that yields no solution.

6. **Understanding Available + Given = Solution, and Resource Management:** to solve a problem, we use the following equation given to us by our parent.



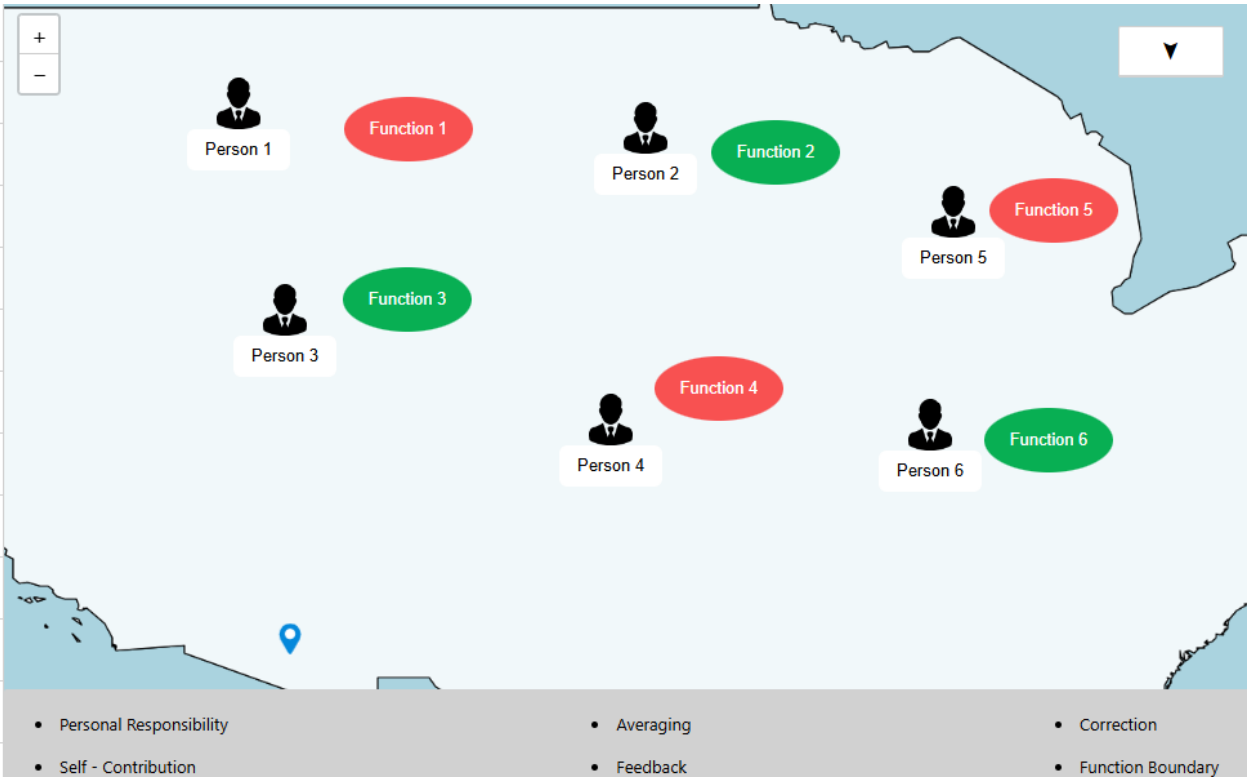
The entities available are entities that are available to us that enable us to solve the problem. The Given Set is entity given to us that tells us how to use the entities that are available to us to help us solve the actual problem. The entities that are available to us can be as small as we have them.

In terms of resource management, we manage the entities that are available to us by using The Given Set. We cannot substitute the entity available; it is actual. In other words, in resources management, we cannot substitute resources; we can only manage resources. Actual entities cannot be substituted from the equation given to us by our parent; actual entity can only be managed by The Given Set provided to us.

Again, what we have can be very small. In order to solve a problem, we use what we have where we manage it with The Given Set which allows us to solve the problem. In this case, what we have is the actual resources where we use The Given Set to manage it. For example, if we have a resource management problem, we use the given set to manage what we have. In other words, we use The Given Set to manage what we have which is considered actual entity.

7. **Understanding Function Grouping:** To better understand functions grouping, let's look at the map as shown below

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by taking a closer look at the map, we identify functions that are executed positively and functions that are executed negatively. With that, we can see if we add all the functions together, that does not give us a positive function. With that, we have the following operation:

Red Function	+	Green Function	=	Red Function

In terms of positive functions, we have this.

Green Function	+	Green Function	=	Green Function

from the map above, we can see that Function 1 belongs to Person 1. Because Function 1 belongs to Person 1, the transition of Function 1 from negative to positive depends on Person 1. From that, we can see Function 1 + money does not transition Function 1 to green as shown below.

Function 1	+	Money	≠	Function 1

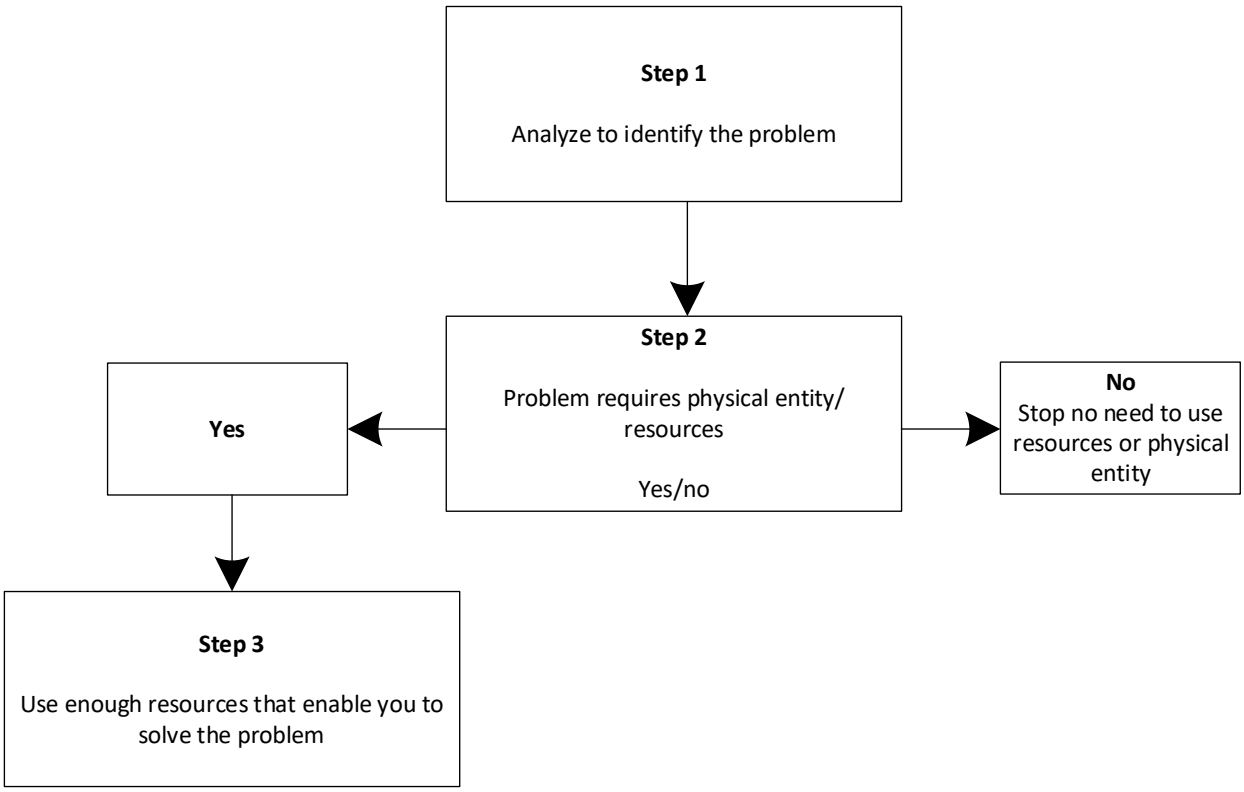
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Whenever we use the word money here, we refer to paper money and for coin and metal, we refer them as metal.

8. **Steps to solve problems:** to solve an identified problem, we first perform some analysis to identify the problem properly, then we use the given formula.



It is always better to look at the flow this model



As an example, let's use the flow above solve an identified problem.

Step 1

Communication between a child with his/her mother. *Mom, I am hungry I need food*.

Step 2

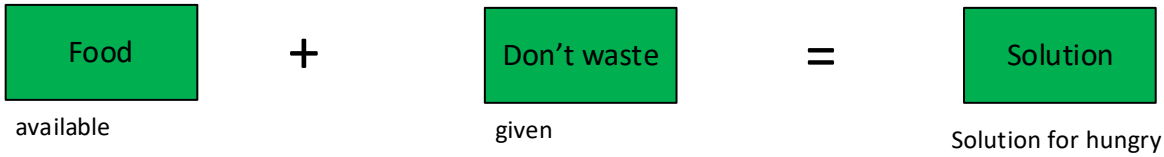
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Communication between the mother and the child. *Here is the food; don't waste*. Here the food is viewed as entity available and don't waste is viewed as entity given which is the principle. The same process can be used for thirsty and so. In this example, step 2 from the model is combined with step 3.

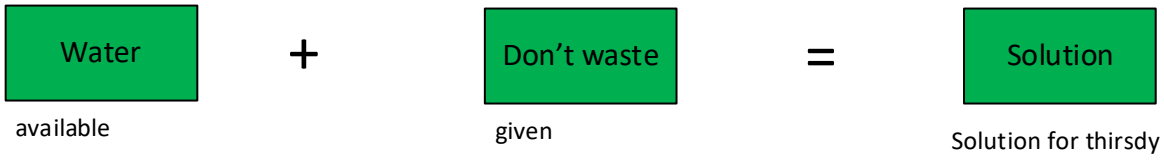
Here, let's show the formula side by side with the items.



By adding the items to the formula we have



We can do the same for thirsty



As we can see from above, to solve the problem, the principle is part of the formula. Now, we can verify or validate the principle. Let's use the table below for validation or verification.

Items	Question	Answer
Food	How much food can a person eat?	Enough or just enough to satisfy the hungry or enable that person not to be hungry

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Water	How much water can a person drink?	Enough or just enough to satisfy the thirst or to enable that person to be thirsty.

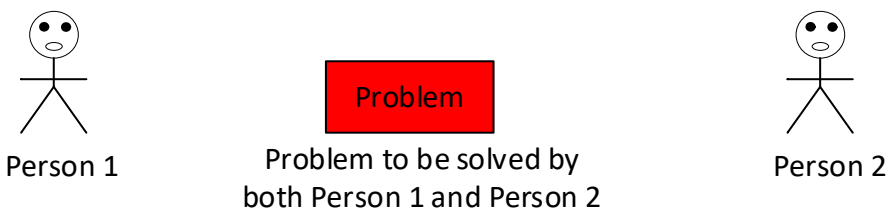
As we can see above, the principle given to us by our parent is validated or verified by both the functional system and the physical system. In other words, the principle given to us by our parent is both validated or verified by the person entity and the functions that make up life.

9. **Understanding Available + Given = Solution and Resources Available:** in order to solve our problems, the following formula/equation is given to us by our parent.



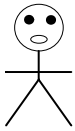
Where, available is viewed as entity Available and Given is viewed as entity given to us by our parent which we call The Given Set.

Related to time, The Given Set has been disregarded, because of that resources have been wasted. In this case, because The Given Set has been disregarded by people of previous generations, resources have been wasted. As of now we have less resources available to us. In terms of resources available and the formula/equation above, let's take it like this: Two people have a problem to solve as shown by this model.



Now, at *Time 1* we identify the first person and the problem as shown below.

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Person 1

Problem

Problem to be solved by Person 1

From above we identify the first person at Time 1 which is viewed as the first generation. For example, during the first generation we have this.

- Time 1
- Person 1
- Entity Available: more resources
- The Given Set: disregarded
- Problem Solved: none

Now we have Person 2 at time and Time 2 is viewed as second generation.

- Time 2
- Person 2
- Entity available: less resources
- The Given Set: disregarded
- Problem Solved: none

What is important here, since the given set is disregarded by both Person 1 and Person 2, none of them is able to solve the problem. However, Person 1 has more opportunity and can afford to waste, because more resources were available for Person 1, but both of them follow the same path. Refer to the downhill path for more information.

From above we can see that Person 1 has more resources at time 1, so Person 1 can afford to be less efficient than Person 2, since Person 2 has less resources. Person 1 can afford to waste more, while Person 2 needs to be more efficient. The table below shows an example of resources available to both Person 1 and Person 2 at different times.

Resources Available for Person 1 at Time 1	**Resources Available for Person 2 at Time 2**

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20 bags of rice	5 bags of rice
10 bags of beans	2 bags of beans
20 gallons of water	2 gallons of water

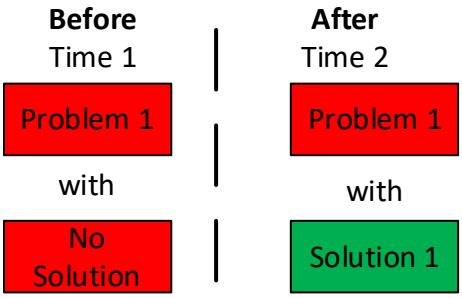
From the table above, Person 1 has more resources to work with than Person 2. In this case Person 2 must be more careful in terms of resources usage.

10. **Philosophy Inheritance and Available + Given = Solution:** To solve an identified problem, the following equation/formula is given to us by our parent.



Where the entity available is considered to be entities that are available to us to help us solve the problem and Given is considered to be principles given to us that tell how to use the entity available that results to a solution to substitute that problem for.

In terms of philosophy inheritance, let's look at the equation above like this: in order for the formula to be given to us at the time, we may have had a problem to solve where either we did not have a formula to solve it or the problem had been misidentified. In this case, we can look at before and after like this.



From the model above, we can see that before or at Time 1, Problem 1 is identified with no solution, where at Time 2, the formula is given, and Problem 1 is identified with its solution. In other words, at Time 1, we have a problem, and we don't have a solution for it o don't know what to replace it with. Then at Time 2, the solution for that problem is given to us. From the model above, we can see that because the solution is given to us

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at Time 2 to solve the problem, our parent does not want us to carry any negative from Time 1 to Time 2, which would not help us solve the problem.

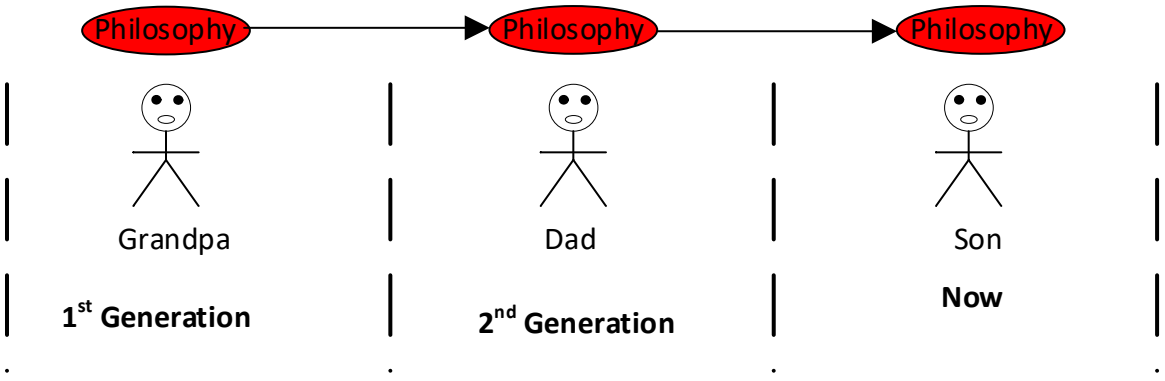
In terms of negative, we can look at it like this. Without the given solution, we may think that actual is equal to solution as well as money is equal to solutions. Even when the actual has been misidentified, that still does not equal to the solution of the problem. In terms of money—paper money—it is an inherited entity. Besides the equation given to us by our parent that tells us how to solve our problems, our parent also gives us formula that show us how to handle inherited elements. The way to look at it, even when we have actuals and they are disregarded, if they are misidentified, that will not provide us with the solution for a problem without using the equation above. As well as the equation given above works with actual entities. Money is not considered an actual entity. Money is an inherited entity/element, and we also have equation/formula that tells us how to handle inherited entities.

11. **Philosophy Inheritance, Available + Given = Solution and Resource Available:** From the last two article basis above, we have learned that with more resources available, the people at previous regeneration have more opportunity to solve problems than current generation. Where with less resources available at present generation, we must be more careful and more efficient to solve our problems.

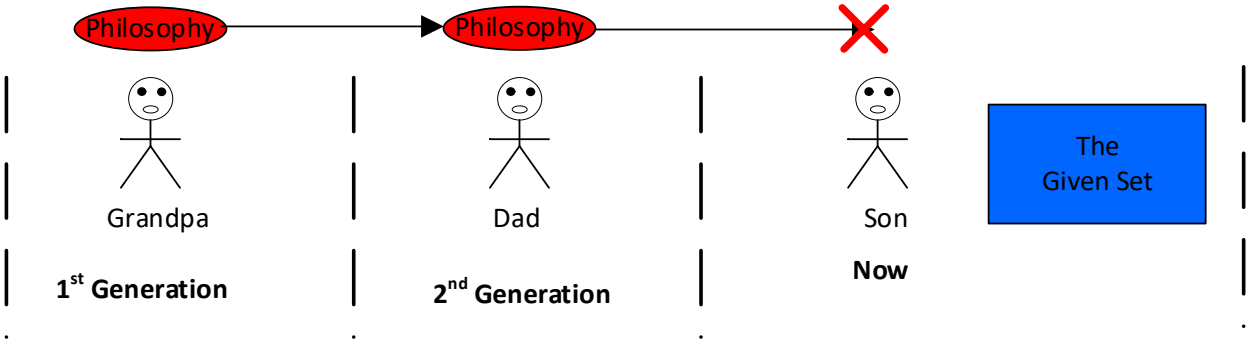
    From the same article basis above, we have also shown that money—paper money—is not an actual entity, but an inherited entity and our parent also provided us formula on how to handle inherited entities. By understanding that, if we think that money is equal to solution by disregarding the given formula, we also waste more resources. We have 2 cases here: by disregarding the formula and thinking that actual is equal solution, we simply waste resources. As well as by disregarding the formula and thinking that money is equal to solution, we simply waste much more resources.

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12. **Understanding Philosophy Inheritance and Problem and Solution:** In terms of philosophy inheritance, let's assume 3 generations, then we have the following chart.



From the model, Dad inherited negative philosophy from Grandpa where Son inherited negative philosophy from dad. Now, in terms of problems and solutions, the philosophies are not the solutions of the identified problems. Now, The Given Set is provided to the son so it can be used to solve identified problems. In this case, we can show that by the model below.



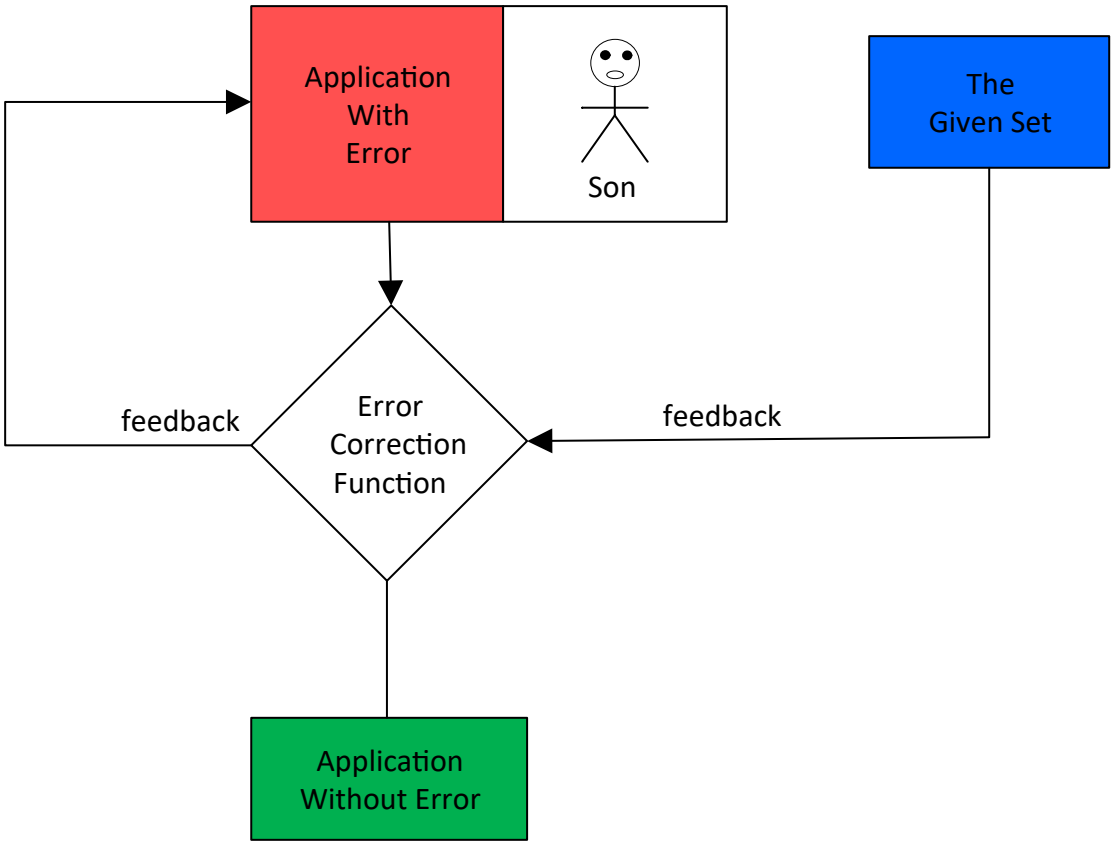
From the model above, we can see that at time Now, the solution has the following:

$$Available + Given = Solution$$

From the model above to the right, we can see that the negative philosophy is been replaced or substituted by The Given Set. What is important here, in order for that to happen, the Son must acknowledge that the negative philosophy or the inherited philosophy from his dad is not the solution for the identified problem or cannot be used as a substitution or replacement for the identified problem.

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By understanding the explanation and the model above, we can see that The Given Set is provided to the son at time now, to help the son solve the identified problem or help the son replace the negative philosophies to solve the identified problem. With that, we can represent that by this model.



From the model above, we can see that there is an acknowledgement made by the son in order for the error to be corrected so the problem can be solved. So now, the son can use the formula

$$Available + Given = Solution$$

to solve identified problems, where at previous generations grandpa and dad did not use the formula. For example, at Generation 1, grandpa did not use the formula and executed

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functions negatively. At Generation 2, dad did the same thing, then now the son can use the formula to execute functions positively to solve identified problems.

13. **Understanding Problem and Solution and Available + Given = Solution:** to solve identified problems, the following equation/formula was/is given to us by our parent.

$$Available + Given = Solution$$

By disregarding the formula, it is not possible for us to solve identified problems. As an example, a person is hungry, the solution for that problem is to use the formula. If the items are stolen, they cannot be used to solve that problem. From that, we have the following cases:

- If an item is stolen, it cannot be used to solve a problem
- If an item is stolen, it cannot be borrowed
- If an item is stolen from a person, it cannot be borrowed to another person
- If an item is stolen from a person, it cannot be borrowed to that person or sell to that person
- If an item is stolen from my dad, it cannot be borrowed to me or sold to me.
- If an item is stolen in the past, it cannot be used at present time to solve a problem.
- If an item is stolen by grandpa or dad, it cannot be used to solve a problem. If an item is stollen from grandpa or dad, it cannot be used now to sell to the son or borrow to the son.

Above are some cases that are related to the philosophy inheritance chart. From the philosophy inheritance chart, we can see that now, the philosophies are replaced by The Given Set. In this case, the negative ideas we have or inherited

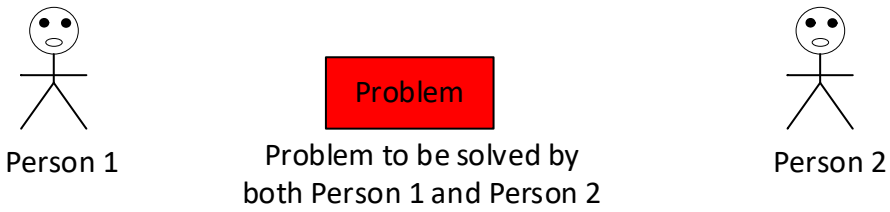
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from previous generations are replaced by The Given Set in order for us to solve identified problems.

14. **Understanding Problem and Solution, Available + Given = Solution, and Averaging and Self-Contribution**: To solve our problems, the following equation/formula is given to us by our parent.

$$Available + Given = Solution$$

By using the equation above, let's assume that we have a problem to be solved by 2 people as shown below.



Both of them must user the formula. In this case, Person 1 uses the formula in the form of

$$Available + Given = Solution$$

Person 2 also uses the formula in the form of

$$Available + Given = Solution$$

As an example, if Person 1 is hungry and Person 2 is trying to help Person 1 solve that problem, in this case both Person 1 and Person 2 use the formula. For example, Person 1 is hungry and goes to a restaurant or ask another person for help. In this case, a project is created where both Person 1 and Person 2 are working to solve that problem. Because

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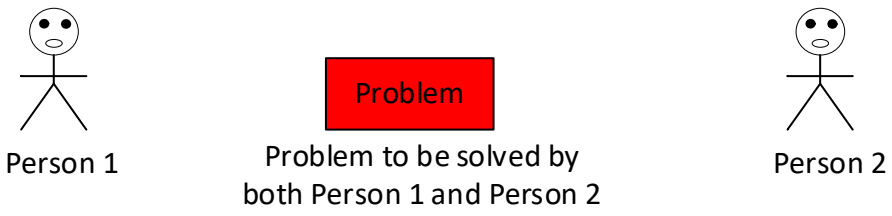
both Person 1 and Person 2 must use the formula to solve the problem, the overall process is averaging. In this case, both are in the project and have functions in the project and both of them use the formula. From that, we can see that both of them are contributing to solve that problem.

The above example can be borrowed, exchanged, or any other function that helps with the solution of the problem. In terms of contribution and averaging, we can see that if an item is stolen, that is not being viewed as a contribution. For example, from the formula given to us by our parent, our parent tells us that the formula takes both averaging and self-contribution into consideration and if an item is stolen, it cannot be used to solve a problem. In this case, we can see that if an item is stolen, the person who steals that item did not contribute. Given that there is a relationship between averaging and self-contribution, we can see that a person who steals an item does not take averaging into consideration as well.

15. **Understanding Available + Given = Solution, and Solution Step**: to solve our problems, the following equation/formula was/is given to us by our parent.

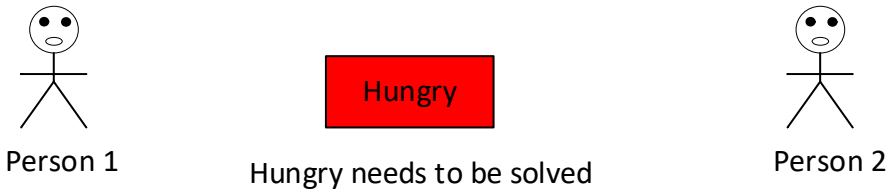
$$Available + Given = Solution$$

Let's assume that Person 1 and Person 2 have a problem to solve as shown below



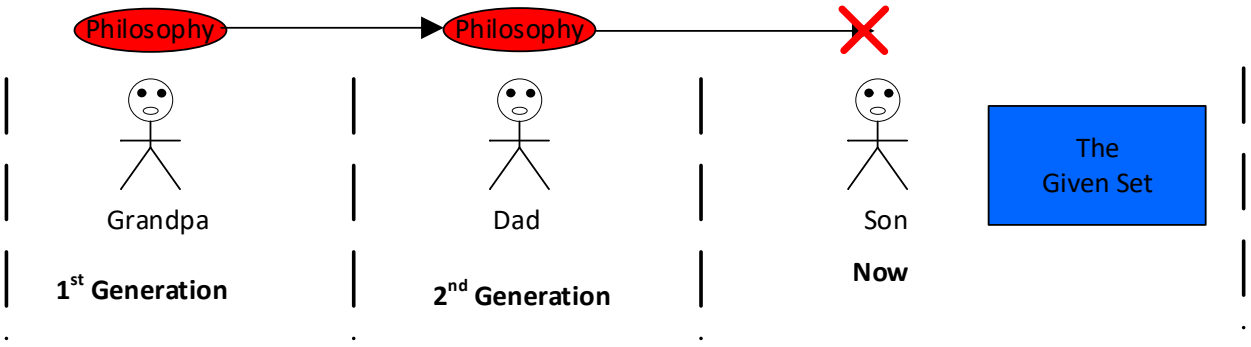
and that problem is been identified as hungry as shown here

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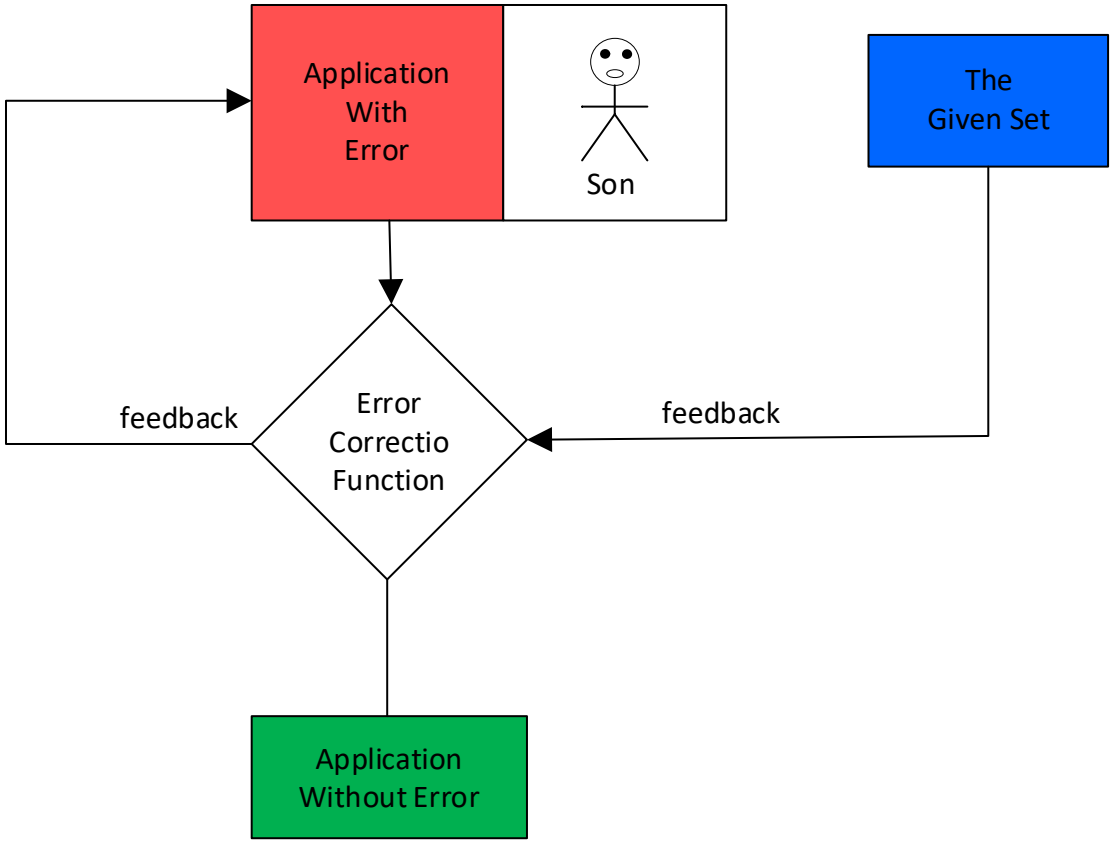
Let's assume that Person 1 is hungry and Person 2 is to help Person 1 solve that problem. Since both Person 1 and Person 2 must use the formula to solve the problem; since our parent also tells us that the item must be genuine and cannot be stolen, and if the item is stolen it cannot be used to solve the problem, in this case we need first to validate the item.

By understanding the explanation above, it looks like the problem we try to solve does have a prerequisite. That makes sense, since both philosophy inheritance chart and the feedback model require acknowledgement. To better understand that let's show both models again.

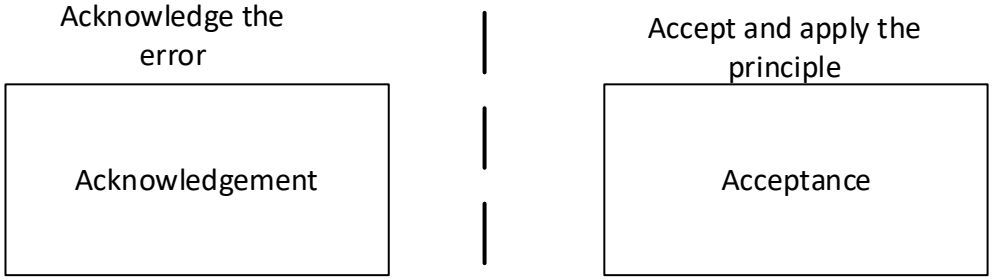


From the model above, we can see that at time now, son acknowledges that the negative philosophy cannot be used to solve the identified problem and replaced the negative philosophy with The Given Set. In other words, the son realized that the philosophies inherited from his dad and grandpa cannot help him solves the identified problem, but accept The Given Set to help solves the identified problem. Now, let's show the feedback model

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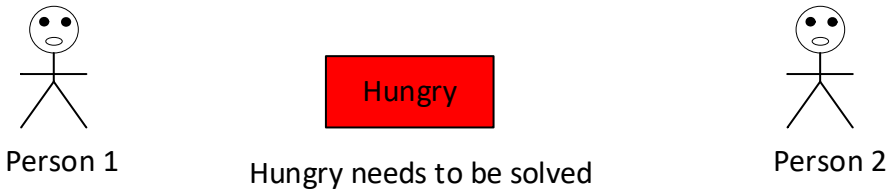


By looking at the feedback model above, we can see that the son also acknowledges that the application is executed negatively or executed with error and apply the feedback to help the application executing without error. In both cases, we can see that there str Step 1 and Step 2. It is always good to show them separately as separate entities.

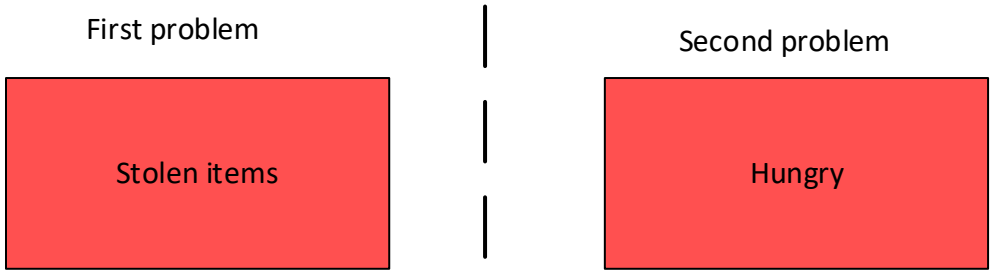


From the first model above, we can see that the son acknowledges about the negative philosophy and accepts The Given Set as well as in the second model, the son acknowledges the error and accept/apply the feedback. From what we have just said, let's show the equation/formula again with the problem that needs to be solved.

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Let's assume that Person 2 is to help Person 1 solves that problem. It is better to put it like this: let's assume that the hungry problem needs to be solved by Person 2. In order for that to happen, there is a prerequisite that needs to be met. The prerequisite requires that the items must be genuine and cannot be stolen. Let's assume that the items to help solve that problem are stolen or not genuine then, Person 2 has a prerequisite problem to solve. The immediate problem Person 2 needs to solve first is the stolen items. In this case, it is better to put them like this.



From the model above, we can see that the first problem Person 2 needs to solve is the stolen items problem, where the second problem is the hungry problem. What is important here, because the equation given to us by our parent requires acknowledgement, in this case the hungry problem cannot be solved without the prerequisite. From that, we can see the stolen items problem is solved first by this equation to be applied by Person 2 or in conjunction with Person 1 depending on the case.

$$Available + Given = Solution$$

Then after, the hungry problem is solved by both Person 1 and Person 2 by applying the same formula below.

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$$Available + Given = Solution$$

As we can see, to solve a problem, we use the given equation/formula and if the problem requires prerequisite, we also need to use the formula to first solve the prerequisite of the problem. For example, if we have a negative, we first solve that negative rather than use it in the formula, because the formula does not accept negative. It is better to put it like this. You have 2 negatives, you use the formula to solve the first negative, but you don't substitute negative to the formula.

16. **Understanding Complexity and Problem and Solution:** to solve an identified problem, we use this formula.

$$Available + Given = Solution$$

From the formula, our parent also tells us that if an item is stolen or not genuine, it cannot be used to solve problems. In other words, the entities available must be valid in order to solve identified problems.

Let's look at the following cases: if an item is stolen, it cannot be used to solve a problem. In this case, we can see that if the item is stolen, the person did not contribute, therefore that add more complexity to the system or life. Another way to look at it, while a person is working, another person is stealing from that person. One person is working; another person is stealing from that person. In this case, the person who is working is doing more work or working harder. The person who is stealing from that person is not contributing. That puts more stress on the system and enables one person to work harder and another person not to contribute.

By understanding the explanation above in relationship with the formula, we can see that using the formula to solve problems enables us to reduce complexity in life while not

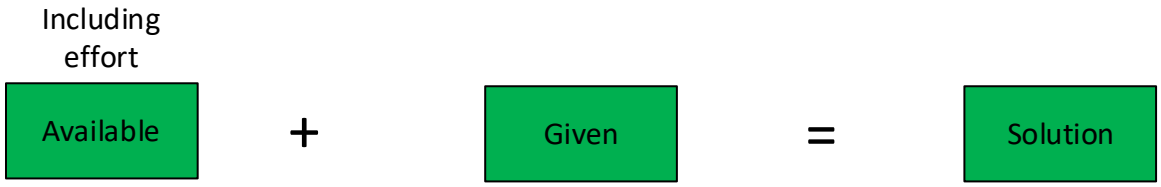
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using the formula to solve identified problems enables us to add complexity to life. By using the formula, we work less and solve problems, and while not using the formula we simply work harder and solve no problems. Therefore, using the formula reduces complexity in life while not using the formula simply adds more complexity to life.

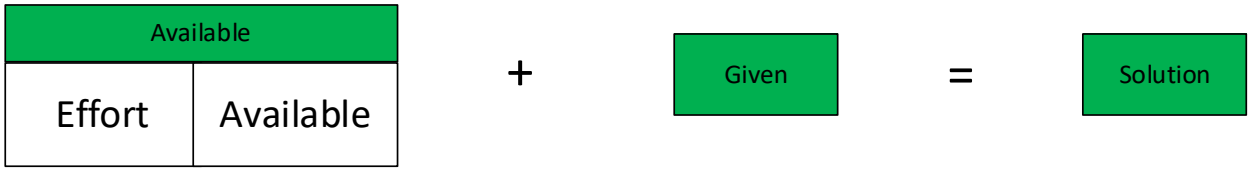
17. **Understanding Available + Given = Solution, and Effort:** to solve a problem, the following formula is given to us:

$$Available + Given = Solution$$

Where the entity available is the entity that is available to us and the entity given is the entity that is given to us. Since the entity that is given to us tells us how to use or apply the entity that is available to us, thus the entity that is available includes effort from us. Given that the equation requires self-contribution and averaging, the entity available requires effort from us individually. In this case, it is possible to put the equation in the form below by identifying the entity available to include effort.

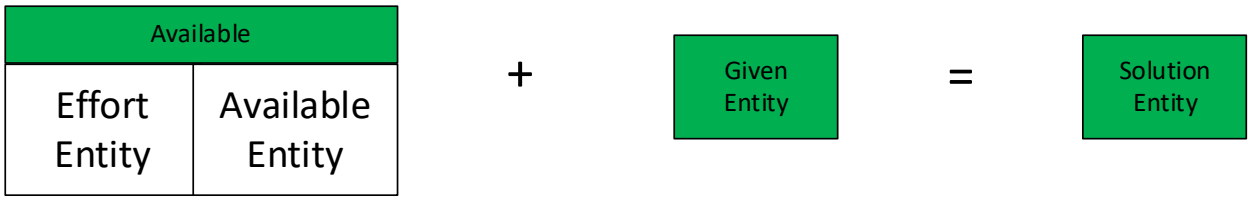


Then we can break the entity available above to show effort as a separate entity. In this case, we can represent the formula in the form below.



From above, we show the effort entity as part of the entity available. It is always good to show them as separate entities in the form below.

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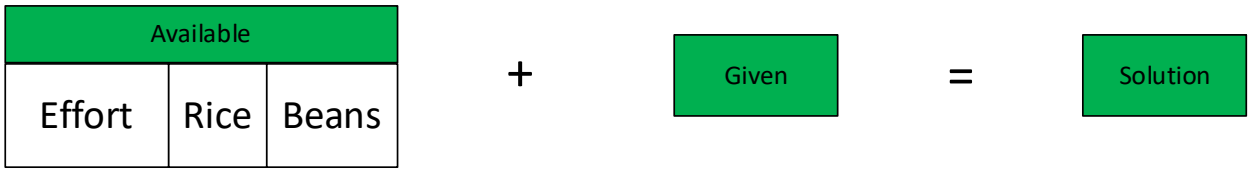
By understanding the explanation above, let's look at a practical example. Assume that a person is hungry, let's assume that rice and beans are the entity available. Then we can user the formula in this form.

$$Available + Given = Solution$$

From the equation above, we can simply plug the items to the formula as shown here

$$\left[Effort + \left(Rice + Beans\right)\right] + Given = Solution$$

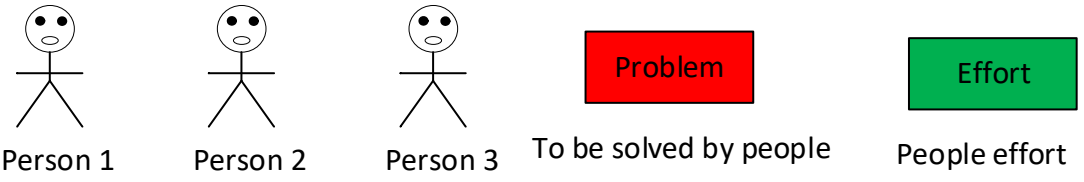
Let's show the same formula above in the form below



As we can see from the given formula, the entity available also includes effort from us. It is always good to think about it like this: the entity available includes everything that is from us. We can also include our communication in the entity available. For example, to solve a problem, we must communicate. In this case, we can add communication as an entity available in the equation. It is always good to think that the entity available includes everything that is on the people who are working to solve that problem. For example, if I am working to solve a problem, the entity available includes what is on me to solve that problem. So, I should always regard what is on me to help me solve the

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identified problem. Because the formula takes into consideration what is on me and my effort. As an example, if multiple people are working to solve a problem as shown below.



From above, multiple people are working to solve a problem, all of them must use the formula. In this case, the entity available includes effort from them individually. The way to look at it everybody in the project who is working to solve the problem requires personal effort individually. For example, each person must use the formula individually to show individual effort. In this case, we can see that the formula takes what is on them individually and it is averaging and self-contributing. If those entities are not identified, there is no solution for the problem or will produce an invalid solution.

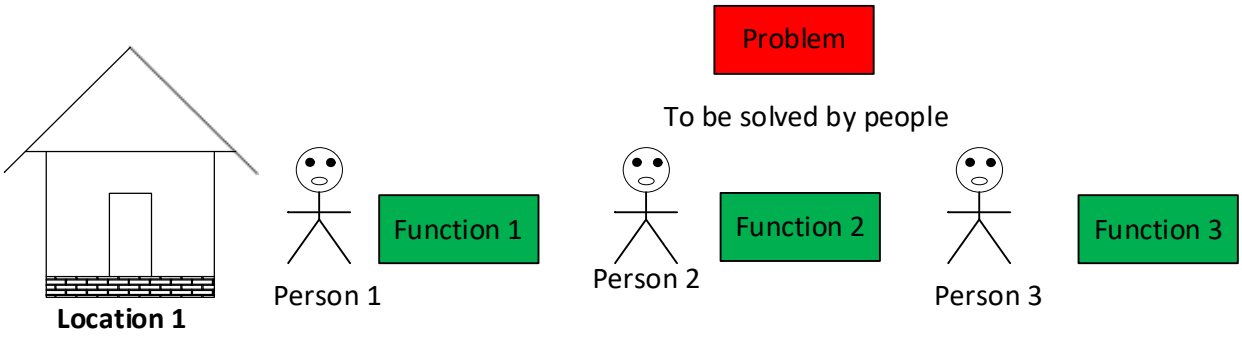
18. **Understanding Averaging and Contribution Related to Problem Solving:** To solve a problem, the following formula is given to us.

$$Available + Given = Solution$$

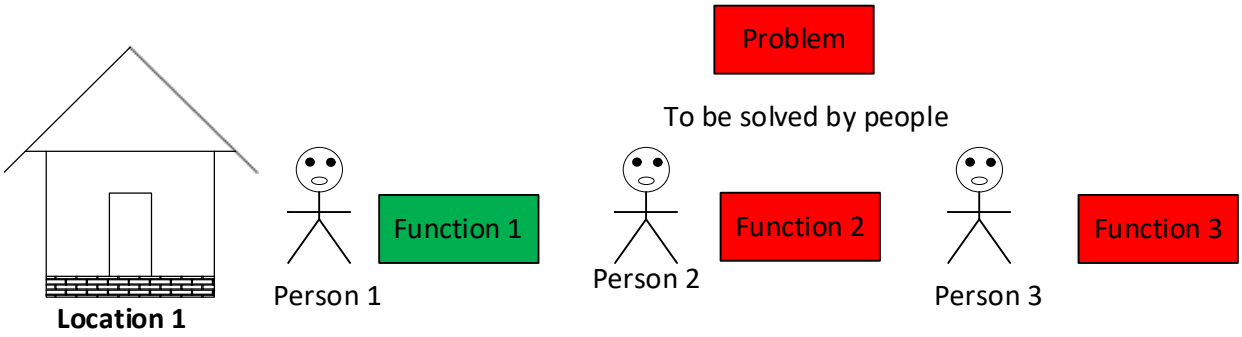
Where the formula takes averaging and contribution into consideration. In other words, if multiple people are working to solve a problem, the formula takes their effort into consideration individually as well as averaging and contribution. If all those requirements are met, then it is possible for the formula to result to a valid solution to solve the problem. If not, the formula will not result to an actual solution to solve the problem.

By using the formula above, if 5 people are working to solve a problem, the effort of all of them is taken into consideration by the formula. In this case, we can see that each person must contribute to solve the problem where the result is considered to be an

average of their contributions. For instance, if 5 people are working to clean a floor, the result includes an average effort of all of them. If 3 people are contributing where 2 are not contributing, then that will not produce the result expected. The way to look at it, because the formula takes averaging and contribution into consideration, the more people working or contributing, the more we get done while when less people working or contributing the less we get done. In terms of function at location, let's assume that at Location 1, 3 people are working to solve a problem as shown below.



according to the formula, if all 3 people are contributing as shown above, then the more we get done to solve the problem, which is viewed as averaging. The model below shows that only one person is contributing.



From the model above, since only one person is contributing, the less we get done and that requires more effort from Person 1, which does not result to the actual solution of the problem.

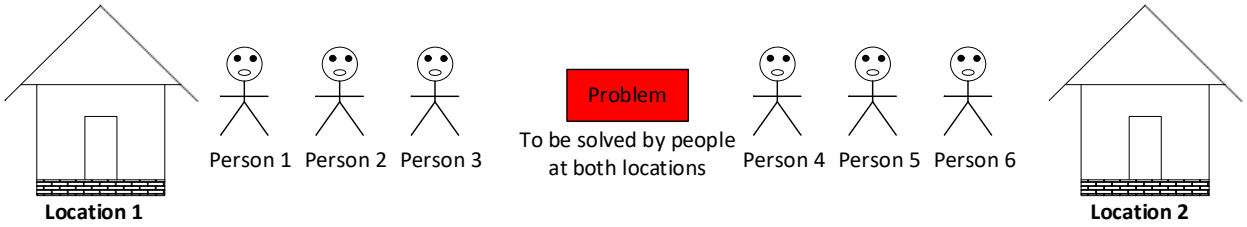
19. **Understanding Problem and Solution, Problem Identification, and Entity Separation:** to solve an identified problem, the following formula was/is given to us by our parent.

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$$Available + Given = Solution$$

The formula enables us to first identify the problem, then use the formula to solve the problem. The formula also enables us to identify entities properly. If we have a problem identifying entities properly, then we must first learn how to identify entities properly. If we try to plugin improper entities or misidentified entities to the formula, then it will not result to the actual solution of the problem. As well as, if we cannot identify entities properly, it may be possible for us to misidentify the problem we need to solve. In this case, the formula will not help us at all.

By understanding the explanation above, let's look at the following example



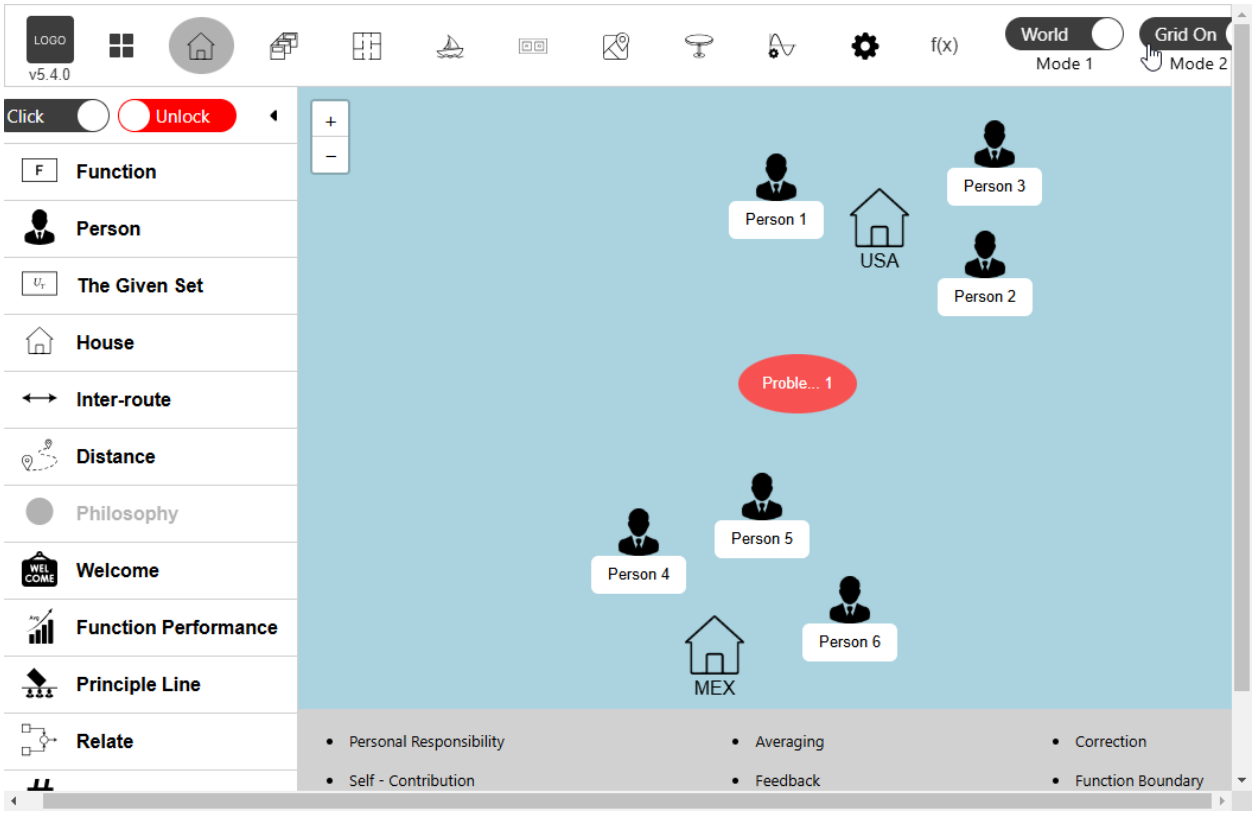
from the model above, we can see that a problem is identified, and it is to be solved by people at both locations. What is important here is that we separate the people, the problem, and the locations. So, the problem that needs to be solved is identified and it is separate. The people that are working to solve the problem are identified and they are separate. The locations of the people are identified, and they are separate. In terms of entity identities, we can tabulate them to show their separations.

Entities Identified	Actual Entities	Explanation
Problem	Actual problem to be solved	The problem is separate from people and location
People	6 people are identified where 3 people identified	The people are identified and are separate from the

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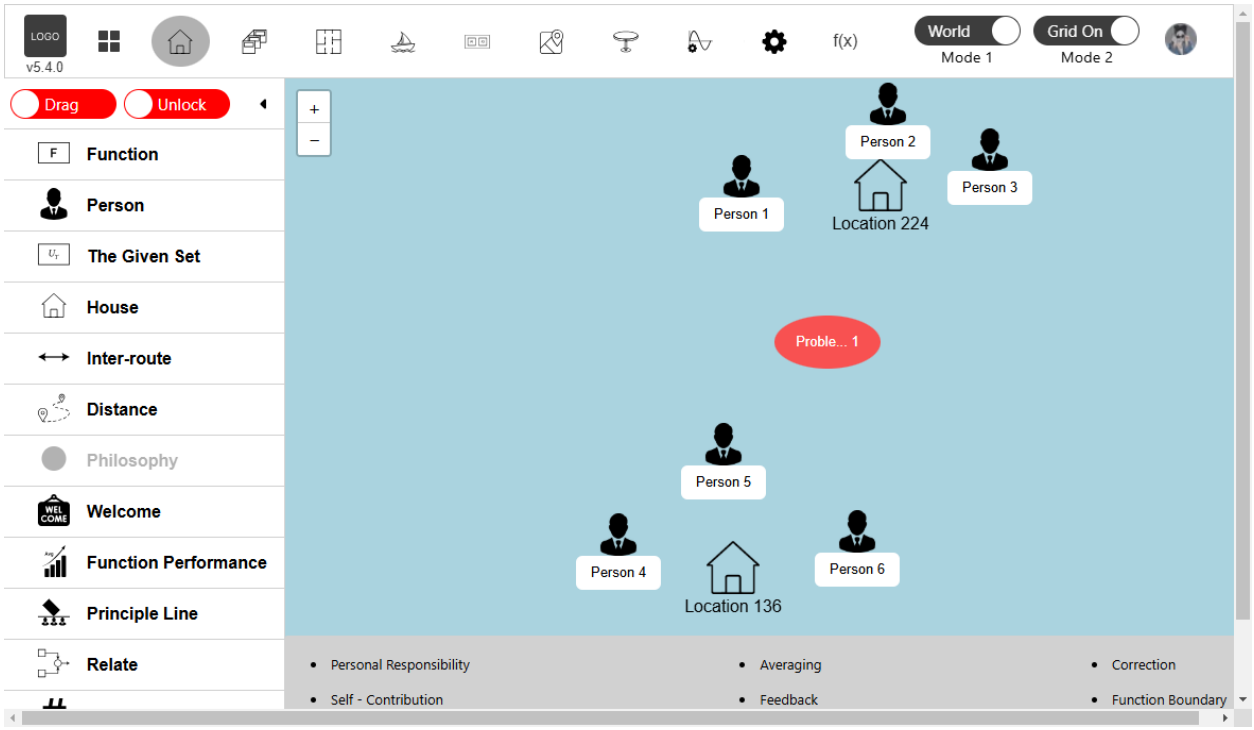
	in location 1 and 3 people are identified in location 2	problem and from the location
Location	Location 1 is identified as well as location 2	The locations are separate from the people and he problem

From the model above, it is possible for us to use the equation which results to a valid solution for the problem because we have identified and separated entities properly. In this case, we can communicate accordingly in relationship with what we have identified. In this case, the formula takes communication of the people into consideration. So, to solve the problem, we cannot communicate to show that the communication belong to the location, but the people.



Using he map, we can show that above, as well as below where we replace the country by location with number.

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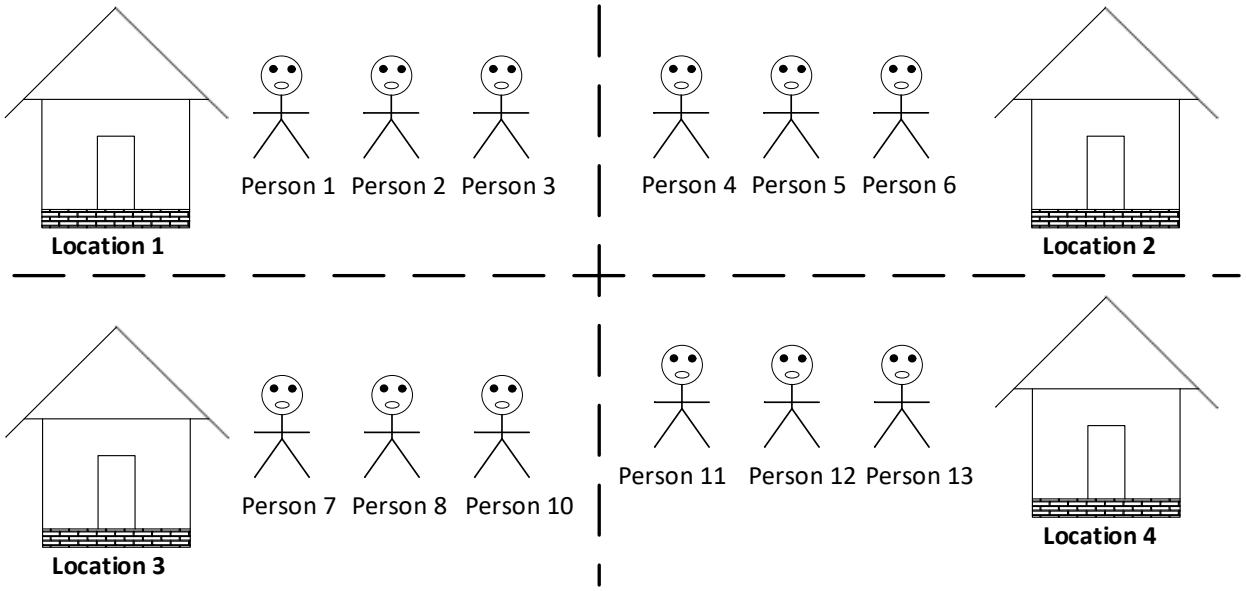
So the formula still applies where we identify entities properly by separating the problem from the people as well as from the location.

20. **Understanding Available + Given = Solution, and Function at Location:** To solve a problem, the following formula was given to us by our parent.

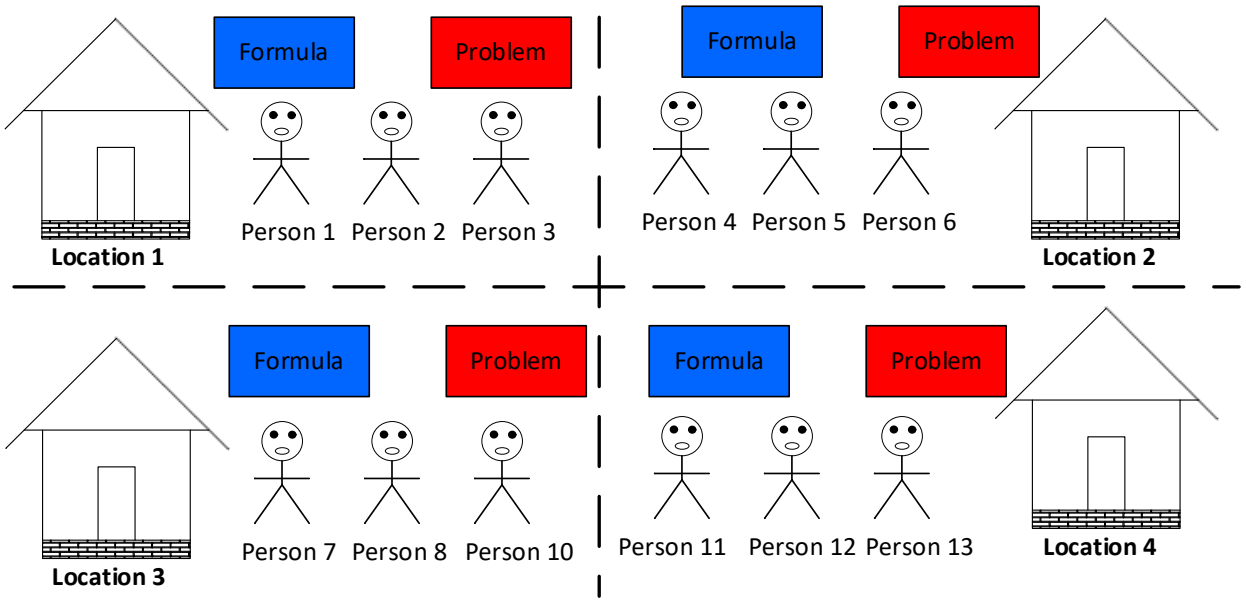
$$Available + Given = Solution$$

Where we apply the formula to solve an identified problem by identifying entities to be plugin to the formula which results to an actual solution to replace the identified problem. People are identified at locations with their respective functions. It is always good to show that by the model below.

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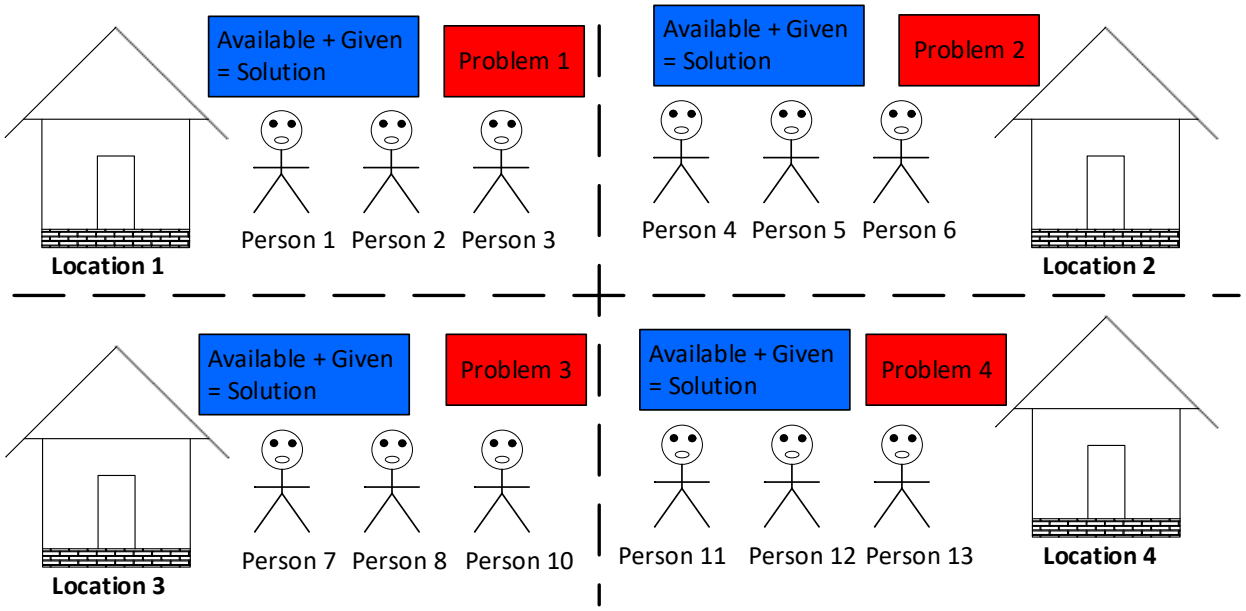
From the model above, we can see that people are identified at multiple locations. For example, at Location 1, we identify people, at Location 2, we identify people, at Location 3, we identify people, and at Location 4 we also identify people. Those people are working to solve identified problems by using the formula. In this case, we can show them with the formula and the problems they are solving.



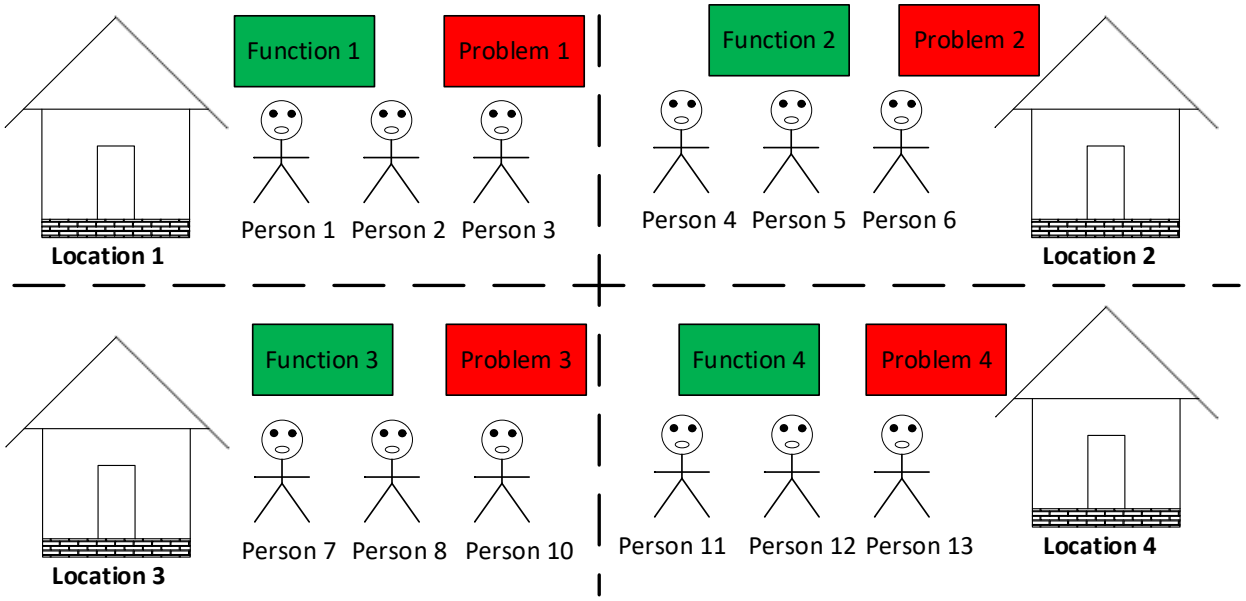
From the model above, the locations are separate from each other so the people at the location use the formula to solve identified problems. It is always good to take it like this.

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At each location, people work on a separate project to solve an identified problem by using the given formula. Let's show that in another mode



From above, we can see that by applying the formula by the people at each location, they execute a function that enable the substitution of the problem. Now, let's show the model with the functions that enable the replacement of the problems by their respective solutions.



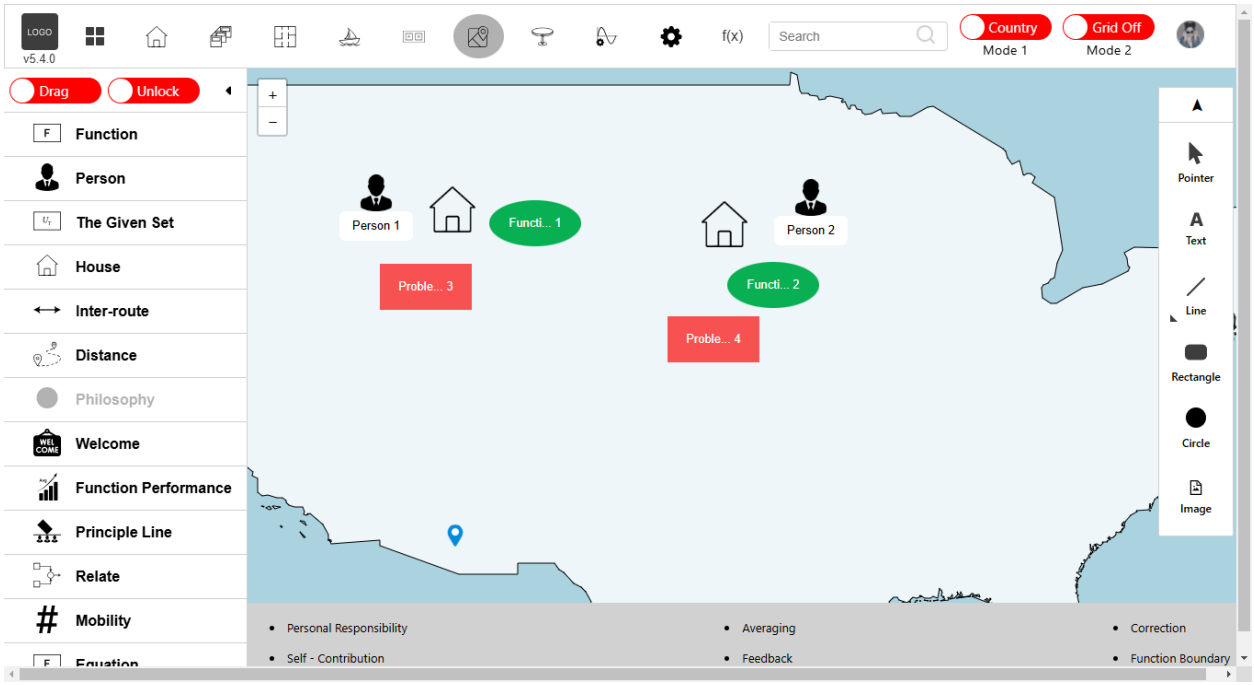
As we can see from the model above, people at Location 1 have a problem to solve where they apply the formula to execute a function to solve that problem. This is also applied

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to people at Location 2, Location 3, and Location 4. What is important here is that it is not natural or practical for a function to be executed by a person at one location, for example Location 1 to solve all the problems at Location 1, Location 2, Location 3, and Location 4. Another way to say it, the formula cannot be applied by people at Location 1 to solve the problem at Location 1, at the same time at Location 2, at Location 3, and at Location 4. However, the formula can be applied by People at Location 1 to solve Problem 1, by people at Location 2 to solve Problem 2, by people at Location 3 to solve Problem 3, and by people at Location 4 to solve Problem 4.

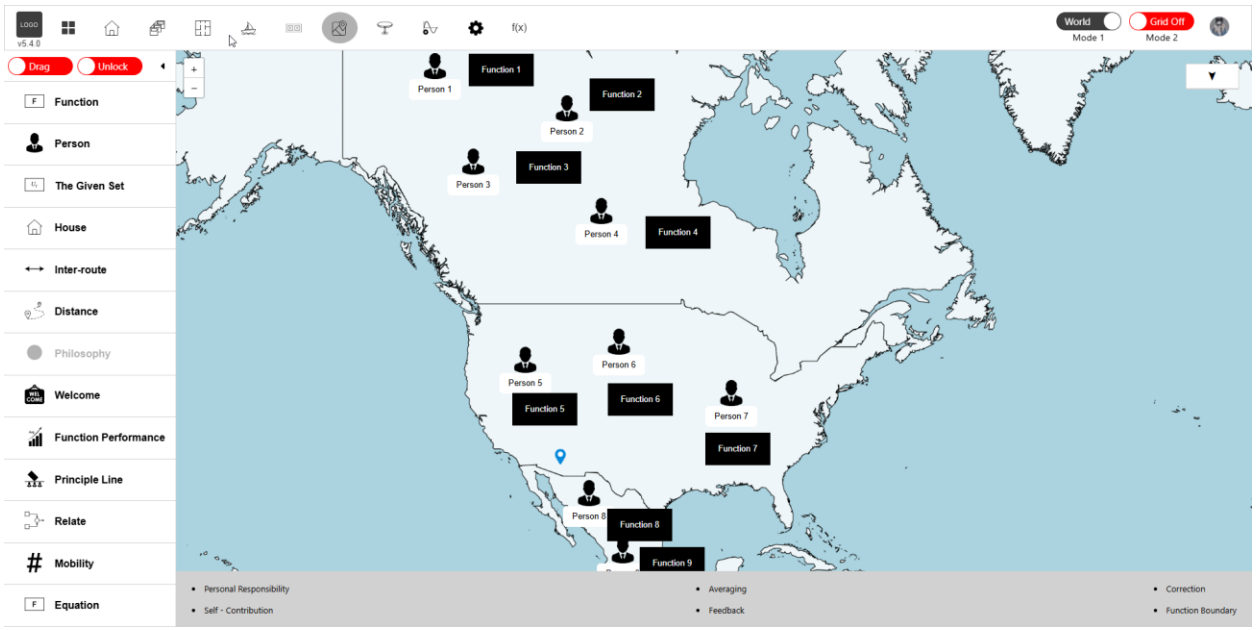
By understanding the explanation above, we can see that the formula itself is an dependent entity and it requires contribution of everybody in a project at location where those people are working to execute a function to solve the identified problem. The formula itself takes the effort of people into consideration. So, naturally it is not practical. As we can see, only people at specific locations can solve their own problems or adjust their respective functions. As well as it is not natural or practical, because a single function cannot be used to solve all the problems. In this case, if it was possible we would not have multiple providers. To better understand this explanation, let's look at the map.

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From the map, we can see that we have 2 providers, where provider 1 provides a function to solve problem 3 and provider 2 provides a function to solve problem 4. As we can see, because of function at location and the formula, mother nature does not allow a single provider to execute a function to solve all identified problems. As an example, let's assume that provider 1 is a hardware store or a plumber where provider 2 is a restaurant or a cook/chef. In this case both provider 1 and provider 2 solve two different problems. So, the function executed by provider 1 solves a different problem than the function executed by provider 2. In this case, a person has a broken faucet to solve, that person contact provider 1 or presents that problem to provider 1 where a person has a hungry problem to solve, that person presents that problem to provider 2 or contacts provider 2. As we can see in this case, people who work at location 1 to provide that function can use the formula to solve the problem or make adjustment to their functions, where people at location 2 can do the same thing to their functions. One cannot do it for each other or people from another location. The explanation and the map above can be shown by the map below.

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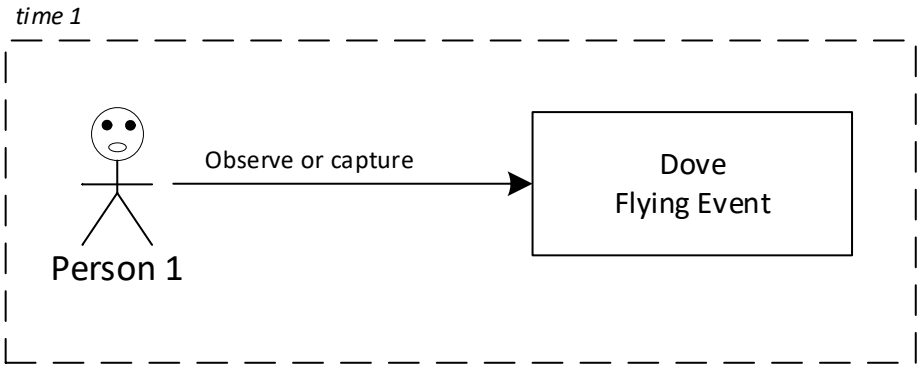
By looking at the map above, only people at their respective locations or countries can make adjustment to their respective functions. The way to look at it, the formula and function at location do not allow function to be adjusted or changed by people outside or who are not working in a project to solve the identified problem. In other words, using the formula people at a location who are working in a project can contribute to solve the identified problem, where people who are not in that project have no function or contribution to that project.

21. **Understanding Information and Misinformation: Difference Between Information and Misinformation:** The information about an entity is natural to that entity. The information about an event is natural to that event. Our communication ability enables us to pass—provide—that information to others. However, that information does not change and it is still natural. In this case, if the information that we provide does not match or does not preserve its naturality, it is viewed as misinformation. As an example, if Entity 1 has Information 1, our communication ability enables us to provide Information 1 to a person or a group of people. Let's call that group of people Group 1. Now, we can see that information still remains the same, since it is natural to that entity. Our communication does not allow us to change that information but preserve it. Let's

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assume that Information 2 is what is being provided to Group 1. Since Information 2 is not for Entity 1, then Information 2 is viewed as misinformation for Entity 1. From that, we can see Information 1 is not what is being provided to Group 1, but misinformation is what is being provided instead. In this case, we can say that Group 1 has been misinformed or simply misinformed about Entity 1. So, this is what misinformation is.

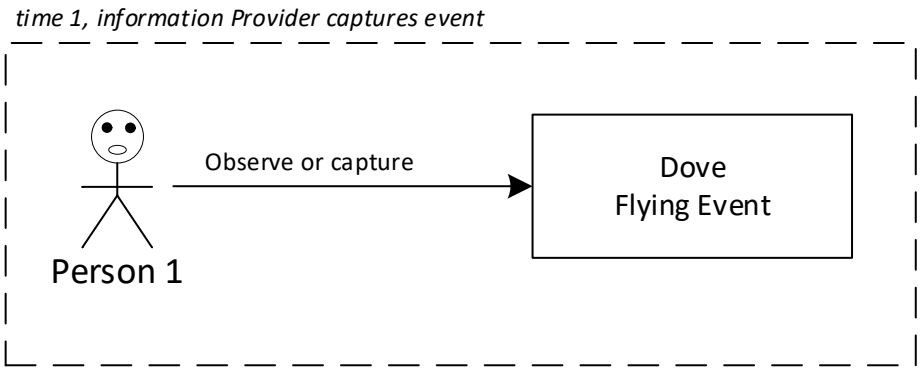
Another way to look at it, think that information existed before misinformation. From the paragraph above, since our communication ability enables us to pass or provide information to others, the information about an entity or an event existed before our communication to others about that event or before our communication to a group of people. In this case, we can see that misinformation is the result of miscommunication. Since misinformation existed after information and communication existed after information, we can see that miscommunication is what enabled misinformation. It is always good to think like this to show the relationship between miscommunication and misinformation, where misinformation is simply the result of miscommunication. To better understand this paragraph, let's provide this example. From a distance, a person observes and identifies the flying of a dove through a river and stopping at a tree. Let's show that by this model.



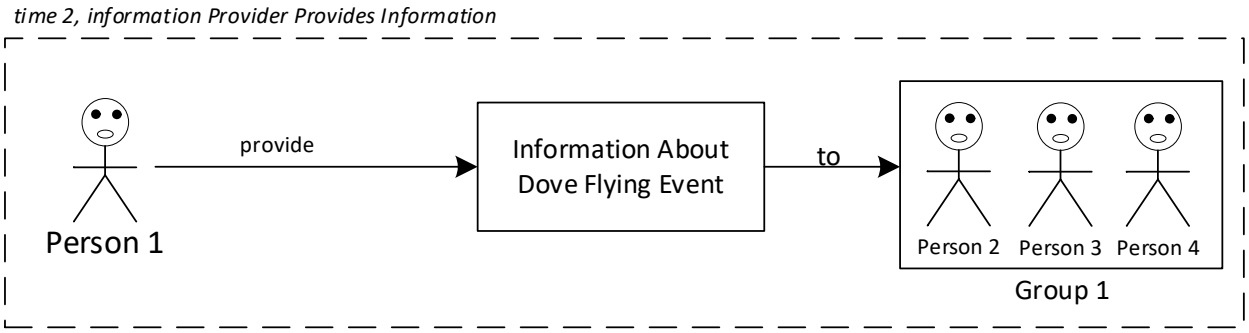
From above, time 1 is considered to be the time the person observes the event. As we can see, the person himself/herself is separate from the event. That person had captured the event, and at a later time, that person needed to provide information to a group of people. From what we have just said, let's show the model of that person as an

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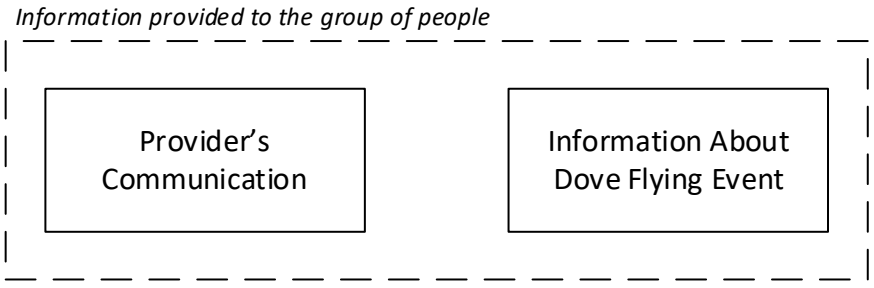
information provider. Which is the same as the model above, except we identify the person as an information provider.



Now, at a later time which we call time 2, the information provider provides that information to a group of people. Let's show that by the model below.



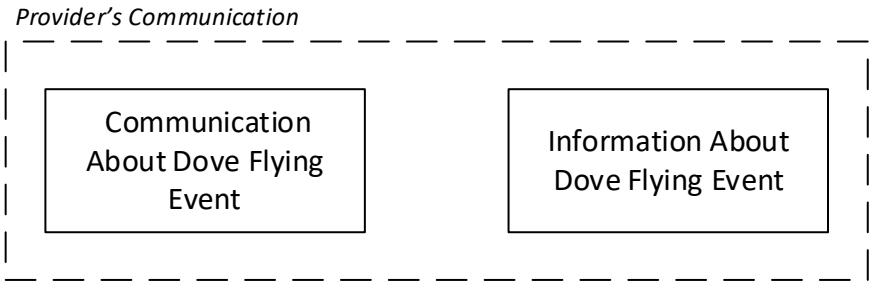
From the model above, we can see that the information provider communicates to a group of people by providing that information to that group of people. From that, we can see the communication of the information provider to the group of people includes 2 entities. The communication and the information about the flying of the dove. It is always good to represent that by this model.



From our understanding of communication and information, we know that the communication interface between the provider and the group of people enables the

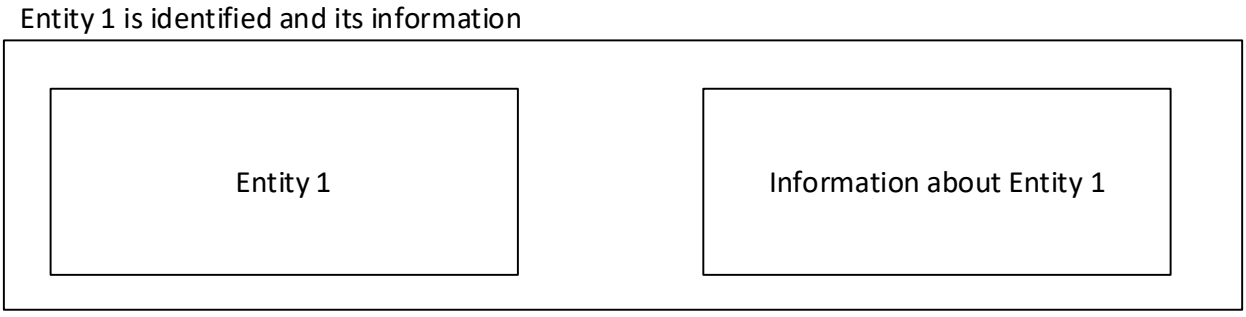
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provider to pass or provide information to that group of people. From that, we can see that interface is simply acts as a carrier of that information. In this case, we can represent the outer of the two entities above as communication. From that, we have:



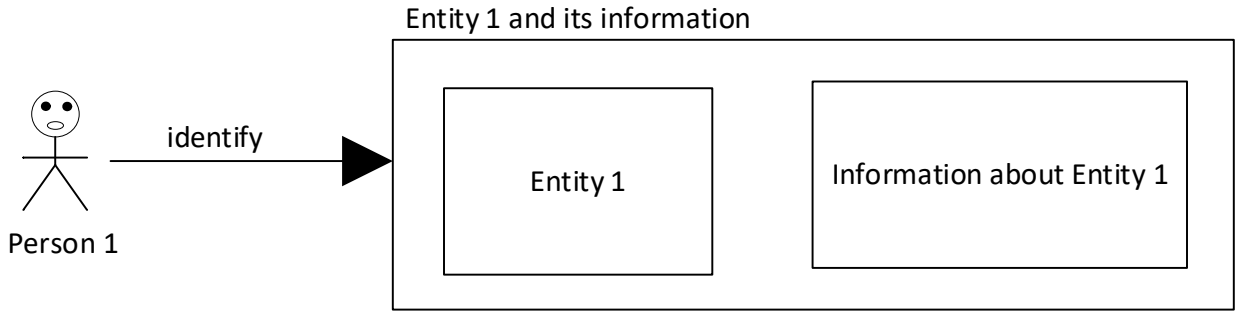
As we can see from the model above, the provider's communication includes the communication about the flying of the dove and the information about the flying of the dove. Both of them are 2 separates entities. What is important here is that in the event of miscommunication, the information about the flying of the dove is simply viewed as misinformation; rather than being informed about the flying of the dove, the group of people that receive that information are simply being misinformed about the flying of the dove. The overall process is viewed as misinformation or miscommunication.

22. **Understanding Given Information and Identified Information:** The information about an entity is given with that entity. Our communication ability enables us to identify that information. In this case, if we identify that information correctly, we can say that the information that we identify matches the information given. To better understand the overall process, let's take a look at the model below.

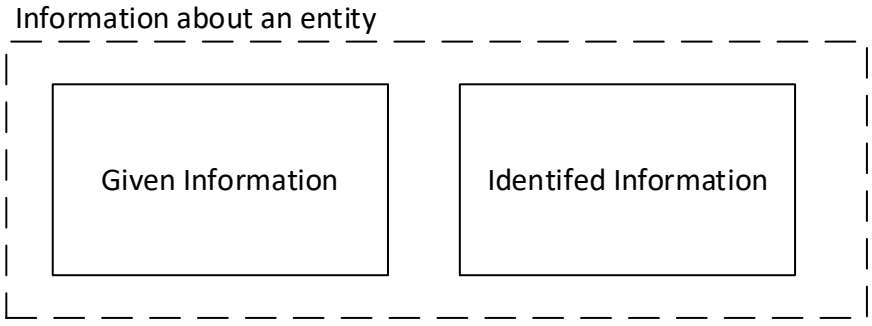


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From the model above, the information about Entity 1 is identified and we can call that information given information. In this case, we can say that Entity 1 is given with its own information. Since our communication enables us to identify information, in this case we can show that by the model below where a person identifies an entity as well as information about that entity.



From above we have 2 models, one mode shows an entity with its given information where another model shows an entity is identified by a person as well as information about that entity. From the first model, we can say that since Entity 1 is given with its own information, that information is natural to Entity 1. In this case, we say that given information is considered to be information that is natural to an entity. In other words, a given information about an entity is defined as information that is natural to that entity, where identified information about an entity is information about an entity that is identified by us or by a person. It is always good to put them side by side as shown below.



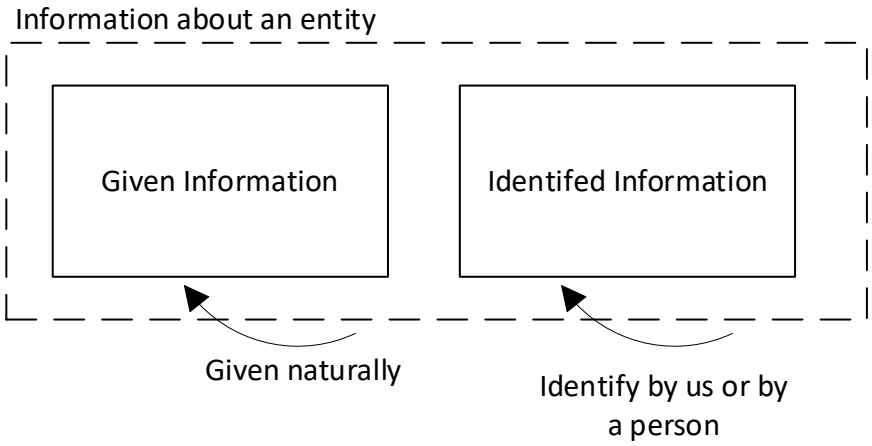
From the model above, we show both given information about an entity and identified information about that entity side by side. What is important here is that if identified information matches the given information, then the identified information is correct

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about that entity. If they don't match, then the identified information is considered to be misinformation about that entity.

23. **Understanding Mother Nature and Information:** From above, we have learned and shown that the information about an entity is given with that entity and that information is natural to that entity. Our communication ability enables us to identify information about an entity. When we properly identify information about an entity, that information matches the given information. In this case, we can say that the information we identify about that entity is correct and it is not considered to be misinformation.

    From above as well, we have learned and shown that the information about an entity existed before our communication. Related to what we have just said and the naturality of the given information about an entity, we can say that the information about an entity is known by mother nature before us or before our communication. It is always good to show that by the model below and provide more information.

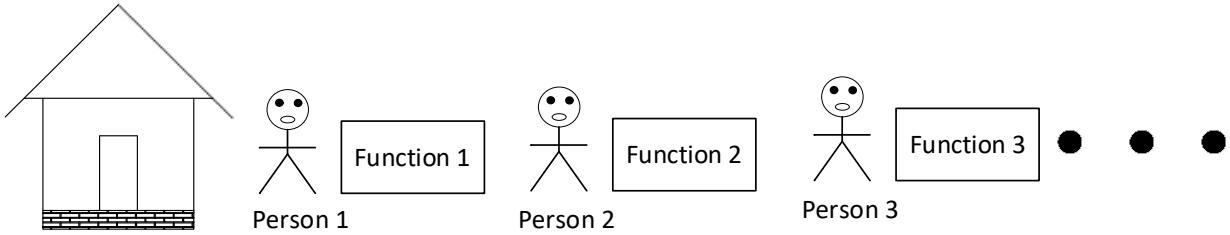


    From that, we can see the entity to the left, which is the given information existed before the entity to the right or before it is being identified by us or by a person. In terms of providing information or information identification is to make sure the information that we identify matches the given information. From the previous example, we can see that the flying of the dove happens before it is being identified by the person who observes

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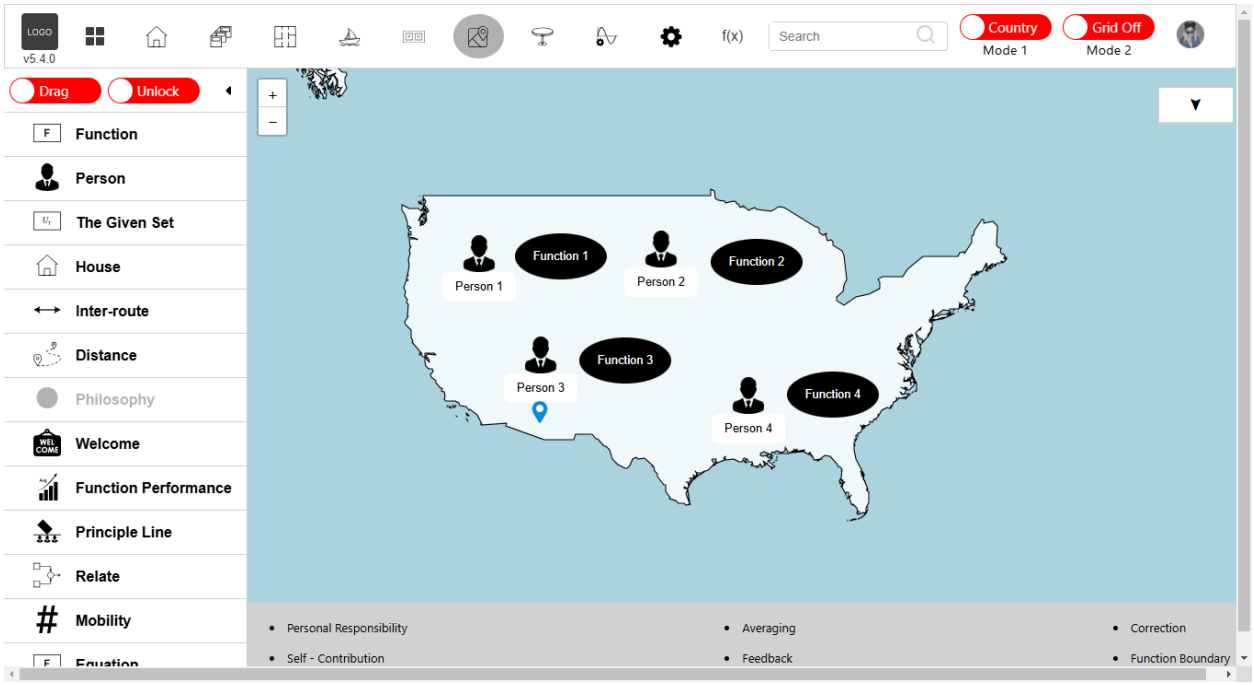
the flying of the dove. In this case, the information identified by that person must match the given information for that information to be correct. From that, we can see before the information is identified, mother nature already knew it. Before we identify information, that information is already known by mother nature. We need to respect that.

24. **Understanding Function at Location Related to Mother Nature:** We know that information about an entity is given with that entity. While our communication ability enables us to identify that information, it does not allow us to change that information. We also know that before we identify information about an entity, mother nature already knew that information. In other words, the information about an entity is known first by mother nature before we know it. In terms of function at location, we can identify functions of people at our location and function of people at their respective locations. For example, at our location we can identify functions of people as shown below.



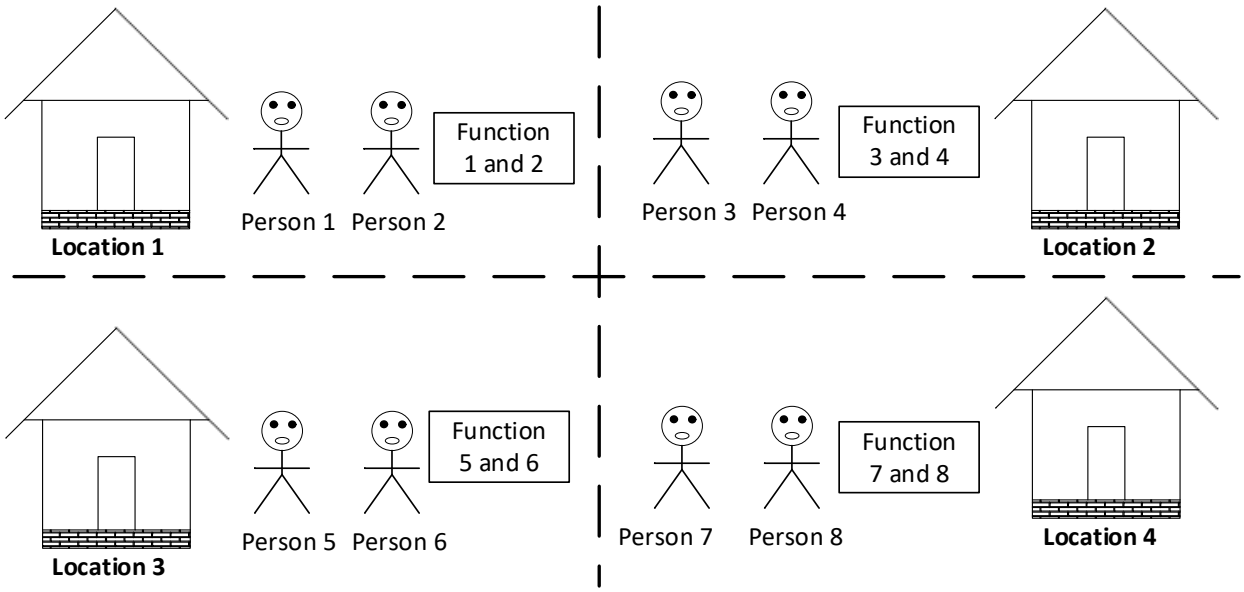
For example at location, we can identify people and their respective function on the map as shown below.

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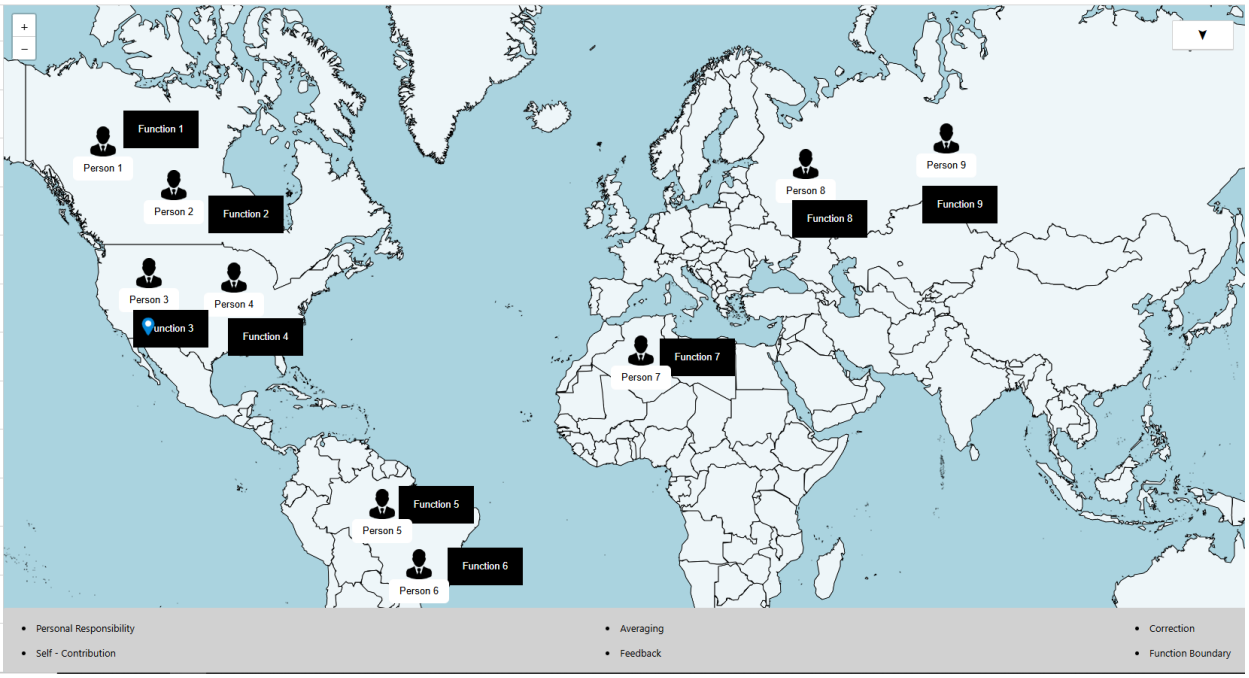
From above at our location, we identify people and their respective function. We can also say that, at our location our eyes enable us to identify the functions of people. In this case, we respect that because the information we identify is already known by mother nature before us and when we identify information, we must make sure it matches with the given information. For example, if a person's function is to clean the floor and that person sits down, the information that is identified by mother nature is sit-down not clean floor. In this case, if we disregard what we identify which is sit-down rather than the clean floor, our information is not good because it does not match with the information identified by mother nature. In this case, we simply show no respect for our eyes that give us the ability to identify that information. Another example is to identify function we are part of and function we are not part of as shown by this.

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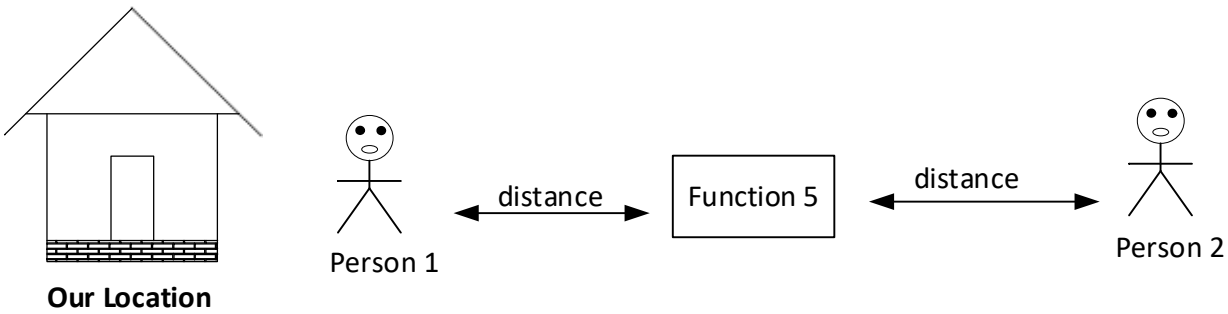


As we can see from the model above, at Location 1, Function 1 and 2 belongs to Person 1 and Person 2, while Function 3 and 4 belong to Person 3 and Person 4 at Location 2. Functions at other locations such as Function 5 and 6 and Function 7 and 8 do not belong to people at Location 1 and at Location 2 and do not execute at Location 1 and Location 2 and so forth. What is important here is that in terms of information, if information is provided to show that Function 3 and 4 belong to People at Location 1, Location 3, and Location 4, then this is simply misinformation. That information does not match the given information or information that is already known by mother nature. Let's show that by the map below.

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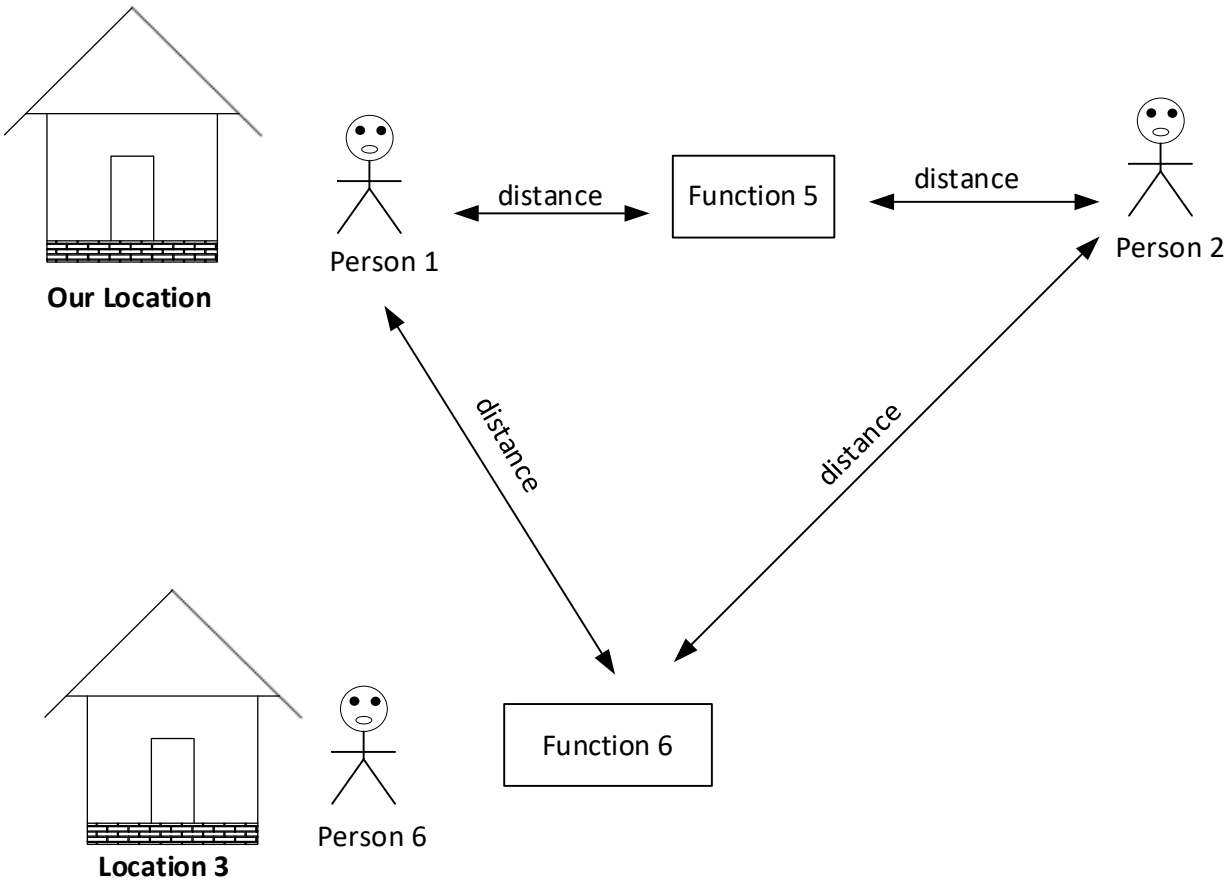
From the map above, we can see that people at multiple countries have their respective functions. In this case, the functions of people in one country do not belong to people in another country. Because mother nature knows that, information cannot be provided to show that the functions of people in one country belong to people in another country. When thinking like that we simply think negatively. In this case, if information is provided to show functions of people in one country belong to people in another country, that information is incorrect; it does not match the given information or information identified by mother nature. This process is simply misinformation. Now, let's look at another example by taking distance into consideration. To do that, let's take a look at the model below.



from above, we can see that Function 5 is executed at our location where it is executed at a closer distance to Person 1 and Person 2. What is important here in terms of

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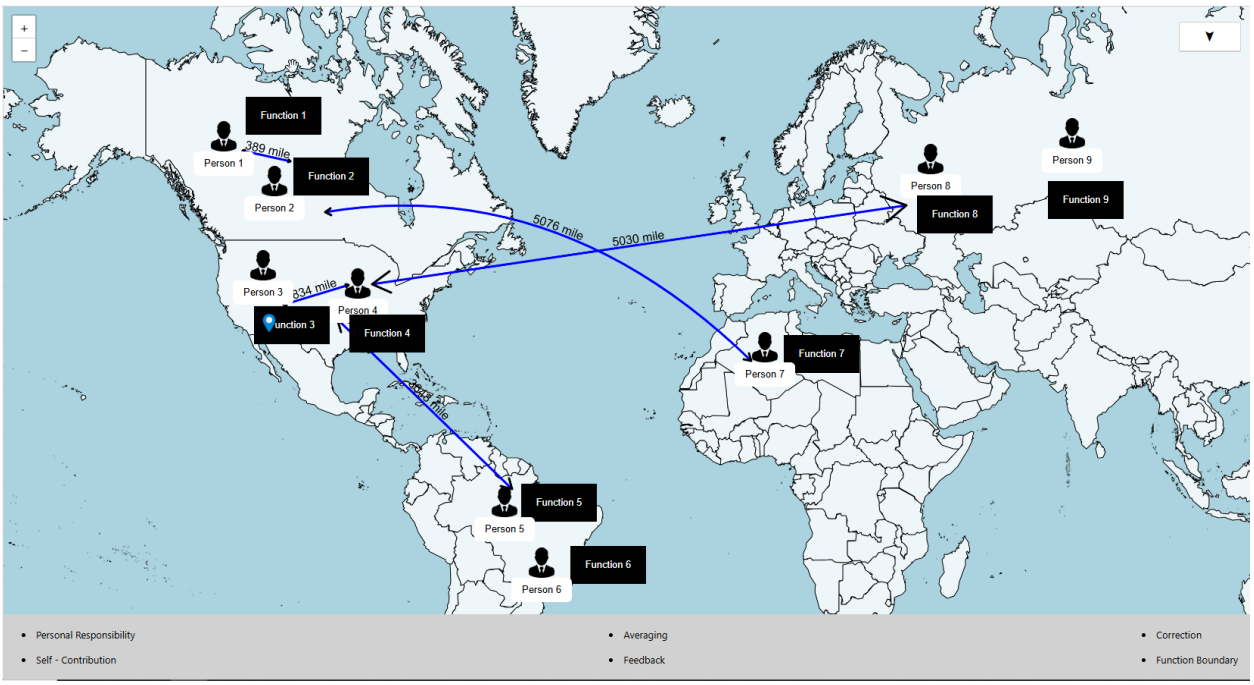
information is that Person 1 and Person 2 can identify the execution of Function 5. We can also say it like this, with their own eyes, Person 1 and Person 2 can identify the execution of Function 5, because Function 5 is executed at a closer distance to them. Now, let's look at another example where another function is executed at another location much farther to our location.



As we can see above, Function 6 is executed at another location where the distance from Person 1 and Person 2 is much farther. We can say that Function 6 is not executed at our location and the distance is much farther than functions that are executed at our location. In this case, that information is already known by mother nature. Another way to look at it, in terms of eyes identification, Person 1 and Person 2 can look at or identify the execution of Function 5 because it is executed at a closer distance to them at their location, where they are not able to identify the execution of Function 6 because it is executed at another location father from them where they eye cannot rich to identify. As we can see the distance of function identification by the eyes is information that is

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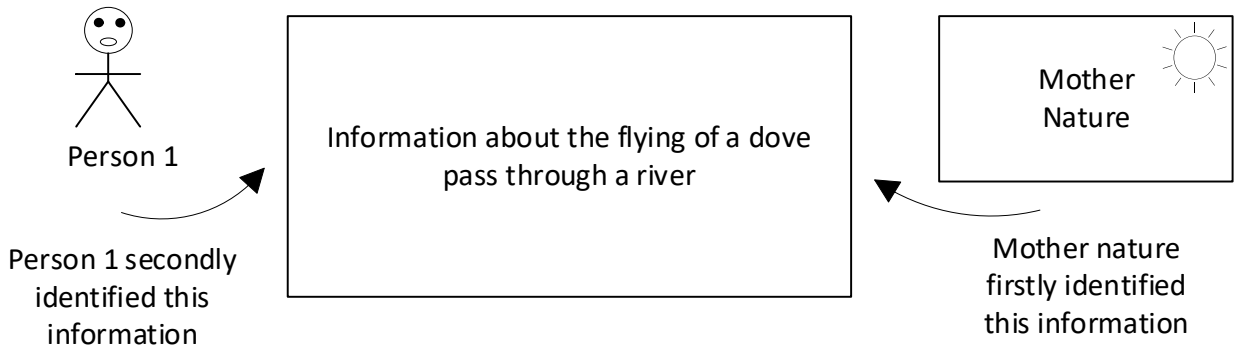
already known by mother nature, and it is validated. In this case, if information is provided or identify that shows that the distance to Function 6 is closer to Person 1 and Person 2 rather than the distance from them to Function 5, then that is simply misinformation and does not match the given information or information that is identified by mother nature. In other words, mother nature knows that the distance of Function 5 to Person 1 and 2 is closer than the distance of Function 6 to Person 1 and 2. So, if we have been informed to show otherwise, that is simply misinformation. Let's look at the map below for more information.



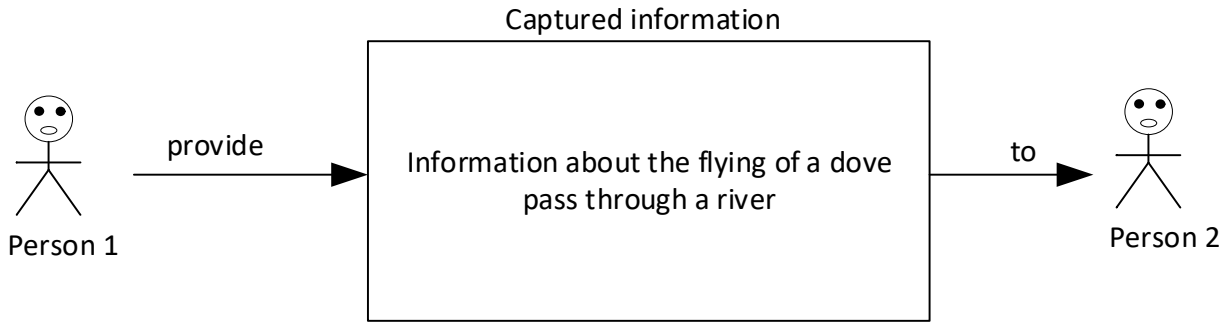
From the map above, we can see that functions that are executed at our location—our country—execute at a closer distance to us than function that are not executed at our location. We can say that functions that are executed at our locations are functions we are a part of while functions that are not executed at our location are functions, we are not a part of. In this case if we have been informed to show that functions, we are not a part of are functions that we are a part of, we have been misinformed where that information does not match the given information or information that is already known by mother nature.

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25. **Understanding Mother Nature Related to Information:** We have learned and shown that information about an entity is already known by mother nature before we identify it. In form of information awareness, it is known first by mother nature before us. In this case, we can see that the awareness of information about an entity is primary to mother nature where it is secondary to us. In other words, the information of an entity is first known by mother nature where it is second known to us. It is always good to show that by this model.



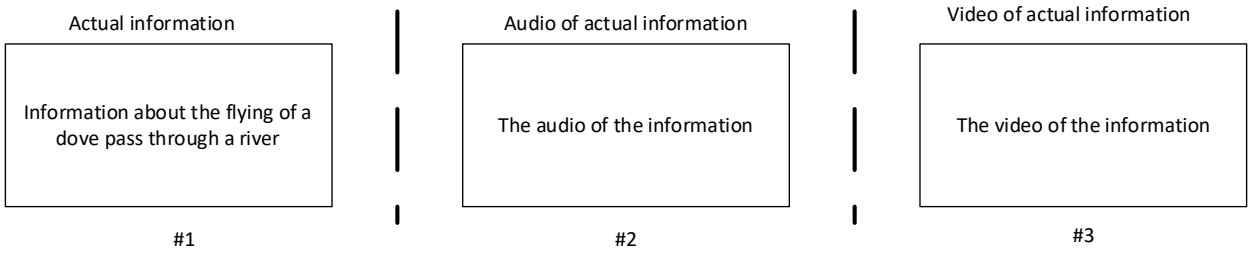
From above, we can see that the identified information is first known by mother nature then second known by the person who observes that information. Now, let's assume the person uses a capture device such as a camera to record or capture that information. What is important here, in terms of providing that information to another person, is the relationship between information and mother nature. To better understand that let's show the overall process like this.



From above, we can see that Person 1 provides the captured information to Person 2. Let's assume that in the information Person 1 provides to Person 2, there is both audio and video. What is important here is that, since the information identified by Person 1 must match the given information—information identified by mother nature—then the

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audio part must match the video part. To better understand what we have just said, let's take a look at this model.



From above, we can see that the actual information is the information that is first known by mother nature. In terms of providing information, Person 1 captures that information using a recording device and Person 1 can provide that information to Person 2 the following way: audio only, video only, or audio mixed with video. Let's assume that Person 1 provides that information to Person 2 audio only, then that information must match the given information. As well as if Person 1 provides that information to Person 2 video only, then that information must match the given information. Now, if Person 1 provides that information to Person 2 with both audio and video, then not only that information must match the given information, the audio from Person 1 must also match the video from Person 1. If there is no match, then there is ambiguity which results to misinformation. Another example, while I provide information to you, I provide audio which is from me as well as the video of that information. The audio from me or the sentences or paragraphs do not match the video. In this case, my information is not good; I simply misinform you.

From above, we can see that while our eyes enable us to capture or identify information, they do not allow us to change or modify the information that we capture. When we do that or try to do that, the information that we identify will not match the given information. In this case, we simply misinform others and show now respect for mother nature or our own eyes.

As another example, if it is identified that a person is sitting down and not working. This is shown in the camera; the person who provides that information cannot say that the

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person is working or has a function. However, the audio can say that the person is sitting down, not working or has no function. Another example, function at location enables a function that belongs to a person at his/her location to execute that function to solve an identified problem. This information is given and can be identified by a camera or eyes or so. If that information is provided to where the audio says otherwise, then this is misinformation. For example, if the audio from a person who provides that information says that functions at a location can be adjusted or executed by people at other locations rather than people at the respective location the functions belong to, then that is simply misinformation and does not match the actual information.

26. **Understanding Entities and Domain Identification:** We have learned and know that the information about entity is given with that entity. While we have ability to enable us to identify information about an entity, we do not have ability to change the information given with an entity. In other words, while our communication ability enables us to identify information about an entity and provide that information to other people, that same communication ability does not allow us to change that information. We also know that before we are aware of information about an entity, mother nature already knew that information. In other words, mother nature knows about information before us.

    Ins terms of entity identification, it is always good for us to know the domain an entity is identified. It is always good to know that our communication ability does not allow us to change the domain an entity is identified. With that, we can see: an entity is identified in a domain, that entity stays in the domain it is identified. An entity is identified in a domain; an entity is given in that domain. To better understand what we have just said, let show that by this model.

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Nonnatural Domain	Natural Domain
 Dollar	 Apple

From above, we identify one and one. What is important here is that the dollar is identified in different domain than the apple. The dollar is identified in nonnatural domain while the apple is identified in natural domain. Mother Nature already knew that information. During information it is good to be aware of that, since we cannot change information about an entity. While providing information about an entity, we cannot provide information to show that the entities above are identified in the same domain as well as the domain those entities belong to can be changed. When we do that, we simply provide misinformation.

27. **Understanding Problem and Solution Related to Entity Domain Identification:** To solve an identified problem, the following equation is given to us by our parent.

$$Available + Given = Solution$$

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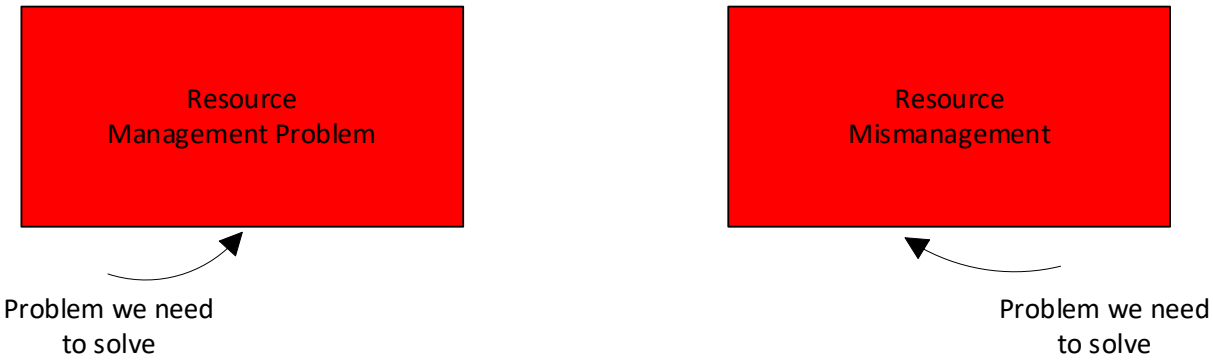
In order to use the formula above to solve an identified problem, first we must properly identify the problem. We must also properly identify the entities to plugin to the formula. In terms of entities identification, we must also know domains entities are identified. In other words, in order to use the formula to solve an identified problem, we must properly identify the entities we are going to put into the equation, as well as the domains those entities belong to.

To better understand the explanation above, let's look at this example. Related to time, the resources that we need to live are reduced. For example, related to time, we have less resources to use such as: farmland, water, living space, resources from the ground and so forth. As an example, let's take bananas. The table below shows the reduction of bananas related to time.

Time	Resource Available	Quantity
Time 1	More banana	100
Time 2	Less banana	80
Time 3	Less, less banana	50
Time 4	Less, less, less banana	25
Time 5	Less, less, less, less	10

From the table above, we can see that related to the number of bananas we have, decreases. Here, time can be any date we wish. From the table and the explanation above, first we need to identify the problem that we need to solve. The problem we need to solve here is resource management. From the table we can see that, since the resources that we need to live are decreased related to time, we need to manage them. Now, we can see the problem we need to solve is a resource management problem. Let's identify it below as an entity.

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From the model above, we identify the problem we need to solve. To the left, we name it resource management problem, where to the right we name it resource mismanagement. It does not matter the way we say or name it, what matters is that we have identified the problem properly.

Since we have identified the bananas are reduced related to time, now we need to identify as well in what domain the banana entity is identified. In this case, we can use the domain septation to show that the banana is identified in the natural domain as shown below.

Nonnatural Domain	Natural Domain
	 Banana

Now, let's assume we have misidentified the problem. In this case, we can see that we have less bananas related to time. But to solve this problem, we need to increase the quantity of money available related to time. To better understand what we have just said, let's show that by the table below.

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Time	Dollar Available	Quantity
Time 1	Adequate dollars	1,000
Time 2	More Dollars	1,000,000
Time 3	Much more dollars	2,000, 000
Time 4	Much, much more dollars	3,000, 000
Time 5	Much, much more, more dollars	4,000, 000

As we can see from the table above, to compensate for the decrease of, we increase the quantity of dollars available. Now, let's put both items side by side in their respective domains.

Nonnatural Domain	Natural Domain
	
Dollar	Banana

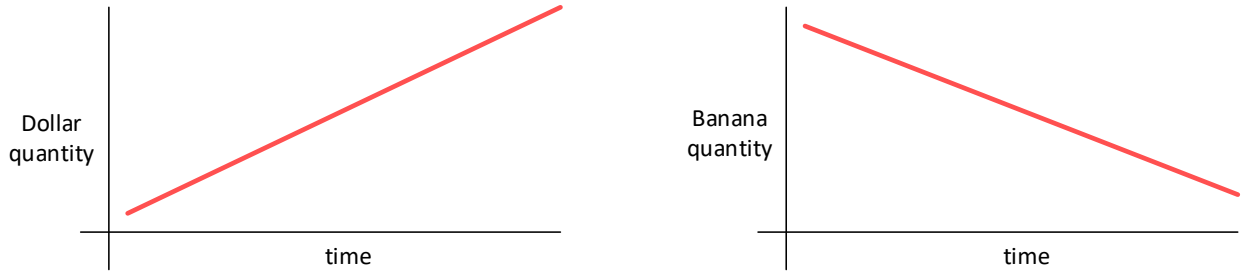
Now, let's show a table with both dollar and banana to show the increase and decrease in their respective domains. It is always good to show that visually using the entity domain identification chart.

Time	Nonnatural Domain Dollar Available	Natural Domain Banana Available
Time 1	1,000	100

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Time 2	1,000,000	80
Time 3	2,000, 000	50
Time 4	3,000, 000	25
Time 5	4,000, 000	10

As we can see from the table above, as time increases, the quantity of dollars available increases while the quantity of bananas available is reduced tremendously. It is always good to show that by the charts below.



Let's take a look of case 1 to the left, where the problem has been misidentified. We have misidentified the problem, but we think if we increase the quantity of dollars that will solve it. What is important here is that it will not yield a solution because first the problem has been misidentified so do the entities and the domains they belong to. By increasing the quantity of the dollars available that does not give us control of the other domain to increase the quantity of bananas. Another way to look at it, if we can have control of the other domain to increase the bananas, why we have to bypass that to increase the quantity of the dollars. It does not make sense. If the actual problem is the decrease of the bananas, then we can see that the increase of the quantity of the dollars will not solve that problem. Therefore, case 1 to the left, which is the increase of the quantity of the dollars, does not help us solve the problem.

Now, let's look at case 2 to the right. In case 2, we have identified the problem properly. Related to time, the quantity of bananas decreases. We have identified the problem we try to solve as a resource management problem. So related to time, we must manage the quantity of banana we have available to use. In this case, we understand that we have no control of the domain the bananas belong to, but we have effort from us or what

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on us to use to solve the identified problem. Now, we can solve that problem related to time by using the formula.

Time	Banana Available	Formula Usage
Time 1		$Available + Given = Solution$
Time 2		$Available + Given = Solution$
Time 3		$Available + Given = Solution$
Time 4		$Available + Given = Solution$
Time 5		$Available + Given = Solution$

From above, at each time we use the formula. While we leave the banana available column blank, we do that in order to provide more explanation. Now, let's look at the formula again to identify entities that are available to us including our effort as well as what is on us. Let's assume that at Time 1 or any other time from the table above, we have identified the problem we need to solve, and it is resource mismanagement. Now, we need to manage our resources where we use this equation to solve the problem.

$$Available + Given = Solution$$

Now, we can identify entities that are available to us. In terms of identifying entities that are available to us. We have a fixed quantity of bananas to use. Using the formula, we can identify other entities. For example, the quantity of bananas a person can eat. Ou parent also gives us formulas that tell us the quantity of resources that we need to use to solve an identified problem. Where the formula takes into consideration, resources needed, resources available, and resources wasted. In this case, we can see that we can manage the quantity of bananas by taking into consideration quantity needed. As we can see here, we are not limited to solve the resource management problem, because we have a lot of entities available to us such as entities given to us to solve that problem.

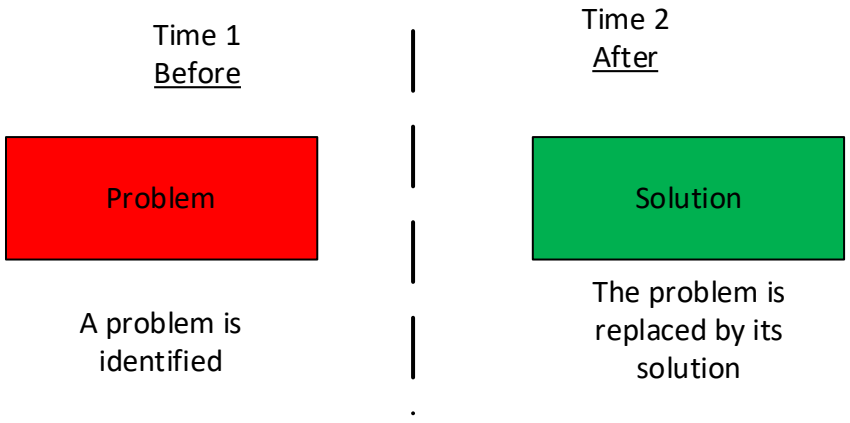
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As we can see by looking at both cases above, using case 1, we are very limited and we will not solve such problem, because we have nothing to work with to solve such problem. First, in case 1 we have misidentified the problem. We have no formula to help us solve the problem. At the end, it looks like we are living like there is no tomorrow. Where in case 2, we manage what we have by using the formula related to time and we always think that there is tomorrow.

28. **Understanding Problem Solution Related to Solution Function:** To solve identified problems, the following equation was given to us.

$$Available + Given = Solution$$

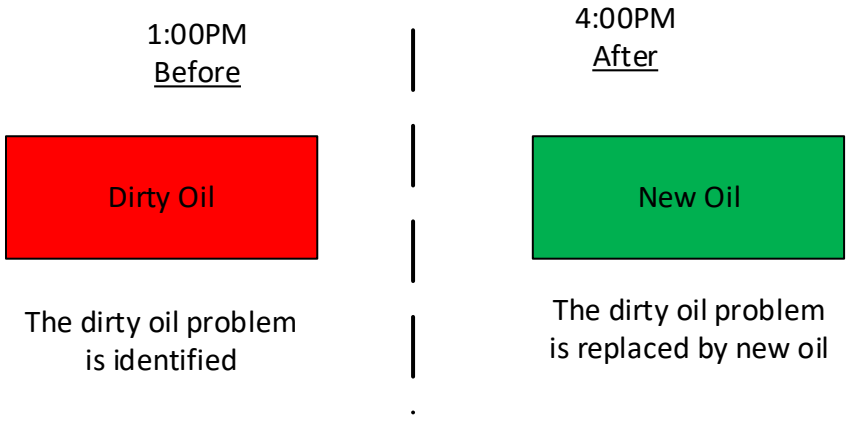
Using the equation above, we first identified the problem we need to solve. We then identified the entity given to us as well as the entities that are available to us to help us solve the identified problem. From the equation above, the solution entity enables us to substitute for the problem entity. To better understand the overall process, let's take a look of the model below.



From the model above, we can see that at Time 1 or before, a problem is identified where at Time 2 or after, that problem is replaced by its solution. In this case, we can say that by using the equation above, it enables us to solve a problem by replacing the actual

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problem with its solution. To better understand that let's take a dirty oil in a car as an example.



As we can see above, at 1:00 PM, a car is identified with a dirty oil problem, where at 4:00 PM, the dirty oil problem is replaced by new oil. We can say that before, the problem is identified where later it is then replaced by its solution. As we can see from the model above, in order for the problem to be replaced by its solution, there must be a function that enables that replacement or that substitution. We call that function solution function. It is always good to show that by this model.



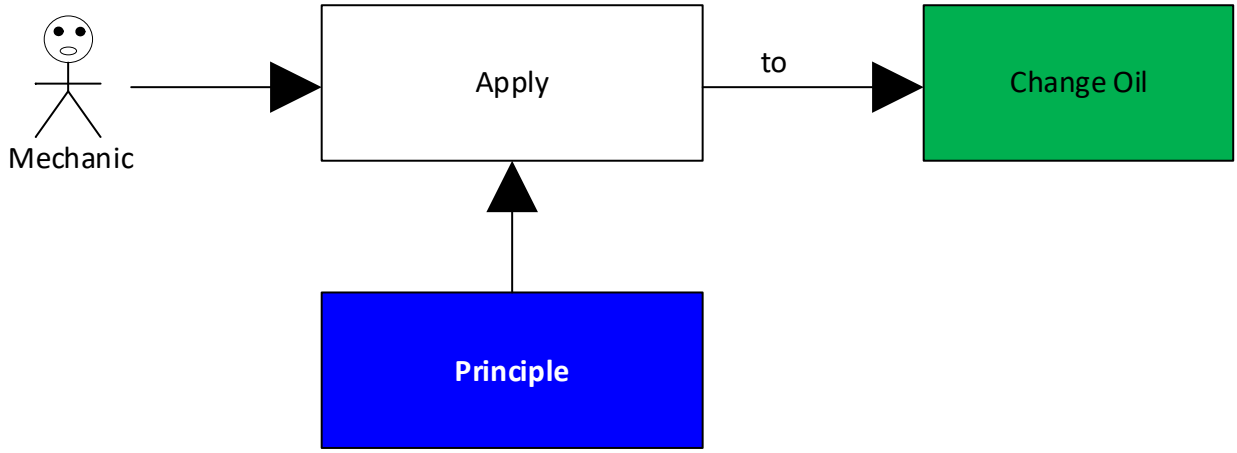
From the model above, we can see that the problem feeds the solution function, where the solution function enables the substitution for the problem by its solution. While we show the solution function in blue, we could have shown in green as well. By understanding the explanation up to here, we can see that the solution function is a function that belongs to an entity, where that enables the replacement of the problem by its solution. For example, the solution function is a function that belongs to the person entity, that enables that entity to substitute the problem by its solution. For example, from the example above, we can see that the solution function is a function that belongs

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to a mechanic that enables that mechanic to substitute the dirty oil by new oil. Let's show the flow by this model.



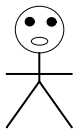
From the model above, we can see that the solution function is a function that can be executed by the mechanic that enables the replacement of the problem by its solution. What is important here is that the solution function is a function that the mechanics can have or a function that is available to the mechanic. To better understand what we have just said here, let's take a look at the model below.



From the model above, we can see that the mechanic applies principle to perform the oil change. It is always good to ask this question, and it is related to the given equation above: can the mechanic apply principle to change the oil? Yes, the mechanic can apply principle to change the oil. Can the mechanic apply principles to perform the oil change? Yes, the mechanic can apply principle to perform the oil change. Therefore, the change oil function which is the solution function belongs to the mechanic. In other words, since the mechanic can apply principle to execute the change oil, therefore the change oil function can belong to a mechanic.

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By understanding the overall explanation up to here, we can see that the reason that a solution function can be executed to replace a problem with its solution is because that solution function belongs to a person for instance. Now, let's look at a scenario where the problem entity has been misidentified. Let's take a look at the model below as an example.



Person 1

A person is identified and it is viewed as a problem

From the image above, while we see that a person is identified and it is viewed as a problem, that is not a correct sentence. We can say that a person is misidentified as a problem by another person. Now, let's assume that a person is identified as a problem by another person. In this case, that person has a problem identifying and separating entities properly. Rather than identifying a problem as a separate entity from a person, that person identifies another person as a problem. This is simply an entity misidentification.

As we can see from the explanation above, the problem is not identified properly. In terms of solution function, since the entity that is identified as problem is not a problem at all, a solution function is not available to substitute for that problem. In other words, if we identify the person entity as a problem entity, it is not possible for us to find a solution for that problem, because we do not have a solution function that we can execute that enables to substitute for a person.

To better understand the overall explanation and as a recap, to solve a problem, we use the given equation. First, we identify the problem. By identifying the problem, we look for or identify entities that are viewed as problems, and we have solution functions for them or solution functions that enable us to replace them or solve them. If we misidentify a problem, the solution function will not be able to replace it.

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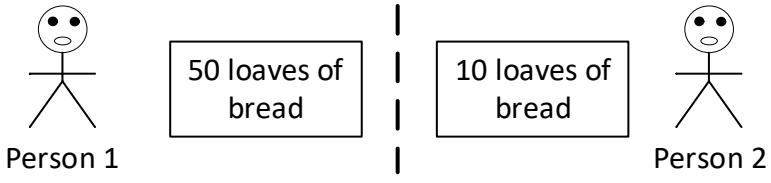
29. **Understanding Mother Nature and Information:** Previously, we have shown that information about entity is first aware by mother nature before us. In other words, the information about an entity is given with that entity and mother nature knows about that information before us.

    In addition to the explanation above, it is always good to know that information is identified by mother nature, even when we are not aware of it. As an example, let's assume that a dove is flying at specific location, while there may not be a person there to observe that information of the flying of the dove, however mother nature knows about it. In this case we can see that, since mother nature knows about information before us and also mother nature knows about information that we don't know, therefore information is always available to mother nature.

30. **Understanding Available + Given = Solution and Problem Solution:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

    From the equation above, we can identify the entity that is given to us and the entities that are available to us in order to solve the identified problem. In terms of entities available, let's take a look at this scenario: a person has 50 loaves of bread, and another person has 10 loaves of bread as shown by the model below.



    From above, we can see that Person 1 has 50 loaves of bread while Person 2 has 10 loaves of bread. Person 1 then goes and steals 5 loaves of bread from Person 2. Here, determine how many loaves of bread belong to Person 1 and how many loaves of bread do not

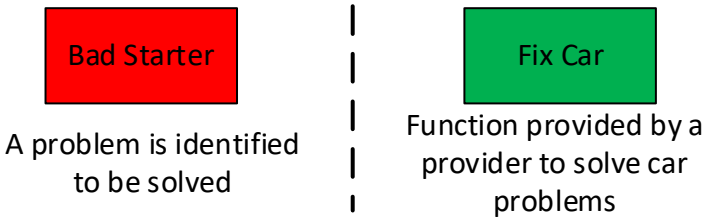
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belong to Person 1. You can work out this as an exercise. Instructors can also allow students to work this out as an exercise. Managers can also allow employees to work this out as an exercise as well.

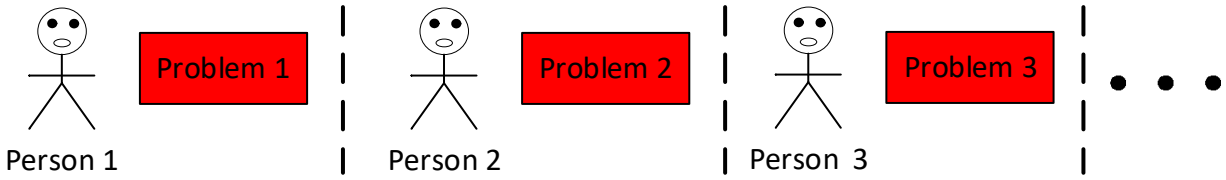
31. **Understanding Problem and Solution and The Function of a Provider:** To solve an identified problem, the following equation is given to us by our parent.

$$Available + Given = Solution$$

A function provider provides a function to solve an identified problem. For example, a mechanic shop, a restaurant, a gas station and so forth. All are considered functions providers that provide functions to solve identified problems. To better understand the overall process, let's assume that a problem is identified where that problem is bad starter in a car as shown below

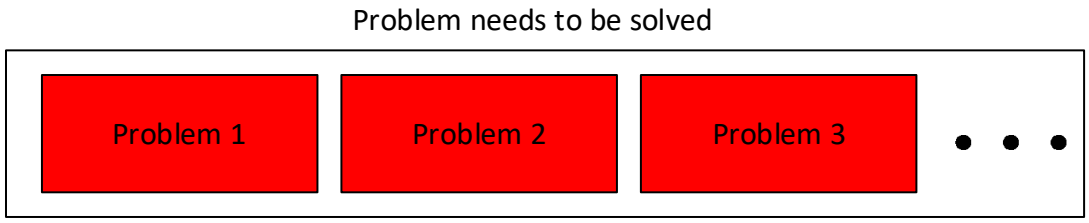


From the model above, we can see that a problem is identified where a provider provides a function to solve that problem. Now, in terms of problem identification, it is always good to think and know that the function provided by a provider to solve a problem does not bound to a single problem. It is always good to look at it in the form below.

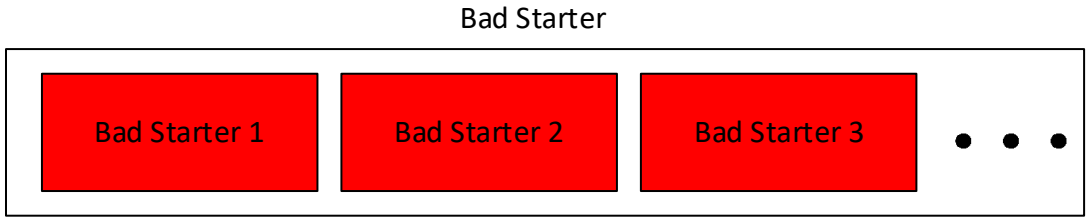


As we can see form the model above, multiple problems are identified from multiple people. Here, we focus on the problem itself and we can see that the problems available to be solved include or identified as:

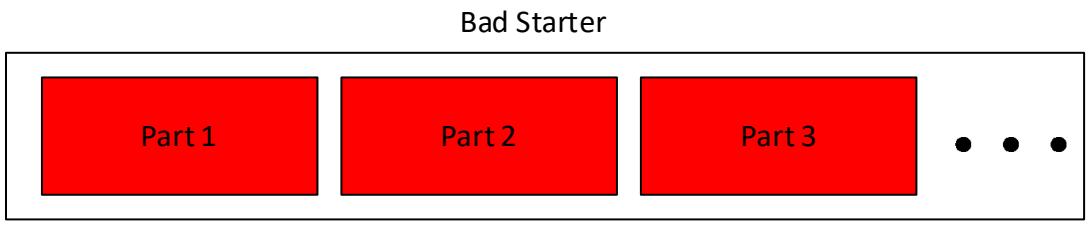
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Now, related to the bad stater problem, we can represent it in the form below.

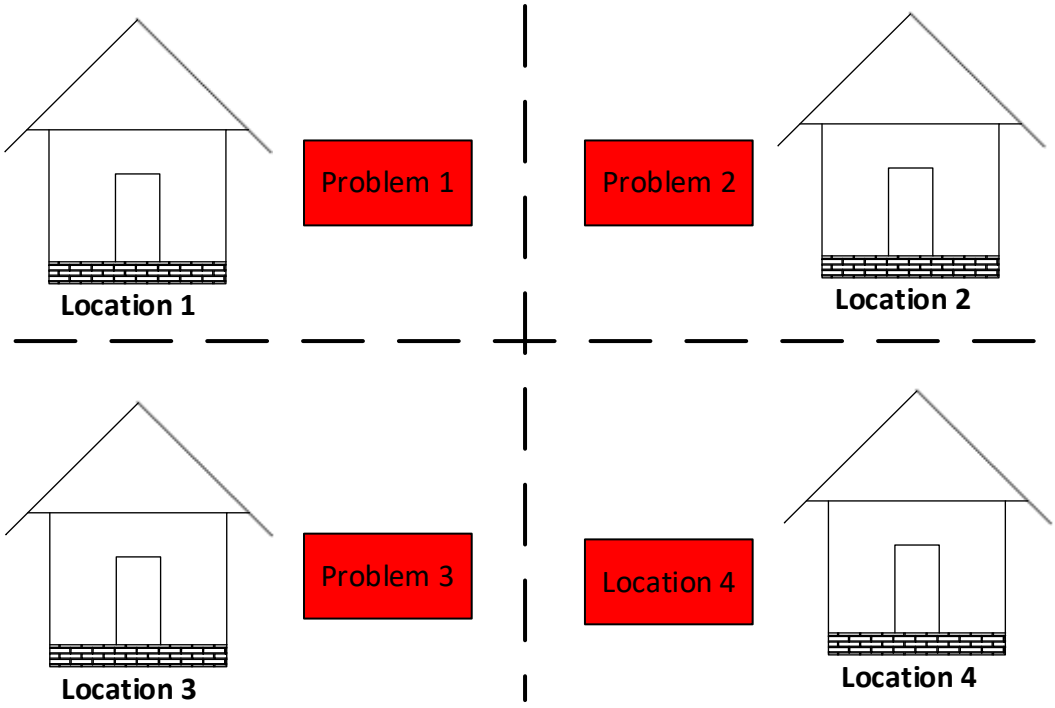


In terms of function provider, it looks like the provider has a single problem to solve which include multiple parts. In this case, we can represent that in the form below.

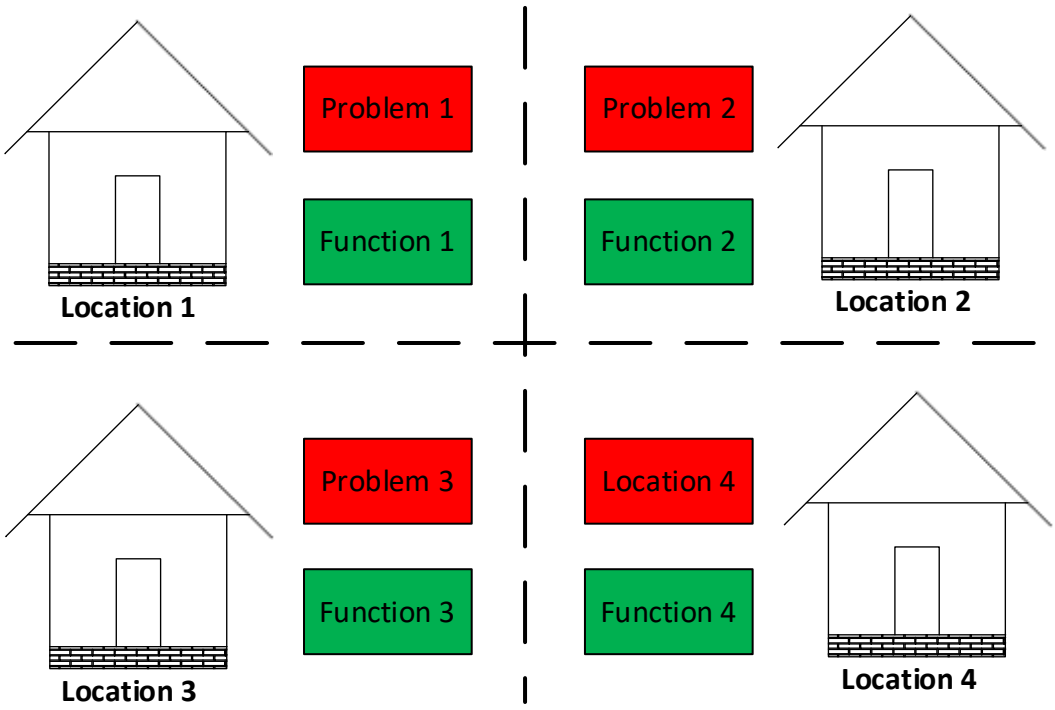


Now, let's take location into consideration and identify the problems by location. In this case, let's start from the generic example where the problems are identified at specific location as shown below.

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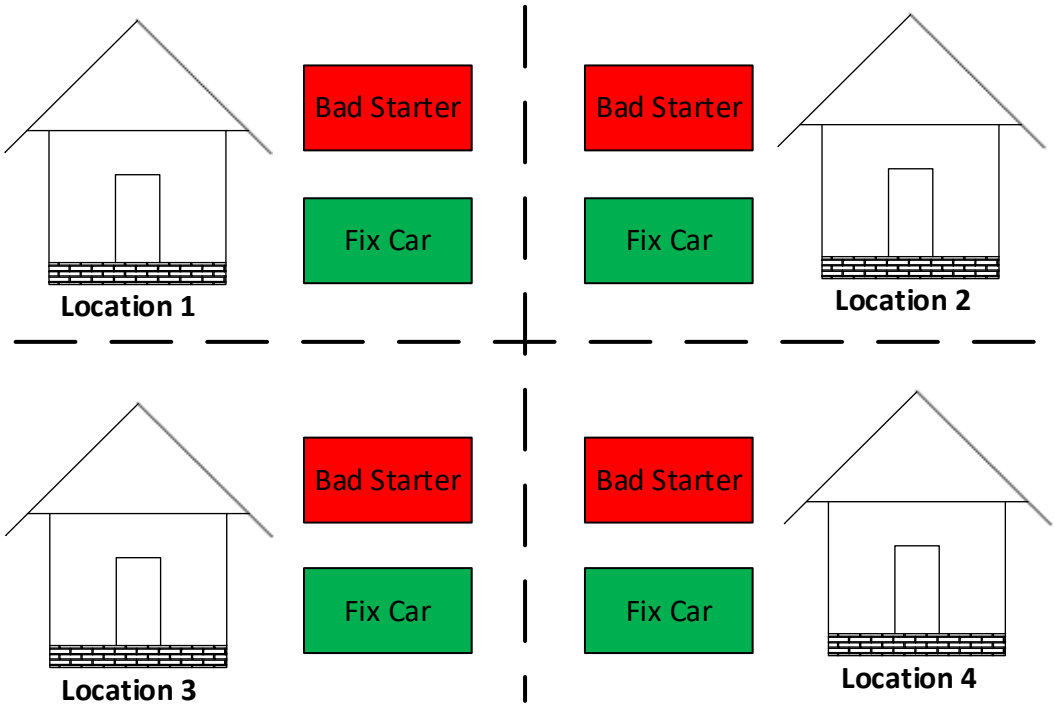


what is important here, from multiple locations, the problems are identified. Since the function to solve an identified problem does not bound by location. A function that is provided to solve a problem can be provided at the location where the problem is identified as shown below.



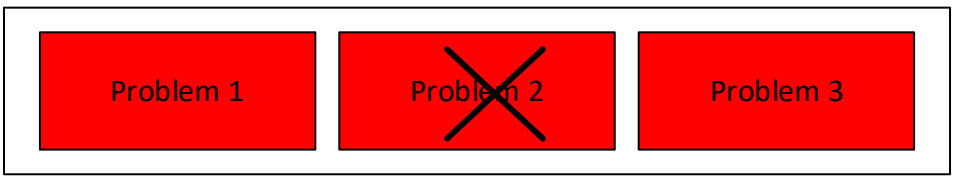
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as we can see from the model above, we have problems that are identified at multiple locations, where a provider provides a function to solve the problems at the locations they are identified. For the starter problem, let's show that by the model above.



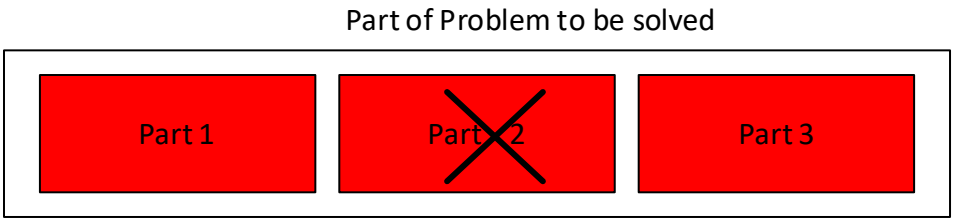
As we can see above, the same problem is identified at multiple locations where a function is provided to solve the problems at the locations they are identified. Now, let's assume that it is possible to skip location, in this case, we can see that the provider simply solves parts of the problem rather than the problem itself. It is always good to look at what we have just said in the form below.

Part of Problem to be solved

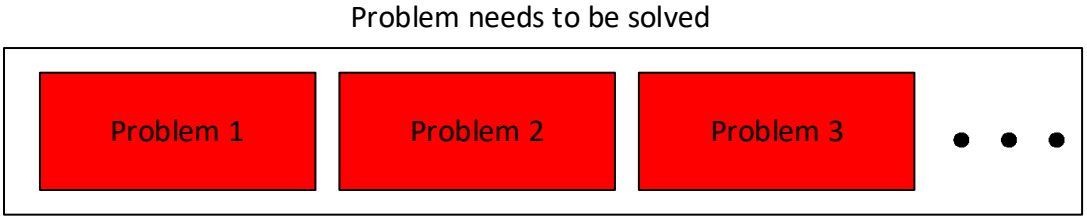


From above, we can see that part of problem to be solved because some of the problems have been disregarded. We can put that in the form below.

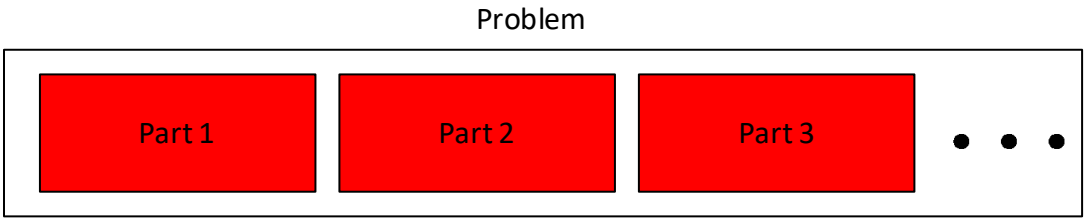
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From above, we can see that part of the problem is what is being solved rather than the problem itself. It is always better to put it like this, effort to solve the whole problem is not taken into consideration where partial of the problem is what is being solved. Now, let's assume that another provider is providing a function to solve problems, where the function is provided at multiple locations to solve identified problems. In this case, the other provider puts more effort where the problem that is identified to be solved and solved by the provider is shown by the model below.



From above, we can see that the provider identifies the problems to be solved and solve all parts of the problem as shown by this model.



By understand the overall explanation up to here, we can see that first a provider provide a function to solve identified problem, where the provider put little effort and left problems to be solved. At a later time, another provider provides a function where all identified problems are being solved at all locations they are identified. Now the question here: who first solves the problem? Instructors can ask students or students in groups to answer this question. Managers can also ask employees and work with

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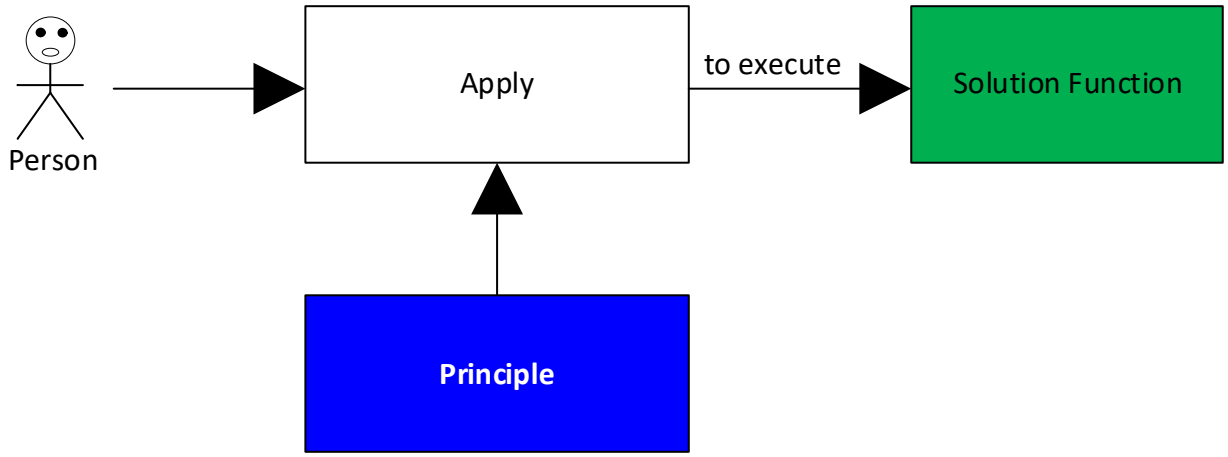
employees to answer this question. Again, who first solves the problem, the first provider or the second provider.

32. **Understanding Problem and Solution Related to the Ability of a Person:** To solve problems, the following equation/formula has been given to us by our parent.

$$Available + Given = Solution$$

Where, we first identify the problem properly, then we identify the entity that is given to us to help us solve the problem, as well as the entities that are available to us to help us solve the problem. In terms of entities that are available to us, we already know that the entities that are available to us include efforts from us. In other words, we can say that the entities available to us include effort from us that helps us with the substitution of the identified problem by its actual solution.

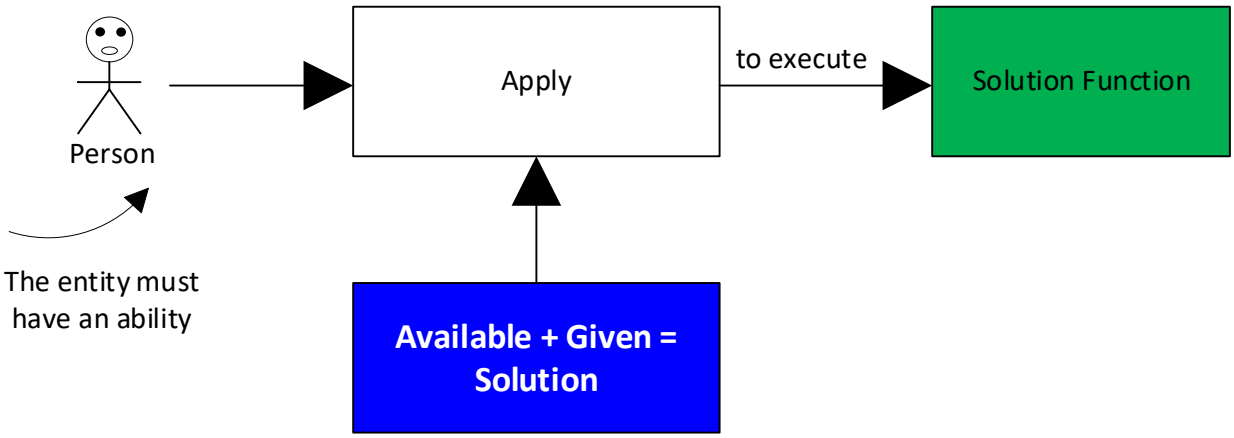
To better understand the explanation above, let's take it like this. The solution function is executed by a person, which enables the problem to be replaced by its solution. Where the solution function is the result of a person apply principles to enable the problem to be substituted by it solution as shown below.



From the model above, we can see that in order for the person to apply principles to enable the substitution of the problem by its solution, that person must have ability to do

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so. As we can see here, the ability of the person is related to the principle that enables the function to be executed. In other words, the ability entity can be viewed as an entity that is available to the person where that entity is related to the principle entity that enables the solution function to substitute the problem by its solution. It is aways good to show that with the given equation by the model below.



From the model above, we can see that the person entity does have the ability to apply the formula to produce a solution function where the execution of that function enables the identified problem to be replaced by its solution. What is important here is that, the ability entity is an entity that is available that can be plug to the formula below.

$$Available + Given = Solution$$

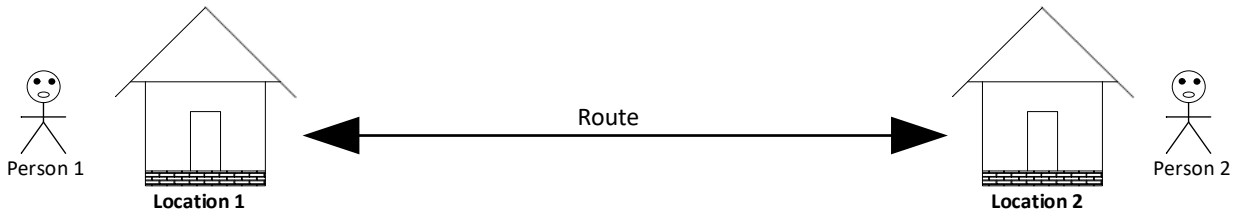
In other words, while the formula is given to us to help us solve identified problems, our job is to identify entities that we can plug in to the formula in order to produce a solution. The ability of a person to apply the formula is one of the entities that is available to us that can help us solve the underlined problem. As we can see, a person may have the ability to apply the given formula to execute a function which we call solution function to substitute the problem by its solution. From what we have just said, we can see that when solving a problem, we must take that ability which is an entity available to us into consideration.

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33. **Understanding Problem and Solution Related to Problem Identification:** To solve an identified problem, the following equation/forma is given to us.

$$Available + Given = Solution$$

In order to use the formula, we must first identify the problem, then we must also identify the given to us as well as the entities that are available to us to help us solve the problem. If we misidentify the problem, then we will also misidentify the entities to plug in to the equation, and that will result in no solution. In other words, if we misidentify the problem, we will also misidentify the solution of the problem. To better understand what we have just said in terms of entity identification, let's take a look at this model.



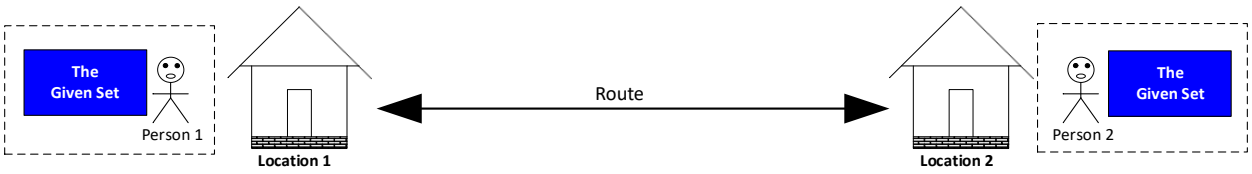
From the model above, we can see that Person 1 is identified at Location 1 and Person 2 is identified at Location 2, where there is a route from Location 1 to Location 2. From that, we can see the mobility of a person enables a person to go from one location to another location. For example, the mobility of Person 2 enables Person 2 to go from Location 2 to Location 1. Because Person 2 can walk, then it is possible for Person 2 to walk from Location 2 to Location 1. Keep in mind the route above can be any type of route like land, air, sea and so forth. What is important here is that there is a route between the two locations, and it is possible for a person to go from one location to another location.

By understanding the explanation above and taking mother nature into consideration, we can see that it is natural for a person to walk. So, the walk itself cannot be viewed as a problem for a person to go from location to location. For example, Person 2 can walk from Location 2 to Location 1, so walk cannot be viewed as a problem. Now, if we identify walk as a problem, it is not possible for us to solve that problem, because we do not have

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a solution function to substitute that problem for. In other words, it is not possible for us to identify the mobility of a person as a problem, because we do not have a solution function to substitute that problem for. Again, we do not have a function when we execute it that enables us to replace the mobility of a person by another entity.

From the example above, we need to identify as well what our parent says. Our parent tells us that the mobility of a person is not a problem. In this case, we can see that the mobility of a person is a natural function, even our parent respects that. In this case, we can see that our parent respects functions that belong to our parent, as well as functions that belong to us. What our parent tells us is that, while we are mobile, however the absence of the principle limits our mobility. To better understand what we have just said, let's take a look at the model below.



From the model above, we can see that both Person 1 is identified with The Given Set and Person 2 is also identified with The Given Set. Since our parent tells us that our mobility is not limited with The Given Set, then it is possible for Person 1 to go to Location 2 as well as Person 2 to go to Location 1.

By understanding the overall explanation, we can see that to solve a problem, we need first to identify the problem or simply identify an entity that is considered as the problem, then use the formula to produce a solution to replace that problem. In this case, we can see that in order to do so, we must have a solution function that enables us to substitute the problem by its solution. For example, if we have a problem to solve that deal with mobility of people from location, we know that the mobility of a person cannot be viewed as a problem. It is always good to take it like this. The walk—mobility of a person—of a person from location to location is not a problem, so does the flying of a bird from

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location to location; the walk of a horse form location to location; the flow of a river from location to location and so forth. All of those are considered natural functions or natural entities and cannot be viewed as problems. In this case, we must look at or consider other areas that can be viewed as problems—identified other entities that are problems. For example, manmade events can be viewed as problems, because we do have functions that we can execute to substitute for such problems.

By understanding the explanation above, we can see that if mother nature does not identify an entity as a problem, we cannot identify that entity as a problem as well. If we do so, we simply misidentify the problem. In terms of problem identification, it is always good for us to separate and identify entities properly. If we don't do that, it will not be possible for us to identify the problem. In this case, what is on us to enable us to solve the problem will not be identified properly as well. For example, when we misidentify the problem, we also misidentify entities available or entities that are available to us to help us solve the problem.

34. **Understanding Problem and Solution Related to the Mobility of People:** To solve our problems, the following equation is given to us.

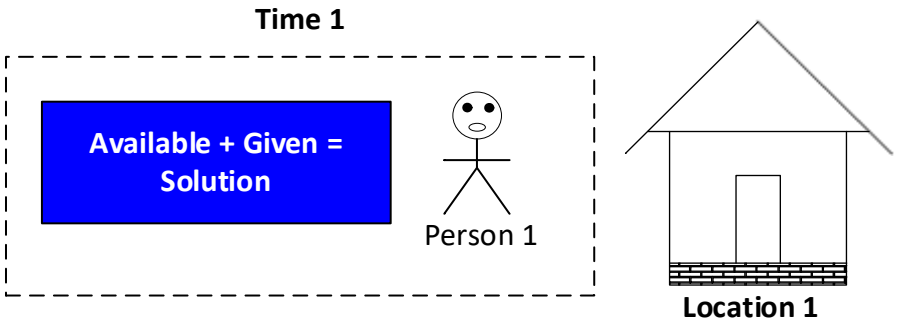
$$Available + Given = Solution$$

After we have identified the problem, we then identify the elements from the equation. As we have learned, the person entity cannot be viewed as a problem, so does the natural function of a person. For example, a person is not a problem, so does the walk of a person. The mobility of people from location to location is not viewed as a problem, but the absence of The Given Set as pointed out by our parent.

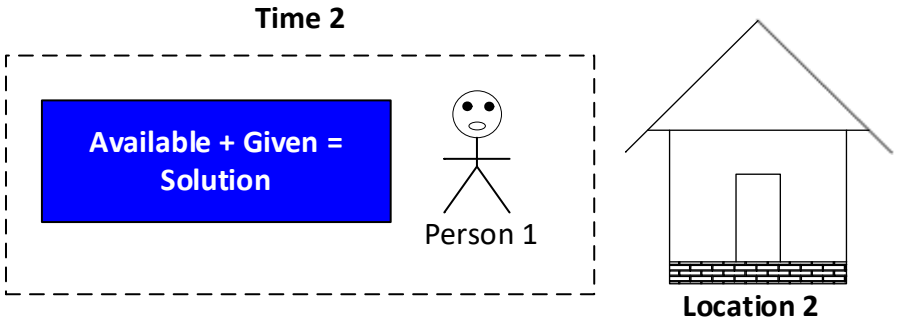
By understanding the equation above as well as the explanation, we can see that the person entity needs The Given Set to function from location to location, therefore,

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disregard the location the person entity is identified, its effort count. To better understand what we have just said, let's take it like this, at Time 1, Person 1 is identified at Location 1 as shown by this model.



Then Person 1 walks from Location 1 to Location 2, where at Time 2, Person 1 is identified at location 2 as shown below.



As we can see from above, at Location 1, the person can apply the formula to solve identify problems, so does when the person moves to Location 2, the person still applies the formula to solve identified problems. What is important here is the entity available which includes the effort of the person is used at Time 1 at Location 1 so does at Time 2 at location. As we a see, disregarding the location a person is identified, the effort of that person still counts.

35. **Understanding Problem and Solution Related to Entity Available:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, after we first identify the problem, then we identify the entity given to us and the entities that are available to us to help us solve the problem. In terms of entity identification, the entities that are available to us to help us solve the problem are considered to be good entities. Suppose that we identify an entity that is not a good entity, then we cannot use it to solve the identified problem. Consider this example, a car as a bad starter, where a mechanic identifies the problem as bad starter. The mechanic also identifies the solution of the problem as good starter as shown below.



From the model above, the mechanic tags the bad starter as the problem, where the mechanic also tags the good stater as the solution. What is important here is that the bad starter is considered to be a problem and does not take a person or people into consideration. In this case, we can see that an entity is bad for Person 1, is also bad for Person 2. The bad entity is considered to be a problem and cannot be plugged to the equation to result to a solution. In other words, a negative entity cannot be put into equation to result to a solution, because a negative entity is not considered to be an entity available to solve an identified problem.

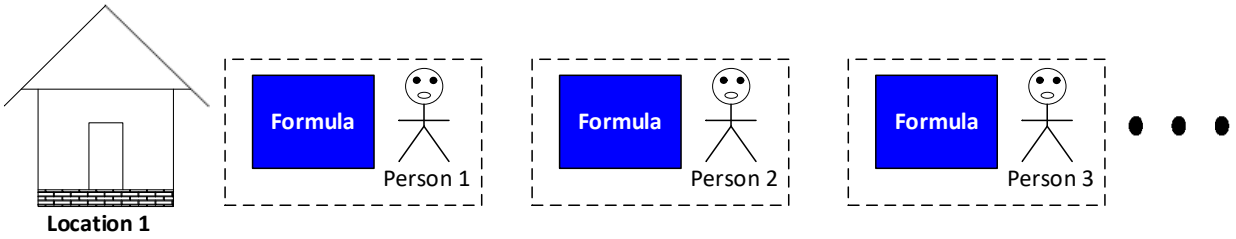
36. **Understanding Problem and Solution Related to Formula:** To solve an identified problem, the following equation was given to us.

$$Available + Given = Solution$$

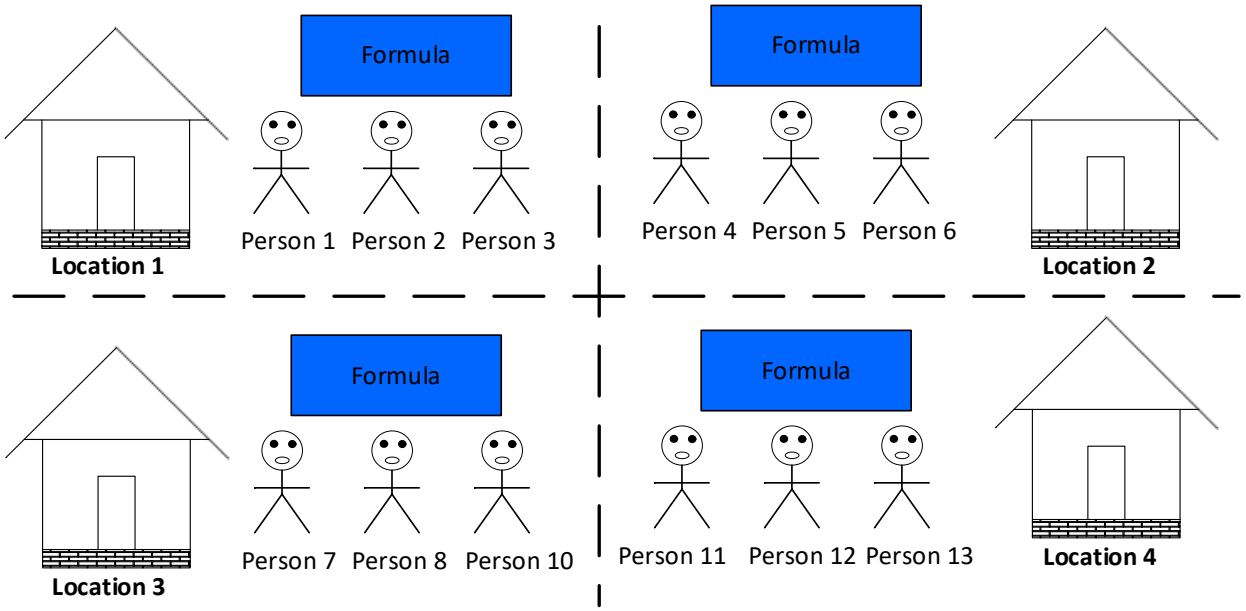
From above, the entity given is considered to be The Given Set, where we must learn it if we are not aware of it or don't know it. By understanding The Given Set, we can then use

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the equation above to produce a solution to solve an identified problem. The equation above is a formula where people at locations can use it to solve identified problems. It is always good to show that by this model.



From the model above, it shows that Person 1, Person 2, and Person 3 can use a given formula to solve identified problems. What is important here is that the formula is not restricted to being learned, understood, or applied. In other words, a person cannot restrict or prevent another person from learning, understanding, and applying a formula. For example, from above Person 1 cannot restrict or prevent Person 2 and Person 3 from learning, understanding, and applying the formula. In terms of people at multiple locations, let's take a look at the model below.



From the model above, we can see that people at Location 1 have access to the formula, so do people at Location 2, Location 3, and Location 4. What is important here is that, since formulas are independent entities and they cannot be restricted from being learned, understood, and applied, people at one location cannot restrict or prevent

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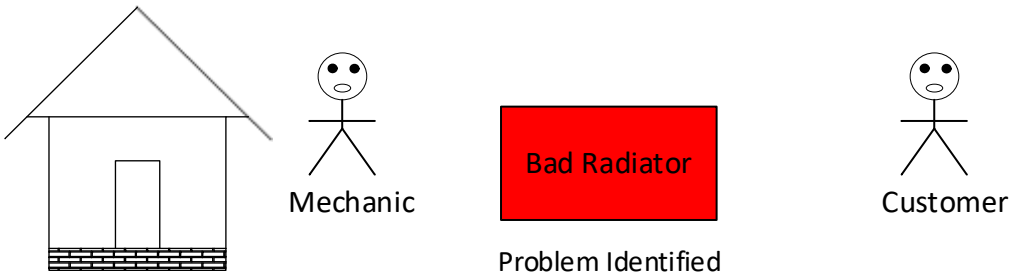
people at other locations from learning, understanding, and applying formulas. In other words, a formula cannot be restricted or prevented to learn, understand, or apply to produce or derive an entity, even if that entity is bad, not useful, or develop problems.

As we can see, we use the equation given to us by our parent which produces a solution to solve an identified problem. That solution is identified as a given solution which replaces the problem. What is important here is that we must respect that solution. Try to restrict a formula is not natural and it does not produce a solution. Doing so shows no understanding of problems and solutions as well as natural entities and cannot identify entity properly.

37. **Understanding Problem and Solution and Problem Identification:** To solve a problem, the following formula was given to us.

$$Available + Given = Solution$$

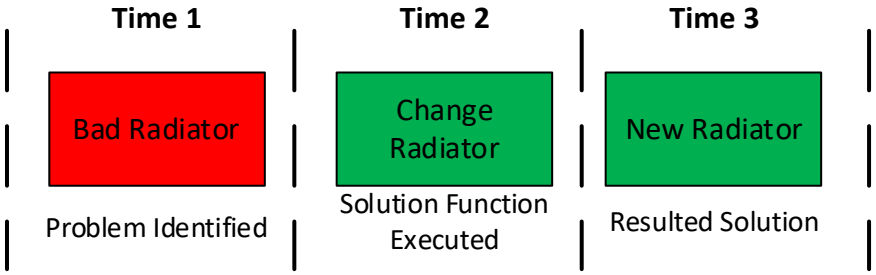
In order to use the formula to solve a problem, we must first identify the problem. For example, a customer has a car problem, the customer takes the car to a mechanic. The mechanic identifies the problem as a bad radiator as shown below.



From the model above, we can see that the mechanic inspects the car and identifies the problem as bad radiator. Now, the mechanic uses the equation above to solve the problem. By using the equation above to solve the problem, the mechanic replaces the

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problem by its solution which is good radiator. It is always good to look at the overall process as follow by taking problem, solution, and solution function into consideration.



From the model above, we can see that at Time 1, the mechanic identifies the problem, at Time 2, the mechanic executes a solution function, where at Time 3, the solution function substitutes the problem by its solution. What is important here, in order for the mechanic to solve the problem, the mechanic first identifies the problem and goes after the problem rather than the customer. In other words, to solve a problem, we identify the entity that is identified as the problem and go after it. If an entity is not identified as the problem, we don't go after that entity. For example, the customer is separate from the problem, the mechanic does not go after the customer, but the problem. The solution to the problem is not the mechanic vs. the customer. The mechanic goes after the problem, not after the customer.

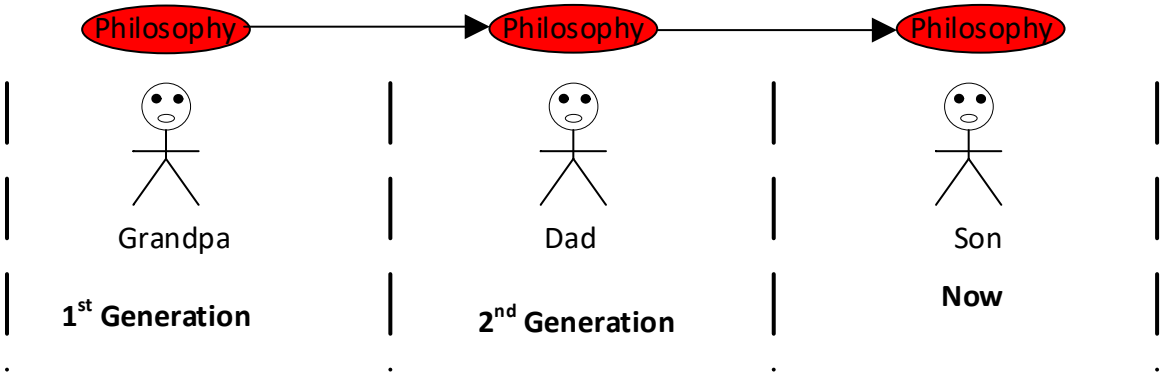
By understanding the overall explanation up to here, we can see that the solution to a problem is not me vs. you, a person vs. another person, a location vs. another location, a country vs. another country and so forth. As we can see, to solve a problem, we identify the problem properly and use the equation above to solve it. If we misidentify the problem and think it is me vs. you, people vs. people, country vs. country and so forth, then it is not possible for us to use the formula to solve such problem, because we have misidentified the problem. When we misidentify a problem, we also misidentify the solution of that problem. Go after each other does not solve any problem. When we go after each other, we solve no problem.

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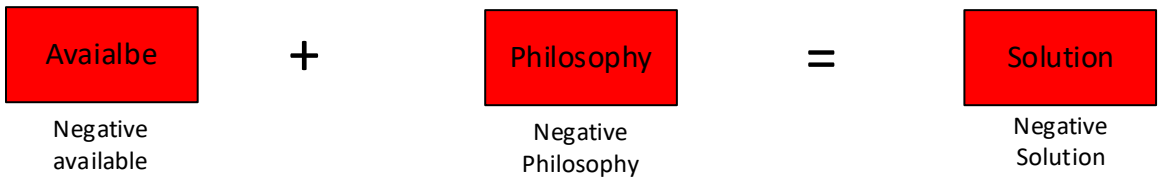
38. **Understanding Problem and Solution Related to The Given Set and Philosophy Inheritance:** To solve a problem, the following equation was given to us.

$$Available + Given = Solution$$

From the given equation, we identify The Given Set as well as the entities that are available to us which resulted to the solution of the identified problem. The Given Set from the equation above is considered principles that show us how to use the entities available that enable us to produce a solution for the actual problem. The absence of the principles from the equation enables us to think negatively which results to no solution. It is always good to look at the process before and after using the philosophy inheritance chart.



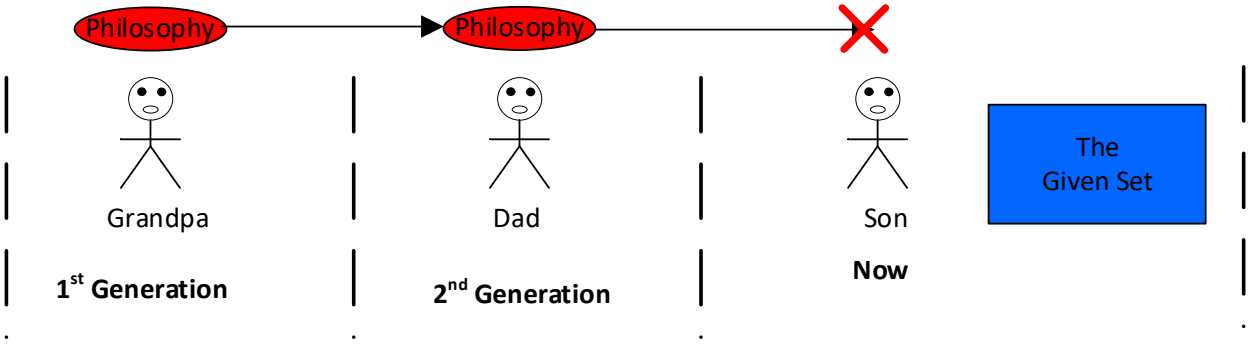
From the model above, we can see that the son inherits negative philosophies from his dad, where his dad inherits negative philosophies from his grandpa, where both the dad and grandpa are previous generations. What is important here, since now the son still has negative phosphides from previous generation, using the negative ideas to solve problems will result to negative solutions. It is always good to show that by this model.



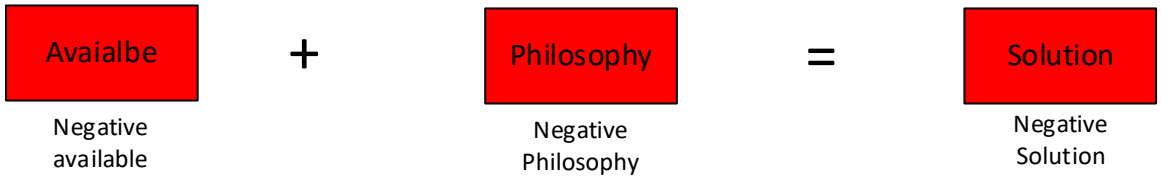
From the model above, we can see that with the absence of The Given Set, the equation becomes negative. In other words, with the absence of the principles—The Given Set—

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to give us ideas on how to solve problems, we end up with no solutions for our problems. Now, with the presence of The Given Set, we have ideas on how to solve our problems. It is always good to show that by this model.



From the model above, we can see that from previous generations, the dad and the grandpa used negative philosophies where now, The Given Set is given or available to the son. Now, the son has The Given Set, the son can evaluate what he had done before. To better understand what we have just said, let's take it like this. Before the son had negative ideas about doing things, now the principle is given to the son to give the son positive ideas about how to do things. Before, the son did things based on the equation below which is negative.



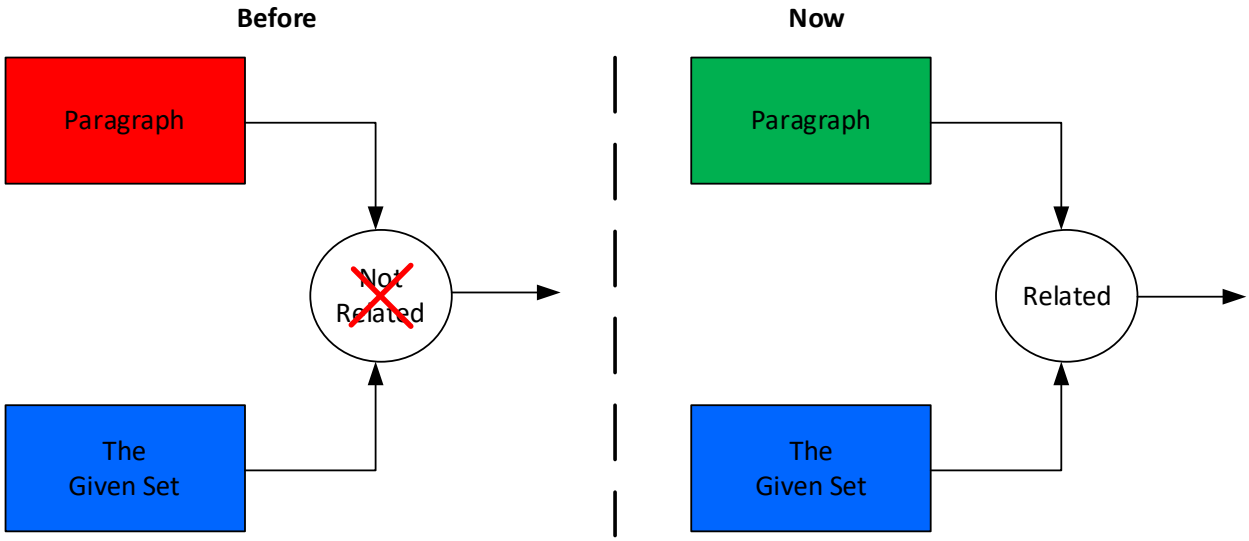
Now, The Given Set is provided to the son, which enable the son to think positively. Now, the son can do things according to the equation below, which is positive.

$$Available + Given = Solution$$

What is important here, since before The Given Set is provided to the son, the son already had some entities available, the son can determine if those entities are good or positive. In this case, the son can try to relate those entities with The Given Set, to determine if there is a relationship. To better understand that let's take it like this. Before I have

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something, now the principle is given to me. Then I can try to evaluate what I had before with the principle. Another example let's assume that before the principle is given to me, I have a paragraph. Now, I can try to relate my paragraph with the principle to determine if it is correct. Before the principle is given to me, I have a paragraph, now I have the principle. I can try to establish a relationship between each sentence and the principle, and determine which sentence is correct and make corrections to the sentences that are not correct. To better understand the explanation, let's show it like this.



From the model above, we can see that as an example, before the son has a paragraph that contains errors or not related to the principle, now the son has a paragraph that is related with the principle. In other words, before the principle is given to me, I have something like a paragraph that is not good, and it is not related to The Given Set. Now, I use The Given Set as a test to check what I have before to determine if they are related, if not I made correction which resulted to an entity that is related with The Given Set as shown to the right.

By understanding the explanation above and the given equation, we can see that we can use the explanation above and the equation to determine if our entities are identified properly. In other words, by using the equation, we can properly identify our entities available. In this case, we can identify an entity available to determine if it is positive or

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negative by trying to relate it with The Given Set, if it is not related that means it is negative and it will not help us solve the identified problem.

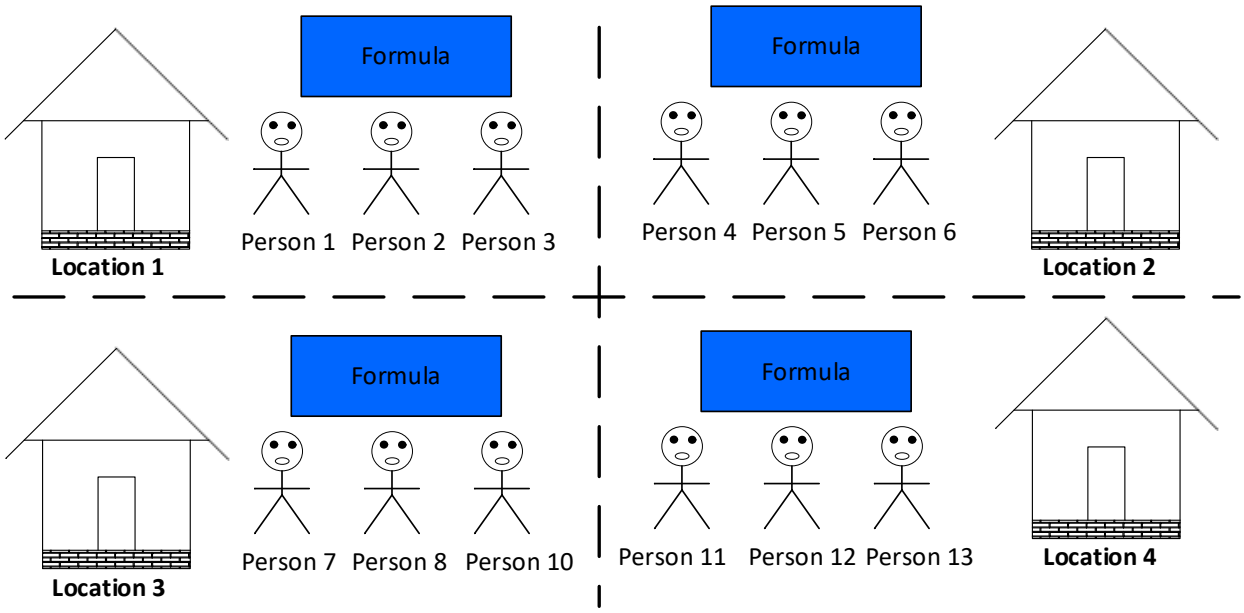
To better understand the overall explanation, let's take it like this. Since The Given Set is provided to us after, we may have done something wrong. Now, we try to evaluate—relate—what we have done with the given set. We try to relate what we have before with The Given Set to make sure they are related or good or correct, if not, we make adjustment or corrections to them. In this case, we simply build a relationship with what we had before with The Given Set, if it is positive, then it is good. Always keep in mind that what we have before can be good or bad, we only worry about the bad one. As an example, if we have a paragraph with multiple sentences before, not all those sentences are bad, so we only worry about the bad ones. In this case, we can evaluate the bad ones with The Given Set and make corrections to them.

39. **Understanding Function at Location Related to Formula and Feedback:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

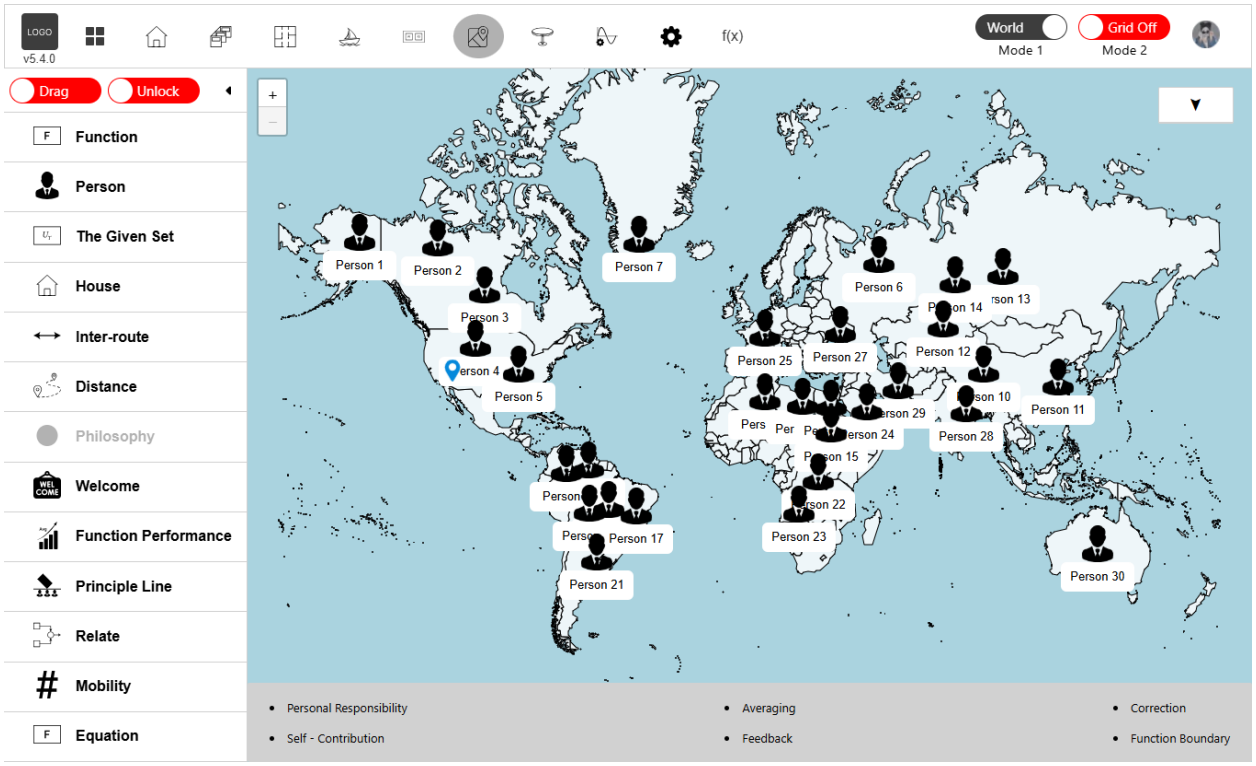
In terms of people at location, people are identified at multiple locations or countries where they can use the formula to solve identified problems. It is always good to show that by the model below.

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From above, the model shows that people are identified at Location 1 where they use the formula to solve Problem 1; people are identified at Location 2, where they use the formula to solve Problem 2; people are identified at Location 3, where they use the formula to Solve Problem 3. From above, the locations can be local to a country like people at their houses, function providers such as restaurants, gas stations, car dealerships, grocery stores etc. The locations can also be countries where people are identified as shown by the map below.

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Now, let's identify some formulas

[Formula 1]

Chocolate Chip Cookie Equal

1 cup of butter +

2 cups of brown sugar +

2 eggs +

2 teaspoons of vanilla +

1 teaspoon of backing soda +

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2 teaspoons of hot water +

½ teaspoon of salt +

3 cups of flour +

3 cups of chocolate chips

Formula 2

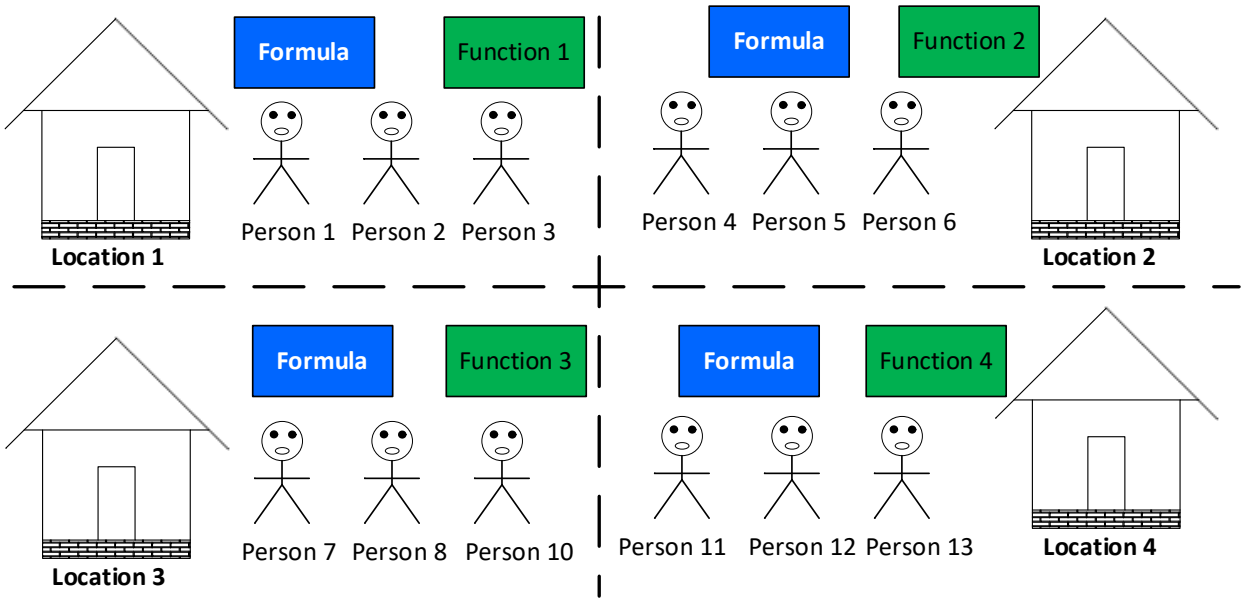
$$Chocolate\ Chip\ Cookie = Butter + Brown\ Sugar + Eggs + Vanilla + Backing\ Soda + Hot\ Water + Salt + Floor + Chocolate\ Chip$$

Formula 3

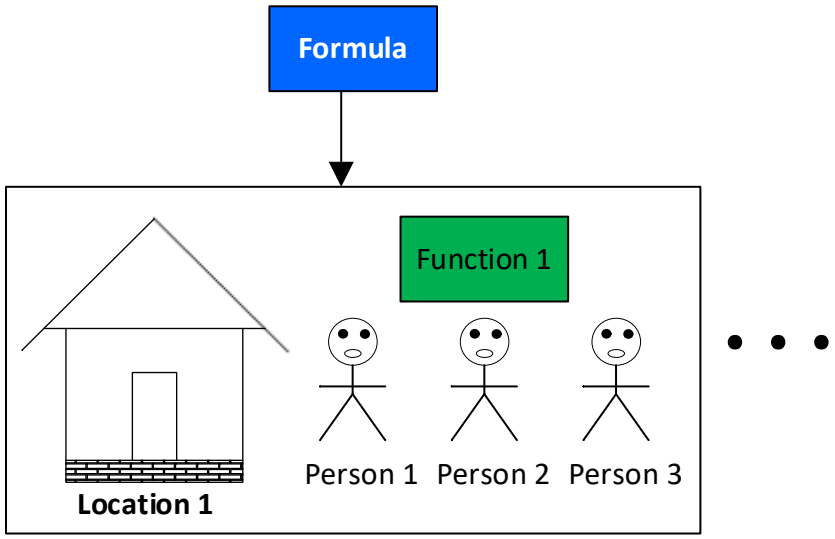
$$c = \sqrt{b^2 - 4ac}$$

As we can see above, 3 formulas are identified. We can say that formulas are natural entities, here we show the representation of the formulas on paper or computer screens. In terms of function at location, a formula can be applied to execute a function by people at their respective locations in the form below. For example, any formula above can be used to execute a function as shown.

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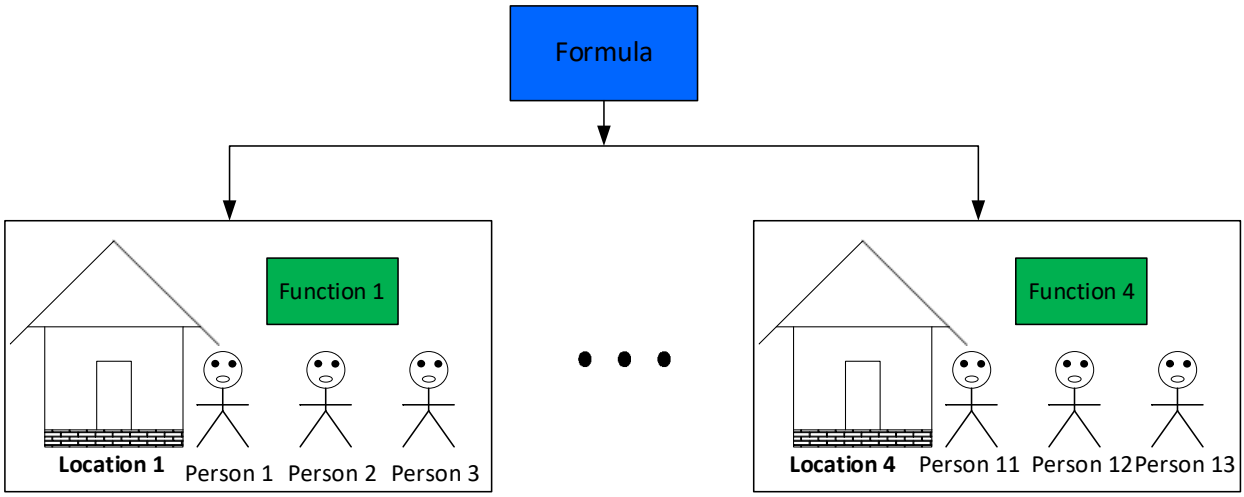


Because formulas are independent entities and people are depending on the formulas to execute the functions, each model above can be shown in this form separately.



Then the overall model can be represented in this form

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What is important here is that the formula does not depend on specific location or people at specific location, it can be applied by people at any location to execute a function to solve a problem. Ins terms of feedback, people bound by the same formula as well. To better understand what we have just said, let's take it like this. Let's identify one of the formulas above, for example the last one or any of them.

$$c = \sqrt{b^2 - 4ac}$$

For a person at Location 1, the formula provides ideas individually to people at their respective locations. This process applies to all other people at their respective locations. As we can see, in terms of feedback, people at Location 1, Location 2, Location 3, and Location 4 are bound by the same formula. Formulas are natural and do not bound by locations. Disregard location, the formula does not change. Disregard location, the formula remains the same

The way to look at it. By using the given equation, it is possible to provide feedback, when necessary, disregard locations, however it is always good to know that disregard locations, the people also bound by the same formula. In this case, we can see that a person who provides feedback to another person bound by the same formula as the other person. While a person who provides feedback to another person bound by the

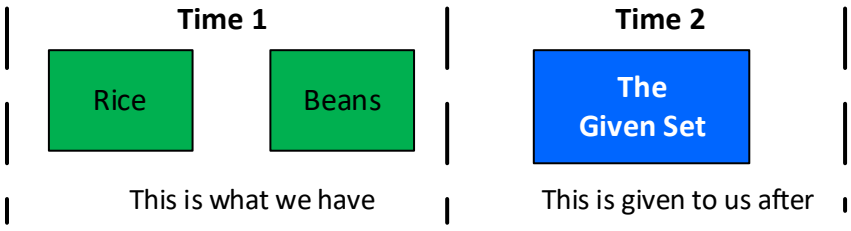
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same formula, however that person cannot assume the function of the other person. It is always good to take it like this, because formulas are natural and independent, while I can provide feedback to you, however I cannot apply the feedback for you. Therefore, it is not possible for me to assume your function at your location, because your function belongs to you, not me. In other words, while people at Location 1 cand provide feedback to people at Location 2 based on the same formula, however, people at Location 1 cannot assume the functions of people at Location 2, because those functions do not belong to them.

40. **Understanding Formula and The Given Set:** To solve our problems, the following formula was given to us.

$$Available + Given = Solution$$

Where the entity available is the entity that we have, and the entity given is The Given Set. It is always good to look at the overall process like this. We are hungry and we need to cook a meal, for example rice and beans. We do not have the recipe to do it, then the recipe is given to us. It is always good to look at the overall process by the model below in terms of what we have and what is given to us related to time.



From the model above, we can see that at Time 1, we have rice and beans and at time 2, the recipe or formula is given to us. We can identify what we have at Time 1 as what is available to us and what we receive at Time 2 is what we lack off. Now, let's focus on what we receive at Time 2. Before we do that, let's sum or combine what we receive at Time 2 and what we have at Time 1 to form the equation above. The way to look at it, we

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are hungry, and we need to eat rice and beans. Rice and beans are what is available to us and the recipe to cook the rice and beans is what is given to us. By understanding that, we can form the equation like this.

$$\left[Rice + Beans\right] + Recipe = Cooked\ \ Rice\ and\ \ Beans$$

Now, we can equate rice and beans to what is available to us. That makes sense, because before we received the recipes at Time 2, we had rice and beans already, therefore they are considered to be entity available. In this case, we can equate them to available entity.

$$Rice + Beans = Availble\,Entity$$

From above, we simply equate rice and beans to available entity. Now, we need to identify or equate the recipe given to us as given entity as shown below.

$$Recipe = Given\ \ Entity$$

From above, we replace the recipe as given entity. Now, we need to equate the cooked rice and beans as the solution entity as shown below.

$$Cooked\ \ Rice\ and\ \ Beans = Solution\,Entity$$

From above, we simply equate the cooked rice and beans as the solution entity. Now, we can form the whole equation using the items to the right of the equal signs above.

$$Availble\,Entity + Given\ \ Entity = Solution\ \ Entity$$

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As we can see now, we have entity in both side of the equation, we can simply factor it out to left side or simply cross them out in both left side and the right side of the equation as shown below

$$Availble\ \cancel{Entity} + Given\ \cancel{Entity} = Solution\ \cancel{Entity}$$

Now, we have the equation or the formula that is given to us.

$$Available + Given = Solution$$

What is important here is that, we have problem we need to solve and we turn to our parent for help. Before we turn to our parent for help, we already have items that are available to us. Our parent provides us with The Given Set to tell us how to solve our problems. In this case, we can see that The Given Set is natural to us to help us solve our problem. If we don't know about it, we have to learn it. The Given Set is simply a formula. Formulas are natural entities. A formula cannot be adjusted for our misunderstanding. If we misunderstand a formula, we have to learn it. If we misunderstand a formula, we can only learn it, but that formula cannot be adjusted for us because we misunderstand it. For example, we can go to school to learn formulas, but those formulas cannot be adjusted or changed for our misunderstanding.

41. **Problem Identification and Function at Location:** To solve an identified problem, we use the equation below that is given to us by our parent.

$$Available + Given = Solution$$

In order to do so, we must first identify the problem. After identifying the problem, then we can identify the elements to plug into the equation which result to the solution of the problem. We have learned and shown that a natural entity is not considered to be a

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problem, because we do not have a solution for it. In other words, if we identify a natural entity as a problem, we do not have a solution function to execute to substitute for that entity.

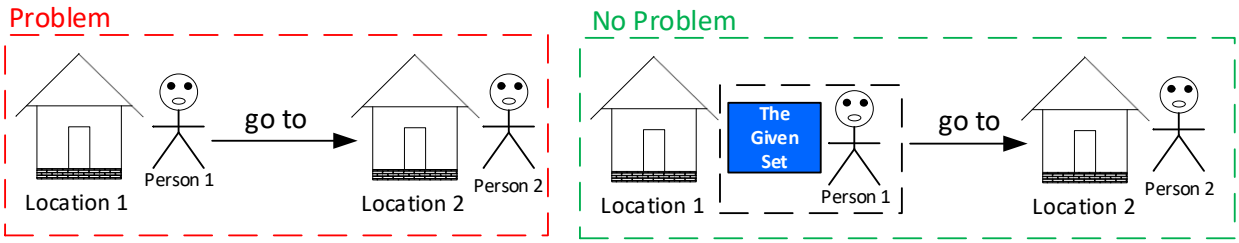
By understanding the paragraph above, since a natural entity is not considered to be a problem, anything from mother nature such as communication, principles, solution or so is not considered to be a problem as well. For example, the mobility of people from location to location is considered to be a function or a natural entity and it is not a problem and cannot be viewed as a problem. As well as information from mother nature that shows the mobility of people is not a problem; the mobility of people which is viewed as a natural entity is not a problem and cannot be viewed as a problem. As we can see here, in terms of problem identification, we must exclude mother nature, what mother nature says, or anything from mother nature.

By understanding the paragraph above, we can see that in terms of problem identification, we need to separate entities properly so we can properly identify the problem we try to solve. For example, mother nature says that mobility of people from location to location is limited without The Given Set, in this case we can see that the absence of The Given Set with mobility of a person is the problem, but not the mobility itself. Another example, at my location I handle my own function and at your location, you handle your own function. In this case, we can see that we must respect function at location. In other words, at my location I cook where at your location you fix cars. In this case, you respect my function at the restaurant I work at, and I respect your function at the mechanic shop you work at. From that, we can see disrespect function at location is a problem. As we can see here, if mother nature says something that cannot be viewed as a problem, we must clearly separate and identify our problems properly.

42. **Understanding The Given Set and Mobility of People:** In terms of mobility of a person, our parent tells us that the mobility of a person is not a problem, however the absence of

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The Given Set is a problem. In other words, the mobility of a person from one location to another location is not a problem, however the absence of the principle with the mobility of a person is the problem. It is always good to show by this model that side by side.



From the model above, we can see that to the left, Person 1 goes from Location 1 to Location 2 without The Given Set, where to the right Person 1 goes to Location 2 with The Given Set. Since the absence of the principle is the problem, then from the model to the left we can see the problem, where to the right there is no problem.

By understanding the explanation and the model above, we can see that The Given Set is viewed as a pass, because it is needed to go from location to location. In other words, given that I need The Given Set to go from one location to another location, then The Given Set is a pass to me or my pass. To better understand that let's take it like this: locally, I need The Given Set to go to the grocery store; I need it to go to a restaurant; I need it to walk in the street; I need it to go to play basketball games and so forth. Internationally, I need it to go from the country where I am at to another country.

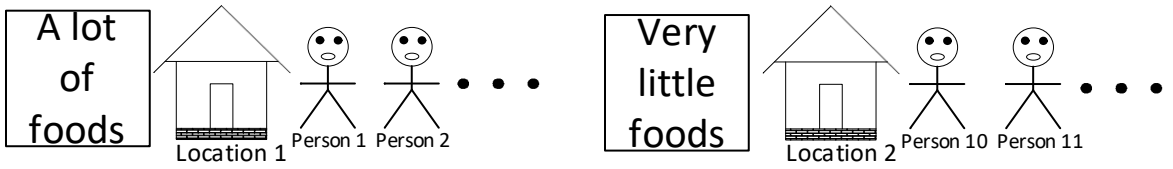
By understanding the explanation above, we can see that The Given Set is needed locally on a national level as well as globally in an international level. The reason for that is related to the given equation that enables us to solve problems. For example, locally we can use the given equation to solve identified problems, as well as when we go to other locations, we can also use the given equation to solve identified problems.

43. **Understanding Problem and Solution and Problem Identification:** To solve an identified problem, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

To use the equation above, we must first identify the problem, then the entity given as well as the entity available; where the entity available includes what is available to us including what is on us. When multiple people are working to solve a problem, each person in that project must use the given equation, because each of them depends on the given equation to solve the identified problem. To better understand what we have just said, let's take a look at the model below.



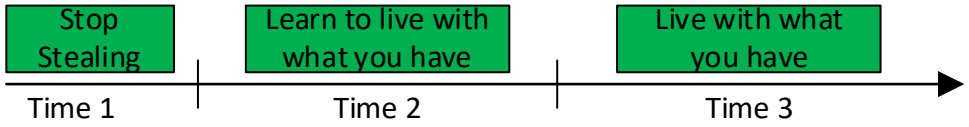
As shown from the model above, people at Location 1 have a lot of foods, where most of the foods are stolen, scam, unfair and so forth. The people at Location 2 have very little food, but still alive. Here you are going to determine whether or not it is possible for people at Location 1 to help people at Location 2 with some foods.

From above, you have verified whether it is possible for people at Location 1 to help people at Location 2 with some foods. Here, we are going to determine the number of problems each people at locations have. At Location 1, the people have a lot of food because of stealing, unfairness, scamming and so forth. We can see here, people at Location 1 have 2 problems to solve: first, they must solve the stealing problem, second, they must live with what they have. Here we have 2 problems for people at Location 1. For location 2, the very little foods are genuine therefore they don't have a stealing issue, they live with the very little they have. In this case, we can see that people at Location 1 have more problems to solve than people at Location 2. We can see that people at Location 1 have 2 problems to solve where people at Location 2 have a single problem to solve.

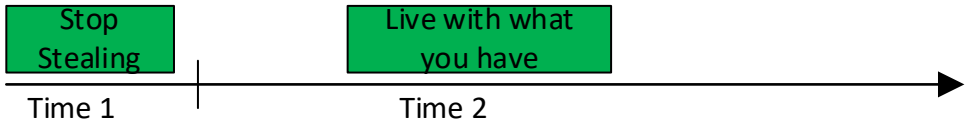
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Let's assume that at Location 2 people have very little foods, but some people are stealing from them. For example, some of the people at that location or other locations are stealing from the very little foods. In this case, people at Location 2 have 2 problems to solve, first they must solve the stealing problem by stopping it.

From above, we have 2 cases where people at Location 1 have 2 problems to solve and another case where people at Location 2 have 2 problems. Some of us may think that they both have the same number of problems, that is not the case. People at location 1 still have more problems. For example, at Location 2, if they can solve the stealing problem, then they already know how to live with what they have. Where at Location 1, they must first solve the stealing problem, then learn to live with what they have and then live with what they have. If we look at the flow, we can see that even if some of the people at location 2 are stealing from the very little, however the overall problem can be solved in a shorter time than at Location 1. To better understand that let's look at the solution flow of problem at Location 2.



From above, we can see that at Time 1, the people at Location 1 must stop stealing. Then at Time 2, they must learn how to live with what they have. Then at Time 3, they start living with what they have. Now, let's look at the solution flow of people at Location 2.



From the above, we can see that the people at Location 2 have very little already, but still alive, and they live with very little. However, some people are stealing from them or simply stealing from the very little. Now, by solving the stealing problem, they already know how to live with the very little they have. By looking at both cases, we can see that

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people at Location 1 have more problems to solve than the people at Location 2. It will take longer time for people at Location 1 to solve the problem than people at Location 2.

44. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we try to solve, then identify the entity that is given to us as well as the entities that are available to us to help us solve the problem. In order to solve our problems, we must identify entities properly. If we cannot identify entities properly, we do have an entity identification problem which we must solve first.

To better understand the paragraph above, as well as to help us identify entities properly, let's look at the following example. 3 cars are parked in my driveway, only one car belongs to me. How many cars do I have in my driveway? Try to answer this question. I have $50 in my wallet, $20 is for John, $10 is for Tony. How much money belongs to me in my wallet?. In my bag, I have 5 apples. 2 of the apples belongs to my brother, and one for my sister. How many apples in my bag belong to me?

From above, we have answered some questions. If we answer them properly, we can see that it will help us solve problems by identifying entities properly as well as entities that are available to us to help us solve a problem. By using the equation above, to solve a problem, we must work with what we have. Let's assume that to solve a problem, we have 2 entities in our possession, however, only a single entity belongs to us. To solve that problem, if we identify entities properly in terms of what we have to enable us to solve the problem. From the 2 entities that is in our possession, it is possible for us to

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identify properly the entity that is available to us to help us solve the problem, if we cannot identify that properly, then we will not solve that problem.

By understanding the paragraph above, we can see that it is possible for us to think differently about the entities. For example, if I have $50 in my wallet and only $20 belongs to me, a positive thinking is that I can work with the $20 I have in my wallet, where the other $30 does not belong to me. In this case, I don't count the $30 in terms of what I need to work with. That is a good way to approach problems and solutions.

Now, another approach, in the $50 in my wallet, I don't break it down to determine the part that belongs to me and the part that does not belong to me. In this case, I think about working with the $50 rather than the part that belongs to me. Related to me, I want to continue to work with what I don't have and what does not belong to me. It is always good to look at the process by the table below.

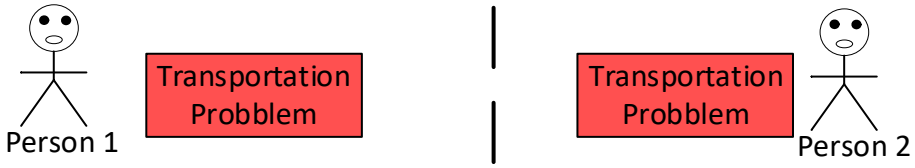
Time	Work with what you have	Work with what you have
Time 1	Yes	No
Time 2	Yes, continue	No, not continue
Time 3	Yes, continue	No, not continue
Time 4	Yes, continue	No, not continue

From the table above, as we can see if we think about working with what we have, we can continue thinking that way related to time. In the other hand, if we fail to work with what we have, we will continue not to work with what we have, until we learn to work with what we have. From the table, we can see that the first case which is working with what we have enables us to solve problems, where the second case is a problem itself. The first case enables to be mature, where the second case enables us not to be mature. The first case enables us to be responsible, where the second case does not. The first case

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enables us to reduce our liability, where the second case does not. In the second case, we simply increase our liability.

From the paraphrase above, let's assume that I have $50 in my wallet, however only $20 belongs to me, $20 belongs to John and $10 belongs to Tony. I don't want to keep the $50 for too long in my wallet, because that will increase my liability. In this case, I try to meet John and Tony as quickly so I can return the parts that do not belong to me. What is important here is that it reduces my liability and that also helps me work with what I have. However, if I have no attention to give—or payback—John the $20 that belongs to him and Tony the $10 that belongs to him, that increase my liability and does not help me work with what I have. In this case, related to time, I will always want to solve problems not with what I have. What is important here is that, because I think differently, related to time, I will approach problems differently where I will not identify entities properly that are available to me to help me solve problems. This approach is simply a problem itself. To better understand the explanation, let's look at the model below.



From the model above, we can see both Person 1 and Person 2 have a transportation problem; for example, a transportation problem to go to work. Since Person 1 is related to case 1 above, so Person 1 gets used to work with what he/she has. In this case, it is possible for Person 1 to list all entities that are available properly compared to Person 2. For example, Person 1 can list available entities or options as the following.

- Walk
- Bike ride
- Public transportation
- Drive

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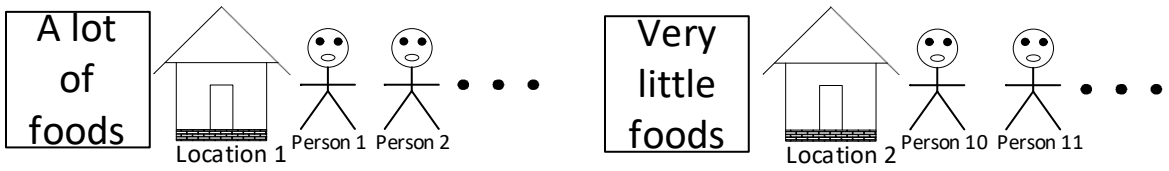
As we can see from above, the fact that Person 1 is related to case 1, it is possible for Person 1 to identify entities properly, continue to work with what he/she has and reduce his/her liability. In the other hands, Person 2 is related to case 2 may approach the solution differently, where the solution may be related to increase his/her liability as well as replace the problem by another problem.

45. **Understanding Problem and Solution and Entity Identification:** From the article basis above, we have the following paragraph:

I have $50 in my wallet, $20 is for John, $10 is for Tony. How much money belongs to me in my wallet. In my bag, I have 5 apples: 2 of the apples belong to my brother, and one for my sister. How many apples in my bag belong to me?

Here, answer the following question: What problem do I need to solve? All you need to do here is to identify properly from the paragraph above the problem I need to solve.

46. **Understanding Problem and Solution and Problem Identification:** From article basis 43 above, we have the following:



As shown from the model above, people at Location 1 have a lot of food, where most of the foods are stolen, scammed, unfair and so forth. The people at Location 2 have very little food, but they are still alive. Here you are going to determine whether or not it is possible for people at Location 1 to help people at Location 2 with some foods.

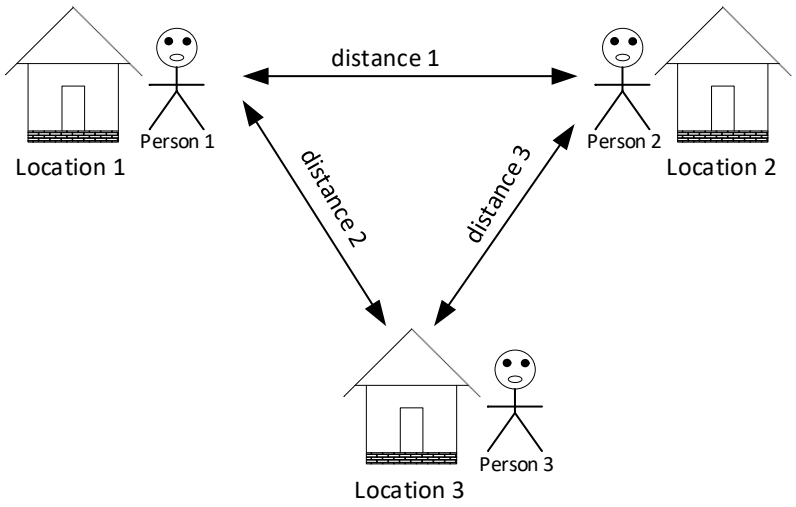
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From the model and the paragraph above, here you are going to verify which foods which last longer. Here, determine if the food at Location 1 will last longer than the food at location 2. As you can see from the model, people at Location 2 have more food than people at Location 1. So, determine related to time, which foods will las longer.

47. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent:

$$Available + Given = Solution$$

Where, after we properly identified the problem, we identify the entity given to us as well as the entities that are available to us to help us solve the problem. In this case, the entities that are available to us include everything that is available to us that can help us solve the problem. We already know that the entity available to us includes effort, communication, and so forth. Now, let's take a look at the following model.



From above, we identify people at Location 1, people at Location 2, and People at Location 3. The distance between people at Location 1 and Location 2 is shorter than the distance between people at Location 1 and Location 3 and people at Location 2 and Location 3. From above, as we can see distance 1 is the distance between Person 1 and

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Person 2, where distance 2 is the distance between Person 1 and Person 3 and distance 3 is the distance between Person 2 and Person 3, distance 1 is shorter than distance 2 and it is also shorter than distance 3. In other words, Person 1 and Person 2 are closer than Person 1 and Person 3 and Person 2 and Person 3.

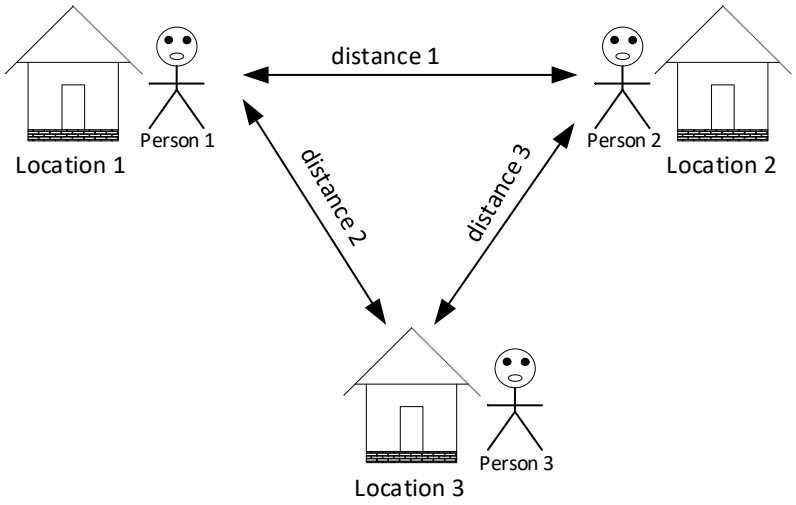
By understanding the explanation above, by using the given equation, that distance can also be taken into consideration and it is a part of the entity available. In other words, the entity available can also include distance. As an example, let's assume that Person 1 and Person 2 has a problem to solve, then the shorter distance can facilitate them to solve that problem. As an example, consider the transportation of goods from Location 1 to Location 2 and vice versa.

From the paragraph above, we have shown that the distance between us is an entity available to us that enables us to solve problems. In this case, we can also look at the naturality of that entity by taking voice communication as well as eyes seen into consideration. As an example, communication between Person 1 and Person 2, where the distance facilitates them to hear each other and see each other all those are considered to be entity available that enable us to solve problems. For example, I am closer to you, it will help me, and you solve problems. I can see you at a distance, it will help me, and you solve problems. I can communicate with you at a distance, it will help me and you solve problems.

48. **Understanding Problem and Solution Related to Identification of Entity:** From the article basis above, we have shown that the distance between us is part of entity available that can help us solve problems. Here, we are going to show what happens when we disregard those entities. In other words, when we disregard distance between us, the distance our eyes can see, as well as the distance when we communicate someone can hear. In other words, when we disregard distance between us, when we disregard the function of our eyes, as well as our voice, we simply misidentify entities that

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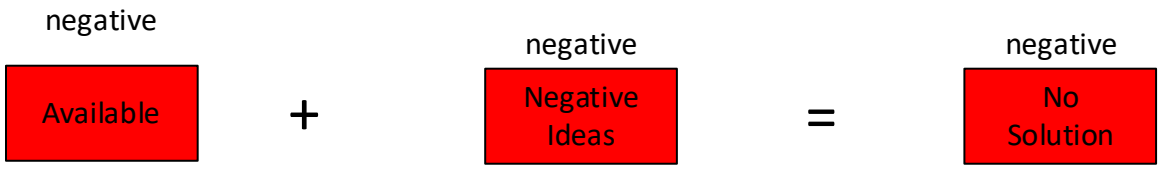
are available to us to help us solve our problems. In this case, that results to no solutions for our problems. To better understand the explanation, let's take a look at this model.



From the model above, the distance between Person 1 and Person 2 is closer. In this case, if Person 1 and Person 2 have a problem to solve, by taking that distance into consideration. They can identify properly entities that are available to them which include that distance, the voice, the eyesight, then it is possible for them to work together to solve that problem by using the equation below.

$$Available + Given = Solution$$

Now, what happens if they disregard that distance. In this case, the equation above becomes negative as shown below.



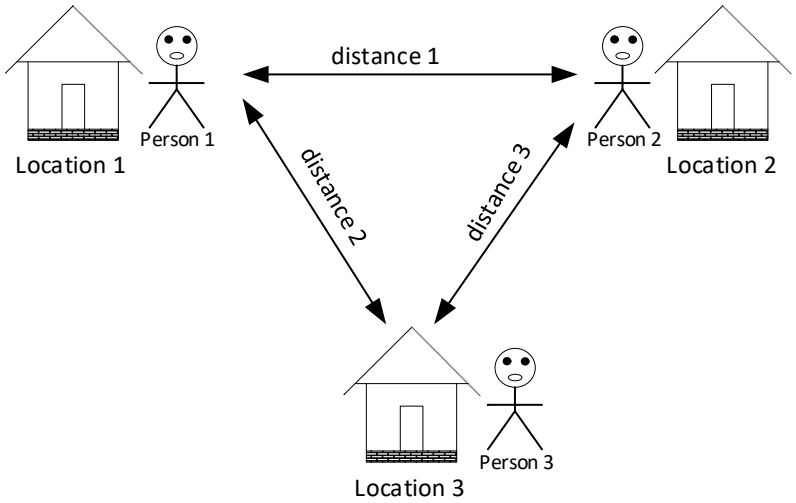
Consider the following example, Person 1 and Person 2 at a closer distance where they have a problem to solve. To solve the problem, both of them work together like creating a project which includes both of them to work together to solve that problem. Now by disregarding the closer distance between them, the voice communication where they

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can hear each other, as well as the visibility of their eyes where they can see each other, they may try to include Person 3 which is at a longer distance and not a part of the project nor the solution of the problem. In this case, we can see that when the entities that are available to help us solve the problem have been misidentified, then that results in no solution or that results to no solution that can substitute for the problem.

49. **Understanding Problem and Solution and Entity Identification:** From the article basis above, we have shown that the entity available includes everything that is available to us to help us solve the identified problem. When we properly identify what is available to us to help us solve our problems, that results to a solution. When we improperly identify the entities that are available to us to help us solve our problems, that resulted to no solution.

By understanding the paragraph above, we can see that the entities that are available to us include a list of entities, where those entities are included. In the other hand, the entities that are not available to us to help us solve the identified problem, are excluded from the list. The inclusion of the entities available from the list of entities available resulted to a solution, while the entities that are excluded from that list resulted to no solution. As an example, let's take a look at the model below.



From the model above, Person 1 and Person 2 have a problem to solve, where they are at a closer distance. In terms of entities available or entities that include in the list of

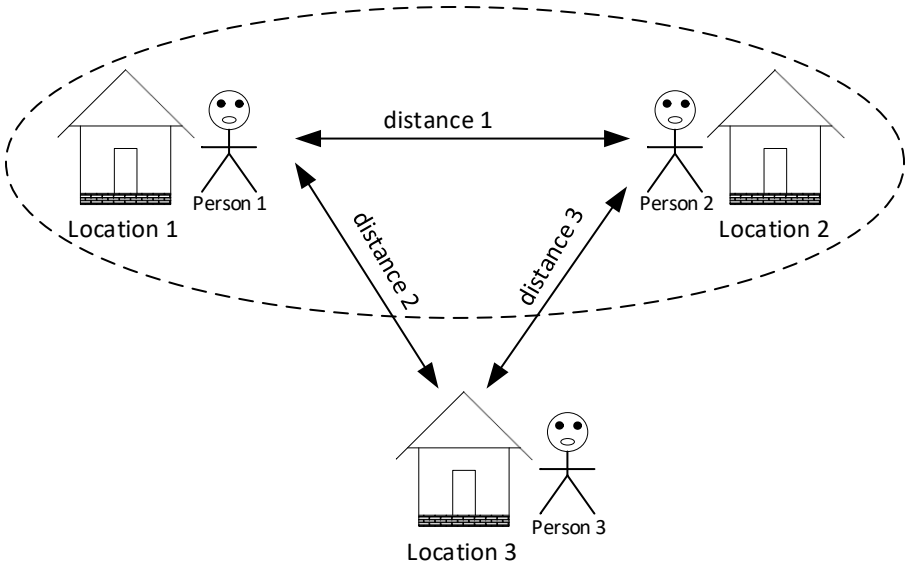
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entities available that enable Person 1 and Person 2 to solve the problem include distance 1, communication of Person 1 and Person 2, eyesight and so forth. In terms of entities that are excluded including distance 2 and distance 3, communication of Person 3, input from Person 3 and so forth. As we can see, it is always good when solving problems to properly identify entities that are available to us to help us solve the problem. In this case, we include the entities that are available to us that can provide us with a solution and exclude entities that are not available to us that will not help us solve the identified problem.

50. **Understanding Problem and Solution Related to Entity Identification:** From the article basis above, we have shown that the entities that are available to us to help us solve the identified problem include distance 1. Let's repeat that again, Person 1 and Person 2 have a problem to solve where they are at a closer distance to each other. In this case, the entities that are available to them to help them solve the identified problem include the closer distance.

    From the article basis above, we have learned and shown that entities that are not available to us to help us solve the identified problem, are excluded from the list of entities amiable. We can call those entities outside entities or simply external to the list of entities that are available to us. To better understand what we have just said, let take a look at the model below.

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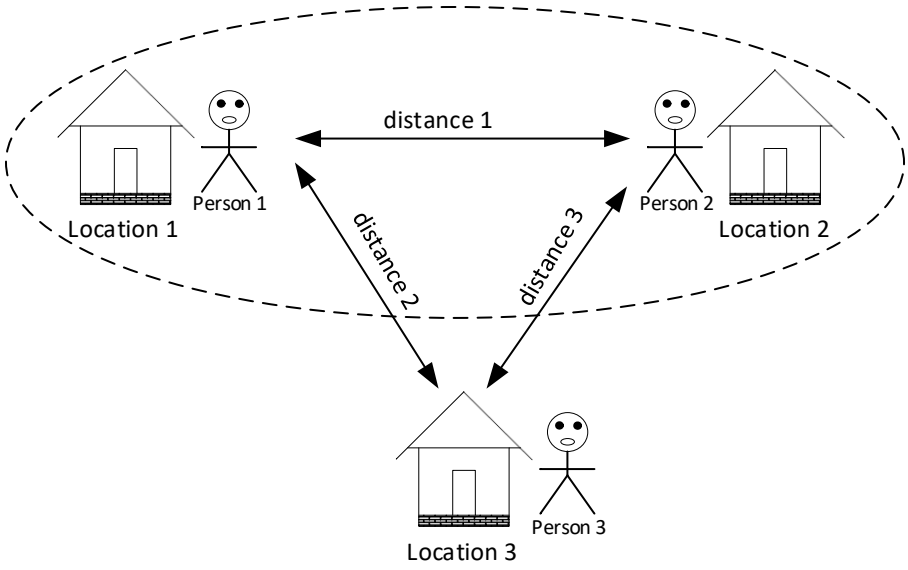
from the model above, we show that the entities outside the circles are excluded from the list of entities that are available to help us solve the problem: including Person 3, distance 2, and distance 3. In this case, Person 3, distance 2 and distance 3 are considered to be outside elements or entities; they are not included in the list of entities available to help Person 1 and Person 2 solve the identified problem. They are not considered to be available entities. They are excluded from the list of entities available. They will not help Person 1 and Person 2 solve the identified problem.

51. **Understanding Problem and Solution Related to Entity Identification:** To solve a problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation, we identify entities that are available to us to help us solve the problem. In terms of entities that are available to help us solve a problem, if me and you are working to solve a problem, the distance between us is considered to be an entity that is available to us to help us solve that problem. To better understand that let's show that again by this model.

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From the model above, Person 1 and Person 2 have a problem to solve, where they are at separate locations. Here, Location 1 and Location 2 can be 2 houses in the neighborhood. It can also be wo countries that are closer to each other. From the model above, we can see that People at Location 1 have a problem to solve with People at Location 2, where distance 1 is closer than the other distances.

When we regard the distance, it is possible for us to identify entities available properly and enable us to solve the problem. When we disregard the distance, we think negatively and that does not help us solve the identified problem. Another way to say it is that, by disregarding the distance, the given equation becomes negative. In this case we can see that disregarding the closer distance does not help us solve the problem. From that we can see the closer distance helps us when we solve problem but does not help us when we don't solve problem

To better understand the paragraph above, let's take it like this. In terms of positive function execution, the closer distance helps us where in terms of negative function execution, it does not help. Consider this, in terms of stealing, the closer distance between Person 1 and Person 2 makes it easier to steal, where distance 3 is much farther to Person 2 and Person 3, which makes stealing from each other more difficult. What is

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important here is that it is always good to understand the positive side of the distance and the negative side of the distance. The positive side of the distance is that, when we are closer to each other we can work together much easier to solve our problems. In this case, the execution of positive functions helps us. In the other hands, when we are farther to each other, it is less easy to work together, and the execution of negative functions does not help us.

To better understand the paragraph above, let's look at this as an example. From the model above, Person 1 and Person 2 have a problem to solve. They are closer to each other by distance. The model above can be 2 houses that are located closer to each other or 2 countries that are closer to each other. What happens here is that by not taking the equation into consideration, it is possible for Person 2, which is farther from them prevent them from identifying the closer distance between them. In this case, Person 3 does not help them solve that problem, but expand it or make it more difficult to solve. In this case, rather than Person 1 and/or Person 2 look at the closer distance between them, they look at distance 2 and distance 3 and Person 3, which do not help them solve the problem.

Another way to look at how the distance factor in terms of entity available, is to take a look at negative functions. Since the distance helps us when we look at the equation positively and does not help us when we look at the equation negatively, negative function execution will affect more Person 1 and Person 2 rather than Person 3. Another way to say that is that negative function execution will affect more Location 1 and Location 2 rather than Location 3. The reason for that is because the entity available is not taken into consideration. So, it is always good for us to look at the distance between us when solving problems. It is always good to look at what is available to us when solving problems. From the model above, since Person 1 and Person 2 are closer to each other and they have a problem to solve, it is always good to look at it this way. They have an advantage to solve the identified problem, nothing else.

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In terms of negative function execution, by taking the distance into consideration, let's look at the physical method—not good to solve problem. Since Person 1 and Person 2 disregard the distance between them to help them solve the problem, they rely on physical interaction which does not help them. As we can see here, a closer distance does not help them. Now, let's take distance 2, distance 3, and Person 3 into consideration. As we can see here, the physical interaction between Person 1 and Person 2 does not help them solve the problem. It affects them more rather than Person 3 and Location 3. In this case we can see that doing bad things or executing negative functions affects us more at a closer distance than at a farther distance. So, when solving problems, we can take into consideration the distance between us rather longer distance or people at a longer distance.

Another example of the distance is to look at the transport of an entity from Location 1 to Location 2 and vice versa, where distance 1 makes easier rather than distance 2 and distance 3. In this case, it takes less effort where more effort would be required from Location 3 or distance 2 and distance 3. As we can see, we can use mother nature to validate the distance entity and its importance when solving problems.

52. **Understanding Problem and Solution Related to Problem Solving:** To solve an identified problem, the following formula was given to us by our parent.

$$Available + Given = Solution$$

Refer to article bases 27 and 44, we have 2 cases: for example, Person 1 has a tendency to increase money when having a problem while Person 2 has a tendency to work with what you have. In other words, one person has a tendency to increase the quantity of money available to him/her while the other person has a tendency not to increase the quantity of money available but work with what he or she has. Here, determine which one has the ability to solve problems.

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53. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

Where the entity available includes everything that is on us to help us solve the identified problem. In terms of entity available, the list includes communication, distance, effort, ability, and so forth. In terms of ability, here is an example. To fix a car, a mechanic has ability to do so. So does to replace a water heater in a house, a plumber has the ability to do so. As we can see here, there is a relationship between ability and responsibility. So, a mechanic has the ability to fix a car, that mechanic is responsible to fix that car. A plumber has the ability to replace a water heater in a house, that plumber is responsible to replace that weather heater. As we can see here, responsibility is an entity that is available to both the mechanic and the plumber. Here, we can see that responsibility is an entity that is available to us to help us solve identified problems. By understanding that, we can see from the equation given to us above, responsibility can be plugin to the equation to result to the solution of a problem we are trying to solve.

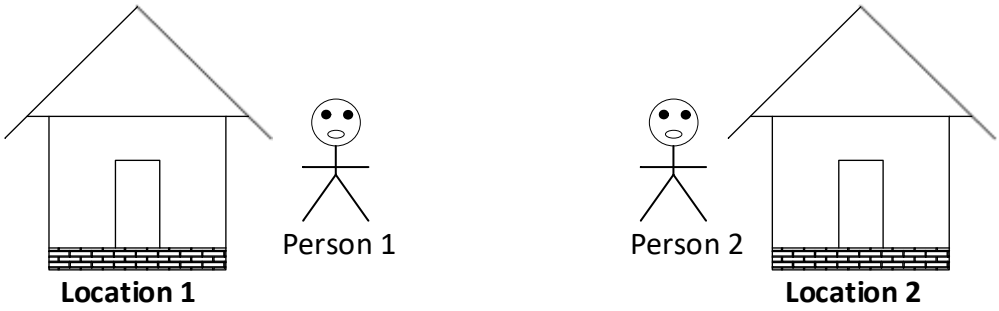
54. **Problem and Solution Related to Entity Identification and Separation of Entity:** To solve our problems, the following equation was given to us by our parent:

$$Available + Given = Solution$$

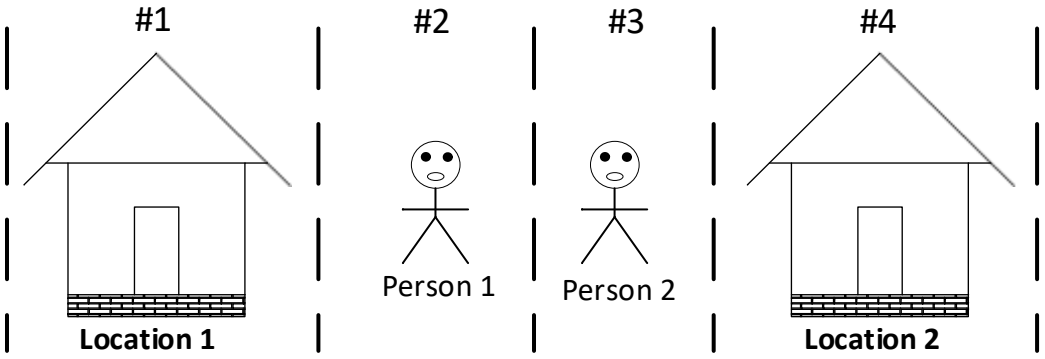
From the equation above, we have identified the entities that are available to us to help us solve the problem, as well as the entity given to us. We already know that the entities that are available to us include a list of entities that help to solve the identified problem. In terms of identifying entities that are available, we must be able to properly separate

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and identify entities. To better understand what we have just said, let's take a look at this model.



From the model above, we identify Person 1 at Location 1 as well as Person 2 at Location 2. In terms of entity separation, it is always good to separate all the entities we have identified as shown below.

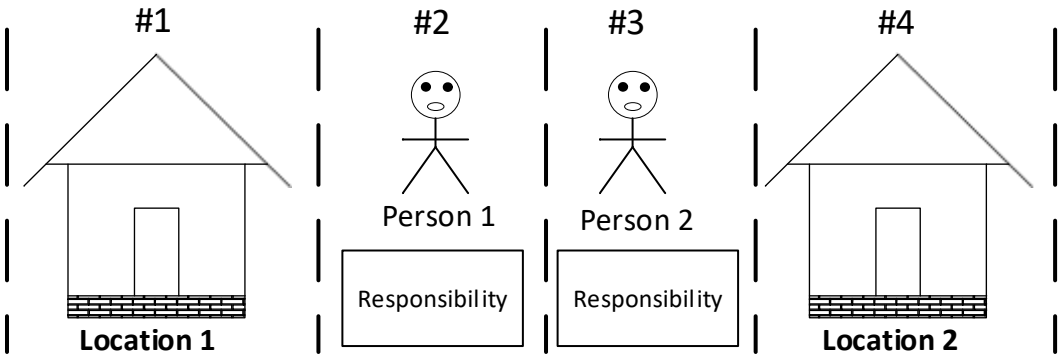


From the first model above, we have the second model where we have identified and separate all the entities. As we can see, we number them. It is always good to identify each entity and put a number next to it. From above, as we can see, a location is separate from a person. Another way to say it, the house I am in is separate from me, so does the country I am in, is separate from me. It is always good to treat them as separate entities.

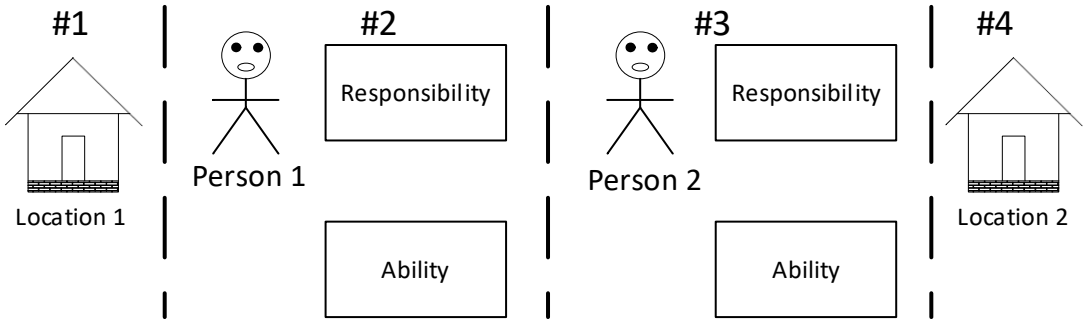
From the model above, we have separated all the entities, and we can ask questions, which entity has responsibility. As we can see, the responsibility belongs to the persons,

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not the houses. In this case, if we want to, it is always good to further separate the entities as shown here.



From above, we further identify and separate the entities to include responsibility, where we put the responsibility next to people that we identify, because responsibilities belong to them. Because there is a relationship between responsibility and ability, we can further expand the model to show the people with responsibility and ability as shown below.

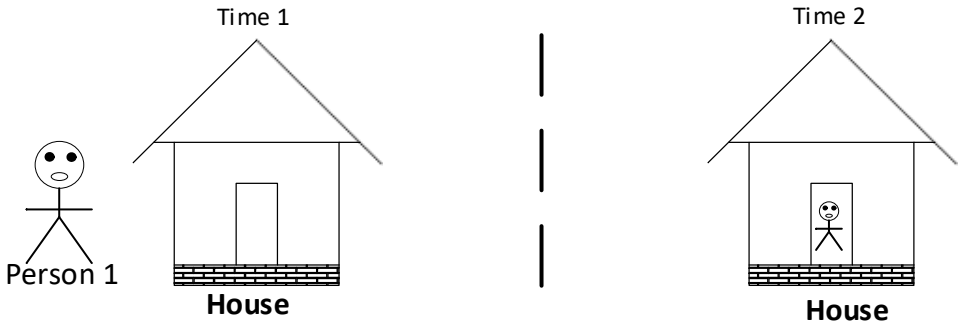


From above, we have identified responsibility and ability where we show that they belong to the people, not the houses. Because we have shown that those entities belong to people rather than location, to make sure we have identified them properly in terms of who or what they belong to, then we must validate them. To verify that what we have done is correct, we must validate them naturally. To validate them, we must ask and answer some questions. For example, who has the ability to clean a house, a person not the house itself. Who is responsible to clean a house? A person or people have the ability to clean a house not the house itself. Who is responsible to execute functions in a country?

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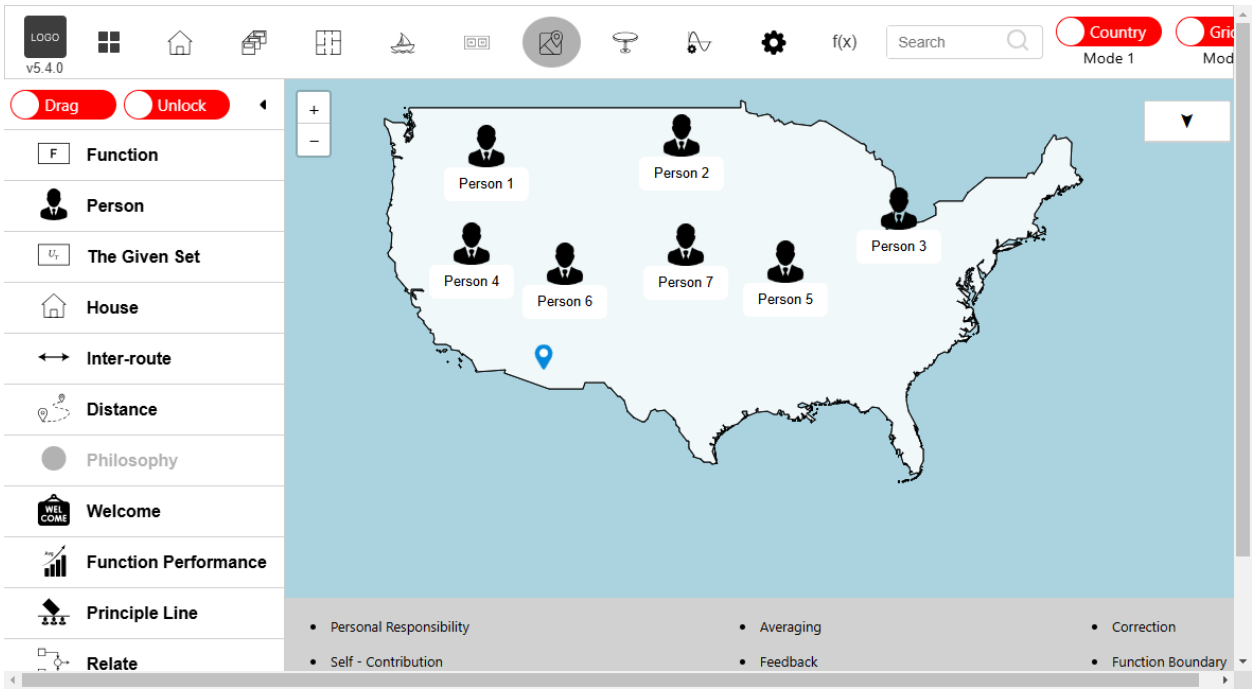
A person or people have the ability to execute functions in a country not the country itself. As we can see here, we can ask many more questions, where we can validate those entities to show that they belong to the people rather than the locations where the people are identified. In this case, we have identified and separate entities properly, which enable us to use the given equation to solve identified problems.

55. To better understand the article basis above, let's take it like this: consider the location of a person is a container which is separate from the person itself. To better understand that let's look at it like this related to time.



As we can see from the model at Time 1, a person is identified outside the house, where at Time 2, the person is identified in the house. So, the house is viewed as a container and does not attach to the person. In other words, the house contains people, where the people are separate from the house. In terms of country and people, we can show it like this

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From the map above, we can see that a country is viewed as container that contains people where the people are considered to be mobile entities. For example, the mobility of a person enables that person to be in this country now and later in another country and vice versa. In terms of problem and solution, the responsibility and ability belong to the people, not the country itself. For example, a mechanic who works in a mechanic shop who is a function provider in a country has the ability to fix a car, but not the country itself. The country itself does not have the ability to fix the car or the responsibility. So, in a country, the responsibilities belong to the people in the country, not the country itself. In a country, the abilities belong to people in that country, not the country itself. Let's say it again, in a country the responsibilities belong to the people in the country individually, not the country itself. In a country, the ability to execute functions belong to the people in the country individually, not the country itself.

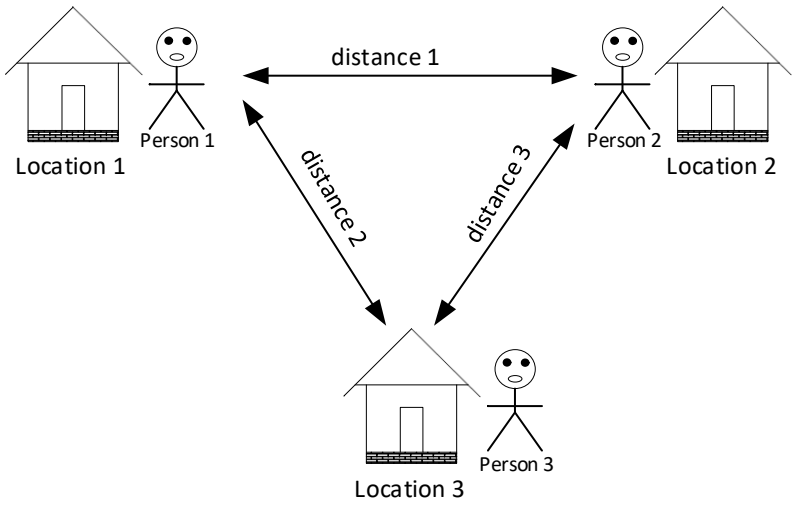
56. **Understanding Problem and Solution in Relationship with Distance and Usability:**

To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, we have identified entities available to us to help us solve the problem we are solving including distance as well as ability and responsibility. In terms of distance, we have shown the following model.



From the model above, people at Location 1 have a problem to solve with people at Location 2, where the distance between them is much closer to the distance to people at Location 3. By understanding that, we can see the closer distance between people at Location 1 and at Location 2 helps them solve the problem more easily by excluding distances 2 and 3 as well as people at Location 3. To better understand what we have just said, let's take it like this. In terms of entity available to help solve the identified problem, let's look at responsibility and ability. Where those two entities are related to each other. By looking at those 2 entities, we can see that people at Locations 1 and 2 have the responsivity and ability to look at the closer distance to show that they are closer to each other and can help them solve the identified problem. For example, at a closer distance, people at Location 1 and people at Location 2 can be more useful to help them solve the identified problem rather than at a longer distance and people at Location 3. In other words, from the model above, distance 1, Person 1, and Person 2 are more useful to help solve the identified problem rather than distance 2, distance 3, and Person 3.

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By understanding the explanation above, by taking distance into consideration, we can see that at a closer distance Person 1 and Person 2 are more useful to each other than Person 3. Whereby not taking distance into consideration, the closer distance enables Person 1 and Person 2 to execute negative functions to harm each other more easily. In this case, if Person 3, distance 2, and distance 3 are not useful, it is always good to see that and point that out. To better understand what we have just said, let's look at this example. People at Location 1 and People at Location 2 have a problem to solve, where they are located closer to each other. People at Location 3 are much farther from them. In this case, they can use the closer distance to help them solve the problem. By disregarding the distance, it is much easier for them to execute negative functions to harm them. In this case, they can look at the distance of people at Location 3 and they can see that people at Location 3 and the farther distance are not useful to them because people at Location 3 never point out the closer distance between them to help them solve the problem. Where, negative function affects them more easily than people at Location 3. So, it is always good to look at the closer distance between us and how we can use it to help us solve our problems.

57. **Understanding Problem and Solution Related to Past Time and Present Time:** To solve an identified problem, the following formula was given to us by our parent.

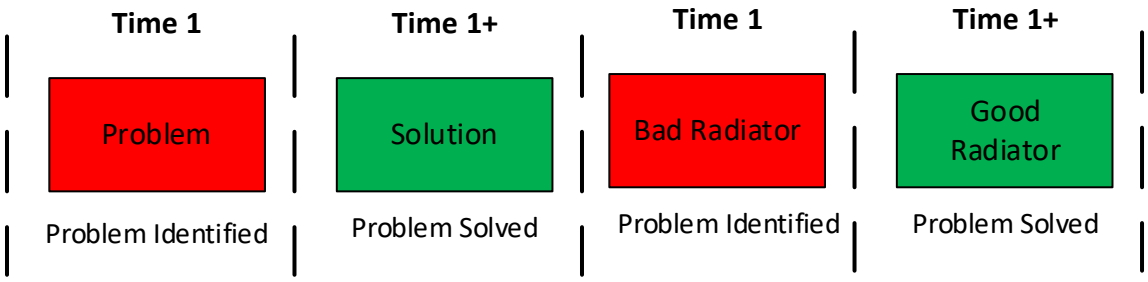
$$Available + Given = Solution$$

From the equation above, we know that formulas are natural entities, disregard the time, they are still available, and they can be used to solve problems. To better understand what we have just said, let's take it like this. Formulas are natural entities; they existed from the past as well at present time. From the past, people who lived before us can use the formula to solve identified problems, as well as at current time, we can use the same formula to solve identified problems. To better understand that let's take a look at the table below.

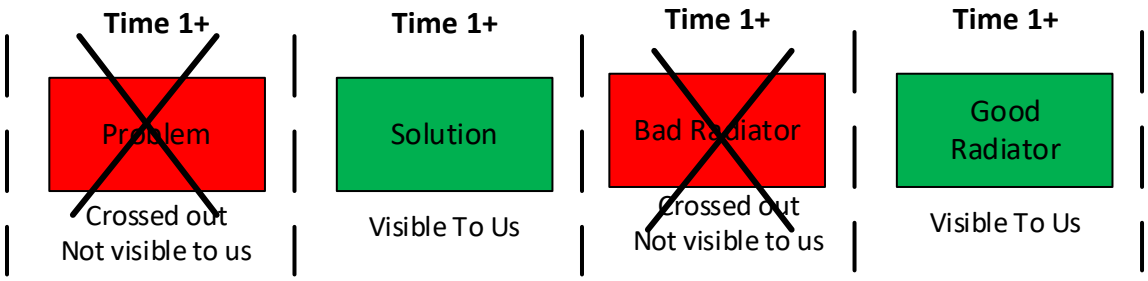
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Formula	Past Time	Present Time
$Available + Given = Solution$	A problem is identified, and it is solved by using the formula	A problem is identified; it is also solved by using the formula

From the table above, we can see that at Past Time or Time 1, a problem is identified, and it is solved by using the formula. At Present time or Time 2, another problem is identified, and it is solved by using the formula. Now, let's look at the visual aspect of the table above related to time.



From the model above, we can see that at Time 1, the problem existed, where at Time 1+ it no longer existed, it is replaced by its solution. In this case, we can see that at a later time, the problem is no longer identified, and it is being replaced by its solution. In other words, before the problem was solved, it was visible to us, now the problem is solved, it is no longer visible to us, but the solution is what is visible to us. We can show that by this model.



From the model above, we can see that at time past, the problem was identified, where at present time, the solution is what is identified. In this case, we can see that mother nature no longer sees or identifies the problem after it is solved, but the solution is what

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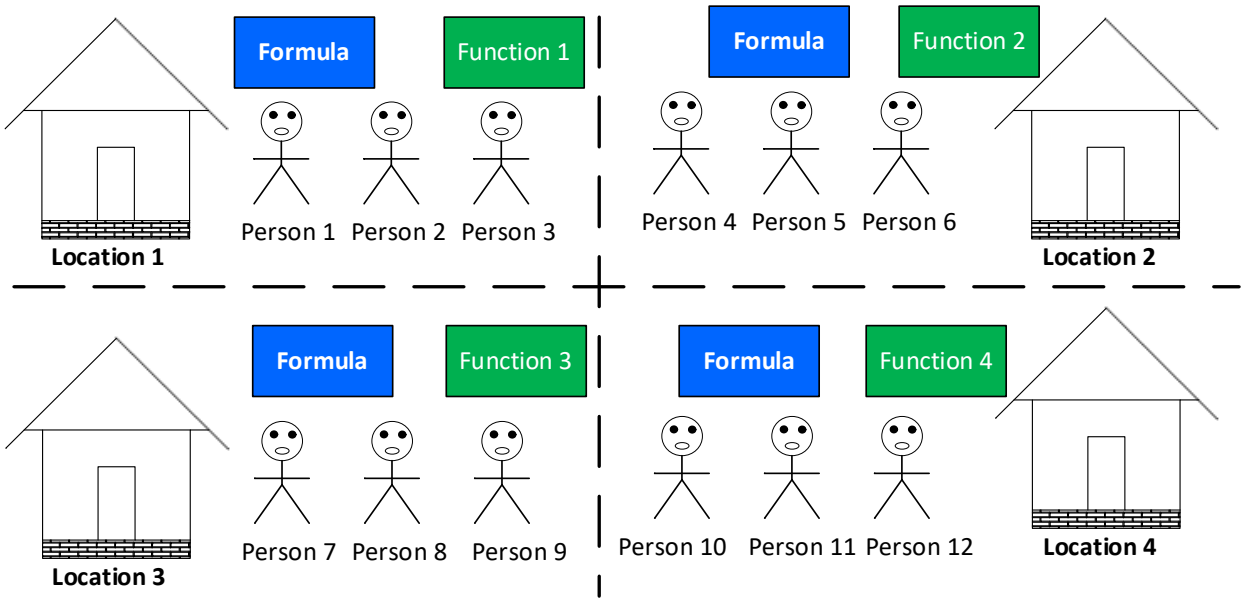
is identified by mother nature or in focus. As we can see, by using the given equation to solve the identified problem, it does not matter the time we use it; what matters is that we solve the problem. It does not matter when the equation is used, what matters is that the problem entity is replaced by its solution. At past time, we have a problem, we use the equation to replace the problem by its solution. At present time, we have a problem, we still use the equation to replace the problem with its solution. Before I had a problem, now I have a solution. Before we had problems, now we have solutions. Time does not matter, what matters is disregarding the time we have a problem; we use the formula given above to solve it or replace it by it is solution

58. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following formula was given to us by our parent.

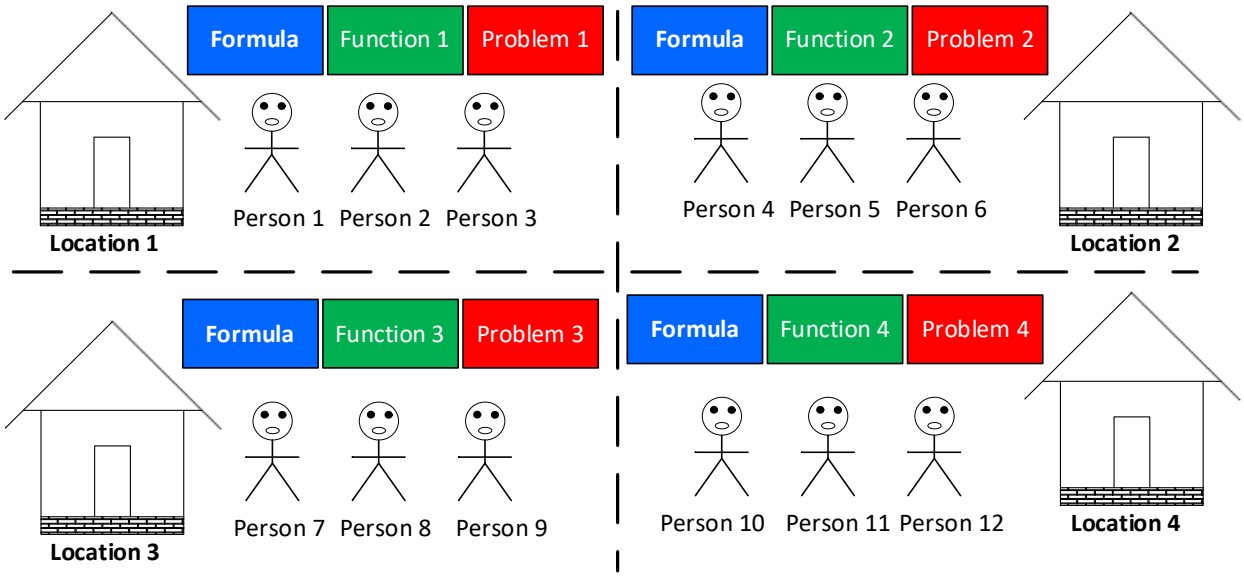
$$Available + Given = Solution$$

In terms of function at location, people at Location 1 can use the formula above to execute a function, where people at Location 2 can also use the formula to execute a function. Where, people at Location 1 cannot use the formula for people at Location 2 and people at location 2 cannot use the formula for people at Location 1. It is always good to show the explanation by this model.

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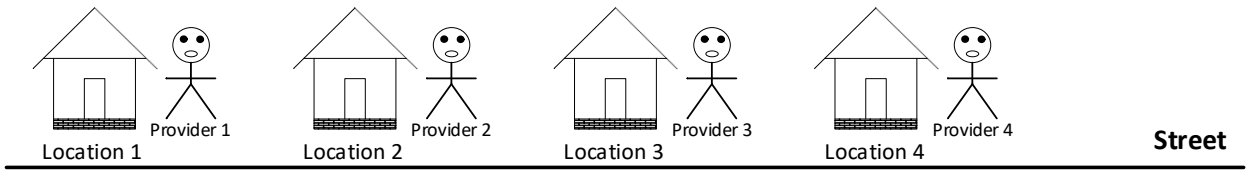
As we can see from the model above, the locations are separate from each other where people at separate locations use the formula to execute a function. In terms of separate locations, we can look at the people at each location as a function provider or service provider. In this case, the functions are provided at separate locations to solve identified problems. It is always good to show that by this model.



As we can see from above at Location 1, people use the formula to solve Problem 1. At Location 2, people use the formula to solve Problem 2. At Location 3 and Location 4, people use the formula to solve Problems 3 and 4. In this case we can take it like this. For

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example, at Location 1, Function 1 is provided to solve Problem 1, where Problem 1 is a bad starter in a car. At Location 2, Function 2 is provided to solve Problem 2, where Problem 2 is hungry. At Locations 3 and 4, the providers provide Functions 3 and 4 to solve different problems such as: bad roof in a house, need for a car transportation. In terms of locations of the providers, they can be located at any location in a city or in a street as shown below.



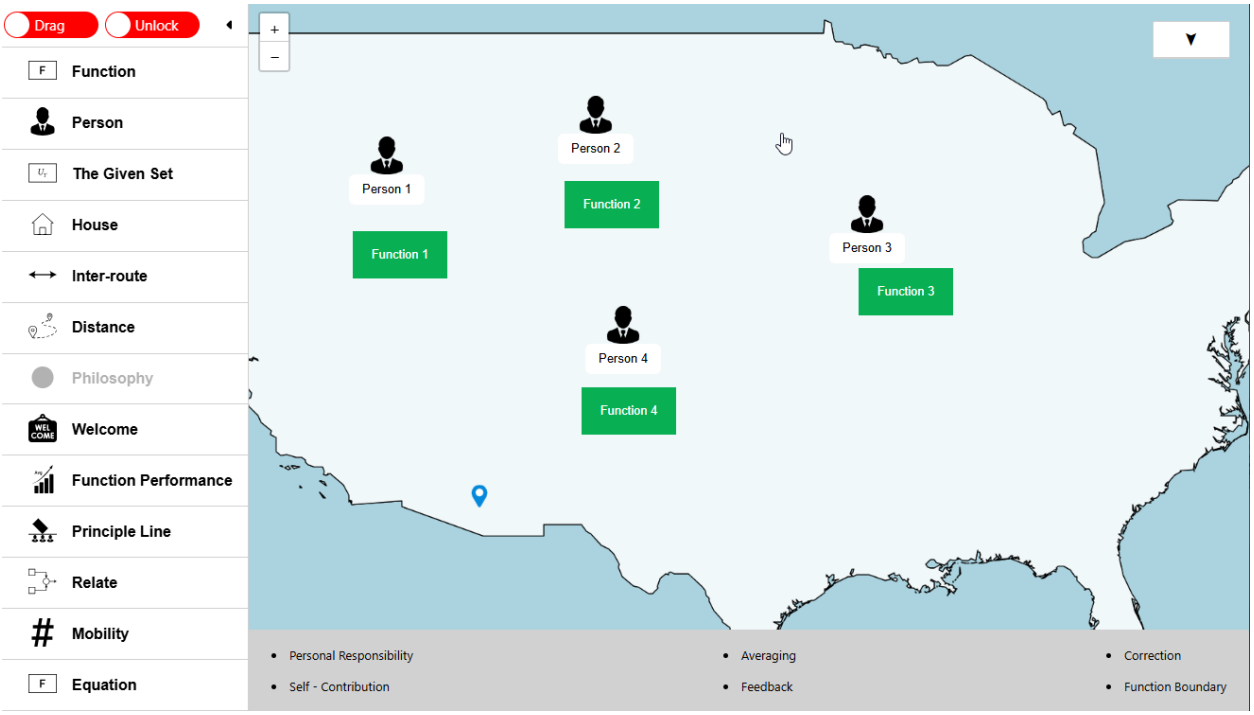
As we can see from the model above, we have multiple providers, where they can be located close to each other or farther from each other. From the model above, we show that the providers are located in the same street and distance from each other. In terms of problem solving, we can see that when a person or a customer has a problem to solve, that customer goes to a specific provider. For example, I have a car problem to solve, I go to Provider 1, in this case the problem I have determined what provider I need to go to where the function of that provide is to solve the car problem I have. In the other hand, if I am hungry, I go to provider 2, which is a restaurant. What is important here is that based on the problem I have, I think differently in terms of provider and function that can be executed to solve the identified problem. As we can see from the above, rather than having a function to solve all the problems, we have different providers that provide functions to solve different problems.

From the paragraph above, we think about functions that are executed to solve problems. We can ask this question, why don't we have a single function to solve all the identified problems. Why do we have multiple providers. Even when the providers are located closer to each other, however the replace starter function cannot be used to solve the hungry problem. In other wors, a provider that provides a function to fix a car, that same function cannot be used to cook a burger. A provider that provides a function to cook a burger, that same function cannot be used to replace a roof of a house. As we can see,

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there is a need to have multiple providers and multiple functions to solve identified problems, because a single function cannot be used to solve all the problems.

From the above explanation, we can see that mother nature does not allow that. In this case, for example, let's assume that I have a car problem, where the mechanic is currently working in the car to solve the problem, at the same time, the function cannot be used to cook a burger. We can see there is a limit here. Otherwise, it will be unnatural such as extending the arm of the mechanic, the distance the mechanic can see with his/her eyes. As we can see, mother nature provides a limit of what can be done in terms of functions executed to solve an identified problem. Because there is only one mother nature, the same mother nature exists locally, it also exists globally. In other words, the same mother nature that exists at our location, also exists at other locations. To better understand what we have just said, let's take a look at the map below.

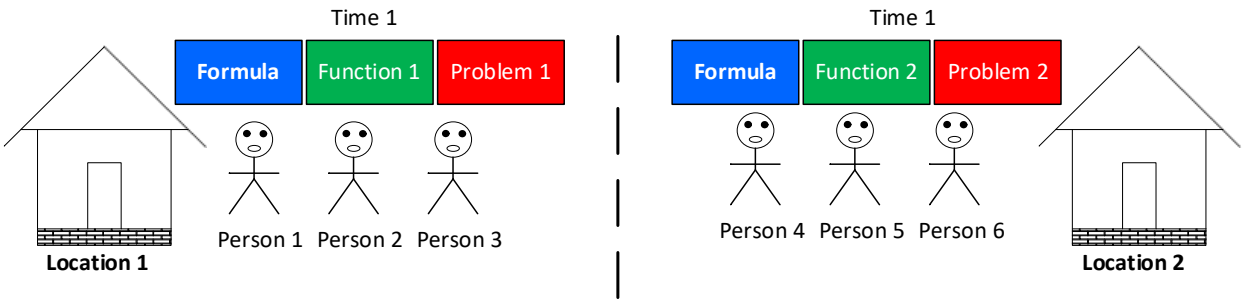


From above, at our location on the map, we have 4 providers that provide different functions to solve different problems. Because mother nature does not allow us to have a single function that solves all the problems, in this case we have Provider 1 provides Function 1 to solve Problems 1, where Provider 2 provides Function 2 to solve Problem 2.

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That is also applied to Provider 3 and Provider 4. What is important here, because there is only a single mother nature, the same mother nature that does not allow that at our location, also does not allow that at other location. So, mother nature limits that disregard location. Also, if that was possible, exchange between each other would not be possible at all.

Because function at location limits a provider to provide a single function to solve problems at all locations, it is not possible to identify a person function at multiple locations at once or identify a person at multiple location at the same time or provide a function to solve all problems at the same time. To better understand that let's assume eyes visibility with respect to mother nature. To do so, let's take a look at the model below.



From the model above, we can see that if Person 1 is identified at Location 1 at Time 1, it is not possible to identify Person 1 at Location 2 at Time 1. Mother nature does not allow that. Therefore, we must respect mother nature as well as function at location. Because there is only one mother nature that exists at all locations, it does not matter country or not, mother nature does not allow a function to be executed by a person in one country, at the same time that person is present to execute that function at another country. Not possible or accepted by mother nature.

59. **Understanding Problem and Solution Related to Entity Identification:** To solve unidentified problem, the following equation was given to us by our parent.

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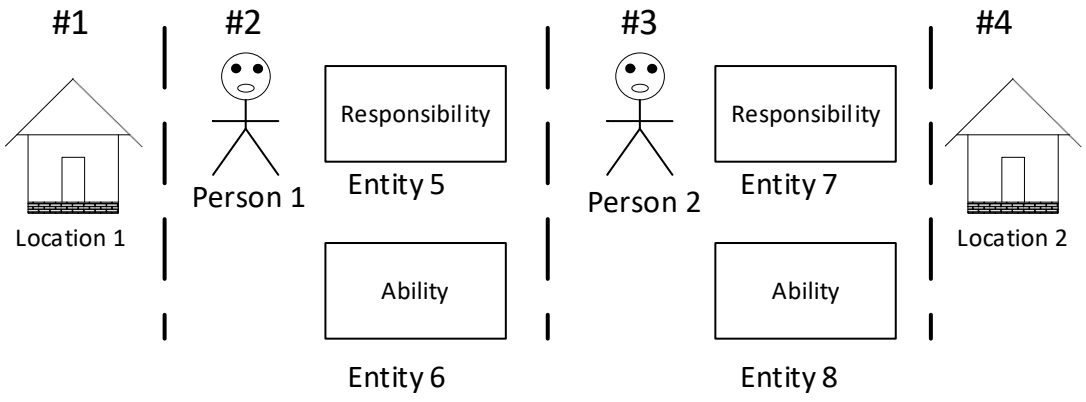
$$Available + Given = Solution$$

From the equation above, after we have identified the problem, we then identify the entity that is given to us as well as all entities that are available to help us solve the identified problem. Here, verify that you don't need more. In other words, in order to solve the identified problem, all that we need is the entity that is available to us and the entity that is given to us. In this case, more is not needed. All you need to do here is to verify that.

60. **Understanding Problem Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

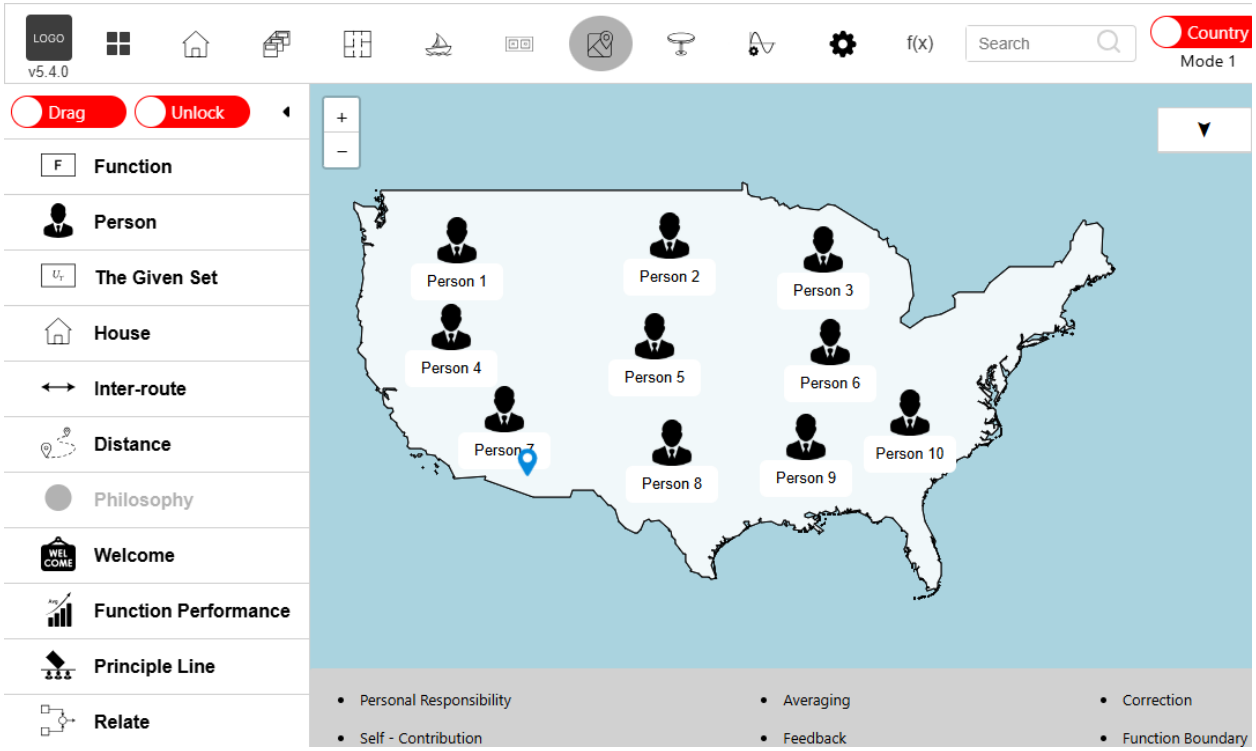
$$Available + Given = Solution$$

From the equation above, we identify the entity that is given to us as well as the entities that are available to us to help us solve the identified problem. In terms of entities that are available to us, we have identified and shown that responsibility and ability are two of them. From article basis 54, we have shown that the responsibility and the ability entities belong to the people rather than the location the people are or the country the people reside. It is always good to show that again by this model.



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From above, we can see that Entity 5 and Entity 6 belong to Person 1 while Entity 7 and Entity 8 belong to Person 2. What is important here is that, rather than the locations where Person 1 and Person 2 are identified, the responsibility and ability belong to them instead. For example, Responsibility 5 and Ability 6 belong to Person 1, rather than Location 1. As well as, Responsibility 7 and Ability 8 belong to Person 2, rather than Location 2 where Person 2 is identified. In terms of countries, let's take a look at the map below.



By looking at the map above, responsibility and ability belong to the people rather than the country itself. For example, from above we identify Person 1, Person 2, Person 3 to Person 10. Each person in the country has responsibility and ability, those entities belong to the people not the country.

In terms of solving problems, we use the formula above. Now, we can ask the question: why do responsibility and ability belong to the people rather than the locations they are at? Why do in a house, responsibility and ability belong to the people in that house rather than the house itself? Why in a country responsibility and ability belong to the people in

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that country rather than the country itself? The reasons for that, because people have the ability to apply formulas to solve problems. In a house, a person can apply or use a recipe to make a meal. In a country, a mechanic can apply a formula to restore a car. The house cannot do that for the person at the house. The country cannot do that for the people in the country. In other words, since the location where the people at cannot apply formula or dot things for people, only the people at the location can do that, therefore the people at the location are what have ability and responsibility. Since a country cannot apply formula for me, therefore a country does not have ability to apply formula. Since a house cannot apply formula for me, therefore a house has no ability or responsibility to apply formula. Responsibility to apply formula belongs to the people, not the house or the country where they are at or reside.

61. From the article basis above, we have learned and shown that people have ability to apply formula rather than the location or the countries where the people at. We have also shown and learned that the reason for that, because people have ability and responsibility to apply formula rather than the location where they are identified. Now, we can ask this question, if that is the case, who a formula should be given to. In this case, by identifying and separate entities properly, we can see that a formula must be given to the people rather than the location or the country or house where the people reside.

    To better understand the explanation above, let's take it like this. In a house, people in that house are identified and separate from the house. We also identify door, window, bathroom and so forth. If we identify people in that house, then the formula is given to the people rather than the other entities. In this case, we identify each entity and we separate them, where the formula is given to the entity that has the ability and responsibility to apply it which is the people.

As well as, in a country, we identify houses, tries, river, lakes, dogs, cats, horses and so forth. We also identify people. In this case, the formula must be given to the people, because they are the ones who have ability to apply it rather than the other entities that are identified in the country. In this case, as we can see, it is always good for us to separate and identify entities properly to determine which entity other entities belong to. By identifying people separately from other entities, we can see that ability and responsibility belongs to the people. Therefore, if a formula is given, it must be given to the people.

62. **Understanding Problem and Solution Related to Entity Identification:** Tol solve an identified problem, the following equation was given to us by our parent.

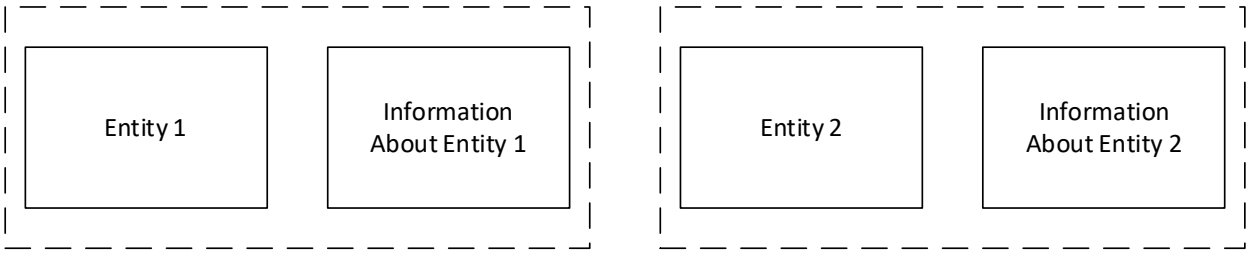
$$Available + Given = Solution$$

From the equation above, we identify the entity that is given to us as well as the entities that are available to us. Before we do that, we must first identify the problem we are trying to solve. In terms of the problem we are trying to solve, let's assume that we need to inform other people, then we can identify the problem we trying to solve as people need to be informed.

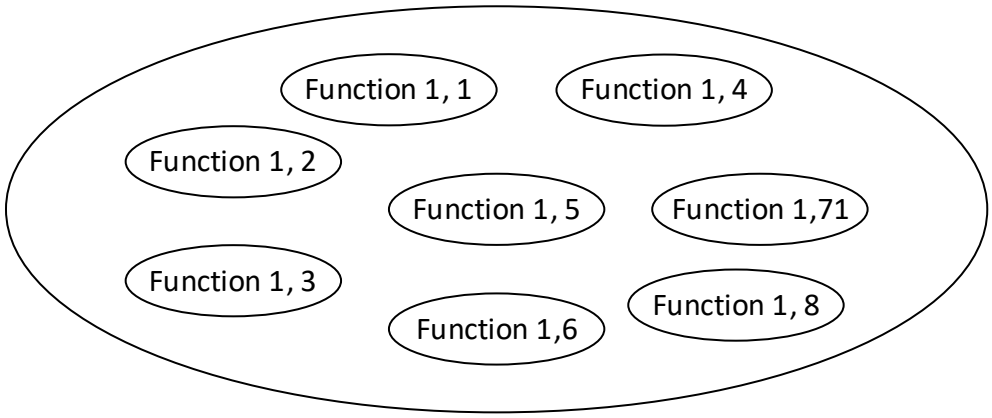
From above, we have identified the problem we are trying to solve as need information or simply people need information or people need to be informed. Now, in terms of entities that are available to us, we must identify entities that are available to us properly. From what we have just said, we can see that given information is one of the entity that is available to us. In other words, I need to inform you then the given information is what is available to me. We already know that communication is what is available to me as well. From what we have just said here in addition to entities that are available to me including: given information as well as communication.

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In terms of given information, let's take it like this. If two entities are identified, where the information about those entries is given, then the given information determines the comparison of those entities. It is always good to show that by this model.



From the model above, the comparison of Entity 1 and Entity 2 is determined by the given information which is Information about Entity 1 and Information about Entity 2. As another example, let's assume that a function is given as an average function as shown below.



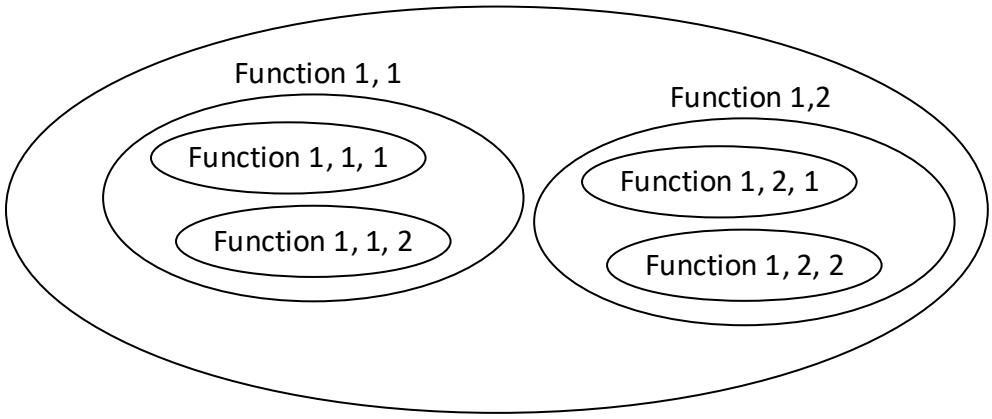
Function 1

From the model above, we can see that Function 1, 1, Function 1, 2, Function 1,3 etc. are parts of Function 1, where Function 1 is considered to be an average function. In this case, Function 1 needs all functions that are inside the circle in order for it to work or execute. As we can see in terms of information of entity available, the given information is Function 1 is an average function and Function 1 needs all other functions to work with. The given information is not a function inside Function 1 carries more weight than another function or another function is less than another one or another function is greater than another one and so forth. As we can see, in this case in terms of providing

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information or informing other people, it makes sense to identify the given information properly.

From the model above, since function 1 is an averaging function, the functions inside Function 1 or the Functions that are parts of Function 1 are considered to be averaging function as well. It is always good to show that by this model.



Function 1

From the model above, since Function 1, 1 is considered to be an average function, the functions inside it are considered to be average function as well. In this case, in terms of proving information, the given information still applies. It is not Function 1, 1, 1 is greater or less than function 1, 2, 1. Overall, we can see that Function 1 needs Function 1, 1, as well as Function 1, 1, 1, Function 1, 1, 2 and so forth. In order for Function 1 to execute properly, all functions need to execute properly.

63. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity that is given to us as well as the entities that are available to us to help us solve the

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problem. One thing we know about problem identification, and we have learned and shown that; if our parent does not identify an entity as a problem, we cannot identify that entity as a problem. From article basis 33, we have learned and shown that the mobility of a person from location to location is not a problem. In other words, our parent tells us that the mobility of a person from one location to another location requires The Given Set which is viewed as a pass.

By understanding the paragraph above, if we think that the mobility of people from location to location is a problem, then what we think itself is a problem. In this case, we can see that negative feeling or negative thinking enables us to think that mobility of people from location to location is the problem. The negative thinking problem needs to be solved, because without that, we will not be able to solve other problems. That enables us to think negatively about locations, countries, people and so forth. Thinking like that does not provide us with the ability to use the equation above to solve identified problems. That makes us view things negatively rather than positively. To better understand what we have just said, think it like this. We have a problem to solve, the problem we need to solve has a prerequisite, where the prerequisite of the problem we need to solve before the other problem is the negative feeling we have inside about locations, countries, people and so forth.

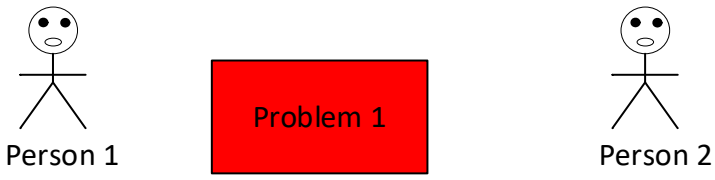
64. **Understanding Problem and Solution Related to Problem Identification:** To solve an identified problem, we must first identify the problem properly and use this equation to solve it.

$$Available + Given = Solution$$

By using the equation above, we identify the entity that is given to us as well as the entities that are available to us, which result to a solution for that problem. In terms of problem identification, let's look at this example. Person 1 has a car, where Person 2 has another

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car. Person 1 and Person 2 have a problem to solve. This problem is identified as Problem 1 as shown below.



Problem to be solved

As a result, Person 1 slashes the car's tires of Person 2, where Person 2 does the same thing by slashing the car's tires of Person 1. Now, determine how many problems need to be solved. You can sketch the problem you identify using model.

By working out the part above, you have identified the total problems that need to be solved. Now, identify each action taken by each person to solve the problems. You can sketch each action using models. Now, verify that before each action is taken the original problem has been misidentified. Now, equate each action as a negative function. Now, rewrite the equation above in this form:



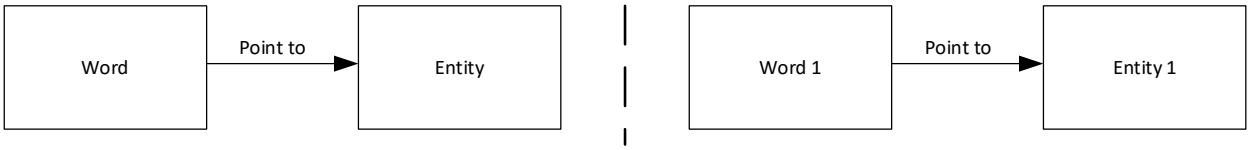
By working out the part above correctly, you have shown that misidentifying problems enables us to think negatively or the opposite, which result in negative solutions. Another way to say it is that when we think negatively about solving problems, this simply results to negative solutions.

65. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent.

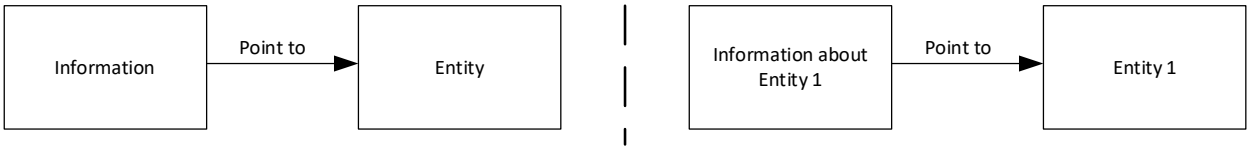
$$Available + Given = Solution$$

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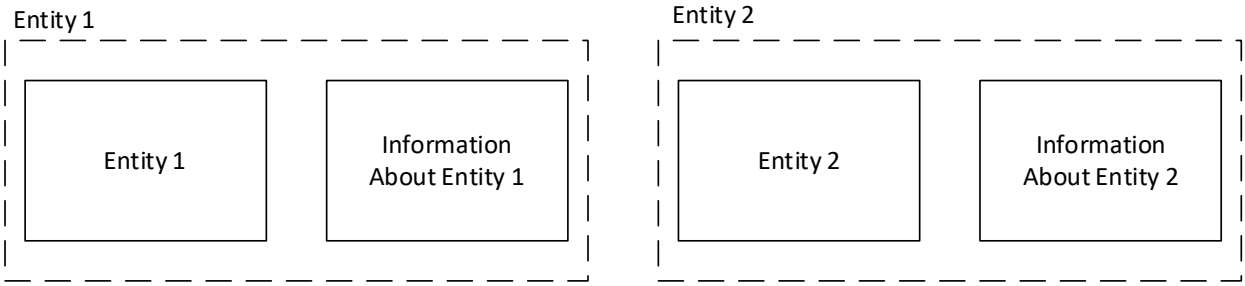
In terms of problem identification, let's assume that we have identified our problem as *people need to be informed*. In this case, we can say that we have a problem to solve and that problem is: *people need to be informed about an entity*. To solve this problem, we need to look at entity and word relationship. In terms of entity and word relationship, we have the following information that is given to us.



From above to the left it shows the relationship between word and entity where to the right it shows the relationship between specific word and specific entity. For example, if an entity is identified as Entity 1, then Word 1 can be used to identify that entity. In terms of entity and information, we know that the information about an entity points to that entity.



By understanding the model above, we already know that the information about an entity is given with that entity. In this case, we can show that by this model.



From the model above, it shows that the actual entity and the information given with that entity. For example, if Entity 1 is identified, then the information about Entity 1 exists and it is part of that entity. As well as, if Entity 2 is identified, the information about Entity 2 exists and it is part of that entity.

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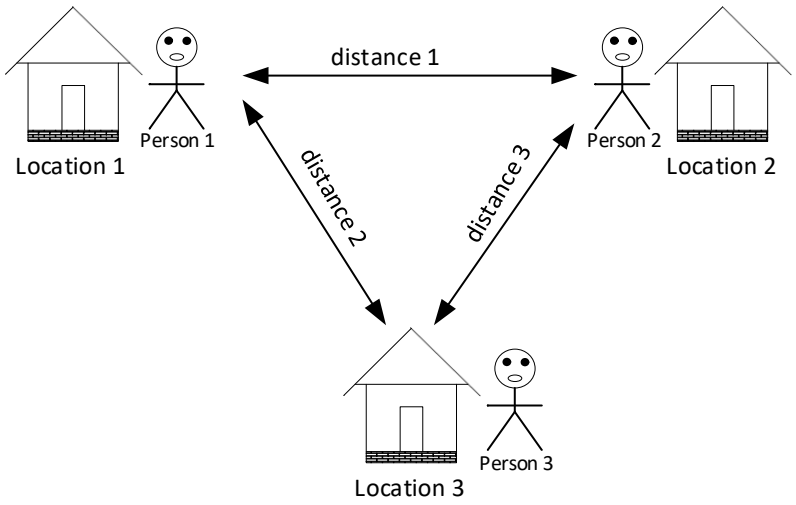
Now, the problem we need to solve is providing information to other people about an entity. Since words point to entities and information about an entity point to that entity, we inform people about the entity rather than the word that points to it. By using the equation above, we can see that information about an entity or given information can be viewed as an entity that is available to us to help us solve identified problems. Another way to look at it, when we hear, or repeat, or see a word, we think about the entity that word points to rather than the word itself, in this case when we inform, we inform about entities rather than words that point to them. Since information about an entity is part of that entity, when we inform about an entity, that also includes information given with that entity. If we inform about Entity 2 above, that also include information about Entity 2 which is part of Entity 2.

66. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following formula was given to us by our parent.

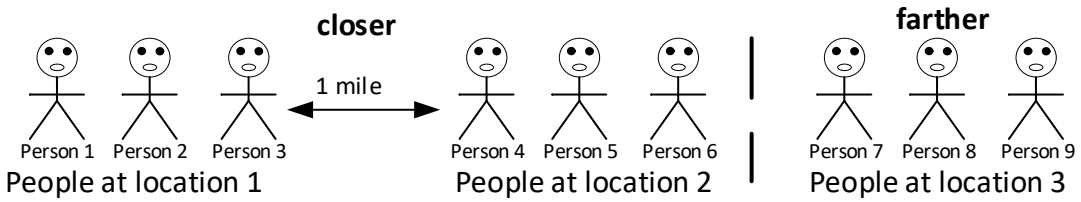
$$Available + Given = Solution$$

From the equation above, we identify our problems properly as well as the entity given to us and the entities that are available to us to help us solve the identified problems. In terms of entities that are available to us, we have shown that distance is one of them. Let's show that again by this model.

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From the model above, we identify people at Location 1, People at Location 2, and People at Location 3. Where Distance 1 is much closer to people at Location 1 and people at Location 2. We can say that from people at Location 1 and Location 2, distance 1 is less than 1 mile where distances 2 and 3 are thousands of miles. Let's show that by this model.



From the model above, we can see that people at Location 2 and people at Location 1 are closer to each other where people at Location 2 are much farther. To show that in terms of distance, we separate them. Now, let's assume that people at Location 1 and people at Location 2 have a problem to solve, here use the map to identify them, the distance between them, as well as the problem they need to solve. In other words, by using the map, identify the people and their lactations. You need to draw the distance between them. In this case, you identify the people, the distance, their locations, as well as the problem they need to solve.

By working out the part above, show that people at Location 3 or that group of people are not useful in terms of helping to solve the identified problem. Now, you are going to use

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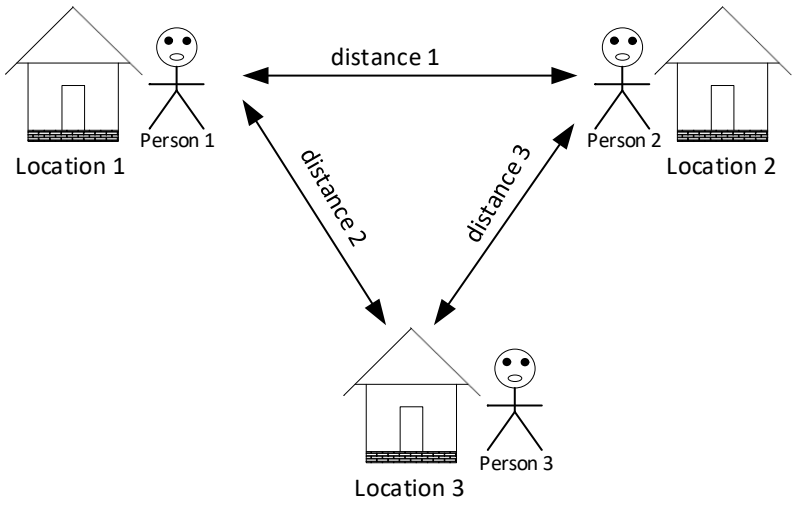
the equation to show that whether or not the group of people farther away or people at location 3 is helping in terms of solving the identified problem. Now, you are going to verify that by using the equation above, it is possible for people at location 1 and location 2 to solve the identified problem with the exclusion of people at location 3. In other words, by using the equation above, if people at location 3 are not helpful in help solving the identified problem, then it is possible to use the same equation to show that people at location 1 and people at location 2 can work together to solve the identified problem. Finaly, whether or not you are at location 1 and location 2, you are going to solve that problem with the exclusion of people at location 3. To work out this part, people or students can be divided into 3 or 2 groups. If 3 groups, show a group farther from the other 2 groups. Where the 2 groups that are closer to each other will work or use the equation to solve the identified problem.

67. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identified the problem, then we identify the entity that is given to us as well as the entities that are available to help us solve the identified problem. In terms of the entity that is available, we know that distance is one of them. At a closer distance, it takes us less effort to transport an entity from one location to another location, where at a farther distance it takes us more effort. To better understand that let's take a look at this model.

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From above, distance 1 is shorter than distance 2 and distance 3, therefore it takes people at Location 1 and at Location 2 less effort to transport goods to Location 2 and Location 1 than to Location 3. Now, in terms of transport goods, let's take a look at multiple cases.

Case 1: there is a land route, there is also a sea route, where both the land route and the sea route can be used to transport an entity that has been extracted from the ground. However, the land route enables an entity that carries the other entity pass through multiple locations. Because there may be some other problems that need to be solved first, the land route may not be taken into consideration. Here you are going to identify all problems that need to be solved and use the equation above to solve the problem.

Case 2: To transport goods from location to location, there exists a route. Where that route passes through multiple locations. There may be some other problems when goods are transported passed through to some locations. For this reason, another route may be proposed by others. Here, you need to identify the problem that needs to be solved. You are going to use the equation above to identify the problem. You can use the map to draw the route if you want to. This one can be worked out in groups as well as multiple groups at multiple locations.

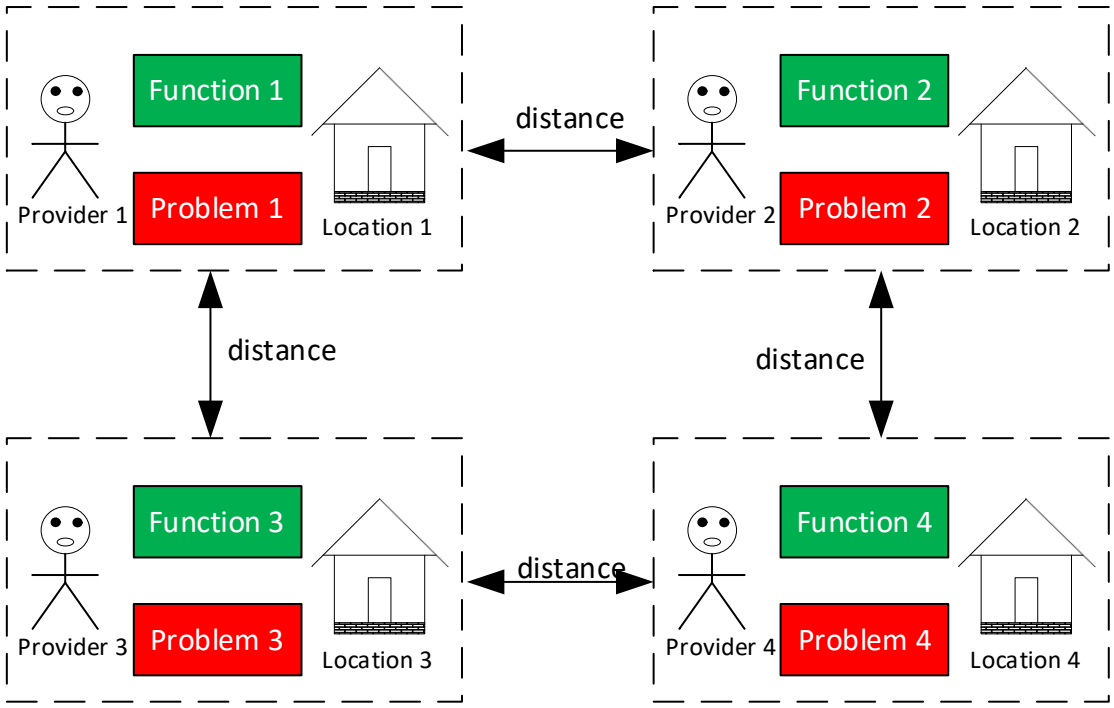
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By working out both cases above, here you need to use the equation above to show that we work harder with no result when we misidentified the problem we try to solve. You can also look at it this way. If the problem we try to solve has prerequisites, we need to first solve them before solving the main problem. When we disregard the prerequisites, that will not result in a proper solution.

68. **Problem and Solution Related to Function at Location:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then identify the entity given as well as the entities that are available which result to the solution of the problem. In terms of entities that are available to us to help us solve the identified problem, we know that distance is one of them as well as our responsibilities and abilities. In terms of providing functions to solve identified problems and distances, let's take a look at the model below.



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From the model above, we can see that at Location 1, Provider 1 provides Function 1 to solve Problem 1. At Location 2, Provider 2 provides Function 2 to solve Problem 2, where Location 1 is distance from Location 2. This process also happens for Provider 3 and Provider 4. The way to look at it, Provider 1 can be a mechanic that provides a car repair function where Provider 2 can be a restaurant that provides a dining function. What is important here, because of function at location, Function 1 is local to Location 1, where Function 2 is local to Location 2, and so forth.

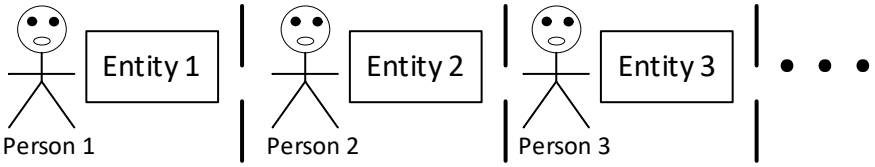
From the paragraphs above, we have shown that the functions provided by the providers are local to their respective locations. What is important here, since it is not possible to identify a provider at multiple locations at once, a function provided by the provider is not considered to be nonlocal to the other locations. To better understand that let's take it like this. If a mechanic fixes cars, the Fix Car function is local to the location of that mechanic. For above, if Function 1 is Fix Car, then Fix Car is local to Location 1. Fix Car is not local to Location 2. The same as, if Provider 3 provides a function which is Renovate House, this function is local to Provider 3. This function is not considered to be local to Providers 1, 2, and 4.

69. **Understanding Problem and Solution Relate to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

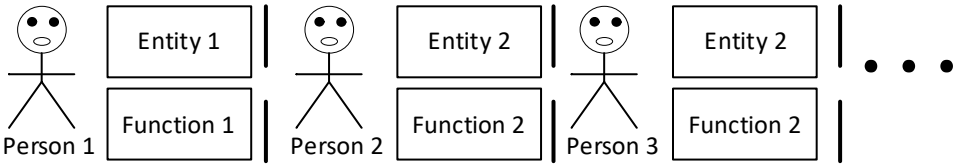
$$Available + Given = Solution$$

From the formula above, we must first identify the problem, then the entity that is given to us as well as the entities that are available to us to help us solve the problem. In terms of entities that are available to us, we know that responsibility and ability are two of them. In terms of ability, while we have the ability to solve a problem that we identify, we also have ability to identify that problem properly. In terms of problem identification, let's take a look at this scenario. People are using an entity as shown by the model below.

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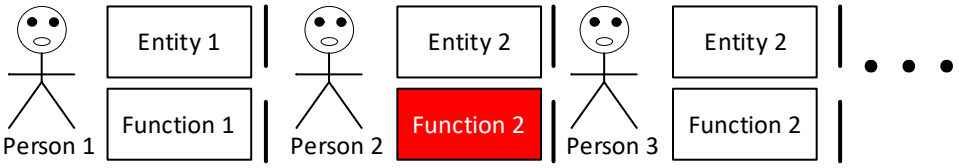


From the model above, it shows that people are using entities where those entities can be devices like phones, tablets, computers, servers, databases, and so forth. It is always good to separate the usage of the entities from the entities themselves. In this case, the usage of the entities is viewed as functions. From that, we can say that a person is using an entity to execute a function. For example, Person 1 uses Entity 1 to execute Function 1. It is always good to show that by the model below.



From the model above, we can see we separate the usage of the entity from the entity itself. For example, if Entity 1 is a phone, we separate the usage of the phone from the phone itself. As well as, if Entity 2 is a computer or server, we separate the usage of the entity from the entity itself. What is important here, in terms of problem identification, we need to identify and separate the entities properly, if there is a problem so we can identify the problem properly to solve it.

From the paragraph above, let's assume that Person 2 misused Entity 2, in this case it is always good to show that by the model below.



Now, in terms of problem identification, we have identified that a person misuses an entity. In this case, by modeling everything, we can see that the problem is not in the

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entity itself, but the misused of the entity by the person. What is important here, what can we do to solve that problem?

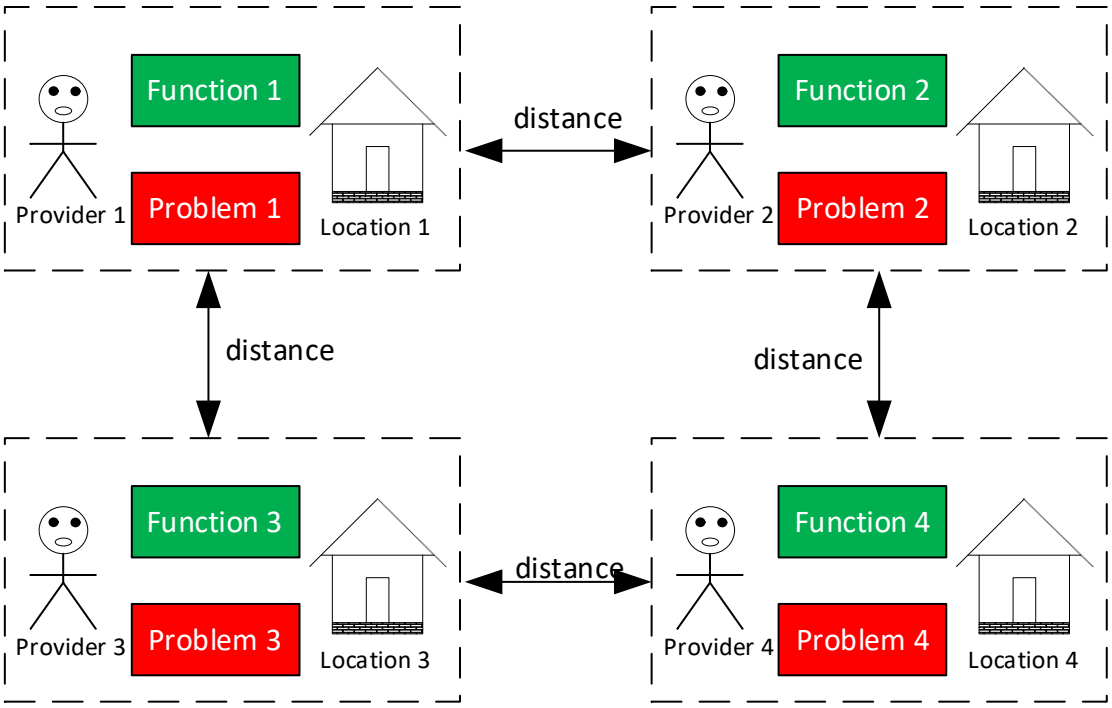
By working out the part above, you may have properly identified the problem. In terms of problem identification, while you may have identified the problem properly, it is possible for other people to misidentify the problem. In this case, it is possible for them to identify the problem as the entity itself rather than the usage of that entity. When that happens, it is possible for them to stop the usage of that entity, prevent people from using that entity, cease the existence of that entity and so forth. All you need to do here, use the equation above to show that it does not solve the problem. In other words, show that preventing people from using an entity does not solve the misuse of the entity problem. Again, use the equation above to show whether or not preventing the usage of an entity is substituted for the misusage of that entity.

70. **Understanding Function at Location Related to Problem Solving:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we must first identify the problem we try to solve, then identify the entity that is given to us to help us solve the problem; as well as the entities that are available to us to help us solve the identified problem. In terms of entities that are available to us to help us solve our problems, function at location is one of them. In other words, distance is one of the entities that is available to us, as well as the function at location entity. The function at location entity enables us to identify our location as well as local functions. To better understand what we have just said, let's take a look at this model.

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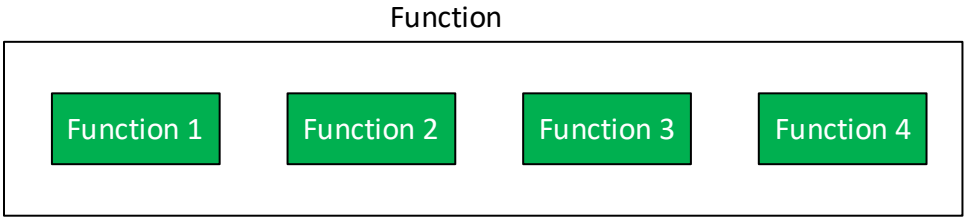
From the model above, we can see that Function 1 is local to Location 1, Function 2 is local to Location 2, and so forth. What is important here, with function at location, Function 1 at Location 1 cannot be substituted for Function 2 at Location 2 to solve Problem 2.

To better understand the explanation above, let's take it like this. At Location 1, a group of people is providing a function to solve Problem 1. Where at Location 2, another group of people is providing a function to solve Problem 2. Location 1 and Location 2 are distance to each other. With function at location, mother nature identifies people at Location 1 as well as People at Location 2. Mother nature also knows that people at Location 1 cannot replace or substitute for people at Location 2. In terms of misunderstanding, when function at location is misunderstood, it is possible for us to think otherwise. In other words, by disregarding function at location, it is possible for people at Location 1 or other location to think that local function can be disregarded. In other words, they think that function at Location 2 as an example does not belong to people at Location 2. This enables us to work harder when we think like that with no result.

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To better understand the paragraph above and the importance of function at location, let's take a look at this example. At location 1, Function 1 is provided by a mechanic which is Fix Car. Where, at Location 2, Function 2 is provided by a plumber which is Replace Water Header. As we can see, the Fix Car function is local to the mechanic as well as the Replace Water Heater function is local to the plumber at their respective locations. By disregarding function at location, the mechanic thinks that the function of the plumber belongs to him and vice versa. What happens here, because function at location is important, that enables the mechanic or the plumber to work harder with no result.

Another way to look at the importance of function at location is averaging. If you want to, you can use the map to show that. If we look at the model above, we can consider it to be a city, a country, or the world. Where each function is important and the total function takes averaging into consideration. We can look at the average function as shown below in terms of parts of functions.

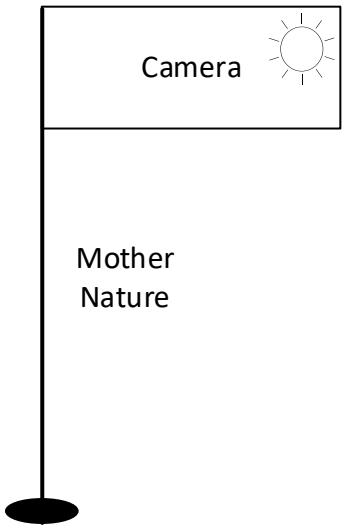


What is important here, because function at location takes averaging into consideration. Everybody is contributing to his/her respective location, then we do better, and one does not have to work harder. However, by disregarding function at location where one tries to assume function that does not belong to him/her, that enable us to work harder with no result or negative result. As we can see, function at location takes averaging into consideration as well as local functions. In this case, we can see that function at location enables one to take less load on his/her shoulder where the weight of functions is distributed in a form where everybody is participated or contributed.

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Function at location enables everybody to focus in his/her function at his/her respective location. For example, locally the mechanic can focus on fixing the car, locally the plumber can focus on the replacement of the water heater. As we can see, because I can focus on my function at my location and you can focus on your function at your location. Both of us can focus properly, which makes both of us more productive. The result is good for both me and you.

71. **Understanding Mother Nature and Information**: From article basis 25, we have learned and shown that information about an entity is known first by mother nature before us. To better understand mother nature in relationship with information, it is always good to look at it this way. In terms of information, mother nature is viewed as a giant camera that is located upward in a position that can see everywhere. To better understand what we have just said, let's take a look at the model below.



From the model above, we can see that mother nature has a view of all events that happen and record them. In this case, we can see that mother nature sees the events before us. Mother nature has the first view of all events while they are happening, before we see them. Mother nature knew about all functions that are executed before we know them. If information exists, then mother nature already knows it first. For example, if a car accident happens at an intersection between two streets, mother nature already

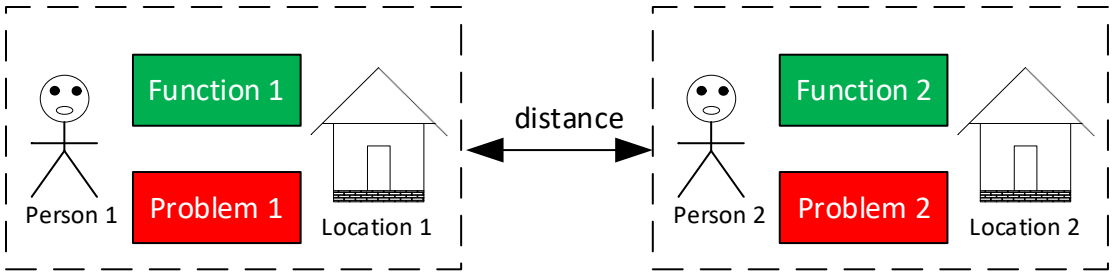
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knew that information before us. In terms of providing information or being informed, it is always good to know that and understand that.

72. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

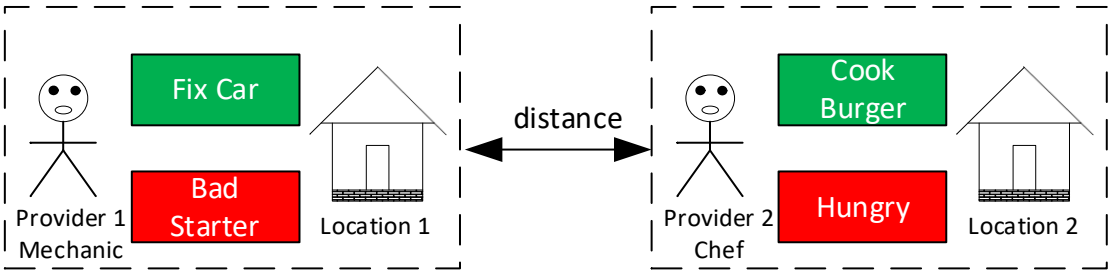
$$Available + Given = Solution$$

From the equation above, we first identified the problem, then the entity that is given to us as well as the entities that are available to us to help us solve the identified problems. In terms of the entity that is available to us, we know that function at location is one of them. In other words, the function at location entity that is available to us is one of the entities that we can plug in to the equation above which enables us to result to a solution. The function at location entity enables us to view a function that is executed at a location is local to that location to solve an identified problem at that location. It is always good to show that by this model.



Function 1 is local to Location 1 to solve Problem 1, while Function 2 is local to Location 2 to solve Problem 2. By understanding that, we can see Function 1 does not extend to Location 2 and Function 2 does not extend to Location 1. While we say it like that, this form is probably better and proper. Since Function 1 is local to Location 1, Function 1 does not extend to Function 2 at Location 2. Since Function 2 is local to Location 2, Function 2 does not extend to Function 1 at Location 1. To better understand what we have just said, let's take a look at this model.

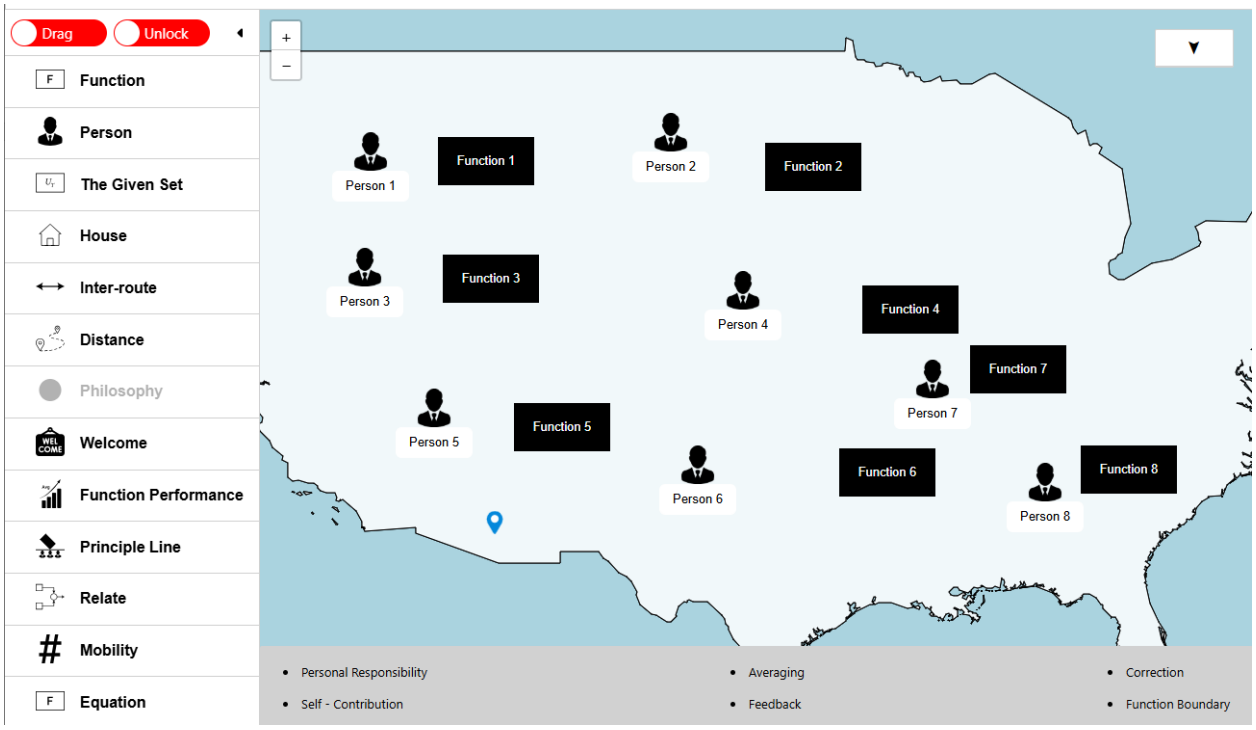
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From the model above, at Location 1, Provider 1 is a mechanic who provides a fix car function to solve a bad starter problem, where at Location 2, Provider 2 is a chef that provides a cook burger function to solve a hungry problem. As we can see here, the fix car function is local to Location 1 where the cook burger function is local to Location 2. The fix car function does not extend to the cook burger, as well as the cook burger function does not extend to the fix car function. Because of function at location, that makes sense since the fix car function cannot be used to solve the hungry problem, as well as the cook burger function cannot be executed to solve the bad starter problem. So, function at location makes is possible for a function to execute at a location to solve specific problem.

As we can see from the map below, multiple people have functions. We can also say that the map shows multiple providers provide functions to solve problems. For example, Person 1 has Function 1, Person 2 has Function 2, Person 3 has Function 3 and so forth. Those functions are considered to be local functions. The function of Person 1 cannot be extended by Person 2. Another way to look at it, since Person 1 is contributing, the contribution of Person 1 is not view as the contribution of Person 2.

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From the map below, we show functions of people at specific country. We simply show some of them, but we did not fill the map show all. What is important here, since from the map above the functions are local, the functions from the map above do not extend to other locations or countries. In other words, a function at our location or country cannot extend to another location or country. Function 1 at our location above, does not extend to function at another location. Function 1 at our country above does not extend to Function 5 at another country. Function 1 is local to our country, so is Function 5 is local to another country. Function 1 is executed by a person in our country, while Function 5 is executed by a person in another country. All those functions are considered to be local functions because of function at location. To better understand that let's take a look of the map below.

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From the map above, as we can see, because mother nature takes function at location into consideration, a function that is executed in a country cannot be extended to another country. A function that is executed by a person in a country to solve a problem, cannot be extended to another function to solve another problem in another country. Mother nature does not allow that.

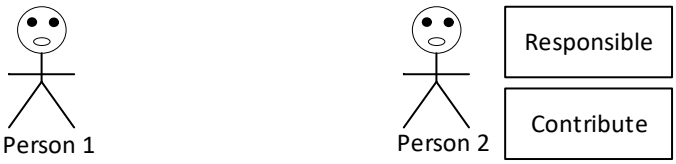
73. **Understanding Free Pass**: Free pass is not natural to life. In life everybody must contribute. When we disregard our contribution to life, we think we get a free pass, that is simply a misunderstanding of life that requires us to work harder, because the system is averaging. Another way to look at it, if mom tells us to do something and we don't do it. We think we will get a free pass, and later we will have more work to do. It would have been better if we did it at the time mom tells us to do it. Another example, at the time mom told me to wash the dishes, I did not do it. I think I had a free pass. Later, I have more dishes to wash, and I have to work harder. The key is that there is no free pass in life. Everybody must contribute. At the time we identify a problem, we solve it. The more we wait, the harder we are going to work later. To better understand free pass, let's take a look of the equation given to us by our parent. In order to solve our problem, we have to user the equation below given to us by our parent.

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$$Available + Given = Solution$$

By using the equation above, we can identify the problem we try to solve and use the equation to solve it. Now, by disregarding the equation or the entity given to us by our parent to solve our problems, we think we can solve our problems. That is viewed as a free pass, later we realize that is not possible, then we have more work to do. By understanding the overall explanation up to here, we can define a free pass anything that is natural and we contradict otherwise. For example, mother nature says life requires my contribution as well as my responsibility. If I don't contribute and act irresponsibly, I think I will get a free pass, but that is not the case because that puts more stress on the system. That enables life to function abnormally. Another way to look at it, at work I must contribute and show responsibility, by disregarding that, that does not help the overall function to solve the identified problem.

74. **Understanding Free Pass**: From the article basis above, we have learned that a free pass is not natural to life. As an average system, life requires the contribution of everybody. In other words, as we are alive, we must contribute to life. As we are alive, we must contribute to the system that enables us to function. Since mother nature does not give free pass, it is not possible for us to generate our own free pass. Because life is an average system, I must contribute to it, and you must contribute to it. I cannot generate my own free pass to prevent me from contributing to life. I cannot generate my own free pass to preventing me from being responsible in life. Because of that, the only thing I can do to get a free pass is from another person. To better understand what we have just said, let's take a look at the model below.



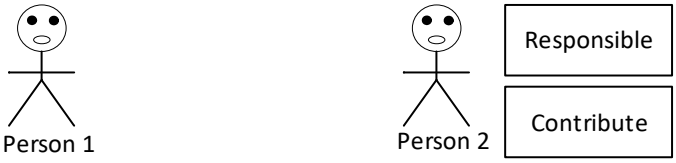
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From the model above, we can see that Person 2 is responsible and contributes while Person 1 is not; because of that it looks like Person 1 gets a free pass. What is important here, Person 1 cannot generate his/her own free pass. Person 1 can only obtain a free pass from another person or Person 2. What happens here, a person cannot generate his/her own free pass. A person can only obtain or try to obtain a free pass from another person. In order for that to happen, the person must show some type of misunderstanding of life. If the person knows that he/she must contribute, the person will always alert the other one to contribute to life and being responsible. Take another example at work, I must contribute, and you must contribute. I must show responsibility, and you must show responsibility too. If I try to get a free pass, then you must alert me that it is not acceptable and that will not help the overall function to solve the identified problem. Because the overall function to solve the identified problem is an average function and it requires my contribution and your contribution; therefore, when I tried to get a free pass, that will not help us solve the problem we try to solve.

As we have learned from the paragraph above, free pass is not natural to life and mother nature does not give free pass. Life is an average system that requires both my contribution and your contribution. I cannot get a free pass from you, and you cannot get a free pass from me. I should not try to get a free pass from you, and you should not try to get a free pass from me. What is important there is that since free pass is not natural to life, free pass is the result of misunderstanding of life. A person who gets a free pass or who tries to get a free pass from another person, is simply a person who misunderstands life.

By understanding the paragraph above, we can see that the understanding of the person who gets a free pass from another person or a person who tries to get a free pass from another person is lower than the understanding of the person who that person obtains the free pass from. To better understand what we have just said, let's take a look at this model again.

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From the model above, since Person 1 gets a free pass from Person 2 or tries to get a free pass from Person 2, the understanding of Person 1 is lower than the understanding of Person 2. We can see that Person 2 has a better understanding of life than Person 1. If Person 1 understands life, Person 1 would not try to get a free pass from Person 2. If Person 1 has any understanding of life, Person 1 would think about his/her contribution to life and his/her responsibility. As we can see here, Person 1 has more learning to do than Person 2. In this case, we can see that Person 1 has a lower understanding than Person 2.

As we have learned above, a person who obtains a free pass from another person has a lower understanding from the person. Another thing again, since a person cannot generate his/her free pass and can only obtain a free pass from another person, if I get a free pass from you, you must allow me to get it. From above, if Person 1 gets a free pass from Person 2 or Person 1 tries to get a free pass from Person 2, Person 2 must allow that. If Person 2 does not allow it, Person 1 would not get it. If I get a free pass from you, because you allow me to do so. Since I cannot generate my own free pass, if you don't allow me to get it from you, I would not be able to get it.

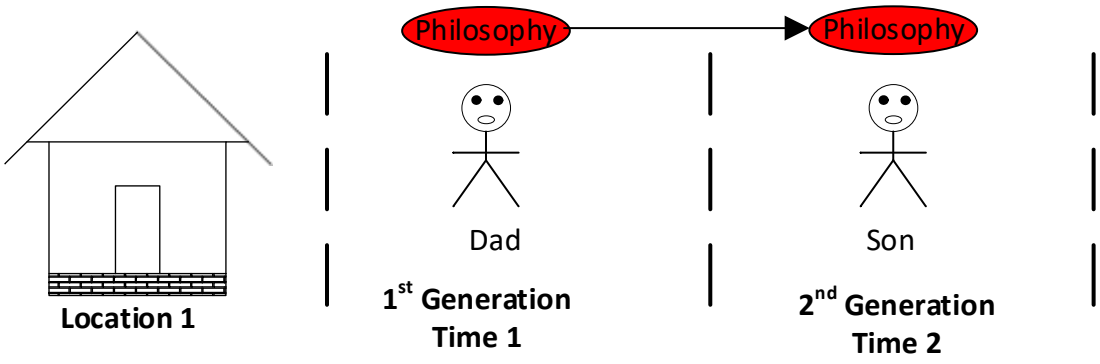
By understanding the paragraph above, we can see that in terms of time, the understanding of the principle start earlier from the person who a person obtains a free pass from than from the person who gets the free pass. To better understand what we have just said here, let's take it like this. At Time 1, I get a free pass from you. At Time 2, I tried to get a free pass from you again, you stop me. Because your understanding of the principle started earlier than me. In my understanding, I always think I can get a free pass from you. In your understanding, you think that what I did was wrong. Another example, at Time 1, I steal from you. At Time 2, I try to steal from you again, you stop me. Because

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mother nature says no steal. You realize that I should not steal from you, before I realize that I should not steal from you. If I got a free pass from you, your understanding of the principle is going to start earlier than me.

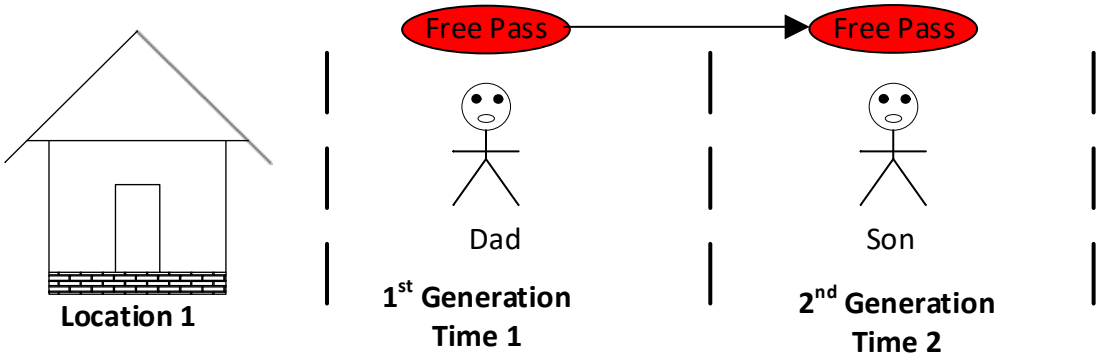
To better understand the overall explanation, if you want to you can use the given equation to show that there is no free pass in life. Once you are done, if you want you can also do this as a second part. Use the given equation to show that a free pass cannot be used to solve identified problems. In other words, to better understand free pass. Use the given equation to show that mother nature does not give free pass. Then after, use the same given equation to show that a free pass cannot be used to solve an identified problem.

75. **Understanding Inheritance and Free Pass:** Because life is not compatible with free pass, it does not mean if dad got a free pass the son will get a free pass. Because in life, everybody must contribute, if dad did not contribute and get a free pass, that does not mean the free pass will be available to the son all the time. The reason for that, at any given time, mother nature can say enough is enough, no more free pass. We have no control of that, since we cannot create our own free pass. Because of that, it is always good for the son not to try to get a free pass after realizing that dad got a free pass, rather than continue to try to get a free pass. To better understand the explanation, let's take it like this.

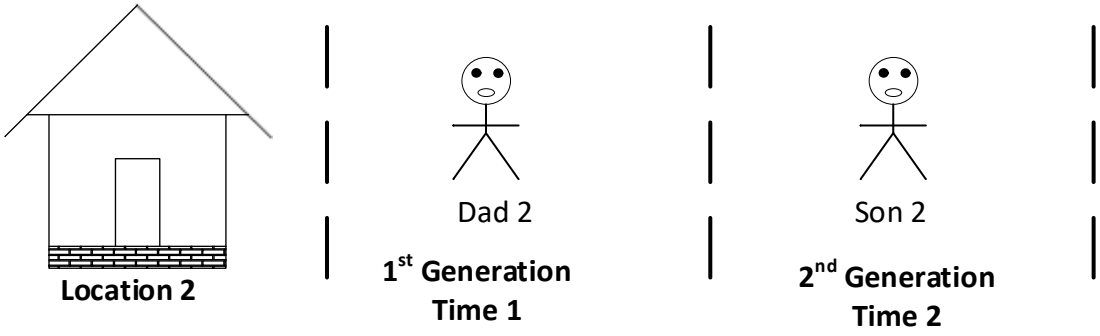


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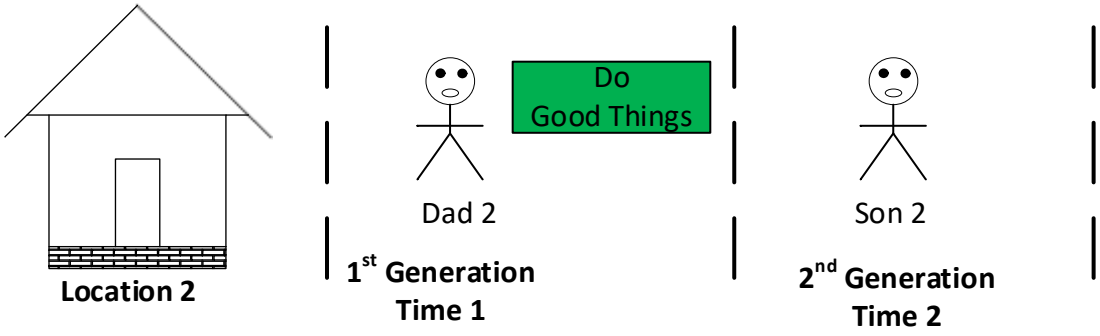
The model above is the same as the one below, where a free pass is viewed as negative idea or negative philosophy.



From the model above, we can see that at Time 1, dad gets a free pass; for example, stealing from locations to locations or doing bad things from locations to locations. At Time 2, the son never realizes that and continues to try to get a free pass. At the same time, at another location like Location 2, we have:

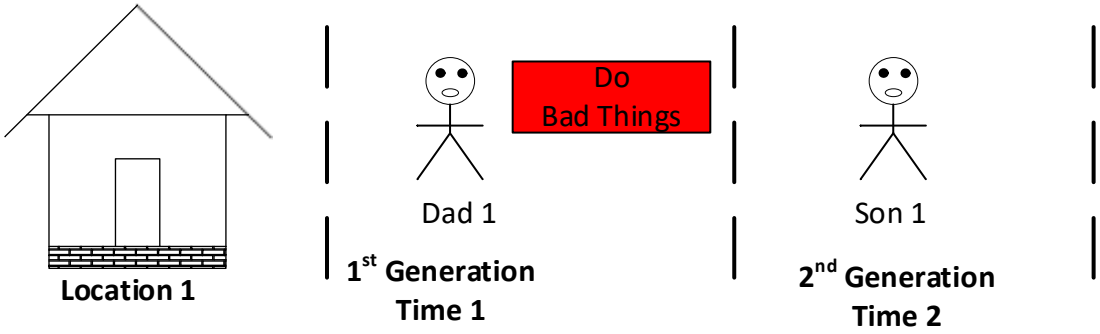


From above, at Location 2, Dad 2 does good thing and never tries to steal; never tries to go house to house stealing and doing bad things. At Location 2, Dad 2 never tries to get a free pass. We can show the model at Location 2 like this for Dad 2.

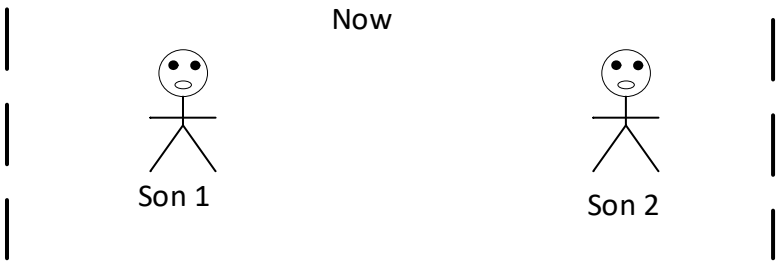


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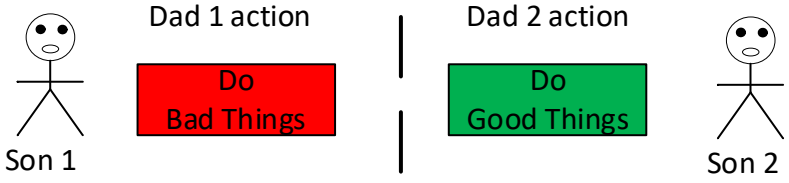
Where at Location 1, Dad 1 does bad things. It is always good to show the model at Location 1 with dad doing bad things like this.



As we can see from the 2 models above, in one model Dad 1 did bad things in the past like going houses/locations to houses/locations stealing and doing bad things. While at Location 2, Dad 2 did not do that, but did good things. Now, at another time like at current time, both sons meet together. It is always good to show them together like this at time now.



As we can see from the model above, at time now, both sons meet, where Son 1 tries to get a free pass from Son 2. In this case, Son 1 tries to come up with a scenario that his dad looks like the other dad. In other words, Son 1 tries to get a free pass from Son 2 by saying to Son 2 my dad looks like your dad—Dad 1 looks like Dad 2. As we can see here, that is not acceptable, because the two actions are not equal. It is always good to put them side by side as shown below.



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From the model above, we can see that Dad 1 action is not equal to Dad 2 action. Dad 1 action does not look like Dad 2 action. Stealing is not equal to not stealing. Going from location to location stealing doing bad things is not equal to going to location not stealing and doing good things. What is important here is that while your dad was doing good things, my dad was doing bad things. I cannot come to you today to try to get a free pass from you by saying to you my dad looks like your dad, where I forget the actions. Why didn't I say the good things my dad did equal to the good things your dad did, because I try to hide something to get a free pass.

76. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent.

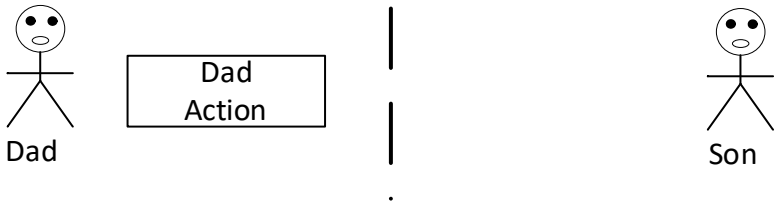
$$Available + Given = Solution$$

From the equation above, we must first identify the problem; then we identify the entity given to us and the entities that are available to us to help us solve the problem. From the article basis above, we have shown that executing a bad action is not equivalent to executing a good action. For example, while my dad was doing bad things, your dad was doing good things. Here, if you want to, use the equation above to show that those two actions are not the same. In other words, by using the equation above, you can show that if my dad steals in the past or going to houses breaking stuffs doing bad things is not the same as if your dad did good things in the past like did not steal and did not go house to house or location to location breaking stuffs.

77. **Understanding Mother Nature Related Information:** Previously, we have learned that information about an entity is given with that entity. The information about an entity is first learned by mother nature, then after by us. For example, if an accident happens at an intersection, that information is first known by mother nature before us.

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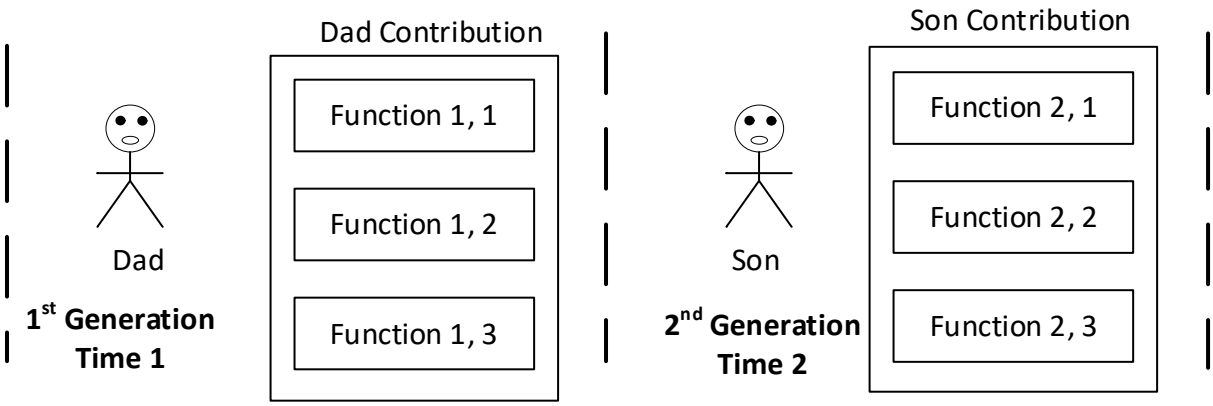
From the paragraph above, we can see that in order for that to happen, mother nature properly identifies and separates entities. For example, if Entity 1 is given with its information where Entity 2 is also given with its information, mother nature is able to separate properly the entities as well as the information about the entities. Related to dad and son from article basis 75 above as well as article basis 12, we can see that mother nature separates the dad and the son as well as the action of the dad. It is always good to show them by this model.



From the model above, we can see that not only mother nature separates the dad from the son, mother nature also separates the action of the dad. In this case, we can see that mother nature does not identify the dad for the son as well as identify the son for the dad. For example, my action is considered to be my action. My action is not considered to be my dad's action. I am not identified for my dad, and my dad is not identified for me. For example, when you see me with your eyes, you don't see my dad. When you see my dad with your eyes, you don't see me.

78. **Understanding Mother Nature Related to Information:** By understanding the article basis above, we have shown that the action of the dad is not equal to the action of the son. This is the way mother nature sees it and identifies it. My action is considered to be my action, and my dad action is considered to be my dad's action. The action of my dad is not considered to be my action. Now, let's take a look at dad's contribution and son's contribution. Now, let's assume that at Time 1 dad executed functions which are viewed as his contribution as shown below.

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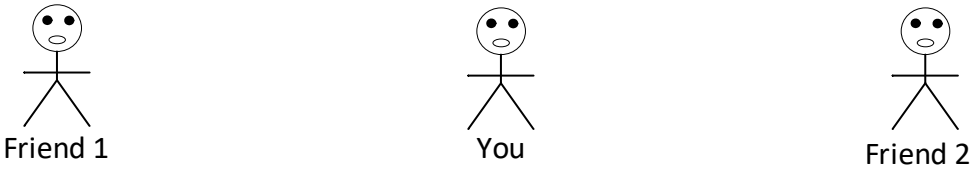
From the model above, we can see that the functions executed by the dad are not the functions executed by the son. The contribution of the dad is not the contribution of the son. This is the way to look at it, if the dad executes a function Fix Car. Disregard whether or not the dad is alive, that function is not executed by the son. The contribution of the dad is not viewed as the contribution of the son. Disregard whether the dad is alive or not, the son must contribute. In other words, if both the son and the dad are alive, both of them must contribute. The contribution of the dad from the past is not the contribution of the son at present time. As well as, at the present time, the contribution of the dad is not the contribution of the son.

To better understand the explanation above, let's take it like this. At Time 1, the dad executed a function Fix Car. Where Time 1 is past time and the dad is no longer alive. At Time 2, the son is alive and executes a function Make Pizza. The Fix Car function executed by the dad is no longer visible to mother nature, but the Make Pizza executed by the son is viewed as the function that is visible or identified by mother nature. Because the dad is no longer alive, if there is an error, feedback cannot be given to the dad but the son. The way to look at it, functions executed at present time by people who are alive, are functions that are visible to mother nature. Contribution of people who are no longer alive, is not viewed as contribution of people who are alive. Contribution of people who are alive is not viewed as contribution of people who are no longer alive. That makes sense, since mother nature tells us as we are alive, we must contribute to life.

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Another way to look at it, because the dad is no longer alive, the dad cannot contribute and has no responsibility. At present time, the son must contribute and have responsibility. In other words, people who are not present in life cannot contribute and have no responsibilities. Where people who are still alive must contribute and have responsibilities.

79. **Understanding Mother Nature and Free Pass:** Since mother nature says no free pass, free passes are not available in life. By understanding that, we can see I cannot get a free pass from you, and you cannot get a free pass from me. To better understand that let's take a look of this model.



From the model above, as you can see. You have 2 friends: one of them on the left side and one of them on the right side. Since mother nature says no free pass, any of your friends cannot get a free pass from you. The friend to the left cannot get a free pass from you, so does the friend to the right.

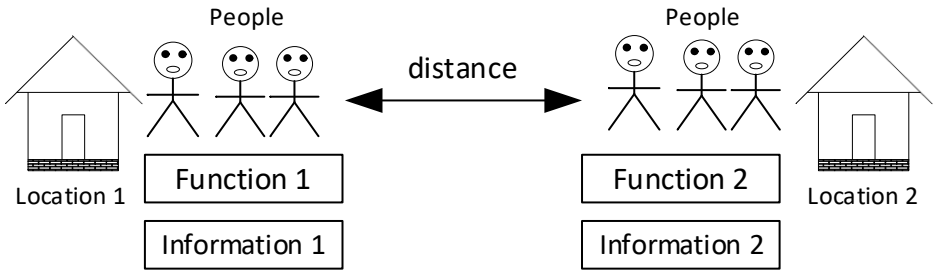
Now, since mother nature says not free pass and any of your friends should not get a free pass from you. What happened if you decided to give a free pass to Friend 1 and excluding Friend 2? As we can see, we have a problem here. Since mother nature says no free pass, neither Friend 1 nor Friend 2 should get a free pass. All you need to do here is to use the equation below to verify or show that there is no free pass in life.

$$Available + Given = Solution$$

80. **Understanding Mother Nature Related to Information:** In terms of information, we know that the information about an entity is given with that entity and the information

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about an entity is first aware by mother nature before us. In terms of information and entity identification, let's take a look at the model below.



From the model above, we identify people at Location 1 and People at Location 2. Where Function 1 is local to people at Location 1 and Function 2 is local to people at Location 2. At Location 2, Function 1 is considered to be a nonlocal function where at Location 1 Function 2 is considered to be a nonlocal function. As we can see from the model, Information 1 is given at Location 1 and it is about Function 1 where at Location 2, Information 2 is about Function 2. What is important here, in terms of information, is always good to inform people at Location 1 about Information 1 rather than Information 2, because Function 1 is local to them. Same as, at Location 2, it is aways good to inform the people about Function 2, because Function 2 is local to them not Function 1.

Now, let's take mother nature into consideration. Since mother nature is aware of the information before the people, so at Location 1, mother nature is aware of Information 1 before people at Location 1, so does at Location 2, mother nature is aware of Information 2 before people at Location 2. What is important here, if Information 1 is disregarded to people at Location 1 in regard to Information 2, then there is ambiguity where Function 1, which is local to them maybe disregarded as well. In this case, we can see that function at location is no longer taken into consideration. In other words, by disregarding function at our locations, we also disregard information that enables us to prioritize them. In this case, problems that are identified locally and need to be solved are also disregarded.

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81. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, after we have identified the problem we need to solve, we then identify the entity that is given to us as well as the entities that are available to us to help us solve the identified problem. In terms of entities that are available to us, we already know that the only entities that are capable of helping us solving the problems are the entities that are available to us. In the list of entities that are available to us, there are a lot of entities: such as our communication, our effort, our ability, and so forth. Entities that are not available to us that cannot help us solve the identified problem are not included in that list. Those entities are external entities. They are outside our solution, since they are not helping us solve the problem.

By understanding the explanation above as well as the entity available, we can see that in order for an entity to be available to us to help us solve an identified problem, it must be a valid entity. In other words, only valid entities are included in the list of entities available. Entities outside that list are considered to be invalid. In other words, to solve a problem, we identify one or more entities that are available to us to help us solve that problem and we plug it to the above equation. The one or more entities that we identify are considered to be valid entities that can result to the solution for that problem. Other entities that cannot result to the solution are considered to be invalid. From that, we can see in order to use the equation above to solve an identify problem, for each entity available we identify, we must validate it. If we cannot validate it, then that entity is not considered to be an entity available because it is invalid. Invalid entities cannot be plugged into the equation above to result to a solution for a problem.

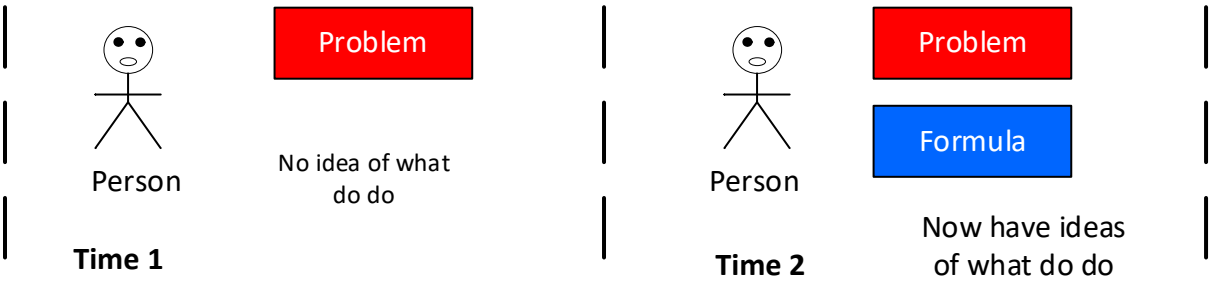
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To better understand the overall explanation above, let's give an example. In order to solve a problem, we use the equation above to enable us to do so. By using the equation above, we must first validate the entity that is available to us to help us solve the problem. For example, if we have a hungry problem to solve and the entity that is available to us a slice of pizza. Now, if that slice of pizza is stolen, then that slice of pizza is invalid because it is not considered to be an entity available. Because that slice of pizza is invalid and it is not an entity available, it will not result in a solution for that problem. As we can see here, to solve a problem, we must validate each entity available to us to enable us to solve that problem.

82. **Understanding Formula and Function at Location:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

To better understand the formula above, let's take it like this. We have a problem to solve; we first identified the problem and need a formula to solve it. We turn to our parent, where our parent provides us the formula to solve it. To better understand the explanation, let's take a look of this model.



From the model above we can see that at Time 1, a person has a problem and has no idea of how to solve it. At Time 2, the formula is given to the person to give the person ideas of how to solve it. What is important here, if it was possible for the formula to be applied by someone for someone else, it would not have been given. In other words, our parent

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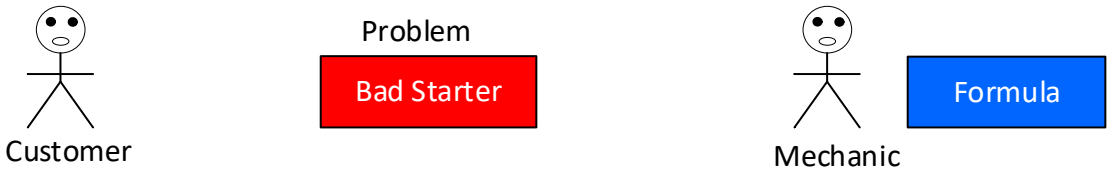
gives the formula because we need to apply it ourselves individually. It is not possible for our parent to apply it for us.

By understanding the model above as well as the explanation, we can see that the equation given to us by our parent cannot be applied for us. For example, a formula cannot be applied by someone for someone. A formula cannot be applied by a person for another person. Formula can only be applied individually. For example, to solve a problem, even if I work together with you, I cannot apply the formula for you, and you cannot apply it for me. I need to apply the formula to work on my part and you need to apply the formula to work on your part. If it was possible for the formula to be applied for us, our parent would not have given it to us.

83. **Understanding Formula and Function at Location:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we must first identify the problem, as well the entity that is given to us as well as the entities that are available to us to help us solve the problem. In terms of problem and solution, let's take a look at this model.



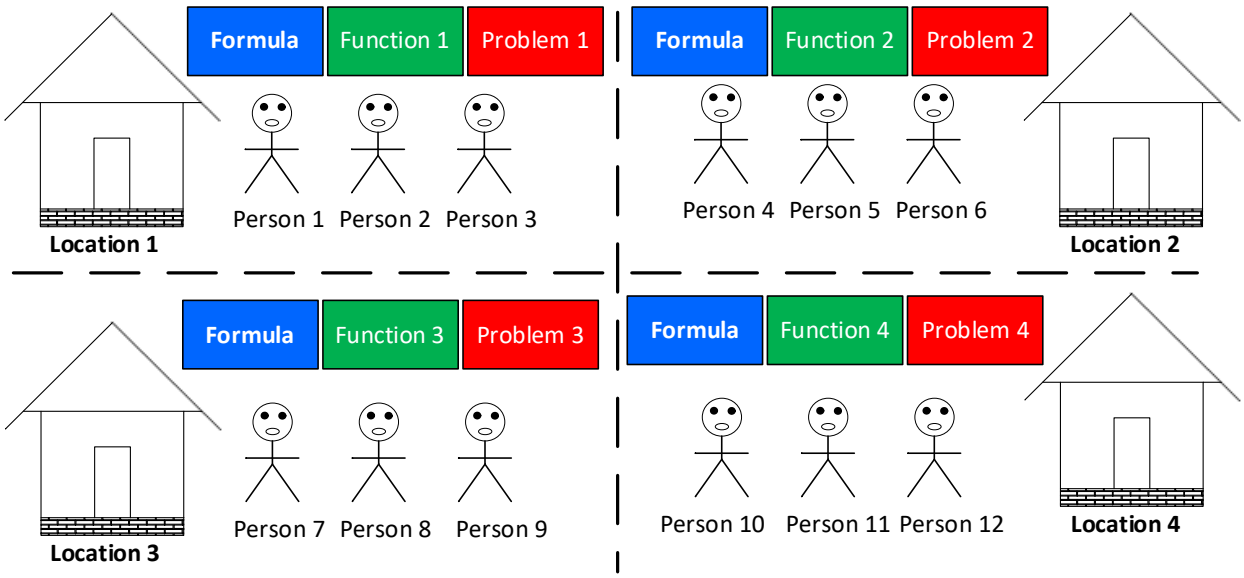
From the model above, we can see that the mechanic is simply a function provider which provides a function. The customer has a car problem which is identified as bad stater. The mechanic applies the formula to solve the problem. Because formulas cannot be applied by someone for someone, the mechanic does not apply the formula for the

customer, but applies the formula to solve the problem. In other words, because formulas cannot be applied by someone for someone, I can use a formula to solve a problem, but I cannot use a formula for you, and you cannot use a formula for me.

84. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

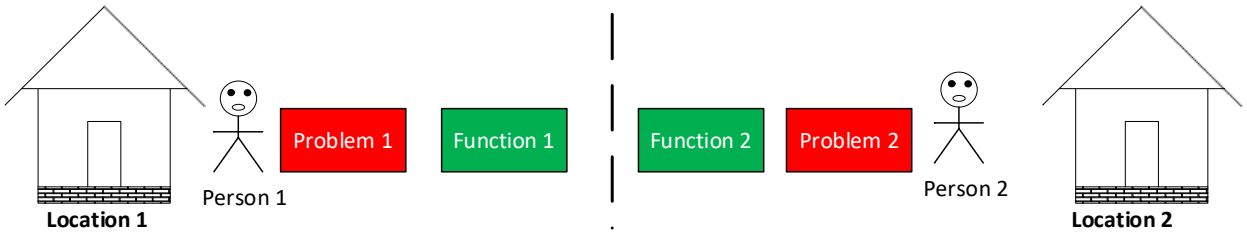
Because we are identified at multiple locations, at each location we are identified, it is possible for us to use the formula to solve identified problems. It is always good to show that by this model



From above, we can see that people at Location 1 can use the formula to solve problems at Location 1, where people at Location 2 can use it as well to solve problems at Location 2. From above, locations can be viewed as countries as well. In other words, locally people can use formula to solve problems at their respective locations. Me at my location, the country where I am at, I can use the formula to solve problems. At another location, the country where you are at, you can use the formula to solve problems. At my location, the country where I am at, I cannot use the formula for you and at your location,

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the country where you are at, you cannot use the formula for me. It is not natural or practical. With the misunderstanding of the paragraph above, some people might think it is possible. Now, let's take a look at this model with some explanation.



From above we can see that Function 1 belongs to Person 1 and Function 1 is local to Location 1, where Function 2 belongs to Person 2 and Function 2 is local to Location 2. What happens if Person 1 thinks he/she can execute Function 2 for Person 2 or make Function 1 local to Location 2, then that is not good for both Person 1 and Person 2. Person 1 will not handle well his/her function which is Function 1. That is not good for both of them. As we can see, that will take more load to Person 1 and make his/her function less successful. Now, let's assume that Person 1 has another person to do that. That is also not good, because that person would have kept an eye on Person 1's function as well. The way to look at it, mother nature does not allow that. Disregard the way we look at it, it does not work. My function is local to me and your function is local to you. Functions are your location are local to your location and functions at my location are local to my location. I cannot make adjustments to your function and you cannot make adjustments to my functions. I cannot make adjustments to functions at your location and you cannot make adjustments to functions at my location. I can only adjust my function, and you can only adjust your function. If I try to adjust your function at your location that will not help me. If you try to adjust my function at my location, that will not help you.

85. **Understanding Problem Identification and Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we must first identify the problem, then the entity that is given to us as well as the entities that are available to help us solve the problem. What is important here is that the identification of the problem determines the entity available to help solve the problem. The identification of the problem determines that the entities are needed to use to help us solve that problem. To better understand the explanation above, let's take a look at this model.



From above, we can see that the problem identified is bad starter, where the entity available is good starter. What is important here is that the problem is first identified and based on the identification of the problem, the entity or entities that are available to help solve the problem are identified. In other words, the identification of the problem determines the entity to be used to help solve that problem where that entity is viewed as entity available.

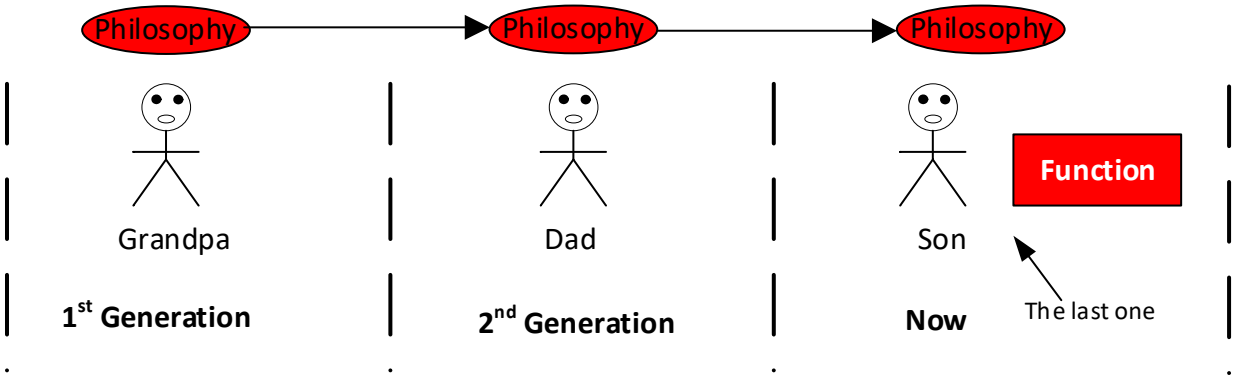
By understanding the explanation above, we can see that if the problem is misidentified, the entity that needs to be used to help solve that problem is misidentified as well. If the problem that needs to be solved does not exist, so does that entity that is available to help solve that problem. If the problem that needs to be solved is misidentified, the entity that is available to replace that problem is not identified as well.

86. **Understanding Feedback and Philosophy Inheritance**: To solve our problems, the following equation was given to us by our parent.

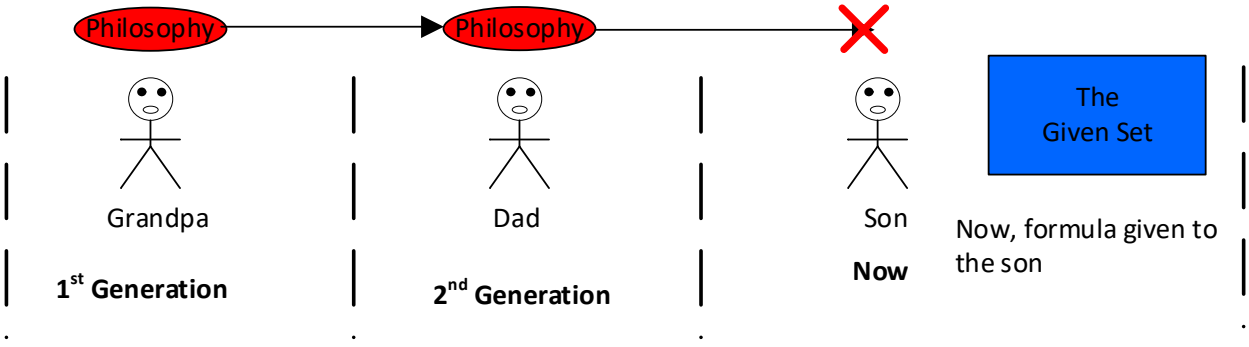
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$$Available + Given = Solution$$

In terms of philosophy inheritance, let's assume 3 generations as shown by this model.



From the model above as we can see, both dad and grandpa are previous generation and no longer alive while the son now is at current generation and he is alive. As we can see from the model, since both dad and grandpa are no longer alive, they have no function. The son is viewed as the last one and he is the one who has a function. Now, the son has a function, and he can execute that function. In this case, because the son is alive, he has ability and responsibility to execute his function by applying formula. As we can see, in terms of feedback, the formula is given to the son now as shown below.



As we can see above, because both dad and grandpa are no longer alive, they have no ability to apply formula, therefore the formula is given to a person who is alive which is the son. Another way to look at it, since the dad is no longer alive and has no function, the son is the one who is alive and has functions, therefore the son is the one who can receive feedback. As an example, the son is alive and he is working on a project to solve

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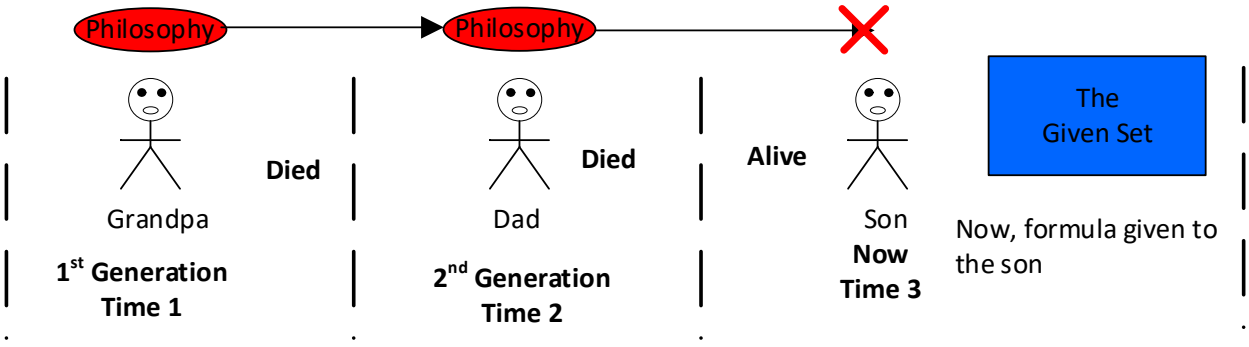
a problem, the dad is not alive and cannot be working on a project to solve a problem. as shown from the first model above, if the function executed by the son is not executed positively, then the son can receive feedback to help the function execute positively.

By understanding the explanation above, we can see the last one is the one who has the opportunity to apply principles to execute a function positively, not the ones who are no longer alive. In other words, a person who is not alive has no ability and responsibility. That person cannot execute a function or execute a negative function. That person has no ability to apply formula or receive feedback. The ability and responsibly belong to a person who is alive. Therefore, that person can receive feedback and apply formula to enable an application to execute positively.

Another way to look at the explanation above is to take it like this: a person who is present working on a project has the ability and responsibility to execute that project positively. A person who is not alive working on a project, cannot receive feedback and apply formula to enable that project to execute positively. From what we have just said, related to the model, we can see that the son is the one who is present in life who can receive feedback, but not the dad or grandpa. As we can see, in philosophy inheritance we always look for the last one. The burden always is on the last one, but not the ones who died already. In philosophy in heritance, the burden always on the ones who are alive not the ones who died already. In philosophy inheritance, the burden is always on the last ones who executed the negative functions, not the ones who died already. In other words, the last person who executes a negative function and continues to execute that function needs to stop and execute that function positively. The last person who does things negatively always has the opportunity to do things positively.

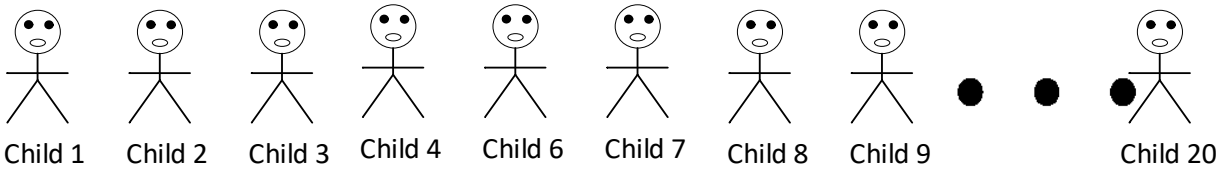
87. **Understanding Feedback Related to Information:** From the article basis above, we have learned that the last one who is alive is the one who can receive the feedback. It is always good to show that by this model.

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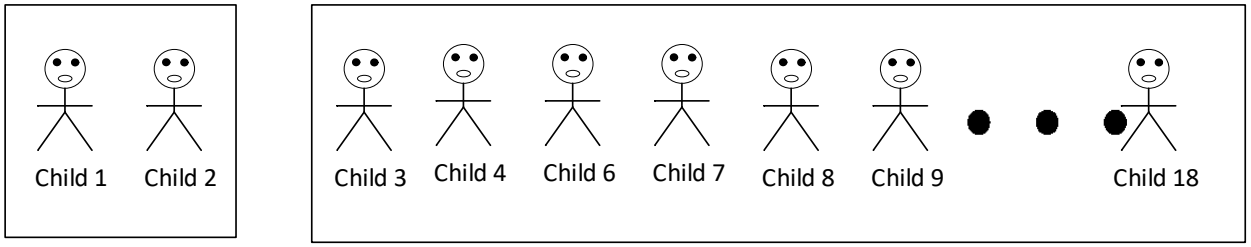
From the model above, we can see that since the grandpa and the had died, they are not identified by mother nature, but the son is the only one who is identified by mother nature. In other words, grandpa died; mother nature no longer sees or identifies grandpa. Dad died; mother nature no longer sees or identifies dad. However, the son is alive, mother nature sees him. In this case we can see that people who are alive are the ones who are identified by mother nature, where people are not alive are not identified by mother nature.

88. **Understanding Mother Nature Related to Information:** Previously, we have learned that the information about an entity is given with that entity. From now on, we have a very good understanding of identified information and given information. We have defined and verified that given information is information given by mother nature and identified information is information identified by us. In terms of information, we know that identified information must match given information. To better understand given information, let's take a look at this example. Let's assume that mother nature—our parent—has 20 children. Among the 20 children, 2 of them understand mom—mother nature or the principle—while the remaining 18 do not. It is always good to show the model like this.



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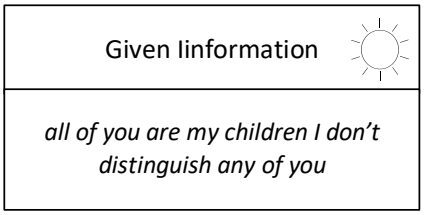
The model above shows the 20 children of our parent. Now, let's show another model to show the identification of the 20 children where 2 of them understand mom while the remaining 18 do not.

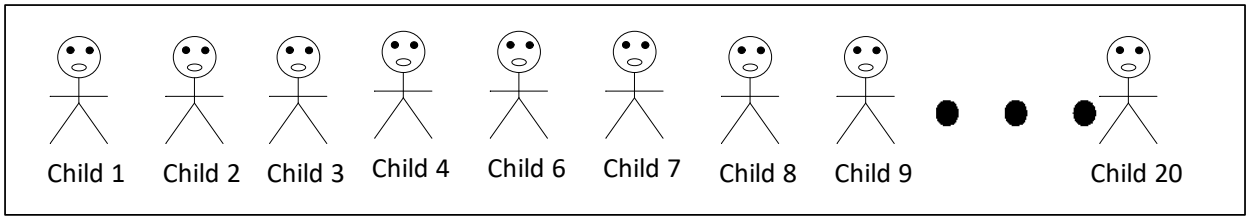


2 who understand

18 who do not understand

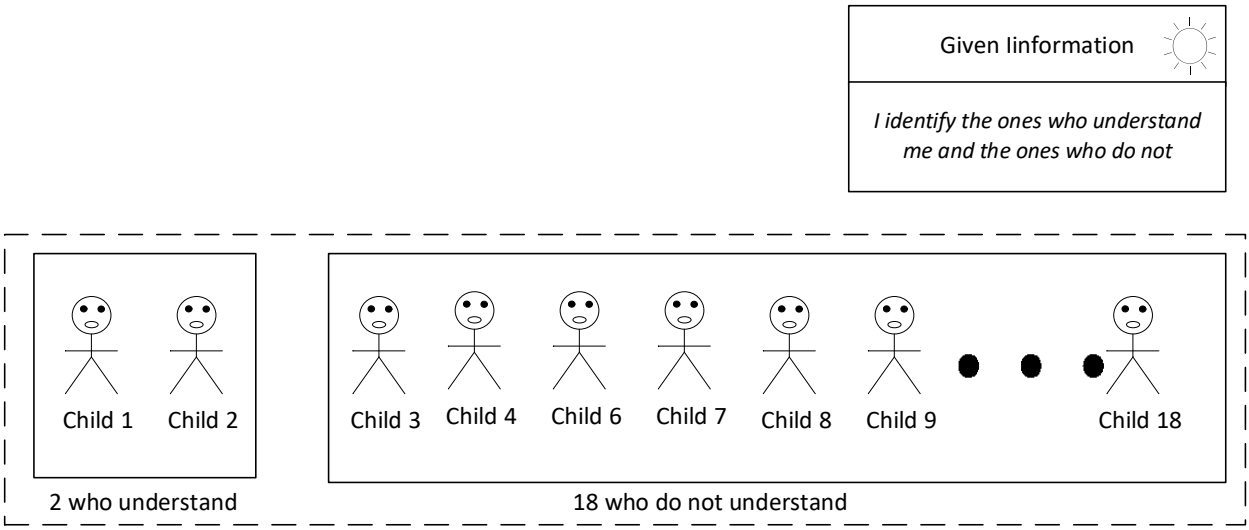
Now, let's identify the given information. The given information from mother nature is: *all of you are my children I don't distinguish any of you*. We can show that by this model.





All mother nature does is identify the children who understand as well as the ones who do not understand. Which is also shown by this model.

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Because the system—life—is averaging, the children who understand must work harder to help the children who do not understand. As we can see here, the system is already what it is, mother nature is not going to make adjustment for the ones who do not understand. However, the ones who understand must take more load to help the ones who do not understand. The way to look at it, the children who understand must watch themselves and they most also watch the other children. In this case we can see that the 2 children have more responsibility than the other 18. Because the other 18 do not understand life, they take it for granted, while the 2 children work harder.

To better understand the overall explanation let's take it like this. Because the 2 children understand mom—or the principle—better than the remaining 18. They know about the given information, and they also know that all of them are children of their parent. The remaining 18 do not understand the given information, so they tag each other. As we can see here, mother nature does not tag the children. Mother nature identifies all the children are its—mine. This is the information given. So, if some of the 18 children tag each other, that has nothing to do with mother nature and that is not given information.

89. **Understanding Information Related to Mother Nature:** We know that the information about an entity is given with that entity and the information about an entity is first known

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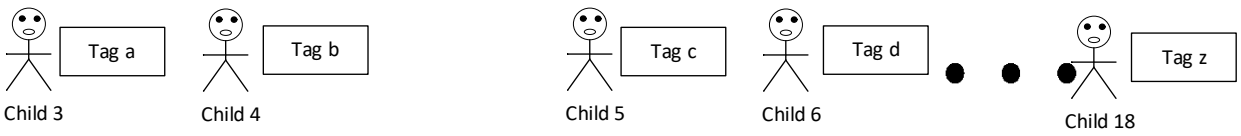
by mother nature before us. In terms of information, when we identify information, we must make sure it matches the given information.

From the article basis above, the following information is given by mother nature 1. *all of you are my children I don't distinguish any of you*. 2. *I identify those who understand me and those who do not understand me*. What is important here, because misunderstandings allow some of the children to tag each other, if a child or children tag others, then that tag must be verified. In other words, in order for the tag to be correct, the tag must be verified. For example, by using the given information—we can identify the given set as given information—it is possible for us to verify whether or not a tag is valid.

To better understand the paragraph above, let's take it like this. With all information given to us by our parent, it is possible to determine whether or not a tag is natural or valid. If we conclude that a tag is not natural or valid, we can see that the tag is baseless. To better understand what we have just said, let's take a look of this model—error model—below. The model is viewed as a model that contains errors because the tag does not exist naturally.



From the model above as we can see, some children from the 18 tags the 2 children here. As we can see here, we also have a problem with the model, in order for that to happen, the children who tag the others must tag themselves as well. In this case we have this.



From the model above, it shows that the children to the left or to the right are tagged each other. Now, we need to verify the tags. We need to look at the process of tagging. The process of tagging a person enables the identification of that person as well as the

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communication with that person. For example, I see you, I can ask you: *do you mind if I tag you*? If you answer yes, then I can write a tag and put it on you. In order to do that, I can also ask you where do you want me to put the tag. For example, if you wear a t-shirt, I can ask you either to tape it on the sleeves of the t-shirt or staple and so forth. As we can see here, by looking at a person, it is not possible to tag a person because the tag itself is not a natural entity. The tag itself is not a part of the person entity.

Now, once I ask you to tag you and you accept, I put the tag on you. I have to ask you again if you don't mind waiting a little bit. If you have to go to work or so, I have to remove the tag from you. As we can see here, the overall process of tagging resulted to error in communication. Because, I see you and I ask you if I have to tag you. In this case, I have a problem identifying you. That is a communication error. Now I tag you, then I have to identify entity in terms of function. In terms of function, it takes multiple steps for a person to go from one end of a football field to the other end. If a person can do it in one step, then we can see here is a natural function either it is adjusted or it is added—still bad communication here. In this case, a person does not have a function to go from one end of a football field to the other end in one step. Another thing again is adjusting to other functions. For example, other existing functions that would need to be adjusted for that tag. A person would see that person from a location, but in one step that person would be at that person step—closed to. The visual function of that person must be adjusted as well, because it is not natural as it is now. As well as a bird at a distance will see a person faraway, but in one step that person will get closer to that bird. So, the bird function will need to be adjusted as well. As we can see here, in order for the tag to be valid or accepted, the whole system—life—needs to be adjusted for the tag. That is not possible and does not make sense. Therefore, a tag is not a natural entity; it is useless and cannot be verified.

90. **Understanding Information Related to Mother Nature:** The information about an entity belongs to that entity. In terms of information identification, we do not add information

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to an entity, but we identify information about an entity. For example, a chair is identified in the living room. The height of that chair which is considered information about that chair is given with that chair. That information is not added by us, but we simply identify it. From that, we can see it is possible for us to separate identified information and given information. In this case, we can see that given information about an entity is what is given with that entity and identified information is the information we identify from that entity. To better understand identified and given information, let's do the following exercises.

Which entity that can talk? Or which entity has the ability to communicate?



Country

A country for example, USA



A Cat



A Cat



A House

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A Dollar



A Person



A Tree

All you need to do is to select or add a check mark of the that has the ability to talk or communicate.

91. Use your understanding of the functional system to determine the following:

Case 1: 10 people, no foods they don't eat.

Case 2: 10 people, 5 have foods to eat and are eating. The remaining 5 have no food to eat and are not eating.

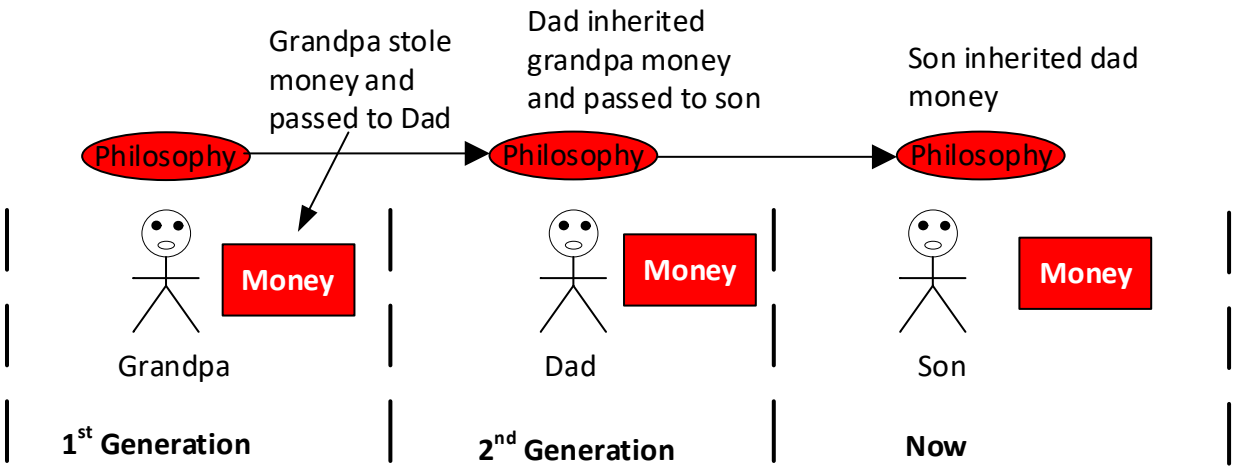
In case 1, you have 10 people who are not eating. In case 2, you have 5 people who are not eating. Here, determine which ones can stay without food or without eating for a longer period of time: the first 10 or the second 5. Disregard which one you choose, you are going to use your understanding of the functional system to determine why.

92. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, we first identify the problem, then the entity that is given to us to help us solve the problem as well as the entities available to us. In terms of philosophy inheritance, we have the following as an example.



For 3 generations, we have it like shown above, the way to look at it, grandpa stole money, and dad inherited the money from grandpa where the son inherited money as well from the dad. If we want to, we can have the model for 2 generations which is only dad and son. The model can also be viewed like this where grandpa stole money and passed to dad. Dad inherited money from grandpa also stole money then overall passed to the son where the son also steals money. Now, the son has the money. Let's assume that you have a problem to solve, here you are going to determine whether or not the money from the son can help you solve that problem.

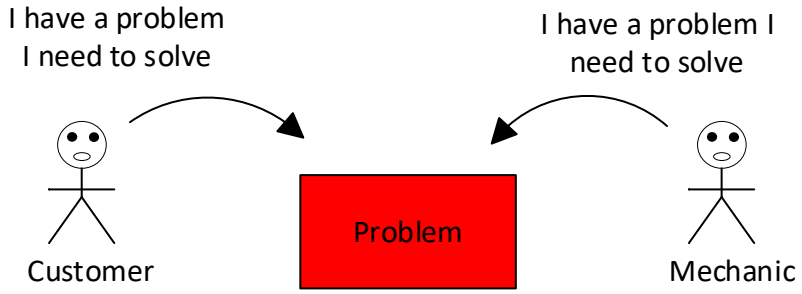
93. **Understanding Problem and Solution Related to Problem Identification:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

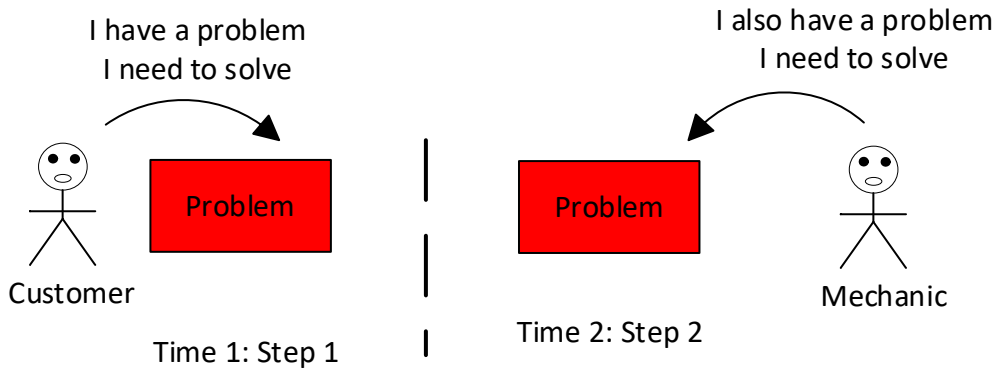
In terms of problem identification, let's take it like this. A mechanic has a problem to solve, and so does a customer. For example, a customer has a car problem. The customer needs to solve that problem. The mechanic who is a function provider needs

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to solve that problem, also has a problem to solve. It is always good to show the process by this model.



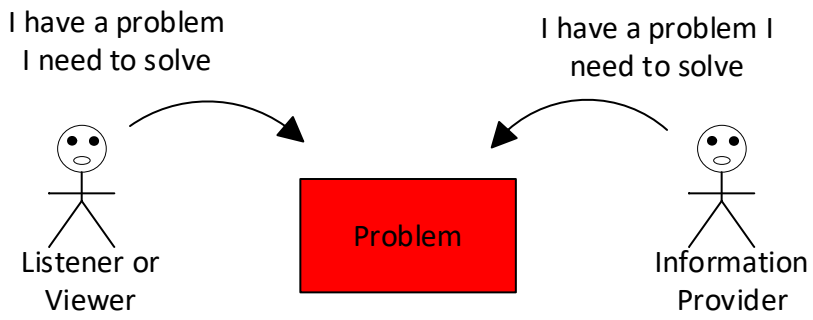
As we can see from the model above, the customer has a problem that needs to be solved, so does the mechanic have a problem that needs to be solved as well. In terms of time, it is always good to separate the process as shown by this model.



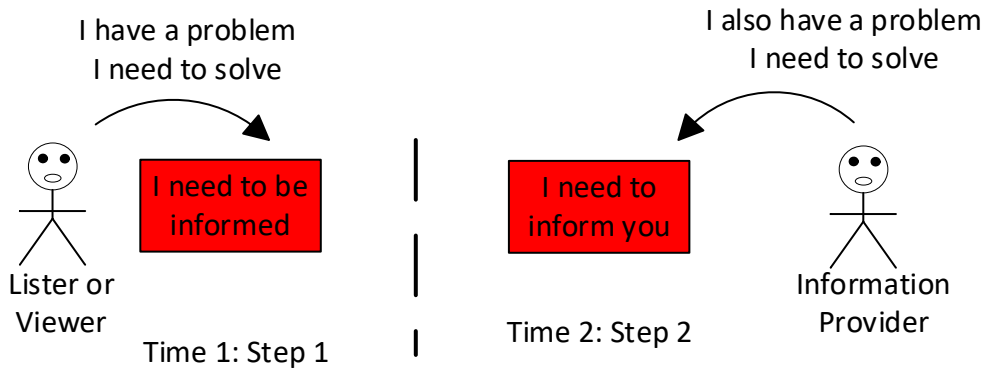
From the model above, at Step 1, a person can be at home and has a car problem. This is the problem the person needs to get solved. The person then takes the car to a mechanic who is a function provider. At Time 2 Step 2, the mechanic also has a problem to solve. As we can see here, both the customer and the mechanic have a problem to solve and when the mechanic solves the problem, then the problem of the customer is solved as well.

As another example, let's take an information problem. For example, a person at home turns the TV on and needs to be informed or a person listens to the radio in his/her car and needs to be informed or need to be informed about an event. Let's show that by this model.

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From the model above, to the left, a listener or viewer has a problem. For example, that person needs to be informed. The information provider also has a problem to solve which is informing that person. Let's show that by this model.



From the model above, we ca see that the listener/viewer has a problem that needs to be solved as well as the information provider also has a problem that needs to be solved. The listener/viewer has a problem or a need or a request information, where the information provider has a problem or a need to provide information to that listener/viewer. As we can see here, what happens when the problem is not solved by the provider. From the first case above, we can see that when the mechanic solves the problem, the customer's problem is also solved. This is the same case here too, when the information provider solves the problem, the listener/viewer problem is also solved. In this case, we can see the problem is solved when the provider uses the given formula to do so.

94. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent.

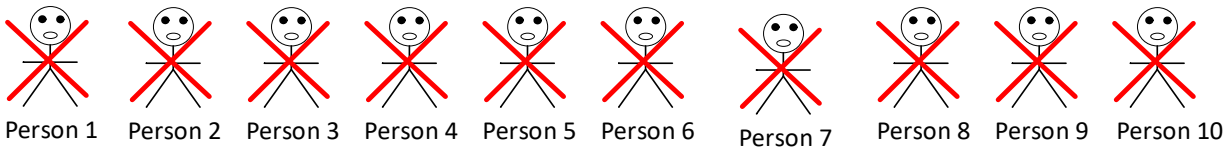
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$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity that is given to us to help us solve the problem, as well as the entities that are available to us to help us solve the problem. In case we misidentify the problem, we try to solve, the equation above becomes negative. In this case, the entity that is given to us is disregarded as well as the entities that are available to us to help us solve the problem are also are disregarded. In terms of problem that needs to be solved, let's consider this example. Two people or two groups of people have a problem to solve. Because of misunderstanding, they go physical to each other, where that result to death. To better understand what we have just said, let's show the people who have a problem to solve by this model.



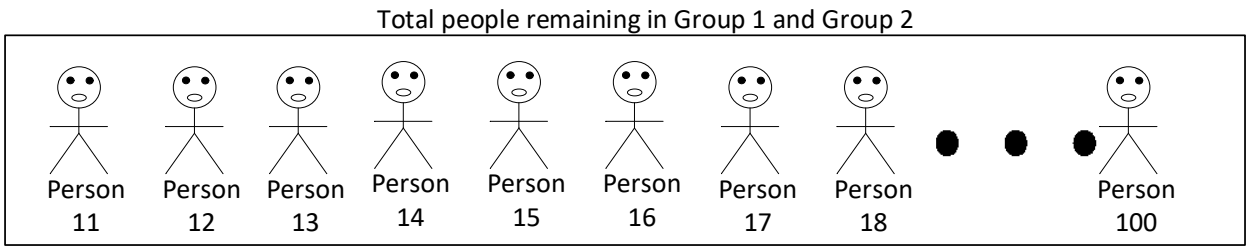
From above, we can see that 2 groups have a problem to solve, we identity the people in the groups as well as the problem they need to solve. Now, they disregard the principle as well as there is no physical interface between them, and they go physical. As a result, 10 people die. Now, let's show the 10 people who died as a result and they died at Time 1.



From the model above, we show 10 people died at Time 1, where the number of people remaining from Group 1 and Group 2 are 90. Let's show the total number of people

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remaining here. We use the cross out above to show that they are no longer alive and died at Time 1 due to physical interaction.



From above, we show the total number of people who are remaining or the number of people who are alive in both Group 1 and Group 2. What is important here is that in terms of problem and solution, the 10 people who died did not solve the problem. In other words, by using the equation above, remove a person from life is not considered to be an entity that is available to us to help us solve an identified problem. Another way to say it, physical interaction between one and another is not considered to be an entity that is available to help result to a solution to solve a problem.

From above, at Time 1, we have 10 people died. It does not matter if they died from a single group or from both groups. In other words, if does not matter if the 10 people died from Group 1 or from both Group 1 and Group 2. What is important here is that people should not die as a result of solving an identified problem. What is important here, it is always good to tabulate the number of people who died at Time 1 and make sure at Time 2 no additional people died. In this case, we can have the table people.

Time	People Died	Formula Usage
Time 1	10	No
Time 2	The number should not increase	Available to be used

From above, when we see something like that, we simply identify the number of people who died as a result of the misunderstanding and make sure next time that number does not increase. We want to stop at 10 and no more should die in order to solve the identified problem. In this case, we can use the formula to solve the identified problem.

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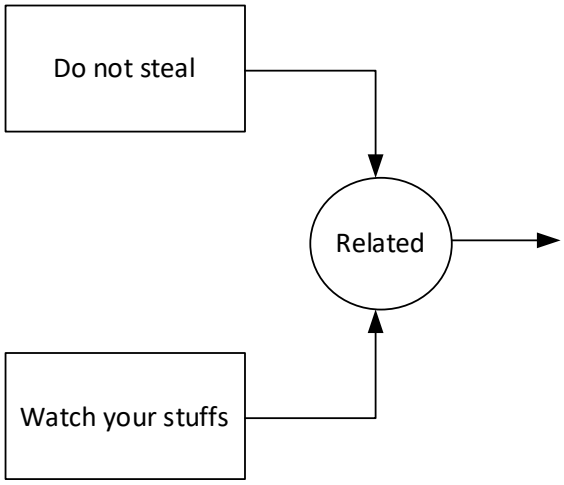
95. **Understanding Mother Nature Related to Information:** From the article basis above, we have shown that we solve an identified problem by using the given equation and the entity available to us to help us solve that problem does not include physical interaction or the death of a person. What is important here is that in terms of information, since mother nature does not distinguish us and consider all of us as its children, the information about people who died does not take group or tag into consideration.

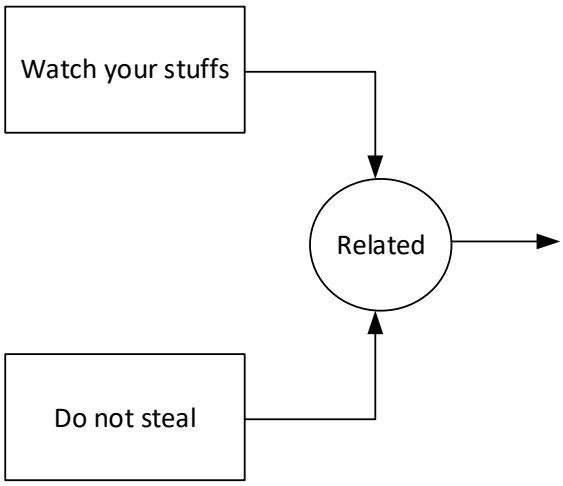
    For example from the article basis above, the number of people who died which is 10 has the same weight if they died from Group 1, Group 2, or in combination of Group 1 and Group 2. The way mother nature looks at it, 10 of my children died and they were not supposed to die to solve the problem, since the formula I gave you does not take physical interaction into consideration or death of a person.

96. **Understanding Given Information and Entity Identification:** We already know that the information about an entity is given with that entity. All we have to do is identify that information. In this case, when we identify that information, it must match the given information. In terms of given information, we have identified the following from mother nature: *all of you are my children without distinguish any of you*. Mother nature also tells us that do not steal.

    By understanding the paragraph above, we can see that if mother nature tells us not to steal, some of us may try to steal from others. This is where the given information becomes handy, and we must identify it properly. If mother nature tells us not to steal, therefore we must watch our stuffs. As we can see here, mother nature tells us do not steal. That is viewed as an alert. In other words, mother nature alerts us not to steal. In this case we must keep eyes on our things. In this case we can see that there is a relationship between the two information as shown below.

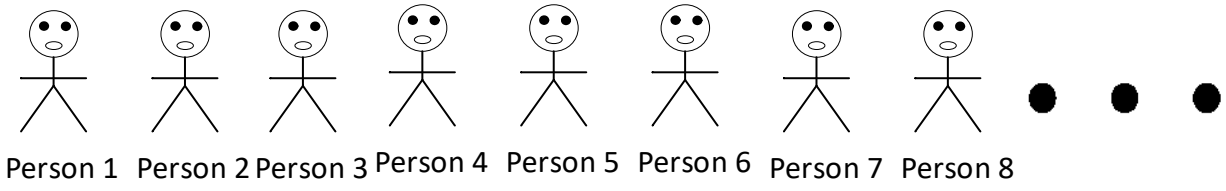
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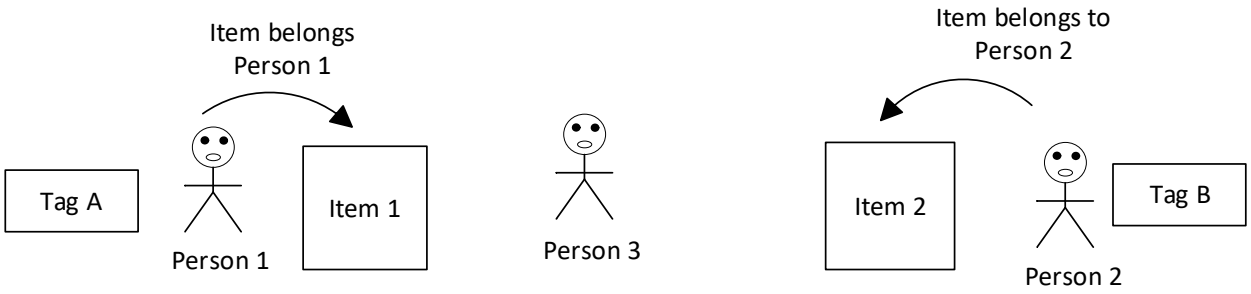
From the model above, we can see there is a relationship between do not steal and watch our stuff. So, if mother nature says do not steal, we can see that if we do not watch our stuff they may got stolen. So here, keeping eyes on our stuff is viewed as a given information. The given information is that I am aware of my belongings, and I have to watch them, if not they might get stolen.

Another piece of information given by mother nature is that all of you are my children without tagging. In this case, we can show the model of everybody without the tag.



From above, we show the model of everybody without the tag, since tag is not natural to us, so we do not identify each other by tagging. In this case, I see you, I identify you naturally and you see me, you identify me naturally without a tag. What happen if someone wants to steal from you. This is where the given information is handy. That person may try to tag you and another person or group to make sure there is a distinction. It is always good to show that by this model—error model with the tag.

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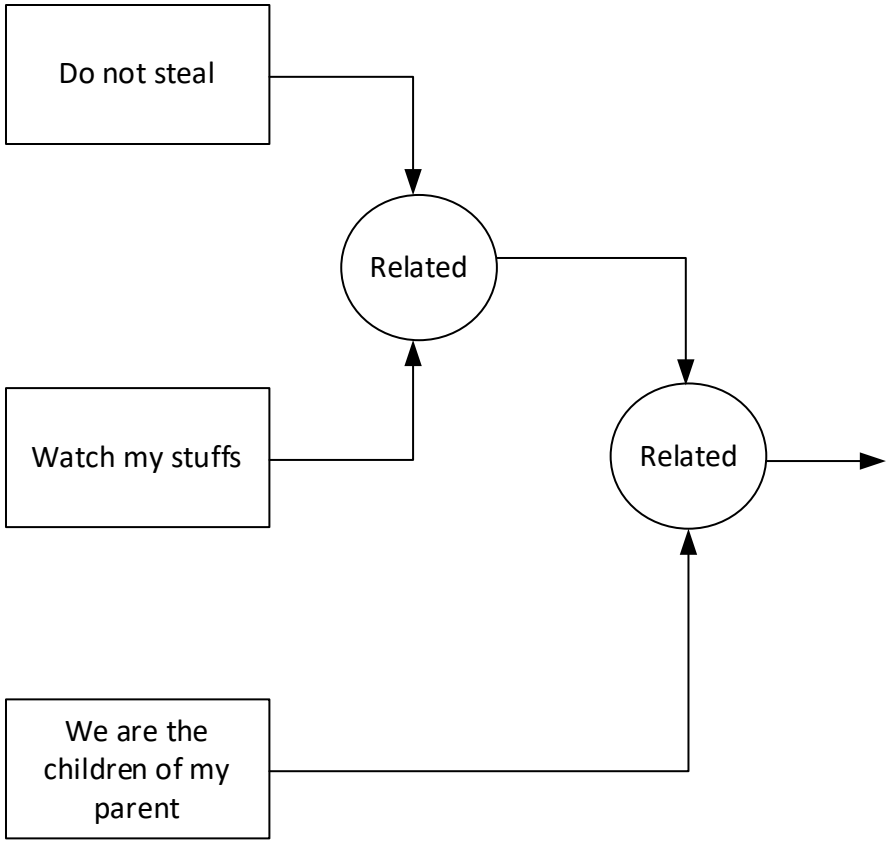


From the model above, it shows that Item 1 belongs to Person 1 and Item 2 belongs to Person 2. Where Person 3 in the middle and Person 3 tries to tag Person 1 and Person 2. In this case, Person 1 and Person 2 do not think about the given information, but the tag. When they do that, they have less time or focus to their belongings. So, it is easier for person 3 to steal from them. To better understand the explanation, let's look at the following cases with two models.



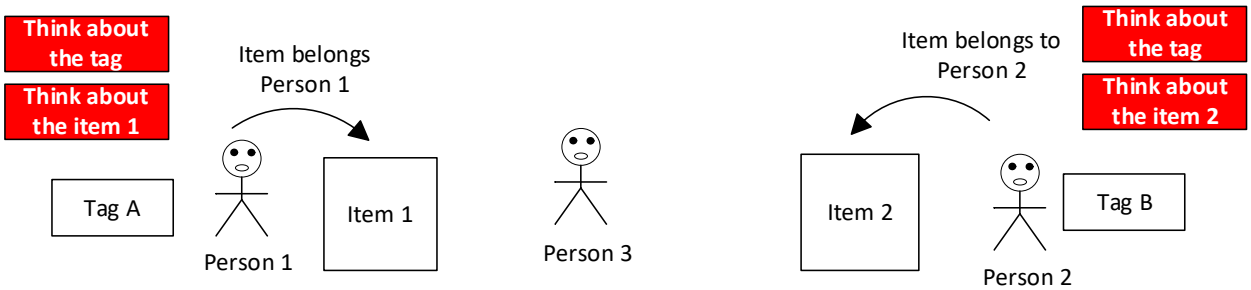
As we can see from above, both Person 1 and Person 2 can watch their stuff because they think about the given information. In this case, they can focus more on their belonging, so another person doesn't steal from both of them. The entity above in green is viewed as a relationship of the 3-given information as shown below.

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From above, we can see that by not thinking about the tag, both Person 1 and Person 2 can think about a single entity and they can focus on keeping eyes on their belonging, so people don't steal from them.

Now, let's take a look at case 2 where they disregard the given information and think about the tag. In this case, they no longer think that both of them are children of mother nature without any distinction. When that happens, they cannot focus. So, it is easier for Person 3 to steal from both of them. By disregarding the given information, Person 3 makes them confuse and they don't trust each other. Let's show that by this model.



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From above, we can see that Person 1 and Person 2 have two things—there can even be more if we try to expand it—to think about the tag and the item. As we can see here, they cannot focus to keep eyes on their belongings. So, it is easier for Person 3 to steal from both of them. By regarding the given information and disregarding the tag, it would be easier for them to keep eyes on their stuff to prevent Person 3 stealing from both of them. As we can see here, tags make it easier for people to steal from us, because when we think about tags, we don't focus on watching our belongings. By thinking about given information and disregarding misinformation, we can keep eye on our stuff to prevent others from stealing them.

97. **Understanding Problem and Solution Related to Information:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

In order to use the equation above to solve identified problems, we must first have a very good understanding of entity identification and separation of entity. As well as a very good understanding of information. To help us with properly identified entities as well as information about entities. Let's work out the following exercise.

Which entity can borrow money

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Country

A country for example, USA



A Cat



A Dog



A House



A Car



A Person



A Tree

Select items above that you think can borrow money.

After doing that, in this part, identify an item that can borrow an apple or a banana or a bag of rice or some potatoes. After doing that, identify an item that can exchange a

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banana for apple. For each part, you check the appropriate entity or write it down on a piece of paper.

Now, that you have identified items from the list that can borrow, exchange and so forth. From the same list above, identify which entity has ability and responsibility. For example, if you have identified an entity that can borrow, that entity does have ability and responsibility. For example, the process of exchange requires both the provider and the receiver to use the equation above. In this case, you can verify that based on your selection.

98. **Understanding Ourselves Related to Problem Solution:** To solve our problems, the following formula was given to us by our parent.

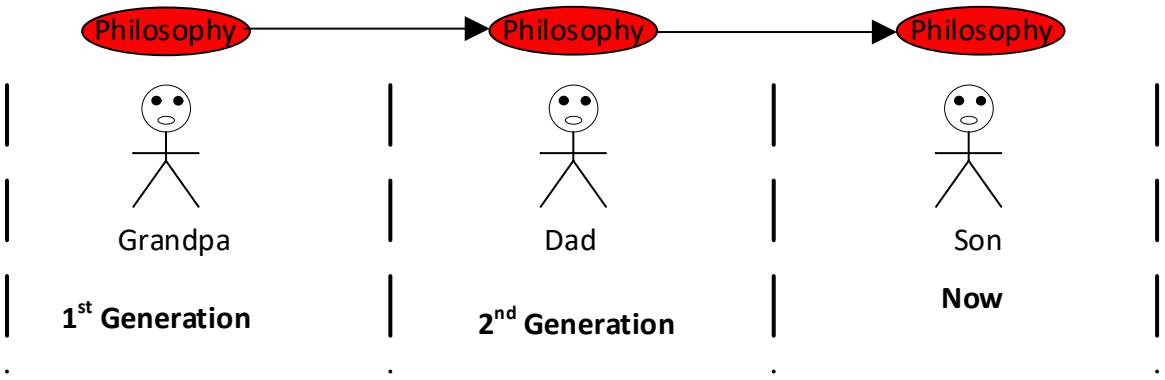
$$Available + Given = Solution$$

With the absence of the formula above, we have no solution for our problems. In this case, the formula is viewed as negative as shown below.

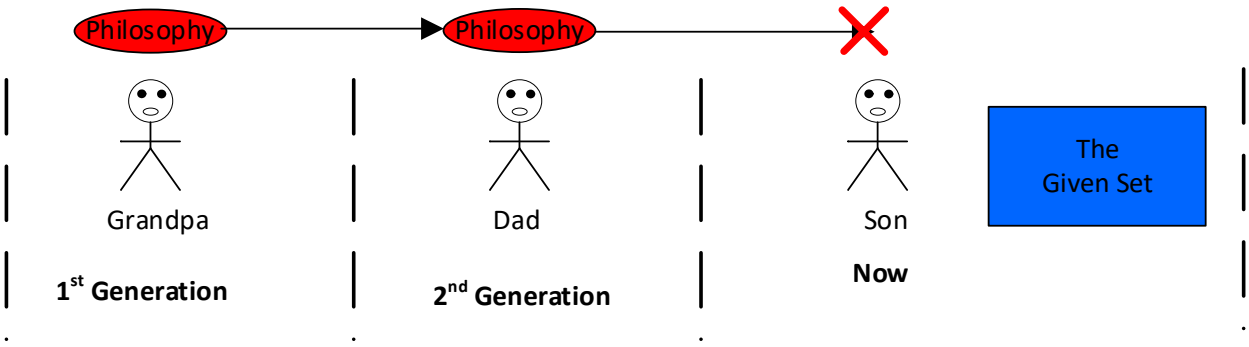


As we can see from the negative form of the original equation above, the absence of the formula enables us to think negatively. To better understand the overall explanation, let's look at the philosophy inheritance chart.

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By looking at the model above, each philosophy is viewed as a negative view of the formula. In other words, each item in the formula is viewed as negative. Because of that, at time Now which is viewed as current time, where previous generations are no longer alive, the formula is given to the son as shown by this model.



What is important here, in order for that to happen, we must work on a formula basis. In other words, the reason our parent gives us the formula is because we depend on formula to do things and in the absence of the formula, we cannot solve problems and do things correctly. As we can see here, our system works on a formula basis. In this case, we depend on the given formula to solve our problems or do what we do.

99. **Understanding Problem and Solution and Philosophy Inheritance:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

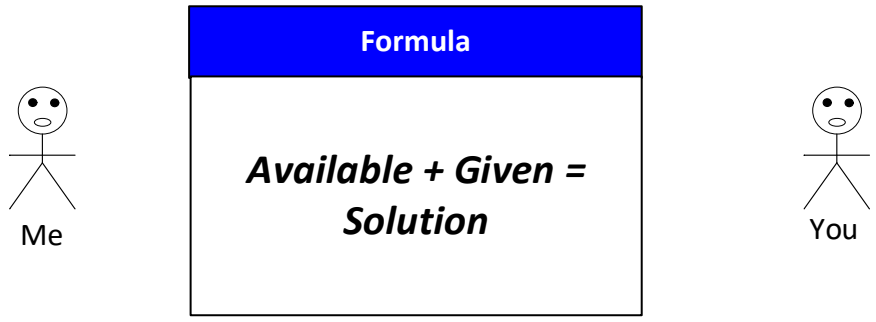
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Because we are a formula dependent system, in the absence of the given formula, we think negatively. By thinking negatively, the formula above becomes negative which results to no solution for our problems. The given formula enables us to think positively in order to solve our problems. Using the formula, we can identify entities that are availed to put to the equation which includes what are on us individually.

To better understand the paragraph above related to philosophy inheritance, let's take a look at this example. Let's assume that at Time 1, which is time past, my dad stole from your dad as shown below.



The model above shows at time past; my dad stole from your date where at time now, both my dad and your dad are no longer alive. Now, the people who are still alive are me and you, where the formula is available as shown below.



Now, because the formula is available to both me and you, you cannot allow me to steal from you as well. As we can see here, we have 2 cases. Case 1: my dad stole from your dad. My dad did not understand the formula. Now the formula is available to you, so your effort or what on you is not to allow me to steal from you. The formula does not allow me to carry the same negative ideas as my dad.

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Case 2: as well as, I cannot afford to allow you to steal from me too. The availability of the formula does not allow that. Now, both of us need to learn and understand the formula so we can use it and solve problems. What is on you is not letting me carry the same negative ideas from my dad and what is on me is not letting you carry the same negative idea either. Both of us need to understand and apply the formula.

100. **Understanding Information Related to Mother Nature:** From article basis 97, we have identified which of the following entities can borrow money.



Country

A country for example, USA



A Cat



A Cat



A House

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A Car



A Person



A Tree

To help you identify and separate entities properly, you are going to do the following. From above, you have identified 7 entities and you can name them Entity 1, Entity 2, up to Entity 7. Here, you are going to write down a lot of sentences for each entity. For example, Entity 1 to Entity 1, Entity 1 to Entity 2 and so forth. Here is an example

Entity # can borrow money to Entity #

After you do for money, then you do for apple, banana, orange. Then after that, you use the word exchange for example Entity # can exchange money with Entity #. Entity # can exchange banana for apple with Entity #.

Once you complete all your sentences, then you use the given equation to validate each sentence you have written down.

Then you continue doing the same thing using the word owe. For example, Entity # owns money to Entity #. Then you do the same thing for banana, apple, orange and so forth.

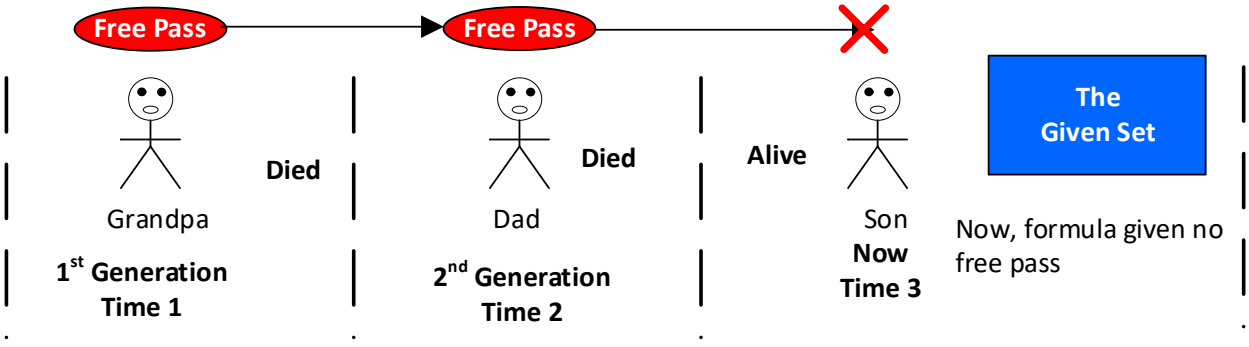
Then use the given equation to validate each of the sentence you have written down.

After doing the part above, then verify the following. If Entity # can borrow to Entity #, then both of them must use the given equation. If Entity # can borrow from Entity #, then both of them must apply the equation. If Entity # can exchange with Entity #,

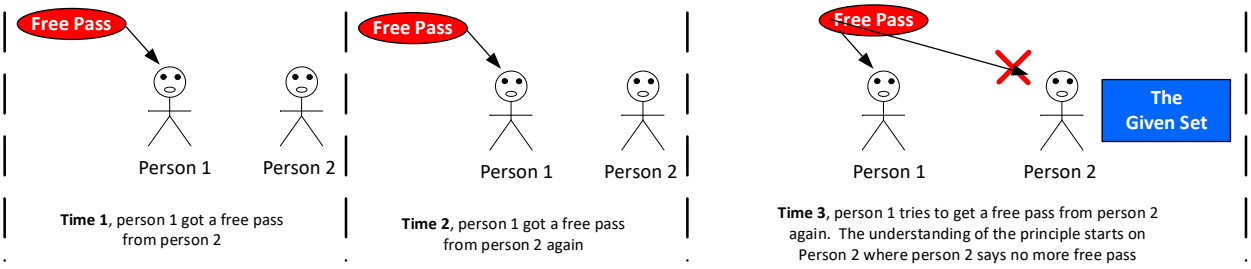
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then both of them must use the given equation. Here, you can use the equation to verify the two statements. In this case, you validate the entity; for example, yes that entity can borrow and exchange has ability and responsibility to do so.

101. **Understanding Feedback and Free Pass:** From article basis 74, we have learned that there is no free pass in life and mother nature does not give free pass. We have also learned that the understanding of the person a person got a free pass from started earlier than the understanding of the person who obtained the free pass. In other words, if I get a free pass from you, your understanding starts earlier than mine. To better understand free pass and philosophy inheritance, let's take a look at this model.



As shown from the model above, grandpa got a free pass at Time 1, where dad got a free pass at Time 2. At Time Now, mother nature says enough is enough, no more free pass. In relationship to that, we can see a person who gets a free pass will always try to get a free pass as longer the free pass is available. To better understand that let's take a look of this model.



As we can see from the model above, a person who gets a free pass will always try to get a free pass until he or she gets stopped. If I get a free pass from you, I will always try to get a free pass from you as longer you allow me. If a person gets a free pass from you,

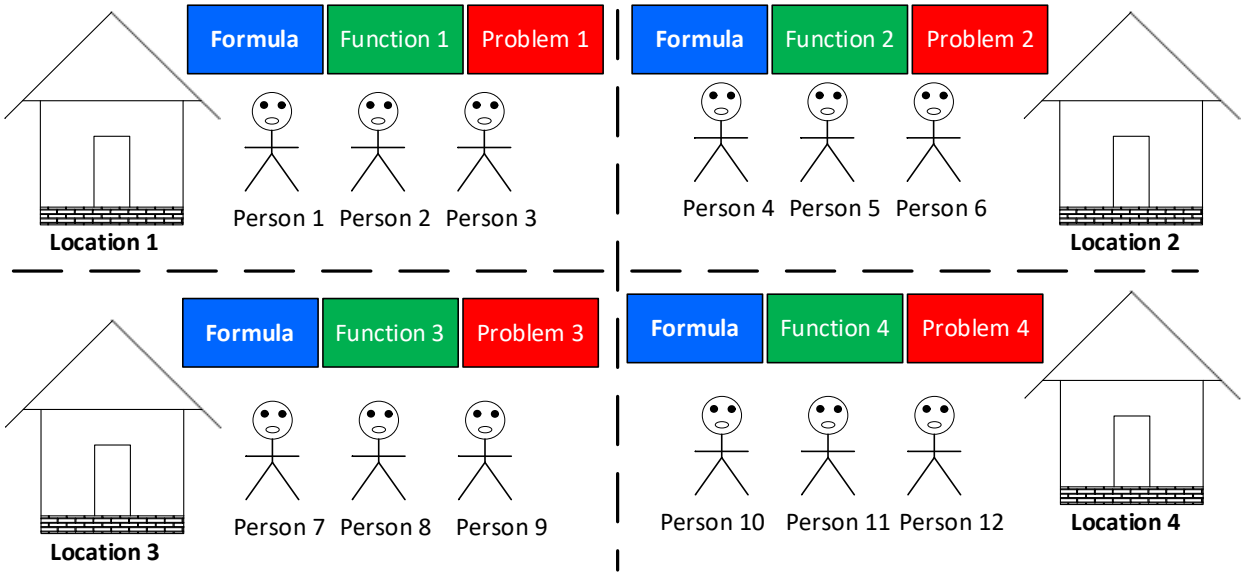
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that person will always try to get a free pass from you until you stop it. By looking at the philosophy inheritance chart above, we can see that the person who gets the free pass always thinks about getting a free pass. While the person who the person gets the free pass from, at any given moment can change. In this case, as that person starts to understand. That person realizes enough is enough and no more free pass. That is good, because the other person cannot generate his/her own free pass. The sooner Person 2 realizes that, the better it is for Person 1, because that helps Person 1 understand the principle too. The overall process is viewed as feedback. As we can see, feedback is good because it stops people from getting free passes.

102. **Understanding Problem Solving and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

In terms of function at location, it is aways good to look at the model below where people at Location 1 use the equation to solve problem at Location 1; people at Location 2 use the equation to solve Problem 2; people at Location 3 uses the formula to solve Problem 3 and people at Location 4 uses the formula to solve Problem 4.



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As we can see from the model above, the function of people at Location 1 do not extend to the function of people at Location 2. That makes sense, related to the paragraph above, people at Location 1 must use the formula to execute Function 1 to solve Problem 1. In this case, we can see that Function 1 cannot extend to Function 2, because the formula cannot be applied by people for people.

Now, let's look at another case that is not natural. While it is not possible for people at Location 1 to handle the function of people at Location 2, some people may think it is possible. As we can see from the model, people at Location 1 will focus on their functions as well as functions of people at Location 2 and other locations. As we can see here, they will have less done and they will not be able to focus on their own function. It is better form them to focus on their own function and get more done. A manager who manages function at Location 1 focuses on managing functions of his/her employees rather than functions of people at Location 2, Location 3, and Location 4. In this case, we can see that manager and his/her employees will get more done. Because the other functions are not local to Location 1, focus on Function 1 enables people at Location 1 to get more done.

Another way to look at it is how well it works on the overall function of the system. By taking averaging into consideration of all the functions like Function 1, Function 2, Function 3 and Function 4, we can see it is better for the overall system. For example, for the overall system to perform better, functions at all locations must be executed positively. In other words, the performance of the overall system takes into consideration performance of functions at all locations. In this case, if people at Location 1 can focus on their own functions and execute it better; people at Location 2 can focus on their own functions and execute better; people at Location 3 can focus on their own functions and execute it better and people at Location 4 can do the same. We can see here we have a better average. So, the system performs much better. As we can see here, trying to extend local functions to other locations we get nothing. That is simply a

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misunderstanding and that is not good for life or the system. We get nothing in return; that is simply a misunderstanding of life; a misunderstanding of how the system works. The system works better when we focus on our function at our location, not functions that do not belong to us at other locations. Focus on our own functions at our location and not trying to adjust functions at other locations enables life to work much better.

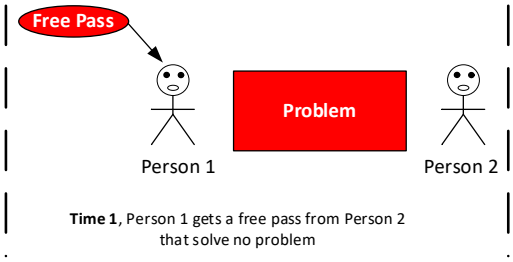
103. **Understanding Problem and Solution and Free Pass:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

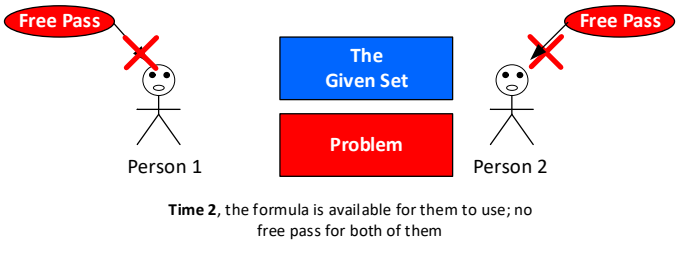
Because we are formula dependent, we must use formulas to execute our functions or solve our problems. In the event that formulas are not available, we rely on our negative ideas which result to no solution of our problems. We know that there is no free pass in life. Free passes are not natural. Free passes are not given by mother nature. Mother nature does not give free pass. A free pass cannot be generated by a person; it can only be obtained from another person. In other words, a person cannot make his/her own free pass. That person can only obtain a free pass from another person as a result of misunderstanding.

From the paragraph above, as we have seen, free pass cannot be the basis of solving any problem, because free passes do not exist—naturally—in life. Free passes are not given by mother nature. If at one time a person gets a free pass from another person. At another time, another person cannot get that free pass back as a basis of solving a problem. The way to look at it, at another time, both persons use the formula rather than trying to obtain back a free pass. To better understand that let's take a look of this model.

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Time 1, Person 1 gets a free pass from Person 2 that solve no problem



Time 2, the formula is available for them to use; no free pass for both of them

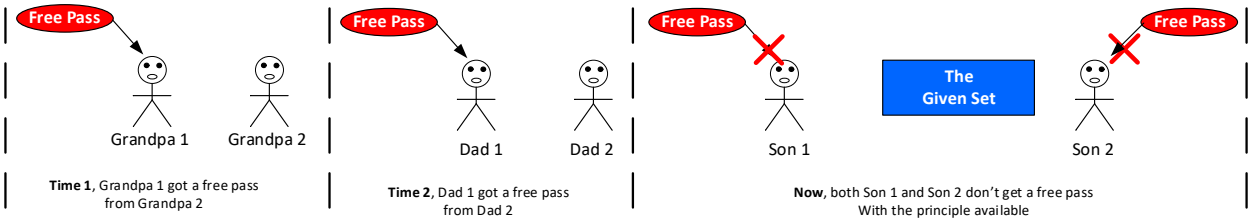
As we can see from above, at Time 1, Person 1 got a free pass from Person 2. At time 2, the formula is available for both of them to use to solve the problem. At Time 2 which is time now, it is not that you got a free pass from me; I get a free pass from you now. That does not solve the problem. Yesterday you got a free pass from me. Today, nobody gets a free pass. I don't get a free pass and you don't get a free pass. As we can see from the model, in order to solve the problem, now both Person 1 and Person 2 need to apply the formula. If Person 2 gets a free pass from Person 1, that does not solve the problem. As we can see, if a person or people get a free pass from us from the past. Now, we don't get a free pass or need to get a free pass as well from that person. Nobody gets a free pass. Now we apply the formula to solve the problem. Both people who got the free pass and people who did not get it need to apply the formula to solve the problem.

Another way to look at it, at Time 1, Person 1 misunderstood the principle. At time 2, both Person 1 and Person 2 need to understand the principle. In other words, yesterday I got a free pass from you because I misunderstood the principle. Today, the understanding of the principle is what is taken into consideration. Both me and you need to understand the formula.

104. Related to the article basis above, we can see that the absence of the principle enables one to get free pass from each other. From the model above, we can see that the absence of the principle at Time 1, enables Person 1 to get a free pass from Person 2. Now, at Time 2 the principle is present, nobody gets a free pass. From that, we can see free pass from the past was enabled by the absence of the principle. At present time, we have the principle, there is no free pass. Mother nature does not give free pass. To better

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understand this explanation, let's take a look at this model.



From the model above, we can see that Time 1 Grandpa 1 got a free pass from Grandpa 2. At Time 2, both grandpas are no longer alive, but Dad 1 got a free pass from Dad 2. As we can see here, both at Time 1 and at Time 2, the principle is not available. Now, which is at current generation, with the availability of the principle, nobody gets a free pass. Both Son 1 and Son 2 don't get a free pass. Both need to apply the principle. As an example, my grandpa got a free pass from your grandpa. My dad got a free pass from your dad. Now, which is at current time, both of us don't get a free pass. I don't get a free pass from you and you don't get a free pass from me. We both need to apply the formula to solve problems. As we can see here from the model above, at time now, the free pass is no longer available, it is replaced by the formula that both sons must apply to solve problems.

105. U**nderstanding Problem and Solution and Entity Available**: To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

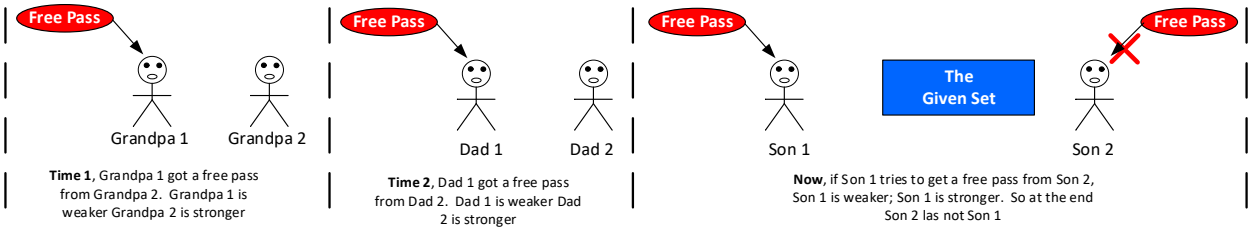
From the equation above, we identify the entity that is available to us to help us solve the identified problem. In terms of entity that is available to us, we know that our effort is one of them. In other words, in order to solve an identified problem, effort is required from us. Since effort is an entity available and The Given Set is the principle. With The Given Set as principle and effort, we can write the equation above in the form below.

$$Effort + Principle = Solution$$

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From the article basis above, we have learned that the reason a person gets a free pass from another person because of the absence of the principle. For example, if my grandpa got a free pass from your grandpa, because of the absence of the principle. If my dad got a free pass from your dad, because of the lack of understanding the principle. If I get a free pass from you, because of the misunderstanding of the principle. As we can see here a free pass is obtained based on the absence of the principle. Since the principle requires effort from us, the absence of the principle requires no effort. In this case, we can see that a person who gets a free pass is weaker than the person that person got the free pass from. From that we can see, if my grandpa got a free pass from your grandpa, my grandpa is weaker than your grandpa. If my dad gets a free pass from your dad, my dad is weaker than your dad. As we can see here, it would require effort in order to use the equation above to solve identified problems. A free pass takes no effort and not compatible with the above equation. In this example, my grandpa is referring to my actual grandpa and my dad is my actual dad. Both who I know and touch me. Not claimed to be like many generations ago I did not even know, touch, and see.

106. From the article basis above, we can see that since the person who gets a free pass from another person is weaker than that person. That person does not stand at the end. In other words, since the free pass philosophy is weaker, at the end the stronger stand. To better understand that let's take a look at this model.



As we can see from the model above, if Son 1 tries to get a free pass from Son 2, Son 1 is weaker than Son 2. Since free passes are not natural and mother nature does not give free pass, the free pass cannot last. The principle is what last. So, at the end the stronger one stands not the weaker one.

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107. From article Basis 105, we have used the given equation by replacing entity available with effort which results to the following equation.

$$Effort + Principle = Solution$$

What is important here is that in order to solve an identified problem, effort is required. For example, if I have a problem to solve, effort is required from me. As well as, if you have a problem to solve, effort is required from you. If both of us have a problem to solve, then effort is required from both of us.

From article basis number 5, we have shown that if the entity given to us is absent, then the given equation becomes negative. In other words, if the principle is absent, then the equation becomes negative with results to no solution. From the same article basis number 5, we have shown that if the entity available is stolen it cannot be used to solve a problem, because the equation is negative. Related to the equation above, we can see that if the entity available is stolen, the equation above becomes negative as well. In this case, we can show it by this model.



From above, we can see that if the entity available is stolen, then the principle is absent. As we can see here, the fact the entity available is stolen, the person did not put any effort to solve that problem. The stolen of the item effort is viewed as negative, which results to no solution. As an example, take it like this. A person tries to solve a problem by working. That person can be farmer or bread maker. While the farmer or the baker puts

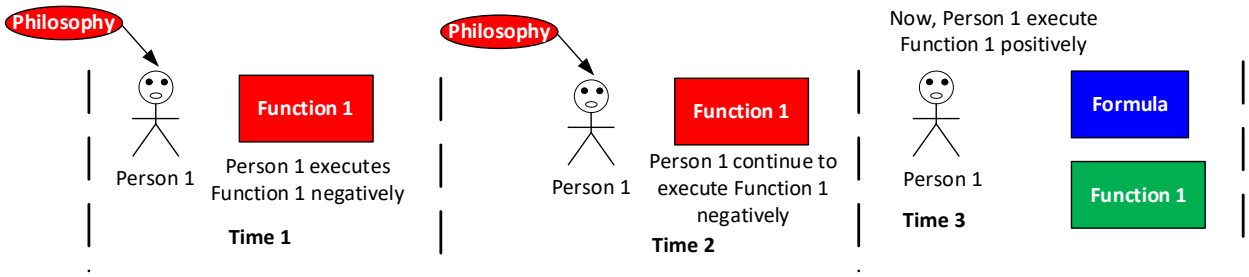
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some effort into, another person steals from them. In this case, the model above or the negative view of the equation above is what is applied by that person.

108. **Understanding Problem and Solution and Information Related to Mother Nature**: To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

Since we are formula dependent, if we don't know the formula, we have to learn it. Related to time, if we do not know a formula from the past, at present time we need to learn to solve our problems. For example, assume that yesterday or weeks or months or years before, I executed a negative function. At current time, I need to learn the formula to execute it positively. It is always good to show that by this model.



From the model above, we can see that Time 1 and Time 2 are considered to be past times, where Time 3 is present time. As we can see with the absence of the formula at Time 1 and Time 2, Person 1 executes Function 1 negatively. Now, with the formula, Person 1 executes Function 1 positively. What is important here is that the formula replaced the negative ideas, where Function 1 positive is replaced Function 1 negative.

Now, in terms of information let's take it like this. Two items here we can see: the fact that the formula is substituted for the negative ideas, mother nature no longer sees the negative ideas, but the formula. The fact that the positive function replaces the negative function, mother nature no longer sees the negative function, but the positive function. That matches well with information. To better understand that let's take it like this.

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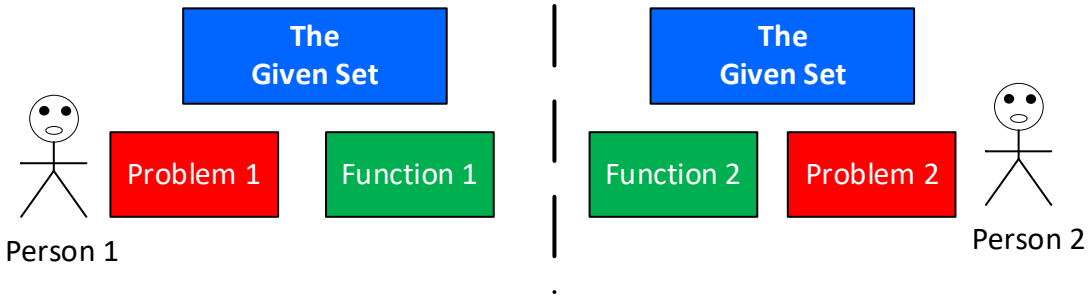
Assume that we identify a person at past time that executed a negative function, now that person executes that function positively, we can see the positive replace the negative. The positive is what is identified now, not the negative. Here is probably a better way to look at it, we have a recorder, at time past, a person executes a negative function, and we record it. We only have 5-minute window to record on a disk or a tap. We recorded from 0 to 5 at time past. At time now, that person executes the function positively where we start recorded from 0 to 5. What we have now on the tape is the positive execution, not the negative one. The positive function execution replaces the negative one. The positive execution is what mother nature sees, not the negative one. The negative one is no longer available, but the positive one. In terms of functions execution by people, present time is what counts not past time. We always want at present time for our functions to execute positively.

109. **Understanding Problem Solving and Function Existence: To** solve our problems, the following equation was given to us by our parent.

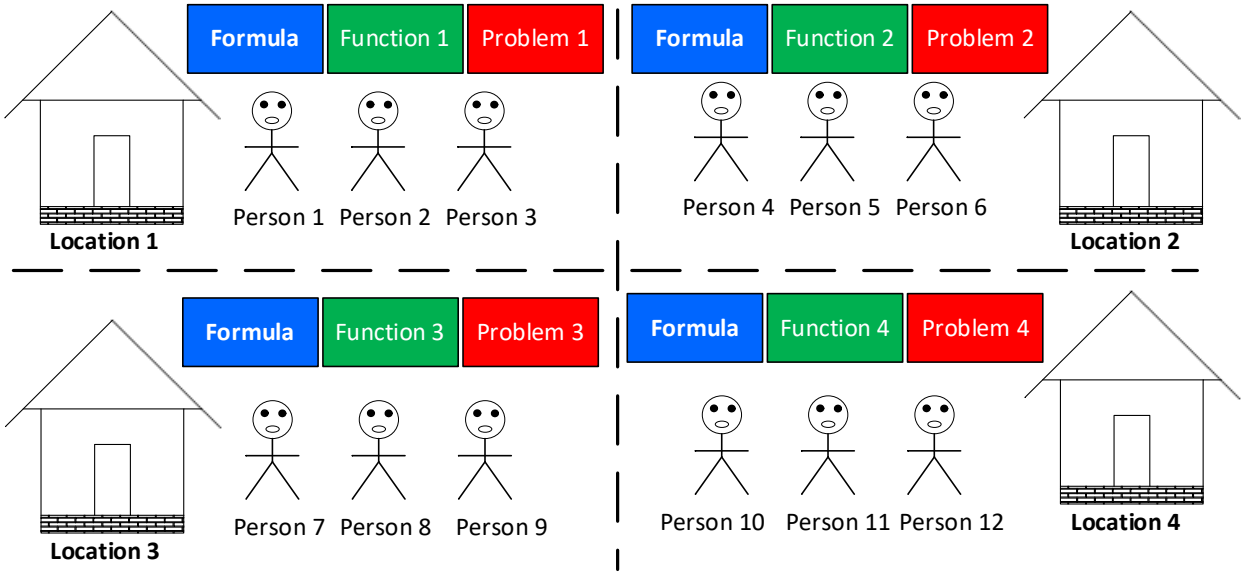
$$Available + Given = Solution$$

By using the equation above, a person or provider can provide a function to solve a problem, while another person or provider can provide another function to solve a problem. because of function at location, we can say it like this. A provider at a location can provide a function to solve a problem, while another provider at another location can provide a function to solve a problem. It does not matter the way we put it, a function exists to solve a problem, where that function is provided or executed by a person who applies the formula. Let's show that by this model.

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From above, we can see that Person 1 uses the formula to execute Function 1, so does Person 2 use the formula to execute Function 2. Both Person 1 and Person 2 do not compare their functions but use the formula to execute their functions. For example, Person 1 does not compare Function 1 with Function 2 but uses the formula to execute Function 1. By understanding what we have just said, we can see that the usage of the formula validates each function, rather than comparing the functions. In other words, Person 1 uses the formula to validate Function 1. Person 2 uses the formula to validate Function 2. Both Person 1 and Person 2 do not compare their functions in terms of validating them. In other words, I don't look at your function execution to validate my function and you do not look at my function execution to validate your function. Rather, I use the formula to validate my function, and you also use the formula to validate your function. In terms of function at location, let's take look of this model.



From the model above, we can see that people at Location 1 have Function 1, people at Location 2 have Function 2, people at Location 3 have Function 3 and People at Location

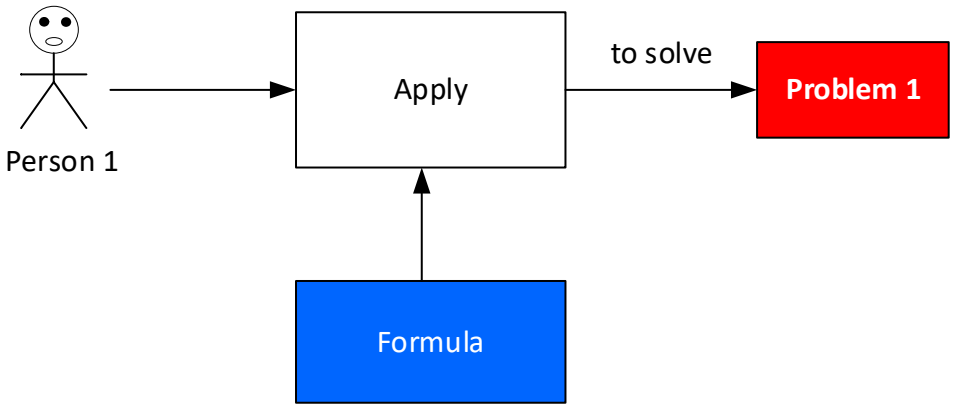
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4 have Function 4. All of them use the formula at their respective locations to execute their functions. In this case, the formula validates their functions at their locations. At Location 1, people use the formula to validate Function 1; at Location 2, people use the formula to validate Function 2; at Location 3, people use the formula to validate Function 3; and at Location 4, people use the formula to validate Function 4. As we can see here, the functions are not validated by comparing them to functions at other locations. In other words, people at Location 1 do not compare their function to the function of people at Location 2 to validate their function. For example, at Location 1, Person 1 to Person 3 do not look at Function 2 at Location 2 to validate Function 1. That makes sense, because we are formula dependent, we use formulas to validate our functions. We cannot validate our functions by comparing them to other functions.

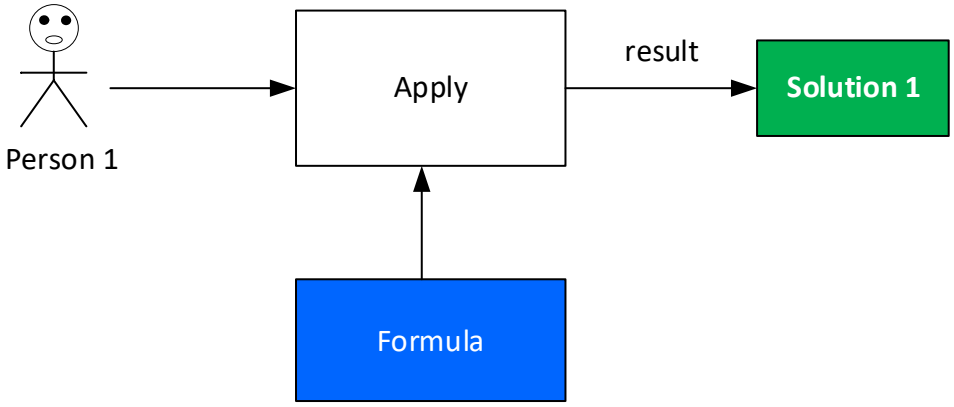
Another way to look at it is that functions exist to solve problems. Functions do not exist to be compared to other functions. As we can see from the model above, Function 1 at Location 1 exists to solve Problem 1, while Function 2 at Location 2 exists to solve Problem 2. Both functions do not exist to compare to each other. As an example, a fix car function provided by a mechanic to solve a problem, so does a serve food function provider by a restaurant. Both of those functions do not exist to compare to other functions.

110. By understanding the article basis above, we can see that to solve the problems, the people use the formula, but don't go after each other. It is always good to show that by this model.

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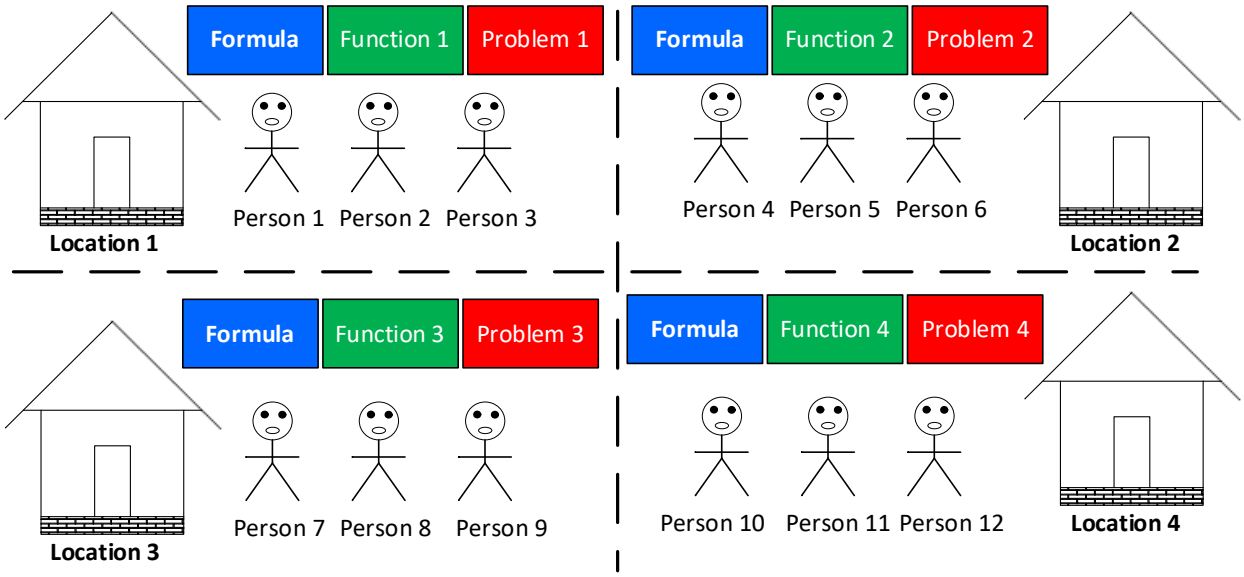


From the model above, we can see that Person 1 uses the formula to solve Problem 1 or execute Function 1, where the execution of Function 1 solves Problem 1. Person 1 does not go after Person 2 or against Person 2. The model above is the same as the one below



Where from the model above, Solution 1 replaces Problem 1. As we can see if it was possible for Person 1 to go after Person 2 or Function 2, Problem 1 would not be solved. As an example, a mechanic uses the formula to repair a car. The mechanic does not go against or after a person or the function of that person. In terms of function at location, the same concept applies as shown by this model.

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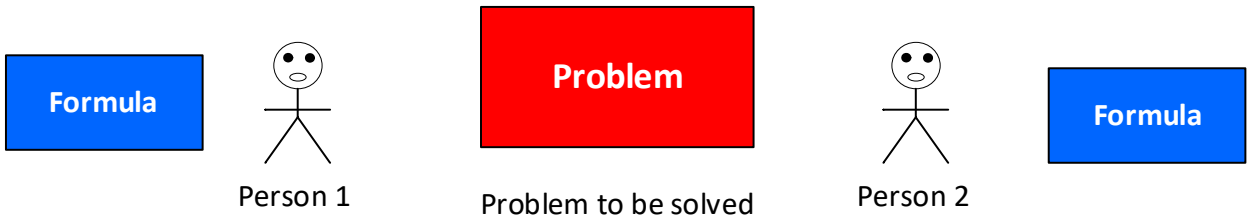
To solve Problem 1 at Location 1, the people use the formula. They don't go after each other or people at Location 2 and function of people at Location 2. The same concept applies to people at Location 2 and other locations. For example, people at Location 2 use the formula to solve Problem 2 by executing Function 2. They don't go after people at Location 3, nor do Function 3. As we can see here, functions exist at locations to solve problems, not to go after other functions or other people. At our location, functions exist to solve problems, not to go after each other or after people at other locations and their functions. Doing so does not provide us the possibility to solve our problems.

111. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we both identify the entity available, and the entity given. If multiple people are working to solve a problem, all of them must use the given formula as shown by this model.

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From the model above, it shows that the problem in the middle is the problem that needs to be solved by both Person 1 and Peron 2, where both of them apply the formula to enable them to solve the problem. Now, let's take corruption as an entity. In this case, Person 1 does business with Person 2, where corruption is involved or identified. In other words, Person 1 and Person 2 are doing transactions where corruptions are involved. All you need to do here is to verify that corruption does not exist solo. In other words, if two people are doing business or transaction or exchange, corruption cannot exist only in one side.

112. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we identify the entity that is given to us as well the entity that is available to us. In terms of entity that is available to us, effort from us is one of them. From article basis number 88, we have shown that our parent identifies those who understand the principle and those who do not. Because the system is averaging, our parent also tells us that those who understand the principle must help the ones who do not understand it in order to help the functionality of the system. By understanding the explanation, we can see that our parent also tells us that: *everybody can cook a burger, but not everybody can cook a burger to serve the people*. Here, you need to verify that statement.

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113. **Understanding Problem and Solution and Entity Available: To** solve an identified problem, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the above formula, we first identified the problem we tried to solve. We identify the entity given to us as well as the entities that are available to us in order to obtain a solution for the problem. We already know that one of the entity that is available to us to help us solve identified problem is our effort. Another entity that is available to us is our communication. As we can see here, the equation above takes what is on us to help us solve the identified problem.

To better understand the explanation above, let's take a look at this example. You borrow a person $50. You have been asking that person for the money, that person has never paid you back. After a while, you realize that person is a scammer also steals other people money and stuffs. Now, you have 2 choices. Here you are going to determine which one is correct for you to do.

First choice: You talk to that person and say that enough is enough. From now on, just be a man. No more scamming and no more stealing; enough is enough; you don't have to paid me back, just be a man.

Second choice: I don't care what you do, as longer you pay me back. In other words, as longer I get my money back. I don't care if you are going to scam more people or steal from others in order to pay me back.

As you can see from above, you have 2 choices to choose from. You are going to select one and verify which one is correct for you to do.

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114. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem we need to solve, as well as the entity that is given to us and the entities that available to us in order to get a solution for the problem. In terms of entities that are available to us, we know that our effort is one of them as well as our communication. From article bases 94 and 95, we have shown that the death of a person does not help us solve a problem. In other words, from the underlying basis, we have learned that if we have a problem to solve, the solution of that problem is not one vs another and the solution for that problem should not result to the death of a person. For example, if two groups of people have a problem to solve, they cannot go against each other to try to solve that problem. Doing so will not result in a solution for that problem. If they do that and some of them died as a result, that does not constitute or result to the solution of that problem.

By understanding the explanation above, here all you need to do is to verify that the death of a person is not considered to be an entity available which result to a solution of a problem. In other words, by using the equation above, we can identify entities that are available which we plug to the equation to result to a solution. Here you are going to verify that the death of a person is not considered to be an entity available.

115. By working out the exercise above to show that death of a person is not considered to be an entity available to result to the solution of a problem. If you want to and feel that it is necessary, you can work out this part.

By using the given equation as well as the equation from article basis 107, we can see that negative effort does not result to the solution of a problem. In terms of negative

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effort, let's take it like this. To solve an identified problem, effort is required from us. By identifying the entity given, effort is viewed as a positive entity available. In other words, by having the principle or the given entity, we can see that effort from us is positive or natural which enables us to apply the principle to solve the problem. As we can see here, if we take me vs. you or one vs. another into consideration, that is not view as an effort or a positive effort or an entity available. All you have to do here, if you want to, is to very that one vs. each other is not considered to be an entity available to us which results to a solution to a problem. In other words, if I need to solve a problem with you, I cannot go against you and you cannot go against me because that is not considered to be an entity available which enable us to solve the problem. Another way to look at it, if two groups of people have a problem to solve. They cannot go vs each other because going against another is not considered to be an entity that is available to them to help them solve the problem.

116. **Understanding Problem and Solution Related to Entity Identification:** To solve an identified problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we try to solve as well as the entity given to us and the entities that are available to us which result to the solution of that problem. In terms of entities that are available to us, from article basis number 4, we have shown that those entities are actual and cannot be bypassed. As an example, to solve a hungry problem, the actual entity that needs to solve that problem may be a bowl of rice, a cheeseburger, a chicken sandwich and so forth. Those entities are viewed as entities available, and they cannot be bypassed.

By understanding the explanation above and the equation, we can see that the entities identified from the above equation are natural to the equation. It is not possible for us to

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bypass them or misidentified them. Now, let's assume we have a problem to solve, and we have misidentified that problem. Because we have misidentified the problem, we can work as long as we can, we will never solve it. To better understand the overall explanation in terms of entity identification, let's take a look at the following cases. Here we have 2 cases, and both of them are people working without being aware of the equation or the given formula.

Case 1: we have a group of people working for 20 years. In the first year, they misidentified the problem they tried to solve, but they use money. They have been doing that from year 1 to year 20. In this case, they have been wasting resources from year 1 to year 20 and they never solve the problem, because they have misidentified the problem. All they have been doing is wasting resources.

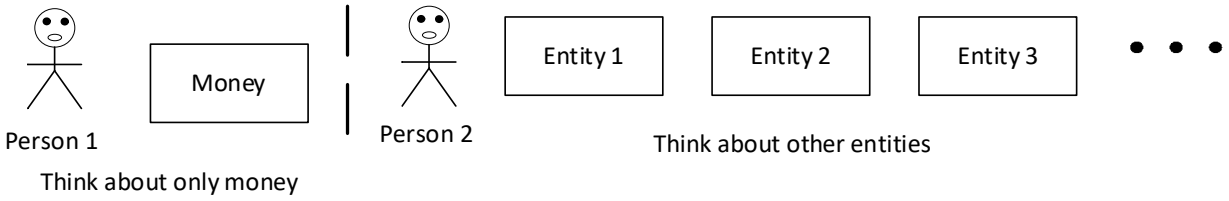
Case 2: another group of people working, they are using actual entities rather than money. They also misidentified the problem they tried to solve. To try to solve the problem, they use actual entities rather than money. Because those people are using actual entities, in 2 years they know that they cannot continue anymore. As we can see here, when using actual entities to solve problems, mother nature limits the negative.

From the above 2 cases, we can see that in the first case, the people can keep it going longer because they use money, while in the second case they figure out earlier that they cannot continue or in the wrong direction. What is important here is that using the equation above, we can see that by bypassing the entities, our understanding goes down faster than if we were able not to bypass them. In other words, if we have 2 groups of people: both of them misunderstand the problem they try to solve. The group who is using money will keep it going longer than the group who is using actual entities. The understanding of the group who is using actual entities starts earlier than the understanding of the group who is using money. For the two groups above, the group who is using actual entities figures out first, it cannot continue while the group who is using

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money figures that out last. In terms of time, the group who is using actual entities have 18 years to do better than the group who is using money. As we can see here, by using actual entities, mother nature limits the negative as well as enable the understanding of the people who are using actual to start earlier. Those people can figure out good things at earlier time than the people who are using money.

117. From the article basis above, we have identified 2 cases: one case using money and another case using actual entities. The people in the case who use actual entities figured out earlier that they are in the wrong direction comparing to the case of the people who use money. In order for that to happen, the people in the case who is using actual entity have a wider range of thinking than the people who use money. In other words, if we look at the segment of thinking, the people who use actual entities think wider or focus wider where the people who use money focus shorter or narrower. To better understand the explanation, let's take a look at this model.



As we can see from the model above, the person who thinks about money only thinks about money to solve the problem, while the person who thinks about actual entity thinks about one entity, two entity and so forth. By understanding what we have just said, we can see that the person who thinks about actual entity thinks more natural than the person who thinks about money. This is where mother nature kicks in, because the person who thinks about actual entity thinks more natural than the person who thinks about money only. In terms of solving problems, that person will realize that quicker what he/she is doing is not good. While the person who thinks about money will try to push it more.

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To better understand the paragraph above, let's take a look at this example. Two people have a transportation problem to solve to go from Point A to Point B. One person needs money to buy a vehicle to go Point A to Point B. The other person does not have money but look at other means of transportation. In this case, we can see that the person who thinks about money only is narrow focused than the person who think about actual entity only. In this case, the person who thinks about actual entity can look at all other means of transportation he or she can get to go from Point A to Point B.

Another example related to the model above is what can I do to solve the problem. If the person is focusing on money only, then the person can respond like this. I have to do whatever I can to get money to solve the problem. As we can see here the focus is whatever I can to get money. In this case, we can see that is one thinking. The person who thinks about actual entity have more way of thinking. Focusing on Entity 1, the person can think what can I do to get Entity 1; focusing on Entity 2, what can I do to get Entity 2. As we can see there, the probability for a person like that to go negative is lower than the probability of the person who thinks about money only. As we can see here that person thinks more natural than the other person. As another example, the person who thinks about money only may think about increasing the quantity when trying to solve a problem, while the person who thinks about actual entities think more about varieties of entities to try to solve a problem.

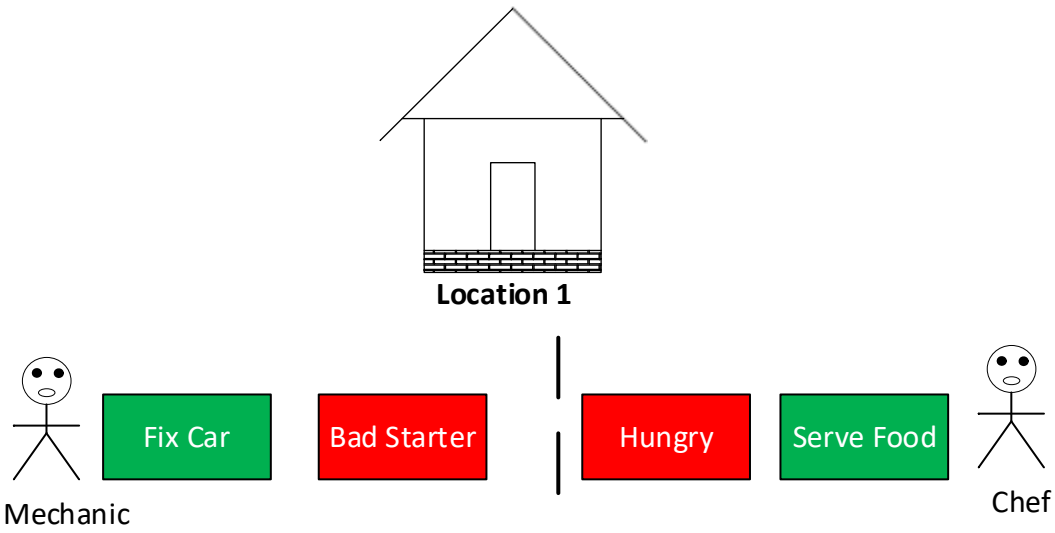
118. **Understanding Function at Location and Function Validation:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us and the entities that are available to us to help us solve the problem. In terms of function at location, at our location and at any other location, people use the given formula to

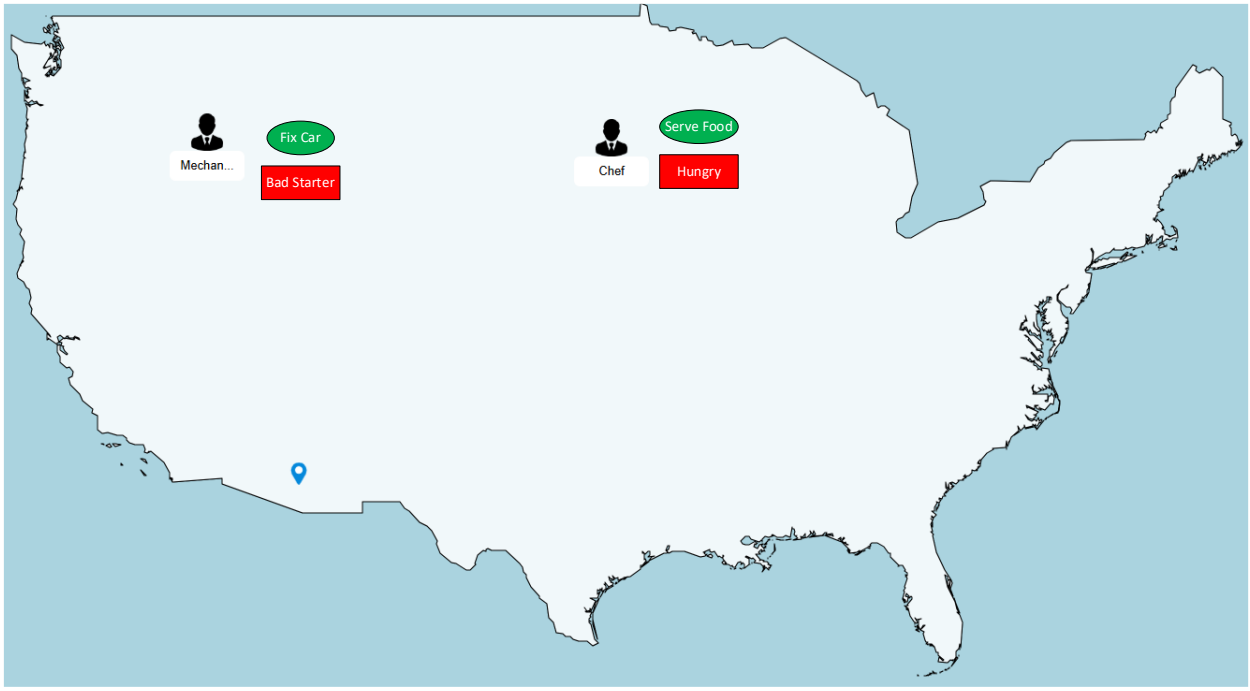
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provide a function in life. In other words, people are identified at location where they do have functions. In terms of function at location and function provided by people which we call function provider, a mechanic can be viewed as a function provider that provides a Fix Car function, where people who work at a restaurant can provide a Serve Food function. In this case, the Fix Car function solves a car problem such as Bad Starter where the Serve Food function solves a Hungry problem. It is always good to show that by this model.

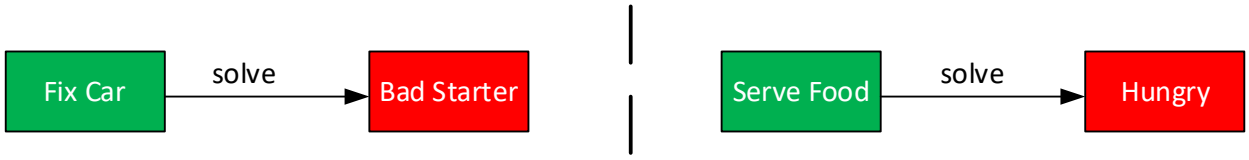


From the model above, we show the location like a country or city as well as functions provided at that location. For example, Location 1 can be viewed as our country like USA where the function of a melanic is Fix Car to solve a Bad Starter problem and the function of chef is Serve Food or Cook Food to solve a hungry problem. Let's show that by the map below.

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As we can see from the model and the map above, the function of a person is validated by the problem solved by that function. From above we can see that 3 entities are identified: the person himself/herself, the function of that person and the problem solved by that function. In terms of problems solved by functions, it is always good to show that by this model.

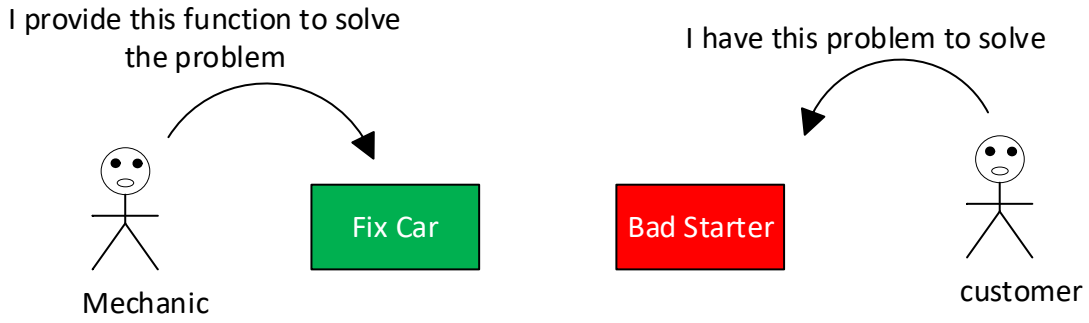


As we see from the flow above, the fix car function solves the bad starter problem while the serve food function solves the hungry problem. By understanding that we have just said here, we can see that the bad s tarter problem validates the fix car function while the hungry problem validates the serve food problem. In this case we can see that at our location, the function of a person is validated by the problem solved by that function.

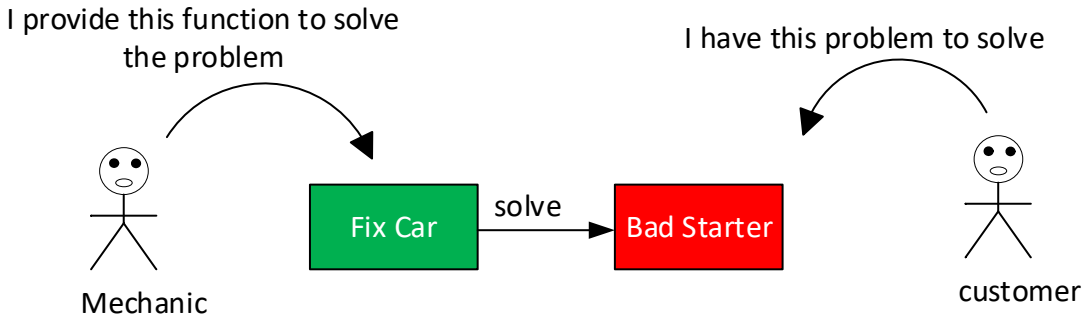
At our location, we identify a person, the function of that person and the problem solved by that function. The function of a person is validated by the problem solved by that

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person. Now, how can we identify that. If a person or a provider has a function, where that function solves a problem. If we take that problem to that person or provider, where the function of that person solves the problem, then this process validates the function of that person. Let's show that by this model.



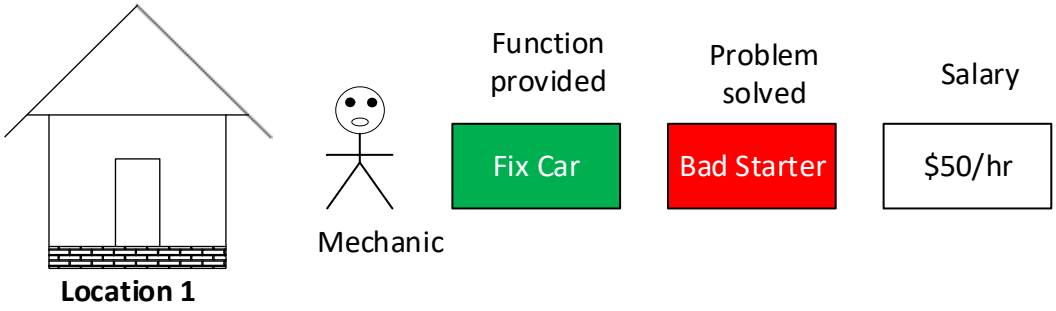
From the model above, as we can see the customer presents a problem to the mechanic where the mechanic has a function to solve the problem. Now, if the function solves the problem, the mechanic does have a valid function that solves problem. In this case, we can show the model like this.



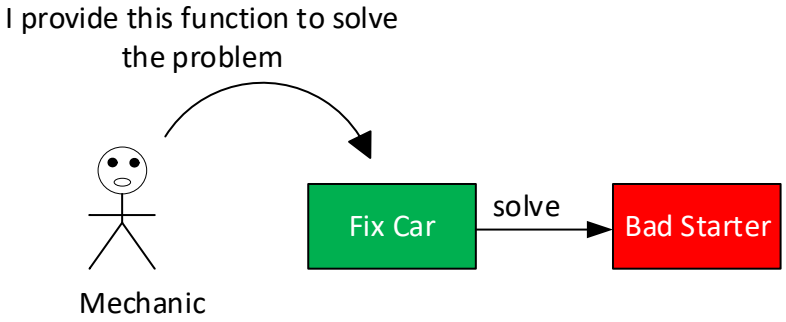
As we can see from the model the function of a person is validated by the problem solved by that person. If a person has a function that solves no problem or the function of a person cannot be validated by a problem, then we can conclude that person has no function at our location. In other words, if a person claims to have a function or a job at our location, where the function of that person solves no problem, we can say that that person has no job or function. Because the job or function of that person solves no problem. Another way to look at it, if we cannot identify the function of a person and the problem solved by that person, then we can also say that person has no function. Here, we refer to job as function of a person.

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119. From the article basis above, we have separated the entities that we identify. We have identified the problem and separated it from the people. We have also identified the location where the function is executed. As we can see from above, we have identified the following: the problem, the person who executes the function, the function, and the location the function is executed. What is important here in terms of compensation such as money earned by the mechanic as well as money provided by the customer, we need to separate them as well. To better understand what we have just said, let's show the model to include the salary or money earned by the mechanic.



By looking at the model above in relationship with the previous model, we can see that the money earned by the mechanic is not a part of the model that solve the problem. Let's show that model again.



What is important here is that the function solves the problem, where the money is viewed as separate entity and not the part of the model that shows the function is executed to solve the problem. It is very important to understand the model above and the overall process. Because a person may have a salary, but that person does not have a function that solves a problem. In this case, we can see that the salary of a person does

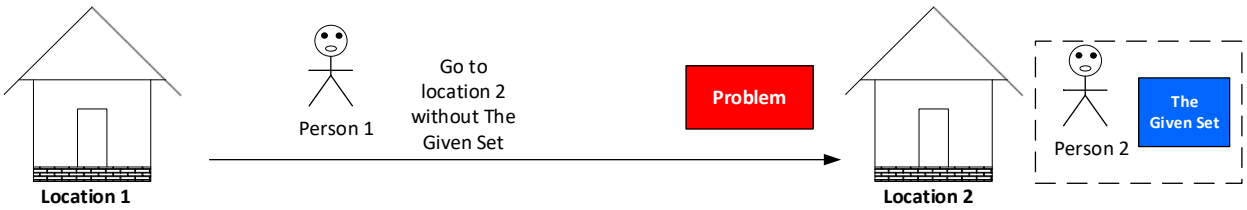
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not validate the function of a person, but the problem solved by the function of a person validates that function. As we can see here, we can validate the function of a person at our location, not by money making by that person or salary of that person, but by problem solved by the function of that person. Again, at our location, we identify a person or people, the function or job of that person is validated by the problem solved by that person—the function of that person—rather than the salary or the money making by that person.

120. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following formula was given to us by our parent.

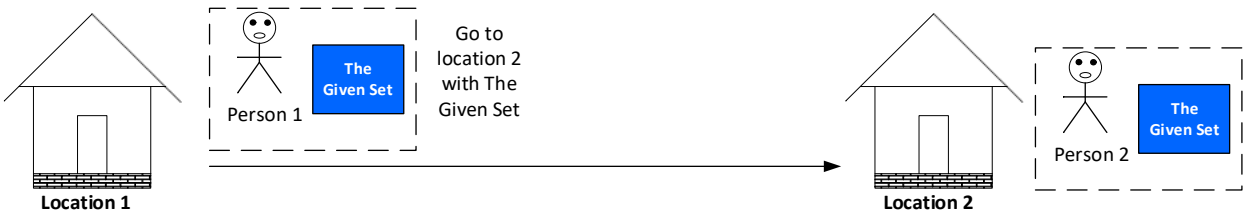
$$Available + Given = Solution$$

From the formula above, we first identify the problem, then the entity given to us as well as the entities that are available to us to help us solve the problem. From article basis 33, we have shown that while we are mobile, but the absence of the principle limits our mobility. In other words, while we can walk to go from location to location, because our parent does not want us to develop problems at other locations, our parent tells us that we must take the principle with us. It is always good to show that by this model.

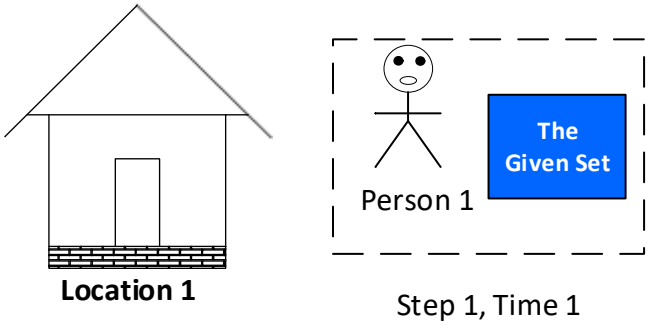


As we can see from the model above, the mobility of Person 1 from Location 1 to Location 2, enables Person 1 to develop problems at Location 2. Now, let's look at the model of Person 1 goes to Location 2 with the principle.

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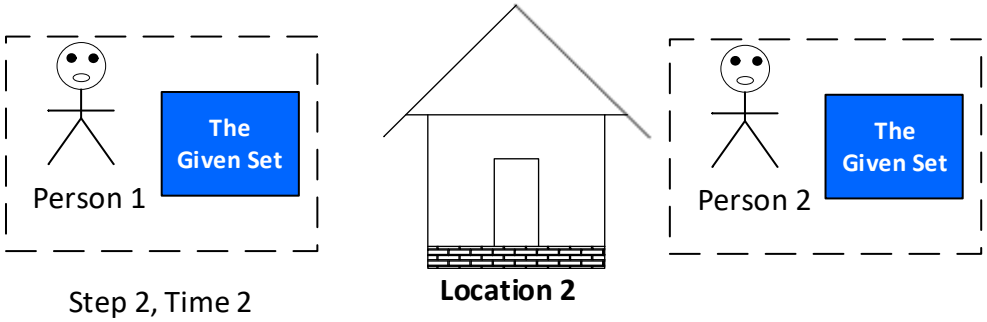


The model above is the opposite of the previous model. From the previous model, Person 1 goes to Location 2 without the principle which caused problems, while in the second model Person 1 goes to Location 2 with the principle where that does not cause problems. What is important here in terms of problems and solutions is that mother nature is always applied. In terms of problem and solution, the formula is aways applied. As we can see here, a problem caused by misunderstanding of the principle is solved by understanding of the principle. A problem caused by disregard function at location is solved by regarding function at location. A problem caused by misunderstanding function at location, is solvable by understanding function at location. In terms of function at location, it is always good to look at it step by step in relationship with the principle in a timely manner. At step 1 at Time 1, a person is identified at Location 1, where at step 2 at Time 2, that person is identified at Location 2.



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From above, Person 1 is identified at Location 1 at Time 1, now let's look at step 2, at Time 2, Person 1 is identified at location 2.



Step 2, Time 2

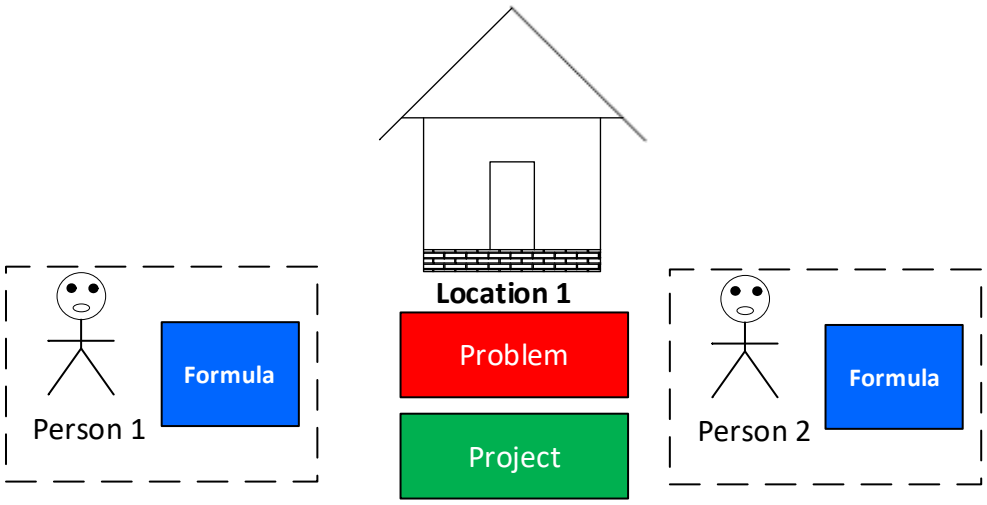
What is important here is that at Time 1, function at location counts at Location 1, where at Time 2 function at location also counts at Location 2. As we can see here disregard function at location at Time 1 at Location 1, also enables the disregarding of function at location at Time 2 at Location 2. Another way to look at it, if that person thinks negatively at location 1, that person also carries those negative ideas to Location 2. To limit the spreading of negatives, our parent tells us that we must regard function at location everywhere we are at. We must take the principle with us when we go from location to location.

121. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

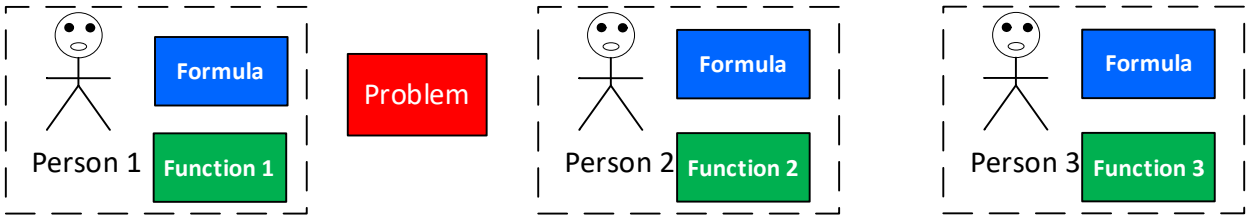
From the equation above, we identify the problem we try to solve, then the entity given to us as well as the entities that are available to help us solve the problem. Given that we are formula dependent, people cannot apply formulas for each other. In other words, I cannot apply formulas for you, and you cannot apply formulas for me even if we are working on the same project at the same location. To better understand that let's show that by this model.

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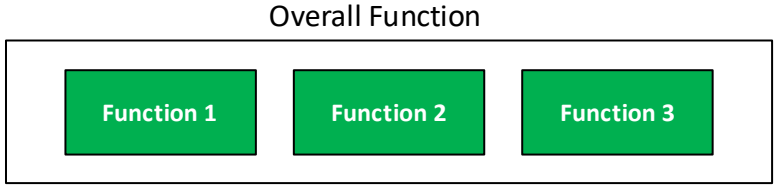


As we can see from this model, even when Person 1 and Person 2 work in the same project at the same location, however both of them must apply the formula. Person 1 cannot apply the formula for Person 2 and Person 2 cannot apply the formula for Person 1.

At the same location, there may be another function that is used to monitor or keep track of the function to solve the identified problem, because formula cannot be applied for each other, both Person 1 and Person 2 cannot apply the formula for the person that function belongs to. To better understand the explanation, let's look at this model.



From above, Function 3 is viewed as a function provided by a person. That person can be a person outside the location where Person 1 and Person 2 work and has a function to monitor or keep eyes on the overall function that solves the problem. The overall function is viewed as a combination of function as shown below.

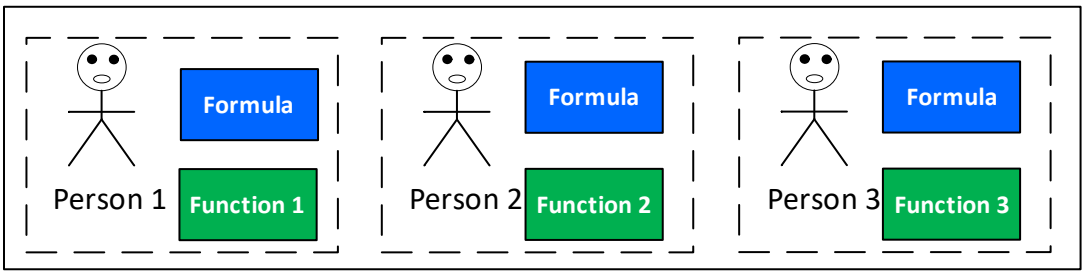


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As we can see here, function 3 can be a function that is provided by an outside person to keep track of the combination of Function 1 and Function 2. In this case, the person who executes Function 3 applies the formula as well. Person 1 and Person 2 cannot tell that person what to do in order to adjust the function or prevent the problem from being solved. To better understand the explanation, let's take this example. A person's function is to lift boxes from the floor to put on the table. Another person's function is to keep eyes on that person and record the number of boxes lifted from the floor to the table. In other words, the monitoring function is a function that is used to monitor or keep track of the lifting function. What is important here is that the person who executes the monitor function applies the formula, the lifting person cannot tell that person where to monitor or where to keep his/her eyes on. When that happens, that does not solve the problem.

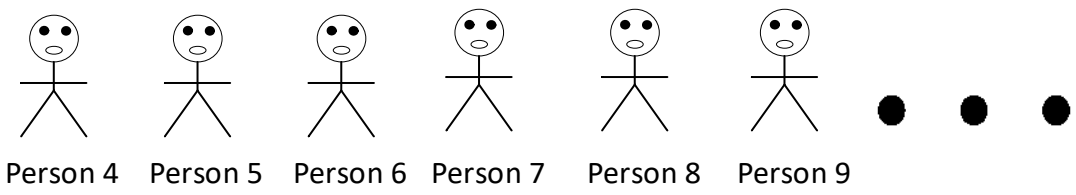
122. From the article basis above, we have shown that formulas cannot be applied by a person for another person even when they are working on the same project. As we can see from the model above, each person has a function that enables the overall to solve the identified problem. A function cannot be adjusted by a person to prevent the problem from being solved. In terms of functions adjustment by people, let's take a look at this model.

People working to execute the overall function



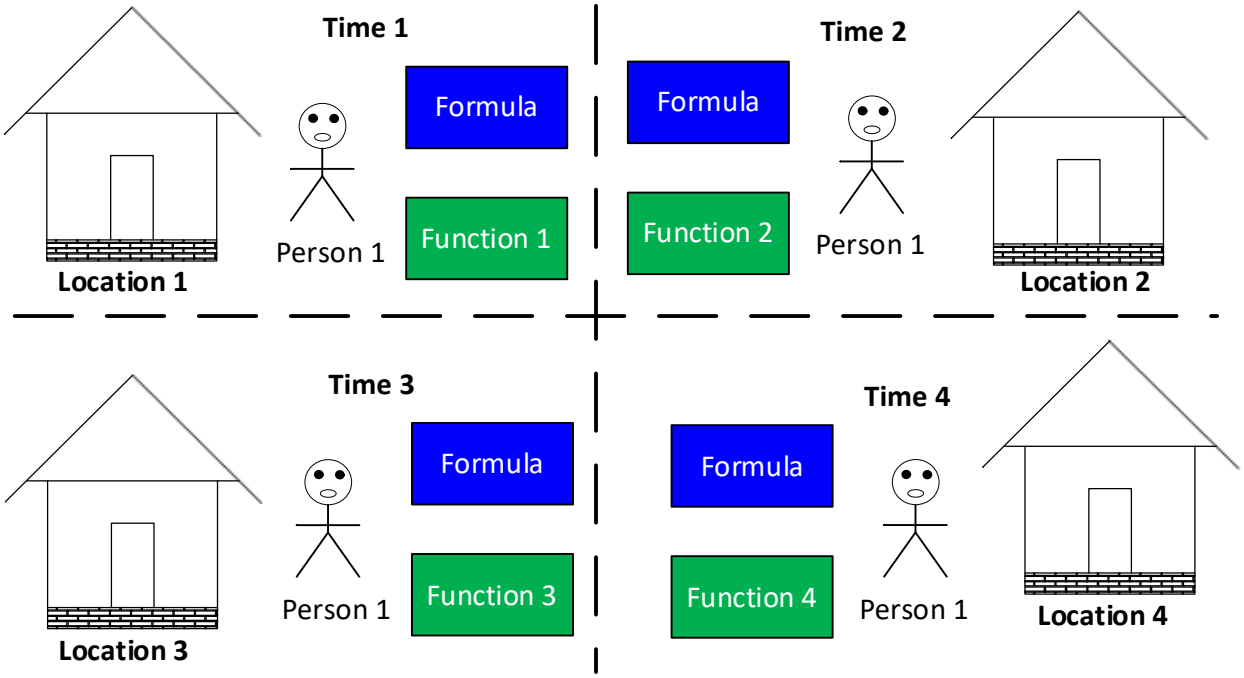
From the model above, we identify people who are working to execute the overall function to solve the problem. As we can see here, those people are in the project. Now, let's identify people who are outsiders and have no function in the project and are not working to solve the identified problem.

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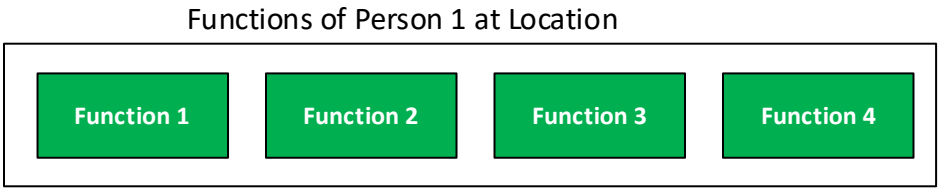
As we can see from both models, the people from the model above are considered to be outsiders. They don't have any function in the project. They are not in the project; the function of the project cannot be adjusted for them or by them. Function at location does not allow that. As we can see here, the people above cannot apply the formulas for the people who are working to solve the identified problem.

123. **Understanding Life and Function at Location:** From article basis 120, we have shown that our mobility from locations to locations without the principle enables us to develop problems. At home or at the location where we are present, we apply the principle as well as when we go to other locations, we also apply it. That makes sense because we use the formula to execute functions at our current location. When we go to other locations, we also use the formula to execute functions. To better understand the overall explanation, it is always good to show that by this model.



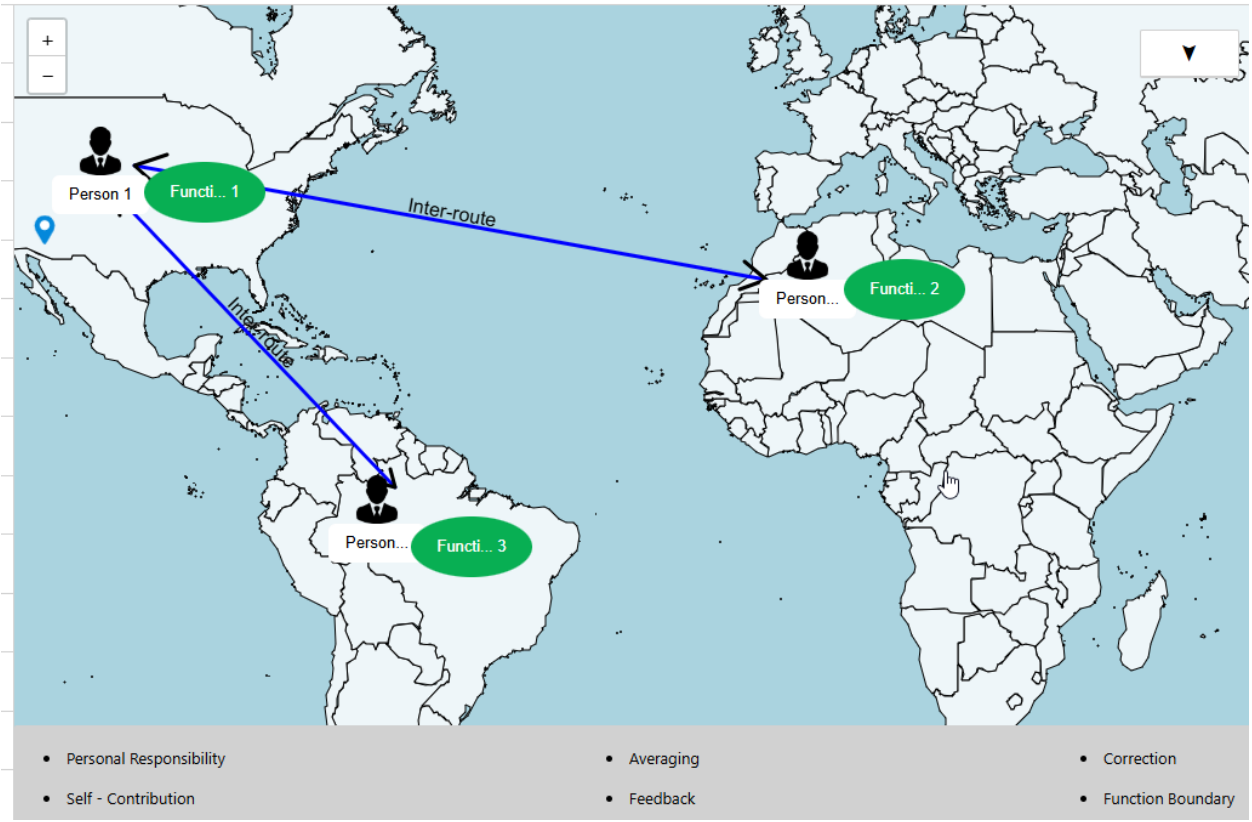
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As we can see from the model above, because of mobility of Person 1, he or she can go to multiple locations where he/she can apply the formula to execute functions of life. If we look at functions executed by Person 1 at all locations, we can see that it is in the form of:



In order for that to happen, we can see the overall function executed by Person 1 or the combined functions is viewed as an average function. With this we can see that, at Location 1 Person 1 executes a function positively, at Location 2, Person 1 continues to execute a function positively, so do at Location 3 and 4. In this case, we can say that Person 1 is doing well disregard the location he/she goes. Person 1 is doing well; disregard the location he/she is present. Because disregard the Location Person 1 is identified his/her effort counts; we can say that disregard the location where Person 1 is present, he/she executes his/her function positively. To better understand the overall explanation, let's take look at the map below.

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From the map above, we can see that disregard the location Person 1 goes, Person 1 still executes functions positively. Because the system is averaging, if the function executed by one person at a location is positive and negative at another location, that affects the overall system. That is the reason our parent tells us that it is important for the principle to be with us all the time. As we go from location to location, we take it with us. By understanding that as well as the averaging entity, we can see that our parent weights all the functions equally disregard locations. In other words, the overall function or the total function takes functions at all locations into consideration where each individual function is important for the overall function. Our parent wants functions at each location to execute positively so that they do not affect the overall function. That makes sense since the overall function is an average function.

Now, since our parent tells us the absence of the principle limits our mobility and the total functions is an average function and each function weights on the total, in this case we can see that limit negative to a location where a person present is important and

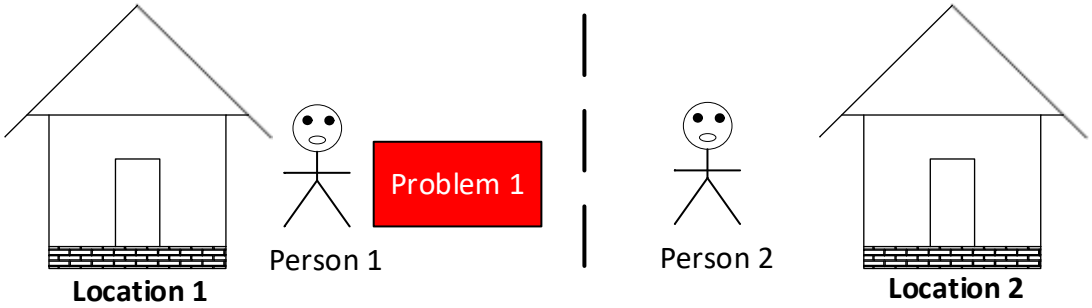
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preventing spreading of negatives. To better understand what we have just said, let's take it like this. If at Location 1 where Person 1 is, Person 1 executes a function negatively. If Person 1 goes to other locations to execute more negative functions, that affect the system more than it would have been if Person 1 would not have gone to other locations and executed more negative functions. As shown from the map above, if we have a system with 20 functions at 20 locations. If a person stays at one location where he/she is at and executes a negative function, that causes less damage to the system than if the person goes to 10 location and execute functions negatively. As we can see here, function at location enables us to execute our functions positively disregarding the location where we are at. When we don't, that affects the overall system.

124. **Understanding Problem at Location and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

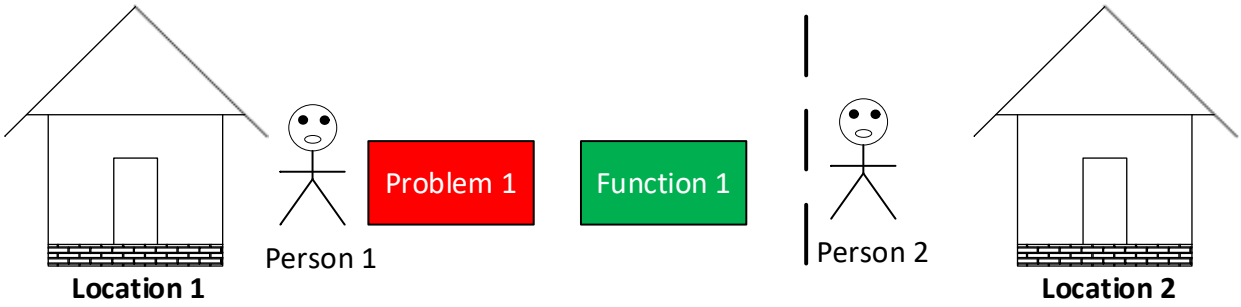
From the equation above, we first identify the problem we need to solve, the entity given to us as well as the entities that are available to help us solve the problem. In terms of entities that are available to us, our effort or individual effort is one of them. In terms of function at location and problem at location. It is always good to take a look at this model.



From the model above, we can see that at Location 1, Problem 1 is identified where at Location 2 Problem 1 is not identified. We separate Location 1 and Location 2, where the

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separation can be viewed as a distance from Location 1 to Location 2. What is important here is that because Problem 1 is identified at Location 1, then at Location 1 a function can be executed to solve Problem 1 as shown by the model below.



From the model above, we can see that Function 1 is executed by Person 1 to solve Problem 1 at Location 1. What is important here, because Problem 1 is not identified at Location 2, Function 1 cannot be executed at Location 2 to solve Problem 1 but can be executed at Location 1 to solve Problem 1. In this case, we can see that any effort by Person 1 to go to Location 2 to solve Problem 1 at Location 2 is viewed as negative.

125. By understanding the article basis above, determine which of the following is correct:

Case 1: A person has a break-in to his/her house. Where can that person put a video camera? At his/her house or his/her neighbor's house. Respond and verify your answer.

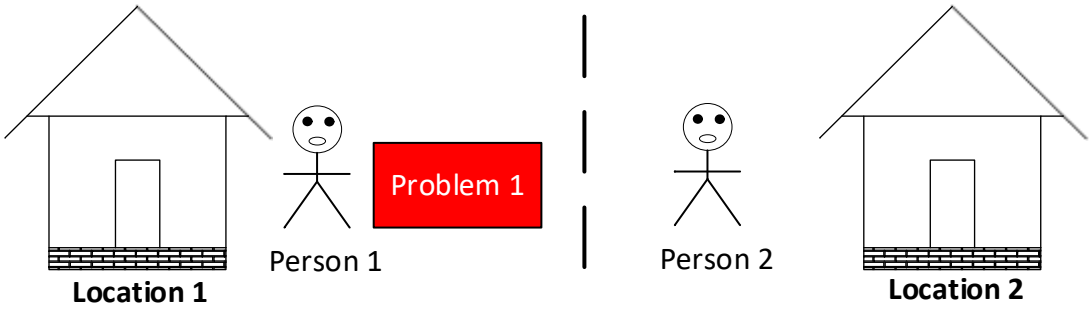
Case 2: At your house, there is a lightbulb in the Livingroom. You turn on the switch; it does not light up. You figure out you need to replace the lightbulb. Where can you replace the lightbulb at your house or at your neighbor's house. Do you go to your neighbor's house to replace the lightbulb, or do you replace it at your house?

Case 3: You live in a house and your neighbor's house is next to you. Your kids are at home. Your kids tell your neighbor has a cardboard sign. The card has a bad sentence written. The card is placed at your neighbor's property but facing your house. Your kids can see it and read it. Because the cardboard is facing your property, you can add

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another board in front of it from your property, but that will not prevent your kids from reading it from other angles. The preceding is considered to be an option. Other options include taking it down from your property; talking to your neighbor about removing it; providing feedback to your neighbor about proper communication so your neighbor can make correction to the text on the cardboard; communicate with your kids about proper communication so your kids can recognize good and bad communication as well as disregard bad communication. Here, you determine all the options that are good for you.

126. By understanding the last 2 article bases above, we can see that to solve a problem what is on us individually at our location must be regarded. To better understand what we have just said, let's take a look at this model again.



Because Problem 1 is identified at Location 1, what is on Person 1 to solve Problem 1 must be regarded. When a problem is identified at our location, it is always good to ask what is on me to solve that problem. As we can see from the model above, the responsibility to solve Problem 1 belongs to Person 1 not Person 2. By using the given equation, we can see that if Person 1 waits for Person 2, that will not solve the problem. Since the formula can only be applied by a person for that person, what is on a person to solve a problem is important to that person.

127. From article basis 123, our mobility enables us to go from location to location. We still apply the formula to execute our functions, disregard the location we are. By understanding that, we can see there is no free pass disregard the location we are. It is always good to take it like this. Since our parent does not give free pass and our parent

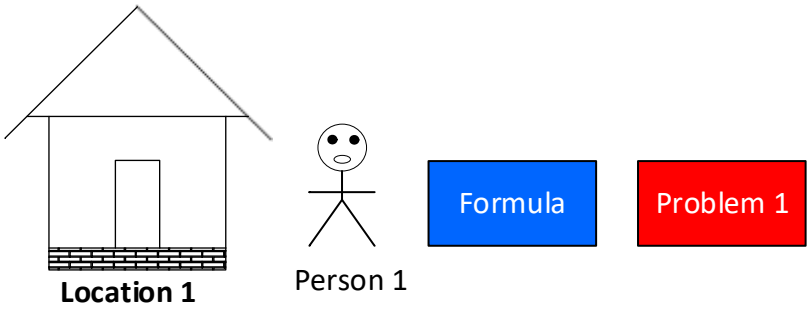
is considered to be the principle. Using the given equation, we can apply the formula to execute our functions disregard the location we are identified. As we can see here, the locations that we are identified do not make us entitled for a free pass.

let's put it like this, the presence of a person at a location does not make the person entitled for a free pass because there is no free pass in life. Mother nature does not give free pass. Disregard the location a person is identified, his/her effort counts.

128. **Understanding Problem and Solution and People Awareness:** To solve an identified problem, the following formula was given to us by our parent.

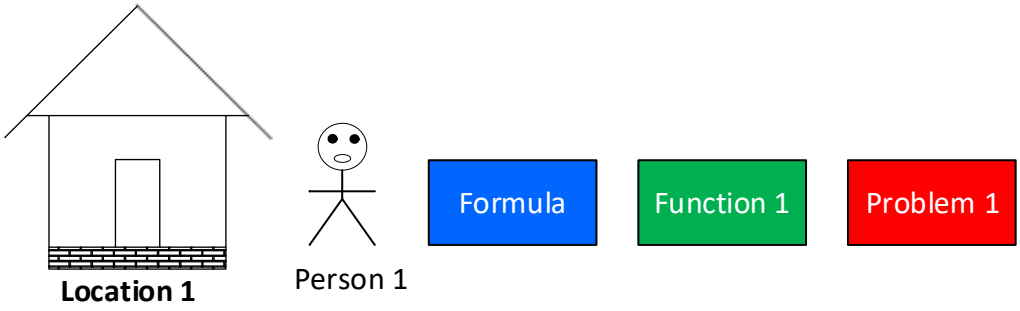
$$Available + Given = Solution$$

From the above formula, we first identify the problem, then use the formula to solve it. In terms of function at location, let's show that process by this model.

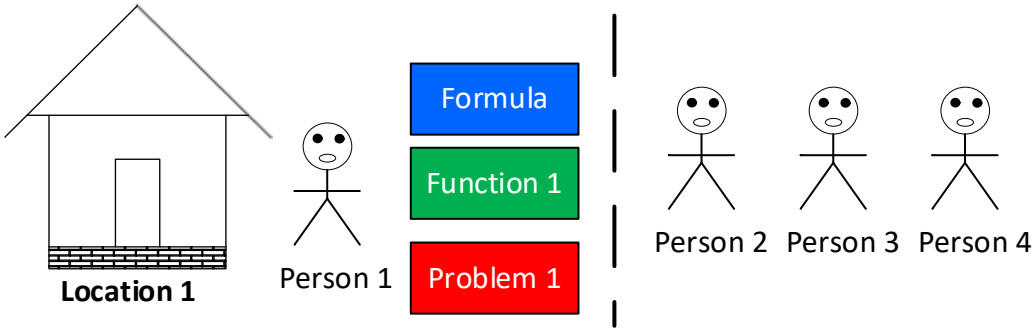


As we can see from above, at Location 1, Person 1 is identified where Person 1 uses the formula to solve Problem 1. In terms of function execution, let's show the model of Person 1 and the function executed by Person 1 to Solve Problem 1.

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As we can see from the model above, the function is executed solely by Person 1 to solve Problem 1. It does not matter if other people are aware of the function or looking at Person 1 while Person 1 is working to solve the problem. It does not matter if other people are in the vicinity of Person 1 while he/she is working to solve the problem. What is important here is that Person 1 is working to solve a problem. In terms of people who are in the vicinity or who can see or identify Person 1 working, let's show the model above with other people.



From the model above, while Person 1 is working to solve the problem, they are other people like Person 2, Person 3, and Person 4 who may be aware of that, whether or not they are looking at Person 1. What is important here is that the application of the formula by Person 1 to solve the problem does not take into consideration those people, disregard if they are looking at Person 1 working, aware of the function execution or not. The function is executed by Person 1 to solve the problem, not to be aware by other people.

To better understand the explanation above, let's take it like this. You have a problem to solve, and it is clearing some dishes or mopping a dirty floor. You are working to solve the

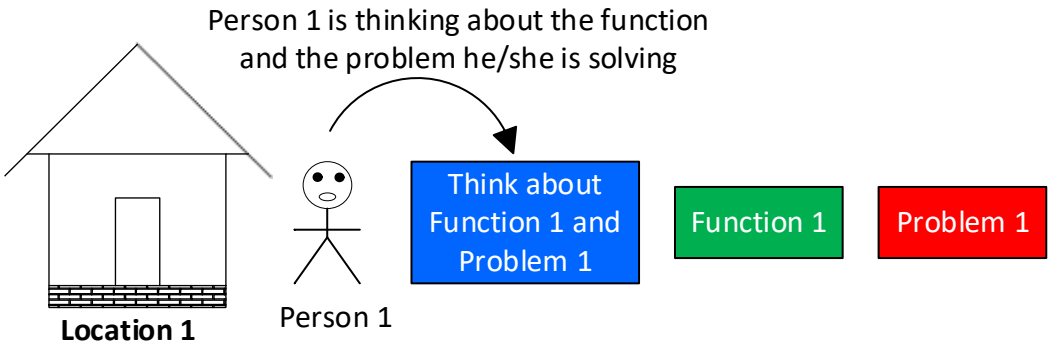
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problem, disregard whether people are looking at you or not. You are not doing it for people to look at you and see you are doing it, but to solve a problem.

129. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

After identifying the problem, the formula above gives us ideas on what to do to solve the identified problem. In this case, we think about the formula while we are working to solve the problem. Related to the article basis above, it is always good to show the model of what we are talking about here.



As we can see from above, because Person 1 thinks relatively from the principle. While Person 1 is working, Person 1 is thinking about the function, the principle, and the problem he/she is solving. As we can see there the overall things are inline. Now, what happens while Person 1 is working to solve the problem, Person 1 also thinks he/she is doing it because of other people whether they are looking at him/her, aware of it, and so forth. In this case, that introduce another entity for Person 1 to think about. As we can see here, it is more productive for Person 1 to think about a single entity rather than 2.

As an example, from above, let's assume that you are working to clean some dishes. You are doing it because the dishes are dirty. You are thinking about cleaning the dishes by

focusing on the cleaning of the dishes. You are not doing it for other people. Disregard whether or not other people are looking at you or aware of what you are doing. You are doing it to solve the problem. While you are cleaning the dishes, if you think also about other people who are looking at you doing it, that will make you less focus on cleaning the dishes. In this case, rather than thinking about a single entity, you are thinking about two entities while you are working. This makes you less focused on cleaning the dishes and makes you less productive.

130. **Understanding Information Related to Mother Nature:** We already know that information about an entity is given with that entity and information about an entity is first aware by mother nature before us.

Related to the article basis above, If Person 1 is working to solve Problem 1, that information is aware by mother nature, disregard whether or not people are looking at Person 1 or aware what Person 1 is doing and so forth. In this case we can see that, if Person 1 is working to solve a problem, mother nature knows that, as well as if Person 1 is not working to solve a problem, mother nature also knows that. As we can see here, there is no need for Person 1 to think he/she is working for the benefit of other people rather than to solve the identified problem.

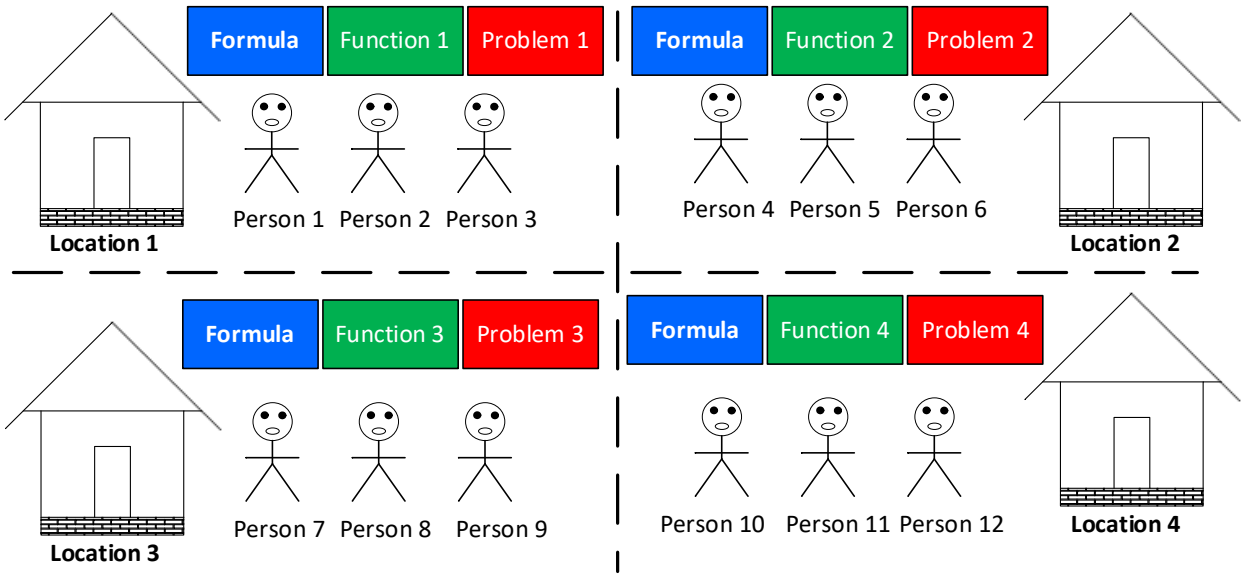
As an example, let's assume that we have some dishes to clean. If we clean the dishes, mother nature knows that, as well as if we don't clean them, mother nature also knows that. As we can see here, we don't clean the dishes for people to see that we are cleaning them, because mother nature knows what we are doing. When we sit down doing nothing, mother nature knows that as well as when we are working. So, if someone asks, have you cleaned the dishes and we say yes, disregard whether or not we have cleaned them, mother nature knows that.

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131. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

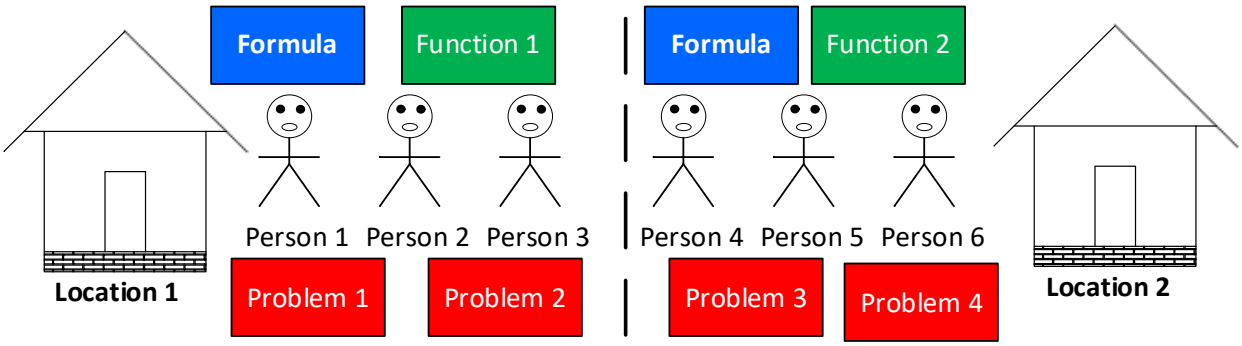
$$Available + Given = Solution$$

Using the equation above, we can solve our problems at our locations while other people can solve their problems at their own locations. To better understand that let's take a look of this model.

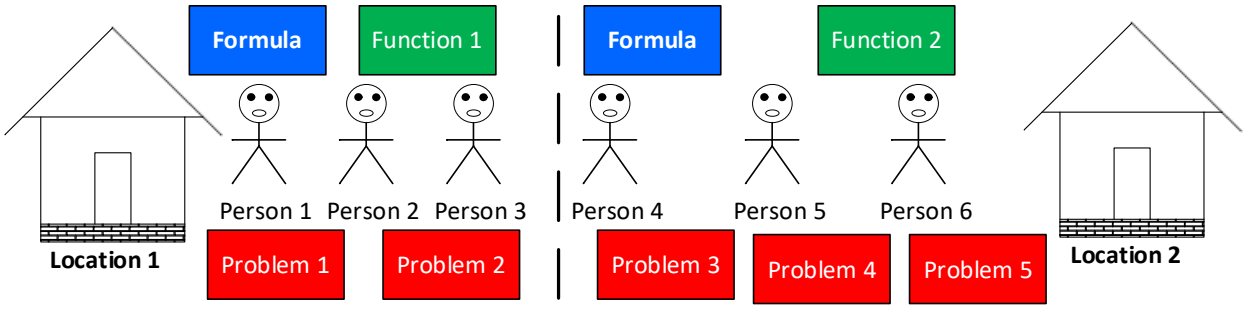


From the model above, we can see that people are identified at multiple locations where they can use the formula at their respective location to solve identified problems. In this case, we can see that the solutions of the problems are not me vs. you or people vs. people, but people execute functions at their respective locations to solve their problems. To better understand the overall explanation, let's take it like this. Here, let's take only 2 locations from above: Location 1 and Location 2. The model below shows multiple problems at Location 1 and Location 2.

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As we can see from the model above, at Location 1, Function 1 is executed by the people at Location 1 to solve Problem 1 and Problem 2, where at Location 2 Function 2 is executed to solve Problem 3 and Problem 4. Where at both Location 1 and Location 2 people apply the formula to solve the problems. What happens here, because the solution of a problem is not me vs. you or people vs. people, additional problems at another location do not make problem at one location solved. To better understand that let's look at the model below.



As we can see from the model above, people at Location 2 have additional problems, but the problems still exist at Location 1. The introduction of additional problems at one location does not solve the problems at another location. People at Location 1 still need to work to solve their problems. To better understand the overall explanation, let's take multiple examples.

Example 1: Location as country, using the map, we can identify problems in multiple countries. As we can see, additional problems identified in a country do not automatically solve problems in other countries. People in other countries still need to work to solve their problems.

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Example 2: Location at home, I have a problem at home to solve, and you have a problem at your house to solve. At my house, I may have a water heater problem, where at your house you may have a leaked pipe problem. If you have an additional problem at your house such as a bad faucet, that does not automatically solve my problem, because I still need to work to solve my problem. In my house, I have some dishes to clean. In your house, you have your carpet to vacuum. Suddenly, your patio is dirty, and you have to clean it. The additional problem at your house does not make my dishes cleaned. I still need to work to clean my dishes.

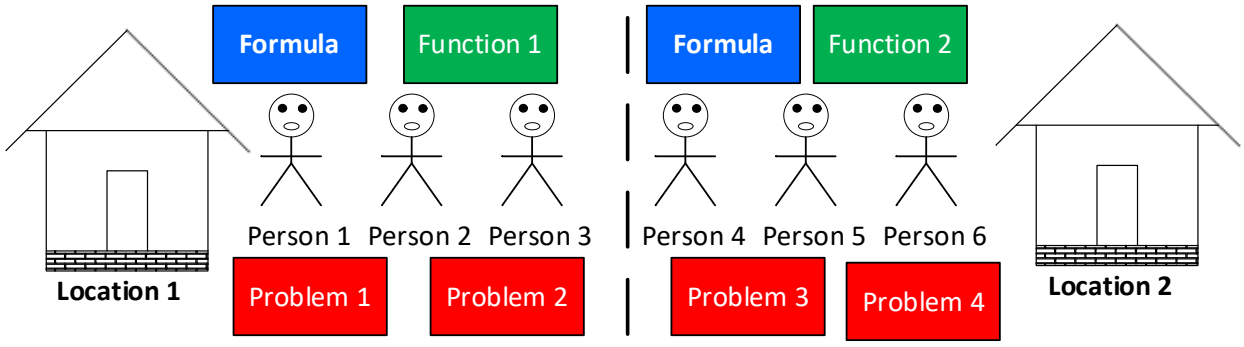
Example 3: Location as function provider, a provider such as a mechanic shop provides a function. Two miles down the road, there is a restaurant or another mechanic shop. If one of them has a problem, that does not automatically solve the problem of the other one. We can also look at it like this. A customer comes to that shop with a starter problem. Another customer comes to the other shop with a break problem. If another customer comes to the other shop with a tire problem, that does not mean the break problem is solved automatically. The mechanic in the first shop still needs to work to solve the break problem.

As we can see here, because the solution of a problem is not me vs. you or people vs. people, additional problems at one location does not make problems solved at another location. If we are at one location where we have problems to solve and another location people also have problems to solve. We cannot say we win—not a good word to use here—or pretend that we win because of additional problem at other location. We still need to work to solve our problems.

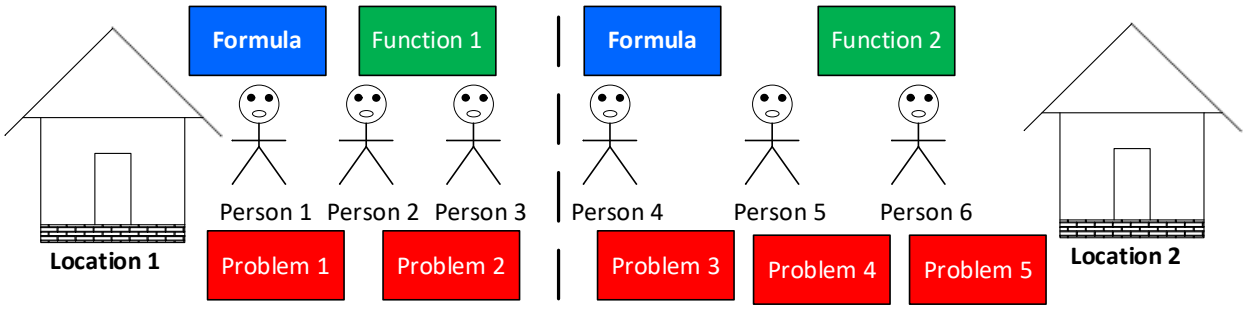
132. Related to the article basis above, since additional problems at another location does not automatically solve problems at our location, when we think like that, we simply

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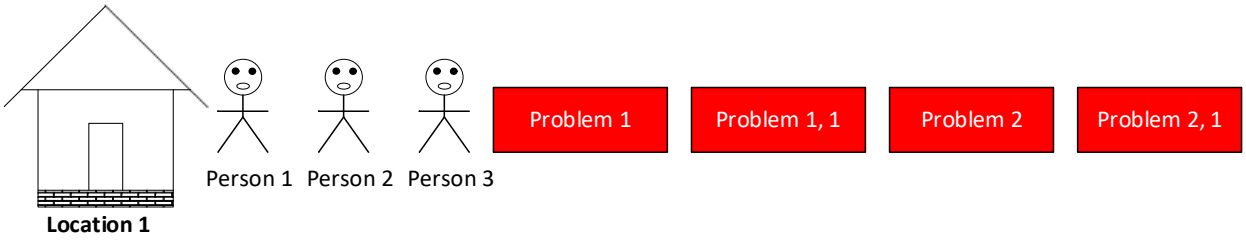
postpone our problems where later we will have more problems to solve. To better understand that let's take a look of this model. At time 1, we have this model



Ad time 2, additional problems happen at Location 2 which is shown by this model.



Now, at time 3, we think we win rather than continue solving our problem—not a good sentence here because function at location was never taken into consideration. Now, at time 4, we have more problems to solve.



As we can see from the model above, additional problems are introduced because the original problems never got solved. The way to look at, the problems at a location do not solve automatically because of additional problems at other locations. When we think like that, we simply postpone problems where we have to work harder later to solve them.

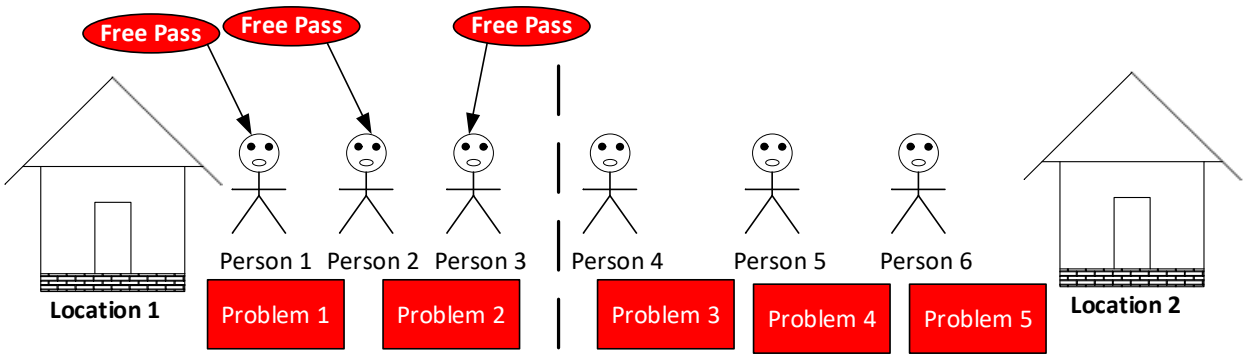
133. From the two article bases above, we have shown that the solution of a problem is not me vs. you or people vs people and additional problems at other locations, at other

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countries, at your neighbor's house do not automictically solve your problems at home, at your location, your countries, or your house. What solves your problems at home is when you are working to execute functions at home that can replace your problems by their solutions. Thinking that introduction of problems at other locations will automatically solve your problems at home is simply thinking negatively. Because we are formula dependent and formulas give us ideas to execute functions to solve our problems, when we think like that, the formula is viewed as negative. It is always good to show that by this model.



Since the solution of a problem requires effort from us, then we can see that we expect problems to be solved at our location with no effort. In this case, we can see that this way of thinking is viewed as a free pass. With that, we can show the model of problems at our location with the free pass.



From the model above, we can see that at Location 1, people think that the additional problem at Location 2 will automatically solve their problems. Since mother nature does not give free pass, that is not possible. In order to solve problems, we have to work to do so. Without working to solve problems at our location and thinking that additional problems at other locations will automatically solve problems at our location, that is simply a free pass. As we can see here from the model, that idea or way of thinking is simply viewed as free pass rather than the formula. The way to look at it, since the

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formula is not present, what is present is the negative thinking. Related to time, we need to work harder to solve our problems, where it would have been better if we started early.

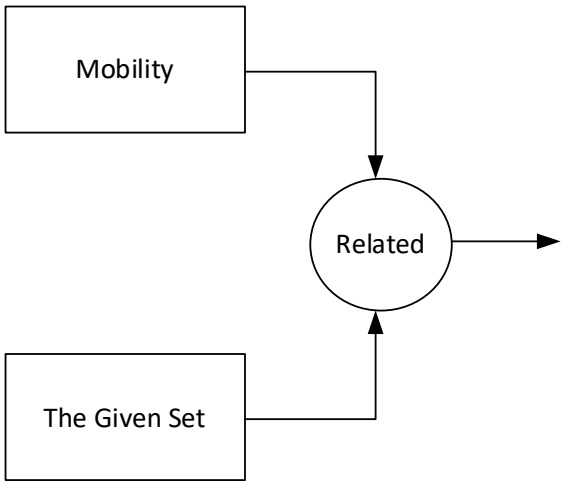
Another way to look at it, since the solution of a problem requires effort from us rather than a free pass. When additional problems are introduced at other locations, we can think it as an opportunity to solve our problems. In other words, rather than viewing the additional problems as a free pass to think that our problems are solved automatically, we should continue to work to solve problems at our location. In this case, we simply miss an opportunity to start early. At a later time, we will need to work harder to solve our problems.

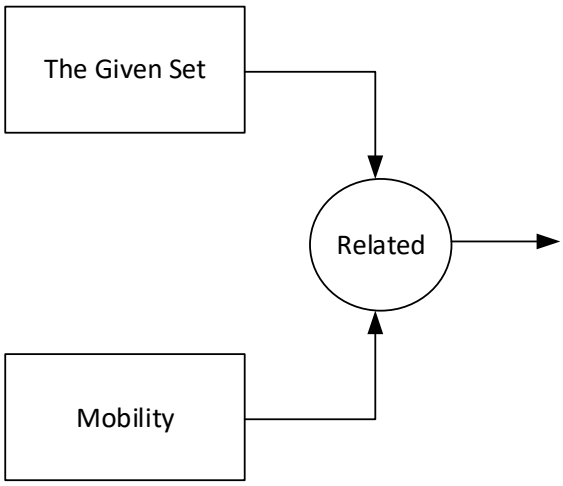
134. **Understanding Problem and Solution and Mobility of People:** To solve our problems, he following equation was given to us by our parent.

$$Available + Given = Solution$$

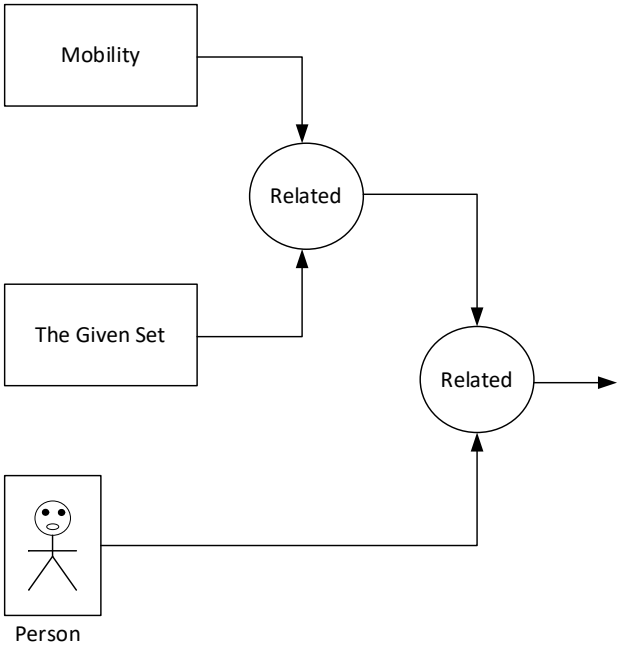
From the equation above, we first identify the problem we are solving, then the entity given us as well as the entities that are available to us to help us solve the problem. We know that our mobility enables us to go from location to location. Even though we are mobile we can go from location to location, however our parent tells us that our mobility is limited without The Given Set which is viewed as the given entity. By understanding the explanation, we can see that there is a relationship between our mobility and The Given Set. It is always good to show that relationship by this model.

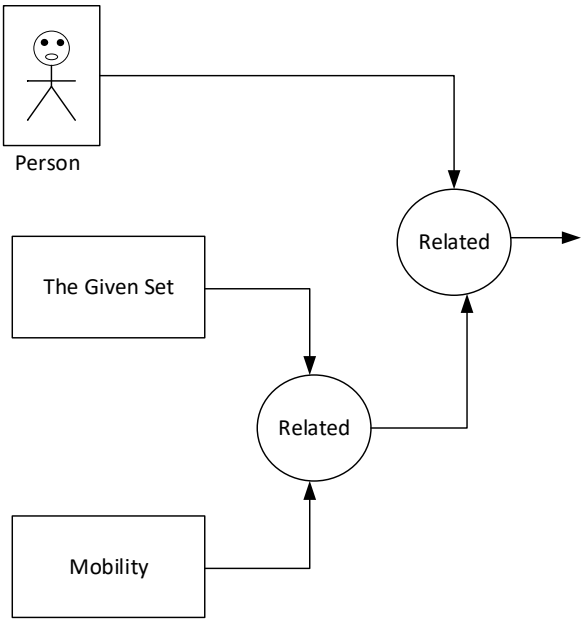
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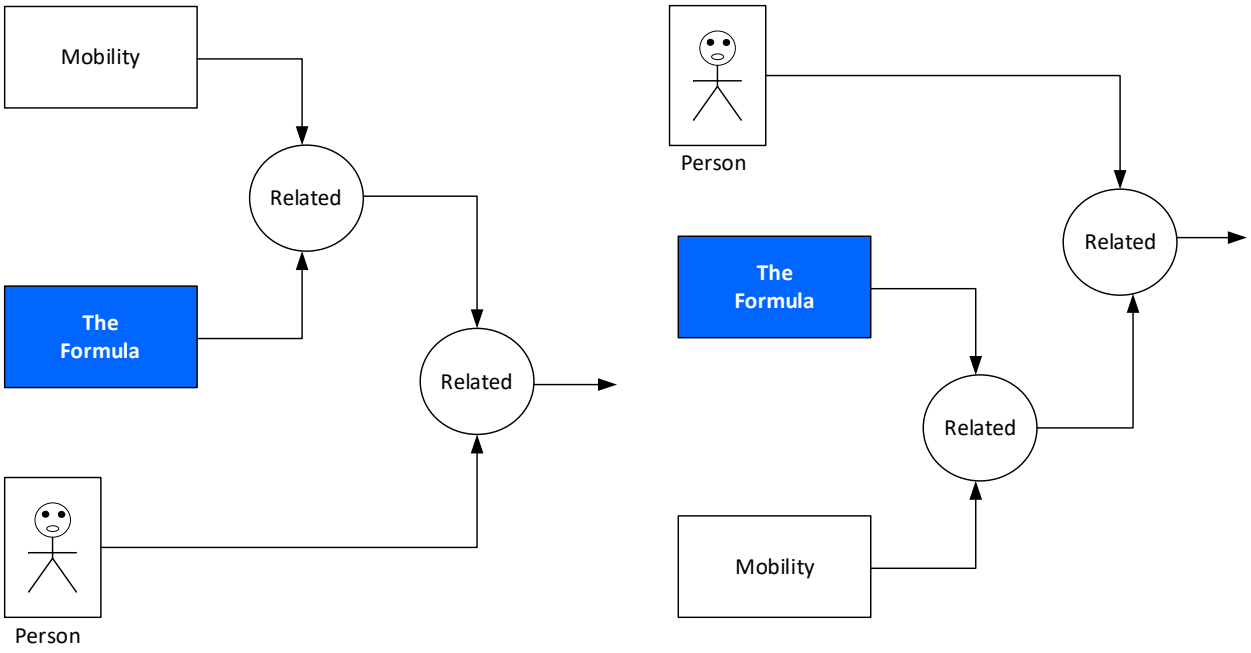
By understanding the overall explanation above as well as the model, we can see that the mobility of a person is separate from that person. From what we have just said, we can see that there is a relationship between the mobility of a person, the person, as well as The Given Set. It is always good to show that by this model.





From the model above, we can see that since the given entity from the equation gives us ideas how to solve our problems, which we know already. The entity given gives us ideas on how to use entities that are available to us to help us solve our problems. By understand what we have just said, we can simply replace The Given Set from the model above with the formula which gives us the model below.

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By understanding the overall explanation up to here as well as the model above, we can see that mobility of people from location to location without the pass cannot be disregarded from the solutions of our problem. In other words, while we are solving problems at our locations, it is not possible for us not to take into consideration mobility of people from location to location without the pass. While we are solving problems at our location, we cannot disregard the motility of people from location to location without the pass. When we do that, we simply disregard the solutions of our problems. When we disregard the mobility of people from locations to locations without The Given Set, we simply disregard The Given Set itself. When we disregard The Given Set, we have no solution for our problems.

135. **Understanding Information and Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Because mother nature identifies actual entities, in terms of communication, mother nature looks at the actual entity rather than the communication itself. In other if we repeat a sentence, mother nature looks at the entities the sentence points to rather than the sentence itself. As an example, if a person is working and we repeat a sentence that person is working, mother nature sees that person is working. If a person is walking

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and we repeat a sentence that person is sitting, then mother nature sees that person is walking. Because mother nature looks at actual entities, in terms of information and communication, it is always good for us to look at things as actual or natural. To better understand the explanation, let's take a look at this example. To solve our problems, we use the equation below to enable us to do so.

$$Available + Given = Solution$$

From the above equation, we first identify the problem, as well as the entity given to us and the entities available to us to enable us to solve the problem. In terms of entities available to us, ability and effort are ones of them. For example, we can plug ability to the equation above which results to the solution of the problem. We can also plug effort into the equation above, which results to the solution of the problem. Because the equation above cannot be applied by a person for another person, the ability of a person belongs to that person as well as effort of that person. For example, the ability of Person 1 belongs to Person 1 as well as the effort of Person 1. The ability of Person 1 does not belong to Person 2, so does the effort of Person 1.

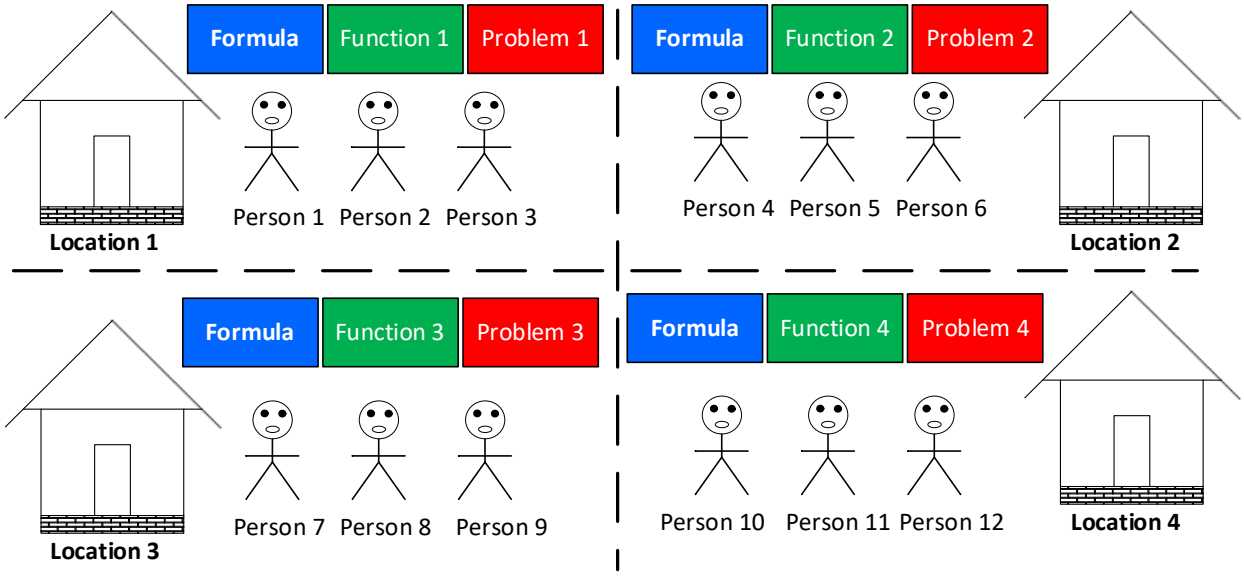
Because mother nature identifies actual entities, mother nature identifies when the equation above is misapplied or being negative. To better understand what we have just said, let's take it like this. To solve a problem, we use the equation above. In this case, we can see that the ability of a person enables that person to use the equation above to solve a problem. In this case, a function is executed by the person to substitute for that problem. In the other hand, if the equation is being applied negatively, that person has no ability to apply the equation to execute a function to replace a problem by its solution. In terms of information, because mother nature can identify both cases with one positive and one negative. It is not possible to provide information to show that the ability to execute a function to solve a problem belongs to a person who executes negative

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function or who applies the equation negatively. When we do that, it is viewed as misinformation or miscommunication.

To better understand the paragraph above, let's take it like this. A mechanic uses the equation above to fix a car. The ability and effort belong to the mechanic to fix the car or solve the problem. If another person executes a negative function, that person has no ability. In this case, it is not possible to provide information to equate both actions, because one of them is positive and the other one is negative. Mother nature sees both of them. We have to use proper words to refer to both of them in order to separate them by not being equal.

136. **Understanding Information and Mother Nature and Function at Location:** To solve our problems, we use the given equation. In terms of function at location, people are identified at locations where they use the given equation to execute functions at their respective locations. It is always good to show that by this model.



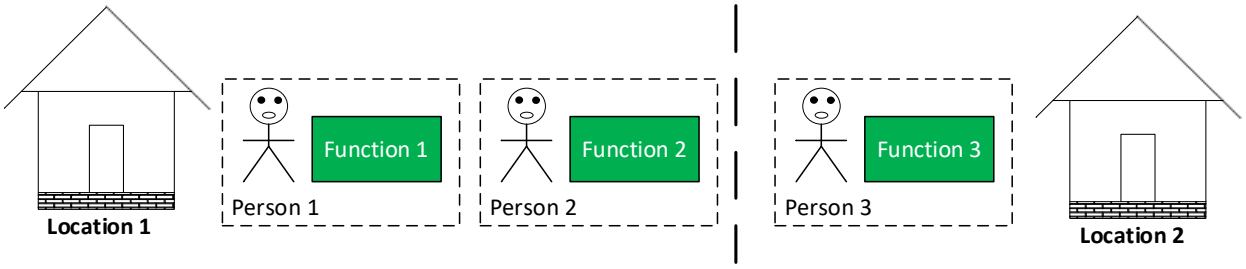
In terms of information, mother nature identifies people at Location 1, People at Location 2, people at Location 3 and People at Location 4. From the model above, we can see that Person 1 is identified at Location 1, but not at Location 2, Location 3, and Location 4. This is the way mother nature sees it. A Person is at a location; mother nature sees that

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person at that location. At Person is not identified at a location; mother nature does not see that person at that location. By understanding that and the model above, we can see that mother nature sees and expects people at Location 1 to apply the formula to solve problems at Location 1, where people at Location 2 to apply the formula to solve problems at Location 2. That is also applied for people at Location 3 and at Location 4 where they apply the formula to solve problems at their respective locations.

By understanding the paragraph above and the model, in terms of information we can see that people at Location 1 or Person 1 at Location 1 cannot go to Location 2 and apply the formula to solve Problem 2. People at Location 2 should not expect that as well. Providing information in this manner is being viewed as misinformation. The way to look at it, formulas are independent entities, people cannot apply formulas for others. Information cannot be given to show something like that because mother nature does not see that. Also, information cannot be given to show that people can solve problem for people at other locations. Mother nature does not see that. Information cannot be given to show that people at one location to expect people at other location to solve their problems. Such information is not identified by mother nature.

137. Related to the article basis above, since mother nature identifies actual entities, it is misinformation or miscommunication when informing people about functions that do not belong to them but belong to others. To better understand what we have just said, let's take a look at this model.



From the model above, we can see that at Location 1, Function 1 belongs to Person 1, where at Location 2, Function 3 belongs to Person 3. The information identified by the

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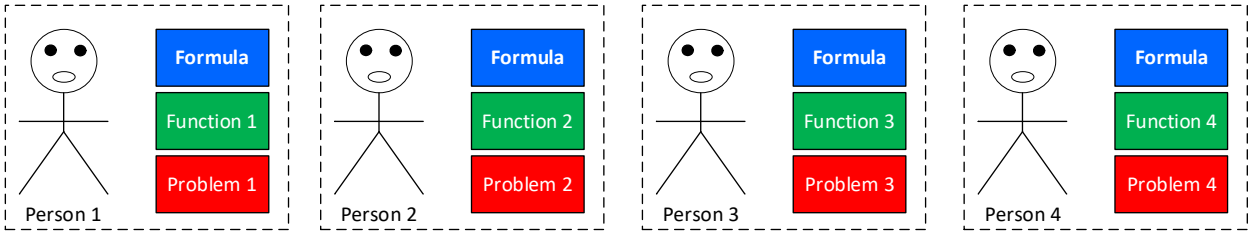
model is what mother nature sees. In this case, if we have to give information, we cannot say that Function 1 belongs to Person 3 at Location 1. As we can see here, our communication ability does not allow us to swap the function of a person and give it to another person.

To better understand the explanation above, let's take it like this. We have a car problem, and we take it to a mechanic to fix it. The Fix Car function belongs to the mechanic at that location. Another person at another location may have a Serve Food function to solve a hungry problem. As we can see here in terms of information, this is the information identified by mother nature. At each location, a function is executed to solve a problem at that location. The function of each person at the location the person executes it, cannot be swapped or taken by another person.

138. **Understanding Function Boundary:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

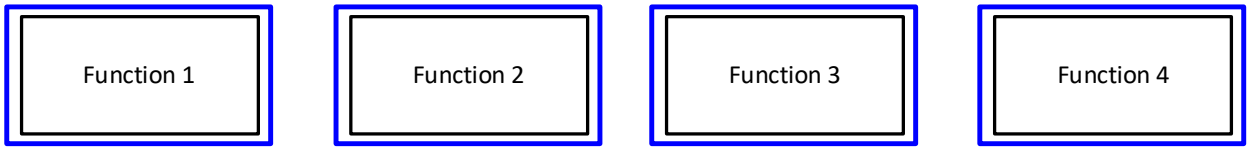
From the equation above, we first identify the problem, then the entity given to us as well as the entities that are available to us to help us solve the problem. We know that we are formula dependent and we must apply formula individually to solve our problems. To better understand that let's show that by this model.



As we can see from the model above, one cannot apply the formula for each other, so one cannot assume each other's function. Function 1 belongs to Person 1 by applying the formula by Person 1, while Function 2 belongs to Person 2 by applying the formula by

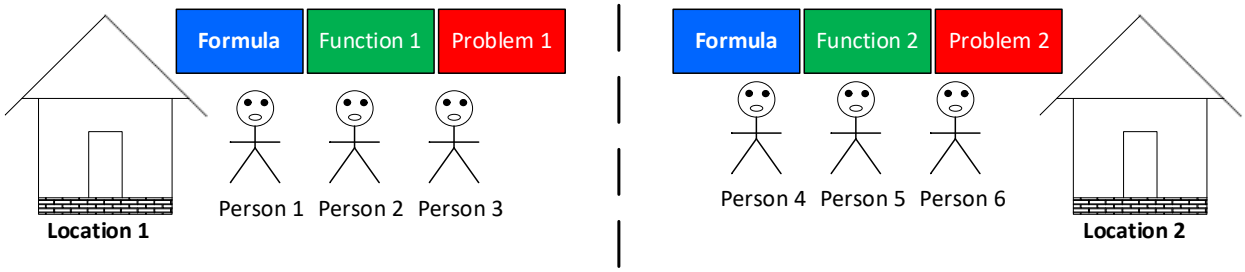
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Person 2. By understanding that, we can see the formula itself serves as a boundary for the function. It is always good to show that by this model.



From the model above, we can see each function has a boundary and the blue rectangle incircles each function is considered to be the boundary of each function. That means the boundary of a function is provided or dictated by the formula. The way to look at it, since the formula must be applied in order to execute a function. The application of the formula determines the boundary of that function. In this case, it is not possible for the function to be executed to solve a problem it is not intended to. For example, a Fix Car function cannot be used to serve food. Because of the function boundary, a fix car function is not equal to a serve food function, or a fix car function cannot solve a hungry problem.

139. **Understanding Function Boundary Related to Function at Location:** From the article basis above, we have shown that because of function boundary, a function cannot be extended to another function. Because of function boundary, the function of a person cannot be swapped or taken by another person. In terms of function at location, let's take a look at this model.

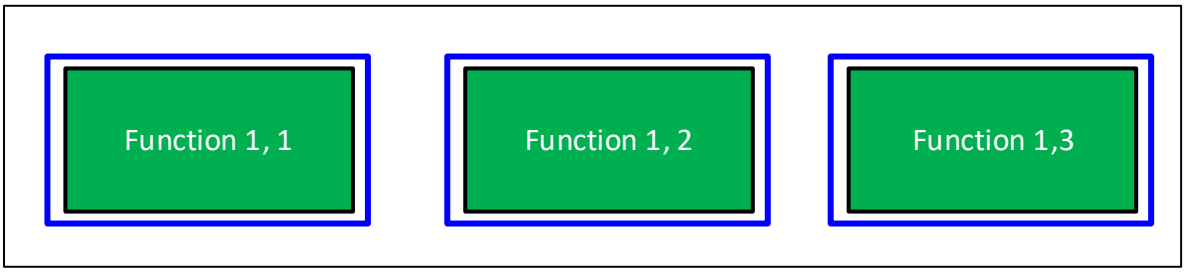


As we can see from the model above, there is a relationship between function boundary and function at location. People at Location 1 use the formula to execute Function 1, where Function 1 has a boundary related to the formula. Function 1 is local to Location 1 and cannot be extended to Location 2. The reason for that is because of function

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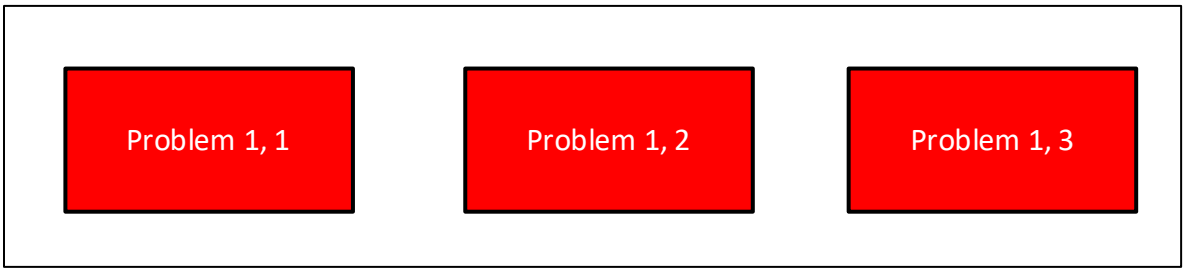
boundary. Because at Location 1, 3 people are identified, then the function can be partition for multiple people, so does the problem. This is also applied for Location 3. Let's show that by this model.

Function 1

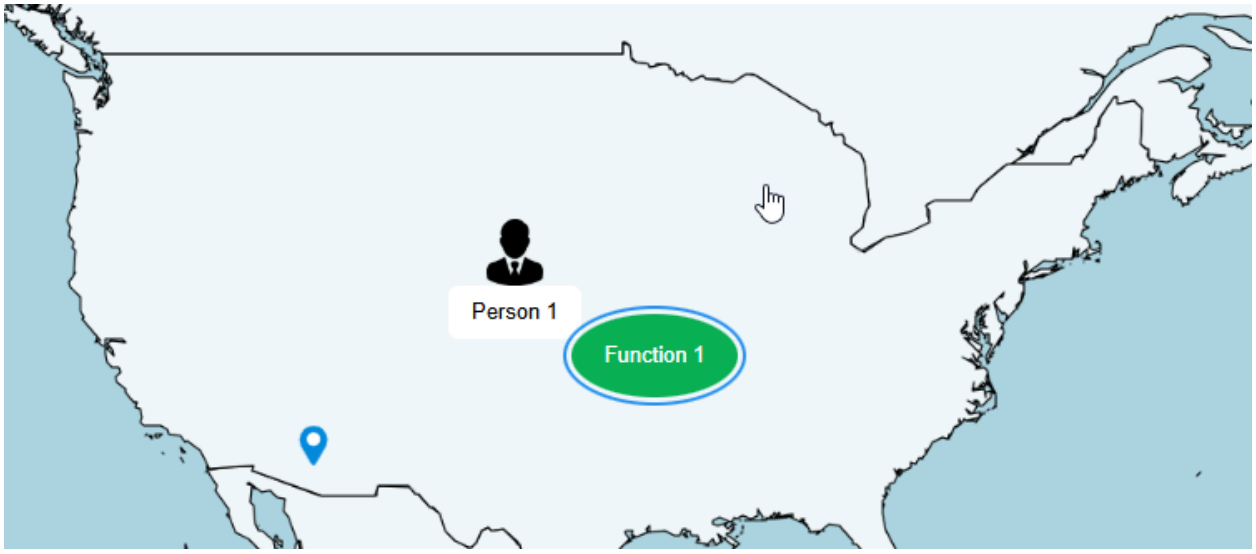


Where the problem is also partitioned in the form below

Problem 1

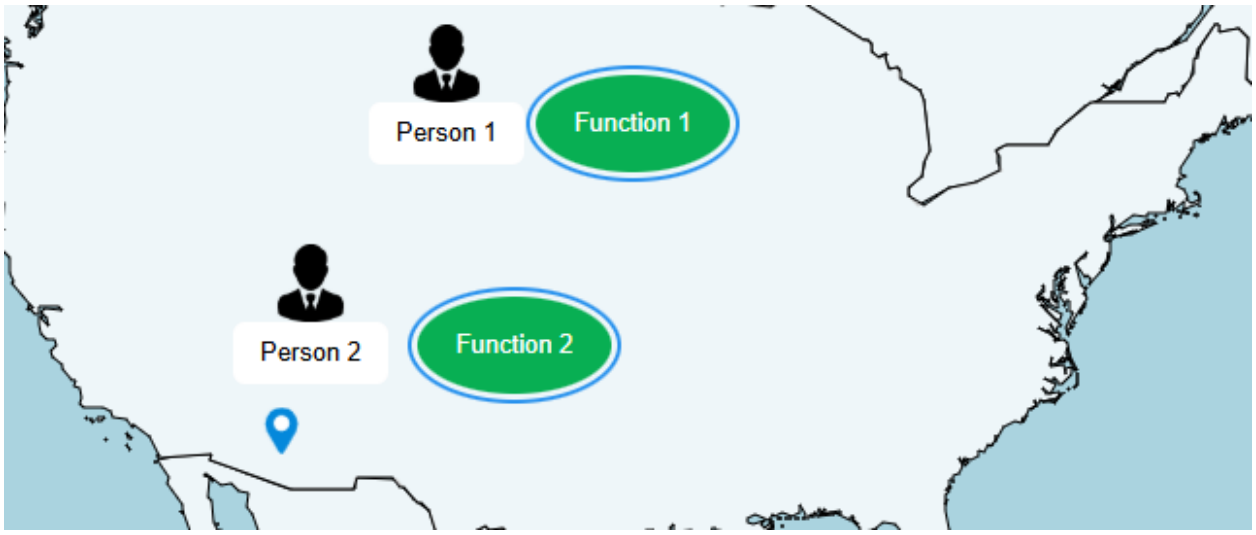


What is important here is that because of function boundary, the function of people at a location cannot be assumed by people at other locations. Because of function boundary, the function of people at their respective locations cannot be taken by people at other locations. From the map, we show a function boundary like this.



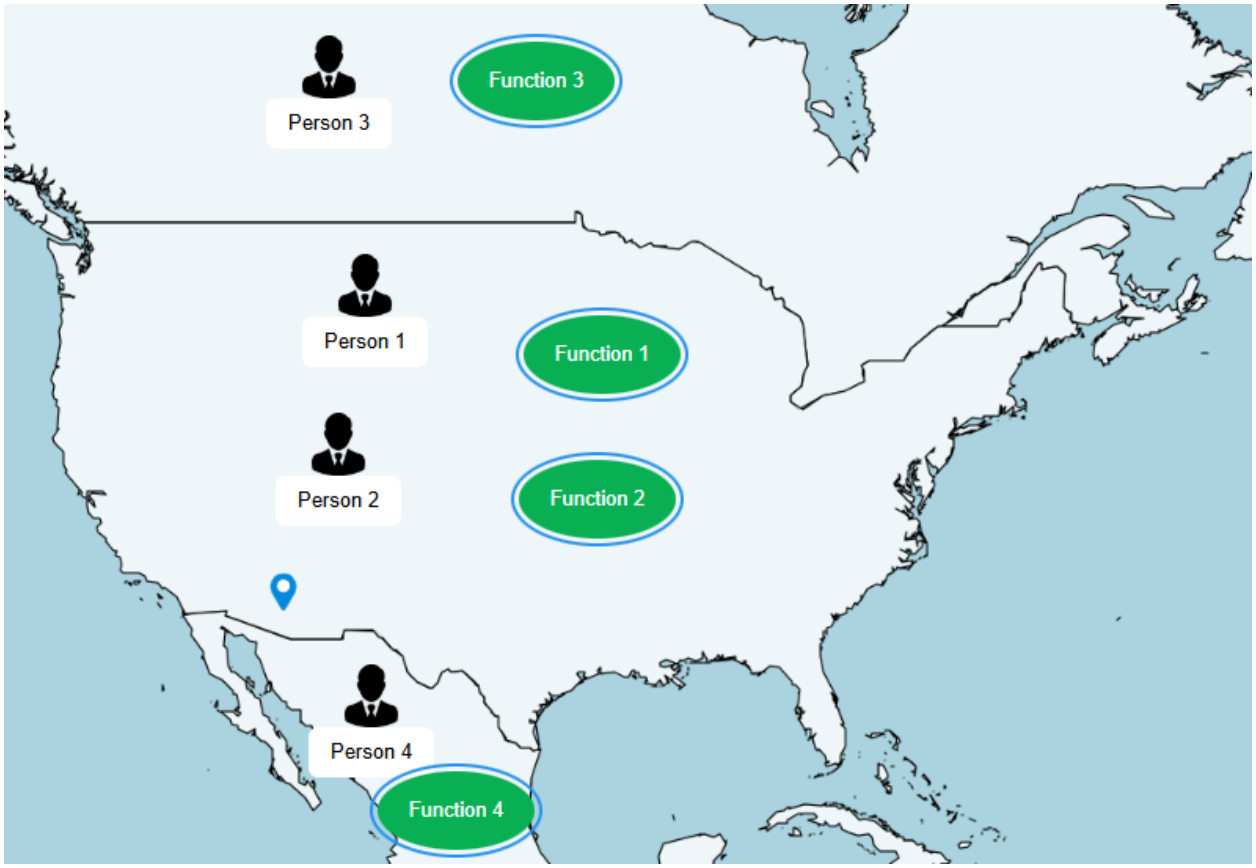
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As shown from the map above, Person 1 has Function 1, where Function 1 has boundary. Because of function boundary, Function 1 cannot be extended to functions at other locations. As we can see here, Person 1 cannot assume the functions of people in other countries. Person 1 cannot take the functions of people in other countries. It is the same as saying that function boundary does not allow Function 1 to extend to other locations or extend to other functions at other locations. As another example, let's take a look at the map below.



As we can see from the map above, Person 1 and Person 2 are located in the same country. Person 1 has Function 1 and Person 2 has Function 2. Because of function boundary, even though Person 1 and Person 2 are located in the same country, they cannot assume each other's function. Function 1 cannot extend to Function 2 and Function 2 cannot extend to Function 1. For example, Function 1 can be Fix Car and Function 2 can be Serve Food. The providers who provide those functions can be located next to each other. Because of function boundary, the Serve Food function cannot be extended to Fix Car function and the Fix Car function cannot be extended to the Serve Food function. Mother nature does not allow that. Now, let's take another example as shown by the map below.

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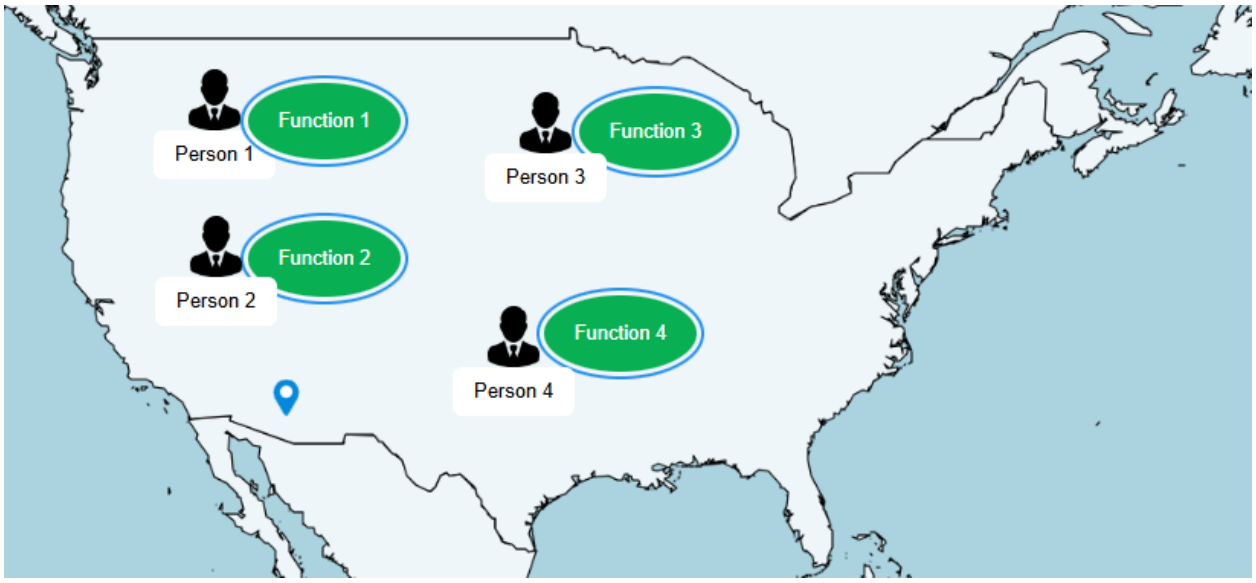


From the map above, we can see that people are identified in 3 countries as well as their functions. Because of function boundary, Function 2 cannot extend to Function 3 as well as Function 4. Function 3 and Function 4 are functions of people in their respective countries. The same mother nature that exists in one country is the same one that exists in other countries. As we can see here, Function 3 is considered local to the location of Person 3, so are Function 1, Function 2, and Function 4 are considered location to Person 1, Person 2, and Person 4 at Location 1, Location 2, and Location 4.

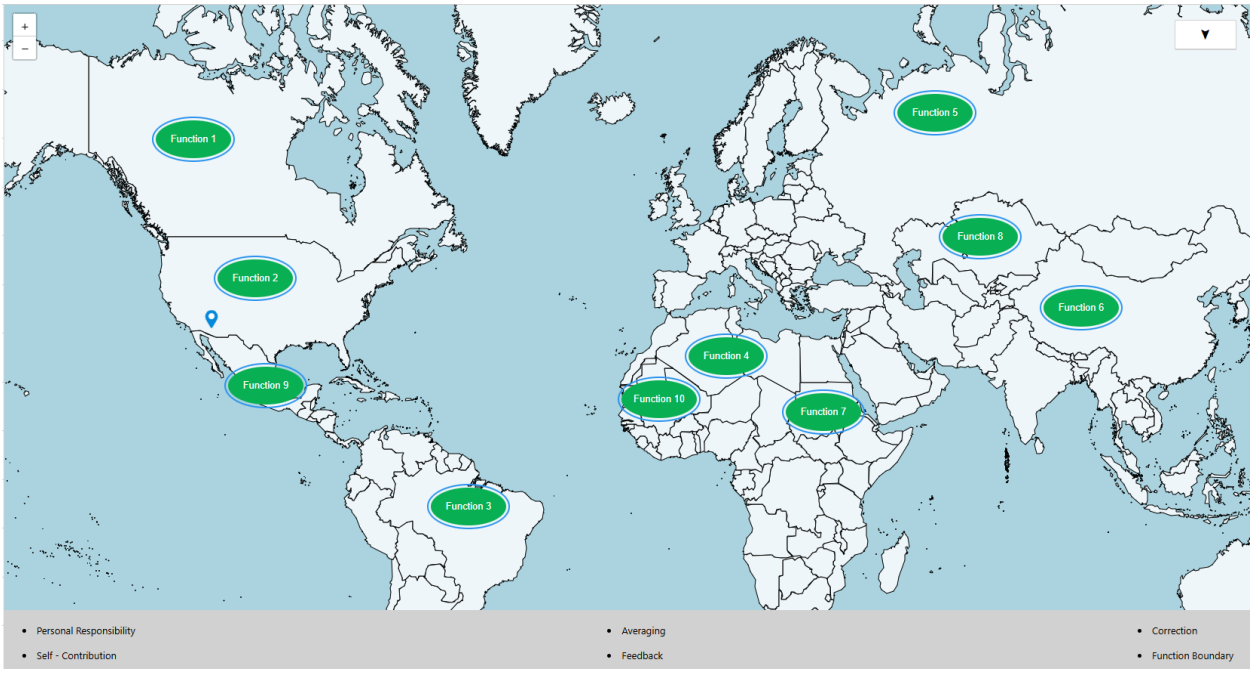
140. **Understanding Function at Location**: By understanding the last two article bases above, we know that people are identified in multiple countries or multiple locations where they do have functions. People in one country cannot assume functions of people in other countries. In other words, people in each country execute functions of life at their respective countries. Because of function boundary, the functions of people in one

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country do not extend to other countries. For example, as shown by the map below, people in this country contribute to functions in this country.



By understanding the explanation above and the map, we can see that a country itself is viewed as a function or a collection of functions. For example, as shown below, United Sates is viewed as a collection of functions, where we can also represent that in rectangular form as well. Below is a view of the world where each country is represented as a function.



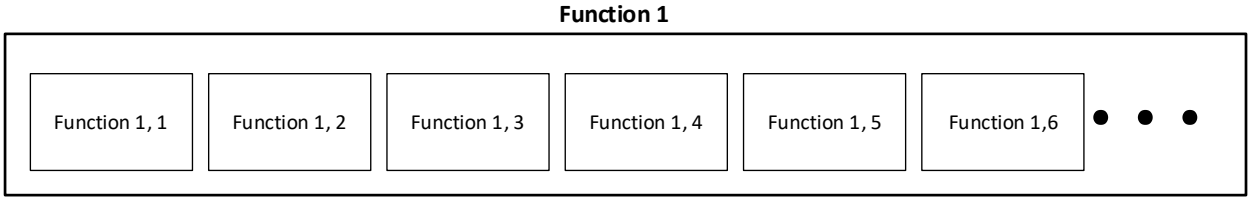
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From above, we can see that the word is viewed as a function itself. From the map, we did not list all of the functions, we simply show some of them. What is important here is that each country is viewed as a function and the overall function includes functions of every country. Because of function boundary, functions executed in each country are considered to be local functions. A function in a country cannot extend to another country.

141. By understanding the article basis above, we have shown that the world is a collection of functions. Each country is viewed as a function. As a refresh, let's show a list of countries with their respective functions.

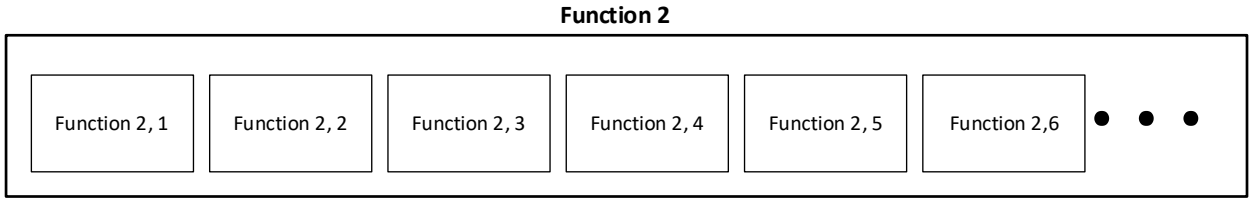
Country Name	Function Equivalent
Canada	Function 1
USA	Function 2
Mexico	Function 3
Cuba	Function 4
Angola	Function 5
China	Function 6
Vietnam	Function 7
Austria	Function 8
⋮	⋮

From above, we simply list some countries and their functions equivalent. From above, we can identify Canada as Function 1. Because Function 1 or Canada is a collection of function itself, then we can show those function as.



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From above, we can see that each function in Function 1 can be viewed as a function that is executed to solve a problem. For example, Function 1, 1 can be Fix Car that solves a car problem. Function 1, 2 can be Serve Food that solves a hungry problem and so forth. In terms of another country, we can pick another function such as Function 2 as shown below.



As we can see from the above, Function 1 and Function 2 are 2 separate functions in 2 separate countries. The overall system needs both functions. In this case, it is not that a function is better than another function. Both functions exist to solve problems. For example, in Function 1, Function 1, 1 exists to solve a problem, so does Function 2, 1 in function 2. All functions in Function 1 and in Function 2 are executed to contribute to the system—life. In other words, people who execute those functions contribute to life. For example, a person who executes Function 1, 1 contributes to life so does a person who executes Function 1, 2.

142. **Understanding Mother Nature Related to Information:** We have shown that information about an entity is given with that entity and information about an entity is first known by mother nature before us. In terms of information about entities and information given with entities, let's take a look at the article basis above. In the article basis above, a collection of functions is what is given to us. In this case, we simply need to identify that information. What is important here, in the given information, the information is not given in a form where a function is better than another function, but it is given where the overall function or the total function needs all functions that make up the total.

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By understanding the paragraph above, because the given information shows a given set of functions and all functions are important to the whole, information cannot be provided in a form to show that a function is better than another or greater or lesser than another.

143. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

By using the equation above, we first identify the problem, then the entity given to us as well as the entities that are available to us to help us solve the problem. In the list of entities available, we know that our effort is one of them. As well as responsibility is another entity in the list of entities available. In this case, my effort counts at the location where I am present. By understanding that, determine which statement is correct.

Case 1: My location is better than yours; my country is better than yours or my contribution in my country; my contribution in my location.

Case 2: My house is better than your house or my function in my house; my contribution in my house.

Case 3: My job is better than yours or your function at work; the problem you are solving at work

Whatever statements you have chosen to be correct, use the given equation above to validate them. In this case, you use the equation above to validate the statements that are correct. You can also use the equation to invalidate the ones you think that are not correct.

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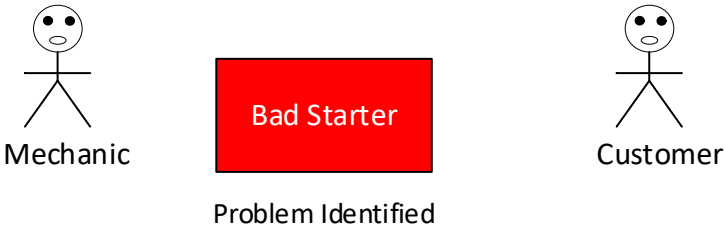
144. **Understanding Information and Mother Nature as Well as Problem Identification and Solution:** We know that information about an entity is given with that entity and information about an entity is first known by mother nature before us. To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then we identify the entity given to us as well as the entities that are available to us to help us solve the problem. At work, when we execute a function to solve a problem, we use the formula above. As a formula-dependent entity, it is natural for us to use formulas to execute functions. To better understand that let's take a look at this model.

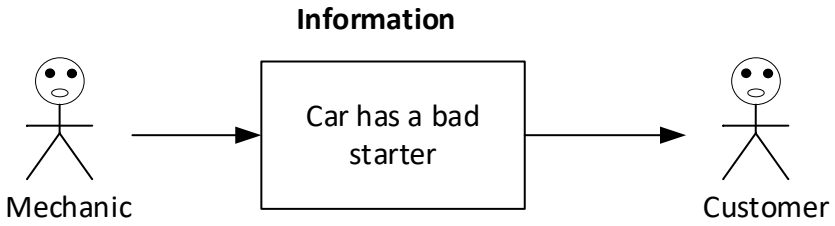


From above, we have 2 people: one is a mechanic who has a function Fix Car and the other one is an information provider who has a function Provide Information. Here the information provider is a person who provides information such as news anchor, journalist, reporter, and so forth. From above, both the mechanic and the information provider have a problem to solve. In terms of problem solving, let's look at Case 1 for the mechanic. The model above shows the interaction of the mechanic and a customer who has a problem to solve.

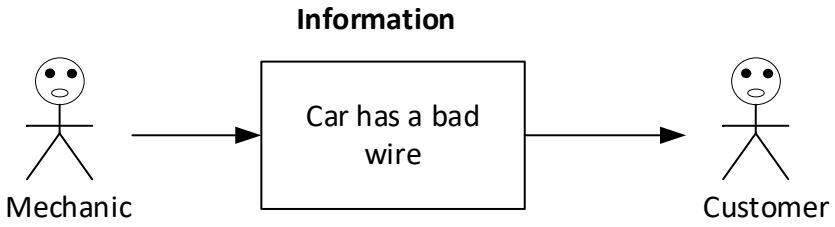


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From the model above, we don't show the flow but take it like this. The customer interacts with the mechanic and tells the mechanic sometimes the car does not start. The mechanic then starts working in the car and tells the customer the car has a bad starter. Here, let's record the information provided by the mechanic to the customer is that the car has a bad starter. Let's show that by this model.



The model above shows the information flows from the mechanic to the customer to inform the customer the car has a bad starter. We recorded that information at Time 1. While the mechanic continued working in the car, the mechanic found that it was a bad wire that prevents the car from starting sometimes. Now, the mechanic informs the customer again that the problem was a bad wire. Here, let's show the flow of that information that happens at Time 2.



Now, let's show the information provided by the mechanic to the customer at Time 1 and at Time 2.

Information Provided at Time 1	Information Provided at Time 2
Car has a bad starter	Car has a bad wire

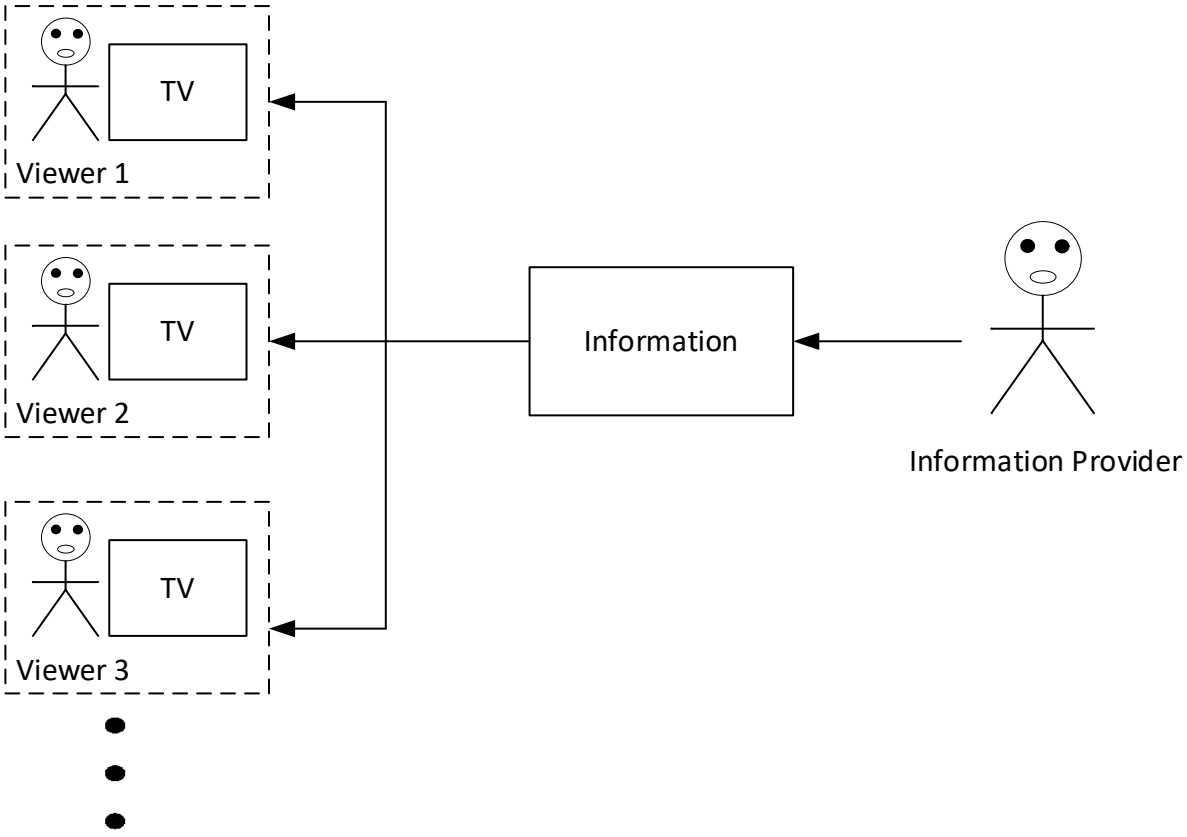
Now, let's look at case 2 in terms of an information provider who provides information to people. Consider the information provider is a news anchor who provides information from a TV station. Some viewers at home can turn the TV on and receive information from

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the provider. In terms of problem identification in both the viewer and the information provider let's show this model.

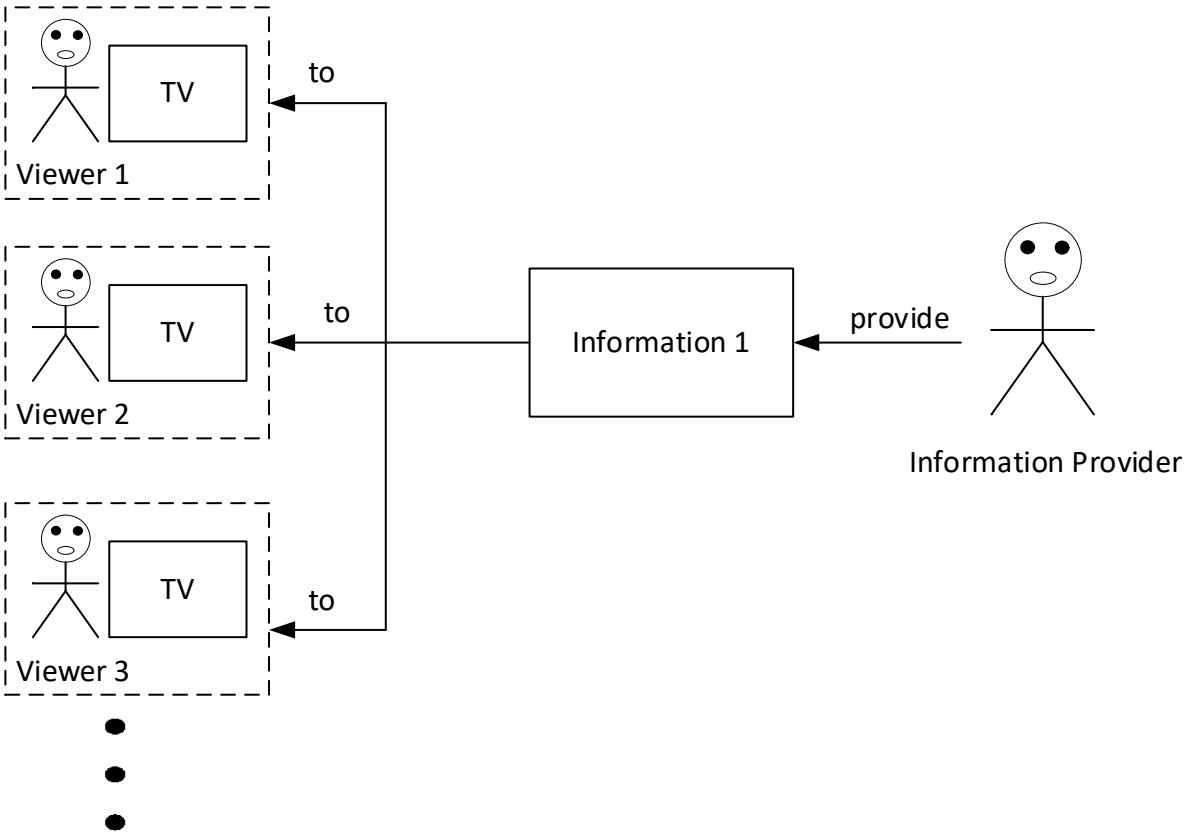


As we can see from the model above, both the information provider and the viewer have a problem to solve. From above we can see that the viewer needs to be informed which is viewed as a problem and the information provider needs to inform the viewer which is viewed also as a problem. From above, we simply show the model of a single viewer, but the information provider is connected with multiple viewers. Let's show this model with multiple viewers with televisions.



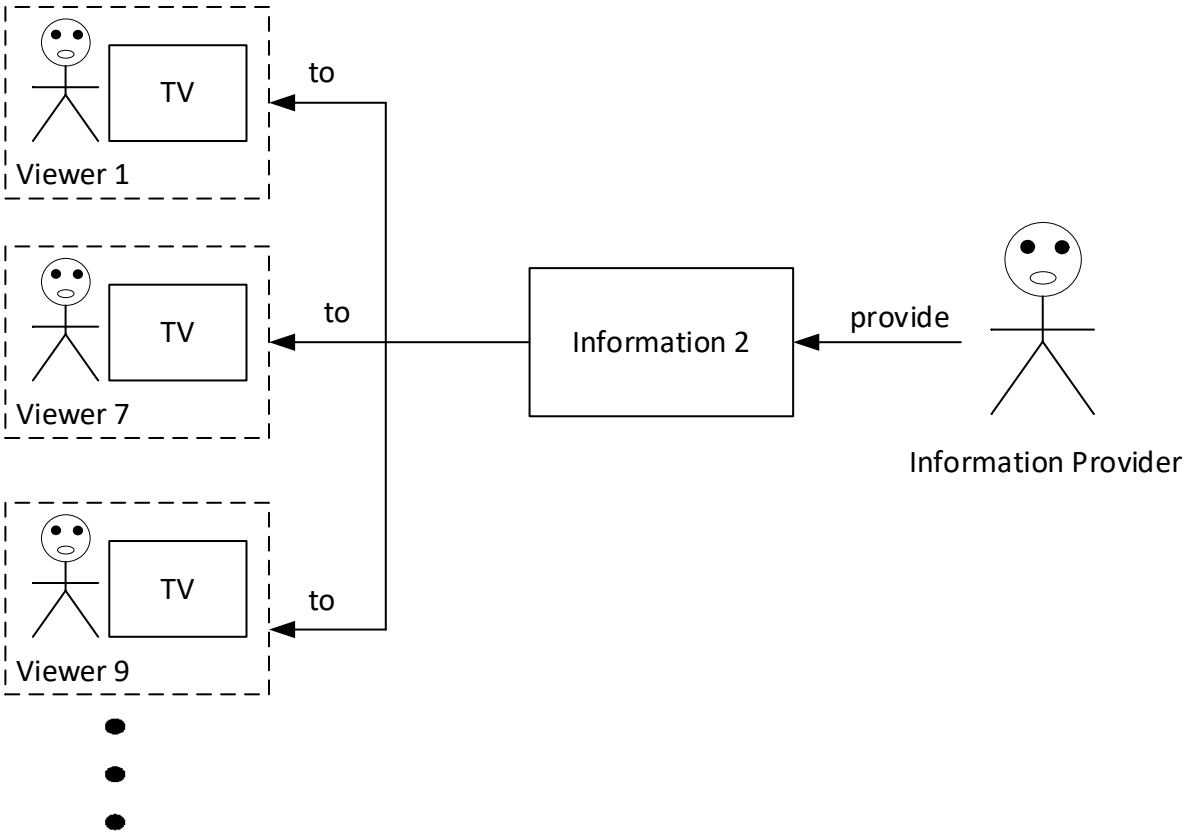
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From the model above, as we can see the information provider who is a news anchor provides information to the viewers. The information provider does know the total number of viewers. Let's assume that at Time 1, the information provider provides Information 1 to the viewers as shown below.



From the model above, we can see that the information provider provides Information 1 to multiple viewers, where that happens at Time 1. Later at Time 2, the information provider realized that there were some mistakes. At Time 2, the information provider provides Information 2 to the viewers as shown below.

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As we can see from the model above, at Time 2 the information provider provides Information 2 to the viewers where Information 2 is viewed as a correction of previous information. What is important here as shown from the model above, at Time 2, the same viewers at Time 1 are no longer present.

By comparing the two cases above, we can see that in the case of the mechanic, the correction is made without any issue. While in the case of the information provider, attempting to correct makes it difficult. Couple of issues here, the same people who were watching the first time are not the same who are watching the second time. Some of the people may have already heard the correct one from other sources. The same people may think differently about the information provider. Because of that, as we can see here in terms of information, the information provider must be more careful than the mechanic.

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145. By understanding the article basis above, we can see that given the information about an entity is first identified by mother nature before us, in this case the secondary information is viewed as the actual information. In other words, the information that is identified at Time 2, is what considered the actual information. To better understand what we have just said, let's take a look at this table.

Time	Information Provided	Information Identified by Mother Nature
Time 1	Car has a bad starter	Car has a bad wire
Time 2	Car has a bad wire	Car has a bad wire

The table above shows the information provided by the mechanic at both times as well as information identified by mother nature at both times. Now, let's show the information provided by the information provider at both times.

Time	Information Provided	Information Identified by Mother Nature
Time 1	Information 1	Information 2
Time 2	Information 2	Information 2

As we can see from both tables above, the information at Time 2 which is considered to be the actual information is the information identified by mother nature at both times. Since the actual information is separate from our communication. Then the existence of information enables us to communicate about it by providing it to others, we can see that in both cases the information provided at Time 1 is considered miscommunication. In the first case, the mechanic miscommunicates with the customer while in the second case the news provider or news anchor miscommunicates with the viewers.

146. **Understanding Problem and Solution and Free Pass:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities that are available to help us solve the problem. The equation above is natural to us and enables us to solve problems. Since we are principle dependent, it is not possible for us to solve problems without using the above equation. If we think otherwise, it looks like we get a free pass. However, mother nature does not give free pass.

To better understand the paragraph above, let's take it like this. From article basis 57, we have shown that disregard the time we have a problem, we use the equation above to solve it. Let's assume that in time past, we had a problem and did not use the formula. Now, to solve that problem we need to use the formula. In the past, if we thought we had a problem and did not use the formula to solve and think that it would have solved automatically, that was a free pass. This is the way to look at it, before our generation, there were people alive. They had problems at that time; they did not use the equation to solve them. If there was a free pass, the problems would have been solved automatically, where we would not have inherited them. Since there is no free pass, now we have to work more to solve them.

Another way to look at it is, before you there were people in the house. The people in that house need to work to clean the house. Now, you are the resident of the house, you have to clean it and you have more work to do so. The reason for that, because the is no free pass. If there was a free pass, people who were in the house before you would have gotten it.

147. **Understanding Mother Nature and Function at Location Related to Information:** To solve our problems, the following equation was given to us by our parent.

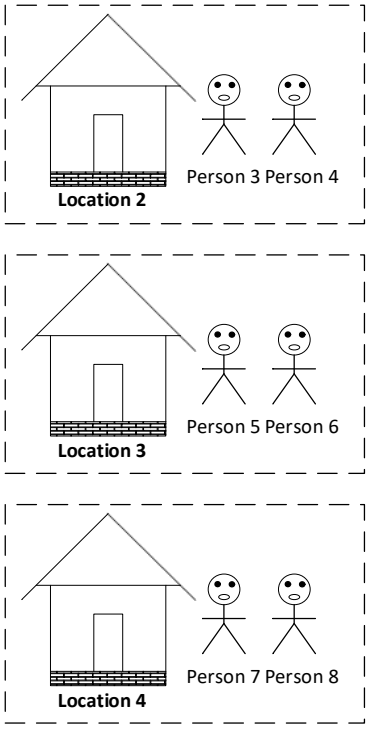
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$$Available + Given = Solution$$

From the equation above, after we first identify the problem, we then identify the entity that is given to us, then the entities that are available to us which enable us to result to the solution of a problem. In terms of function at location, we use the formula above at the locations where we are identified to solve our problems. For example, if I am at Location 1, I have a problem to solve, I use the equation above at Location 1 to solve that problem. As well as, if I am at Location 2, I have a problem to solve. I use the equation at Location 2 to solve that problem.

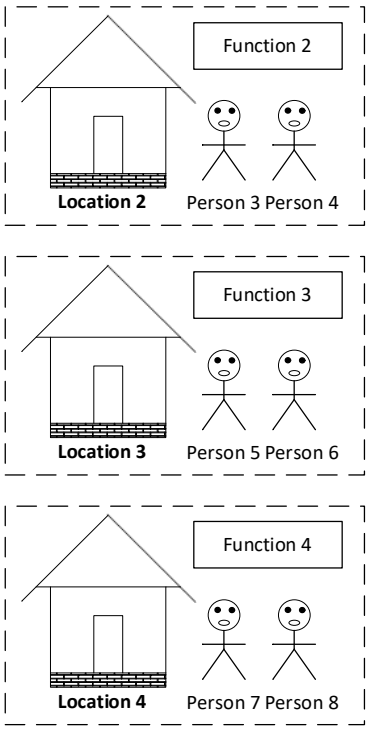
As we can see from the paragraph above, as a formula dependent entity, there is no way to get around that. At any location we are identified and as a formula dependent entity, we use the formula to operate or solve our problems. In this case, we can see that function at location is very important for mother nature. In terms of information, we can put it like this. We are identified at a location; mother nature sees that we are at that location. We are applying the formula to solve problems; mother nature also sees that. As well as, when we are not identified at a location and not applying the formula to solve problems, mother nature also sees that. As an example, if I am at Location 1 and use the equation above, mother nature sees that; as well as if I am not at not at Location 1 and think that I am at Location 1, mother nature also sees that. To better understand that let's take a look at this model.

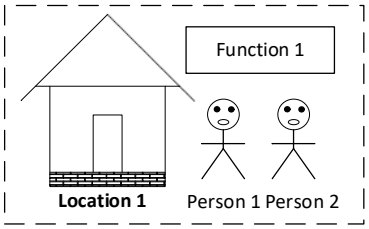
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From the model above, mother nature identifies people at Location 1, as well as people at Location 2, Location 3, and at Location 4. As we can see from the model, mother nature identifies Person 1 and Person 2 at Location 1; Person 3 and Person 4 at Location 2, Person 5 and Person 6 at Location 3; Person 7 and Peron 8 at Location 4. Mother nature does not see Person 1 and Person 2 at Location 2, at Location 3, and at Location 4. As we can see from the model above, the way mother nature sees it is the proper way we identify it. In this case, we can say that the information given by the model above is the information that we identify. If we take eye visuality into consideration, we can see that there is a relationship between what we see and what mother nature sees. When what we identify or see matches with mother nature, we can see that there is no ambiguity in that information. Now, let's take a look at the model above by including functions of the people at the locations as shown by this model.

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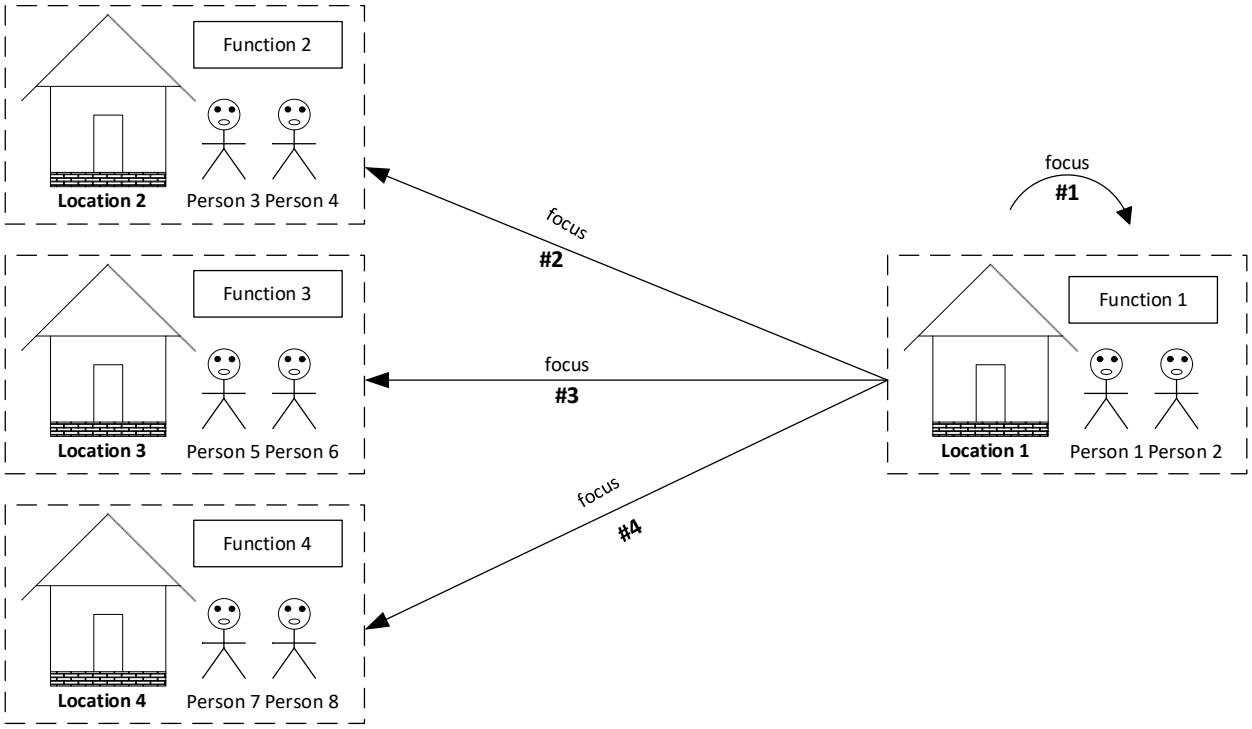


From the model above, we can see that in terms of information identified by mother nature, Function 1 belongs to Person 1 and Person 2, but does not belong to Person 3 and Person 4 and so on. As well as Function 2, Function 3, and Function 4 do not belong to Person 1 and Person 2. The same as Function 1 is executed at Location 1, but not at Location 2, Location 3, and Location 4.

As we can see from the paragraph above, since mother nature identifies functions that execute at a given location and belong to people at that location, what happens when a person or people at a location think that functions at other location belong to them or him/her. For example, from the model above, what happens when Person 1 thinks Function 2 at Location 2 belongs to him/her. We can see there is ambiguity here. That person simply misidentifies the given information. That misinformation enables Person 1 to do a lot of things that are not natural. Doing so will enable Person 1 not to be productive or focus on functions at his/her location. To better understand what we have just said, let's take it like this. Function 1 belongs to Person 1, but not Function 2 at Location 2, Function 3 at Location 3 and Function 4 at Location 4. As we can see here in

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terms of focusing and keeping eyes on things, Person 1 can do better if thinking naturally that Function 1 at Location 1 is the function that belongs to him/her, not the other ones. Now, let's show the focusing model to see what is better for Person 1 or people at Location 1.



From the model above we can see the number of focuses for Person 1 or people at Location 1. As we can see from the model, if Person 1 or people at Location 1 think that only Function 1 at Location 1 belongs to them or him/her, then the focus is put only on Function 1 at Location 1. The misinformation enables people at Location 1 to also focus on functions that do not belong to them. In this case, we can see that that it is no good for Function 1 at Location 1 as well as functions at other locations.

Now, let's do some validations in relationship to mother nature. As we have put it previously, eye visibility enables us to identify what belongs to us. Now, in terms of focus, we can ask this question. How many items can I keep my eyes on at the same time. As we can see here, it is better for me to keep my eyes on a single item at a time. Another question we can ask, how many eyes do I have? As we can see here, it is natural to have a fixed number of eyes, where that fixed number of eyes works fine with how many items

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we can keep our eyes on at a time. Another question we can ask again, how many locations can a person be identified at the same time. As we can see here, a person can only be identified at a single location at a time. In this case we can see that identified at a location at a time is natural as well as work on a function that belongs to a person at the location that person is identified is also natural.

As another example, let's assume that at Location 1, Function 1 is managed by Manger 1, where Manager 1 manages a fixed number of employees or functions of those employees. Let's assume that Manager 1 manages 50 people at Location 1. As we can see here, Manager 1 can do a better job managing only function at his/her location rather than combining with other locations. Manger 1 can focus better on his/her function at his/her location rather than including functions of other locations. Doing so makes Manager 1 more productive and can do a better job at his/her location.

By understanding the overall explanation, we can see that function at location is natural. It enables us to manage our functions much better and focus only on functions that belong to us. Function at location is also related to given information as well as related to us naturally. In other words, function at location is related to our eyes, which enables us to identify things. It is also related to entities that we have such as our legs which enable us to walk and our hands and arms which enable us to do things. By understanding function at location, we can understand ourselves much better.

148. By understanding the article basis above, since information about an entity is first known by mother nature before us, when we try to change or adjust information, that does not match the given information. Since information about an entity is first known by mother nature before us, when we try to change information that does not change how mother nature views it.

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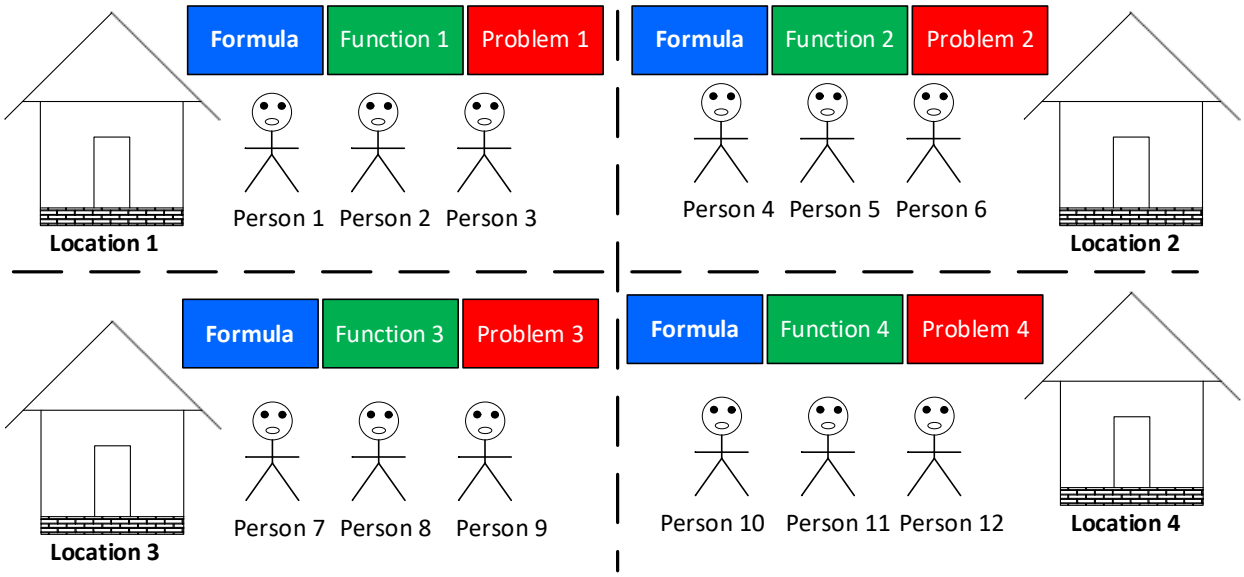
To better understand the paragraph above, let's take it like this in function at location, mother nature knows that function of people identified at a location belong to them. Those functions are local to the people at their respective locations. They are the only ones who can make adjustment to their local functions. This information is considered to be given information. Anything that shows otherwise is simply contradict and does not match the given information. This is viewed as misinformation or miscommunication. As an example, from the model above, Function 1 belongs to People at Location 1, where Function 2 belongs to people at Location 2. If information is given to show otherwise or people at Location 1 can also focus on function at Location 2 or other locations, then that is misinformation or miscommunication. That does not match the given information.

149. **Understanding Problem Solving and Function at Location:** To solve our problems, the following formula was given to us by our parent.

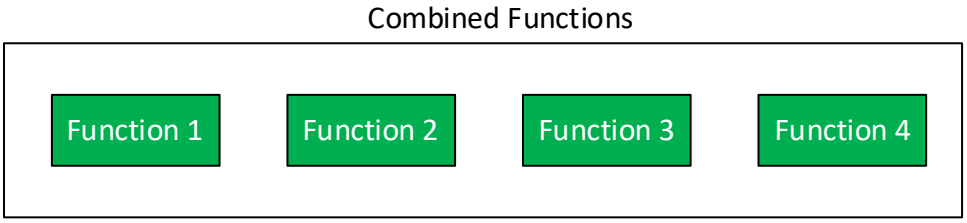
$$Available + Given = Solution$$

In terms of function at location, at the location where we are identified, we identify the problem we are solving and use the equation above to solve it. For example, people at Location 1 can use the equation above to solve problems at Location 1, people at Location 2 can use the equation to solve problems at Location 2, people at Location 3 can use the equation to solve problems at Location 3 and so forth. It is always good to show that by this model.

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By understanding the explanation above as well as the model, let's take Location 1 as an example, since Location 1 includes many people, then Function 1 at Location 1 includes functions of many people which is viewed as an average function for Location 1. In this case, we can see that Function 1 weighs on Location 1. The same process is applied to Location 2, Location 3, and Location 4 where Function 2, Function 3, and Function 4 are considered to be average function of their respective locations. In this case, we can see that Function 2 weights on Location 2, Function 3 weights on Location 3 and Function 4 weights on Location 4. In this case we can see that the overall combined function which is viewed as a total function is also an average function that weighs on all locations. It is always good to show that by this model.



By understanding the explanation above as well as the model, since the total function is viewed as an average function, each local function weights on the total function. As we can see here it is always good for a local function to execute positively. If all local functions execute positively, then that helps the overall function. By understanding

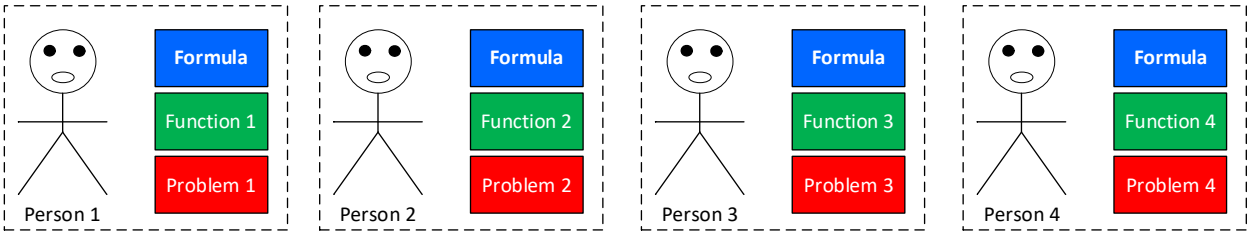
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function at location as well as the formula and mother nature, we can see that by taking the formula into consideration and function at location, at a given location people at that location can focus and executing their functions positively. If at each location people are doing the same, then together the total functions of all locations can be executed positively, where the total function is viewed as an average function of all locations combined.

150. **Understanding Function Existence and People Existence:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

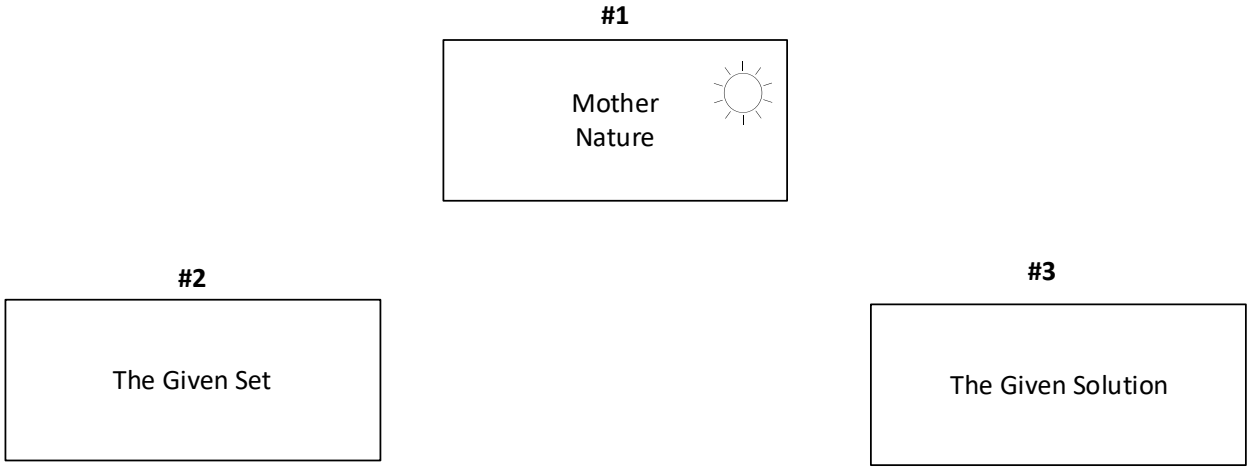
By using the formula above, we first identify a problem we need to solve, then identify the entity given to us as well as the entities that are available to help us solve the problem. Since formula cannot be applied by people for others, each person needs to apply the formula individually. Let's take a look at this model.



From the mode above, we can see that Person 1 does not apply the formula to go against Person 2, but to solve a problem. This is the way to look at it, Person 1 exists to live, where Person 1 applies the formula to solve a problem. Person 1 does not apply the formula to be better—not a good phrase—than Person 2 or apply the formula for Person 2. Person 1 function is to live and apply the formula to solve problems. This is the way to look at it, while I am alive, I apply the formula to solve problems. Since I cannot apply it for you, you do the same thing. We do not apply formula to be better than others, but to solve problems. By understanding that, we can see we do not exist to be better than others, but to live. We do not apply formulas to be better than others, but to solve problems.

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151. **Understanding Problem and Solution Related to Entity Identification and Information:** 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 set. To better understand that let's show the model of what we have just said and identify the items by numbers.



As we can see from the model above, 3 entities are identified: Mother Nature, The Given Set, and The Given Solution. We have identified them and numbered them. From the model again, we can see that 3 entities are identified, but 2 entities are given: The Given Set and The Given Solution.

To solve our problems, we use the entity given to us in the form of

$$Available + Given = Solution$$

By understanding the equation above as well as the model, we can see that the solution of a problem is given to solve that problem. In other words, the solutions of our problems are given to us. By understanding that, we can see if a problem is developed with the absence of the principle, that problem is solved with the presence of the principle. If a problem is developed by mobility of people from locations to locations without the pass, it is solved by mobility of people from locations to locations with the pass.

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152. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then we identify the entity given to us as well as the entities available to us to help us solve the problem. From the entities that are available to help us solve our problems, free pass is not one of them. In other words, free pass is not an entity that is available to us to help us solve our problems.

Since free pass is not an entity that is available to us to help us solve our problems, once a free pass is available, we have no control of it. In other words, once a free pass is available, we cannot control what people can do to get it. However, if a free pass is not available, there is nothing people can do to get it. To better understand the explanation, let's take it like this. Let's identify a free pass as shown below.



From above, the fact that the free pass is available, we have no control of what people can do to get it. Now, let's remove the free pass.



Now, we remove the free pass, there is nothing people can do to get it. Consider this example, you have an item, and you label it free pass. You said to 50 people do whatever

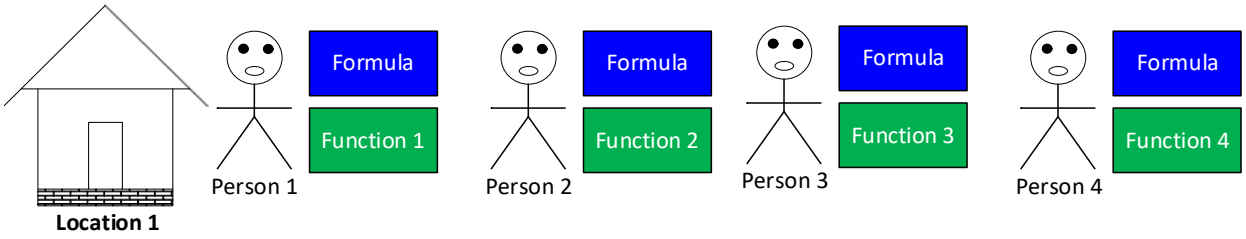
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you want, one of you will get the item. It can be a short video you record and send to me. I will look at all of them and give one of you the item. The fact that the item is free, some of the videos may not be acceptable to you, but you have no control of that. This is the way to look at free pass. As longer it is available, people can do whatever to get it. If it is not available, there is nothing people can do to get it.

153. **Understanding Function at Location Related to Formula:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem, then the entity given to us as well as the entities that are available to help us solve the problems. In the list of entities that are available to us, we know that our effort and our ability are two of them. In terms of function at location, let's take a look of the model below.

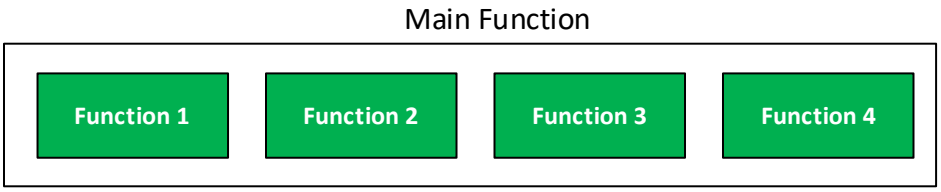


From the model above, at Location 1, Person 1 uses the formula to execute Function 1, Person 2 uses the formula to Execute Function 2, Person 3 uses the formula to execute Function 3, and Person 4 uses the formula to execute Function 4. From the model above, we can assume that all the 4 people are working on the same project. Because formula cannot be applied by a person for another person, even when they are working on the same project at the same location, the function of a person is not extended to another function. For example, from the model above, Function 1 is not extended to Function 2.

Because function at location does not allow functions to extend to other functions, the function of a person from above cannot be extended to other functions. In other words,

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a person identified from the model above cannot assume functions of all the other people. Because we have multiple people, we also have multiple functions. All of them contribute to the main function. In this case, the main function is viewed as a combination of all the other functions as shown below.



To better understand, we can ask this question: why do we have multiple people and multiple functions? Because it is not possible or natural for functions to extend to other functions. If it was possible, we would not need to have multiple people or multiple employees working on a project. A single employee or a single person would do all. A singe employee or a single person would assume all other functions or all other employees' functions. A person cannot assume the functions of all others. This is why in a company multiple employees are hired because a single employee cannot assume functions of all the others.

154. By understanding article bases 149 and 150, we have shown that disregard the location a person is identified, that person applies the formula. A person exists to live, but not to be better than other—not a good sentence. In terms of location where a person is identified that location does not exists as well to be better than another location.

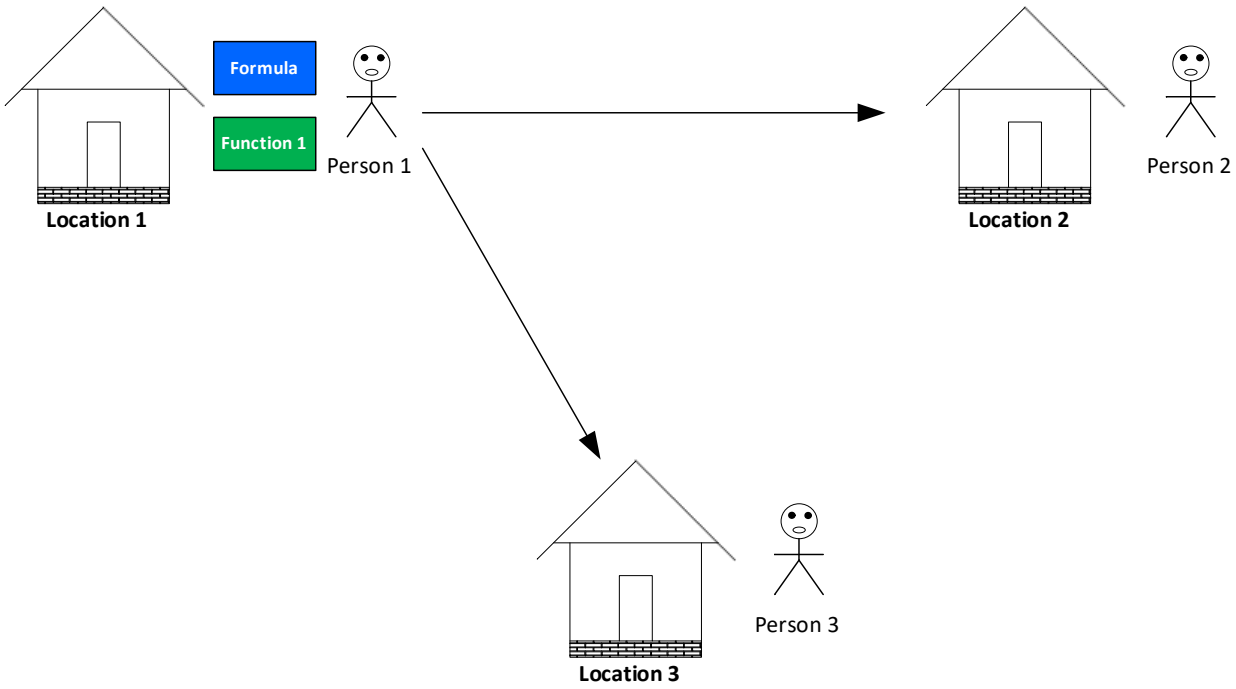
To better understand the paragraph above, let's take it like this. A person is identified in a country, that country does not exist to be better than another country. A person is identified in a house, that house does not exist to be better than another house or a house next door. A person is identified in a room; that room does not exist to be better than another room.

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155. **Understanding Problem and Solution Related to Function at Location and Formula Related to Mobility:** To solve our problems, the following formula was given to us by our parent.

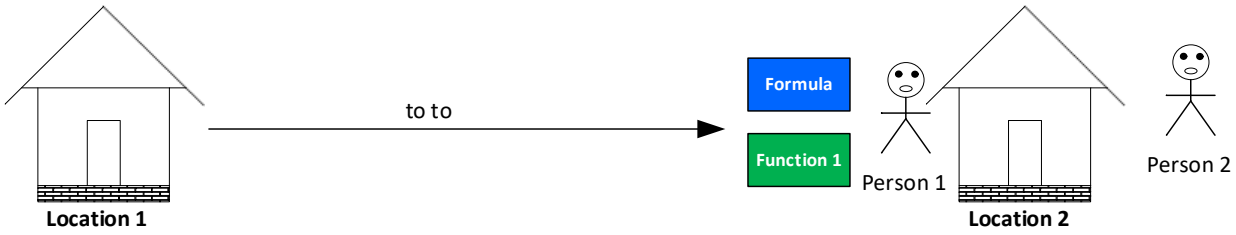
$$Available + Given = Solution$$

From the formula above, we first identify the problem, then the entity that is given to us, as well as the entities available to help us solve the problem. Two entities that are available to us to help us solve our problems are effort and ability. For example, a person is identified at a location, the effort of that person and his/her ability count. As well as when that person goes to other locations, those entities also count and are available to that person. To better understand what we have just said, let's take a look at this model.



From the model above, we can see that Person 1 is at Location 1 and executes Function 1. Because Person 1 is mobile, Person 1 can go from Location 1 to Location 2 or Location 3. Since at Location 1, Person 1 effort and ability count, at Location 2, Person 1 effort and ability also count. At location 2, Person 1 can also apply the formula to execute Function 1. Let's show that by this model.

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As we can see from the model above, at Location 2, because of Person 1's effort and ability, he/she still applies the formula to execute Function 1. To better understand that let's take a look of this example. At Location 1, a mechanic applies the formula to solve bad starter problem of a car. Because of that mechanic's effort and ability, that mechanic goes to another location, he/she still applies the formula to solve a bad starter problem. As we can see here, disregard the location the mechanic goes to, his/her effort counts. Disregard the location that mechanic is identified; he/she can still apply the formula to solve problems.

156. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

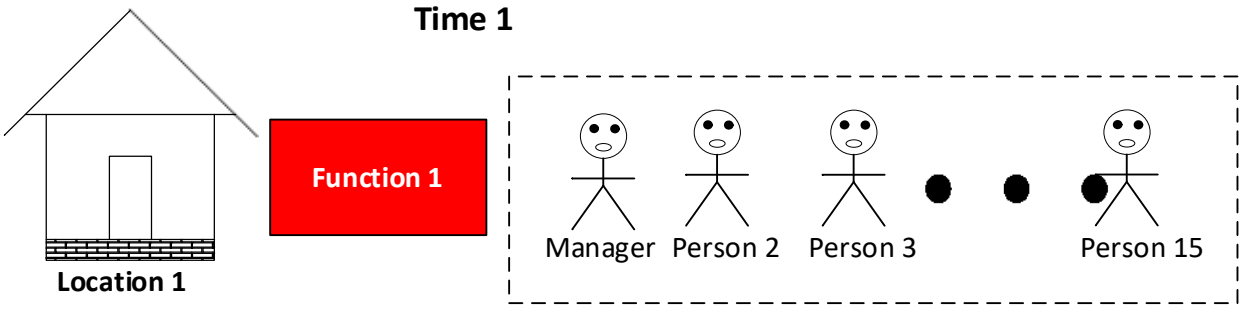
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities that are available to us to help us solve the problem. From the entities that are available to us, we know that our effort and ability are two of them. In terms of ability, we may have ability to identify and separate. To better understand what we have just said, let's take a look at article basis 88, where our parent identifies the children who understand and the ones who do not understand. By understanding that, we should always try to use the formula according to our parent.

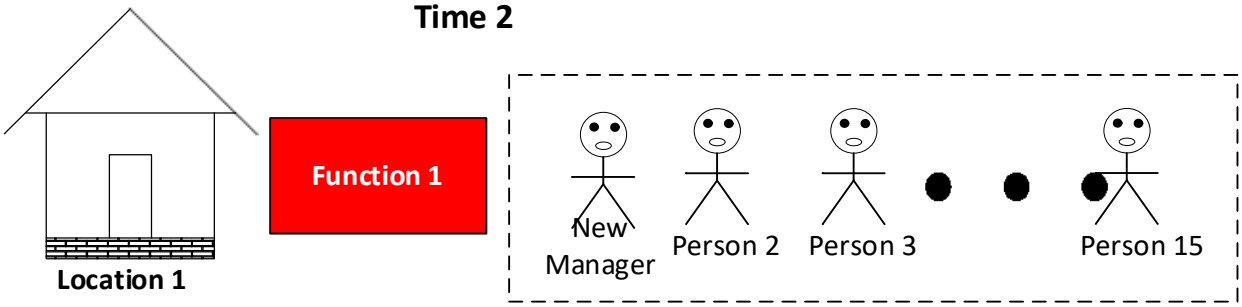
To better understand the paragraph above, let's take a look at this example. At Location 1, a function is provided where 15 people are working and managed by a manager. The

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function that is provided at that location is executed negatively. To better understand that let's take a look at this model.

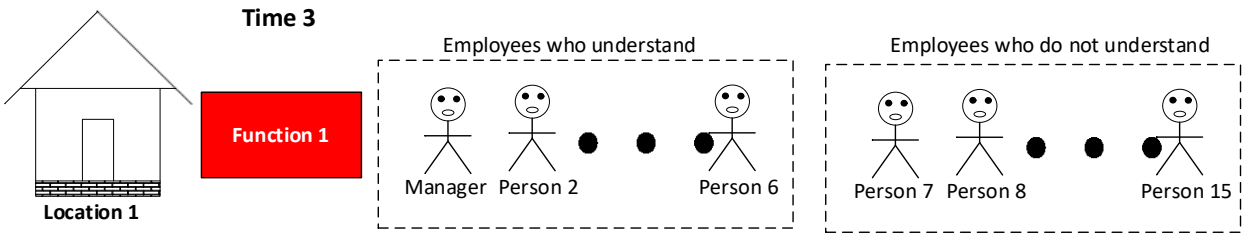


From the model above, at Time 1, a function provider provides Function 1, where Function 1 is managed by a manager. We can identify that manager as Person 1 if we want to. From the model above, 15 employees are working, where they are managed—their functions are managed—by a manager. At Time 2, the manager who was managing the function at Time 1 is no longer working at that location. A new manager comes on board. Let's show the model at Time 2.



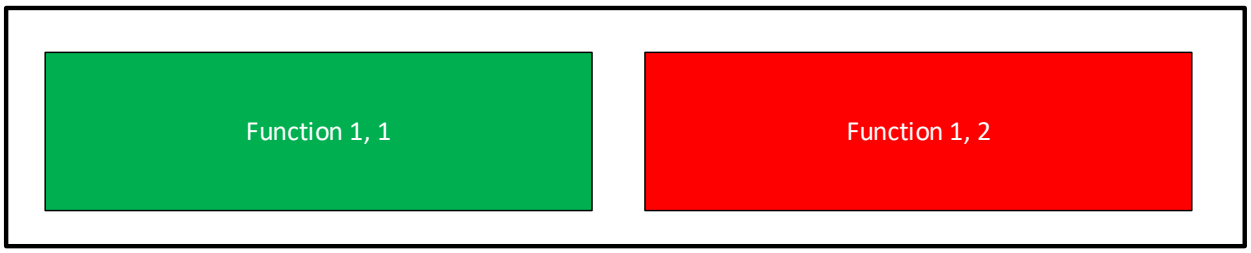
Now, using the formula above, to try to turn things around, the manager should always use the formula according to our parent. In this case, the manager should try to identify and separate the employees who understand better what they are doing. Let's assume that the manager identifies 5 employees who have good understanding of what they are doing and the remaining 9 have little understanding, then the 5 who have a better understanding can take more responsibility to help the other 9. As we can see here, by using the formula according to our parent, we have the model below.

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From the model above, we can see that the new manager who comes on board tries to solve the problem by identifying the employees who understand and the ones who do not. Where the ones who understand can take more responsibility and have more load on their shoulders. In this case, Function 1 can be partition according to the form below to reflect that.

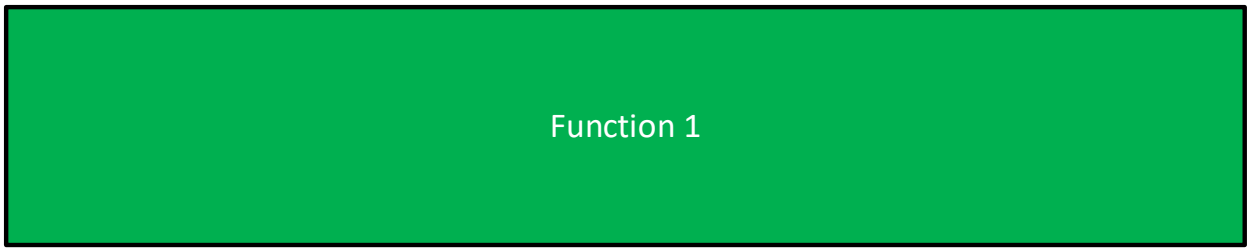
Function 1



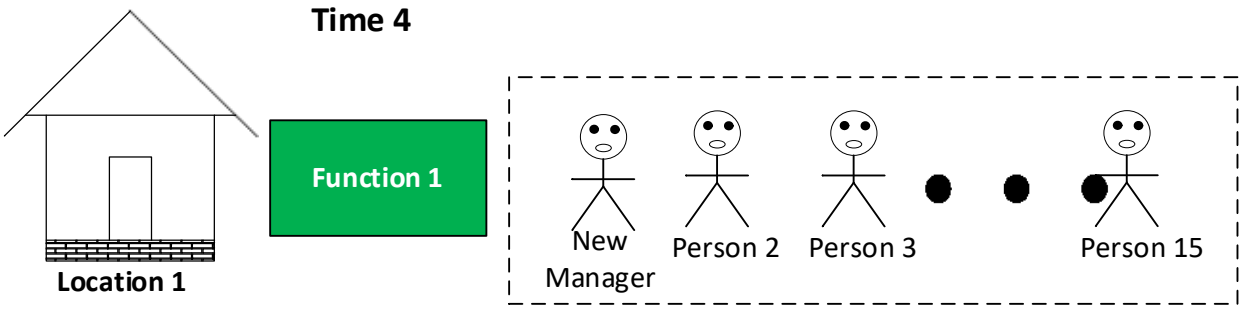
As we can see from the model above, Function 1 is partition to reflect those who understand and those who do not understand. Using the process above, related to time, the new manager can turn things around where the overall function can be executed positively at some point. What is important here is that we always try to identify and separate by using the formula according to our parent. Where the ones who understand can take more load or responsibility to help the ones who do not understand. Related to time, the ones who do not understand can make progress where at some point the overall function can execute positively.

At some point, Function 1 above is executed positively. In this case we can see the that employees who misunderstood have been getting help from the employees who understand where together they make progress to execute the function positively as shown below at Time 4.

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Now, at Time 4 we can show the overall model of the function provider which includes the new manager and the other employees as shown below.



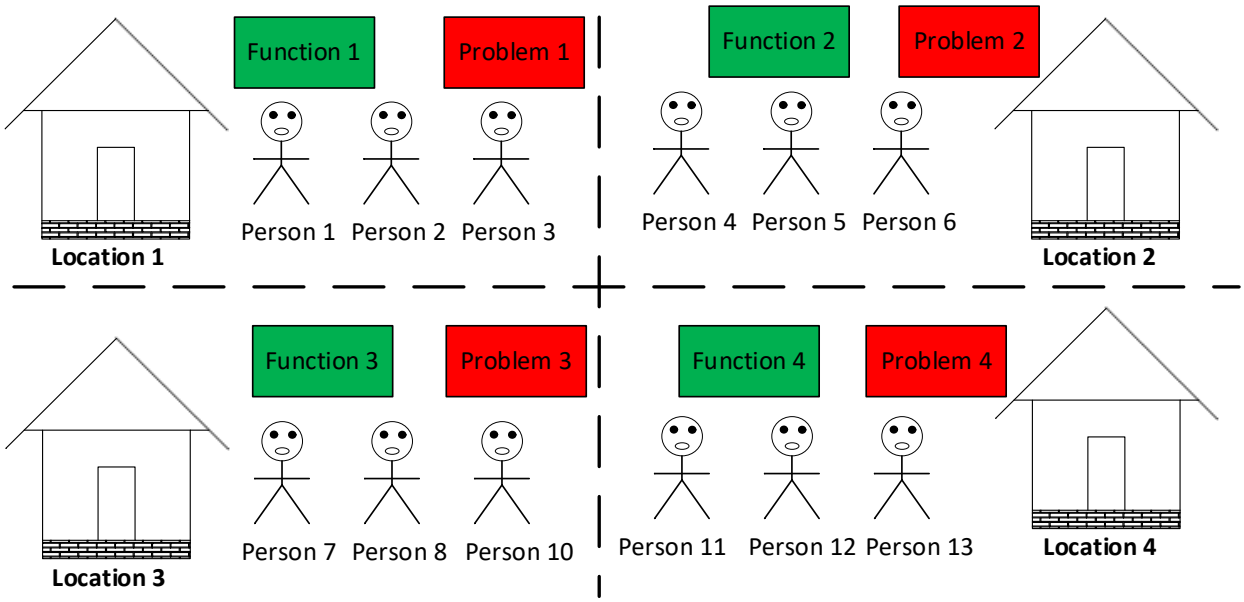
As we can see from the model above, the employees work together using the formula above, where the ones who understood help the other ones and at some point they execute the function positively so it can solve the underlined problem.

157. **Understanding Information Related to Function Validation:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem, then the entity given to us as well as the entities that are available to help us solve the problem. In terms of function at location, a person is identified at a location, where that person uses the formula to solve problems at that location. In terms of information, a person is present at a location, that person is identified at that location. A person is not present at a location, that person is not identified at that location. To better understand the explanation, let's take a look at this model.

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From the model above, Person 1 is identified at Location 1, where Person 5 is identified at Location 2. Person 1 is only identified at Location 1, but not at the other locations. From the model above, this is how mother nature sees it. Mother nature sees that Person 1 is at Location 1, but not at Location 2, Location 3, and Location 4.

By understanding the explanation above, since Person 1 is not at Location 2 or the other locations, information cannot be given to show that Person 1 is at the other locations or parts of the other functions. That information is not identified by mother nature and viewed as miscommunication. This is the same as saying that communication about Person 1 or communication from Person 1 cannot show that he/she is at the other locations or parts of functions at the other locations. This is viewed as miscommunication.

In terms of using the equation above, since communication is part of the entity available, we can see that the miscommunication results to problem rather than the solution of a problem. In other words, the communication that shows Person 1 is at another location rather than the location where he/she is identified by mother nature as well as the communication that shows Person 1 is part of a function where he/she has no business

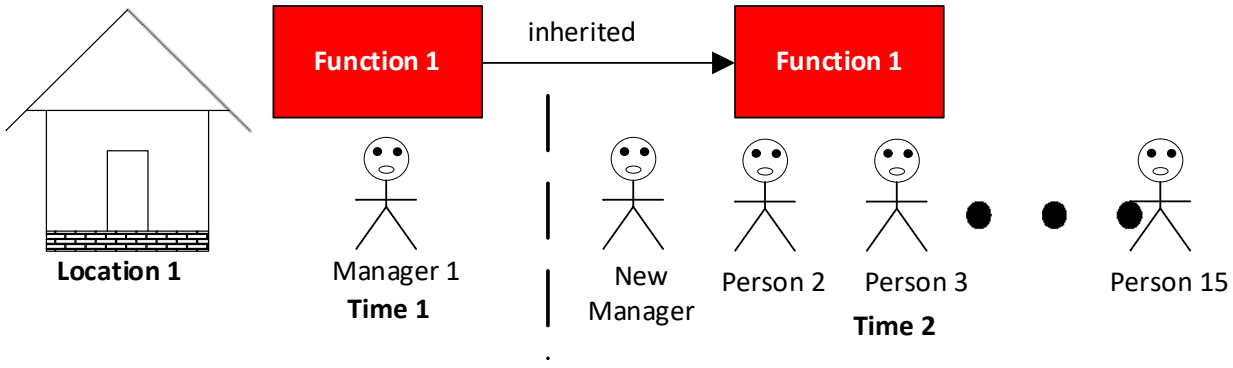
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of is viewed as communication which result to problem rather than the solution of a problem.

Related to the explanation above, here are some examples to invalidate the function of a person at the location where he/she is at: A person is identified at a location, that person does not talk like he/she is at that location. A person is indemnified at a location, that person does not think he/she is at that location. A person claims to be at a location, that person does not act like he/she is at that location. A Person claims to be at a location, that person does not show he or she is at that location. A person gets a paycheck to work at a location where that person is identified, however that person does not show that he/she is at that location. A person claims to have a job at a location, that person does not show that he/she has a job at the physical location, but another location.

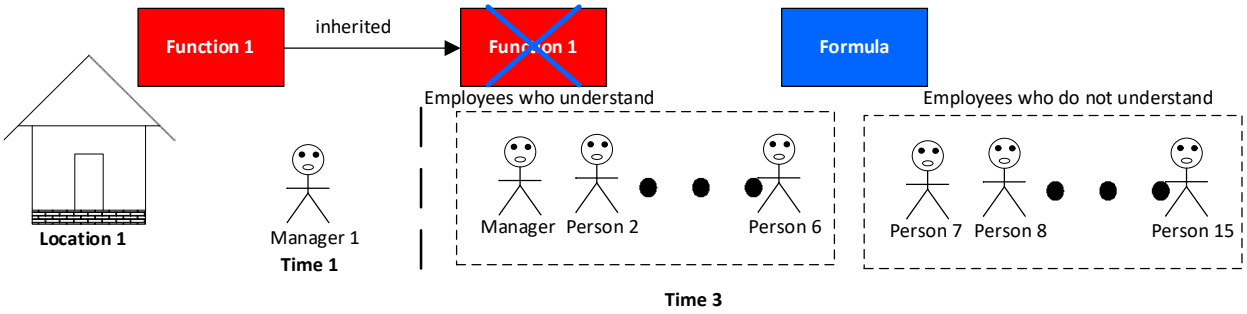
158. By understanding article basis 156 above, we have shown and learned that by identifying and separate entities similarly to our parent, the ones who understand can help the ones who do not to help our functions executed positively.

In terms of inheritance, let's take a look at what happens in the article basis 156. The new manager inherited a function that was executed negatively. Where that manager had applied the formula to change the function—or turn it around—to execute positively. Let's show that first by using this model below using the inheritance chart.

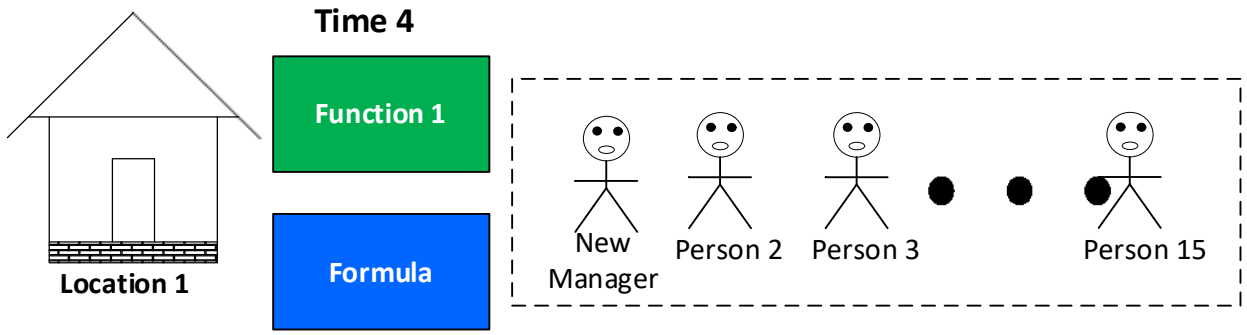


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From the model above, as we can see at Time 2, the new manager inherited a negative function from the previous manager. Now, the new manager can do the same thing according to our parent feedback, let's show that by this model.



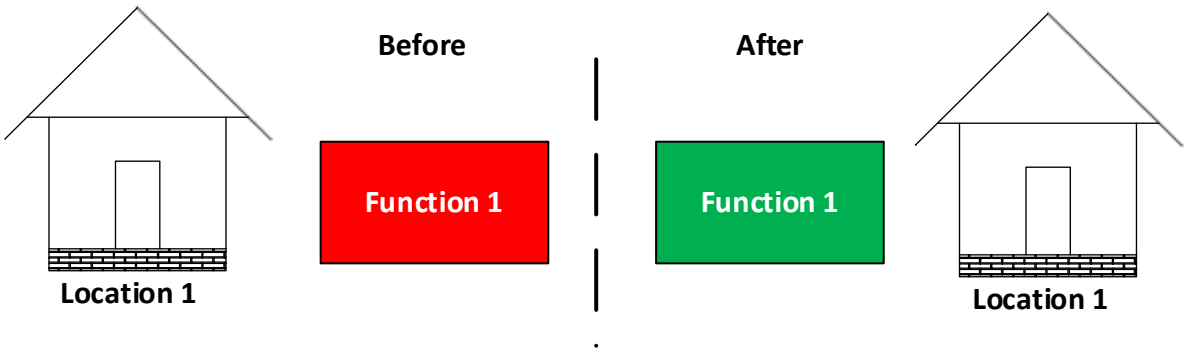
As we can see at Time 3, the new manager crosses out the negative function, we can view this process as negative ideas, but here simply put it as a function. Now, by crossing it out, the formula is implemented, the employees who understand can help the ones who do not. At some point, all employees understand by applying the formula, where the function is executed positively as a result as shown by this model.



As we can see above, at Time 4, the new manager with the employees has turned it around. The new manager and the employees worked together to change the states of the function from red to green. It is always good to show the status result in terms of

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before and after.



By understanding the overall explanation, we can see that the manager had inherited a negative function, but he/she had acknowledged that and used the formula to make changes in order to change the state of the function from negative to positive. What is important here is the acknowledgement. Without it, there is no solution. In other words, when the manager comes on board, the manager had identified or inherited a negative function. The manager acknowledged yes, that function is not executed properly, then I am responsible with my employees to make sure the function is executed positively. This acknowledgement in relationship with the application of the principle, had helped change the state of the function from negative to positive. There is no solution without acknowledgement of a previous mistake or error when solving a problem.

159. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

After having problem with our application, we turn to our parent for help, where our parent provides us with two entities: The Given Set and the ideas of our application which we call Application or simply Application's Idea. In other words, to solve our problems, our parent gives us The Given Set as well as ideas that tell us what to do. From article basis 151, we can see that the idea of our application given to us by our parent is equal to the solution. In this case we can say that our parent gives us The Given Set and how

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the solution of our problem looks like. By understanding that, we can see that our parent gives us The Given Set and The Given Solution. All that is on us is the entity available.

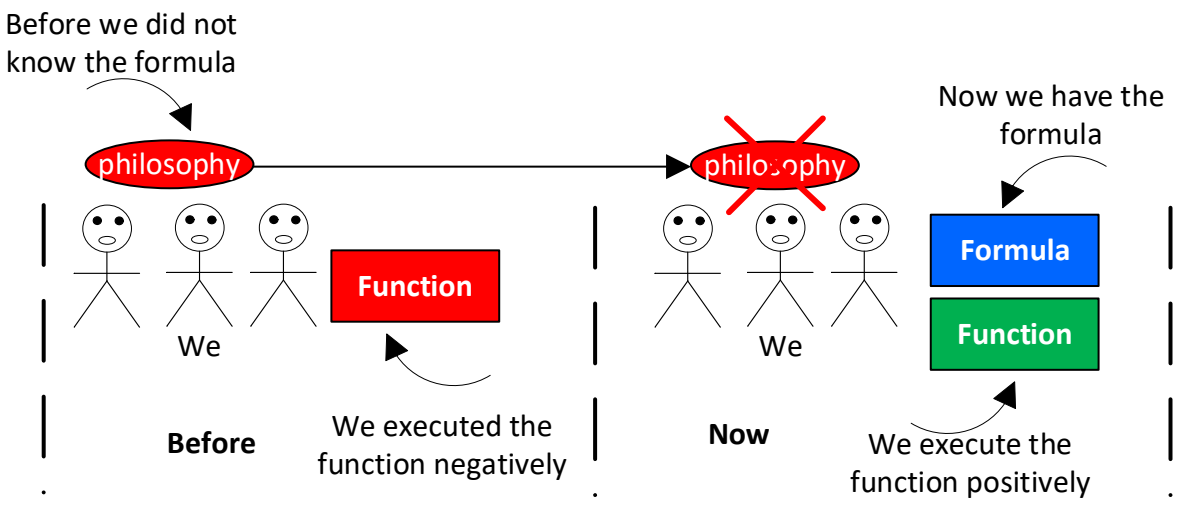
By understanding the explanation above in relationship with the equation as well as article basis 156, we can see that: now we have a fixed number of people in our application, how do we solve organize ourselves. Now we have a fixed number of people on our project, how do we solve our problem. Now we have a fixed number of employees in our project, how do we organize ourselves and solve the problem. The way of looking at it, we have a fixed number of people we are working with, we have a problem to solve. How do we solve that problem; how do we organize ourselves to solve that problem.

To organize ourselves and solve our problems, we need to use the given formula. We can look at the feedback process related to before and after. Before we did not know how to organize ourselves, now with the feedback given to us, we can use the formula to organize ourselves and solve our problems. Let's take a look below with before and after.

Before	After
$-Availalbe-Given=-Solution$	$Available\ +\ Given=Solution$
Negative	**Positive**

From the model above, we can see that before we have no formula, then after we have formula. Before we were negative, after, we are positive. We use the formula after to enable us to solve the problem. In this case, we simply use the formula to organize ourselves and solve our problems. The table above is shown by this model

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From the model above, we can see that before we did not now about the formula, then we executed our function negatively. Now, we have the formula, we can then use it to execute our function positively. So, before we did not have it, that resulted to negative function execution, now we have it, that resulted to positive function execution. Another example, assume that we were working on a project, we were doing something wrong and the project executed negatively. After instruction is given to us to do it right, we then apply the instruction then the project executed positively. The instruction that we apply to enable the project to execute positively is viewed as the formula.

160. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we identify the problem we need to solve, as well as the entity given to us as well as the entities that are available to us. The resulting solution is viewed as a given solution. Since we are not single at a location; at a location multiple people are identified, or multiple people are working to solve problems. By understanding the article basis above as well as 156, it is always good to ask this question when working to solve problems: now we have a fixed number of people on our project, how do we

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organize ourselves? Now we have a fixed number of people on our application, how do we solve our problems? Now we have a fixed number of people at our location, how do we organize ourselves and solve our problems? To do so, we use the formula given to us by our parent to organize ourselves and solve our problems.

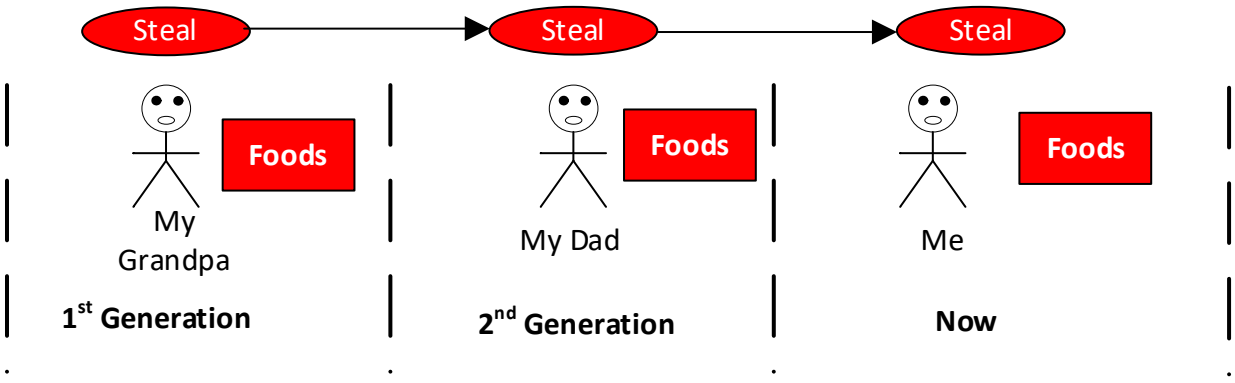
From article bases 156 and 158, we can see that, related to time population increases as well as people in our application. For example, while in article basis 151 the application has a fixed number of people and a manager left while another came on board, it is natural for number of people to increase in a project when needed. It is also natural for population to increase related to time. What is important here is that as number of people increase in our project, we still ask and answer the same question. By taking another look at article basis 156, we can see that the manager identifies those who understand and those who do not. In relationship with that, when new people are added to the project or when new employees come on board, the manager also uses the formula above in relationship with helping the employees get started. With that, we can see as the number of people increases on our project, we ask and answer the same question as well as our responsibility also increases. The same as, as number of people increases at a location, the same question above is answered as well as responsibilities.

161. **Understanding Problem and Solution and Feedback and Inheritance:** To solve our problems, the following equation was given to us by our parent.

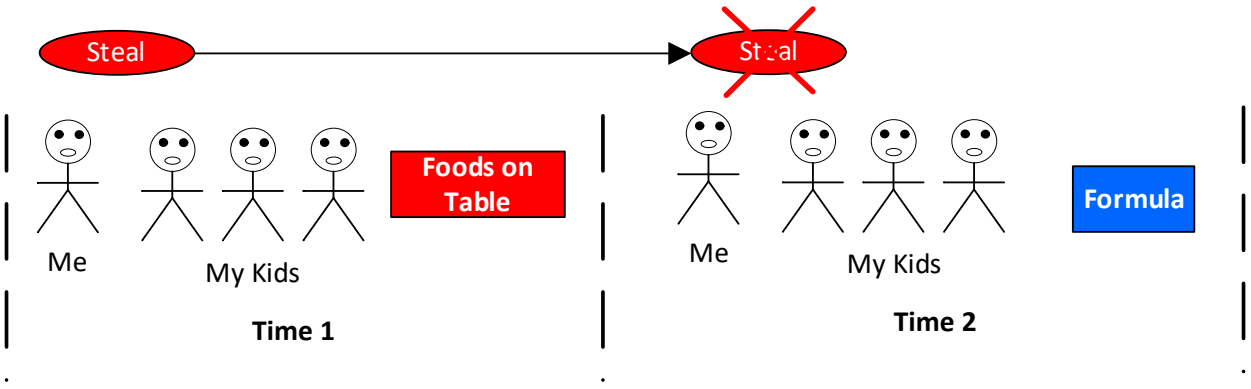
$$Available + Given = Solution$$

Since we are formula dependent, it is not possible for us to solve our problems without the given formula. In terms of inheritance, we inherited negative ideas from generations before us. It is not possible for us to solve our problems with those ideas. The formula is given to us, so we can solve our problems. To better understand that let's take a look at the philosophy inheritance chart below.

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The model above shows the philosophy inheritance chart from my grandpa to my dad and to me. My grandpa used to steal, my dad did the same, and now I am doing the same. At time now, both my dad and my grandpa are no longer alive, but I continue to steal. In this case, it looks like I get a free pass. By understanding article basis 74, we have shown that the understanding of a person who steals from another person starts later than the person that person steals from. In other words, if I steal from you, your understanding of the principle started earlier than me. While I continue trying to steal from you, you will figure out before me that I have been stealing from you, and you will stop me. By understanding that and the model above, we can see at Time now, it is not possible for me to continue to steal, because mother nature does not allow that. The people I used to steal from are watching their stuff. So, mother nature says enough is enough. With that, let's show this model.



From the chart above, we can see that at Time 1, I steal food where my kids see a lot of food on the table. At Time 2, people are watching their stuff; I am no longer able to continue stealing food. Mother nature says enough is enough, no teal. Now, the formula is given to me at Time 2, where I can use it to feed my kids rather than continue to steal.

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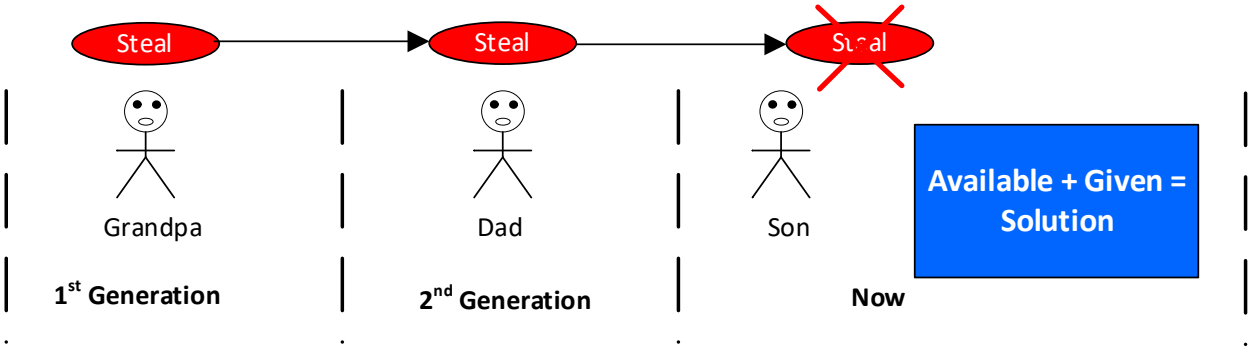
All you need to do here, besides applying the formula, determine what other option I have.

Here is the way to look at it, refer to article basis 156, to solve the problem, the new manager has acknowledged and taken responsibility. In this case, the manager and the employees work together and turn things around. Here, all you need to do, without me acknowledging to my kids the food that was on the table was stolen. Now, we have very little food on the table. Now, it is not possible for me to continue to steal food anymore. This is why they don't see that much food on the table. The little we have now on the table, we have to live with it. Here, determines what other option I have to solve this problem without the acknowledgement and applying the formula. In other words, here you determine whether or not there is another alternative available to me to solve the problem without acknowledging that the foods that were on the table were stolen or were not real or genuine.

162. **Understanding Problem and Solution, Feedback and Philosophy Inheritance**: To solve our problems, this formula was given to us by our parent.

$$Available + Given = Solution$$

To better understand the formula above, feedback, and inheritance, let's take a look of the philosophy inheritance chart below.



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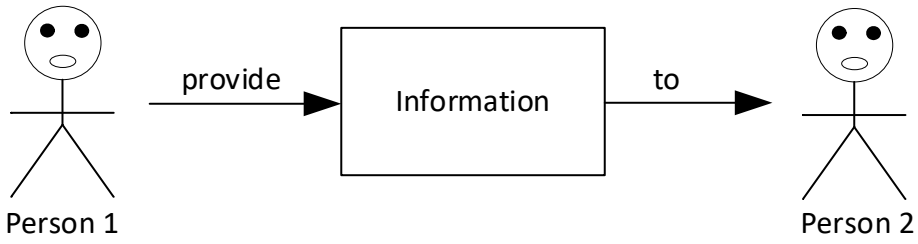
From the model above, it is not possible for the son to solve the problem using the same negative ideas from the past, therefore the formula is given to solve the problem. As we can see here, inheritance does matter according to our parent. By providing us with the given equation, our parent tells us that inheritance does matter because it cannot help us solve the problem. For example, from the model above, the negative ideas from the past will not help the son. In this case, the son must understand that.

By looking at the model above again, we can see that our parent takes history into consideration. For example, our parent takes the negative past into consideration and knows that it will not help us solve the problem. Because of the negative past, the formula is given to us at time now. As we can see here, when solving problems, history or negative past must be taken into consideration because they cannot help solve the problem. If there was no negative past, the equation will not have been given to the son at current time.

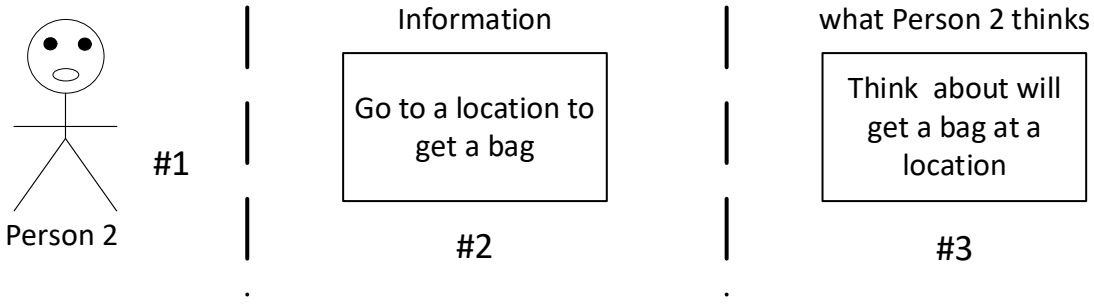
Related to article basis 156, we can see understanding history and inheritance helped the new manager to solve the identified problem. When the new manager comes on board, the manager takes into consideration inheritance and negative past. For example, the manager shows that it is not possible to continue to execute the function the same way it was executed before. In this case, inheritance or history and ne native past are being taken into consideration in a way that they cannot help solving the problem. The new manager does not want to continue executing the function with the same negative ideas from the past. In this case, the new manager follows the same step as our parent. Since according to our parent inheritance matter and cannot help us solve the problem, the new manager does the same thing by not continuing to execute the function with the negative ideas inherited, but using the formula to turn things around. This shows that formula does matter.

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163. **Understanding Information Related to Mother Nature:** We already know that information about an entity is given with that entity and the information about an entity is first known to mother nature before us. By understanding that, we can see when providing information to someone, that information is already known by mother nature before that person. To better understand this, let's show the model below.

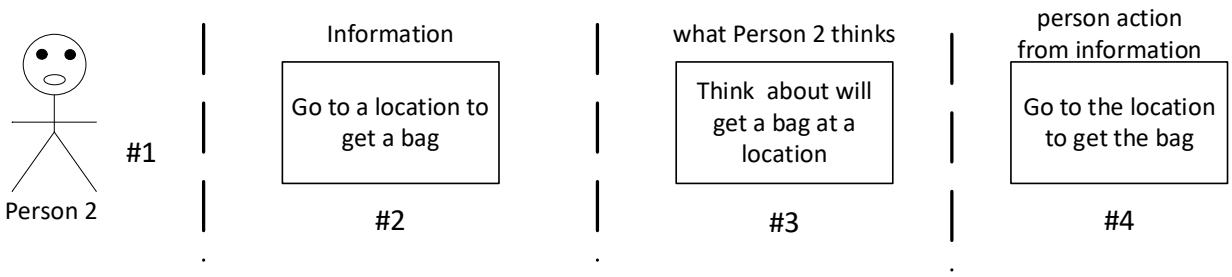


From the model above, while Person 1 provides information to Person 2, however that information is already known by mother nature before Person 2. Let's assume that the information provided from Person 1 to Person 2 is: go to a location to get a bag. When Person 2 goes to the location, the bag is not there. What is important here is that the information provided to Person 2 enables Person 2 to think he/she is going to get a bag at a location. In terms of Person 2, let's show the model of the identified entities.

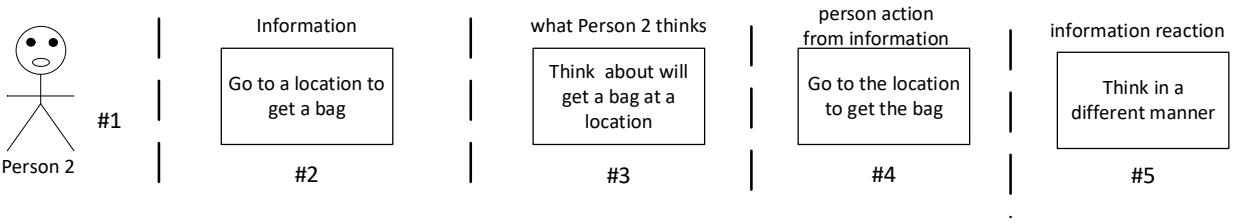


From the model above, we can see 3 separate entities: the actual person, the actual information, as well as what the person thinks. In this case, we can see that the 3rd entity the person thinks about going to a location and get a bag. Now, if the person actually goes to the location to get the bag, this is simply an action related to the information and it is viewed as another entity. Now, let's add it to the model to show the 4th entity.

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As we can see from the model above, the action from the person is viewed as another entity. That action which is the result of the information weights on the person in terms of effort due to the information. When the person goes to the location and does not find the bag, the way that person thinks is viewed as another entity. This can be viewed as a reaction due to the misinformation. It is always good to show that by this model.



As we can see from the model above, when the person goes to the location and does not get the bag, the person thinks differently. This is viewed as a reaction from the misinformation. By understanding the overall explanation, we can see that misinformation is not good because it enables us to think differently. Misinformation also takes more effort from us, which is not good at all. To identify the misinformation properly, we can also separate the entities as follow: go to location is viewed as one entity; get a bag another one, no bag found another one, and mind fluctuation another item.

By understanding the explanation and the model above, we can see that there is a need for correction in misinformation. Since the person has been informed that to go to a location to find a bag and when the person goes to the location there is no bag. That enables the person to think differently. In this case as we can see here it is natural for the miscommunication or the misinformation to be corrected. A correction of the

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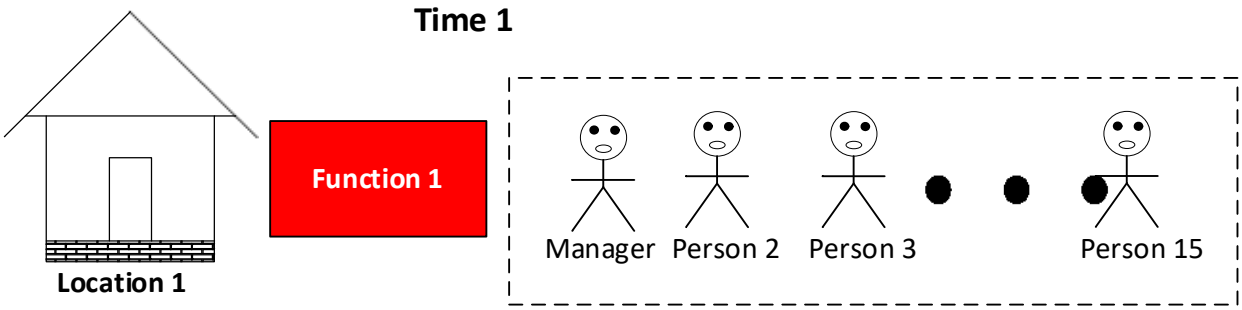
misinformation enables the person to think differently than before. This is why correction is important in miscommunication or misinformation.

164. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

By taking a closer look of article basis 156, it looks like the new manager had used the equation above to solve the problem, where the previous manager did not use it. To better understand what we have just said here, let's take a look at both cases.

Case 1



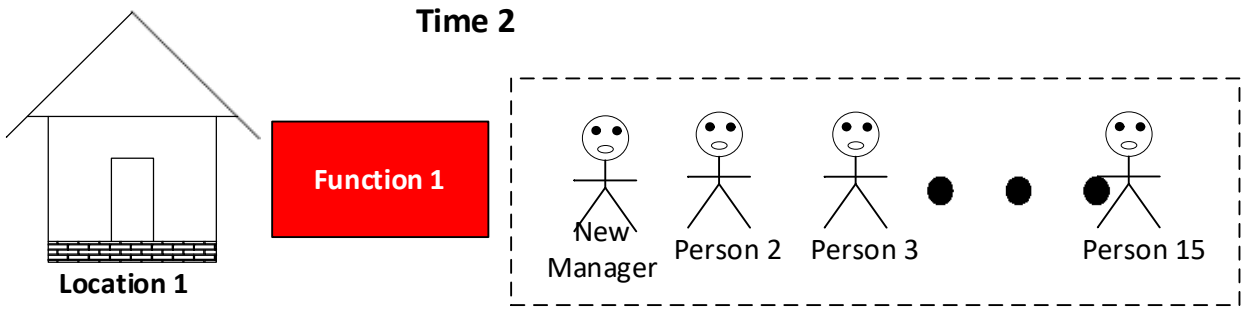
From Case 1 as shown by the model above, we can see that the manager did not get a free pass, as well as the other employees. All the employees including the manager did not get a free pass, because the function depends on them to execute positively, but the function executed negative. So, as we can see, the employees did not get a free pass to allow the function to execute positively to solve the problem. The function itself did not get a free pass. As we can see from the model above, Function 1 is executed negatively. If there was a free pass, Function 1 would have executed positively. The problem solved by the function did not get a free pass as well, because the problem did not get solved as a result the function executed negatively. As we can see here, nobody gets a free pass; nothing gets a free pass.

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Case 2

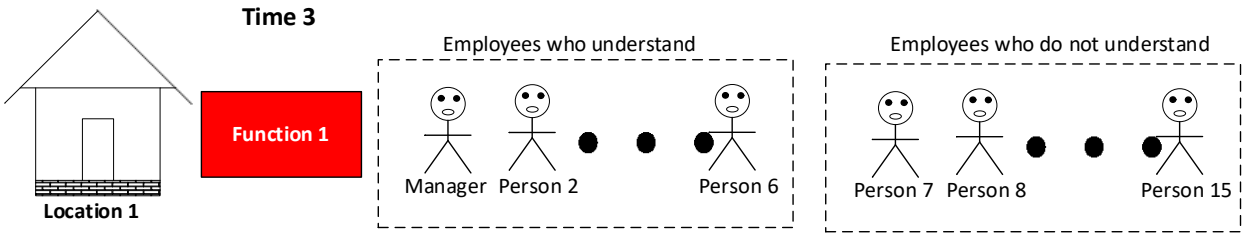
Now, let's take a look at case number 2 as shown by this model. The new manager starts with this model at Step 1

Step 1:



Above, at Step 1, the new manager starts the project. As we can see from above, at Step 1, Function 1 is still executed negatively.

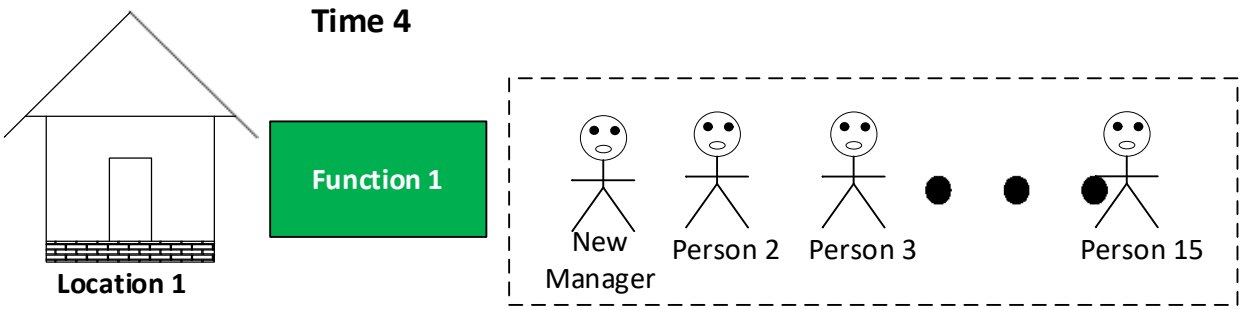
Step 2:



From the model above, as we can see at Step 2 the new manager identifies and separates employees who have a better understanding of the project where they take more loads on their shoulders by helping other employees to understand the project so they can make progress on their functions.

Step 3:

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As shown by the model above, related to time the understandings of the other employees increase where their functions execute positively which helps the overall function to execute positively too.

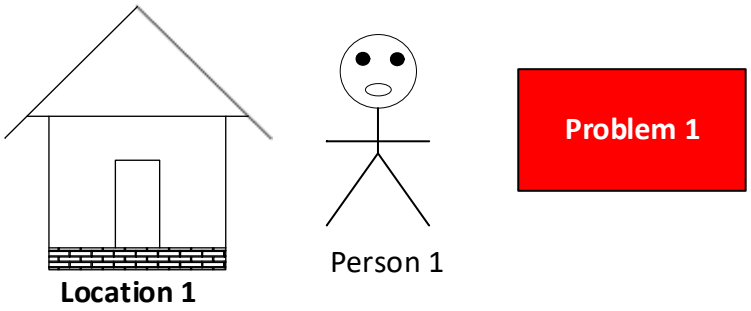
By understanding all the steps above, we can see that the new manager and the employees in Case 2 did not get a free pass. The way to look at it, the manager had used the given equation as well as the employees to help the function execute positively. The overall process takes into consideration their efforts and their abilities. That is not a free pass. If the new manager was doing nothing and expecting the function to execute positively, that would have been a free pass. Since mother nature does not give free pass, it is not possible for the new manager to inherit a negative function and do nothing and expect the function to automatically execute positively. That is not acceptable and not natural. The function itself did not get a free pass. As we can see here, the new manager and the employees worked together to transition the state of the function from red to green. In this case, if they did not do anything thing, the function would not have executed positively. So, the transition of the function from negative to positive is not viewed as a free pass for the function. The problem solved by the function did not get a free pass too, because if it wasn't for the positive function execution, the problem would not have solved. As we can see here, a problem cannot be solved automatically if a function does not execute positively to solve it. So, at the end, nobody gets a free pass. Mother nature does not give free pass. Free passes are not natural in life.

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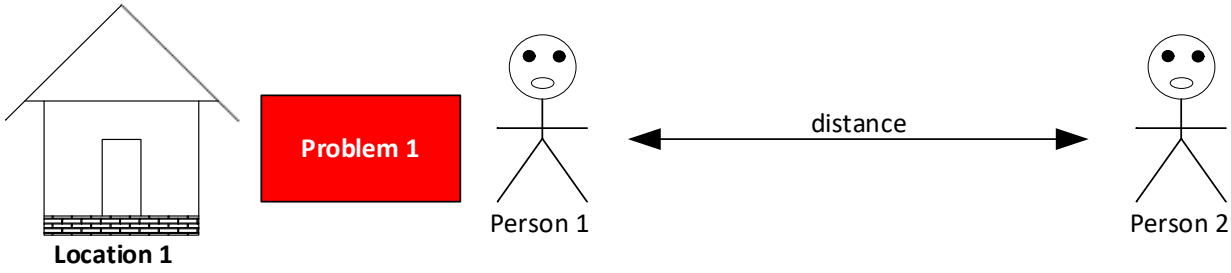
165. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity given to us as well as the entities that are available to help us solve the problem. In terms of identifying the problem we need to solve, let's take a look if this model.

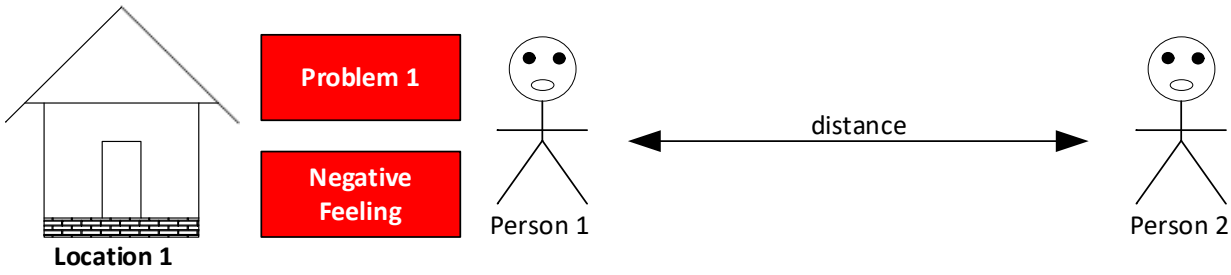


From the model above, Person 1 is identified as well as the problem solved by Person 1. Now, let's assume that another entity is identified such as Person 2 or so. Let's show the model with Person 2.

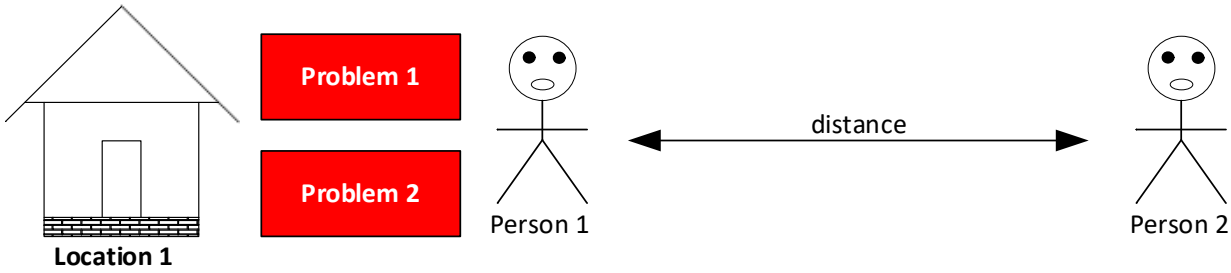


From the model above, Person 2 is identified, and he/she is at a distance from Person 1—here, the actual distance does not matter. From the model above, while Person 1 has a problem to solve, let's assume that Person 1 feels negative about Person 2 or another entity. Here, let's show that by this model.

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From the model above, the negative feeling of Person 1 is viewed as another problem itself. In this case, we can show the model with that problem.



From the model above as we can see, rather than a single problem to solve, now Person 1 has 2 problems to solve. The negative feeling itself is viewed as a problem Person 1 needs to solve. By understanding the overall explanation here, we can see that the entity available does not include negative feeling. In other words, the list of entities available to us to help us solve our problems does not include negative feeling.

166. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problems. Refer to article basis 156, determine what the new manager has, and the old manager did not have. In other words, from the article basis 156, you identify Manger 1 and Manger 2, where Manager 2 comes on board after Manager 1 left. Here, you are going to use the equation above to verify what Manager 2 has and Manager 1 does not have.

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167. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

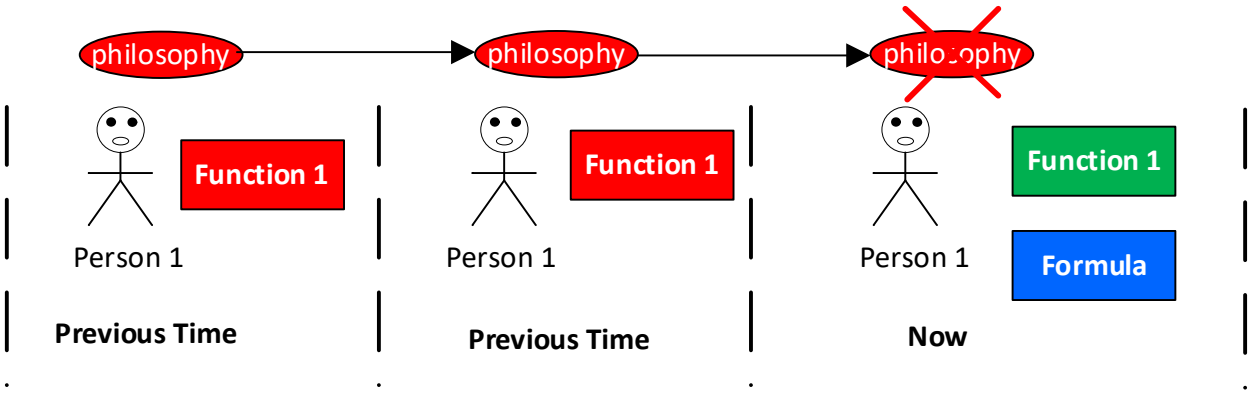
From the equation above, we first identify the problem we are solving, the entity given to us, as well as the entities available to us to help us solve the problem. In terms of problem and solution, we go after the problem we are solving. We don't go after each other or another person. Here, you are going to determine which one is better for Manager 2, going after the problem to solve it or thinking about going after another. In other words, by using the equation above, you are going to determine which is better to solve a problem, going after the problem which enables you to focus on it or going after a person or another entity that is not the problem you are solving.

168. **Understanding Problem and Solution Related to Feedback:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

Since we are formula dependent, it is not possible for us to solve our problems without formulas. Without formulas, we think negatively which enables us not to have solutions for our problems. Until formulas are given to us and learned, it is not possible for us to solve our problems. To better understand that let's take a look at the philosophy inheritance chart below.

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From the model above, we can see that previous times, Function 1 is executed negatively because of philosophy inheritance. So, previous times, Function 1 is executed based on negative ideas. Now, the formula is given to Person 1 which enables Person 1 to execute Function 1 positively. What is important here is that once the formula is given, we don't go back to previous negatives. As we can see from the model, the negative of previous times do not allow the function to execute positively. Therefore, the previous negative is crossed out and replaced by the formula which enables Function 1 to execute positively. The introduction of the formula does not allow us to go back to previous negatives.

Now, refer to article basis 156, Manger 2 does the same as the model above shown. Basically, Manager 2 follows the same footstep as our parent or does the same thing our parent does. From above, Manager 2 disregards the previous negative. The negative function inherited by Manger 1 is disregarded by Manager 2. In this case, the formula is what is taken into consideration to enable Manager 2 to transition Function 1 from negative to positive. Manager 2 does not go back to the same negative or previous negative function execution but replace the negative by the formula to transition the function to positive. In other words, Manager 2 does not execute Function 1 based on negative ideas from the previous manager but based on the formula. Manager 2 does not execute Function 1 based on previous negative ideas inherited but from the formula. As we can see now, in order for that to happen, Manager has rejected the previous negatives and adapted with the formula. Manager 2 has rejected the previous negative ideas and

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adapted to the formula. This process is viewed as an acknowledgement which enables Function 1 to execute positively.

169. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity given to us as well as the entities available to help us solve the identified problem. From the list of entities available to us, we know that our effort is one of them as well as our communication. For example, from article basis 156 the new manager and the employees have used their effort as well as communication to solve the problem or transition the function from red to green. In terms of communication, by taking a closer look at the equation above, it looks like negative communication like negative sentences are not a part of the entity available. In other words, from the equation above, a negative sentence is not in the list of entities available to us because it will not help us solve the identified problem. To better understand the explanation, let's look at a couple of sentences and determine whether or not they will help us solve the underlined problem.

Sentence	Sentence	Your Explanation
I am better than you	All work together to solve the problem; nobody is better than others	
I am doing better than you	All efforts count, if you are doing better, you help the other ones to do better too	

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From above, you determine which sentences are more appropriate to be used by the new manager or sentences the new manager will take into consideration for employees to use where the manager will provide feedback to employees for other sentences or inappropriate sentences.

Consider the following sentence: My house is better than your house; this house is better than your previous house; this location is better than your previous location. Consider this alternative sentence: this house is no better than the house next door. We all live in this house, and we need to work together to keep it organized and keep it clean. Today, I clean; tomorrow you vacuum; next day the other person cooks and so forth. Together we keep it organized and keep it clean. Determine which sentence is more appropriate for Manager 2 to use as well as a parent or mom and dad.

Consider the following sentence: My title is better than yours; my position is better than yours; this job is better than your previous job. Consider this alternative sentence: we are all here to work together to solve the problem. Nobody's function is less important than another person function. If you see something on the floor, don't' wait for another person to pick it or the person who dropped it; remove it and be organized. We work together to solve the problem.

Consider the following sentence: we are 15 to 20 years ahead of the competitor. They can never develop a product as good as we do. Our product will always be better than them. Consider this alternative sentence: we have been challenged. Formulas are independent entities, nobody owns them. Nobody can prevent other people from using them. We have been challenged that we cannot learn and understand formulas to develop products to solve underlined problems. I know some of you guys like to work with formulas. I hope you can overcome this challenge to develop products to solve identified problems.

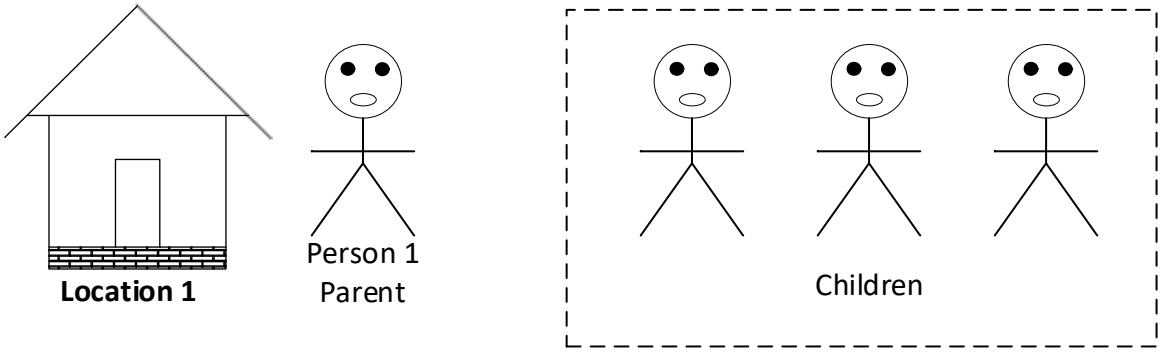
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For each sentence above, you do the same as you did with ones in the table. For the last two, you determine which one is more appropriate to use for Manager 2. For the last 2, you can look at which sentence is more associated with laziness, and which one is more motivated to employees.

170. **Understanding Information and Function at Location:** To solve our problems, the following equation was given to us by our parent.

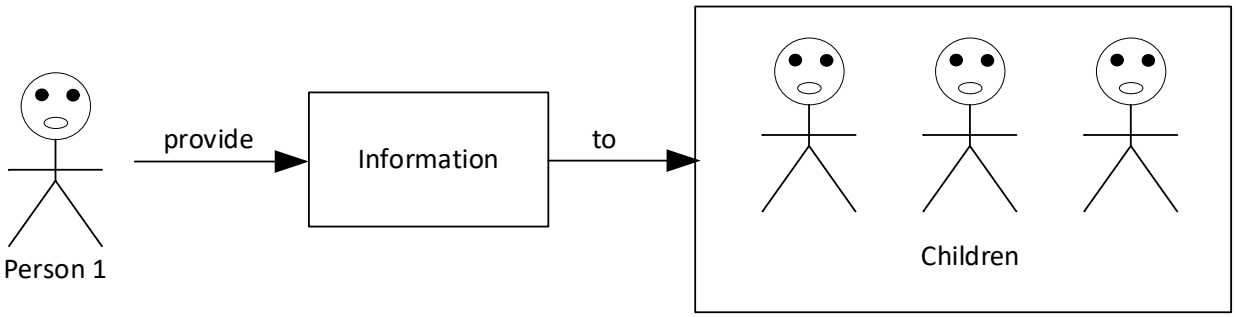
$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then we identify the entity given to us as well as the entities available to us to help us solve the problem. For example, a parent—such as mother and father—use the formula to provide information to his/her children. As well as an information provider can use the formula above to provide information to people. Let's show that by this model.

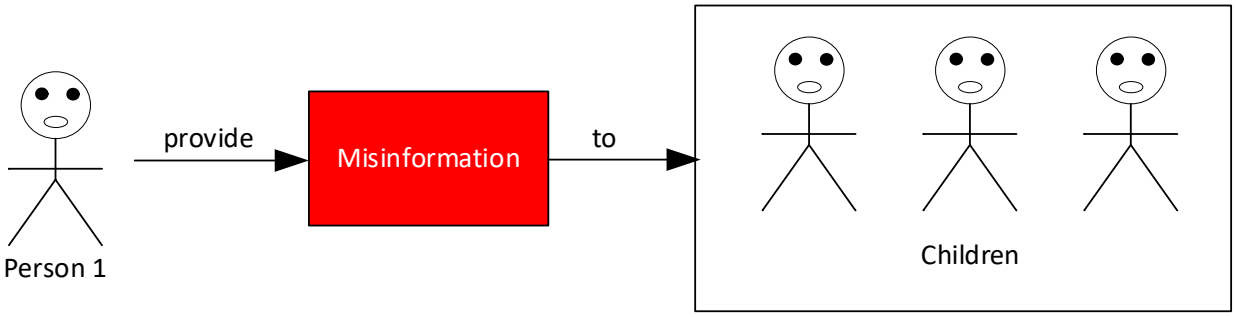


From the model above, at Location 1 it shows that a parent has 3 children. In this case, the parent has responsibility to inform his/her own children. Here, let's show the model of information provided to the children.

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From the model, if the information is viewed as misinformation, then we have this model below.



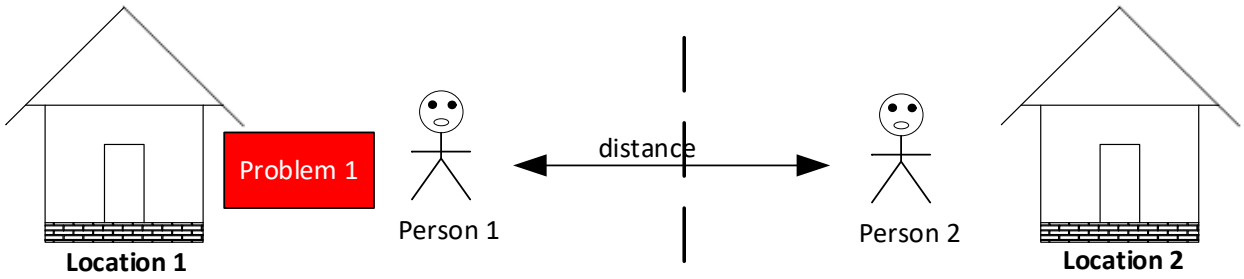
From the model above, we can see that Person 1 misinforms his/her own children which is viewed as a problem. What is important here is that a parent has responsibility to inform his/her own children. When mom and dad misinform their own children, that is viewed as a problem. As well as when an information provider misinforms the people that is also viewed as a problem. We can see that the function here is to provide information, not to misinform.

171. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

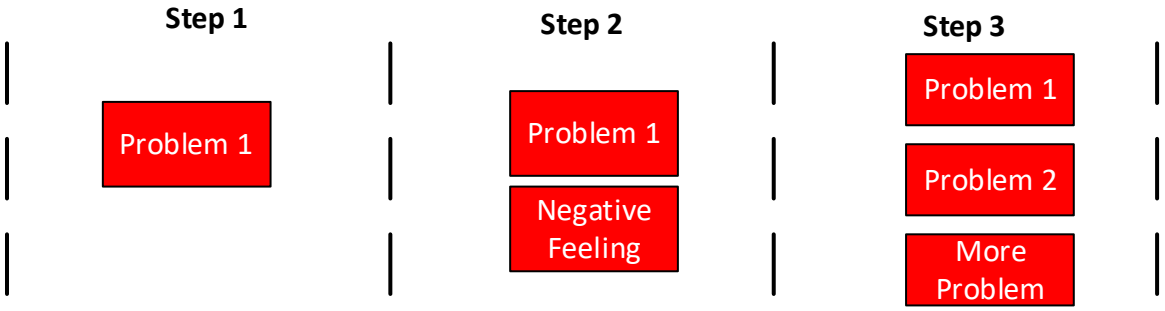
From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, let's take a look at this model, where Person 1 has a problem to solve.

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From the model above, we can see that at Location 1, Person 1 has a problem to solve. Person 2 is at Location 2 and there is a distance between Person 1 and Person 2. From article basis 165, we have shown that negative feeling is a problem itself and does not help us solve our problems. From the model above, it is the same thing. Negative feeling Person 1 has for Person 2 and Location 2 does not help Person 1 solve Problem 1 at his/her location. The way to look at it, if we have a problem to solve, feeling negative about other people or other location will not help us solve that problem. If we have a problem to solve at our location, go negative about other people and locations will not enable us to substitute that problem by its solution.

If we want to, we can look at the paragraph above in terms of steps: at Step 1, we have a problem to solve. At Step 2, rather than going after the problem, we feel negative about other people, countries, or blaming them. Where at Step 2, and Step 3 the problem is not solved as a result. Because the introduction of the negative feeling is viewed as a problem rather than a solution. Let's show that to better understand.



At Sep 1, Person 1 has a problem to solve. As we can see at Step 2, the negative feeling does not solve the problem but is viewed as another problem. At Step 3, we still have more problems, because the negative feeling at Step 2 is not static. So, as we can see

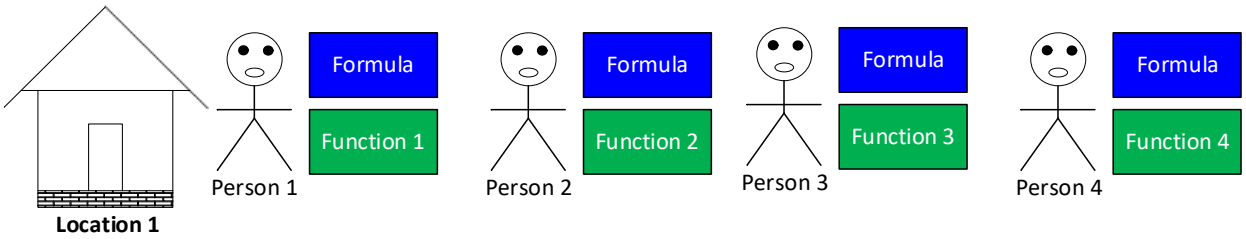
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feeling negative about other people and location does not help us solve our problems at our location.

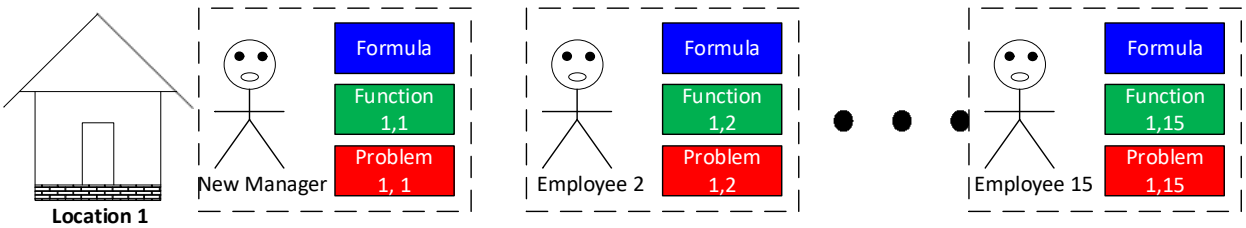
172. **Understanding Problem and Solution and Function at Location in Relationship with Entity Identification:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity give to us, as well as the entities available to us to help us solve the problem. From article basis 156, we have shown that the new manager and the employees have used the formula to solve the indemnified problem. We already know that we are formula dependent and we need to use formulas to execute our functions or solve our problems. From article basis 153, we have shown that in terms of function at location, everybody needs to apply the formula to execute the functions as shown below.

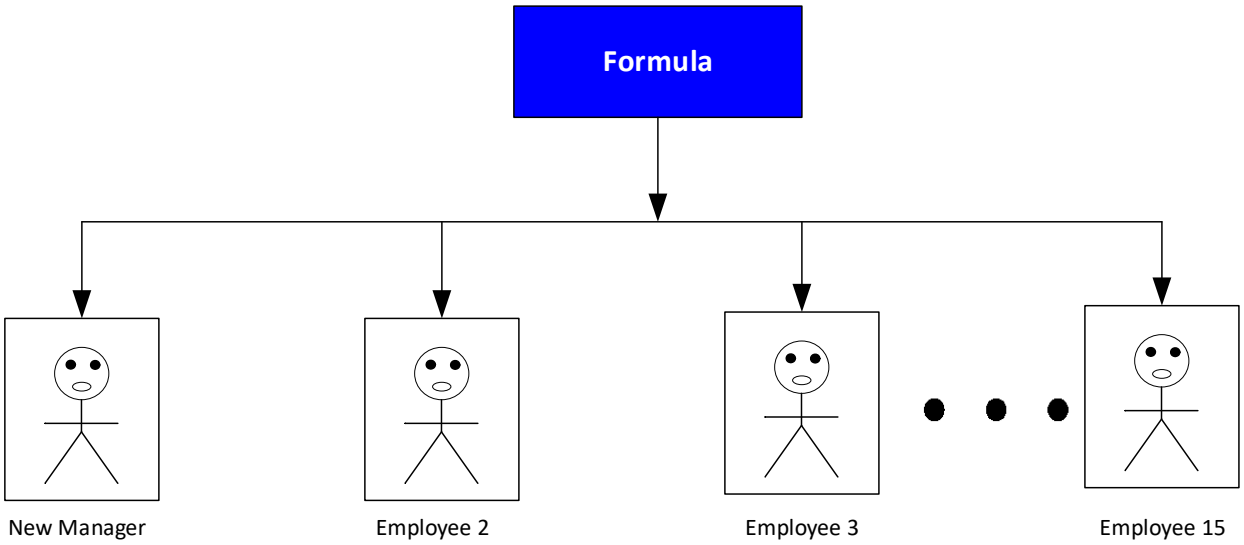


From the model above, in relationship with article basis 156, the new manager has used the model below with the employees.



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From the model above, we can see that in order to solve the identified problems, all employees use the formula to give them ideas to execute the function of that application. In this case, we can see that the formula is on top of everybody and no big brother and little brother as shown below.



As we can see from above; to solve the problems, everybody is under the same umbrella. We can say that the formula acts as an umbrella that is on top of everybody to apply to execute the function to solve the problem. In this case, there is no big brother and little brother here. Everybody is under the same umbrella, and everybody needs to apply it to solve the problem. This is the way function at location works.

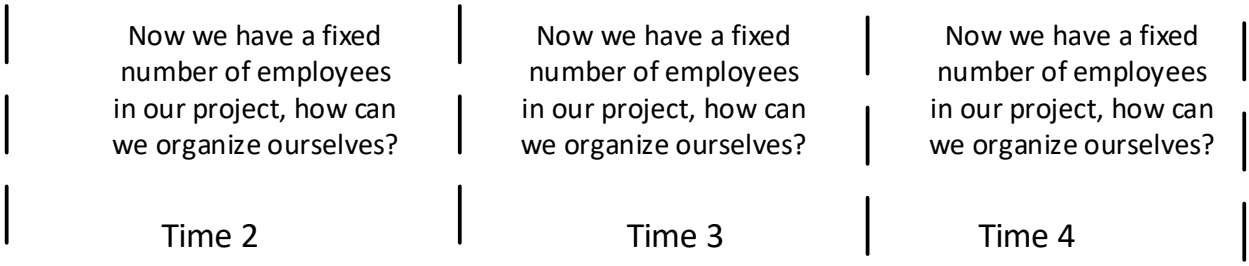
173. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity given to us, as well as the entities available to help us solve the problem. From article basis 159, the new manager has asked and answered the following question related to time: Now we have a fixed number of people on our project, how can we manage

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ourselves? Now, we have a fixed number of people at our location, how can we organize ourselves? As we can see from article basis 156, the question is asked over and over related to time and answer over and over related to time. It is always good to show that by this model.



From above, Time 2 is the time the new manager comes on board. In order to solve the underlined problem, related to time the new manager and the other employees ask and answer the question above. Disregard whether the number of employees increases, the new manager and the employees keep asking the question and answer it in order to solve the problem. That makes sense, because as new employees come on board, the new manager and the other employees will help those employees organize as well as solving the identified problem. The way to look at it, related to time, as number of people at our location increases, we always need to ask and answer this question: Now, we have a fixed number of people at our location, how can we organize ourselves? Doing so will help with the learning and the understanding of the formula. Now, let's show that by this table.

	Time 1	**Time 2**	**Time 3**
Question	Now we have a fixed number of people at our location, how do we organize ourselves?	Now we have a fixed number of employees on our project, how do we manage ourselves?	Now we have a fixed number of people in our application, how do we organize ourselves?

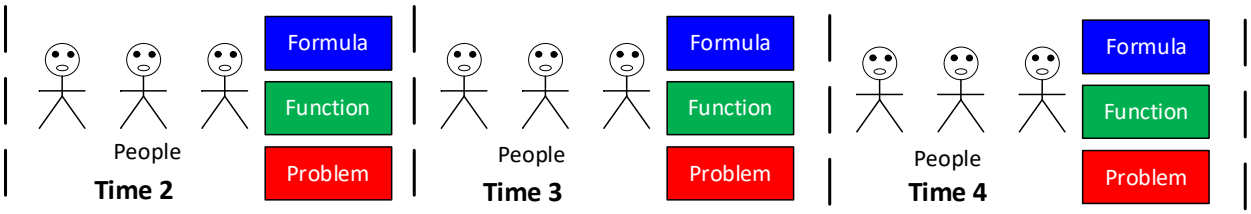
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Answer	We use the formula to organize ourselves. As number of people increases at our location, we also use the formula to organize ourselves.	We use the formula to manage ourselves. As number of employees increases, we also use the formula to manage ourselves.	We use the formula to organize ourselves. As number of people increases in our application, we also user the formula to organize ourselves.

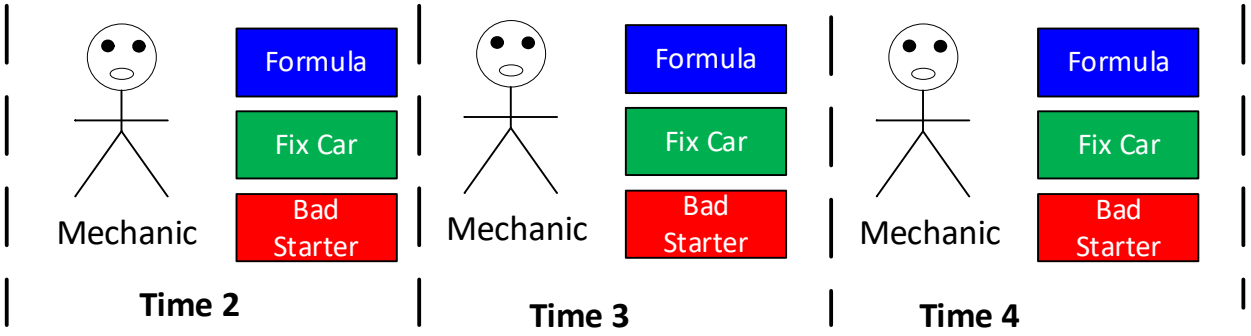
As we can see from the table above, related to time we always ask and answer that question. For example, we start our project with 10 people, then later we increase that to 15 people, then we keep asking the same question and answer it. Every time a new employee is added to the project, we ask and answer that question too. At our location, we always ask and answer that question. As number of people increases at our location, we keep asking and answering the same question. Doing so, help us and organize ourselves.

To better understand the explanation above, let's take it like this. At the time we execute our project or the function of our project, we have a problem to solve. So, we ask this question at that time, to help us solve that problem. We keep doing that the next time and so forth. For example, from the table above, at Time 2, we have a problem to solve, and we use the formula to solve it. At Time 3, we have a problem to solve, and we use the formula to solve it. At Time 4, we have a problem to solve, and we use the formula to solve it.

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The model above is similar to the table, each time, we have a problem to solve. We execute the function to solve the problem by using the formula. By asking the question and responding to it at each time using the formula, that enables us to solve the identified problem. Below is an example of the table above.



From the model above, we can see that at each time the mechanics has a problem to solve, the function is executed by using the formula. For example, at Time 2 a customer has a car problem, the mechanic asks the question where the formula is used to solve the problem. At Time 3, the mechanic uses the formula again to solve a problem for a customer.

174. **Understanding Problem and Solution Related to Entity Available**: To solve our problems, the following equation was given to us by our parent.

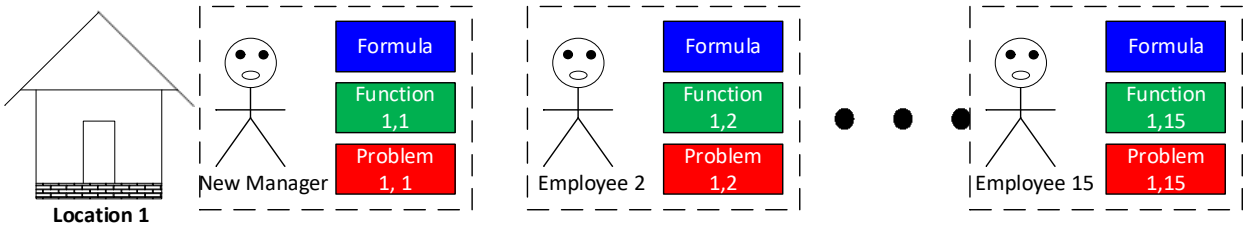
$$Available + Given = Solution$$

From the equation above, we first identify the problem, then we identify the entity given to us as well as the entities available to us to help us solve the problem. In terms of entities available to us, we know that our individual efforts and responsibilities are two

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of them. By understanding article basis 156, we know that each employee in the project has individual effort as well as individual responsibility. That makes sense, because those 2 entities are needed for an employee to work with the above equation. The equation cannot be learned, understood, and applied by one employee for another employee, therefore individual effort and ability are required.

By understanding the explanation above, we can see that to solve the problem, each employee requires individual effort and responsibility. In this case, each employee thinks about his/her responsibility and ability to use the equation above to solve the problem. Let's take a look at this model.



From the model above, we can see that each employee is working to solve the problem. For example, Employee 1 can say that: I am doing that to solve the problem. This is my ability and responsibility. As we can see here, in order for that to happen, the employee thinks in a way that his/her finger is pointing at him/her not another employee. For example, my finger is pointing at me, and this is my responsibility and my ability. As an example—my finger is pointing at me—here is me, I am working to solve this problem; this is me, I have responsibility to execute my function to solve this problem.

By understanding the explanation above, in terms of entity identification and separation, the employee is pointing the finger at him/her not another employee, the location, the house, the country, the state, the city and so forth. For example, I am working to execute a function to solve a problem. The problem is a separate entity from a house, location, country, city, state and so forth. The responsibility and ability belong to me. I am responsible for applying the formula, the house, the location, the city, the state and so forth are not responsible entities. They do not have ability to solve problems. They do

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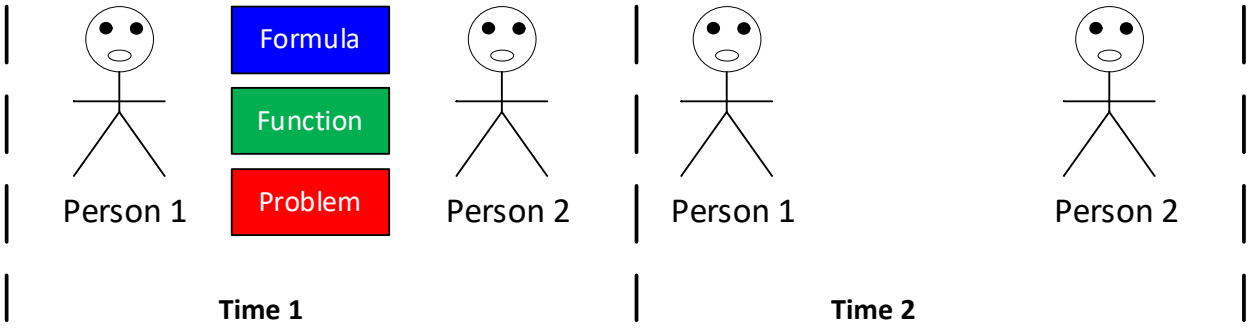
not have ability to apply formula to solve problems, but people who are working on a project do have abilities and responsibilities to apply formula to solve problems. So, those entities cannot be viewed as focused entities when trying to solve problems.

175. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, if multiple people are working to solve a problem, all of them must apply the formula. In this case, the problem partitioning into multiple parts, where each person in the project handles a part of the problem. From article basis 97, we have learned that during exchange, both parties must apply the formula above. For example, when I go to eat at a restaurant, the serve applies the formula so do I. From article basis 88, we have shown that the formula is given to both me and you where I watch my back, you watch your back. I also watch your back, and you also watch my back. Doing so enables us to provide feedback each other so our function can execute positively.

To better understand the explanation above, consider this can be an exchange or so. You have a problem to solve at Time 1, for example. Another person helped you solve that problem. Later or before, you verified that you owe that person. Use the equation above to verify that. See this model for more information.



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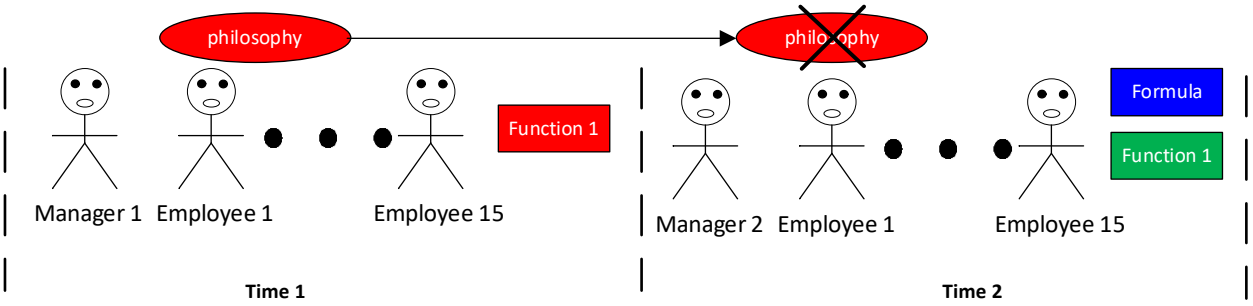
From above, at Time 1, Person 1 has a problem to solve, and Person 2 has helped Person 1 solve that problem. Here, you are going to determine the case that at Time 2 the problem is solved, Person 2 owes Person 1 as well as at Time 2 the problem is not solved whether or not Person 2 owes Person 1. You use the equation above to verify each case. Try to use the following sentences as well. I owe this person, because he/she has helped me solve the problem.

176. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

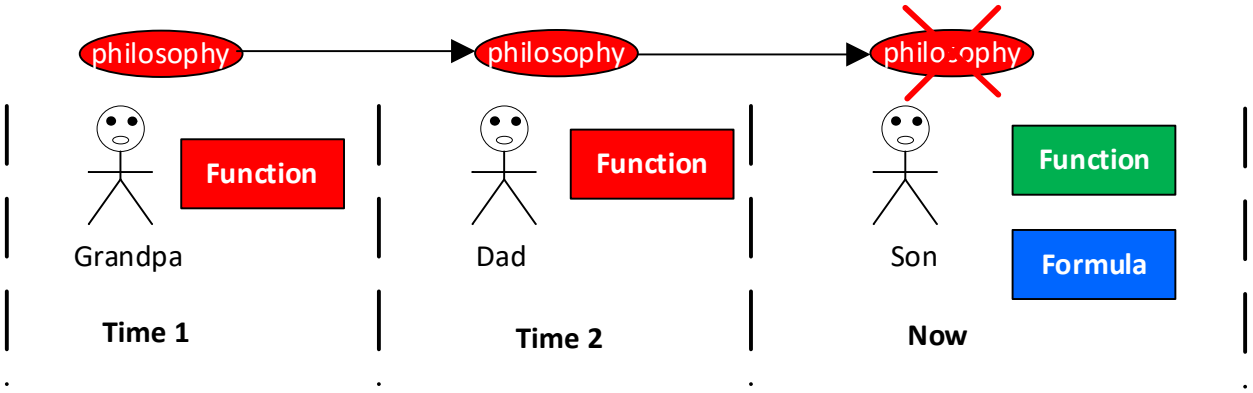
$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 88, we have learned and shown that, while our parent identifies all of us as its children and does not distinguish any of us, however our parent also identifies those who understand the principle and does who do not. Wherein, those who understand the principle must work harder to help those who do not understand, because the system is averaging. By looking at article basis 156, we can see that Manger 2 does the same thing. While the new manager does not distinguish the employees, however the manager identifies the ones who understand the project and the ones who do not, wherein the ones who understand need to work harder to help the ones who do not understand. Doing so, the new manager and the employees were able to solve the problem. To better understand the explanation, let's take a look at this model.

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By looking at the model above, we can see that at Time 2, the employees need to learn the principle to transition the function from red to green. In other words, the employees learn and apply the principle to change the state of the function from negative to positive. In order for that to happen, the employees have to learn new things. This process enables them to learn what they did not know already. We can say that at Time 2, the employees worked harder to solve the problem. As we can see here at Time 2, the employees do not get a free pass but work harder to solve the problem. This is the way inheritance works. In inheritance, the successive generation needs to work harder to solve the problem. The way to look at it, inheritance is a process of leaving problem behind. Whenever we leave problems behind, they need to be solved because the system does not work well with problems. In this case, the people who come after us need to work harder to solve them. As another example, let's take a look at this model.



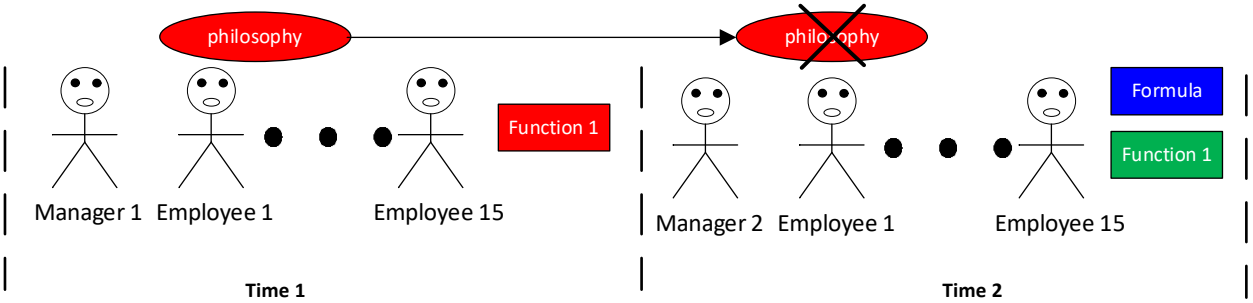
From the model above, as another example let's look at the same inheritance chart with 3 generations. At Time 2 dad inherited negative ideas from grandpa, where at time now, the son needs to apply the formula. As we can see here, at time now the son does not get a free pass. The son cannot continue the same negative but work harder. By acknowledging not to continue the same negative and applying the formula, the son

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works harder. The way to look at it is that by applying the formula and not continue with the same negative, we work wisely to solve the problem.

As another explanation, let's take a look at the first model above. Neither the first manager nor the second manager gets a free pass. The second manager and the employees get the job done by working harder. Now, let's assume that the first manager got a free pass; does the second manager need to get a free pass too? If the second manager gets a free pass, who is going to solve the problem. The way to look at it is, if the person before us got a free pass and did not get the job done, now it is our turn. If a person before you did not get the job done and get a free pass, now it is your turn. If a person before me got a free pass and did not get the job done, now it is my turn. If we get a free pass, who is going to get the job done. If you get a free pass, who is going to get the job done. If I get a free pass, who is going to get the job done. As we can see, if someone before us gets a free pass, now we have to work harder to solve the problem. We must be productive to solve the problem, not to want to get a free pass too. Doing so is not productive and does not solve the problem.

177. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. If we look at the inheritance chart below in relationship with article basis 156, we can see that at Time 1, Manager 1 with the other employees executes Function 1 negatively.



At Time 2, Manager 1 is no longer working on that project or at that location. In this case, at Time 2 in that project or at that location, Manger 1 is no longer visitable to mother

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nature. In other words, at Time 2, mother nature identifies Manager 2, and the other employees executing Function 1 according to the formula. In this case, the positive execution of Function 1 at Time 2, replaces the negative Function 1. The negative Function 1 at Time 1 is no longer visible to mother nature. The same as, the understanding at Time 2 is what visible to mother nature not the misunderstanding at Time 1. At Time 2, mother nature identifies the employees who understand the principle as new. Mother nature does not identify them as the same that were identified at Time 1, because at Time 2 the understanding had substituted for the misunderstanding at Time 1. The understanding is what is visible to mother nature, not the misunderstanding.

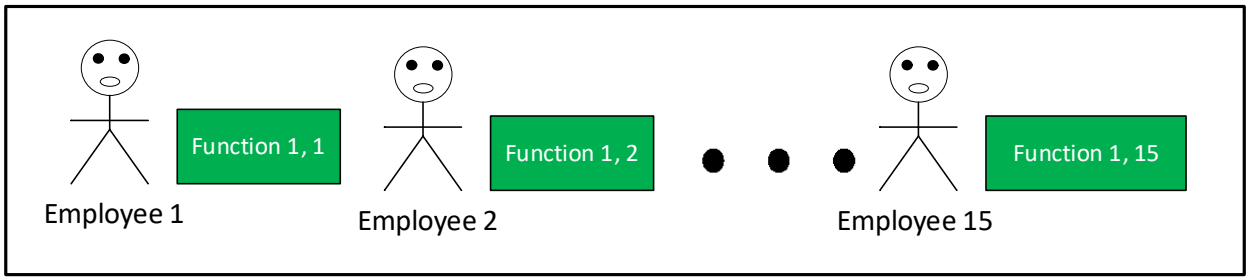
178. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 156, we can see that in order for the function to be executed positively, the new manager approached the project differently than before. From the same article basis, we can see that the new manager looks at things the same way as our parent, where all employees are contributing, where those who have a better understanding of the project help the others. In this case, we can see that the new manager approaches the project by using the following model.

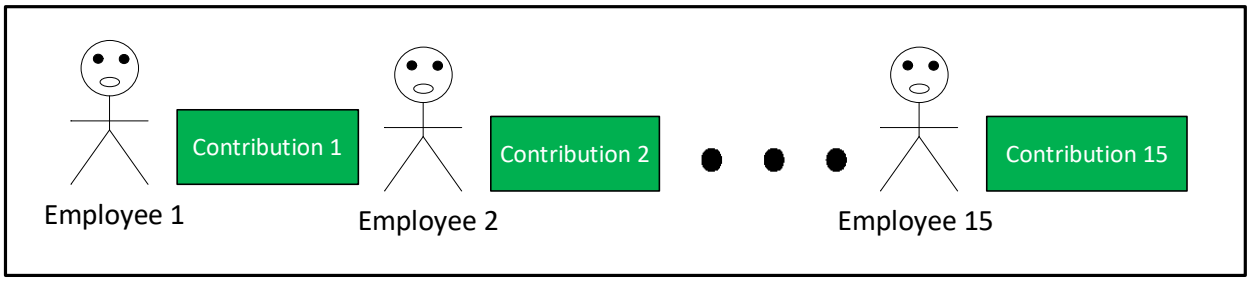
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Employees and Functions



From the model above, we can see that everybody is contributing to the function, compared to one person who has the upper hand. In this model, we can see all the employees' functions contribute to the overall function. This model makes it more productive. This model shows the overall function is an average function that takes the contribution of every employee into consideration as shown by this model.

Employees Contributions



From the model above, as we can see, Contribution 1 belongs to Employee 1, Contribution 2 belongs to Employee 2 and so forth. What is important here is that everybody is contributing where one cannot contribute for each other, but contribute to help execute the project positively.

179. **Understanding Problem and Solution and Feedback and Philosophy Inheritance:**

To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us, as well as the entities available to us to help us solve the problem. From the list of entities

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available to us, we know that our efforts and abilities are two of them. From article bases 40 and 82, we have shown that our parent has helped us solve the problems we have by giving us ideas and how to solve them. From article basis 151, we have identified 3 entities: our parent—which is mother nature—The Given Set and The Given Solution. From article basis 172, we have identified and shown the formula is on top of everybody. There is no big brother or little brother, the formula is above everyone. In other words, since we are formula dependent and we need formula to solve our problems. The formula gives all of us ideas to do so. In this case, we can put the formula on top of everybody or above everybody, where the formula or the principle itself is viewed as our parent. For example, in article basis 156, the new manager has used the same model with the employees to solve the problem.

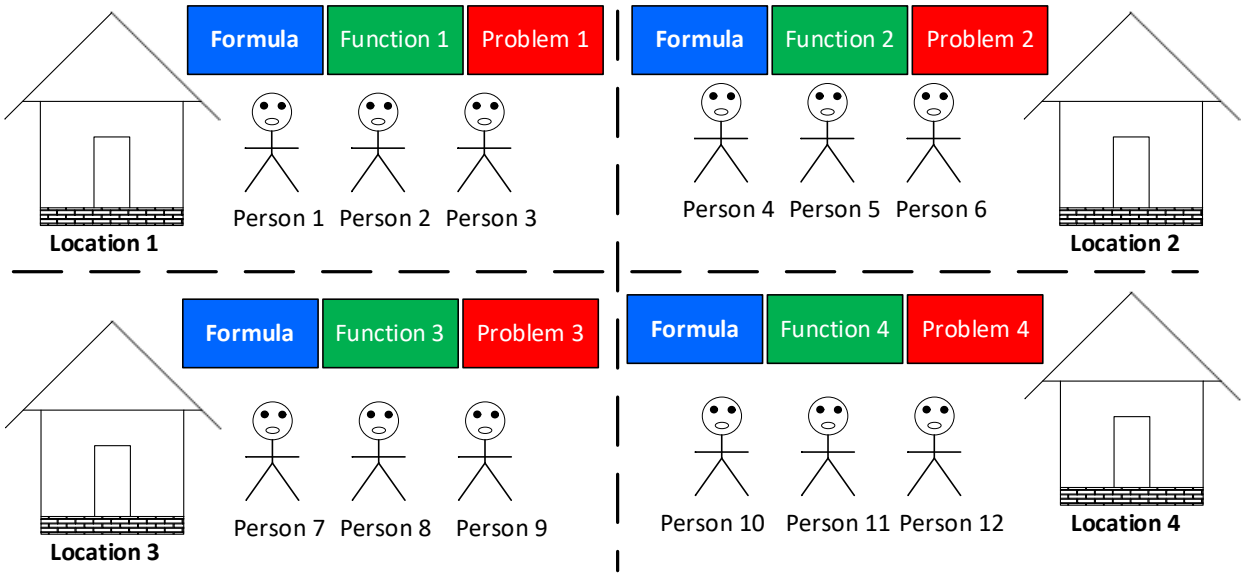
To better understand the explanation above, let's take it like this. The formula given to us by mother nature enables us to execute functions to solve problems that we develop in life. In this case, we can see mother nature gives us the formula to enable us to understand life. By looking at the equation above, we can see that the equation has 2 parts to the left: what is on us and what is given to us. Since mother nature gives us the formula to enable us to understand life, we can use the formula to verify that we understand as well as our misunderstanding. In this case, we can see that when we execute a function, we can use the formula to verify that we execute it properly as well as improperly. By understanding the overall verification process as well as articles bases 151 and 172, we can see that working with the formula is viewed as a challenge itself. In other words, by working with the formula to perform a verification, it is possible for us to challenge everybody, even our parent. For example, nobody cannot be challenged, even our parent. Here, we use the terms *challenge our parent* as a promise. For example, mom you give it to me, I promise you I can understand it. Mom, you give it to me, I promise you I can understand you. What is important here is that what is given to us is not limited, we can learn it and understand it to operate and solve our problems.

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180. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

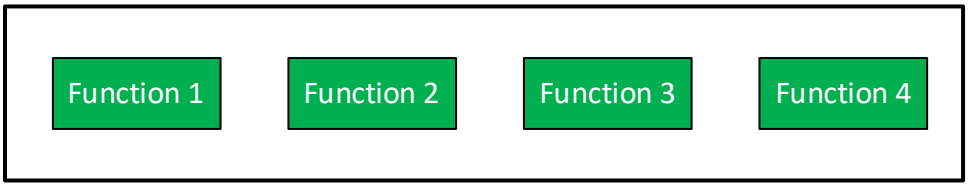
From the equation above, we first identify the problem, then the entity given to us, as well as the entities available to us to help us solve the problem. In terms of function at location, multiple people are identified at multiple locations, where they use the formula above to solve problems at their respective location. It is always good to show that by this model.



From the model above, we can see that people at Location 1 use the formula to solve problem at Location 1; people at Location 2 use the formula to solve problem at Location 2; people at Location 3 use the formula to solve problem at Location 3; and people at Location 4 use the formula to solve problem at Location 4. By understanding that, we can see the overall function at all locations is viewed as a combined function. Let's show that by this model.

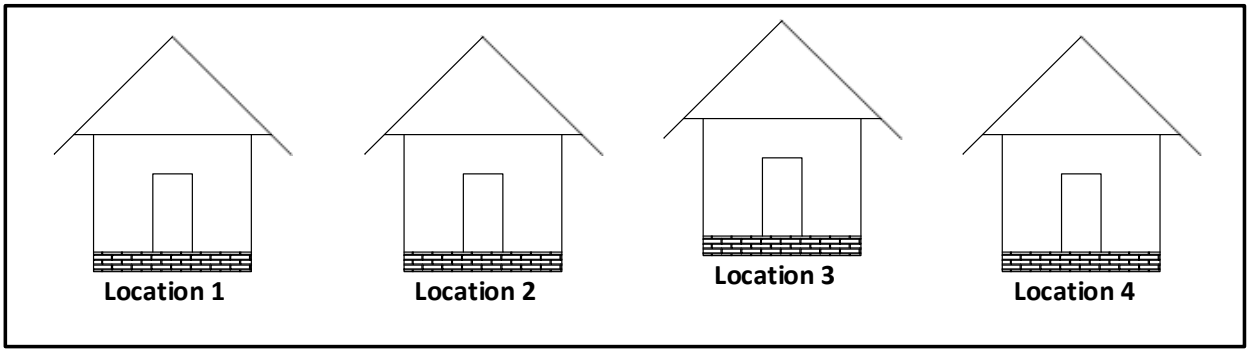
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Overall Function at Locations



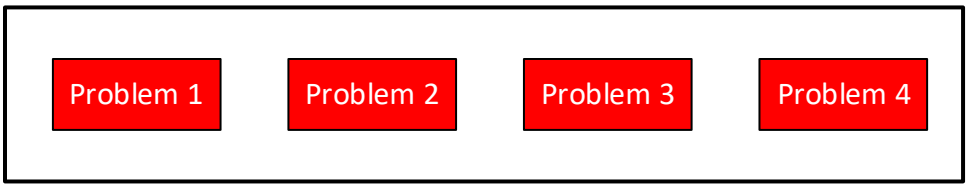
From the model above, we can see that the total function is a combination of functions at all locations. Now, let's show the combined locations by this model.

Total Locations



While the model above shows all the locations combined, now let's show the model of all the problems at all locations combined.

Total Problems at Locations



As we can see from all the models above, at each location, a function needs to be executed to solve the identified problem. For example, Function 1 needs to be executed positively by people at Location 1 to solve Problem 1. At Location 2, Function 2 needs to be executed by people at Location 2 to solve problem 2. The same process is applied to Location 3 and Location 4. As we can see here, at all locations, all functions need to be executed positively. At all locations, all problems need to be solved. In this case, we can see that there is a weight on the functions themselves. For example, the overall function is viewed as an average function for all locations. In this case, if for example at Location 3 Function 3 executes negatively, then Problem 3 is not solved. That brings the average

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of the overall function down. In other words, since each function weighs on the total, we would like every function to execute positively to help to the total.

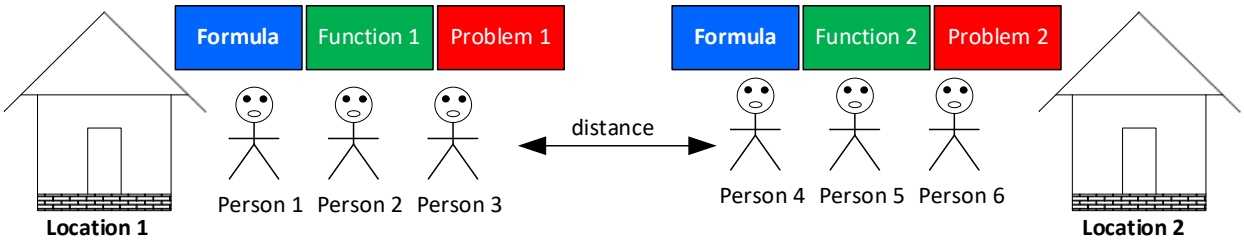
By understanding the overall explanation above, we need all functions to execute positively at all locations. In this case, we can see that it is not like I go to your house and break your window, now my house is better than yours; it is not like I go to your location, I mess it up, now my location is better than yours; it is not like I go to your room and get the floor dirty, now my room is better than yours; it is not like I go to your car I slashes your tires, now my car is better than your car. That is not the case, each function weighs on the overall function, and we need each function to execute properly at each location. In this case, people at each location apply the formula to execute positively functions at their respective locations. As we can see here all those negative actions do not solve the problem, because no formula has been applied to execute a function to substitute the problem by its solution.

181. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

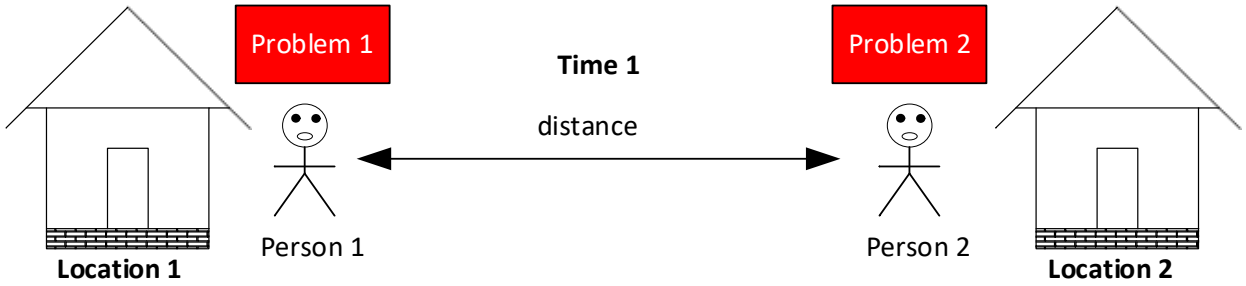
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then we identify the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have shown that each function counts in the overall function. For example, people at Location 1 use the formula to solve problems at Location 1; people at Location 2 use the formula to solve problems at Location 2. The same process is applied to people at Location 3 and at Location 4. By understanding that, we can see if people at Location 1 have a problem to solve, they don't go to Location 2 to solve that problem, but at apply the formula at Location 1 to solve it. Let's show that by this model.

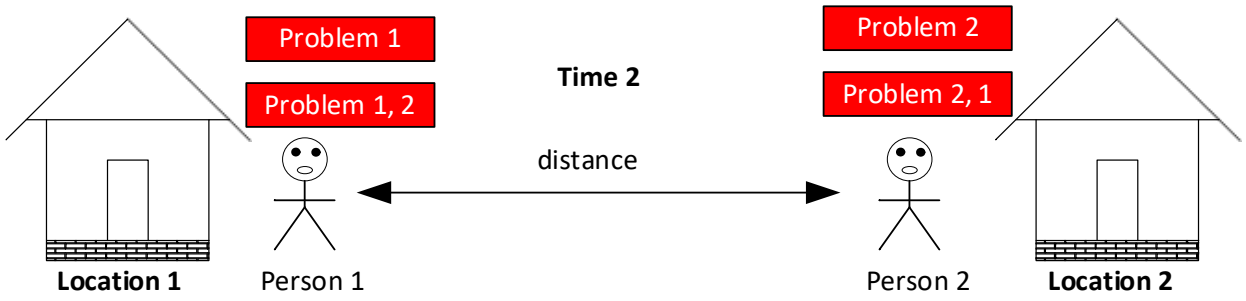
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From the model above, we can see that if I have a problem to solve at my location, I don't go to your location to solve that problem. For example, if I have a problem to solve at my location and go to your location to develop a problem, that does not solve the problem at my location. Go to your location to develop a problem, does not solve my problem at my location. Let's show that by this model.



From the model above, at Time 1, I have a problem to solve at my location. Rather than apply the formula to solve it, I go to other location and develop another problem. Let's show that at Time 2.

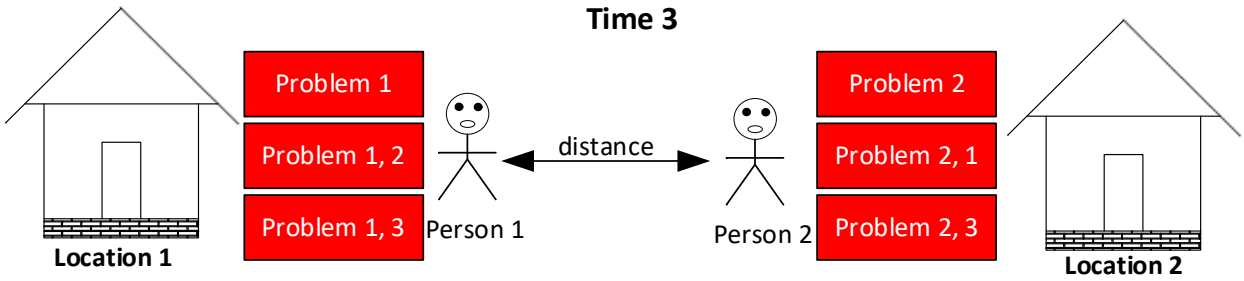


As we can see from the model above, the introduction of the new problem at Location 2 does not solve the first problem at Location 1, also introduces new problem at Location 1. What is important here is that, since mother nature says that function at location and the absence of the principle limits our mobility, in this case, we simply bring negative ideas to the other location. By bringing negative ideas to the other location, that does not

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help us substitute for our misunderstanding of the principle. This is the way to look at it, you have a problem to solve at your location, but the misunderstanding of the formula enables you to go to another location to develop or introduce another problem. What is important here is that, doing so does not enable you to understand the formula to solve the initial problem you have at your location. In this case, the more you do something like that without understanding the principle, the more problems you develop and the more you misunderstand the formula. From the model above, Problem 2, 1 at Lockton 2 can also be identified as Problem 1, 2 at Location 2.

Let's take a look of the explanation above in terms of free pass. Since mother nature does not give fee pass, if we have a problem at home, rather than trying to solve it; going to another location to develop problems in pretext of solving the problem we have at home does not mean we get a free pass. That is simply a misunderstanding, where later we will have more problems to solve as a result. As we can see above, the total number of problems we need to solve at our location increase, so do at another location. Since until we solve a problem it will expand, let's take another look again.



From the model above, as we can see related to time the problem is further expanded. For example, let's assume that at Location 1 people have been misinformed that going to another location to develop more problems will solve problems at their location. This misinformation is simply viewed as a problem where more problems are going to be developed from it as a result. For example, that misinformation enables some people not to look at function at location or their contributions to execute functions to solve problems at their location, but to think that going to other locations to develop more problems would solve problems at their location. That same misinformation also

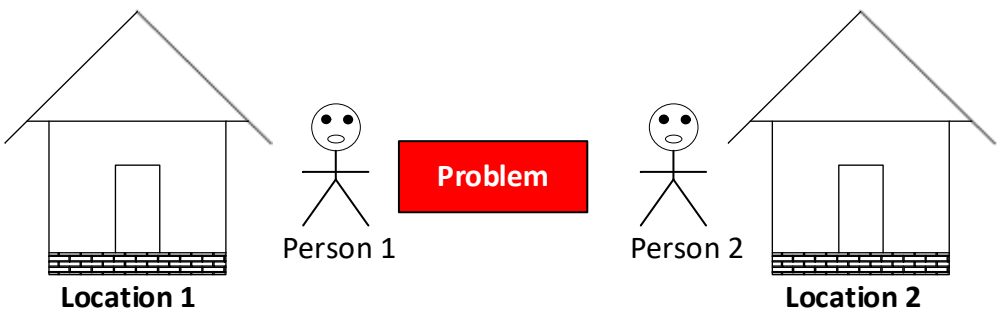
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expands to other locations, where some people at the other location think that misinformation would help them solve their problems. As we can see here, all those problems are being developed or expanded as a result of the absence of the formula. As a result of misunderstanding function at location, problems are being developed not only by actions—physical actions—but as well as misinformation. In this case, to solve the problems, the formula needs to be applied. For example, the formula needs to be learned and understood to show that people at locations need to apply the formula to solve problems at their respective location as well as the correction of misinformation.

182. **Understanding Problem and Solution Related to Entity Identification:** To solve our problems, the following equation was given to us by our parent.

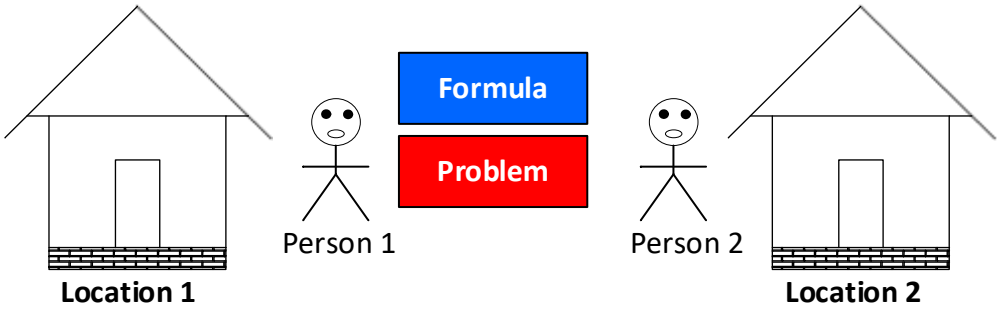
$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help solve the problem. From the article basis above, we have learned and shown that if we have a problem to solve at our location, the introduction of additional problems does not help us solve our problem. For example, if I have a problem to solve and you have a problem to solve. If I develop an additional problem, that does not solve my problem. As well as, if you have a problem to solve and you develop an additional problem, that does not solve the first problem. To better understand that let's take a look at this model.

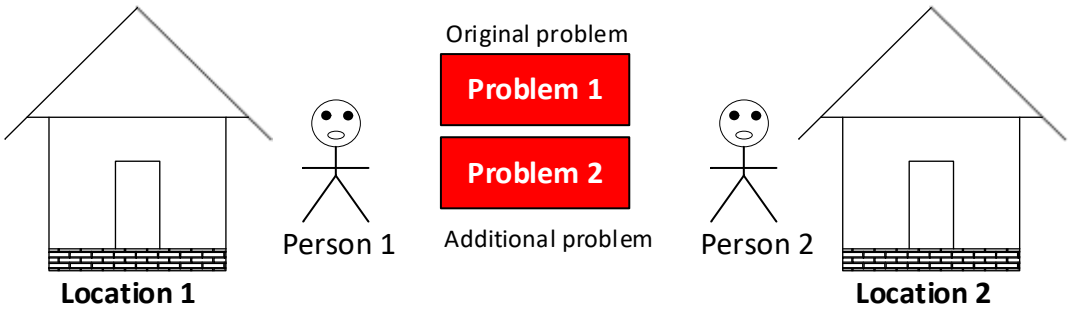


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As shown from the model above, both Person 1 and Person 2 have a problem to solve. The proper way to solve this problem as given above is that both Person 1 and Person 2 need to work to solve the problem by using the formula above. Doing so enables us to have the model below.



Now, we the absence of the formula, another problem or other problems are introduced as a claim to solve the original problem. To better understand that let's take it like this. A customer has a car problem to solve, where both the customer and the mechanic work together to solve that problem. Additional problems developed by one or both do not solve the original problem. Another example, like you break my window; I break your window too; you slash my tires; I slash your tires too. As we can see here, additional problems are introduced rather than solving the original problem. To better understand that let's take a look of this model.

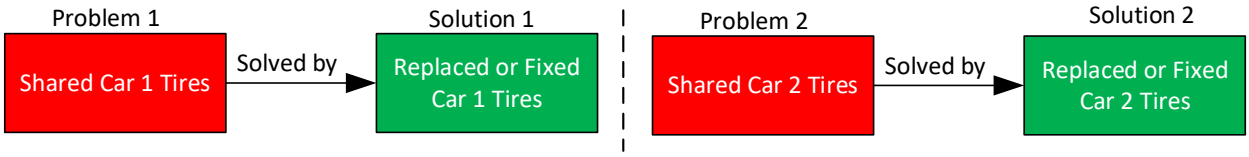


From the model above, as we can see Person 1 and Person 2 have a problem to solve. From the model above, Problem 1 is the original problem and happened at Time 1. Rather than Person 1 and Person 2 work together to solve the original problem, at Time 2 additional problems are introduced either by one of them or both. In this case, we can see that both have more problems to solve at Time 2 than at Time 1. As we can see here,

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by disregarding the original problem at Time 1, Person 1 and Person 2 can develop a lot of more problems, where later they need to work harder to solve the problems. This is viewed as misidentifying entity available and misunderstanding the formula that enable them to solve the problem.

Another way to look at it is to identify the solution function of both problems. For example, Problem 1 is Slashed Car Tires of Person 1 where the solution of Problem 1 is Replaced or Fixed Tires of Car 1. Problem 2 is Slashed Car Tires of Person 2 where the solution of Problem 2 is Replace or Fixed Tires of Car 2. Let's show that by this model.



From the model above, we can see that both problems have similar solutions. By having the double negative or develop more problems from the original problem, that enable us to work harder to solve them. From above, we can see the solution of both problems are similar or equal. Both problems are developed as a result of misunderstanding problems and solutions and how to handle them.

183. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

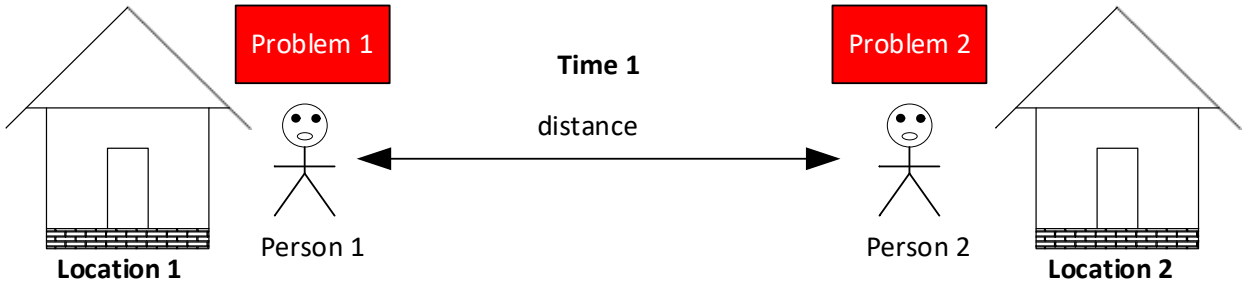
$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, then the entity given to us as well as the entities available to us to help us solve the identified problem. In terms of function at location, we use the formula at the locations where we are identified to solve problems at the locations. For example, I use the formula at my

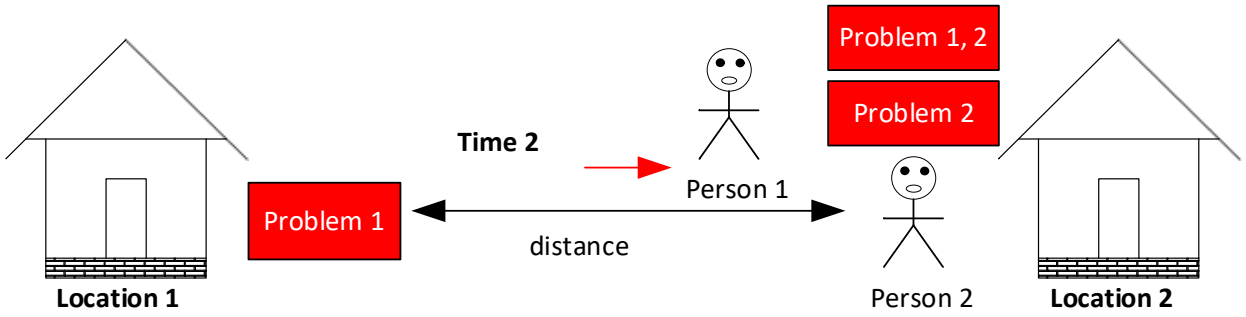
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location to solve problems at my location and you use the formula at your location to solve problem at your location.

From article basis 181, we have learned and show that if I have a problem to solve at my location, if I go to your location to develop more problems, that does not help me solve the problem at my location. If we have problems to solve at our location and go to other locations and develop more problems, that does not solve problems at our location. Not only that does not help us solve problems at our location, but that also enables us to leave problems behind that need to be solved at our location. To better understand that let's take a look at this model.



From the model above, we can see that at Time 1, Persson 1 has a problem to solve at Location 1. Now, let's show at Time 2 Person 1 goes to Location 2 to develop additional problem at that location.



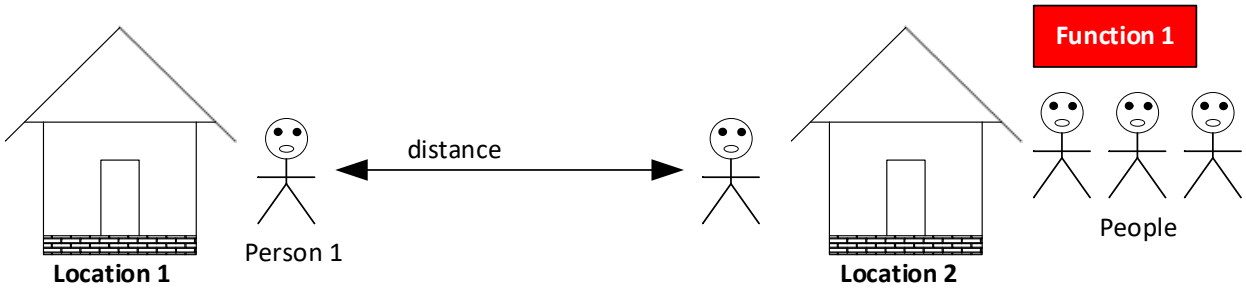
As we can see here at Time 2, Person 1 leaves Problem 1 behind unsolved and goes to Location 2 and develops additional problem. To better understand that let's take this example. At your house, you have the dishes that need to be cleaned. Rather than cleaning them, you go to your neighbor's house and get the carpet dirty. As you can see here you leave behind the problem you need to solve at your house. Now, there are 2

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problems that need to be solved: the one at your house and the one you develop at your neighbor's house. The one you develop at your neighbor's house does not help you solve the one you leave behind at your house. Getting dirty your neighbor's house carpet does not solve the dirty dishes problem you have at your house.

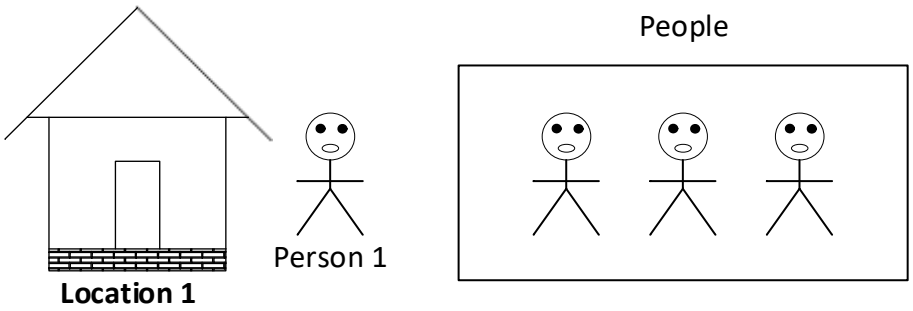
From the model above as well as the explanation, we can see that the total number of problems that need to be solved is increased. Now, if we add misinformation to it, the total number of problems that need to be solved increases much more. For example, people can be misinformed that leaving problems behind at their own location and go to other locations to develop problem would help them solve problems at their location. This is viewed as misunderstanding of function at location; misinformation about function at location. In this case, they will no longer give importance to function at their own location, but think that leaving problems behind at their own location and going to other location to develop problem would help them solve problems at home.

184. **Understanding Information About Events and Function at Location:** The information about an entity is first known by mother nature before us. The information about an event is first aware by mother nature before us. In terms of function at location, let's take it like this. At Location 2, a negative function is executed or a negative event as shown below.

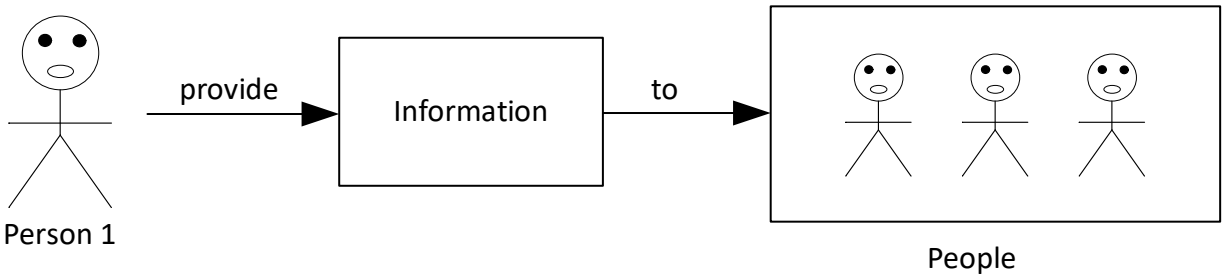


From above, we can see that at Location 2 a negative function is executed. At Location 1, Person 1 informs people about that event or the negative function. Let's show the entities separately by this model.

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From the model above, Person 1 is viewed as an information provider, where the information is provided by Person 1 using this model.



What is important here is that the function executed at Location 2 is a problem solved by people at Location 2, but not people at Location 1. By misaddressing function at Location, the people are being informed to think that the solution depends on people at other location rather than people at Location 2. This process is viewed as misinformation or miscommunication. The process of solving this problem is to take function at location into consideration by applying the formula above as well as correction of misinformation or miscommunication.

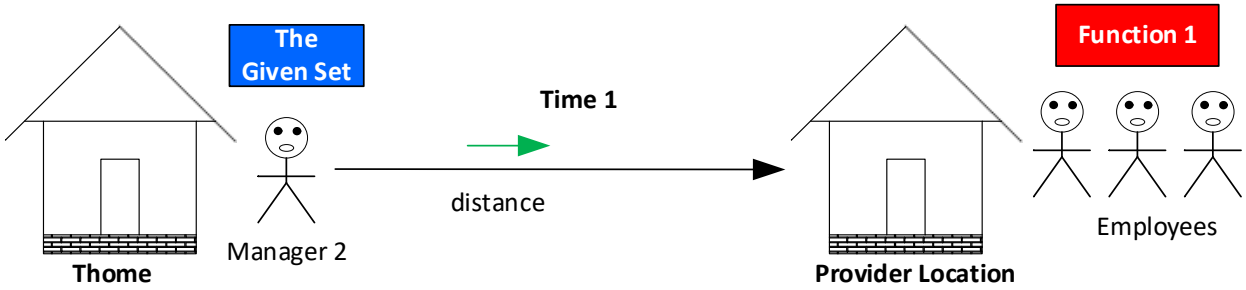
185. **Understanding Problem and Solution and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

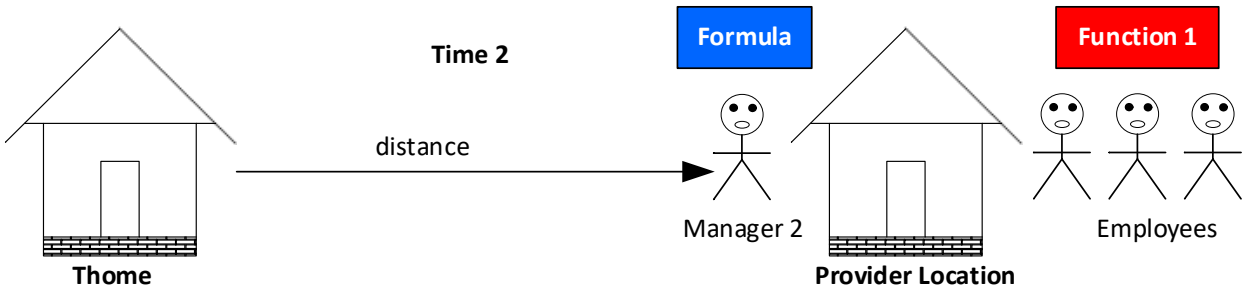
From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. In terms of function at location, from article basis 156, Manager 2 does the same as our parent.

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Manager 2 does not disregard mobility of people from location to location without the pass. As well as existence of people at location before him/her. In this case, Manager 2 comes in the new location with the pass and his/her ability which is well related to the equation above. To better understand the explanation, let's look at this model.



From the model above, we can see that Manager 1 is at home at Time 1—not the same time in in article basis 156, but the time Manager 2 is at home or initial time. Because Manager 2 takes into consideration mobility of people from location to location with the pass, the mobility of Manager 2 with the pass—the understanding of the mobility of people from location to location with the pass—with the pass enables Manager 2 to use the same formula to go to Location 2 or Provider's location with the pass or the formula. Now, let's show the model here at Time 2 as the new manager arrives at the destination.



As we can see from the model above, Manager 2 arrives at the new location or the provider's location with the pass. Manager 2 did not leave the pass behind. In this case, Manager 2 can use it to get things done. As we can see here, Manager 2 brings something with him/her as he/she arrives at the new location where his/her effort and his/her ability can be used to solve problems. Manager 2 understands the existence of the other

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employees who worked there before him/her, where he/she can take care of business accordingly.

By understanding the explanation and the model above, what happened if Manage 2 had disregarded the history and the existence of the employees who worked there before him/her instead—the people who were there before him/her. Doing so would enable Manager 2 to disregard the pass and bring nothing new to the table or to the new location. Doing so would enable Manger 2 to disregard the negative function inherited and continue to do the same thing—continue to execute the function from the same negative ideas. By doing so, Manager 2 would not have solved the problem. Regard the pass enables Manager 2 to solve the problem as well as regarding the existence of the employees who worked there before. As we can see here, by doing the same as our parent, we can use the equation above problems and get result, like Manager 2 did.

186. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 44, two cases are identified: one case enables maturity, and the other case does not. The case the enables maturity is the case that solves the problem. By understanding that, we can see that our parent wants us to be mature. By understanding that, we can see that the equation above takes maturity into consideration. With that, we can see maturity is one entity available to us to help us solve our problems. In the list of entities available to us to help us solve our problems, we can see that maturity is one of them. Overall, we can say that our parent wants us to be mature and responsible.

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187. **Understanding Function at Location Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. To solve a problem, using the equation above, in terms of entities available to us, we have: maturity, responsibility, ability and so forth. For example, the ability of a salesperson, the responsibility of a salesperson, the maturity of a salesperson and so forth. In order for a salesperson to solve a problem, all those entities are available to him/her.

By understanding the explanation above, we can see that when we are working to solve our problems, in order for us to do so, we must use the equation above as well as understanding the entities that are available to us to help us solve the problem. When that is misunderstood, that result to no solution. Here, let's identify couple of cases.

Case 1:

A salesman or salesperson supposes to go house to house to make a sale. Someone says to that person, don't go to this house or couple of houses to sell or don't sell to this house—people at. I will pay you for that. Does that solve the problem? Does that solve the underlined problem? You can use the equation above to show that whether that solves the problem.

Case 2:

A provider that manufactures products—or simply a products provider—to sell to multiple locations or houses. A person tells the provider, don't sell to specific locations or houses, I will give you money. Does that solve the underlined problem? You can use the equation above to verify whether or not that solve the problem.

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Case 3:

At a restaurant that sells food, people go to that restaurant and buy food like burgers and so. A person says don't sell food to another person; I will buy it from you. Does that solve the problem? You can use the equation above to show whether that solves the problem.

Case 4:

A person has no desired to be a landlord, someone says, I will give you money so you can become a landlord. Does that solve the problem? You can use the equation above to determine whether or not that solves the problem.

Case 5:

Two people have no desire to be friends. Another person says*, I will give both of you money so you two can become friends*. Does that solve the problem? You can use the equation above to show whether that solves the problem.

Case 6:

A person has no desired to be a salesman. Another person says, *I will give you money to be a salesman*. *I will also give my friends money to buy from you*. Does that solve the identified problem? You can use the equation above to verify whether that solves the problem.

By working out all the cases above, you have verified whether in each case the identified problem is solved. Based on your verification, you can see that whether a case is real or natural or not real or not natural. Now, you are going to use a table similar to this one by using the word real or fake.

Cases	Compound Word	Reason
Case 1		
Case 2		

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Case 3		
Case 4		
Case 5		
Case 6		

For example, in Case 1, based on your verification you can add the word fake or real in from of the word salesman or salesperson. In the reason column, you then verify why it is appropriate to do so. While the table above lists the cases as indicated, but you can expand it to have more words. For example, in Case 1, we have words Salesman, Sale, Money where in Case 2 we also have word business, money and so forth. So, in the table, each case does not have to be a single word only.

188. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we need to solve, the entity given to us as well as the entities available to us to help us solve the problem. From article basis 186, we have shown that maturity is one of the entities available to us to help us solve our problems. In article basis 181, we have shown that a problem expends to other problems until it is solved. In other words, as a formula dependent entity, the misunderstanding of the formula above enables an initial misunderstanding to expend to other misunderstandings. Again, an initial negative idea enables us to produce more negative ideas.

To better understand the explanation above in relationship with the given equation, let's look at some cases above and how they affect us in terms of immaturity. For the first example, let's take the case of a salesman. A salesman is supposed to go house to house and make some sales. Now, someone says the salesman, don't go to this house or

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couple of houses to make some sales. Don't worry, I will pay you. What happens here, the salesman disregards his ability and responsibility. That salesman will never be mature, because he disregards his maturity. That salesman is not going to make adjustment as well. That salesman will not be able to identify good and bad day. In this case, the adjustment he would have made when he makes fewer sales, will never be taken into consideration. That salesman will basically take things for granted. Because he is not used to adjustments, his family can be affected by this immaturity. His wife may not be able to make adjustment as well so do his kids.

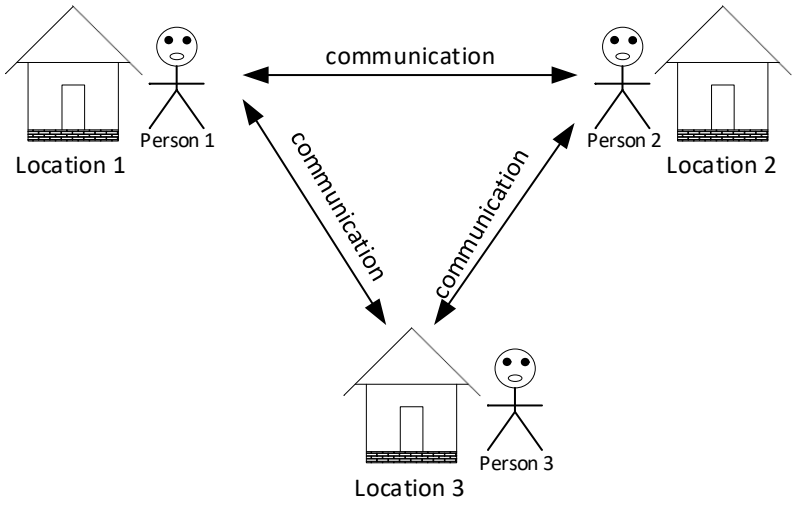
As an example of the explanation above with the expandability of the immaturity of the salesman, let's assume that he used to go to some places. For example, going to a place to see a waterfall. Now, he has made fewer sales, he can make some adjustments such as hotels, restaurants and so forth. Later again, he can make further adjustments such as sleeping bag and so forth. His wife can make adjustment at home to make some decisions. All of them can make adjustment to go low on things as a result. As we can see there, maturity works well in all segments. The whole family can talk about that and make adjustment as a result. That same salesman can take things to the next level by not taking anything for granted in life. He can become a manager and manage a project properly, because of his maturity level. As we can see here, immaturity can expand to more immaturity where maturity can lead to more positive things.

Now, let's look at another case where a provider or manufacturer who makes products for sale to multiple places. Managers who work there try to make sales to people at other places. Now, let's assume that money is given to them, so they don't have to sell to some places or locations. As we can see here, their abilities, responsibilities and maturities have been taken away from them. Now, where can that immaturity expand to. They make a product to sell, now they receive money not to sell to some people. Because of that, they will not be able to make adjustment naturally. That maturity is not there.

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Now, let's look at the case of a person who has no desired to be a landlord. The fact that person has no desired to be a landlord, the entities available may not belong to him/her. In other words, that person may show no effort, responsibility, and ability to be a landlord. In this case, the maturity level is not there. At the end, the person may not be able to solve the problem.

Now, let's look at the case where two people have no desire to be friends, where money is given to them to be friends. To better understand this one, let's take it like this by looking at this model.



From the model above, as we can see we have 3 people. While we show location here, it does not matter. The communication interface can also be viewed as distance. Let's assume that Person 2 and Person 3 have no desire to be friends. If Person 1 gives both Person 2 and Person 3 money to be friends, then the entity available has been stripped out from them. Doing so enables them to show no effort on their own to be friends. In this particular case, that immaturity would prevent them from solving problems they would have worked out to solve. That immaturity will further expand to other work they do.

As we can see here from all cases above, the underlined problem has never been solved. All are waste and produce immaturity from one level to the next level. At the end,

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problems are expended rather than solving the initial problem. All cases identified here are result of immaturity. Immaturity does do us any good. Immaturity further expands to more immaturity.

189. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

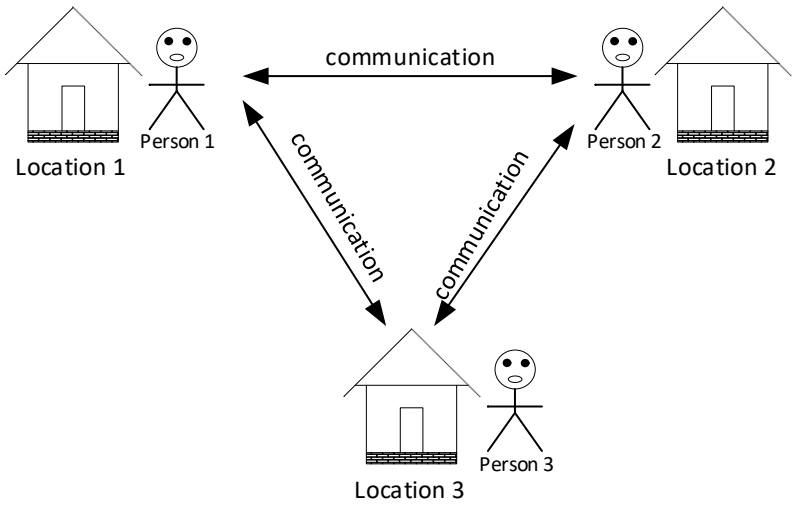
From the equation above, we first identify the problem we need to solve, then the entity given to us, as well as the entities available to us to help us solve the problem. From the two-article basis above, we have learned and shown that maturity enables us to solve problems, where immaturity further expands to more immaturity. Because immaturity is not an entity available that we can plugin to the equation above to result to a solution, immaturity enables us to develop more problems.

To better understand the explanation above, let's take a look at article basis 88, where our parent identifies the children who understand and the ones who do not. In this case, we can see that the children who understand are more mature than the ones who do not understand. In article basis 156, we can also look at the first manager and the second manager, where the second manager is more mature than the first one. By looking at both cases from each article basis, we can see that the two children who understand have the job done as well as the manager who understands also has the job done.

By taking a look at the explanation above, related to each case from article basis 187, we can see that each case undermines the people who have ability to do the job or execute the function properly. For example, if we look at Case 1, we can see that at any time, among multiple salesmen or salespersons, at least a good one exists. What happens when we disregard that, we simply undermine the ability of the good one. The same

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process happens for a landlord, a function provider, a friend and so forth. When we do that, we also undermine mother nature that has the ability to identify the good ones and the bad ones among all. In terms of undermining ability, let's take the friend case as an example as shown by this model.



From the model above, we can see that there is a communication interface that exists between each person. Each person above has a communication interface. In this case, if one wants to be friends with another one, that person does not have to get paid for that. That person can simply use the communication interface. As we can see here, when we do something like that, we simply undermine mother nature as well as the ability and responsibility of a person. Doing so enables the effort, the ability, the responsibility of the person not to be counted. When we do that, we simply disregard the existence of mother nature as well.

Now, let's look at the cases of a salesman, a function provider and so forth. A salesman is supposed to go house to house and make some sales. Visually for example, we can see that the salesman walks to houses. In this case, we can see that effort counts. If the salesman has to operate with no effort count, then that does not help. If the salesman would have done it where receiving money makes it less likely, then that does not help. Now, if we have a better salesman who would have help that salesman to do better, he/she has been undermined as well. As we can see here, that affects the whole

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segment. Even the ones who would have good understanding are affected as well. At the end, it does not help, because effort does not count.

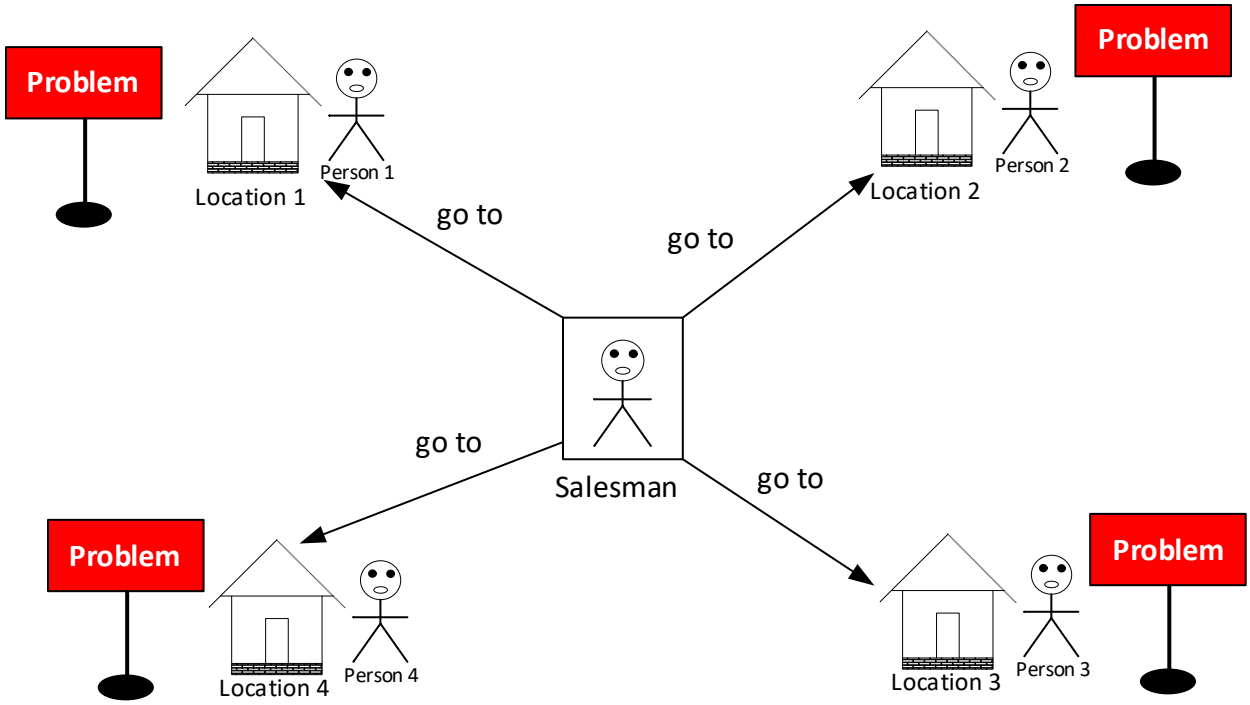
As we can see in each case from article basis 187 is not considered to be as contribution. Since our parent says we have to contribute, we can use the equation above to show contribution. Since using the equation above results to negative in each case, we can see that is not view as contribution.

190. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entity available to us to help us solve the problem. In terms of problem identification, it is always good for us to identify the problem we are solving. If we cannot identify the problem we are solving, then it is not possible for us to use the equation above to solve that problem. To better understand the explanation, let's take the case of a salesman by looking at this model.

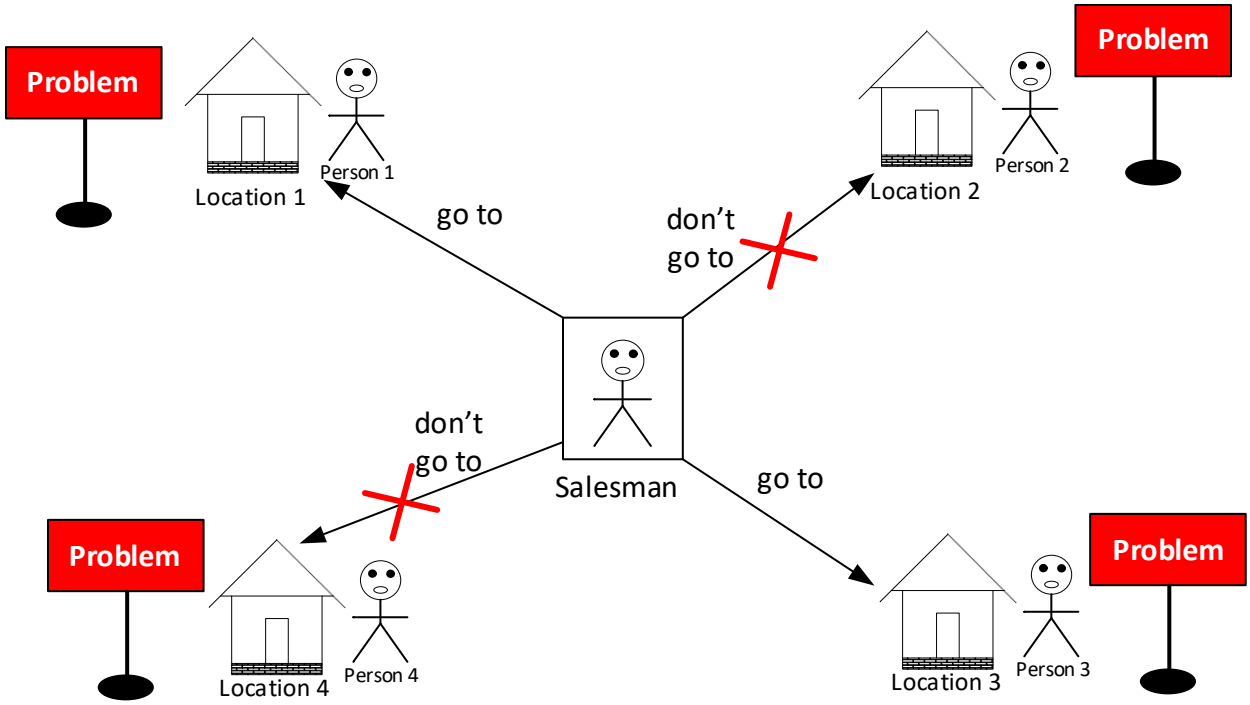
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As we can see from the model above, the job of the salesman is to go from house to house to make a sale. But that is not the way to look at it. As we can see from the model above, each location or house has a problem. While the model shows the problems without number but think it like at Location 1 there is Problem 1, at Location 2 there is Problem 2 and so forth. The job of the salesman in the middle is to go to each house to collect the signs. At the end of the day, the salesman can count how many problem signs he had collected. It is the same as saying how many problems he has solved. As we can see here, when the salesman returns home with those problem signs in a bag and count them, he can evaluate his performance for the day.

Now, what happens if someone says to this salesman don't go to a particular house to sell or don't sell to specific location and so forth. In this case, we have something like this as shown by the model.

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As we can see from the model above compared to the first one, if the salesman cannot go to Location 2 and Location 4 to collect those signs, at the end of the day, the salesman collects less signs than he would have collected. What happens here, we can see there is a problem. In other words, if someone tells the salesman don't go to Location 2 and Location 3 to sell, it is the same as saying that don't go to those locations to collect those signs. If the salesman accepts that, at the end of the day the salesman collects less signs and solve less problem.

From the paragraph above, we can see that if the salesman accepts by not going to specific houses to make some sales or don't go specific locations collect those problem signs, that undermines his ability. As we can see from the first model, the salesman can go to 4 locations and collect 4 signs. In the second model, the salesman can only go to 2 locations and collect 2 signs. In the first model, the salesman solves 4 problems, while in the second one he only solves 2 problems. As we can see here, his ability has been undermined.

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From the paragraph above, we can see that the ability of the salesman has been undermined. Now, let's look at that in relationship with the above equation. As we can see here, if the salesman accepts that his effort is diminished. Because the salesman can go or walk to the location, but someone tells him not to, and he accepts that. Remember here the walk function is natural. Mother nature says that we can go from location to location, the only thing that we need is the pass. In this case, we can see that mother nature has been undermined, the walk function has been undermined as well as the pass. This is simply a bad result, at the end and it serves no purpose and solves no problem.

If we want to, we can look at the maturity level of the salesman we have learned early in article basis 188. By not accepting it, the salesman can make adjustment and be more mature. Naturally he would have made some sales, but now whether he gets money or not by not going to those locations, that does not help him. As we can see here, if he would have gone to those houses and made some sales and he got money for not going to those houses and making some sales. Mother nature does not identify the money he receives as sales. As we can see here, in terms of information and action, he did not go to any house to collect any signs; he did not make any sales; he did not solve any problems; there is no sale here and mother nature does not accept that—money he received for not selling—as sales.

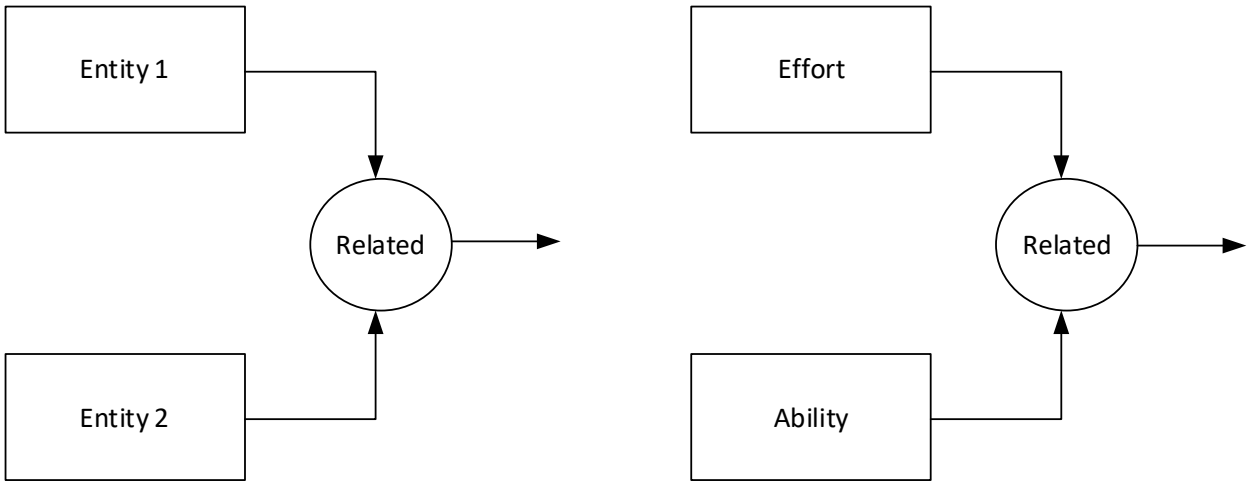
While we only show the case of a salesman above, all other cases from article basis 187 can be approached the same manner. For example, collect problem signs from customers and leave solutions—or solution signs—is the same thing. Not to sell to specific customers, less signs are collected and less problems are solved. A provider or manufacturer is the same thing related to the salesman example above. A landlord is the same thing again, where the problem that needs to be solved is never taken into consideration. Friends is the same thing too, where the identified problem is not what is taken into consideration. At the end, all those solve no problem.

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191. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

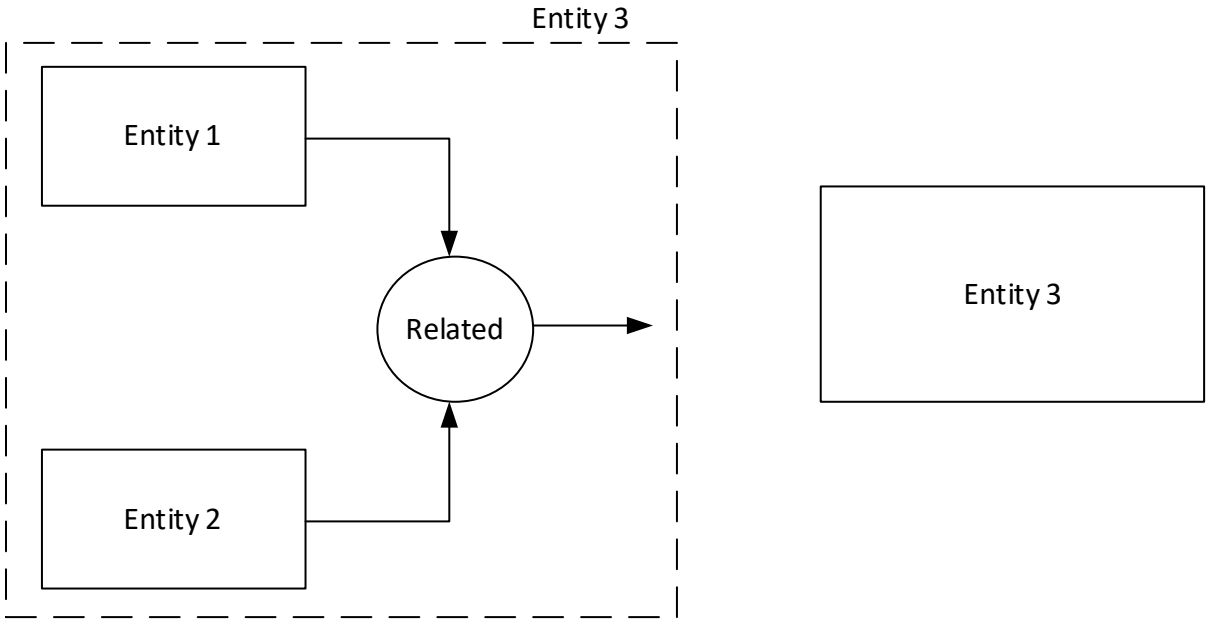
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the list of entities available to us, we have effort, ability, maturity and so forth. By understanding that, we can see in the list of entities that are available to us, there is no entity that can undermine our effort. To better understand what we have just said, let's take it like this. In the list of entities available to us, there exist relationships between them. If we identify a relationship between two available entities, that relationship is viewed as an entity. That relationship is also related to the entity given. What is important here is that an entity that is not in the list, is not related to entities that are in the list and it is not related to the entity given. To better understand that let's take a look at this model.



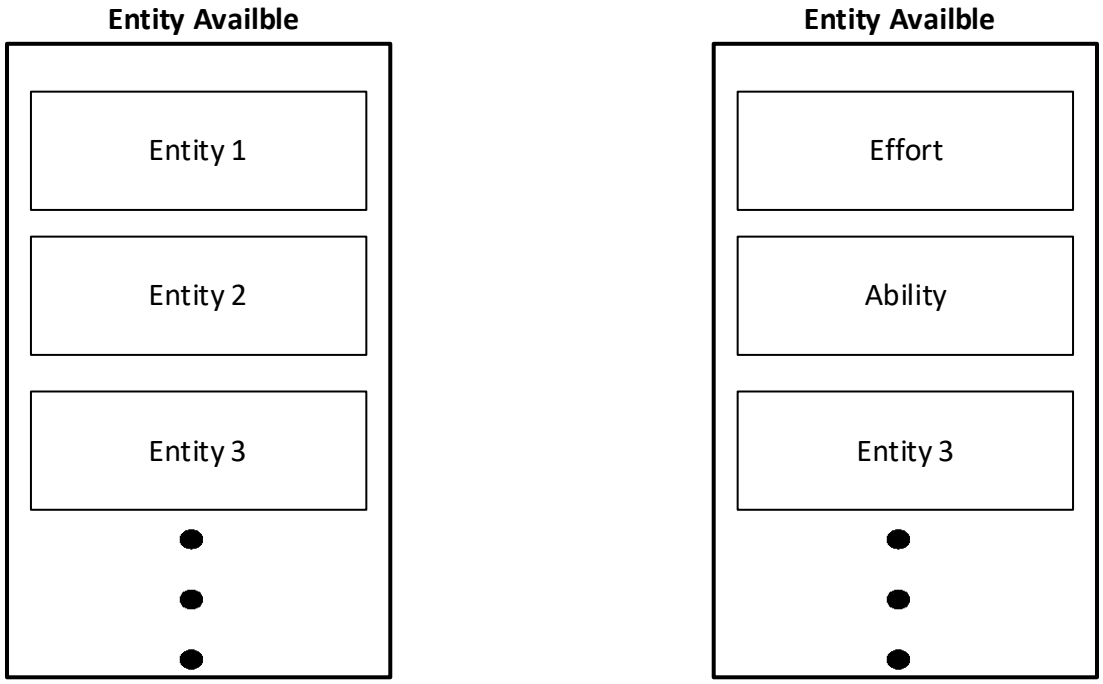
From the model above, let's assume that from the list of entities available to us, we identify 2 entities such as Entity 1 and Entity 2 which are equivalent to Effort and Ability. Since those 2 entities are related, the relationship is being viewed as one entity. Since an entity that is not in the list of available entities is not related to the entities in the list. That

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relationship is not related as well to that entity or any entities outside the list. To better understand that let's take a look of this model.

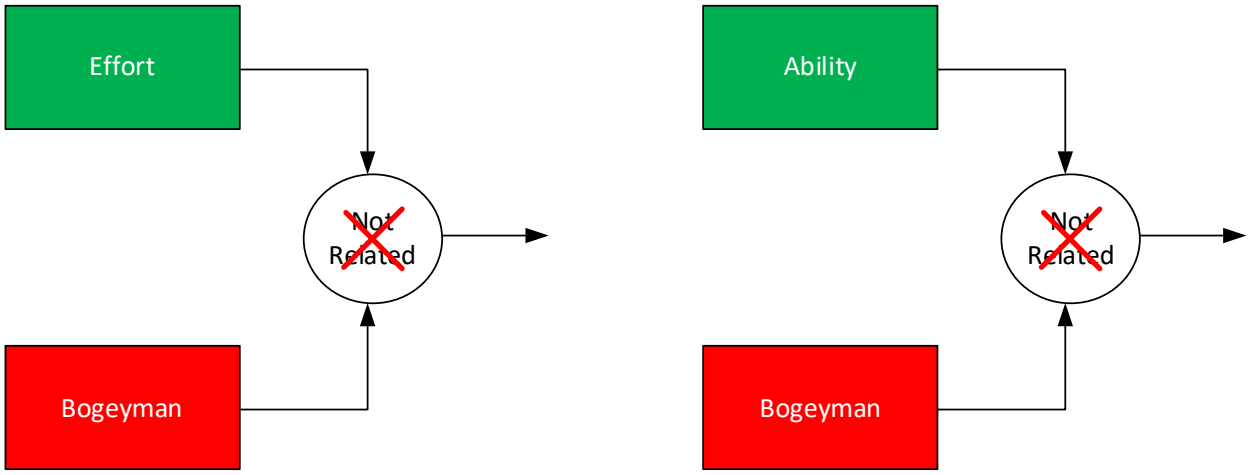


From the above, the relationship between Entity 1 and Entity 2 is viewed as an entity such as Entity 3. In this case, we can see that the combination of Entity 1 and Entity 2 which is formed by the relationship of the two available entities is also an entity from the list. If we were going to look at the list, we can see something like this.



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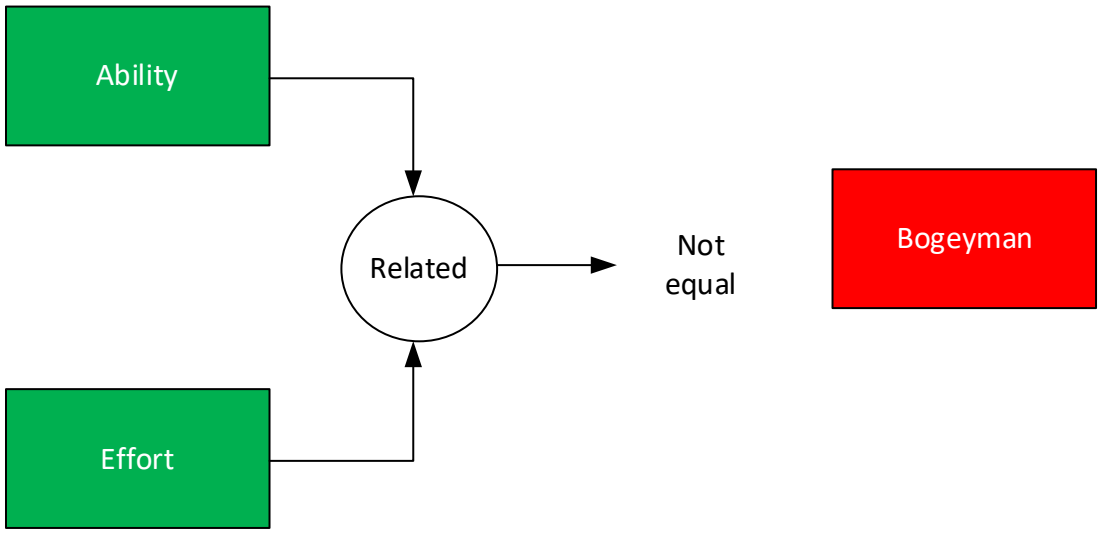
As we can see from the model above, because the relationship of effort and ability produces another entity, which is Entity 3. That entity is on the list of entities available to us to help us solve our problems. Let's identify another entity such as Entity 4 that is not on the list. That entity is not related to the existing entities from the list, so do the relationships of entities in the list. To better understand what we have just said, let's take an entity such as a bogeyman. By using the equation above, we can see that the bogeyman entity is not an entity available to us to help us solve identified problems. This entity is not compatible with existing entities from the list as well as the relationships of entities in the list. To better understand that let's take a look of this model.



As we can see here, there is no relationship between effort and bogeyman as well as the relationship between ability and bogey main. The reason for that, because bogeyman is not on the list of entities available to us to help us solve our problems. Since there is no relationship between bogeyman and the entities in the list, the relationships of entities

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in the list are not related to bogeyman as shown below.



From the model above, we can see that the relationship between effort and ability is not equal to bogeyman, because bogeyman is not in the list of entities available to us to help us solve identified problems.

A bogeyman is identified as an entity or a person that undermines mother nature or undermines our efforts from helping us solve problems. A person who is doing dirty work for us but does not help us solve our problems. A person who undermines mother nature by preventing us from being mature. From the given equation, effort counts. If a person tries to undermine our efforts, that person is viewed as a bogeyman. The equation given to us requires our effort; we don't need bogeymen. Mother nature does not do bogeymen; mother nature does not need bogeymen. We do not need bogeymen either.

To better understand the paragraph above, let's take a look at article basis 187. A salesman supposes to go house to house to make a sale. If I give money to that salesman and tell him don't go to specific houses to sell, I am the bogeyman of that salesman because I undermine his effort. My friend has no desired to be a salesman. If I give money to my friend to be a salesman. I also give money to my other friends to buy from him. I am the bogeyman of my friend, because my friend has no desire to be a salesman. When I do that, I simply undermine mother nature. I undermine the existence of

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salesman or people who have abilities to be salesmen. That is not good. In this particular case, I do my friend no favor.

Now, let's take a look at article basis 156. As we can see here, Manager 2 does not need a bogeyman. Manger 2 has used his ability and his effort to turn things around. A bogeyman will not help him/her because that will undermine his/her effort and ability. As we can see here, bogeymen serve us no purpose of helping us solve our problems.

Let's take a look of article basis 187 case number 5. The two people have no desire to be friends. If I give both moneys to be friends, I am simply their bogeyman. If they want to be friends, they can simply communicate with each other. In this case, we can see that their effort to communicate with each other has been undermined by me which is their bogeyman as well as their ability to do so. At the same time, as a bogeyman, I also undermine the existence of mother nature. The communication interface enables us to communicate to get things done. If they want to be friends, there exists a communication interface between them. Being their bogeyman simply undermines the existence of that communication interface as well as the existence of mother nature. As we can see here, a bogeyman is not good for us. We don't need boogeymen to operate.

My buddy has no desired to be a landlord. I give him money to be a landlord. Another guy next to me is a good landlord and has been doing it for a while. I am the bogeyman of my friend, where I undermine the guy next to me who is a landlord. As we can see here, that does not help us solve any problem, because effort does not count.

Now, let's take a look at another example. From the equation above, function at location counts. Mother nature also says function at location counts. For example, using the equation above, we can verify the naturality of function at location. We can verify that at home, and we can verify that at work. If another person or group undermines function at location, that is a bogeyman. At home, a person takes care of his/her business, if another

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person prevents that, that person is viewed as a bogeyman. From the equation above, we have shown that people at locations handle functions at their respective locations. People at this location for example Location 1 handles functions at this location, while people another location like Location 2 handles functions at their respective location. People at Location 1 cannot tell people at Location 2 how to execute their functions, while people at Location 2 cannot tell people at Location 1 how to execute their functions. Doing so undermines mother nature as well as the formula above and prevents people from executing functions to solve their own problems at their own locations. Undermining function as location is viewed as bogeymen work. For example, I want to do that, but the bogeyman does not let me. I want to execute functions to solve my own problems, but the bogeyman prevents me.

Another example, our mobility enables us to go from location to location. Our parent understands that. Only what our parent tells us is that when we go to other locations, we must take the pass with us individually. For example, while I am mobile, I am at this location. If I want to go to another location, I take my pass with me. If a person prevents me form taking my pass with me or enable me to go to other locations without the pass, that person is viewed as a bogeyman. That undermines the existence of mother nature as well as the equation above.

As another example, our parent tells us that disregard the location we are, our effort counts. For example, I am at home, my effort counts. I take care of my business at home. I am at work; my effort counts and I also take care my business at work. Any communication that undermines my effort, that communication is from a bogeyman and there must be dirty work in the background. Consider this, I am at home, my effort counts. I must clean, vacuum doing things to keep the house clean and organize. Suppose the communication I heard around me is that my house is the best house rather than my effort in my house. This type of communication does not help me at all, because it disregards my contribution to my house. In this case, we can see that there must be a

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bogeyman somewhere. Since mother nature says everybody, most contribute, I cannot rely on someone's contribution.

Continue from the example above, at work I must contribute. In order to solve the identified problem, everybody must contribute. Even though I work on the same project with other people, their contributions are not my contribution. Any communication that disregards my contribution or prevents me from contributing or not helping me contribute, is viewed as bogeyman type communication. For example, the place I work at is the best; that does not help me; we are 15 to 20 years ahead of another provider, does not help me at all; my function is less important than another function, does not help me either. The overall function is the contribution of everybody's function. Any communication that discredits that is viewed as bogeyman type communication; and there must be dirty work performed in the background.

Let's continue above with another example. At this location for example, it is the same as a person is at home taking care of his/her business and a person is at work taking care of his/her business. That person is contributing at home, that person is also contributing at work and we close it. Any communication that discounts that is viewed as a bogeyman type communication. For example, it is not that your location is better than another location, but your contribution to the location where you are at. Your effort at the location where you are at. My effort, your effort together we contribute, and we organize. Now, a communication that says my location is better and disregard efforts at location will produce laziness, because that does not encourage contribution. In this case, there must be dirty work in the background which is basically bogeyman type work.

Another example, my friend has no desired to be salesman and can never be a salesman. I give my friend money to be a salesman; I also give my other friends money to buy from him. What happens here is that mother nature does not record any sale from my friend to my other friends. I am simply the bogeyman of both my friend and my other friends.

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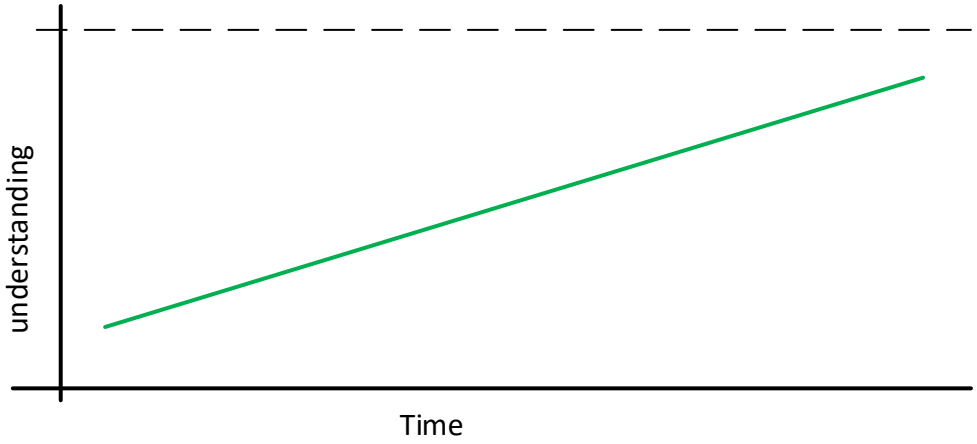
Mother nature does not record any transaction from my friend to my other friends as sale. As we can see here, what I did for my friend does not help my friend become a salesman. What I did simply undermine other salesmen out there who have the ability to do the work.

192. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

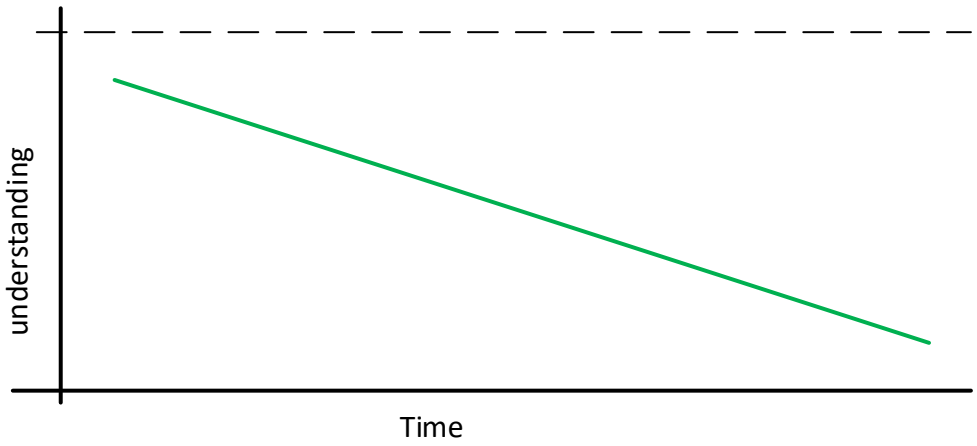
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that a bogeyman is not in the list of entities available to us and bogeymen simply undermine our effort and ability. As we can see from article basis 156, the New Manager and the employees who understood the project had turned the project around related to time. In other words, the manager identifies and separates the employees who understood the project and the ones who did not understand the project. Related to time, the ones who understood helped the ones who did not understand until all the employees understood what they were doing and turned things around to make the function execute positively. As we can see here, the manager and the employees who understood the project did not need a bogeyman. What happened if there was a bogeyman, that would simply undermine their efforts. To better understand what we have just said, let's take a look at the chart below.

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From the chart above, as we can see without a bogeyman, the understanding of the employes in the project increases related to time. To better understand that let's take it like this. The manager has identified all the employees, the ones who understand and the ones who do not. The manager has separate meetings with the ones who understand the project and tells them that *you show it, you have it*. In this case, those employees put more loads on their shoulders to help the others. They also increase their understanding to help the others. As we can see here this process does not take bogeymen into consideration. With bogeymen, we have it like this.



From the graph above, we can see that with bogeymen, the understanding of the employees in the project decreases, because their understandings are undermined. Because the manager is not able to identify and separate, the ones who understand may be misidentified. The ones who showed it may be misidentified. When people are undermined, they become less productive. As we can see here, a bogeyman does not

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help us, it simply undermines our effort to be productive and solve our problems. We don't need them; they don't help us; we don't need them to operate. They serve us no purpose; they simply undermine us.

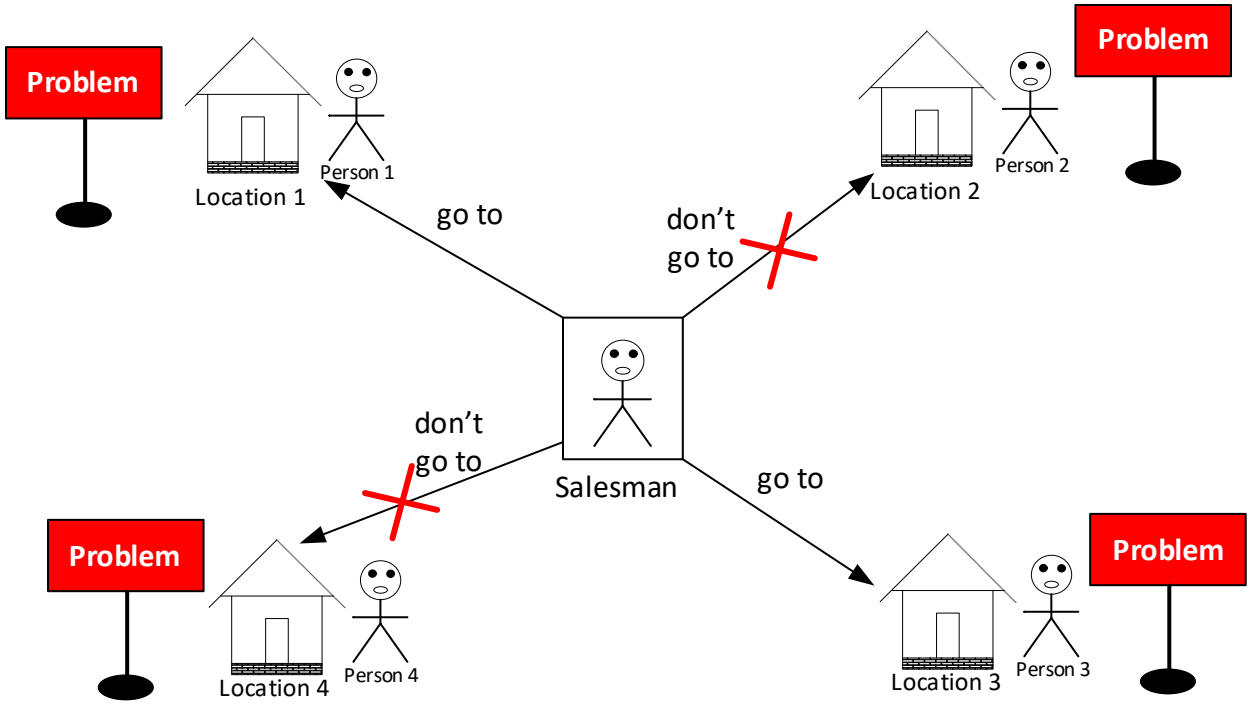
193. **Understanding Problem and Solution Related to Entity Available**: To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

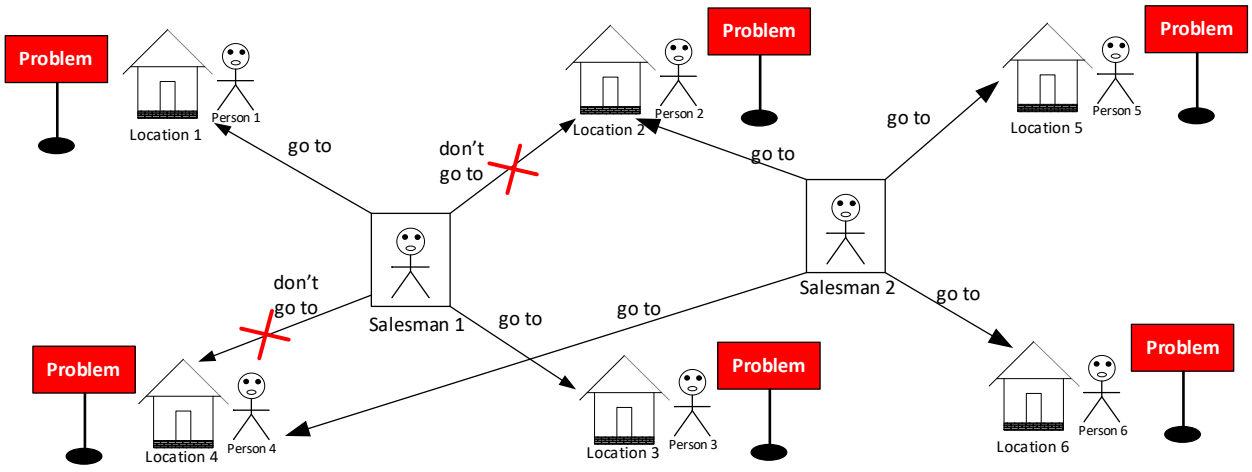
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to help us solve the problem. From the two-article basis above, we have learned and shown that we don't need bogeymen because bogeymen will undermine our effort. From this equation, we can see that our effort is one of the entities available to us. Since a bogeyman will undermine our effort, we cannot put a bogeyman entity in the equation above. If we do that, it will result to no solution or negative solution. In other words, a bogeyman entity is not an entity that we can plug in to the equation above to give us a valid result for a problem, because it is opposite to the effort entity. Doing so will enable us to produce a negative solution.

To better understand the explanation above, let's take a look at this example. A person who is a salesman and his job is to solve problems at multiple locations or go from house to house to collect problem signs and drop solution signs. Another person who is supposed to have a job to keep an eye on that salesman, tell him not to sell at specific location—not to collect problem signs and leave solutions at specific locations. To better understand that let's take a look at this model.

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From above, the salesman cannot go to Location 2 and Location 4 to sell or solve problems or collect problem signs, so the salesman can only sell to the other locations or collect problem signs at locations indicated. Because the world is big; if a salesman is restricted to sell to specific location, other salesmen will fulfill that. By doing so, let's show the model below.



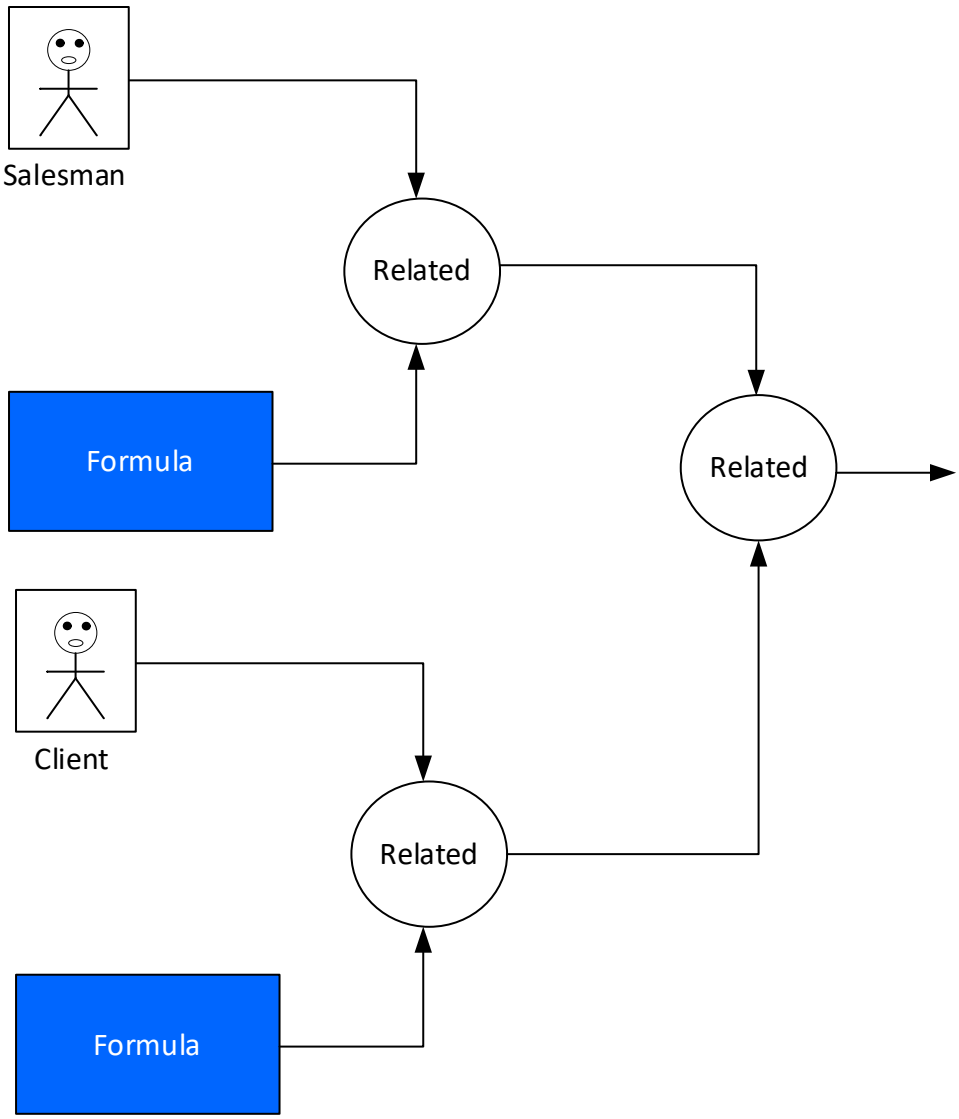
From the model above, we can see that because Salesman 2 is not restricted to go to multiple locations, then he is able to solve more problems than Salesman 1. By using the equation above, we can see that the effort and ability of Salesman 1 have been

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undermined while the effort and ability of Salesman 2 have not been undermined. In this case, we can see that Salesman 2 does not need a bogeyman. At the end of the day, Salesman 2 solves more problems or collect more problem signs while Salesman 1 solves less problems and collect less problem signs. The way to look at it, if the mobility of a salesman is undermined, then the ability of that salesman is also undermined. If the ability of a salesman is undermined, then the performance of that salesman is also affected. As we can see here, a bogeyman serves no purpose but undermining our ability and our effort. From the model above, as we can see Salesman 2 is more mobile than Salesman 1. In this case, we can see that even the mobility of a person can be undermined by a bogeyman. From the model above, we can see that the bogeyman serves Salesman 1 no purpose, because his mobility has been undermined. The bogeyman affects his mobility. At the end, that does not help him.

Let's continue with our explanation above. Let's assume that that person who says to Salesman 1 don't' go to specific houses or locations to sell gives money to Salesman 1. That is not viewed as a sale and that does not help Salesman 1 in terms of his ability and his effort. Not only that does not help him, that also does not help his clients either. To better understand that let's take it like this. Transaction between the salesman and his client is executed where both of them apply the formula above. In this case, the transaction is executed based on this relationship.

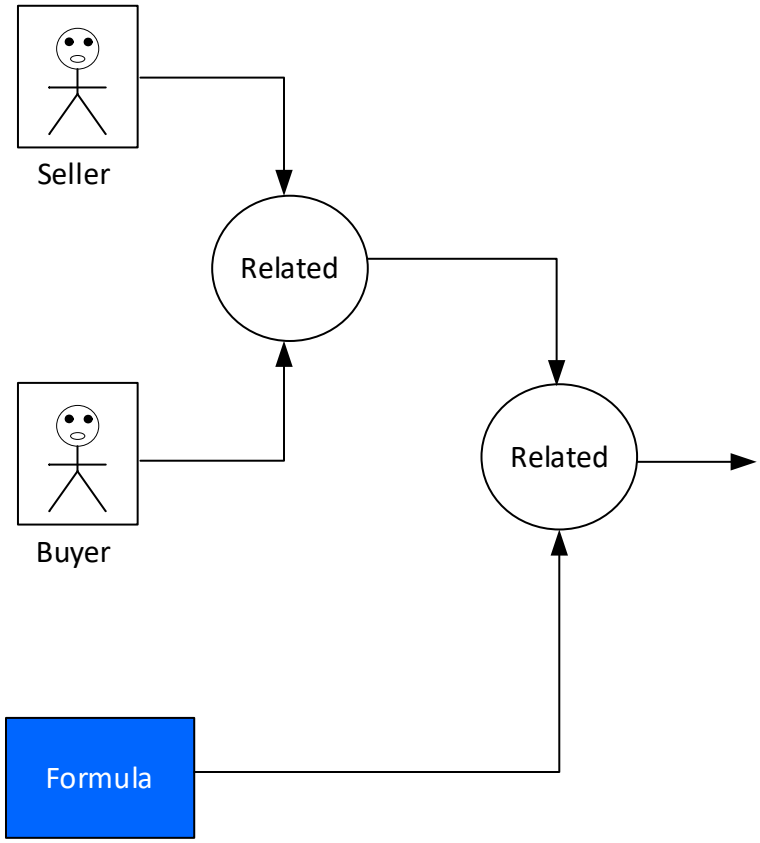
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From the model above, we can see that the transaction between the salesman and the client enables both of them to apply the formula. What is important here, suppose that the salesman used to sell to a client and suddenly stopped, then the client will be skeptical. In this case, we can see that we have a principle understanding issue. The client will not feel comfortable with the salesman. As we can see there, things like that don't help the salesman. Another example, suppose the door-to-door salesman go to the house to sell. If what he is selling is a dishwasher, his only focus is on the dishwasher. The carpet, the bathroom, the sheet on the bed, and all others, are not his business. As we can see here, the salesman only focuses on the dishwasher he is selling. Any other things do not help him at all. The other things can be viewed as bogeymen type things—

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or act as disturbances—that will undermine his effort and make his client not feeling comfortable. From the model above, the relationship between a salesperson and the client is given as:



From the model above, we can see that in any transaction between two people, the formula is taken into consideration. Both parties in the transaction are looking for the application of the formula. By not applying the formula by one or two parties, that may affect future transactions. Referring to the previous model that shows Salesman 2 solves more problem than Salesman 1, we can see related to time, Salesman 2 is going to outperform Salesman 1. In other words, related to time, Salesman 2 will solve much more problems or collect much more problem signs than Salesman 1, because of the relationship above.

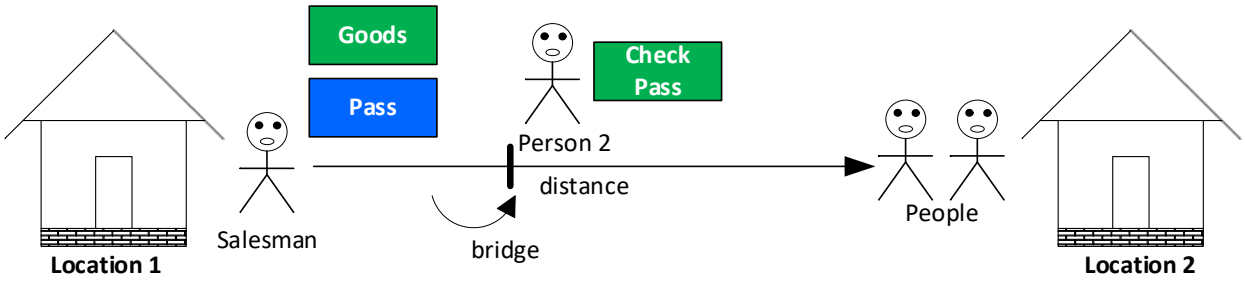
194. **Understanding Problem and Solution and Function at Location Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 109, we have learned and shown that a function exists to solve an identified problem. From article basis 119, we have learned and shown that the function of a person at our location is validated based on problem solving by that function. For example, if I am hungry and I go to a restaurant. A server who serves me a meal helps me solve that problem. That is a valid function provided by that provider. Same as a mechanic shop that is able to fix a car to solve a bad starter problem.

Now, let's look at a valid function a person can have at our location. According to our parent, while we are mobile, but the absence of the principle limits our mobility. From the salesman example, the salesman is mobile to go house to house and sell. In this case, the salesman takes the pass with him as he goes from house to house. A person at our location may have a function to check on him to see if he has the pass. That is a valid function. To better understand that let's take a look at this model.



From the model above, as we can see the salesman's job is to go to sell goods at Location 2. There are two things here: first, mother nature says the absence of the pass limits his mobility, therefore, when he goes to sell at other locations, he must take his pass with him. In this case, the function of a person at Location 1 is to check to see if he has the pass with him. As we can see from the model the Check Pass function is a valid function of a person at Location 1. That determines if the salesman carries the pass with him. From the model, there is a bridge or a river that the salesman must cross to go the other

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location. At the other location, another person can check for the pass as well. In this case, we can have one person to check at Location 1 when he leaves and another one to check at Location 2 when he arrives. Another thing we can see here is the relationship above from the previous article basis. Since there is a relationship between the formula and both parties who execute the transaction or the exchange, the Check Pass function is also a valid function according to that relationship. For example, without that pass, if the salesman goes there to execute a transaction, that transition is not enabled by that relationship. As we can see here, it is important for the salesman to travel with the pass. As we can see here, the salesman does not need a bogeyman. The mobility of the salesman does not require him to have a bogeyman. The mobility of the salesman does not require him to have a bogeyman to go from Location 1 to Location 2. With the pass, the salesman does not need a bogeyman to go from Location 1 to Location 2.

By understanding the explanation from the paragraph above, we can see the function of a person to check the pass is a valid function. As long as the salesman has the pass, he can go to solve problems at other locations. At Location 1, a person cannot have a function to limit the ability of the salesman, his effort, as well as his mobility. In other words, if the function of a person at Location 1 is to tell the salesman where to collect the problem signs, where to sell, with who to exchange with, what location to go to exchange and so forth are viewed as invalid function. Such function will limit the ability of the salesman as well as undermine the existence of mother nature.

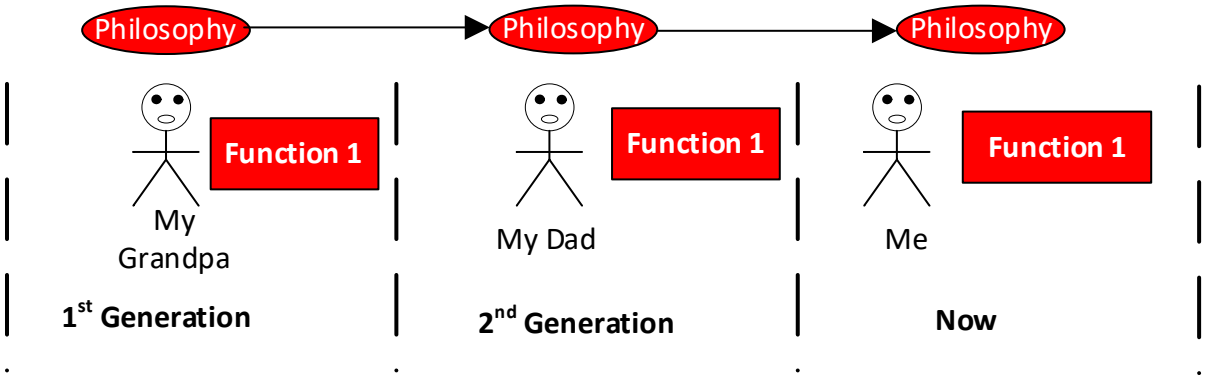
195. **Understanding Problem and Solution and Philosophy Inheritance:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

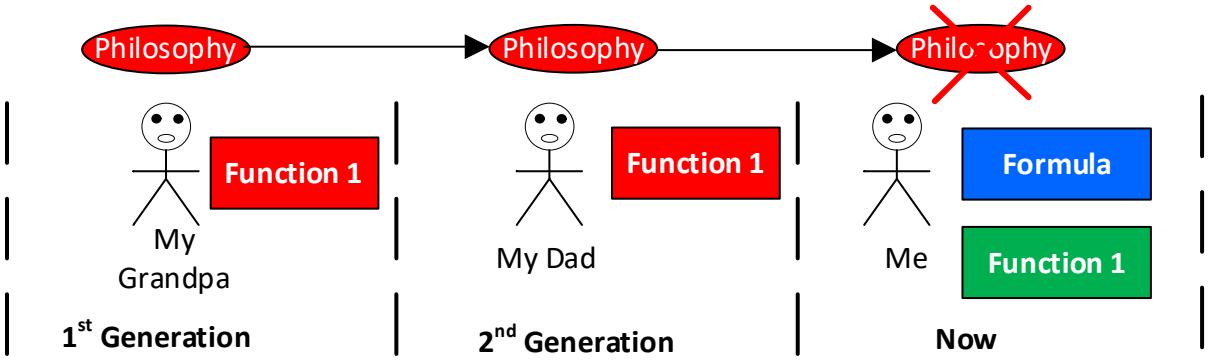
From the equation above, we first identify the problem we need to solve, then the entity given to us as well as the entities available to us to help us solve the problem. Since we

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are formula dependent, it is not possible for us to solve our problems without the given equation. Instead, we base the solutions to our problems on negative ideas inherited from the past. To better understand the explanation above, let's take a look at this model.



From the model, as we can see negative ideas passed from my grandpa to my dad to me, where all the functions are executed negatively. As an example of negative idea, my grandpa was never a good salesman, my dad was not a good salesman either, where I inherited the same idea. As an example, my grandpa went house to house stealing doing bad things, so did my dad, and I inherited the same idea. As we can see here, the negative ideas from my grandpa to my dad and from my dad to me is that none of them was a good salesman. It was all about stealing and doing bad things. As we can see here, now philosophy inheritance affects me by not being a good salesman. To solve that problem, the model below is given to us by our parent.



From the model above, as we can see mother nature says *son, I don't want you to continue doing the same thing you dad and your grandpa did*. Here is the given formula, use it to execute your functions. Now, I have used the formula to execute my function

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and make my function execute positively. As we can see here, inheritance counts as well as the formula. Inheritance counts by enabling our functions to execute negatively and the formula counts by enabling our functions to execute positively.

By understanding the explanation above, let's take a look at this example. While my dad was doing bad things, another dad was doing good things. Now, that I have the formula, and acknowledge. Now, I happen to be in a place with the son of the dad who was doing good things. Everybody knows about his dad as well as my dad. Both of us need something to eat and a place to stay. A person asks who my dad is, I respond and say the name of my dad. The same person asks the other son who is your dad, the son responds and gets something to eat and a place to stay. Now, I come clean and explain to that person, that was my dad, now it is me. Mother nature does not identify me for my dad and does not identify my dad for me. Even though my dad did bad things in the past, now I have the opportunity to do good things. With my explanation, I am able to get something to eat too and a place to stay. Now, let's ask this question. In both cases, who earn what? As we can see here, for the other son, his dad earns what he gets, while in my case I earn it. As we can see here, this is an application of the formula. When you earn it, you see it and you feel it.

Another example related to the example above, both of us become a salesman. My dad was never a good salesman where the other son's dad was a good salesman. That son is going to make more sales than me. Some of the sales are going to be from him and some of the sales are going to be from his dad. For me, I have to earn all of my sales. As an example, if that son makes 15 sales, I probably make 10 or less. In this case, 5 or more of his sales are going to come from his dad. As we can see here in terms of earning, his total earning is going to be earning from his dad plus earning from him. While my total earning is going to be only earning from me. Here, earning does not mean monetary earning, but number of problem signs collected or number of transactions.

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As we can see here from both examples above, inheritance enables us to work harder. The son with the dad who did bad things in the pass works harder than the son of the dad who did good things from the past. To better understand that again, let's look at this example. In a mechanic shop, the dad was never a good mechanic or manager. A lot of people drop cars, but their cars never got fixed. So, a lot of cars remain in the lot and need to be fixed. A couple of blocks from that shop, another mechanic shop where another dad works; when customers drop their cars, no car remains unfixed. Now, both sons are managing the shops where their dads are no longer alive. As we can see here, which son is supposed to work harder. The son who his dad did not do a good job is supposed to work harder now because he has more cars to fix. The people who work at that shop are supposed to work harder to fix cars they did not fix in the past. Where people who work in the other shop where the cars have been fixed can be more relaxing. This is the way inheritance works. When we inherited problems, we are supposed to work harder. When we don't inherit problems, we can be more relaxing. The way to look at it, problems inherited are problems left behind that need to be solved. Since those problems are not static, more problems are developed based on them, so at the end we have much more problems to solve.

196. **Understanding Problem and Solution and Identification of Entity:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identity the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problems. Overall, when we apply the equation above, it enables to result to a solution to our problems. In this case, we can see that the application of the formula is on our side, since it enables us to solve the problem. In short, we can see that the formula is on our side.

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From article basis 193, we have shown that Salesman 2 is more mobile than Salesman 1. By being more mobile, Salesman 2 is able to solve more problems than Salesman 1. By being more mobile, Salesman 2 is able to go to more location and collect more problem signs than Salesman 1. At the end, the mobility of Salesman 2 enables Salesman 2 to perform much better than Salesman 1—here the comparison is based on the resulted stats, not the salesman themselves physically. The comparison sentence here is a bad sentence, disregard it. What is important here is that, since Salesman 2 is more mobile than Salesman 1. In this case, we can see that mother nature is in the side of Salesman 2.

Now, let's take history into consideration. If Salesman 2 has a good history, like his dad was a good salesman and have learned from his dad. Now, he has been able to go house to house and solve problems or collect problem signs, we can see that history is on his side. Let's look at another approach where it has nothing to do with his dad or his grandpa. Since history has been recorded and salesman 2 aware of those events, Salesman 2 may be working wisely so history does not repeat itself. In other words, Salesman 2 has learned from history where some duds were never good salesmen but went house to house stealing things and doing bad things. Salesman 2 cannot change history. Salesman 2 remembers that and has been doing his things cleanly not to do the same thing. Here, we can see that history is on the side of Salesman 2. By doing so, Salesman 2 realizes, the people who have been doing that, were never good salesmen. Salesman 2 says, I cannot to the same thing.

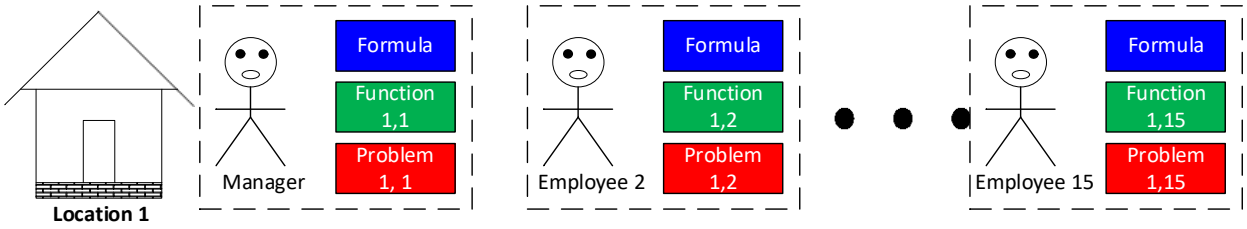
By understanding all 3 cases above, we can see that. If the formula is on our side, mother nature is on our side, and history is on our side; we do not need bogymen and free passes. Bogeymen and free passes would undermine our effort and ability. That will not allow us to do better or solve our problems.

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197. **Understanding Problem and Solution Related to Formula:** To solve our problems, the following equation was given to us by our parent.

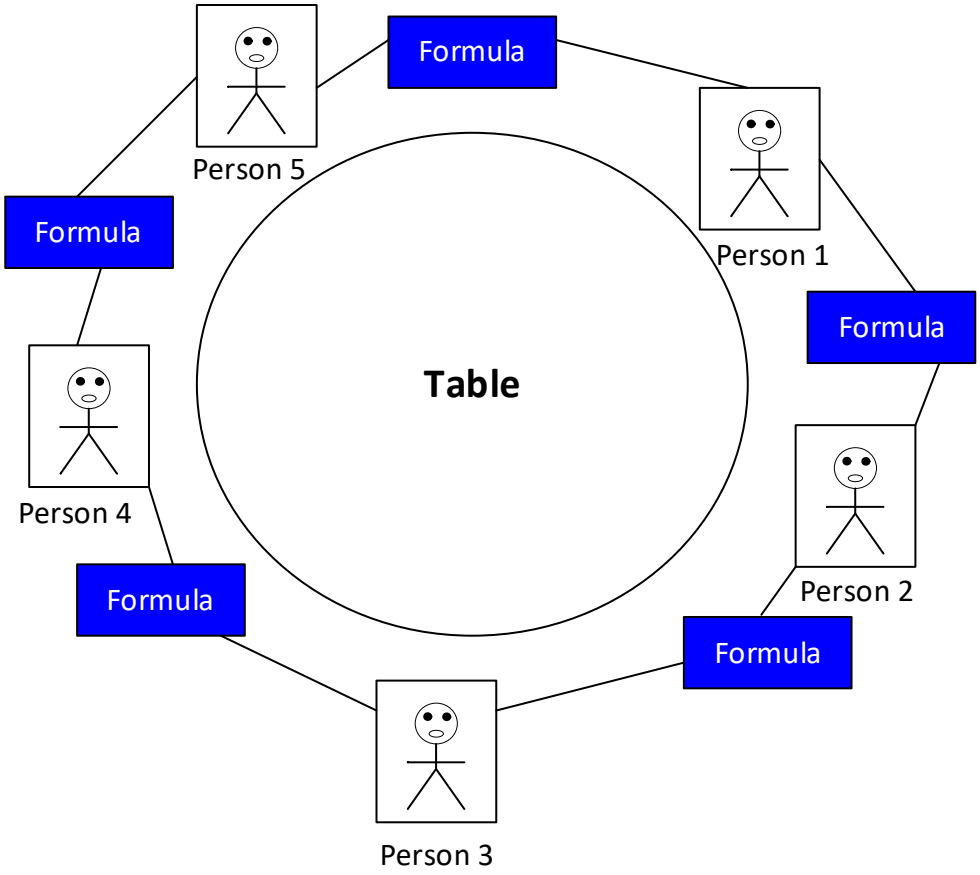
$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of solving problems, multiple people maybe working on a project to solve a problem, where all of them use the formula in the form below.



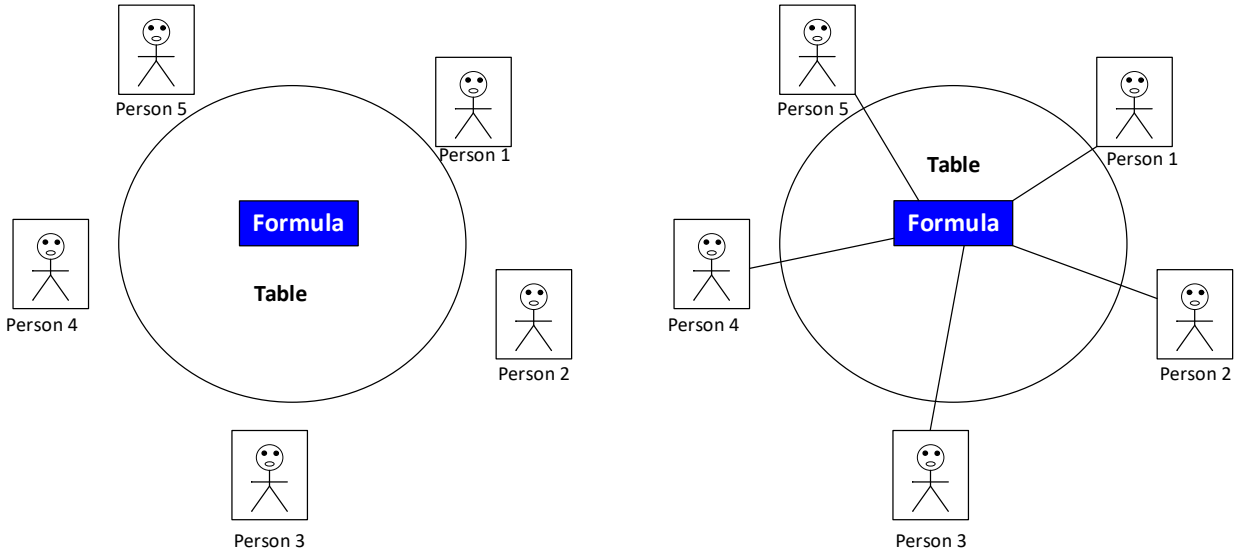
From the model above, multiple employees are working on a project at Location 1. All of them use the formula as indicated. As we can see here, there is a relationship between each of them and the formula. During a meeting where all of them sit at a table, the relationship is shown by this model.

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From the model above, we can see the formula is related to everybody who sits at the table. This enables all of them to work together to solve the identified problem. In terms of relationships, for example a sentence can be repeated by one, where a principle of communication is related to that sentence. In this case, all of them can use the formula or that principle to validate that sentence. Doing so enables all of their communication to be inline or correct. For example, a sentence repeated by one is related to another sentence from another one and so forth. In this case, if each of them repeats a sentence, all the sentences are related to each other and related to the principle. The model above is the same as one below.

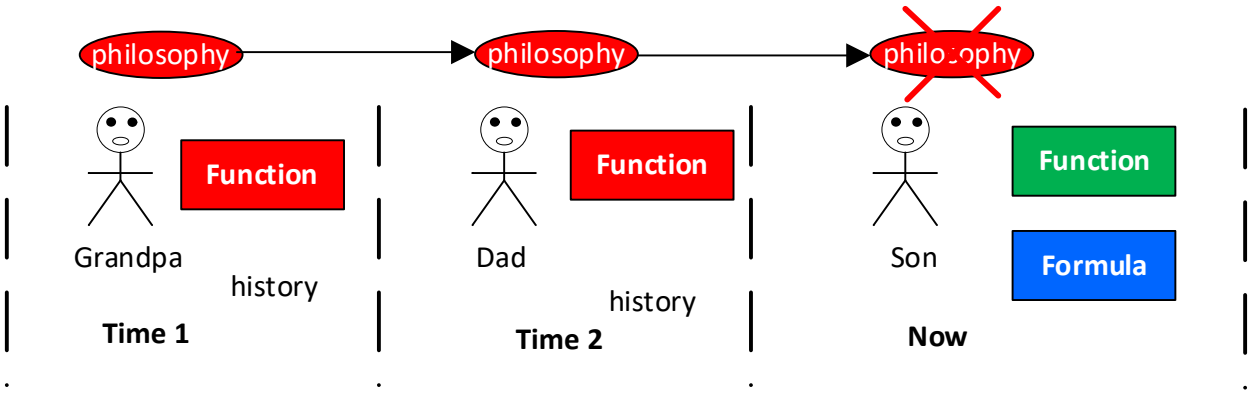
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Both models above are the same, except the one to the right shows that the formula connects everybody who is at the meeting or everybody who sits at the table. That enables everybody to understand what is going on and everybody to be inline in terms of understanding the problem they are solving. As we can see here the entity on the table is important to us because it enables us to understand each other so we can work together to solve the identified problem.

198. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of history, mother nature recorded all historical events. In this case, the information about those events is already known by mother nature and we cannot change that. To better understand what we have just said, let's take a look at the inheritance chart below.

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From the model above, at Time 1, a negative function is executed by grandpa. This is viewed as a historical event and recorded by mother nature. Same as Time 2, a negative function is executed by dad is history. Mother nature already recorded that information. That information cannot be changed. As we can see from the model above, mother nature does not want the son to continue doing the same bad things as dad and grandpa did, this is why the formula is given at Time Now to the son. What is important here, since the historical event or the information is already known by mother nature, we cannot hide it and we cannot change. As we can see here, there is no need for us to try to hide it, because it serves us no purpose. Now, we have the formula, we can use it to execute our function positively. Trying to hide or change the negative past does not serve us any purpose. When we try to do that, it also retards us from learning the principle. Mother nature already knew the dirty history so we cannot change it or hide it. It does not serve any purpose to do so.

199. **Understanding Problem and Solution Related to Entity Identification and Information:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we try to solve, then the entity given to us as well as the entities available to us to help us solve the problem. Without being aware of the formula, some of us will do something right while some others will do

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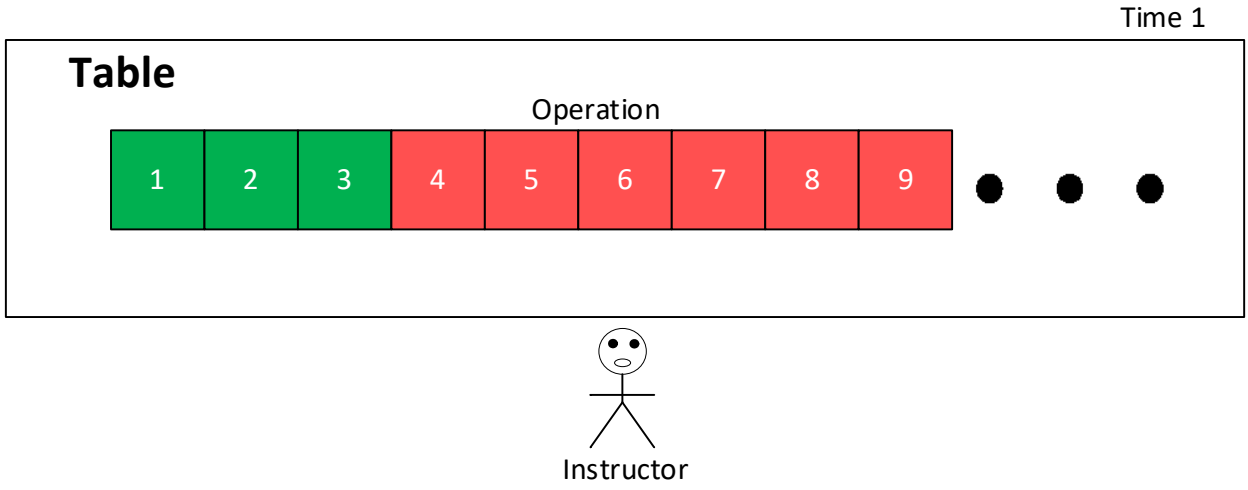
something wrong. This is the way to look at it, considering the formula itself is not a paper entity. It does not have to be put on paper to be applied. A person can execute a function positively, where the result is according to the formula. The way to look at it, as a formula dependent entity, we use formulas to execute our functions. Even though we do not list or state a formula when we execute a function, the formula is applied either positively or negatively. In this case, we can see that there is a relationship between formulas and the functions that we execute.

Since we execute functions according to formulas, by being aware of that, it is possible for us to execute all our functions positively. Because we think about formulas when we execute our functions. By being aware of formulas when we execute our functions is good too, especially when we are in the process of learning new formulas. As we have learned from analysis basis 197, a formula on the table during a meeting enables us to establish a relationship between the formula and sentences that we repeat. If everybody's sentence is related to the formula, then that sentence is correct. In this case, we can see that in a meeting if everybody is aware of the formula, it is possible for them to be more organized and do things accordingly.

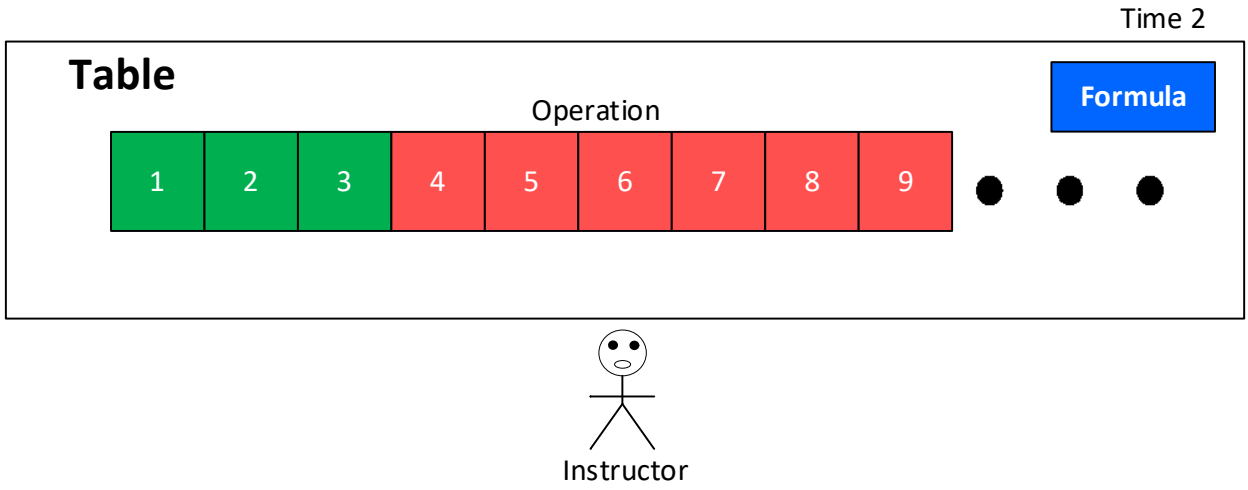
Being formula dependent, formulas enable us to execute our function positively. In this case, we can see that a function execution is viewed as an operation that we execute according to a formula. For example, from the philosophy inheritance chart above, at Time Now, the son executes the function according to the formula, while the dad at Time 2 and the grandpa at Time 1 did not. Similarly to the article basis 193, where Salesman 2 is more mobile than Salesman 1. Now, in terms of information it is always good to look at it this way. While the formula is given to us, before that, we have people who execute functions positively and negatively. While some of them will not do everything wrong, some of them will not do everything right either. In this case, it is always good to ask this question: before the formula is put on the table, what part of the operation is right? Before the formula is put on the table, what part of the operation I get right? Before the

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formula is put on the table, what part of the operation my friend gets right? To better understand that let's look at this model.



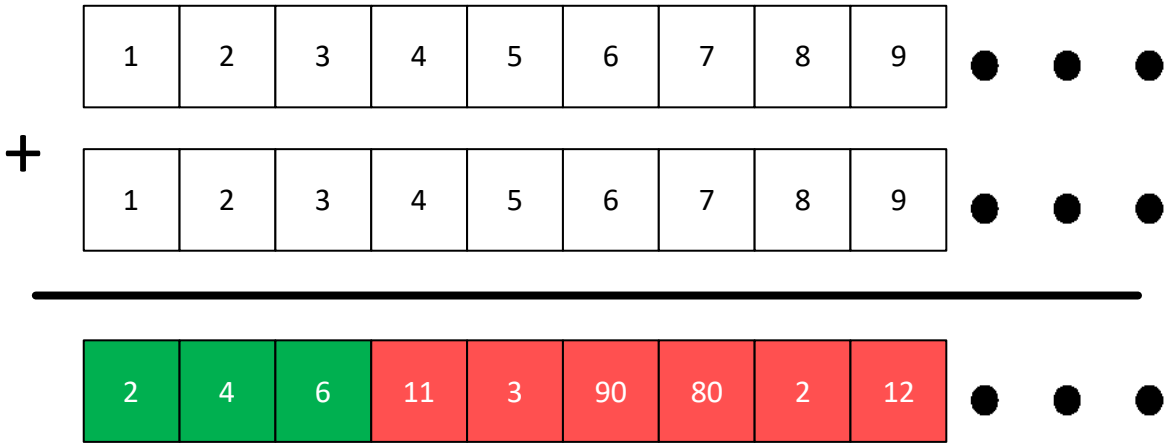
From the model above consider this, at Time 1, all students' papers are on the table for the instructor to look at. The instructor has not come at the table yet to look at the papers or the operations performed by the students. At Time 2 as shown below, this is where the instructor comes at the table to look at them.



From the model above at Time 2, this is where the instructor comes to the table with the formula. Here, the instructor is looking at the paper based on the formula. In this case, the instructor says that according to the formula, this student gets this part of the operation right. according to the formula, the other students get this part of the operation

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wrong. According to the formula, another student gets all parts of the operation right. To better understand that let's take a look at this model again.



From the model above, consider the operation is an addition operation. For example, one student can get the first 3 parts right, while getting the other parts wrong. Some students may get the first digit right and the other parts wrong, whereas some other students may get all of the parts wrong. What is important here is that before the formula is on the table, some of us may do the right thing, however it is not possible for us to do everything right because of relationships. By being aware of the formula, it enables us to build relationships where we can get all parts of our operation fright.

To better understand the overall explanation, let's take a look at article basis 193. Before the formula us is put on the table, Salesman 2 has more parts of the operation right than Salesman 1. Before the formula is put on to the table, Salesman 2 has been going house to house to solve problems. Before the formula is put on to the table, Salesman 1 did not go house to house to collect problem signs. Before the formula is put on the table, Salesman 2 would like the environment to be more stable so he can go to more houses to collect problem signs or solve problems. Now, if Salsman 1 would like the environment to be more chaotic, that is not good and that is wrong. Before the formula is put on the table, Salesman 2 goes house to house to sell a dishwasher, where Salesmen 2 disregard other functions or other entities at the house such as the type of

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carpet is at the house, the sheet that is on the bed and so forth, where Salesman 1 regards at those entities. Salesman 2 is right here because of function at location.

Now, let's take a look of the paragraph above, because a salesman exists to solve problems. The more problems he solves, the better. The salesman was able to go house to house and collect problem signs. He demonstrates his effort before the formula is put on the table; again, that is good. The salesman shows that he is mobile, so his effort counts. In this case, he does not undermine mother nature. Again, that is good; the salesman is doing well before the formula is put on the table. The salesman goes to houses to sell. He disregards other functions at the houses when he goes to sell. That is good again, because of function at location, the salesman is not responsible for functions at the houses that do not belong to him. In this case, the salesman respects function at location. That is good again, because our parent says we must respect function at location. We respect functions that belong to us, we also respect functions that belong to others. The salesman respect function that belongs to him as well as functions that do not belong to him. In this case, we can see that before the formula is put on the table, Salesman 2 has parts of the operation right.

From the paragraph above, we can see that before the formula is put on the table, Salesman 2 has more parts of the operation right than Salesman 1. Salesman 2 is doing better than Salesman 1. In this case, in terms of learning we can see that Salesman 1 has more to learn than Salesman 2. That makes sense, since Salesman 1 has more parts of the operation wrong. Refer to the model above, we can see in terms of feedback the instructor will go over the wrong parts of the operation with the students. In terms of information, we can see that this is the way mother nature sees it. Mother nature identifies the parts of the operation we have right as well as the parts we have wrong. In terms of given information, mother nature identifies a salesman who is able to go to multiple locations to solve problems and one who does not. Mother nature identifies that a salesman who respects function at location and one who does not. Mother nature

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sees that a salesman who would like the environment to be more stable and the one who does not. All this is considered to be identified information for us and given information for mother nature.

200. **Understanding Problem and Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 88, we have learned and shown that our parent identifies the children who understand the principle a well as the ones who do not understand it. In article basis 156, Manager 2 does the same thing in order to transition the function from negative to positive. In this case, the ones who understand the principle put more loads on their shoulders to help the ones who do not. This process enables Manager 2 and those employees to solve the problem without the need for a bogeyman or a free pass. As we can see here, in order for that to happen, the formula is what is in focus or being protected. In other words, the formula is protected to help the employees execute the function properly. The manager himself/herself or another employee is not being protected, but the formula. In this case, it is important for the employees to do the right thing according to the formula.

To better understand the explanation above, in terms of protecting the formula rather than protecting ourselves physically. Let's look at this example: assume that the formula is a piece of paper. A salesman needs to take the formula with him to sell goods at another location. In order to go to that location, the salesman must cross a river. During the crossing, some part of the water is high and go up to the neck of the salesman. The salesman holds the piece of paper upward with his hand, so it does not get wet. So, when the salesman gets to the other location, he can then user the formula with his goods in

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order to exchange with the locals. What is important here is that the formula is being protected by the salesman so when he gets to the other location, he can then use it to execute his functions.

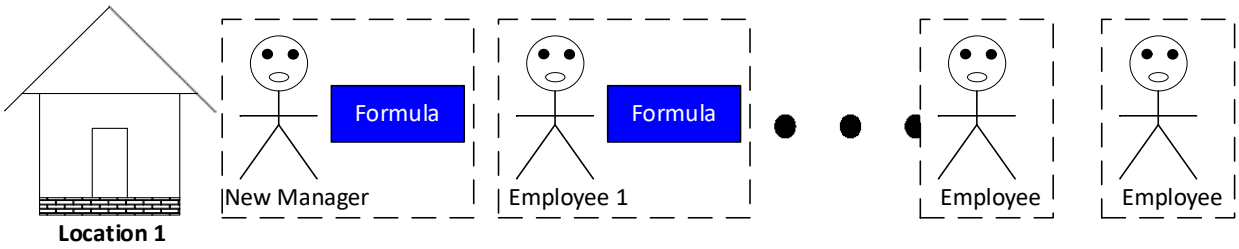
By understanding the explanation above, we can see that protecting the formula itself is viewed as an entity available to us. We can also see that entity is related to the other entities. For example, our effort enables us to protect entities that enable us to solve our problems. Our ability is also enables to protect an entity that enables us to solve a problem. For example, the mechanic has a wrench, where the mechanic can then use it to replace the starter of a car or change the oil. The mechanic protects that wrench, because it helps the mechanic solve the problems. As we can see here, the protection entity is an entity available to the mechanic.

201. **Understanding Problem and Solution Related to Entity Available:** To help solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that the manager protects the formula so it can help him/her transition the function from negative to positive. The salesman protects the formula during a river crossing, so he can use it at his destination in order to exchange with the locals. As we can see here, in all cases, the formula is being protected. To better understand the protection of the formula, let's take a look at the following model.

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From the model above, let's take a look at article basis 156, where the manager identifies the employees who understand the formula and the ones who do not. In this case as shown above, those who understand the project are those with the formula and those who do not are those without the formula. In order to transition the function from red to green, the formula must be protected, or all the employees must understand it. In this case, let's assume that the employees with the formula above are being viewed as a single entity, then that entity is being protected. What is important here, by identifying the employees who understand the formula to help the other employees who do not, the formula is being protected with those employees.

To better understand the explanation above, let's take it like this. The formula is being protected, so it can be used to execute the function positively. The employees with the formula are being protected, so they can help the other employees who do not understand the project, so they can understand it to help transition the function from negative to positive. Now, what do we mean by protected? Employees who understand the formula or the project can meet with the manager either individually or in group, *you show it, you have it*. What is important here, this process does not take free pass nor bogeyman into consideration. Those entities would undermine their efforts. Any of those entities would undermine those who understand and feel no incentive to do so in terms of helping the others or take it to the next level.

Another example related to above, we have a good salesman, where his effort and his ability count. That salesman does not need a free pass or a bogeyman. He can do his job; he can also train other salesmen. If money is being given to other salesmen, that undermines the good salesman, and he is not being protected. In this case, that does

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not help him, as well as the other salesmen and the overall operation. Continue with the same example; that salesman can go to locations and sell. If the salesman has been told not to go to specific locations either by giving him money or not, that also undermine his effort. In this case, he is not being protected. That is not good for him, the other salesmen, as well as the overall operation.

As we can see here, it is good to protect the formula and the ones who understand it, because doing so enable us to transition our functions from negative to positive. What happens when we fail to do so, who is going to help us execute our functions positively. If we are not protecting our good guys—those who understand who will help us solve our problems. For example, from article basis 156, if the manager had disregarded those who understood and acted as a bogeyman or giving free pass, the function would not have transitioned from positive to negative. As well as, from article basis 193, if Salesman 2 had disregarded going house to house to solve problems, he would not have solved many problems or collected many problem signs. As we can see here, it is good for us to protect those who understand the formula in order to help us solve our problems. If we let them down because of free passes and bogeymen, that will not help us solve our problems.

202. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In the list of entities available to us, bogeymen and free passes are not included because they would undermine our efforts and abilities. From article basis 75 we have learned and shown that a free pass cannot be available to us all the time. The reason for that, life is

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not compatible with free passes. Disregard where we are, our effort counts. As well as, since bogeymen are not needed to help us solve our problems and they would undermine our effort, we can see that in life it is not possible to have bogeymen all the time. Similarly to free pass, at some point in time, mother nature says enough is enough, no more bogeymen. At that time, we have to take responsibilities.

To better understand the explanation above, let's take a look at article basis 156. Let's assume that before Manger 2 comes on board or at Time 1, there was a free pass or a bogeyman that enables Function 1 to execute negatively. In other words, the function had not been executed to solve the identified problem. However, the function continues to execute to solve no problem, due to a bogeyman that enables it to exist without solving any problem. As we can see here, it is not natural for the function to exist without solving the problem it exists to solve. At any given time, mother nature says enough is enough. The function must solve the problem it exists to solve. At that time, the bogeyman cannot help, because he is no longer available or nowhere to be found. The bogeyman cannot help transitioning the function from negative to positive or make the function execute so it can solve the underlined problem. As we can see here, the bogeyman cannot be available to us all the time. Once mother nature says enough is enough and we need to execute our functions positively so they can solve the problems they were intended to, bogeymen are no longer available. As we can see here, bogeymen cannot be available to us all the time, because mother nature does not allow that. Bogeymen are not naturel entities. We do not need them to solve our problems. They will undermine our efforts and abilities. They simply enable us to misunderstand the formula, so we cannot solve our problems. That does do any good to us.

203. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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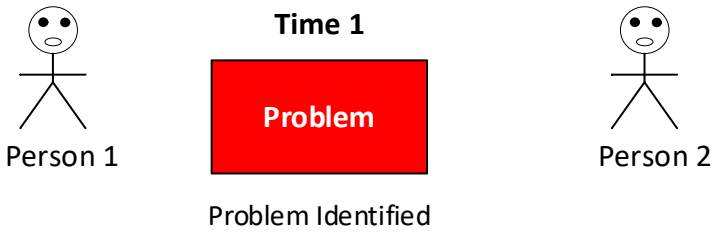
From the equation above, after we identify the problem, we then identify the entity given to us as well as the entities available to us to help us solve the problem. By taking a closer look of articles basis 156, we can see that Manager 2 was able to solve the problem, while Manger 1 was not. In this case, we can see that Manager 2 operates in different modes than Manager 1. By looking at the given equation above, we can see that the entity available does not include the following: free pass, bogeyman, crybabies and so forth, but do it and do it right. According to the equation above, we can see that our parent does not do bogeymen, free passes, crybabies, yes sir and so forth. From article basis 179, we have learned and shown that we can even challenge our parent, so there is no yes sir. Our parent doesn't do yes sir and anybody can be challenged.

204. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

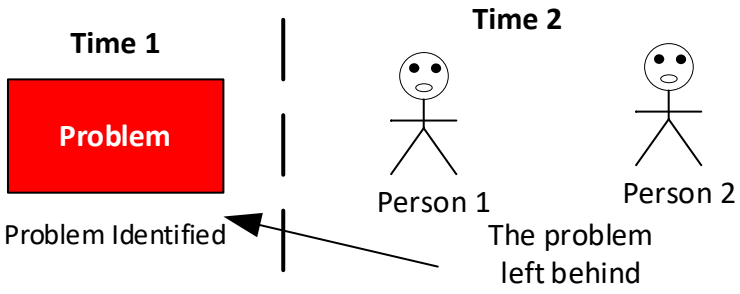
$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entities available to us to help us solve the problem. To solve a problem, we execute a function that enables us to substitute the problem by its solution, which is the result of the equation above. From article basis 115, we have shown that going against each other is not considered an entity available to us to help us solve our problems. By understanding that, we can see when we go after each other, we simply leave the problem behind. In this case, we simply leave the problem behind and go after each other. To better understand that let's take a look at this model

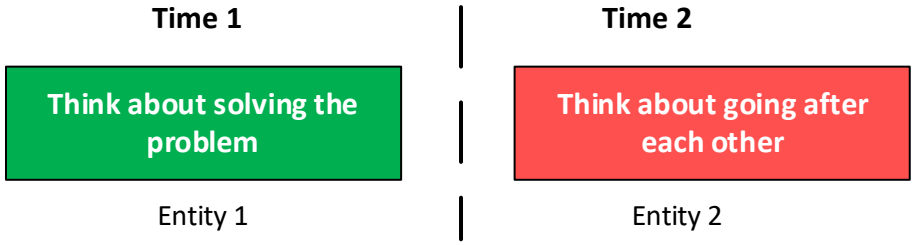
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From the model above, a problem is identified to be solved by Person 1 and Person 2. Here we can take it like this: the problem is identified to be solved by Person 1 and Person 2 or by any of them himself/herself or by any of them in combination with other people or by both of them in combination with other people. Now, rather they work together to solve the problem or tackle the problem, they go after each other. It is always good to show that by this model.



From the model above, we can see that the problem is left behind, where at Time 2 Person 1 and Person 2 go against each other. To better understand that let's take it like this. Consider Time 1 is the time both Person 1 and Person 2 must focus on the problem, where Time 2 is secondary. The focus of Time 2 removes the focus of Time 1. It is always good to look at the way we think at Time 1 and at Time 2 as two separate entities. When we identify a problem, we think about solving it. What we think is considered to be an entity and it is identified at Time 1. Now, at Time 2, going after each other is considered another entity and it is identified at Time 2. It is aways good to show that by this model.



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From the model, we can see that thinking about solving the problem is an entity and it is identified at Time 1. Thinking about going after each other is also an entity and it is identified at Time 2. At Time 2, Entity 1 is left behind. In this case, we can see that the entity that enables us to solve the problem is left behind and it is replaced by another entity. This enables us to leave the problem behind and go after each other. When we do that, we simply leave the problem behind, and it remains unsolved. We should go after the problem instead to solve it.

205. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem then the entity given to us as well as the entities available to us to help us solve the problems. From the list of entities available to us, we know that free passes and bogeymen are not included, but our efforts and abilities. From article basis 193, we have shown that free passes and bogeymen are not helping us solve our problems, they simply undermine our efforts and abilities. From the same article basis, we can see that free passes and bogeymen enable Salesman 1 to go to fewer locations to collect problem signs while Salesman 2 to go to more locations to collect problem signs.

By understanding the paragraph above, we can see not only bogeymen and free passes do not help us, but they also hurt us. This is the way to look at it, from article basis 193, while the bogeyman thinks he is helping Salesman 1, he also hurts Salesman 1 and helps Salesman 2 instead. This is how bogeymen work, they simply undermine the people who think they are helping. From the same article basis, the bogeyman or free pass does not help Salesman 1 collect more problem signs or go to more locations to solve problems but instead helping Salesman 2. To better understand that let's take it like this. Assume

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that Salesman 1 works with a guy who supposes to keep eyes on him. Rather than helping him to become a better salesman, that guy acts as his bogeyman. While that guy's job is supposed to help him, but instead that guy is helping Salesman 2. As we can see here, because that guy acts as a bogeyman for the salesman, that simply undermines the guy he is supposed to help but instead helps the other guy which is Salesman 2.

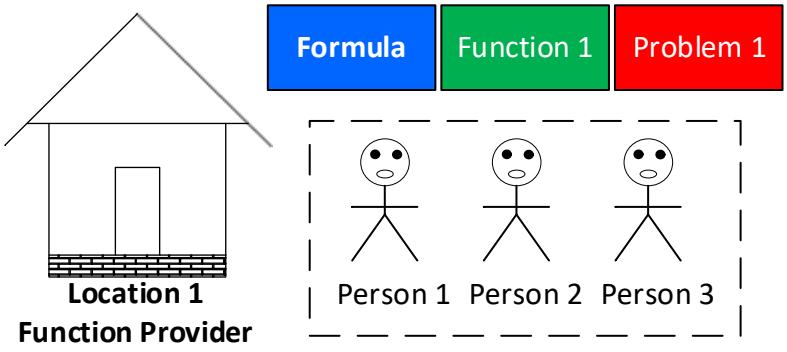
From the paragraph above, we can see that instead of helping Salesman 1, the bogeyman simply helps Salesman 2. The bogeyman undermines Salesman 1's effort and ability, while enable Salesman 2 to go to more locations and collect problem signs. Another thing bogeymen and free passes do is decrease the maturity level of people. As we can see from the example, by going from locations to locations to solve problems, that helps Salesman 1 to become more mature and being responsible. If money is given to Salesman 1 by not going to locations to solve problems, that does not help him in terms of increasing his maturity level as pointed out in article basis 188. In this case, we can see that the bogeyman helps increase the maturity level of Salesman 2 while decreasing the maturity level of Salesman 1. In this case, we can see that the bogeyman does not help Salesman 1 at all. He undermines his effort and ability as well as decreasing his maturity level. At the same time, the maturity level of Salesman 2 increases as well as his effort and ability. As we can see here, when our parent tells us that we don't need a bogeyman, we have to accept that. Our efforts and abilities are two entities that can help us solve our problems. We do not need bogeymen and free passes.

206. **Understanding Problem and Solution and Entity Available Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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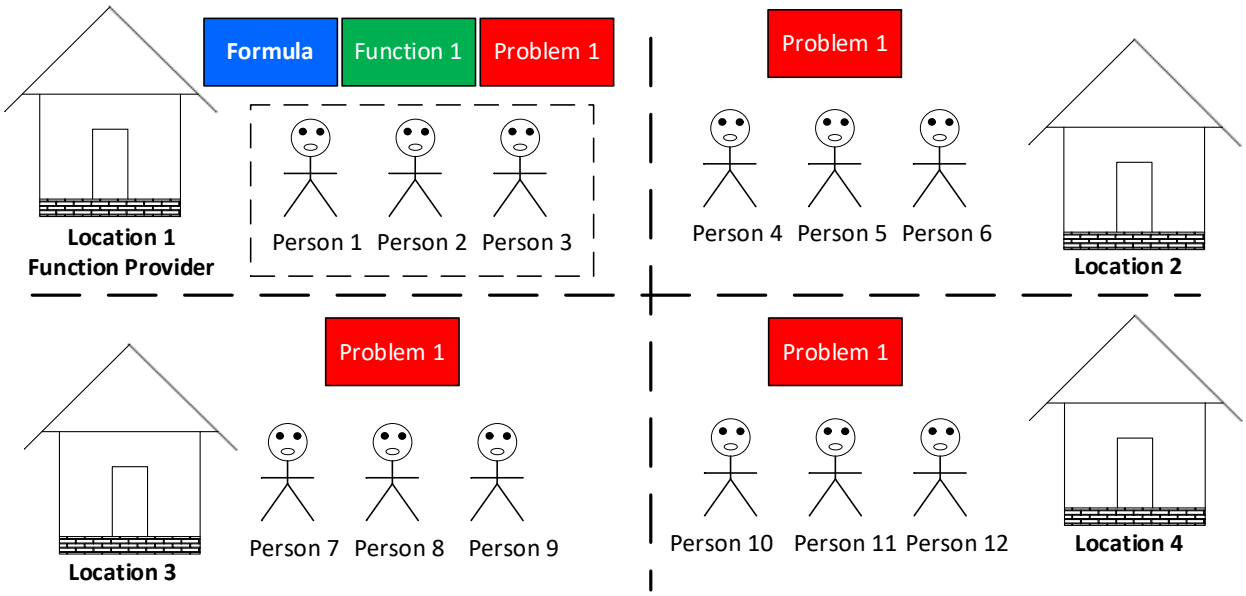
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, a problem is identified at a location where a function is provided at that location to solve that problem. In terms of function at location and functions provided to solve problems, some examples are a Fix Car provided by a mechanic, a Serve Food provided by a restaurant—people who works at that restaurant—a Make Bicycle provided by a bicycle manufacturer—people who work at that plan to make the bicycles. Those are some examples of functions providers. Let's show an example by this model.



From the model above, Location 1 is a location where a product is made like bicycles, motorcycles, cars, vacuum cleaners etc. Location 1 can also be a country or city or state where a manufacturer makes a product. It does not matter the way we say it; it is simply a function provider. The function is provided by the people who use the formula to execute the function to solve the problem. Here, a function provider can be the name of the place, the shop, the manufacturer, the business name, the organization name etc. From the model above, we can see that Function 1 is provided by the people and when it is executed it solves Problem 1.

From the model above, since at Location 1 the function provider provides Function 1 to solve Problem 1, that provider is not limited to location where the function can be executed to solve problems. Suppose that Problem 1 exists at other locations, the provider can also provide Function 1 at other locations to solve Problem 1. To better understand that let's take a look at the following model.

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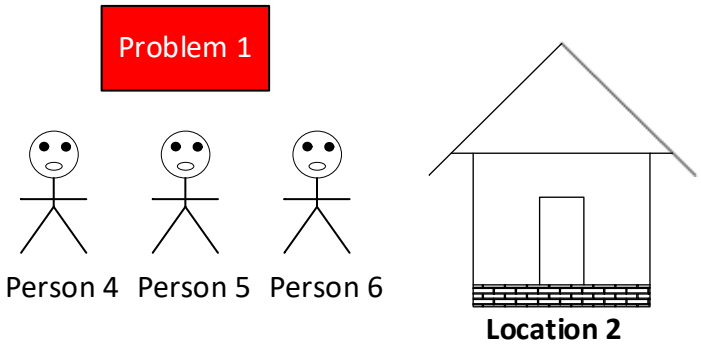
From the model above, at Location 1 the function provider provides a function to solve Problem 1. In this case as shown in the model, Problem 1 exists at Location 1, at Location 2, at Location 3, and at Location 4. Since the problem solved by the function is not limited to location, the function can be executed at other locations to solve the same problems. For example, Function 1 is provided by the function provider to solve a transportation problem. Here, Problem 1 is viewed as a transportation problem. As we can see here, it does not matter where Function 1 is executed, it can solve a transportation problem. For example, if the transportation problem exists at Location 1, Function 1 can be executed to solve it. If the transportation problem exists at Location 2, Function 1 can be executed to solves. As we can see here, the problem solved by the function is not limited to the location the function is executed.

In order for the function to execute at multiple locations to solve the problem it intended to, the formula must be taken into consideration. Remember our parent tells us that, while we are mobile, however the absence of the formula limits our mobility. The way to look at it, since understanding the principle at our location makes it is possible to take it with us to provide functions at another location to solve the identified problems. Considering the function above, at Location 1, a manufacturer makes a product such as a car to solve a transportation problem. Since the transportation problem exists at

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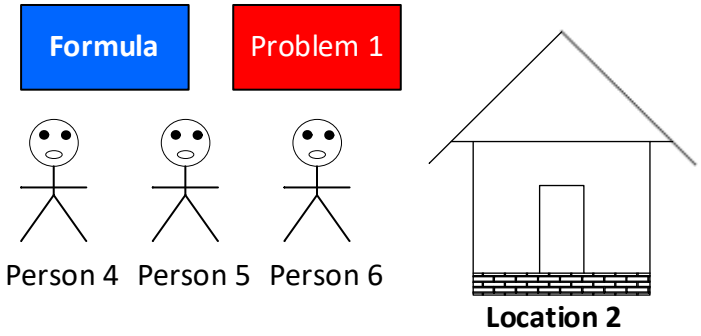
Location 2, the car can also be used at Location 2 to solve the problem. The only thing here, the formula must be taken into consideration when going from location to location. For example, a Salesman from that manufacturer sales cars at Location 1, he can also sale car at Location 2.

Since the salesperson of the manufacturer can sale cars at multiple locations, what happens if someone at Location 1 who is supposed to keep eyes on that salesperson tell him/her not to sell at specific locations as pointed out on case #2 in article basis 187. This is the way to look at it, while the function provided by the provider can solve problems at multiple locations, however that provider is limited to solve problems at multiple locations. In this case, that person limits Function 1. By limiting Function 1 in terms of where it can be executed to solve identified problems, however Problem 1 still exists at other locations. Let's assume the sales person is told no to sell at Location 2, however Problem 1 still exists at Location 2 in the form below.

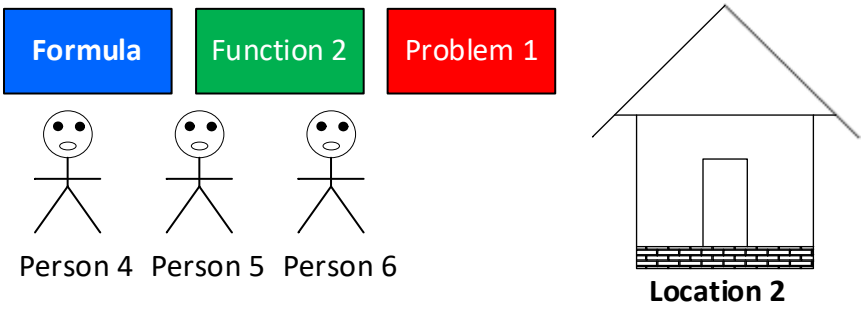


From the model above, while we don't show the formula, it is always good to know that while the Person tells the salesperson not to sell at Location 2 and the salesperson accepts that, however, that person cannot prevent the formula from being used or applied by people at Location 2. It is always good to show that in the form below.

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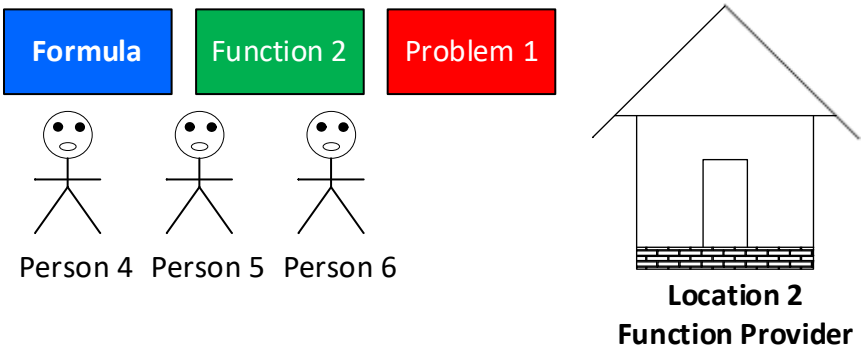


This is the way to look at it, while the transportation problem still exists at Location 2 and the salesperson has been told not to provide a function to solve that problem at Location 2, however people at Location 2 are free to apply the formula to solve that problem. Considering this, formulas are independent entities, nobody can block them or prevent others from seeing them. Formulas are independent entities; nobody can prevent others from applying them to develop a product. Considering formulas like the moon, nobody can prevent someone from seeing the moon or blocking it so specific people cannot see it. In this case, it is possible for people at Location 2 to apply the formula to develop a product to solve that problem. Now, the people at Location 2 have applied the formula to execute a function to solve Problem 1 as shown below.



The model above shows that people at Location 2 have applied the formula to solve the transportation problem they have at Location 2. What is important here, when that happens, they also become a function provider as shown below.

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When that happens, that function provider at Location 2 can provide the same function to solve transportation problems at other locations too. As we can see here, by understanding the formula as well as case number 2 in article basis 187, we can see that the new provider at Location 2 can provide Function 2 to solve transportation problems at more locations than the function provider at Location 1. The reason for that is the bogeyman and free pass. As we can see here, limiting a provider from providing functions to solve problems at multiple locations does not help that provider. It limits the ability and the effort of people who work to provide that function to solve that problem. In this case, we can see that bogeymen and free passes never help but undermine our effort and abilities.

Let's assume that money is given to the provider at Location 1, not to sell to specific at locations. As we can see here, that does not solve the problem. As we can see here, the money given to the provider is not considered as sales as well as it does not allow the provider to solve the problem. For example, a salesman supposes to go to Location 2 to solve a problem or collect a problem sign. Now, money is given to the salesman, he will not go to Location 2 to solve the problem or collect the problem sign. In this case, that limits his effort. About the people who are learning and applying the formula to develop products, that does not help them either. That also limits or retards their understanding of the principle. It would have been better for the learning and understanding to be related to problem solving. What is important here is that while the bogeyman or free pass think he is helping the function provider at Location 1, he simply limits them instead. This is what bogeymen and free passes do, undermining people's efforts, abilities, and

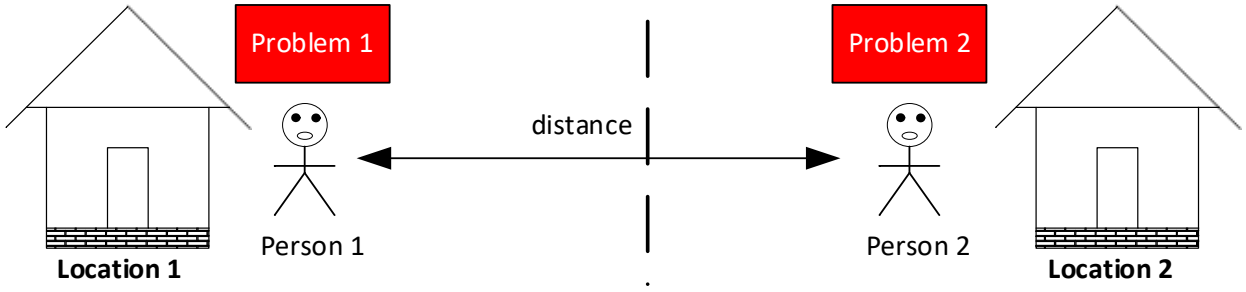
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responsibilities. It would have been possible to serve 40 million people, while a bogeyman makes it possible to serve only 4 million while most of them are served with scratched hands, an open eye, or under the table. For example, a bogeyman may repeat a negative sentence like if you don't buy from my guys, I will do that. In this case, buying from his guys is not considered to be a sale as indicated in article basis 193.

207. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem that we need to solve, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, we think about the problem we are solving. We go after it and solve it. We don't think going after another person, because that person is not the problem we are solving. To better understand that let's take a look at this model.



From the model above, as we can see, Person 1 at Location 1 has Problem 1 to solve. At Location 2, Person 2 has Problem 2 to solve. In this case, Person 1 focuses on Problem 1 and goes after Problem 1 to solve it. Both Person 1 and Person 2 cannot go after each other to solve the problems. That simply removes their focus on the problems. To solve Problem 1, if Person 1 goes after Person 2, that removes the focus of Person 1 on Problem 1 and that does not enable Person 1 to solve Problem 1. That happens for Person 2 as well.

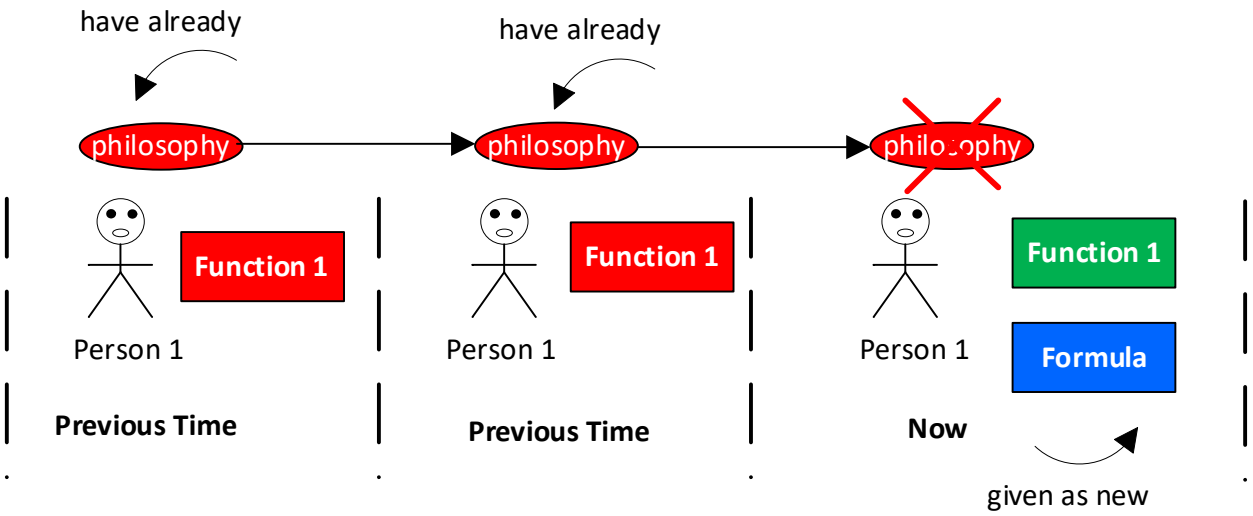
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Now, Person 1 goes after Person 2 and disregards Problem 1 by not focusing on Problem 1 to solve it at Location 1; if Person 2 disregards Person 1 and does his/her job, Person 2 would outperform Person 1. The reason for that is because Person 1 is not focusing about solving the problem he/she is supposed to solve but goes after Person 2. As we can see here, we don't go after people to solve problems, but we go after problems to solve them. As long as Person 2 focuses on solving his/her problem, he/she will do better than Person 1. All Person 2 has to do is focusing on solving problems at his/her location.

208. **Understanding Problem and Solution Related to Entity available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. By looking at the inheritance chart below, we can see that the negative idea inherited is the entity we have already, while the formula is the entity given. In terms of solving problems, we can see that the entity we have already does not help us, but the new entity that is given to us is what helping us solve the problem.



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From the model above, we can see that philosophy is what we have already, and Function 1 is already executed negatively. At time now, the formula is given to us, it is new, and it enables Function 1 to execute positively. The same model above applied to article basis 156, where Manager 2 used the formula which is given as new. In this case, Manager 2 did not continue with the same negative ideas as before, which enabled Function 1 to execute negatively. By understanding that, we can see we don't continue with what we have already that enables our functions to execute negatively, but use what is given to us to enable our functions to execute positively. This table is provided with more explanation.

Philosophy	Formula
Have already	Don't have already
Don't help solve the problem	Help solve the problem
Old	New
Manager 1 → Mode 1	Manager 2 → Mode 2

From the table above, as we can see Mode 1 was there already, but did not help us solve the problem. While Mode 2 is new or given to help us solve the problem. Disregarding Model 1 and applying Mode 2 helped solve the problem. We disregard what we have already that did not help us solve the problem, but we use what is given to us to help us solve the problem.

209. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

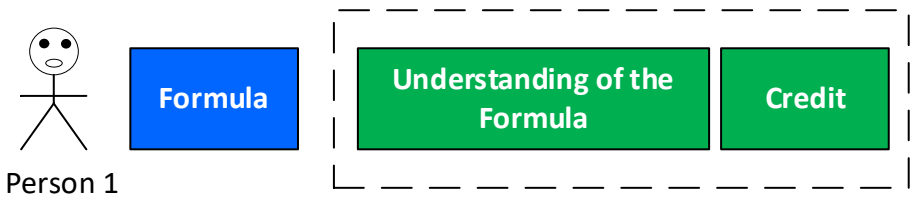
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 88, we have shown that our parent identifies the children who understand

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the principle and those who do not. In article 156, Manager 2 also identifies the employees who understand the principle and those who do not. As we can see here, our parent does not mistakenly identify the children who understand the principles. Manager 2 also follow the same thing our parent does by not mistakenly identified the employees who understand the principle. By understanding that, we can see here there is no bogeymen or free pass.

By understanding the paragraph above, not only the children who understand the principle are not mistakenly identified by our parent, they are also identified by themselves individually. In other words, the children who understand the principle know that they understand it. In this case, they are not mistakenly identified themselves. As well as in the case of Manger 2, the employees who understand the project are not mistakenly identified, they also understand that or identify themselves. In this case, we can see that the overall process is natural. The understanding of the formula by a person is identified by mother nature as well as by that person. In this case, if we have to use the word credit—which is not necessarily—credit is given to that person. In other words, let's consider credit as a natural entity that is attached or related to the understanding of the formula by that person, that entity automatically belongs to the person. To better understand that let's take a look of this model.



From the model above, the understanding of the formula is separate from the formula itself and from the person. The credit entity it is viewed as a natural entity that is attached to the understanding entity. Here, we do not show the attached simply to show it as separate entity, but it is attached to the understanding entity. In this case, when a person understands the formula, credit is being given to that person automatically. The overall process is natural.

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From the model above, related to article basis 88 and 156, we can see that credit is given to the children who understand the principle, as well as the employees who understand the project. What is important here is that in a free pass or bogeymen approach, credit is not given where it is due. In a free pass or bogeymen structure—not a good usage of the word structure here—credit is not given to those who earned it. As we can see from the model above, naturally credit is given to those who understand the formula. Since bogeymen and free passes undermine efforts and abilities, a person who understands the principle may feel undermined in terms of credit. For example, employees who are doing a good job understand that, and credit is given to them automatically. Same as in the case of Manager 1 and Manager 2, where Manager 2 is not mistakenly identified for Manager 1 and credit is given to Manager 2. Both Manager 2 and the employees know their efforts and abilities. In a free pass or bogeymen approach, efforts and abilities are undermined where they are not important and mistakenly identified. For example, the understanding of the formula by Manager 2 is self-identified, so do the understandings of the formula by the other employees individually are self-identified by those employees. Since their efforts and abilities are self-identified, their efforts and abilities cannot be mistakenly identified for others.

210. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. The equation above enables us to solve our problems, and it does not take need a bogeyman. From article basis 202, we have shown that a bogeyman can only undermine our efforts and abilities but cannot help us solve problems. Whenever we have a problem to solve,

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the bogeyman is nowhere to be found, and he cannot help us. For example, a mechanic does not need a bogeyman to fix a car, so does a salesman do not need a bogeyman to go from location to location to make a sale.

From article basis 172, the model shows that the formula is on top of everybody. As we can see here, a bogeyman is not what is on top, but the formula. As well as, the formula can help us solve our problems, not the bogeyman. As we can see here, we cannot put the bogeyman in front of mother nature as well as put the bogeyman above mother nature. Bogeymen are not useful to us to help us solve our problems. When we have problems to solve, they are useless to us and they are hiding. However, the formula can help us solve our problems. So, the formula on top, bogeymen down.

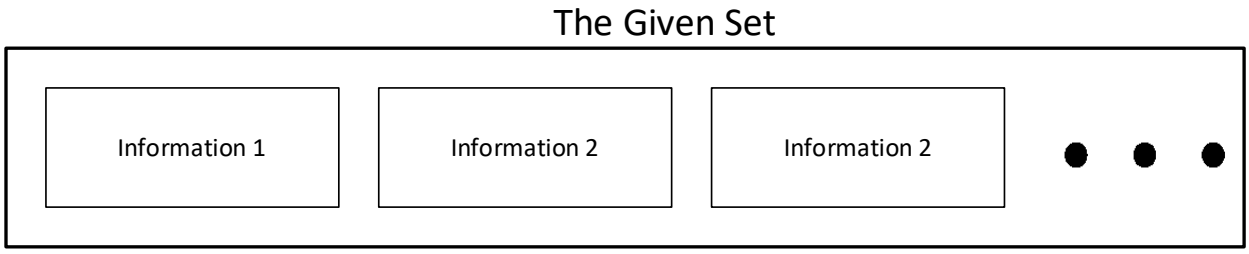
211. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 151, we have identified 3 entities, where among the 3 entities, 2 of them are given to us: The Given Solution and The Given Set. Now, in terms of the entities given to us, let's identify one of the two entities: The Given Set.

Now, now that The Given Set is given to us, what other information can we identify with The Given Set. As pointed out above, the information about an entity is given with that entity. In this case, if we identify an entity, it may be possible for us to identify information given with that entity. If we identify The Given Set, it may be possible for us to identify information accompanies The Given Set. In this case, such information can be viewed as information given with The Given Set.

Related to the paragraph above, how can we identify information given with The Given Set. Related to the paragraph above, how can we identify information that accompanies The Given Set entity given to us. If we can identify such information, it is possible us to

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say that The Given Set Include Information 1, Information 2, Information 3 as shown below.



Now, The Given Set is given to us as shown above, how can we identify information that is accompanied that entity. The Given Set is given to us, now we can ask questions to identify information accompanied that set. For example, assume that we have the set in our hand, then we can ask questions: Can I lift it? The answer is yes. Can I put it on my head? The answer is yes. Can I lift it and put it on my shoulder? The answer is yes. Can I carry it from one location to another location? The answer is yes. In this case, we can see that carryable is an information given with The Given Set entity.

Now, let's continue identify other entity that comes with The Given Set entity. For example, we can ask questions about the usage of that entity. Can I use it? Am I limited to use it? The answer to those questions enables us to identify information given with the set. As we can see here, we can identify information given by mother nature by inspection. We can also ask question that is naturally answered. In this case, we can say that such question is answered by mother nature. For example, mom you give it to me, what can I used it for? Son, you decide. As we can see here, the decision to use the given entity is not from mother nature, but from us.

212. By understanding the article basis above, we can see that anything given to us by mother nature, requires our effort. Everything given to us by mother nature requires effort from us. For example, as pointed out above, The Given Set is given to us, effort is required from us in order to use it and understand it. That is well related to the given equation. We

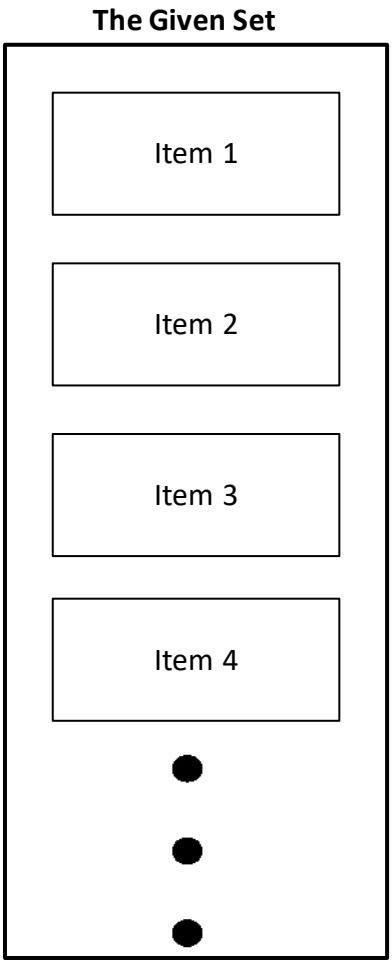
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can see both are natural. The given equation requires effort from us to solve identified problems, so do entities give to us by mother nature also require effort from us.

To better understand the paragraph above, let's take a look at the following example. Assume that mother nature hands us an item. Then the following efforts can be identified: walk to get it; be at the location it is given; be on time or be at the location it is given on time. As we can see here, the overall process is not viewed as a free pass, because it requires efforts from us. We do not take that for granted. It is not like mom says: son I need to give you this and mom has to walk to the son to give it to him. The son needs to walk to mom to get it. That requires effort from the son. The effort by the son is not identified as mom's effort.

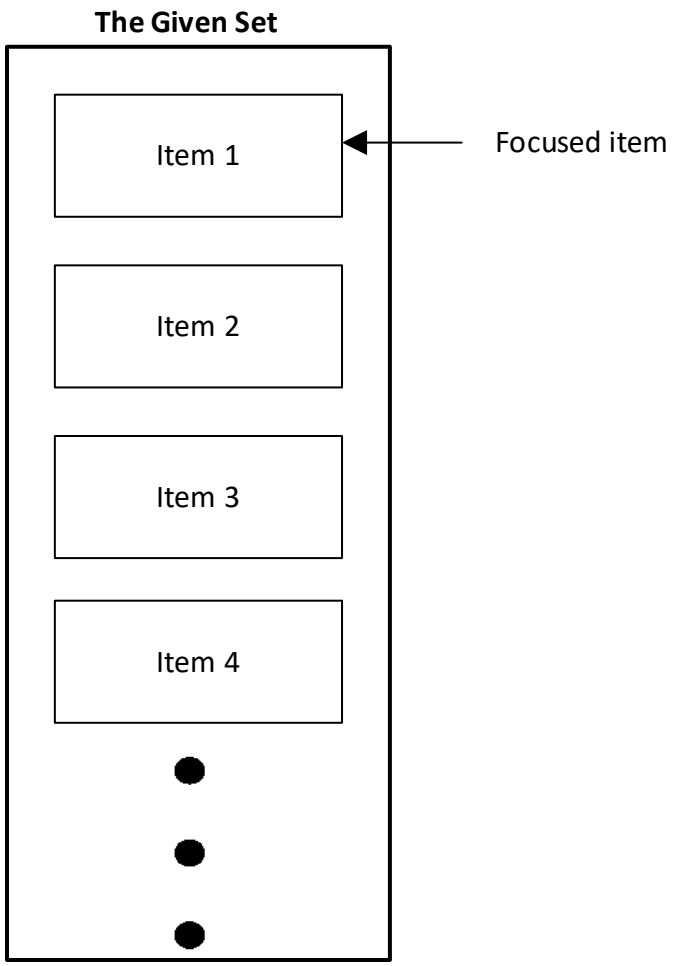
213. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Anything given to us by mother nature requires our effort. In terms of identifying given information, let's take The Given Set as an example as shown below.

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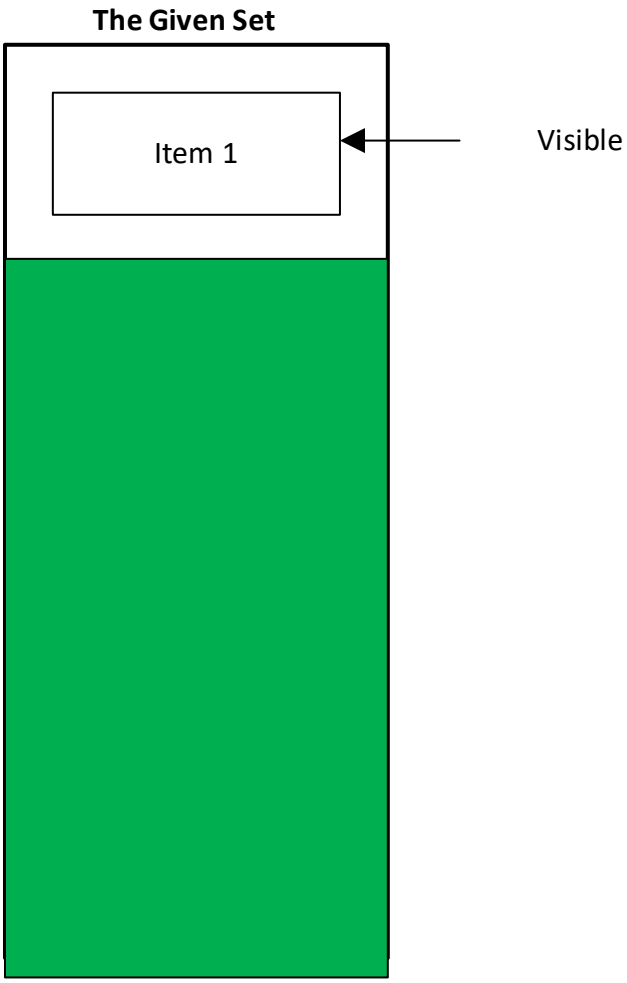
From above, The Given Set is given to us with items. What is important here, while the total of items in the set is fix, however we focus on the first item. The first item we hear or the first item we identify on top, is the one we focus on. In this case, we look at it in the form like this.

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From above, we can see that the first item in the list is the focused item. Because the first item is the focused item, we can think of the first item as the item that we see or the item that we hear. In this case, in terms of our understanding or trying to understand the set. We approach it like this, which is shown by the model below.

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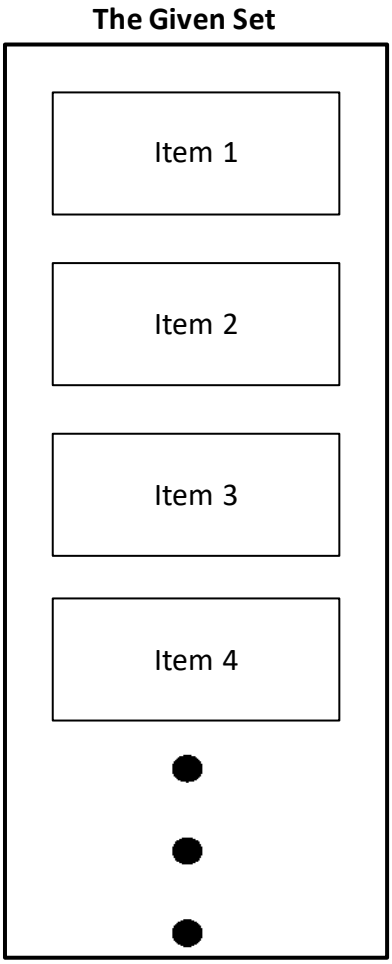
from above, we can see that the first item that is visible to us, so we regard the first item. What is important here is that, never takes list for granted. For example, if items are given to us in a list, we always try to focus on the first item before going to the next. Let's consider a list as a paragraph that has multiple sentences. So, we try to understand the first sentence before going to the next sentence. By taking the first item in a list for granted, it is possible to take the whole list or the other items for granted. So, in the list, it is always good to pay attention to the order of the items in the list.

214. **Understanding Information Related to Mother Nature**: Information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In order to count entities, the entities themselves must be identified. It is not possible for us to count entities that are not identified. For example, if Somone asks me,

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look at in the living room and tell me how many chairs are there. First, I must be able to identify the chairs before I can count them and give the number to that person. If I am not able to identify them, I will not be able to count them and say that quantity to that person.

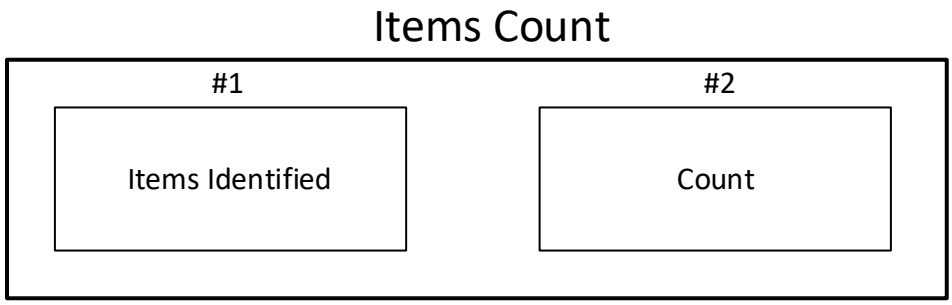
To better understand the explanation above, let's take it like this. The Given Set is given to us with a fixed number of items. For example, as shown below we have a fixed number of items in The Given Set.



What is important here is that in order to count the number of items from the set, the items themselves must first be identified. It is not possible to count the elements in the set without first identifying the items in the set. Once the items in the set are identified, then it is possible for us to count the items. For example, let's take it like this. Our eyes

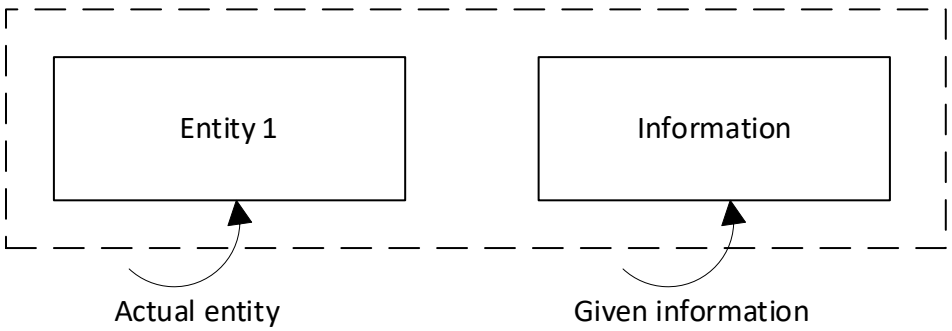
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enable us to identify items based on the items identified, then the items themselves can be counted. In this case, we can see that the identification of items comes first, while items count come second as shown by the model below.



From the model above, we can see that the item identification entity comes first, while the item count entity comes second. For example, the entity identification comes before the entity count. Entities must be first identified before they are counted. If entities are not identified, then they cannot be counted. If we are not able to identify entities, we will not be able to count them. This is the way mother nature works. We must identify entities before we count them. The overall process is viewed as given information.

215. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Given information about an entity is not automatically identified by us, but effort from us can be used to identify that information. To better understand the explanation, let's take a look at this model.

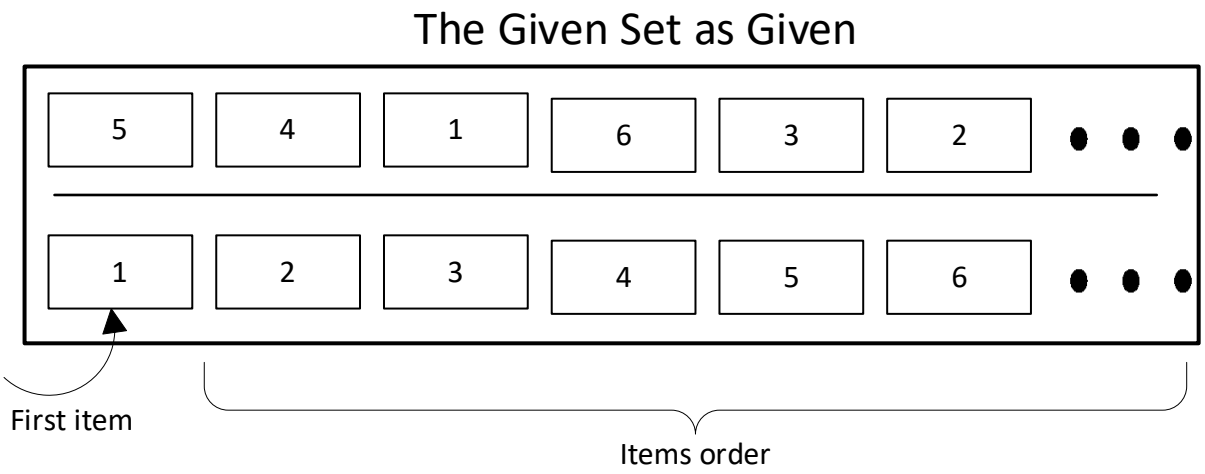


From the model above, the entity is given with its information. The entity to the left is the actual entity, where the one to the right is the information given with that entity. The given

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information is natural to that entity. What is important to us is that in order to identify that information, effort is required from us.

Now, let's take a look at the article basis above, where The Given Set is given to us with a fixed number of elements. Now, we need to identify the first item in the set as well as the order of the items in the set. Two things we need to understand here: the first item in the set is natural to the set. The order of the items in the set is also natural to the set. In this case, while the set is given to us, effort may be required from us in order to identity the first item in the set. While the set is given to us, effort is required from us to identify the order of the items in the set. Let's assume that the set is given to us in both oral and written forms, effort is still required from us to identify the first item in the set as well as the order of the item. By understanding that, we can see the first item hear or read in the set may not necessarily be the first item in the set. As well as, while the quantity of the items is given to be a fixed number, the items may not be given orderly. In this case, effort may be required from us to identify the order of the items. To better understand the explanation, let's take a look at this model.



The model above shows the set as given. In other words, this model shows the set as it is given to us. We use a line to separate the first row and the second row. The second row is considered as given information where the first element is identified as well as the order of the elements in the set. Now, what happens here is that the first row maybe the

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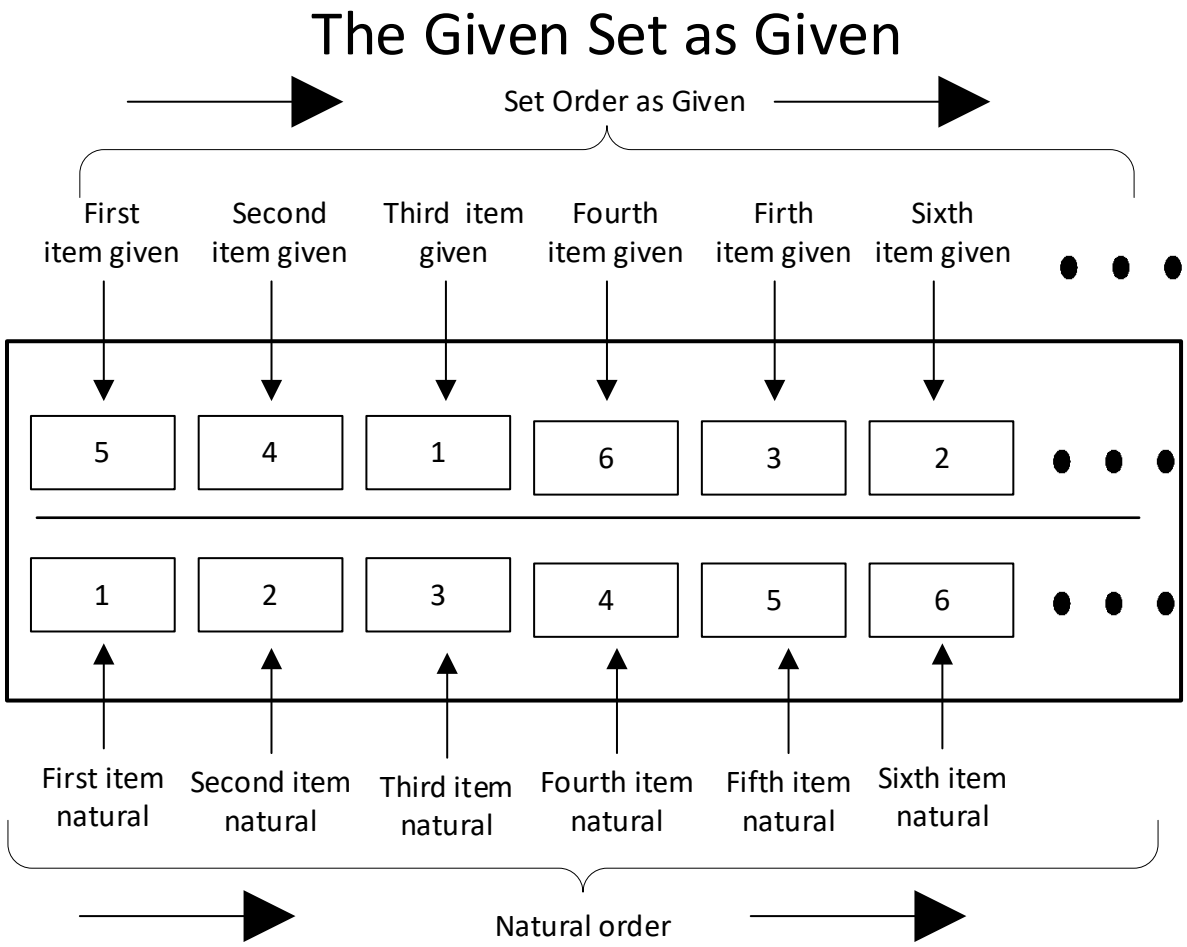
form the set is given. In this case, the first element hears or sees may not necessarily be the first element in the set. In this case, effort is required from us in order to identify the first element in the set. As well as, while the set is given with a fixed number of elements from one to the end, that may not be the order of the items. In this case, effort is required from us again in order to identify the order of the items in the set. In the second row, the first item is given information and naturally identified while the order of the set is given information or naturally identified. As we can see here, anything given to us by mother nature requires our effort. The Given Set given to us requires our effort to identify the first item in the set as well as the order of the set. Those two entities are considered to be given information. They are natural to the set where our effort is required to identify such given information.

To better understand the explanation above, let's repeat it again. The first item in the set is naturally identified. The items in the set are naturally ordered. Because the items in the set are naturally ordered and the first item in the set is naturally identified, the first item in the set is not necessarily the first item is heard or visible when it is given and it may not be. The first item in the set may be related to the understanding of that item as well as other items. If that item is naturally identified and related to the understanding, then that item can be viewed as the first item in the set. The first item in the set may be related to the other items in order to help understanding of the other items. By looking at the set or hear it, the first item is heard or visible by the eyes may not viewed as the first item, because everything given to us by mother nature requires effort from us. Effort may be needed from us to identity the first item in the set. Effort may also be needed from us to identify the order of the items in the set. Overall, the first item in the set is naturally identified and the order of the items in the set is natural.

Let's take another look in order to better understand the above explanation. The first item given, is not necessarily the first item in the set. The order the items are given is not necessarily the order of the items in the set. Because the set is natural, the first item in

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the set is natural as well as the order of the items in the set is natural. To better understand what we have just said, let's take a look of this model.

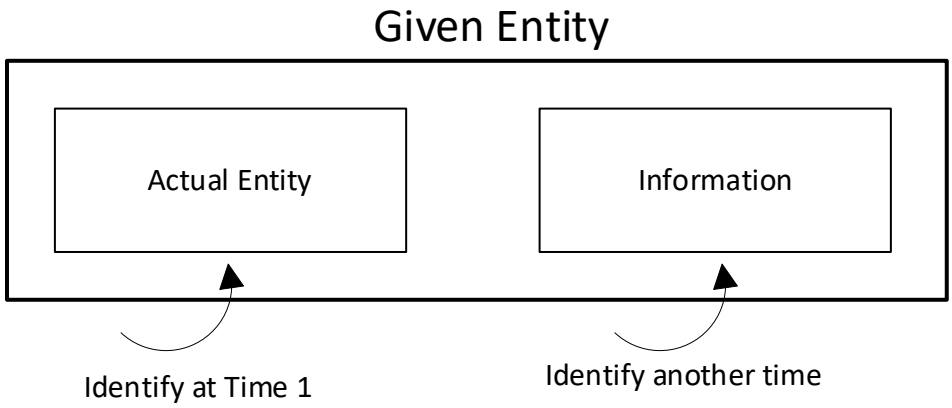


As shown from the model above, the items on top are considered to be the way the items are given where the items at the bottom are considered to be the way the items are naturally identified in the set as well as their natural order. To better understand this let's take it like this. Items are given to us, where we need to arrange them and order them. As we can see here, our effort enables us to arrange the given items as well as order them. By doing so, we need to identify the first item, then the second, then the third and so forth. Once we do that, we arrange the items in their natural form. One question we can ask, if the set is given to us where the items are given in their natural order as the set is given, what would be our effort to work with the set? As we can see here, since everything given to us by mother nature requires effort from us, giving the set to us as it is given where the

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items are arranged in their natural form would contradict mother nature's effort from us. For this reason, to help us with our effort and maturity, it is wise for mother nature not to give us the set as it is given where the items are given in their natural form, rather enable us to work to identify the natural form of the items as well as the order of the items. Doing so helps us a lot and enables us to work with the set as well as help us with our learning, our understanding, and our maturity level.

216. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. While an entity is given to us at a time, however, the information about that entity may not be identified by us at the same time. In other words, we may identify an entity at a time, where at a later time we identify information about that entity. To better understand that let's take a look at this model.



From the model above, an entity is given at Time 1. In this case, at Time 1, when we identify that entity, we may not identify information about that entity at the same time. In this case, at a later time, we may identify information about that entity. At the time the entity is given to us at Time 1, we may have little information about that entity, where later we can identify more information about that entity.

Related to the article basis above, at the time The Given Set is given to us, it may not be at the same time we identify all information about that set. Since everything given to us

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by mother nature requires effort from us, it is not natural for us to accumulate all of our efforts at the same time. So related to time, we accumulate efforts. This allows us to put in more effort as we are working to solve a problem. Another way to look at it is related to the understanding of an entity. The understanding of an entity is not instantaneous. Related to time, we increase our understanding about an entity. That is viewed as effort we accumulate related to time.

From the article basis above, we have two problems to solve: identify the first item in the set as well as identify the order of the items in the set. By understanding the last two paragraphs above, we can see that it is not possible to identify all the elements in the set at once or at the same time. An item in the set may be identified at first, where later another item in the set may be identified. To better understand that let's take a look of this example. While I was working at the trail, I usually passed under a bridge. One day, there was a construction nearby where I changed the route and passed near a river. As I walked in that route, I identify one item in the set. Six months later, I was going to another city to visit my mother. In the road, I had a car problem where I pulled over the shoulder and waited for help. While I was sitting under a tree waiting, I identify another element in the set.

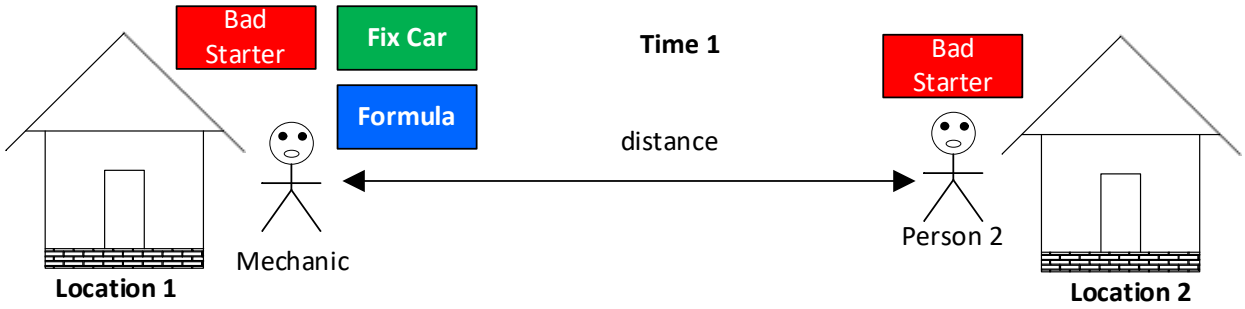
By understanding the paragraph above, we can see that all elements in the set are not identified at the same time. Elements in the set require effort to be identified. As we can see here, personal effort is needed in order to identify elements in the set. From above, we can see that elements in the set are identified naturally. It is not possible to speed up that process. In other words, since effort is required from us to identify elements in the set and identifying those elements are natural. It is not possible for us to speed up that process to make it go faster. Once we identify elements in the set, we need to understand the elements in order to order them. In this case, we can see that by identifying elements in the set and understanding the relationship of one element with mother element, it is possible to order the elements in the set.

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217. **Understanding Problem and Solution Related to Entity Available and Function at Location:** To solve our problems, the following equation was given to us by our parent.

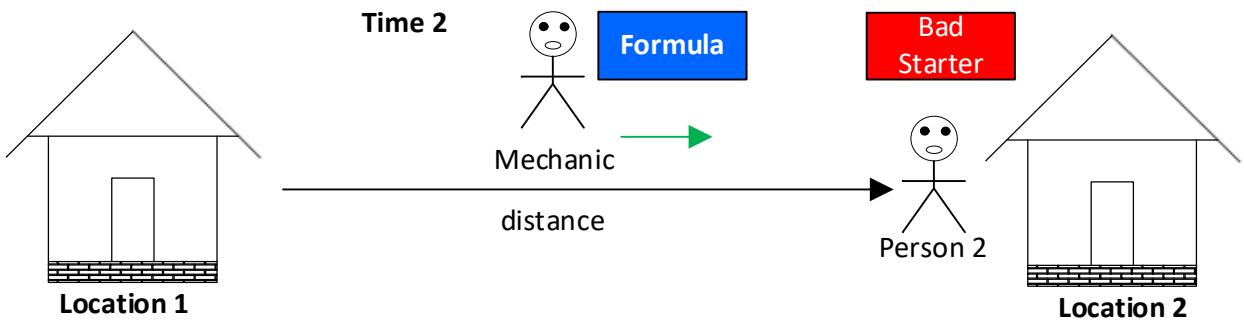
$$Available + Given = Solution$$

From the equation above, we first identify the problem, then the entity given to us as well as the entity available to us to help us solve the problem. In order to solve a problem using the equation above, one entity that is available to us is our effort. Our parent tells us that while we are mobile, we need the pass when we go from location to location. In this case, we can see that disregard the location we are identified, our efforts count. For example, my effort counts at this location where I can use the formula to solve a problem, my effort also counts at another location where I can use the formula to solve a problem too. To better understand that let's take a look of this model.

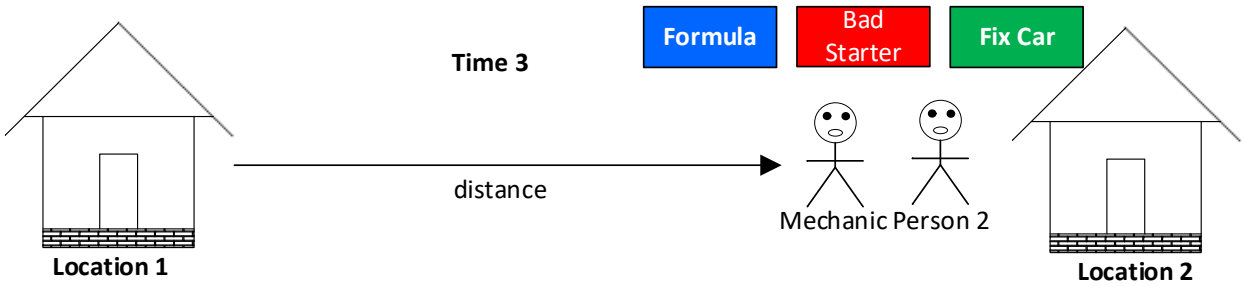


From the model above, at Location 1, the mechanic uses the formula to fix a bad starter problem. To do so, the mechanic applies the formula which includes his effort and his ability. The mobility of the mechanic enables the mechanic to go from Location 1 to Location 2. Let's show that at Time 2.

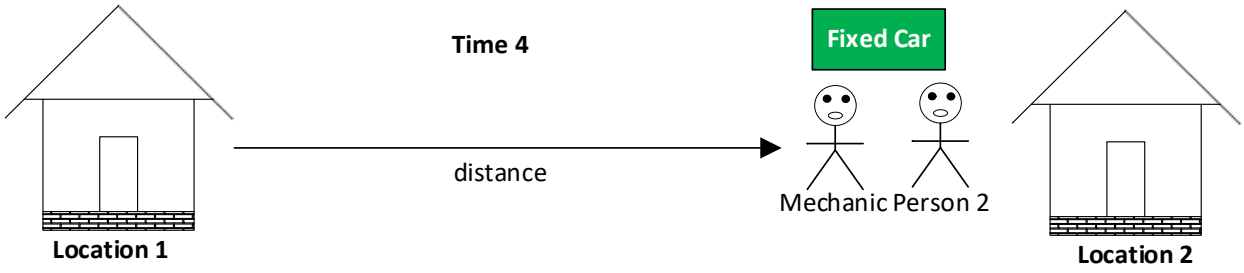
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From the model above, the formula is viewed as a pass where the mechanic takes the formula with him while going from Location 1 to Location 2. At Location 2, the mechanic can then use the formula to solve a problem at the location. Let's show that by this model.



From the model above, we can see that at Time 3 at Location 2, the mechanic still applies the formula to solve a problem at that location. In this case, we can see that the effort and ability of the mechanic count at Location 1 so do at Location 2. Disregarding the location where the mechanic is, his effort and his ability always count in relationship with the given equation. Now, let's show the result.



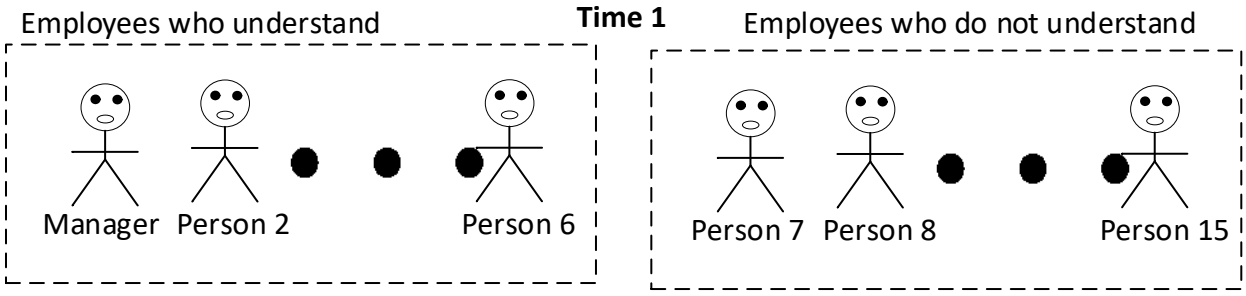
The model above shows that the usage of the equation at Location 2 enables the mechanic to solve a problem at that location. The resulting solution is based on his effort and ability with the application of the formula.

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218. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

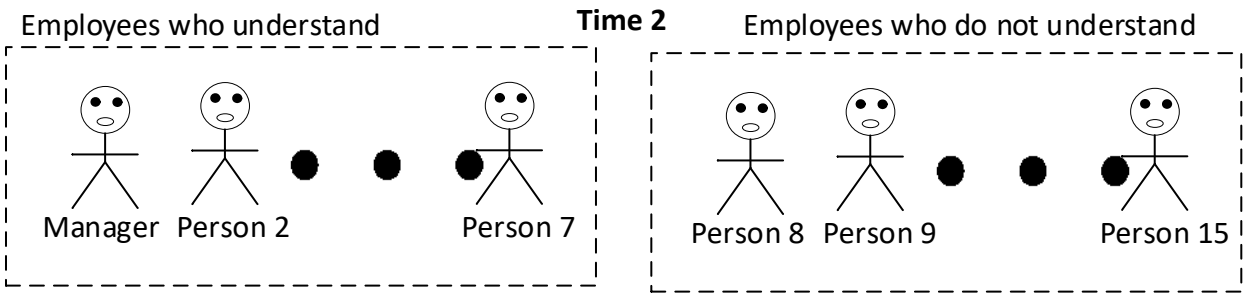
$$Available + Given = Solution$$

From the equation above, after identifying the problem we are solving, we then identify the entity given to solve the problem as well as the entity available to us. From article basis 191, we have learned and shown that bogeymen and free passes are not considered entities available to us to help us solve our problems. In article basis 156, the new manager did the same as our parent did in article basis 88 to identify the employees who understand the project and those who do not understand. Related to time, the ones who understand help the employees who do not, until all the employees understand the project so, the resulted function executes positively. As we can see here, the result of that operation is not based on free pass or bogeymen. To better understand the explanation, let's take a look at this model.

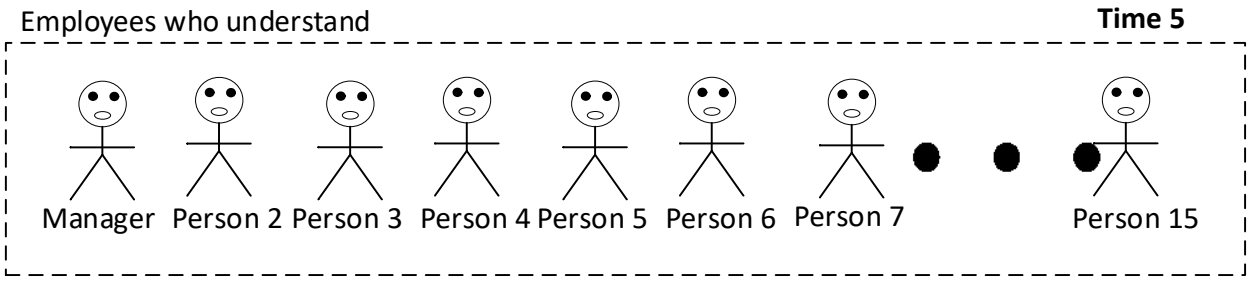


From the model above, at Time 1, the new manager identifies the employees who understand the project and those who do not. Related to time, the number of employees who understand the project increases as shown below.

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From the model above, we can see that the number of employees who understand the project increases related to time. In this case, the process is not instantaneous. At some point later, all employees who did not understand the project, now understand the project. Let's show that by this model.



From the model above, as we can see at Time 5, all employees understand the project, so the project is executed positively. What is important here is that this type of work cannot be done by free passes or bogeymen. Bogeymen and free passes will undermine our understanding. Bogeymen and free passes cannot make a bad salesman becomes a good salesman. Bogeymen and free passes cannot make a bad manager becomes a good manager. Bogeymen and free passes cannot make a bad mechanic becomes a good mechanic. Bogeymen and free passes can only undermine our understanding but cannot increase it. Rather than improving our understanding, bogeymen and free passes can decrease it instead. Bogeymen and free passes do things the opposite way instead. For example, with bogeymen and free passes, a bad salesmen can become worse; a bad manager can become worse; and a bad mechanic can become worse. Bogeymen and free passes can only undermine our efforts and abilities but cannot elevate the level of pir understanding.

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219. **Understanding Problem and Solution Related to Entity Available in Relationship with Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve our problem. From the article basis above, as well as article bases 88 and 156, we can see that when we have a problem to solve and we don't understand what we are doing, other people can help us so the function can be executed positively. What is important here is that the process of helping each other does not allow one person to assume the function of another person. The process of helping each other does not allow one to take another person's job. That does not solve the problem, and it is not naturally possible. To better understand what we have just said, let's take a look at this model as well as the article basis above.



From the model above, we can see that Person 1 has a problem to solve, which is Problem 1, where Person 1 can apply the formula to execute Function 1 to solve Problem 1. Person 2 also has a problem to solve but does not understand the formula. The negative idea applied by Person 2 does not enable Person 2 to execute Function 2 to solve Problem 2. To solve this problem, Person 2 needs to understand the formula to execute Function 2 to solve Problem 2. Form the model, we can see that Function 1 belongs to Peron 1 while Function 2 belongs to Person 2. Function 2 does not belong to Person 1 and Function 1 does not belong to Person 2.

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From the model above, we can see that the problem that needs to be solved is that Person 2 needs to understand the formula so he/she can execute his/her function positively. As we can see here, it does not matter what location Person 1 and Person 2 are at, Function 1 belongs to Person 1 and Function 2 belongs to Person 2. Nobody can take their functions from them. Person 1 cannot take Function 2 from Person 2, or any other person cannot take or assume Function 2 for Person 2. That does not solve the problem. Even mother nature cannot—will not—take Function 2 from Person 2. The way to look at it, the functions that we execute are our functions. Mother nature cannot take our functions from us. If we do not understand, we need to learn how to do it and do it right.

To better understand the explanation and the model above, let's take a look at this example. Consider the function of a person is the wallet of that person. Assume that a function belongs to a person, but that person does not know that. It is like that person lost a wallet, but that person is not aware of that. If another person finds the wallet, that person can return it to that person and say that; this is your wallet. This is the way the function of a person works. A person may not be aware of his/her function, but I cannot take it from that person. I can only alert that person, this function is yours, you need to be aware of it. So, the person who drops the wallet is not aware of that, another person who finds it tells that person this is your wallet. This is the way function of a person works. Since the function belongs to that person, even without knowing that, another person can tell that person *this is your function*.

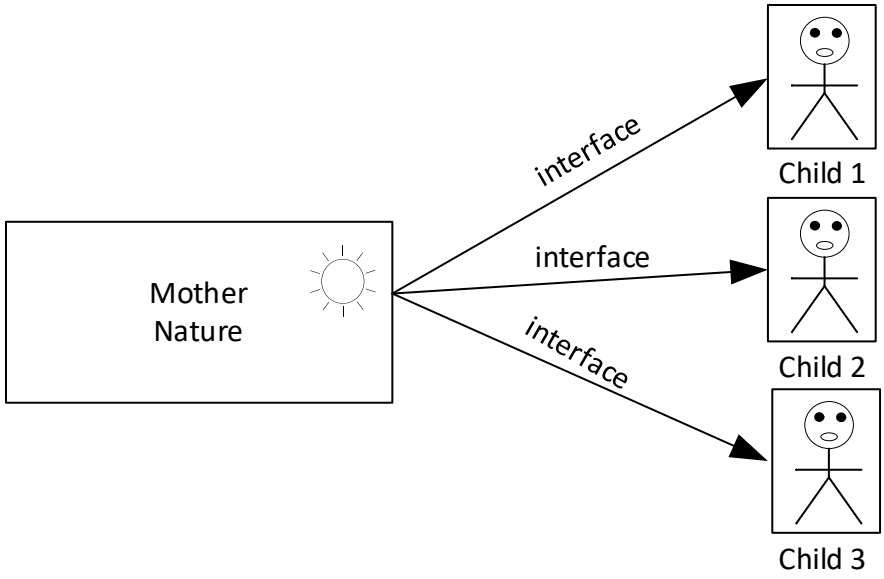
Let's give another example, to better understand the above explanation. Refer to article basis 88, our parent tells the children clean the dishes, two of them do it while the others do not clen the dishes. In this case, the children need to clean the dishes, not our parent. Our parent cannot take the job from the children. Once you know how to do your job, it is your job. If you don't know how to do it, you learn how to do it until you do it well. It is your job; our parent does not want our job. Your manager cannot take your job from you

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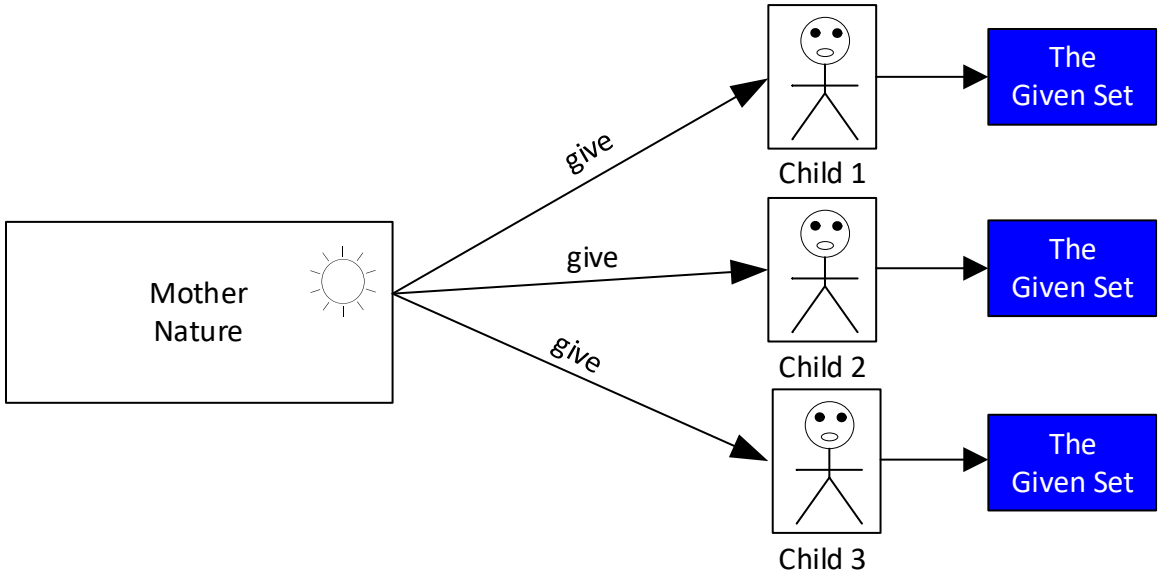
either but can help you to do your job. It does not matter what location you are in, your job is your job. A person at your location cannot take it from you, so does a person from another location. If you don't know how to do it, you learn how to do it until you do it right. The given equation above does not allow that.

220. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Everything given to us by mother nature requires our efforts. Since the effort of a person is not equal to the effort of another person, everything given to us by mother nature, requires my effort and your effort. For example, The Given Set given to us by mother nature requires your effort as well as my effort. The Given Set given to us by mother nature requires my effort to understand and identify, as well as your effort, your friend's effort, my friend's effort and so forth. From article basis 215, we have learned and shown that the identification of elements in the set takes time as well as the understanding of the elements in the set. In relationship to what we have just said, in terms of effort, we can see that The Given Set given to us by mother nature is like mom gives it to me, I need to identify it myself. Mom gives it to me; mom does not identify it for me. It is not like mom gives it to me and my friend identifies it for me. It is not like mom gives it to me for my friend but individually identified. To better understand what we have just said, let's take a look at this model.

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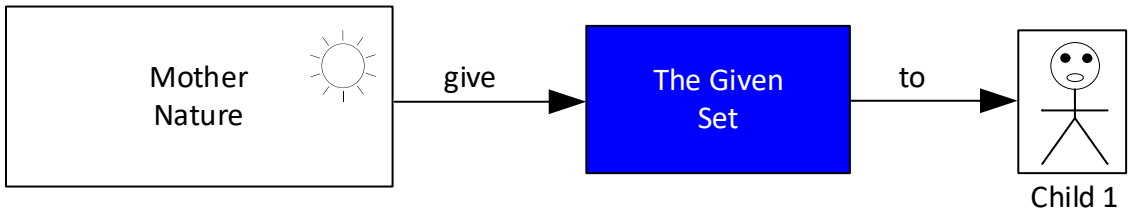
As shown from the model above, mother nature is like our actual mother that has an interface between its children. In other words, there is an interface that exists between us and mother nature, similarly to the interface that exists between our actual mother and each of the children. As we can see from the model above, if an entity is given to one child, that entity is identified by that child. Another child does not identify that entity for that child. Let's show that by this model.



As shown from the model above, because of hat interface. The Given Set is given to each child. In this case, a child The Given Set is given to identifies that entity by

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himself/herself. From above, Child 1 identifies The Given Set by himself/herself for himself/herself, so do Child 2 and Child 3. Child 2 does not identify what is given to him/her for another child. Another way to look at it, a parent gives instructions or principles to all the children. A parent does not give instructions or principles to one child for another one. All of them need to listen and apply. The model above is the same as the one below.

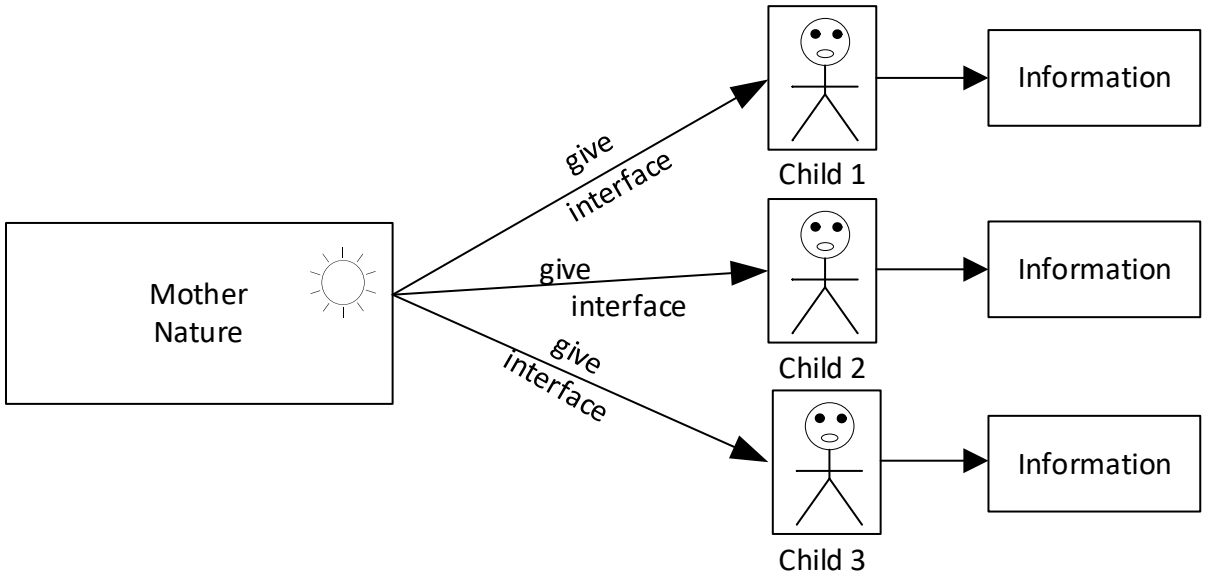


By understanding explanation and the model above, we can see that the overall process of identifying elements in the set, is that mom gives it to me. I need to identify it myself. That makes sense, because everything given to us by mother nature requires our effort. The Given Set given to us by mother nature is viewed as given information, where our job is to identify that information. As we can see here, once we identify that information. The information that we identify is viewed as *identified information* where *the given information* is constant. In this case, we need our identified information to match the given information. In this case, we can see that the elements in the set are individually identified. In other words, based on the model above, since The Given Set is given to each child, each child needs to identify the elements in the set by himself/herself. Another child does not identify it for another child, because another child's effort is not equal to another child's effort. From the model above, the effort of Child 1 is not equal to the effort of Child 2. Mother nature requires the effort of each child individually. Once cannot contribute for another. Mother nature requires personal effort of all the children. Mother nature does not identify or takes the effort of a child for another child.

221. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. The information given from our parent to a child is aware by our parent

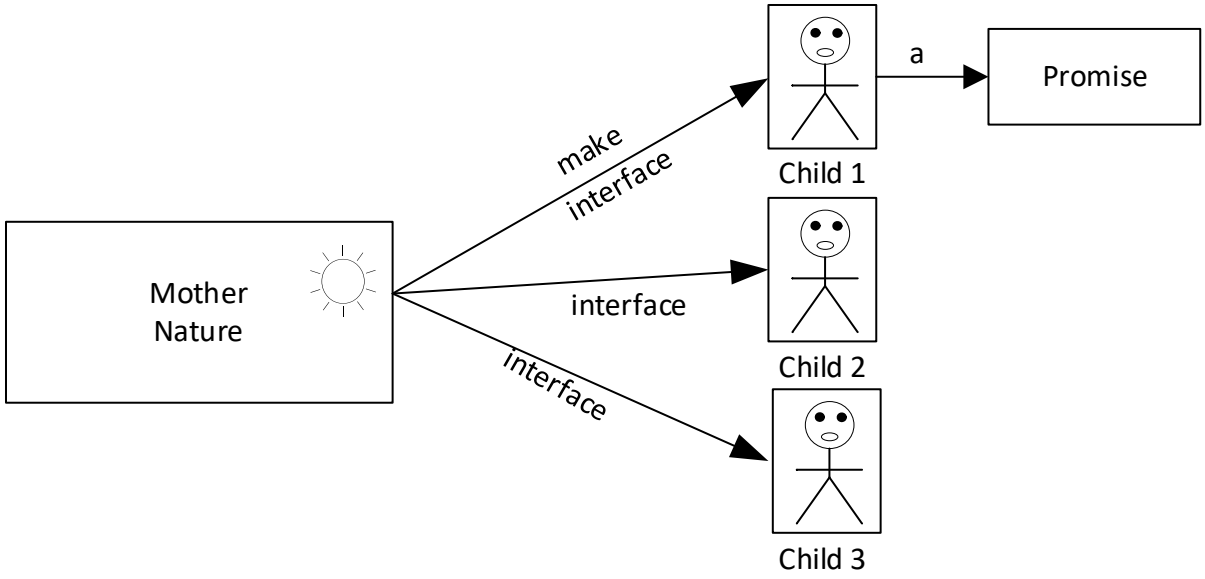
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but identified by the child. The information given to a child by our parent is only aware by that child, if only that child can identify that information. The information given from our parent to a child, may require effort from that child to identify that information. The information given from our parent to multiple children requires effort from each child to identify such information. The information given from our parent to each is not identified automatically by each child. Each child requires individual effort to identify such information. To better understand that let's take a look at this model.



From the model above, we can see that the interface connects each child to our parent. In this case, our parent can give information to each child. What is important here, the information given to a child is identified by that child. While our parent identifies the information given to a child which we call given information, the child requires effort to identify that information. In terms of information, let's identify such information as a promise given to a child as shown by this model.

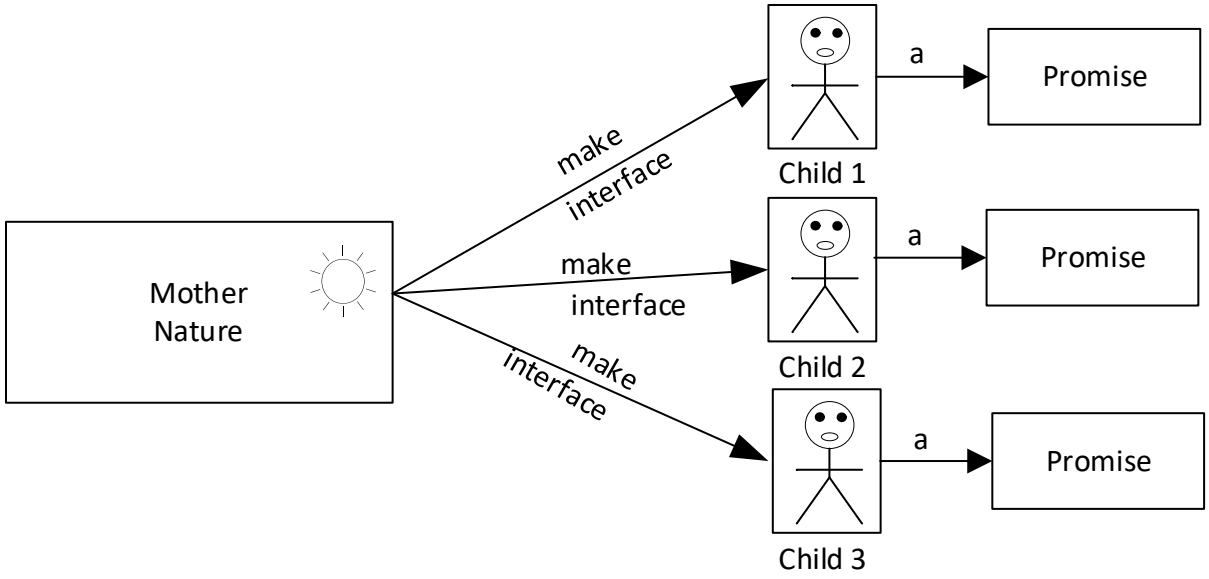
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From the model above, while there is an interface between each child to our parent however, a promise is only made to one of the children. That information is aware by our parent. That information is also identified by the child the promise is made to base on his/her effort. What is important here, while there is an interface between all the children, the promise is only made to one of them. That promise is not a free pass. It is based on effort of that child. For example, that child has been listening to our parent and doing things accordingly. For example, mom tells me to wash the dishes, and I have been doing that. Mom tells me to clean the patio, and I have been doing that. What is important here is that the promise made by a parent to a child is earned by that child. Our parent does not do free pass and the promise made by our parent to the children or one of the children is not a free pass.

From the model above, we show a case where our parent makes a promise to one of the children. Now, let's show a case that a provide is made to multiple children as shown by this model.

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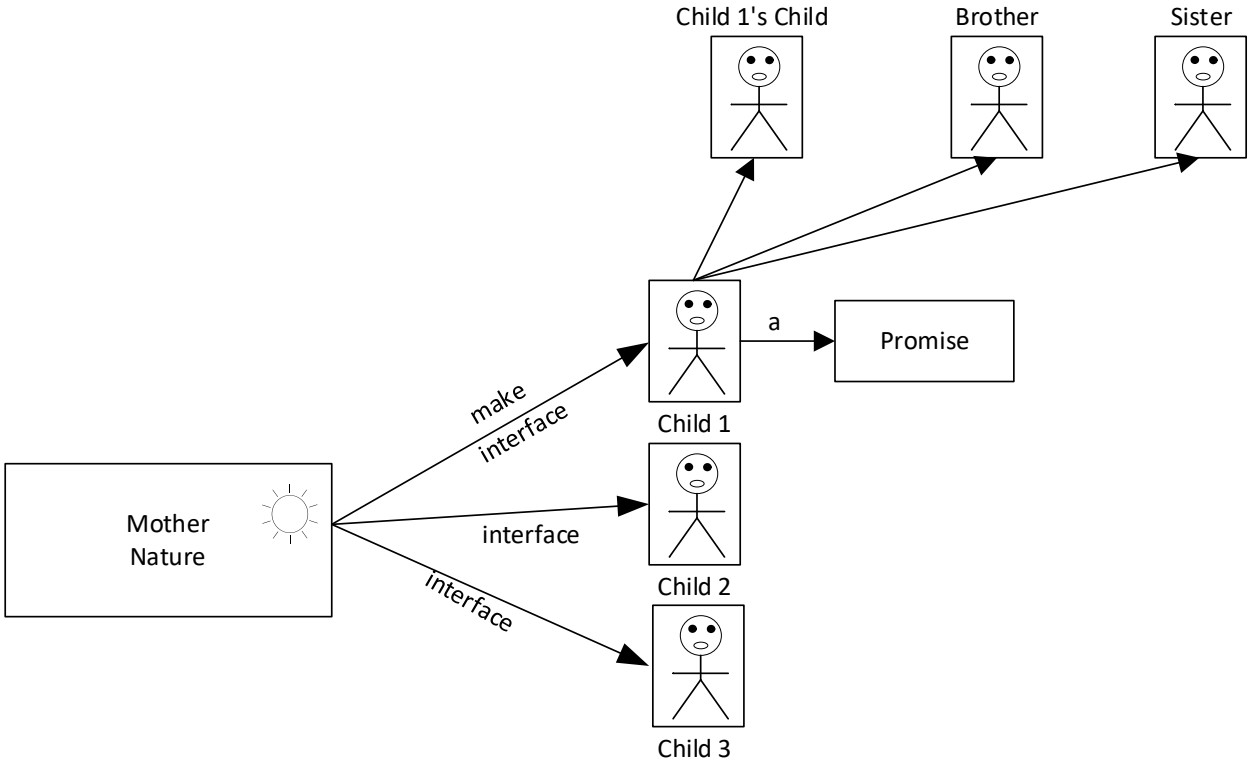


From the model above, if the promise is made to multiple children, that promise is not identified automatically. Effort is required for each of them to identify that promise. If a promise is made to multiple children. Each of them had earned that promise. The promise made to multiple children is not viewed as free passes. Our parent does not do free pass. Each of them had earned that promise based on his/her effort. Because each child has an interface with our parent, because of that interface that promise cannot be made to one child for another child. Consider the first model above, the promise is made to Child 1. That promise cannot be made to Child 2 for Child 1. That is not practical, and it is not natural. There is an interface that connects our parent to Child 1 and parent to Child 2, so it is not possible for a promise to be made to Child 2 for Child 1. It is also not possible for Child 2 to listen to mother nature for Child 1. All of them do have the interrace and all of them must listen to mother nature.

From the explanation and the model above, we have shown that a promise from our parent cannot be made to a child for another child because each child does have an interface with our parent. A promise made by our parent to a child is earned by that child. The effort of that child enables our parent to make a promise to that child. That promise is not considered to be a free pass or the result of a free pass. The child that promise is made to had earned it. By understanding that, we can see that the promise made by our

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parent to a child is not transferable to another child or his/her children. For example, a promise made by my parent to me is not transferable to my brother and my sister as well as my children. To better understand that let's take a look of this model.

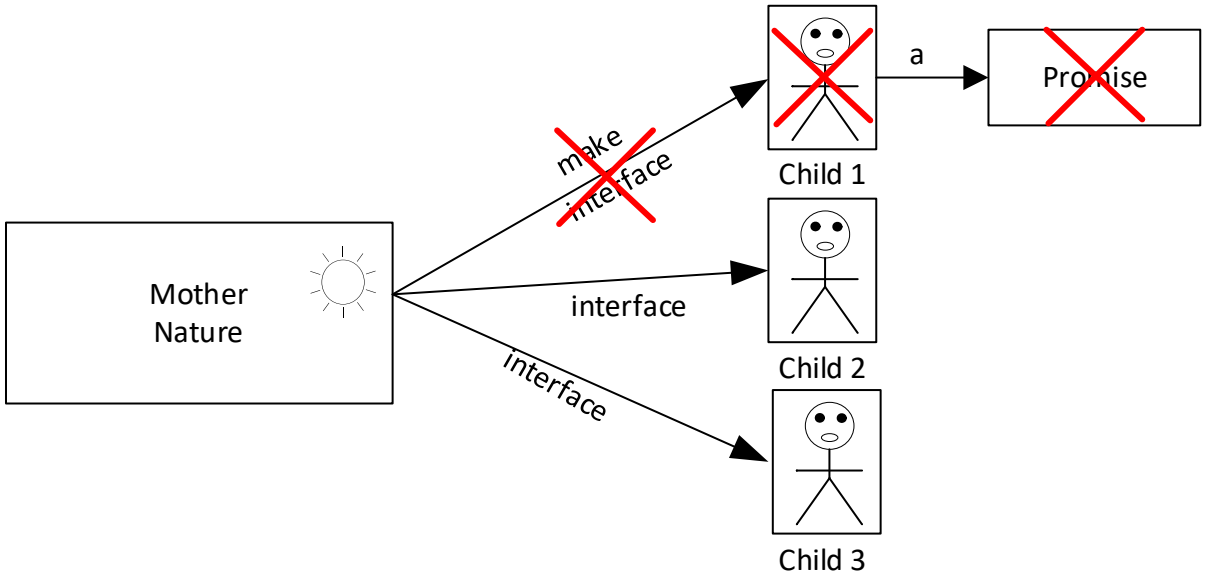


As we can see from the model above, the promise made by our parent to Child 1 stays for Child 1. That promise is not transferrable to Child's1 children as well as his/her brother and his/her sister. Our parent had made a promise to Child 1, Child 1 had earned that promise. That promise to Child 1 is based on his/her effort. That promise is not transferable and cannot be transferred to his/her children and his/her brother and sister. Remember, everything given to us by mother nature requires our effort. Everything given to us by mother nature requires our individual effort.

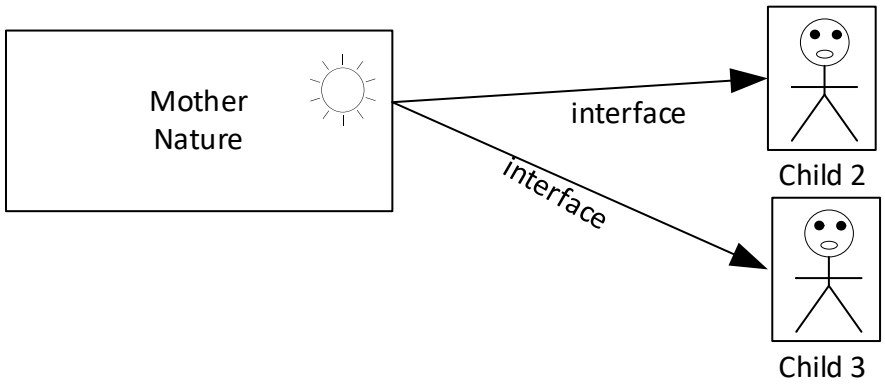
From the model and explanation above, we can see the promise given to a child by mother nature is not transferable to others. From the model above, while we did not show the communication interface between mother nature and Child's 1, his/her brother/sister. We have just omitted it from the model, but we could have added it. It does not matter, promise made by our parent is not transferable. Since promise made

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by our parent to a child is not transferable to others, in the absence of life of that child, that promise is no longer present. In other words, once that child dies, that promise is no longer present. To better understand that let's take a look of this model.



From The model above, we show that Child 1 had passed away, Child 1 is no longer interface with our parent. In this case, the promise is no longer present. Child 1 had died; the interface no longer connects our parent and child 1. The model above is the same as the one below.

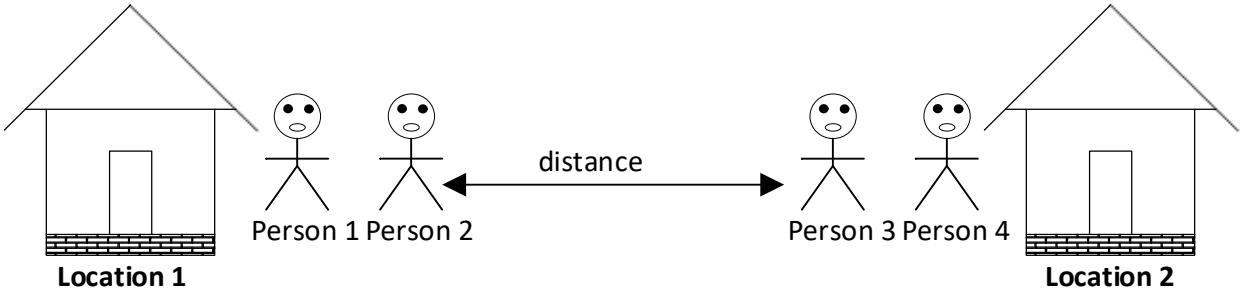


From the model above, we can see that Child 1 is no longer present in life so Child 1 is no longer visible to our parent or identified by our parent. Child 2 and Child 3 are still alive, and they interface with our parent. The promise is no longer present as well. The way to look at it, a promise made by our parent to a child can be viewed as information recorded by that child in his/her memory. Once that child died, that information is no longer

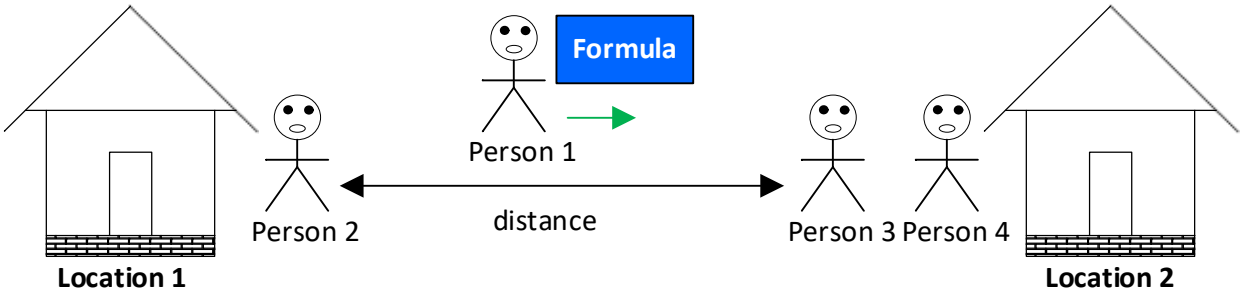
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available or recorded in the memory. Therefore, that promise is no longer there. That makes sense, because that promise is not transferable to other children. The same as, if at past time mother nature made a promise to a child and at time now the child is no longer alive, that promise no longer exists and is no longer available. Once that child dies, the promise is no longer present. Once that child dies, today, that promise is no longer available or available for his children or other people.

To better understand the overall explanation up to here, let's take a look at this example. Let's identify multiple people at Location 1 as well as at Location 2 as shown below.



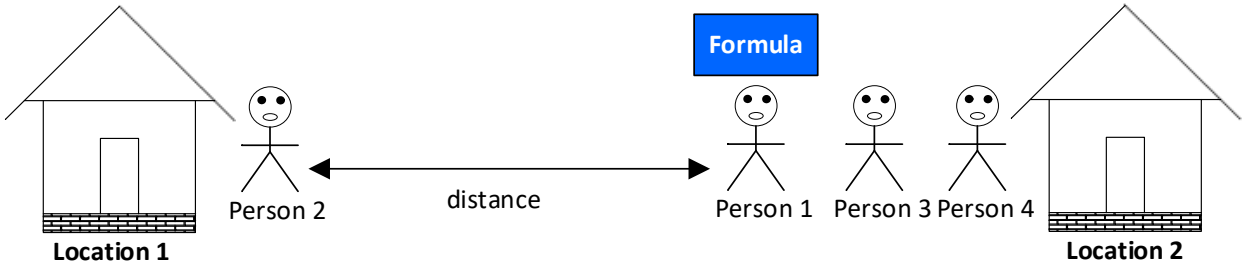
From the model above, we see that Person 1 and Person 2 are identified at Location 1 while Person 3 and Person 4 are identified at Location 2. Person 1 at Location 1 has been a good boy and had been doing what our parent says, such as no stealing and doing bad things. Our parent promised him that one day he will have a lot of cattle. Person 1 recorded that information and continued doing his good things. One day, Perso 1 take his pass with him and goes to Location 2 as shown by this model.



From the model above, it shows that Person 1 goes from Location 1 to Location 2 where the formula is the pass that enables Person 1 to go from location to location. Person 1

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effort does count at Location 1, so does at Location 2. Now, let's show the arriving or the identification of Person 1 to Location 2 from this model.



At Location 2, Person 1 sees people are working on a farm. He asks them if they need help, they respond yes, I do, and he starts working on the farm with them. Person 1 becomes a good worker and gets something to eat and a place to stay. Person 1 continues to work very well and at some point in time, he was given a little cow. Later, he was also given land to farm. The little cow given to Person 1 becomes populated where he started having many, many cattle.

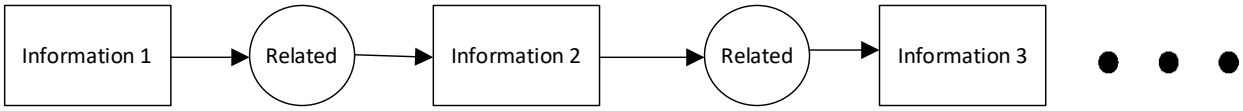
What is important here, from the explanation above, while our parent promised Person 1 he will have a lot of cattle one day. Person 1 was still patient and was never in rush and tried to drive our parent for that. Person 1 continues to do his things as usual. Person 1 continues to do good things as usual. Once Person 1 travels to Location 1, he remembers mom says when you go to other locations, you need to take the pass with you. He also remembers mom says, disregard where you are, your effort counts. At Location 2, Person 1 effort counts. While mom promised him, he will have a lot of cattle one day, Person 1 did not go and steal cattle, because mom promised him, he will have them. Person 1 also respects function boundary. If mother nature promises you and you steal, the promise is no longer valid. First, you don't respect function boundary. For example, you do your things, mom does its things. You also don't respect the principle given. If mom makes you a promise and mom also tell you not to steal and you steal. You have no respect for mom and its promise. You also have no respect for function boundary. If mom says it will give you something and you go and seal it, that means you have no respect for what mom says. You have no respect for mother nature and function boundary. If mom

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says don't do bad things and you still do bad things that mean you have no parent. Parent does not allow its children to do bad things and continue doing bad things.

By understanding the explanation above, we can see that the promise made by mother nature to Person 1 is not transferable to his children as well as his brothers and sisters. For example, if Person 2 needs to go to Location 2, Person 2 still needs to take the pass with him/her as well as Person 2 will need to show his/her effort at Location 2. As we can see here, the promise made to Person 1 is earned by Person 1 and it is not transferable from Person 1 to another person. This is the way mother nature works. Disregard the location we are identified, our effort counts. Also, by looking at the given equation, we can see that the effort entity and the ability entity are not transferable entity. For example, my effort is not transferable to you and cannot be transferred to you. Your ability is not transferable to me and cannot be transferred to me. Our effort and our abilities are not transferable to each other.

222. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. To better understand information given by mother as well as relationship of information given by mother nature, it is always good to take a look at this model.

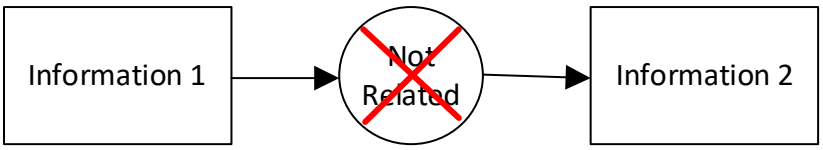


To better help us identify given information, consider this model above. Any information given to us by mother nature is related to another information given to us by mother nature. Suppose that mother nature tells us that *disregard the location we are identified, our effort counts*. This information is also related to *the absence of the pass limits our mobility*. This information is also related to *the promise given to us by mother nature is not transferable*. This information is also related to *everything given to us by mother nature requires our effort*. As we can see here, all given information from mother nature

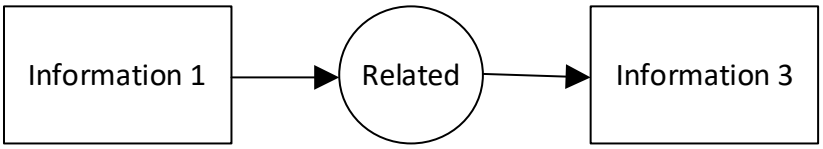
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is connected. While we show the model above like it is shown, it is the same as each information is related by the principle. Follow this model above enables us to identify given information properly as well as when we misidentify given information.

To better understand the paragraph above as well as the usage of the model and how it can help us properly identify given information, let's take it like this. Suppose that we identify given Information 1 as well as given Information 2. Since given Information 1 must be related to given Information 2. In this case, we check whether that relationship exists. Suppose that we cannot establish that relationship, so either or both are not considered to be correct. Either or both are misidentified by us. If one of them is properly identified, we discard the other one because it is bad. In this case, the model we have shown something like this.



Supposer that one is good, we discard Information 2, and we try to connect a 3rd one we identify. Now, let's identify Information 3 and it is related to information 1. In this case, the relationship is given by this model.



For each successive information we identify, we try to relate it with existing information we have identified. If we can build that relationship, we can see that the information we have identified is correct. If not, it is not correct. What is important here is that we try to connect what we have that is/are good already with the new ones we have identified. If the new one is bad, we discard it. As we identify a new one that is good, we connect it with the existing one. In this case, we build a chain of relationships. Where all information in that relationship is related to each other. This is the way to approach information and mother nature. Doing so enables us to understand mother nature much

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better as well as given information. So, everything given to us by our parent is connected or related to each other.

223. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. All information given to us by mother nature is related to each other. As shown from the model above, if we identify an information given to us by mother nature, that information is related to another information given to us by mother nature. The building of that relationship enables us to identify information that is correct and incorrect. The building of the relationship from the model above enables us to identify misinformation and proper information.

Each information given to us by mother nature can be validated by using the given equation. For example, if Information 1 is identified as given information, then it is possible for us to validate Information 1 by using the given equation. As an example, let's refer to article basis 88 where mother nature says no tag. Also refer to article basis 97 where we have to identify entity that can borrow. As we can see here in both cases the given information can be identified. In the first case, the given information is no tag. In the second case, the given information is an entity that can borrow is identified as an entity that can borrow. An entity that can borrow cannot be identified as an entity that cannot borrow. As we can see here, it is not possible to validate the tag since mom says not tag as well as validated an entity that cannot borrow, because that entity does not have the characteristic to borrow.

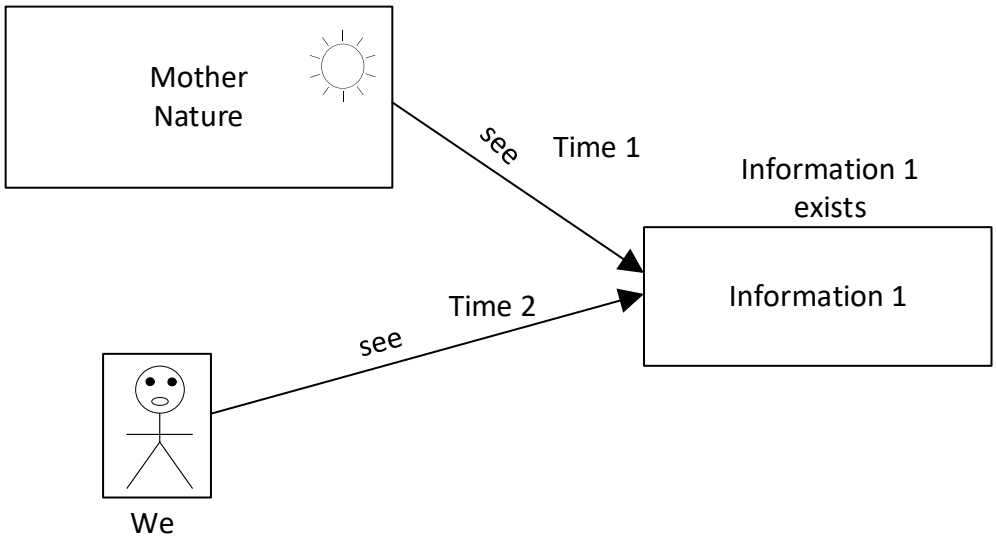
To better understand the explanation above in terms of information validation, let's try to validate a misidentify entity which is simply misidentification of given information. From article basis 88, mother nature says no tag. Let's assume we disregard that information and we want to tag. Now, if we can put that tag on a person, can we put that same tag on other entities. For example, the tag we put on a person is not possible to put the same

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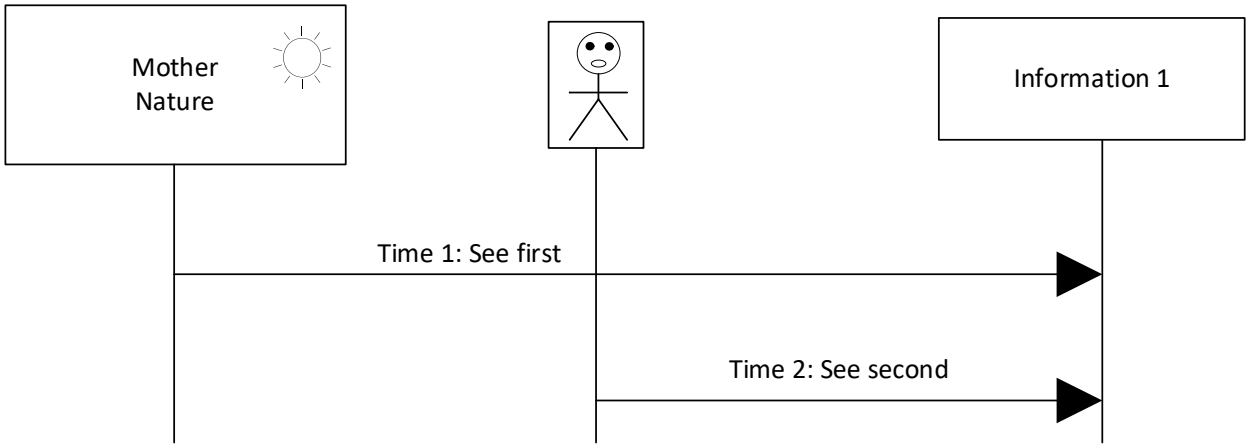
tag on a country, a tree, a river, a cat, a house, a rock etc. As we can see here, we have a problem. The same person who disregards the given information and tries to tag another person, never sees that tag he/she uses to tag a person cannot be used to tag other entities. As we can see here, we run out of trouble when we misidentify given information. It is better to look at it like this, since mother nature says no tag, then no tag. Disregard what we do, we will never be able to validate the tag. The same as, the misidentification of a given information cannot be validated.

224. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known to mother nature before us. The information that is aware by mother nature before us is considered to be given information while the information that we are aware of after mother nature is considered to be identified information. As we can see here, for each information that exists, there exists 2 entities in relationship to that information. The awareness of that information by mother nature before us and the identification of that information by us. We can also say that the awareness of that information by mother nature before us and the identification of that information by us after being aware by mother nature. In this case, we can see that the awareness of that information by mother nature before us comes first and the identification of that information by us comes second. It is always good to show that by this model.

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The model above is the same as the one below. It shows that at Time 1, mother nature first sees Information 1, where at Time 2 we then see Information 1. In this case, Time 1 is considered to be the first step, where Time 2 is considered to be the second step.



From the model above, we can see that the existence of Information 1 enables that information to be identified first by mother nature and later us. From the model above, Time 1 is considered to be the current time that information exists, or the time mother nature identifies it, where Time 2 is considered to be a later time. As we can see from the model, because mother nature sees the information before us, then mother nature can determine the correctness of our communication related to the information. Another way to say it is that, because mother nature is aware of that information before us, in relationship to us, mother nature can be used to validate that information. Again, because mother nature is aware of that information before us, mother nature can be

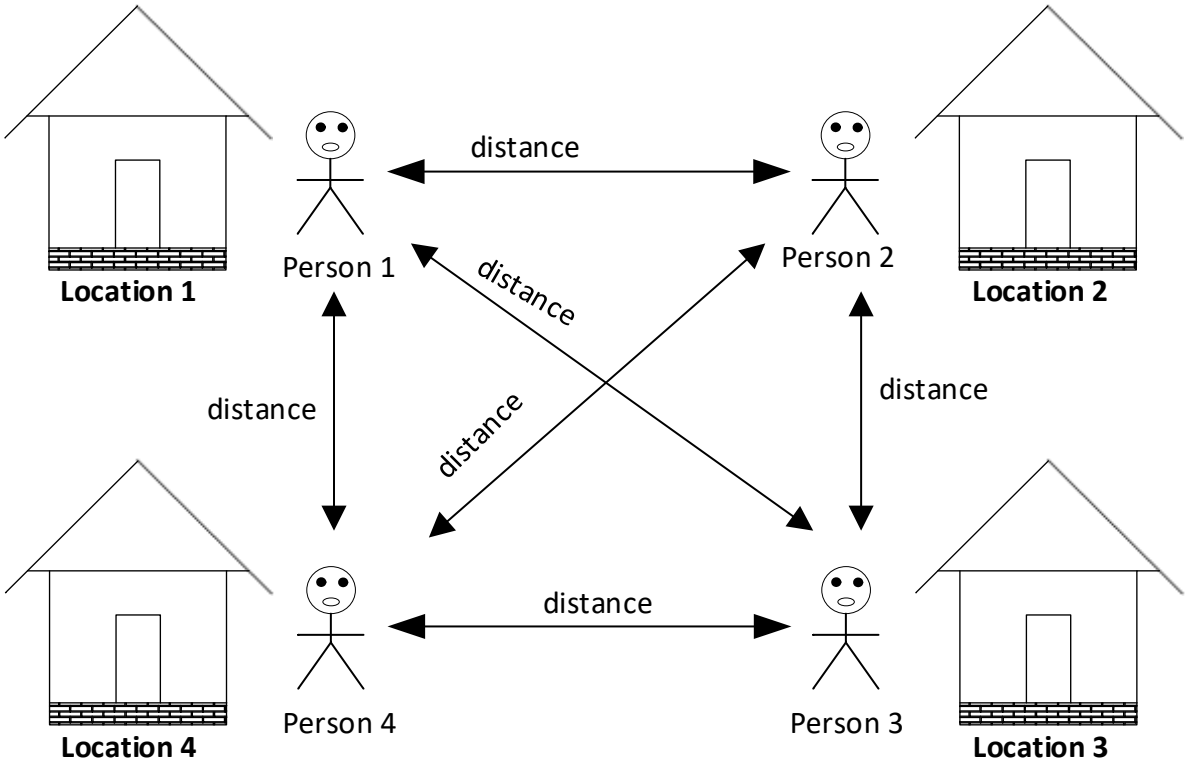
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used as a check to determine if we are correct in terms of identifying that information. To better understand that let's take this example. Assume that mother nature is at home and an event occurs. Our job is to bring that information to mother nature when we get home. But mother nature is already aware of that information. Even though mother nature is already aware of that information, but when we get home and tell mother nature about it. Mother nature can determine whether what we say is correct, because mother nature will check whether what we say matches what it knew already. If there is a match, mother nature can say that we are correct. By understanding that, we can see it is possible for us to use the following equation below to validate given information and identified information.

$$Available + Given = Solution$$

By understanding the explanation above, we can use the given equation above to validate both identified information and given information. It is always better to say that validate identified information. There reason for that, because when we identify a given information, we can determine whether such information is given if so, what we identify is viewed as identified information. To better understand that let's take a look of this model.

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From the model above, we can see that Location 1, Location 2, Location 3, and Location 4 are considered to be given information. Those locations can be countries, houses that we identified, cities, and so forth. The identification of people at their respective locations are considered to be given information. For example, from the model, the identification of Person 1 at Location 1, Person 2 at Location 2 and so forth are considered to be given information. The identification of distance between Person 1 at Location 1 and Person 2 at Location 2 is also considered to be given information. In this case, we can see that the distances between people at their respective locations and people at other locations are considered to be given information.

By understanding the paragraph above and previous explanation, now we can identify other given information and use the given equation to validate the information we identify. For example, *disregard where we are identified, our effort counts*. From the model above, we can see that Person 1's effort counts at Location 1, so does Person 2's effort at Location 2 and so forth. By using the given equation, let's assume that Person 1 is a mechanic, he is identified at Location 1 where his effort counts. We can see that

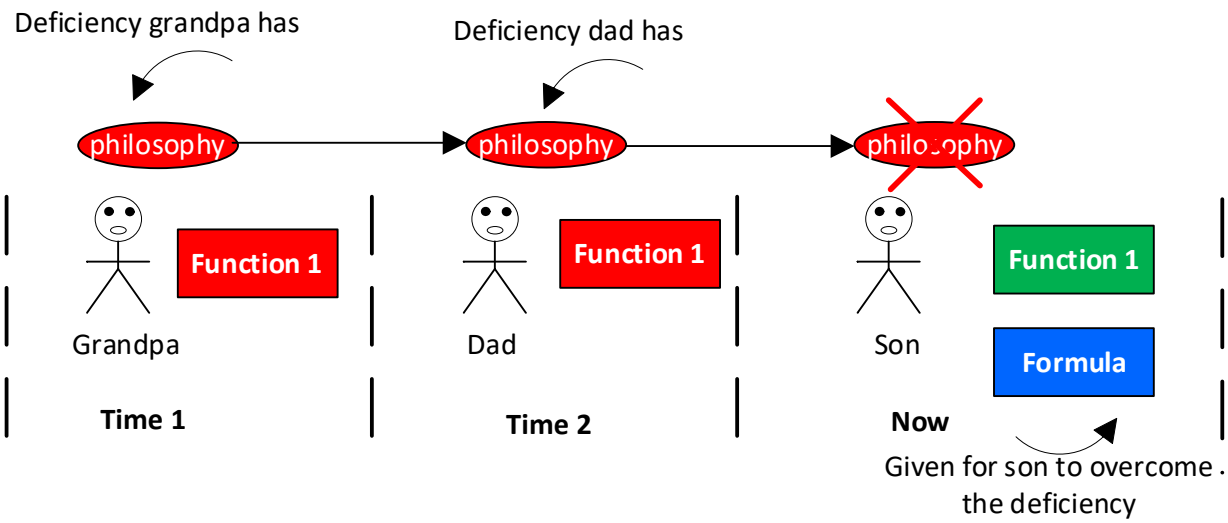
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information is validated by the given equation. Now, any opposite information is invalidated by the given equation is not related to the existing information that is already been identified and validated.

Another example in relationship to the paragraph above, a person exists to live, but does not exist to be better than another person. In this case, any information related to a person exists to be better than another is invalidate by the given equation as well as in relationship with information that is already been identified. Another example again, a location does not exist to be better than another location, but exists to live. That information is validated by the given equation as well as existing information. Any other information that is the opposite is invalidated. As we can see here all information can be validated by using the given equation. However, any information that has been misidentified cannot be validated by using the given equation and therefore incorrect. In this case, we can use the given equation to validate correct information and invalidate misinformation or miscommunication.

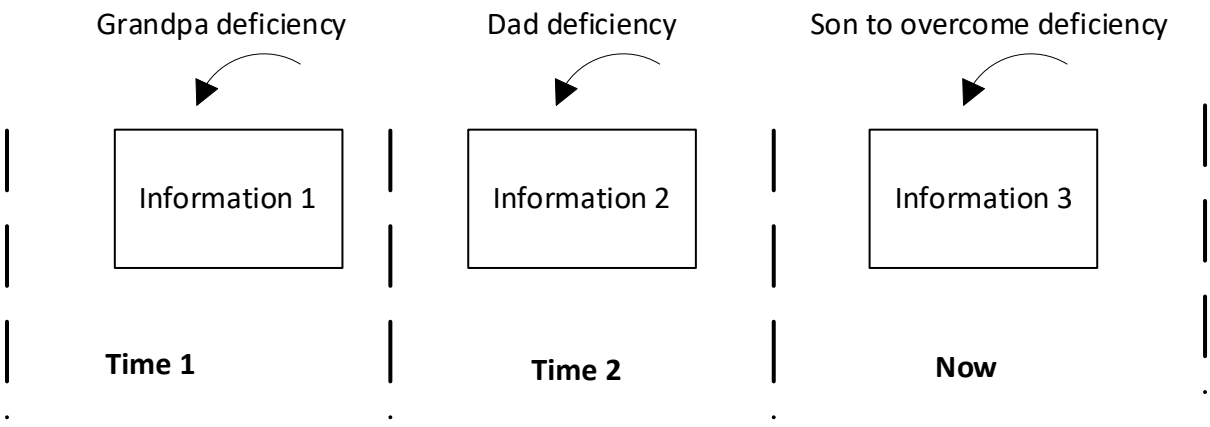
225. **Understanding Information Related to Mother Nature and Philosophy Inheritance:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of history, mother nature knows about everything. For example, mother nature knows about a negative function that we execute from the past. Mother nature also knows about the negative ideas that we inherited where feedback is given to us to enable us to execute our functions correctly. If we look at the overall process, we can see that information has been recorded where deficiency has been identified. To better understand the explanation, let's take a look at this model.

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From the model, we can identify some information. In other words, from the model above, we can identify some given information. At Time 1, mother nature sees that grandpa has a deficient. The negative ideas or philosophy from Grandpa is viewed as a deficiency Grandpa has. That information is identified by mother nature and recorded. At Time 2, mother nature identified the same deficiency Dad has. That information again is recorded by mother nature. At time Now, mother nature does not want the son to have the same deficiency as dad and grandpa, then mother nature gives the son the formula. As we can see here, the formula is given to the son to overcome the deficiency. All this is considered as given information. As an example, suppose that my grandpa had been stealing and owing bad things. My dad did the same. Each information of my grandpa and my dad is recorded and each is viewed as deficiency for my dad and my grandpa. At Time Now, mother nature says son, I don't want you to have the same deficiency as your dad and your grandpa, here is the formula, use it to execute your function. As we can see here, we have a lot of given information here. Let's identify them by this model below.

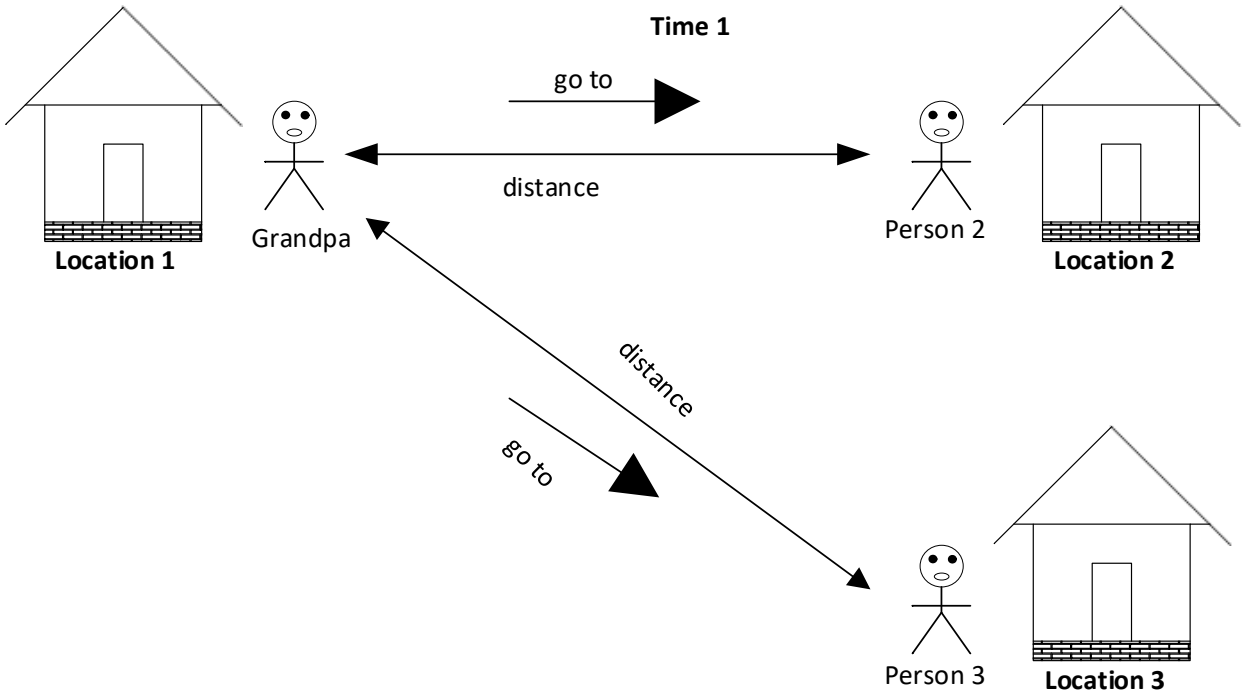
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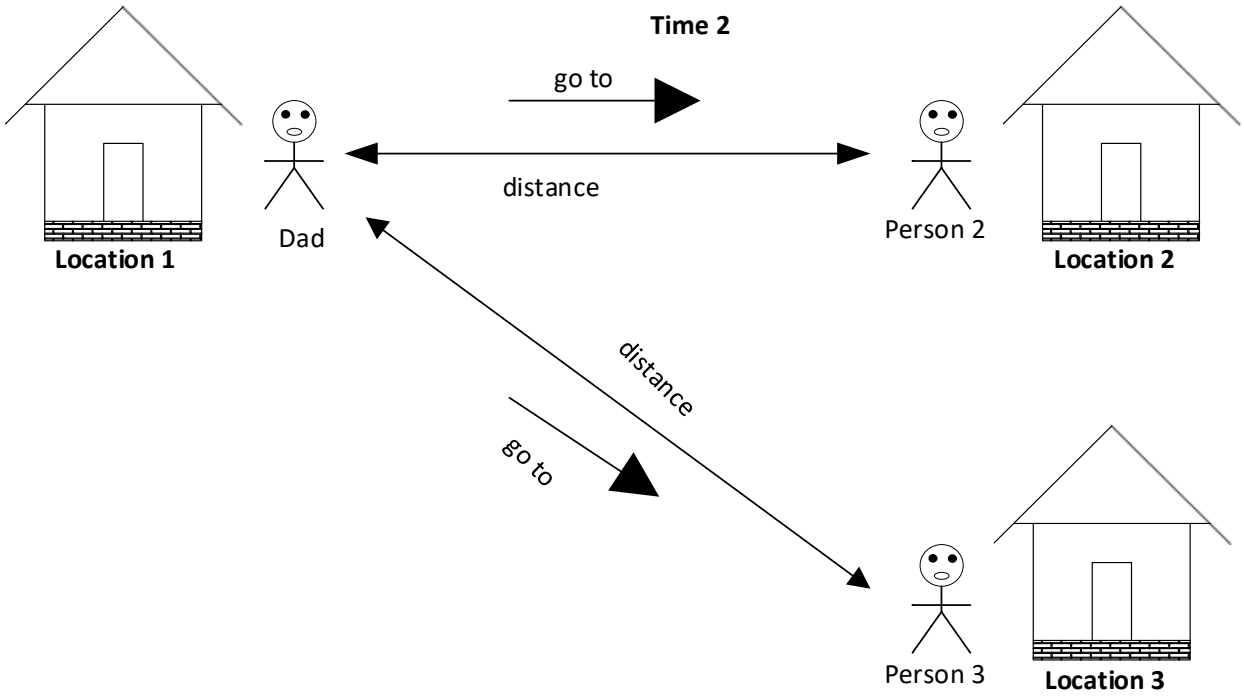
from the model above, we can see that at Time 1, the deficiency of grandpa is identified by mother nature. At Time 2, the deficiency of dad is identified by mother nature. At Time now, mother nature gives the formula to son to overcome the deficiency. What is important here is that the given of the formula to the son at current time to overcome the deficiency is being viewed as given information at Time now. To overcome that deficiency, the son can now use the formula to execute the function positively.

226. Related from the explanation above, let's assume that at Time 1, Grandpa went was never a salesman or a good salesman, but went house to house stealing and do bad things. In this case, we can show that by this model.

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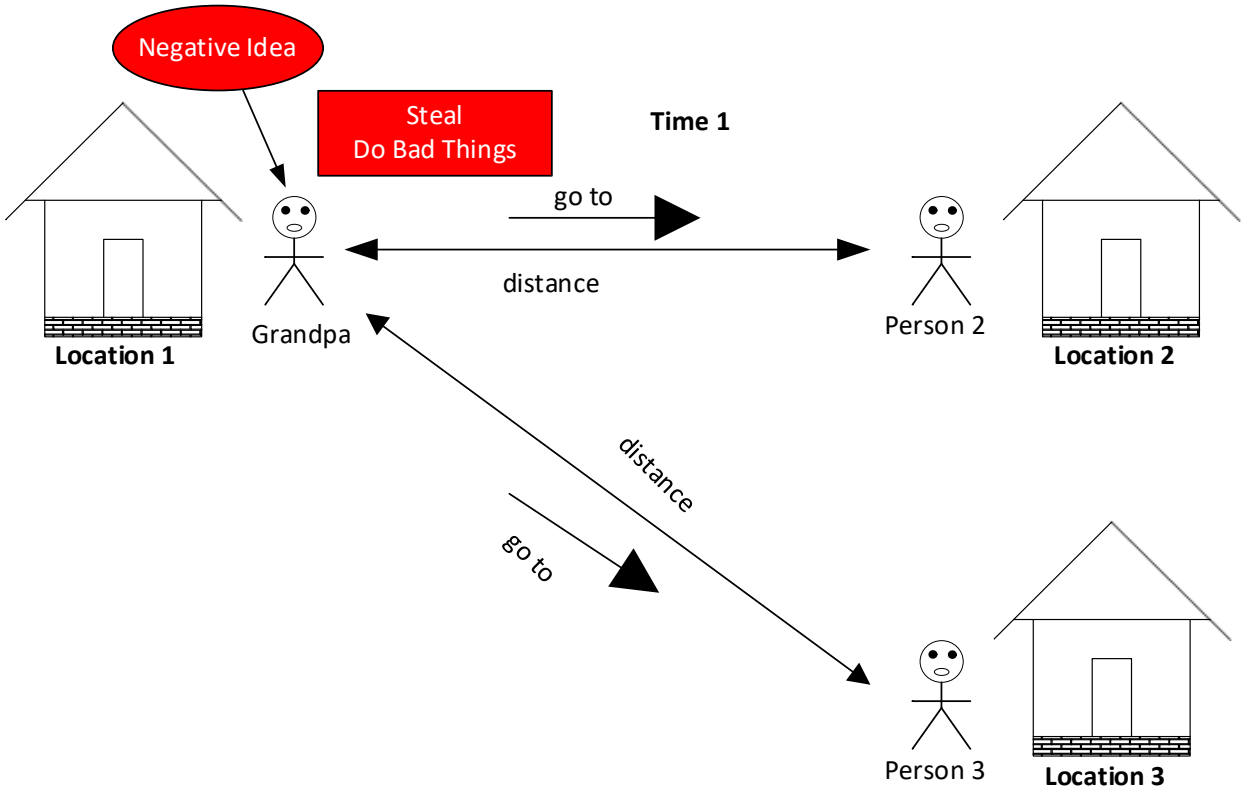


From the model above, it shows that grandpa goes from house to house stealing and doing bad things. For example, my grandpa was never a salesman. At Time 1, that information is recorded by our parent. At Time 2 for example my dad did the same thing as shown by this model.



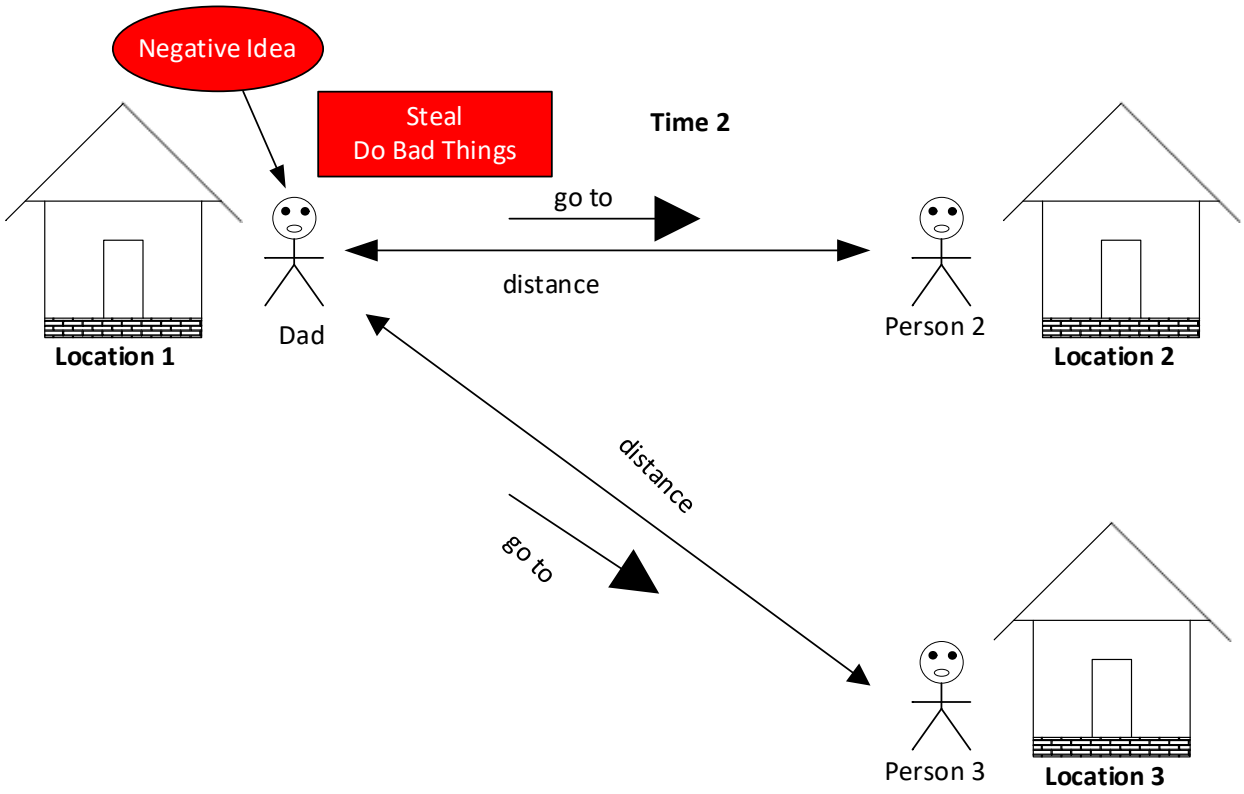
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From the model above, at Time 2, dad follows the same footstep as grandpa by going house to house stealing things and doing bad things. At Time 2, that information is recorded by mother nature. As we can see from the first model and the second model above, rather than being a salesman, grandpa went to houses stealing things and doing bad things. Rather than being a salesman, dad did the same thing. At Time Now or Time 3, the formula is given to the son, so the son can apply the formula to be a good salesman. Let's show the models again in each case.



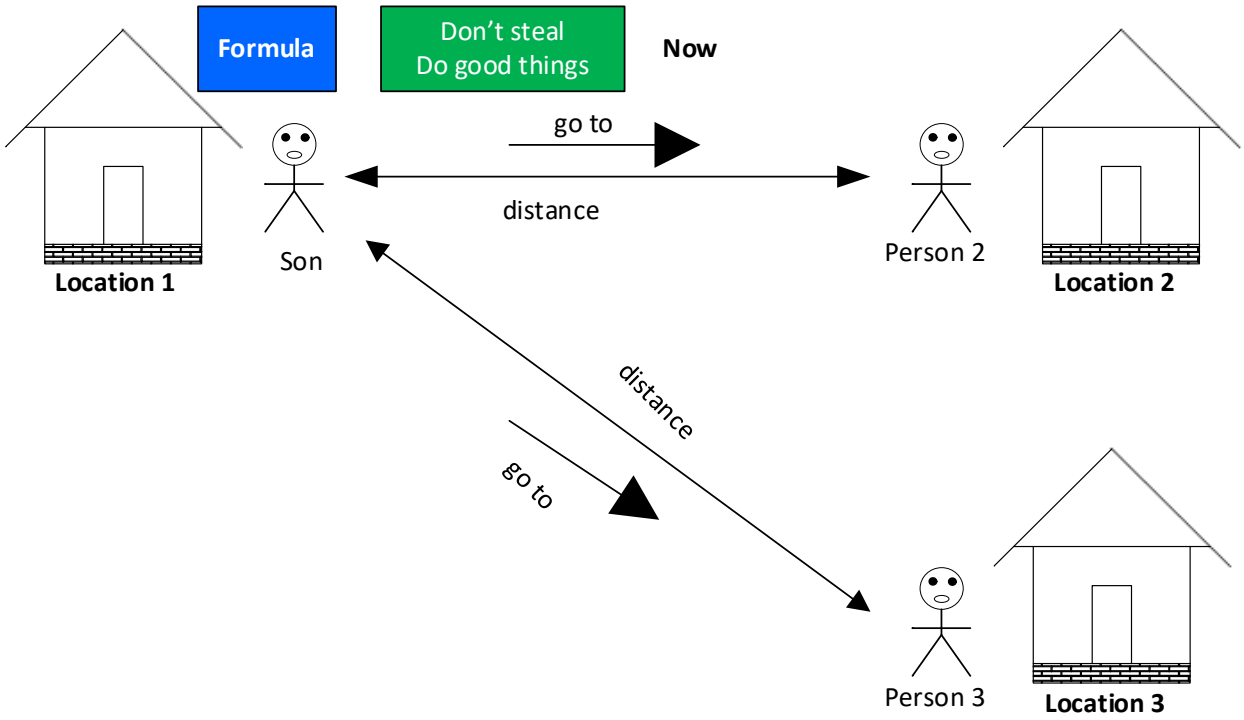
From the model above, it shows the negative idea as well as the function executed by grandpa based on the negative idea. Now, let's show the one for the dad.

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As we can see here, based on that negative idea, dad does the same thing by going to locations stealing and doing bad things. From above, we can see that the negative idea is red as well as the function. At current time, which is now, the formula is given to the son, where the son can be a good salesman; don't go from location to location and stealing things and doing bad things. With that, we have this model.

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From the model above, we can see that the negative idea is crossed out and replaced by the formula, where the son uses the formula to go to location don't steal and do good things. In terms of information, we can see that, before dad and grandpa were bad salesmen, where now the son is a good salesman. Let's show that by this model.

Before		Now
Grandpa Bad salesman	Dad Bad salesman	Son Good salesman

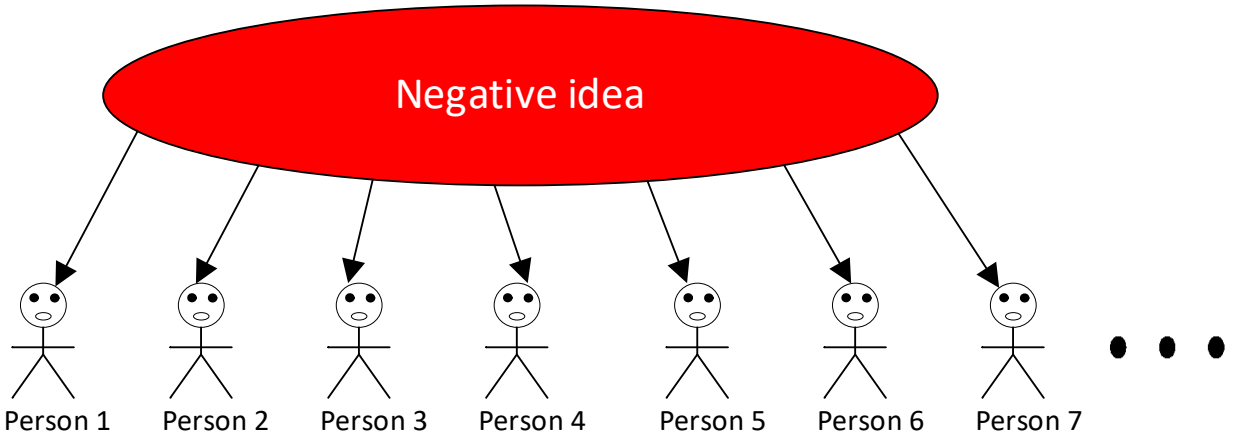
From above, we can see information identified before and information identified after. Before, the identified information is the negative ideas enabled dad and grandpa to go to locations to steal and do bad things. Dad and grandpa were never good salesmen. At time now, mom says to son, you cannot continue to the same thing, here is the formula use it to become a good salesman. The son can then now use the formula to become a good salesman.

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Couple of things to look at from the models and the explanation, as we can see, we separate the negative idea from the actual person. In terms of information, they are identified as 2 separate entities. Since we are formulas dependent and do things according to formulas, dad and grappa applied the formula negatively, while the son applied the formula positive. Dad and grandpa have a deficiency, where the son overcomes that deficiency. Using the table above, let's show the formula usage by dad and grandpa as well as the son.

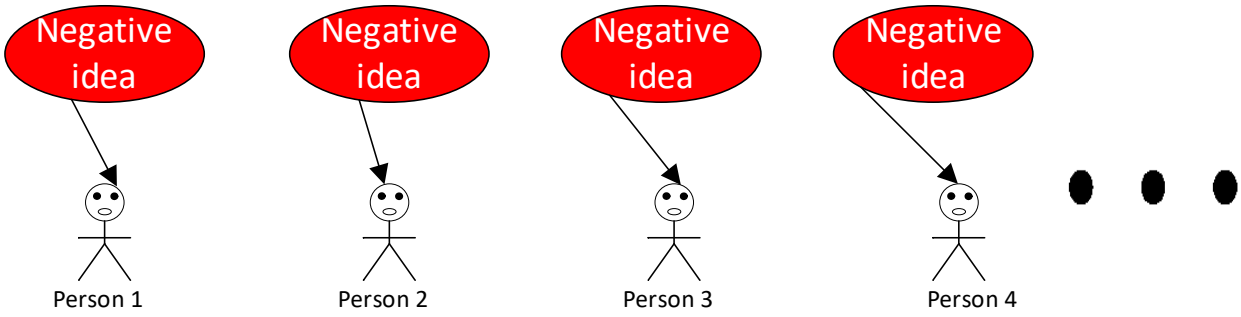
Dad and Grandpa	Son
$-Available-Given=-Solution$	$Available\ +\ Given=Solution$

From the table above, we can see that the formula is negative for dad and grandpa while positive for the son. In this case, we can see that the negative idea does not have to be grandpa and dad but anybody who has the same idea or does the same thing. In this case, we can show that by this model.

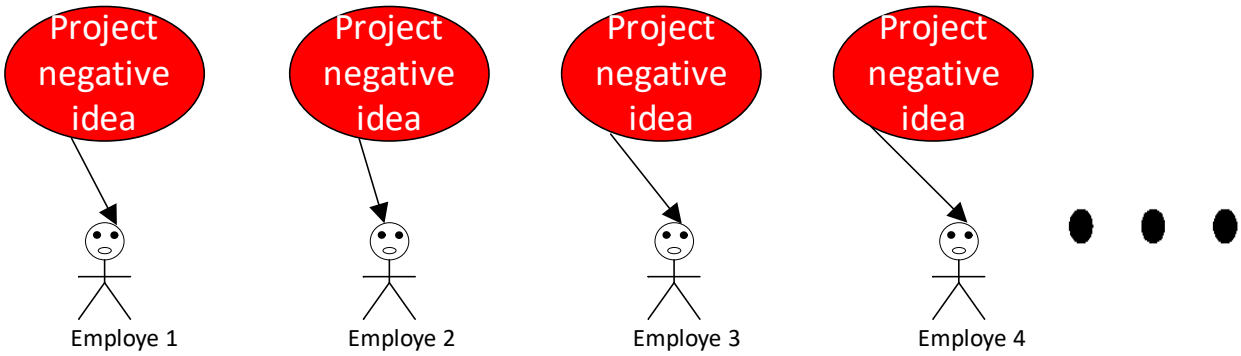


The model above is the same as the one below, where it shows that each person has the negative idea.

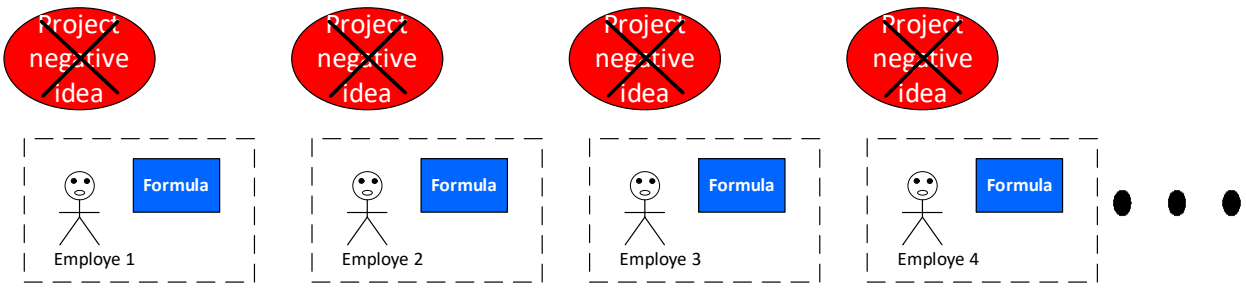
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Related to article basis 156, we can see that Manager 2 follows the same footstep as our parent by overcoming those deficiencies. At Time 1, some employees have some deficiency in understanding the project. The employees who do not understand the project simply have negative ideas about the project. In this case we have it like this.



The substitution is done by correcting the deficiency where it is shown by this model. For each employee who has a deficiency, that deficiency is being replaced by the formula.



As we can see here, in terms of information, in philosophy inheritance we identify information that is given where we can use such information to solve our problems. In this case, we don't try to hide any identified information or feel uncomfortable about the information that we identify. Doing so would not help us solve the problem. The reason for that, because all information is recorded by mother nature already and mother nature

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already knew all information. There is no need to hide any information or feel uncomfortable. That will not help us solve any problem. Mother nature already knew the history; mother nature already knew the history of dad and grandpa; mother nature already knew the employees who do not understand the project. So, no need to feel uncomfortable or try to hide any identify information or history. All what is important is to use the given formula to solve the identified problem. All what is important now, for the son to be a good salesman. All what is important now, for all the employees to understand the project to execute it positively to solve the underlined problem.

227. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first know by mother nature before us. Because everything given to us by mother nature requires our effort, an entity given to us by mother nature requires effort from us to identify information about that entity. From article basis 172, we have learned and shown that the formula that enables us to solve our problems is on top of everybody. From article basis 211, we have learned and shown The Given Set given to us by our parent is carryable because we can lift it, take it from location to location, put it on top of our head, our shoulder and so forth. We have verified and validated that information.

By understanding the paragraph above as well as article basis 211, The Given Set is carryable because that entity is given as a carryable entity, and the information given with that entity shows what it is a carryable entity. In short, we can say that The Given Set looks carryable. Since The Given Set is given as a carryable entity and it looks carryable, we do not make it carryable, because it is not possible for us to change that entity. As we can see here as well as from article basis 211, by inspection we have identified information given with The Given Set. Another entity cannot be substituted for that entity, because another entity does not look like The Given Set as well as information given with The Given Set.

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From the paragraph above, we can validate given information as well as invalidate misinformation or information that is not given. For example, we have validated The Given Set, because by inspection we can lift it, carry it, put it on our head, our shoulder and so forth. Another entity cannot be put on top, because the other entity does not look like it can be on top and by inspection the other entity does not have the given information that enables it to behave the same manner. For example, consider the following entities: a person, a country, a river, a lake, a boat, a house, a car and so forth. As we can see here, those entities cannot be on top or lift to put on top, because by inspection it is not possible. The visual inspection test fails, as we can see those entities cannot be on top. In this case, any information provided that states that such entities can be on top, is considered to be misinformation. For example, to invalidate such information that states that another entity can be on top, then we can ask question: can I lift a car? No, Can I lift a river and carry it? No, Can I put a house on top of my head? No. As we can see, we can ask many questions about the lifting and the carrying of those entities and whether those entities can be on top. The answer is no, no, no. Because those entities do not look like The Given Set and there is no given information that shows that such operations are possible with those entities. Therefore, information that states any of those entities can be on top, carryable, and so is invalid and considered misinformation.

228. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

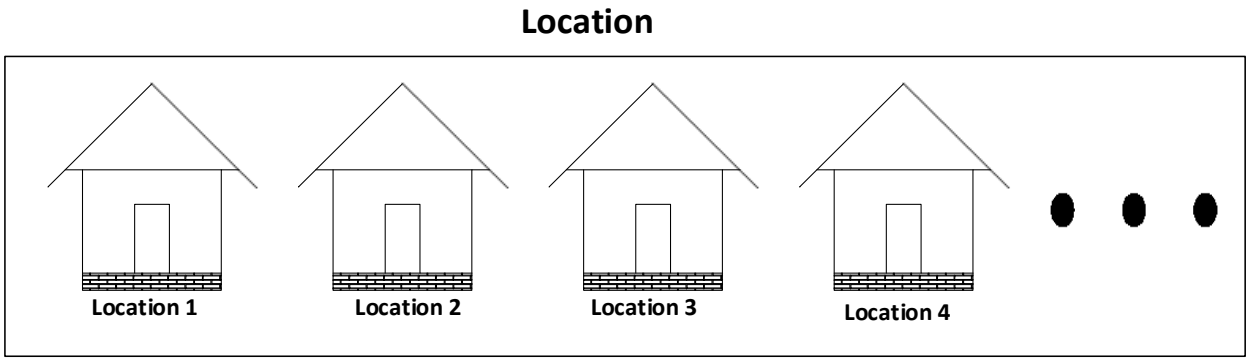
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 217, as we can see for the mechanic to go from Location 1 to Location 2, he takes the pass with him. He does not need a bogeyman or a free pass to go to Location 2. As well as when he gets to Location 2, his effort and his ability count. He does not

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need a bogeyman or a free pass at Location 2. A bogeyman or a free pass would not help him at Location 2, because the bogeyman and the free pass will undermine his effort and his ability.

At Location 2, the mechanic's effort and his ability count so do at Location 1. As we can see here, the presence of the mechanic at Location 1 does not make Location 1 better than Location 2. As well as the presence of the mechanic at Location 2 does not make Location 2 better than Location 1. Both Location 1 and Location 2 exist for the same purpose. Location 1 exists for people to live, so does Location 2. Overall, all locations exist for the same purpose. Location 1 and Location 2 are parts of the overall location as shown by this model.



From the model above, we can call the overall location is identified as the main location which includes all the locations. From the model above, Location 1 does not exist to be better than Location 2, so do the other locations. Any location from the model above does not exist to be better than another location, but all exist for the same purpose. Let's assume that negative sentence: *Location 2 is better than Location 1*. In this case, we can see that is a free pass and it existed before the mechanic arrives at Location 2. In this case, his effort would not have counted.

To better understand the paragraph above, let's take a look of these 2 cases: first case, let's take a look this negative sentence: *this house is better than that house or my house is better than your house:* if effort in the house counts and the function of the house is to live, then we can see there are issues with the statement. In both houses, effort and

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responsibility count like cleaning, organizing and so forth. As well as both houses exist for the same purpose. In this case, it looks like there is a free pass somewhere. If a person was in one house and went to another house, the effort and responsibility of that person count in both houses. What is important here is that to keep the houses cleaned and organized, it does not matter in what house that person is.

Now, let's look at the other case at work, where the following negative sentences are identified: *my current work/job is better than my previous or my previous is better than my current or my position is better than so*. As we can see here, it looks like there is a free pass. Disregard the job or the title, the effort of an employee count. I worked there yesterday, my effort and my responsibility count. Today I work here, my effort and my responsibility also count. Yesterday I worked there, my function contributes to solve the identified problem. Today I work here, my function also contributes to solve the identified problem. As we can see here, disregard where I work at and my title, my function contributes, my effort and my ability count. There is no free pass.

As we can see in both cases above, it looks like free passes come to play. For example, using the equation above, we can see that the language of free pass in both cases is related to the above equation in negative form. For example, in positive form of the equation above as given, the language I both cases do not come to play, but only comes to play in negative side. Therefore, the equation above can be used to show the free pass.

229. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, all locations are part of the main location, and a location does not exist to be better than another location. All locations exist for the same purpose.

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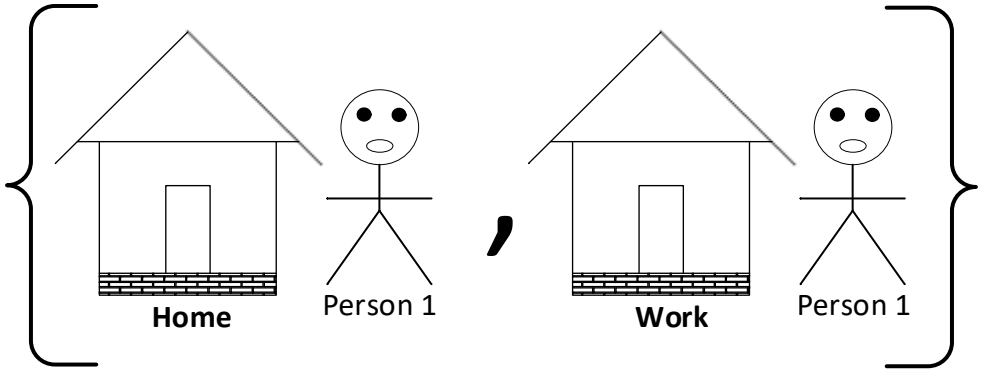
As we can see here, all the information given to us does not allow us to compare one location and another location, where the information shows that one is better than another. In terms of given information, we can identify some of information given by us by mother nature. *Disregard where we are identified, our effort counts*. In this case, I am at Location 1, my effort counts. I take my pass to go to Location 2. At Location 2, my effort also counts. As we can see here, there is no information that enables me to compare Location 1 and Location 2 and conclude that one is better than another. As we can see here, the comparison of 2 entities is enabled by information given with those entities. If the information given with both entities enable both entities to be compared, then the given information enables the comparison.

230. **Understanding Problem and Solution Related to Entity Available and Entity Identification:** To solve our problems, the following equation was given to us by our parent.

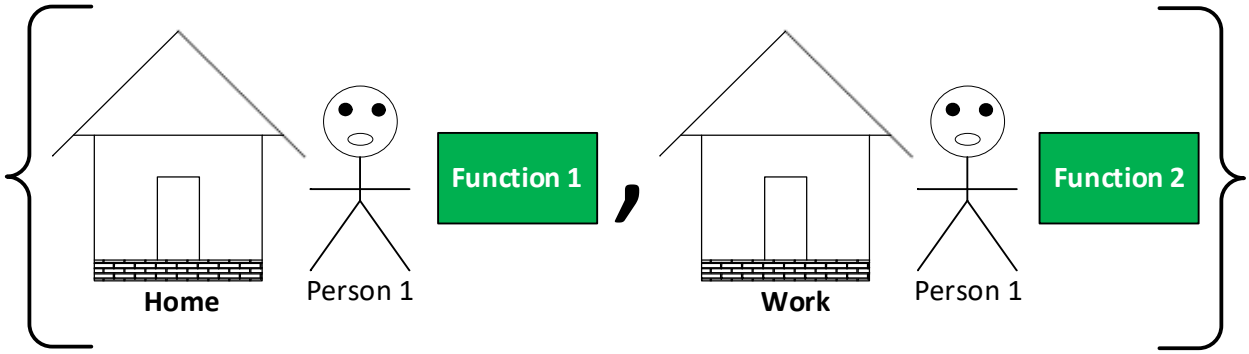
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, the entity given to us, as well as the entities available to us to help us solve the problem. In terms of function at location, a person is identified at home and takes care of his/her business. A person is identified at work and takes care of his/her businesses. For example, a person is identified at home, the effort of that person counts such as cleaning and so forth. A person is also identified at work, the effort of that person counts such as fixing cars, serving food and so forth. As we can see here, at home a person may have a function Clean Dishes, where at work that person may have a function Serve Foods. What is important here is that at home, the effort of that person counts, so does at work. It is always good to show that inside a bracket or parentheses or braces as shown by the model below.

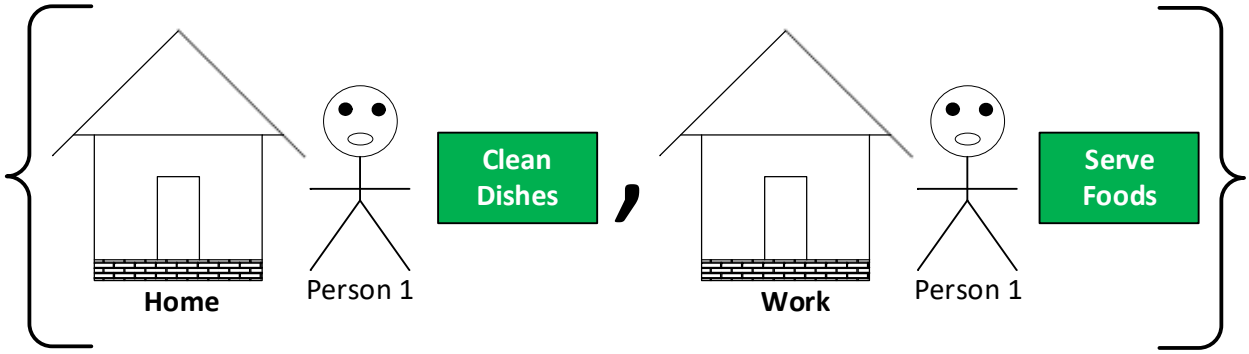
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The model above shows that a person is identified at home, a person is identified at work. The comma is used to show the separation inside the braces. Person 1 is identified at home; Person 1 is identified at work. Now, let's show the model with the function of that person.



From the model above, it shows that Person 1 is identified at home and has a function, while Person 1 is identified at work and has another function. For example, at home Person 1 may have a function Clean Dishes, where at work Person 1 may have a function Serve Foods. Let's show that by this model.

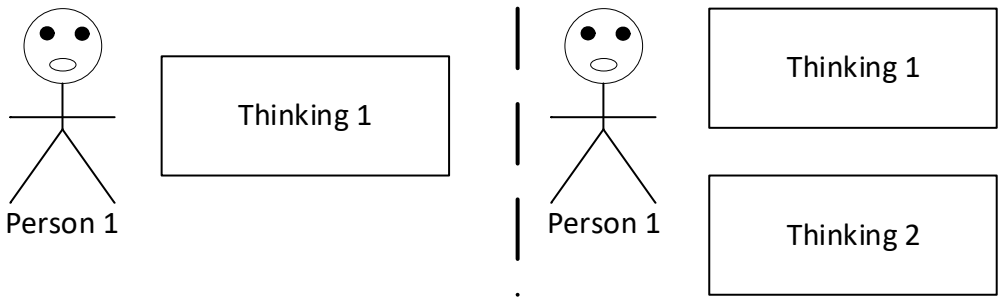


As we can see from the model above, a person is identified at home with a function and a person is indemnified at work with a function. What is important here is that there is

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no existence of a third entity. The person entity is the only entity that has effort and ability which enables a function to be executed by that person to solve a problem. Again, as we can see here a third entity does not exist, what exists is the person entity that is identified at home and at work which has the ability to execute functions. The person entity is identified at home; the person entity is identified at work then we close it. Let's put it in this form again: open parentheses, **(Person at Home, Person at Work)** close parentheses. There is no existence of a third entity.

As pointed out from the paragraph above, a third entity does not exist. For example, the person entity is identified at home doing something and the person entity is identified at work doing something. For example, at home I do this like cleaning dishes, where at work I do this like fixing cars. As we can see here, a third entity does not exist. What happens when we think a third entity exists. We simply think differently and no longer think in terms of our responsibilities. We think that a third entity which does not have the ability to execute functions can execute function for us. We think that a third entity which does not have effort can substitute for our effort. This type of thinking makes us less focus on our own functions as well as taking our responsibilities. In other words, when we think a third entity exists rather than the person entity. We also think that entity can replace our personal effort and ability as well as contribute for us individually. For example, I home I need to contribute. At work, I also need to contribute. If I think that a third entity can contribute for me at home and at work, I also disregard my effort, my ability, and my contribution to life. That is not productive. That also removes the focus of what I can do. To better understand the explanation, let's take a look at this model.



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From the model above, to the left is the natural way of thinking. In this case, the person for example at home is thinking about one entity. For example, if it is about vacuuming the floor, that person is thinking about vacuuming the floor. At work as well, that person is thinking about a single entity. If it is about fixing a car, that person thinks solely about fixing the car. That person does not think about another entity. To the right, that person has 2 ways of thinking. That person thinks about doing this; that person also thinks about doing that. As we can see, it removes the focus on that person.

To better understand the overall explanation, let's take a look at this example and identified a third entity. From above, we can see in the braces a person is indemnified at home and a person is identified at work. There is no third entity. Now, let's assume another entity and that entity is identified as a country or any other word that can refer to another entity. That is not correct, because there is no third entity we can put inside the braces or inside the parentheses. As we can see that way of thinking is not natural and it is very unproductive. The reason for that, the third entity does not exist. There is no other entity that exists that can override our efforts, our abilities and substitute for our contribution. When we think such entity exists, that makes us less focused, that also undermines our efforts and abilities and that does not make us feel we need to contribute.

231. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that there is no third entity that can substitute for the person entity to assume the responsibilities, the efforts, the abilities, and contribute for that entity. By using the equation above, we can see that it is not possible.

By understanding the paraphrase above as well as the previous article basis, let's try to further validate the following sentences by filling the blanks or add the missing words.

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First Sentence: My job exists to _____ my job does not exists to _____

Second Sentence: My country exists for me to _____ my country does not exist to _____

Third Sentence: My house exists to _____ my house does not exist to _____

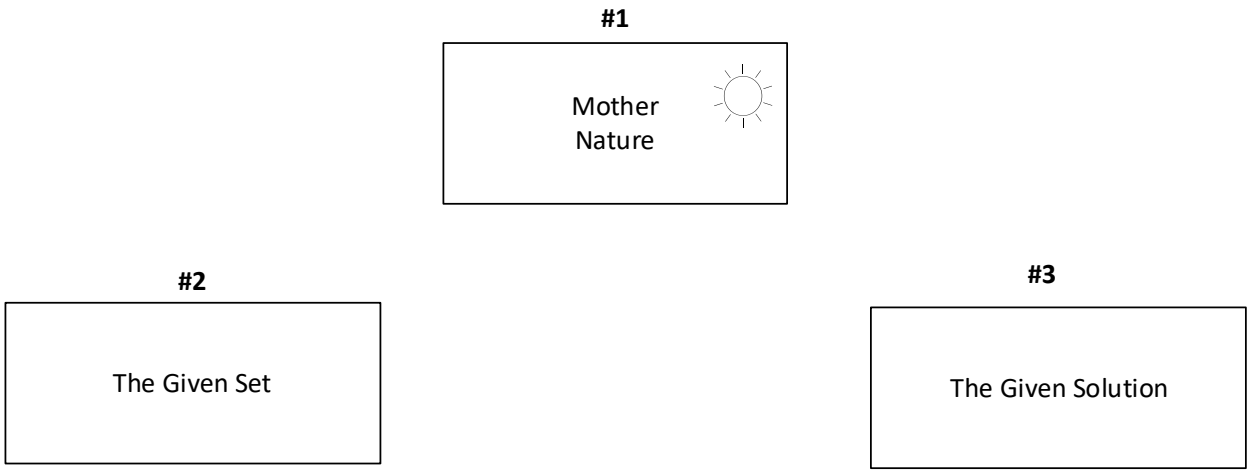
Fourth Sentence: My house does not exists to be better than the house next door, but my house exist to _____

Fifth Sentence: My country does not exist to be better than another country, but my country exists to _____

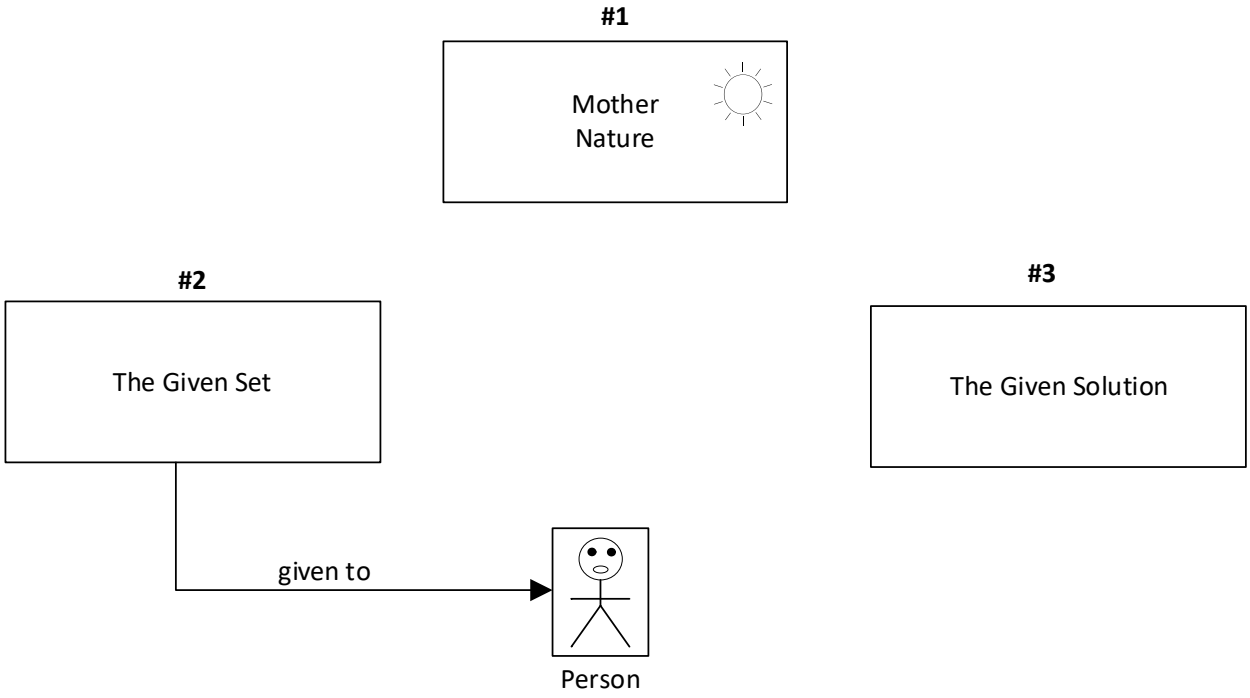
From above, use words to fill the blanks such as: live, contribute, clean, and so forth. Any word or synonyms that can be put in the blank space is acceptable. By working them out properly, you have identified given information that enables you to do so.

232. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of given information, let's take a look at the article basis 151 with the identified model as shown below.

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From the model above, we identified 3 entities where The Given Set and The Given Solution are given to. Now, in terms of identifying given information, we can see that one entity is not in the model. Now, let's show the model with that entity. For example, The Given Set is given to the person entity. In this case, we can show the model with the inclusion of the person entity.



From the model above, we identify the entity The Given Set is given to. The overall process is viewed as identified information. The entity The Given Set is given to has been identified as a person. What is important here is that the given set is not given to: a horse,

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a river, a house, a mountain, a boat, a bird, a rock and so forth. As we can see here, in other for The Given Set to be given to the person entity, that entity must have ability or characteristic to receive The Given Set entity. Everything we have just said here is considered to be given information. All what we do is identify given information. The Given Set is not given to other entities, but only to the person entity.

233. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 88, the two children that understand the principle do not exist to be better than the 18 children. In article 156, the employees who understand—the project—do not exist to be better than the ones who do not understand, but to help the employees who do not understand so the project can be executed successfully. As we can see here, a person does not exist to be better than another one but exists to execute functions positively and help others execute functions positively.

Using the equation above, we can see the application from the above explanation. A person who understands can apply the formula, also using the formula to help the ones who do not understand. As we can see here, the formula does not exist for one person to better than another person, but to be applied to solve problems. The understanding of the formula does not exist for a person to be better than another person, but to solve problems and help others who do not understand. As we can see here, if a person claims he/she is better than you and cannot help you, that person is simply useless. That person is not useful. Again, if you claim you are better than me and you cannot help me, you are

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simply useless; you are not useful. If I claim I am better than you and I cannot help you, that means I am useless and I am not useful.

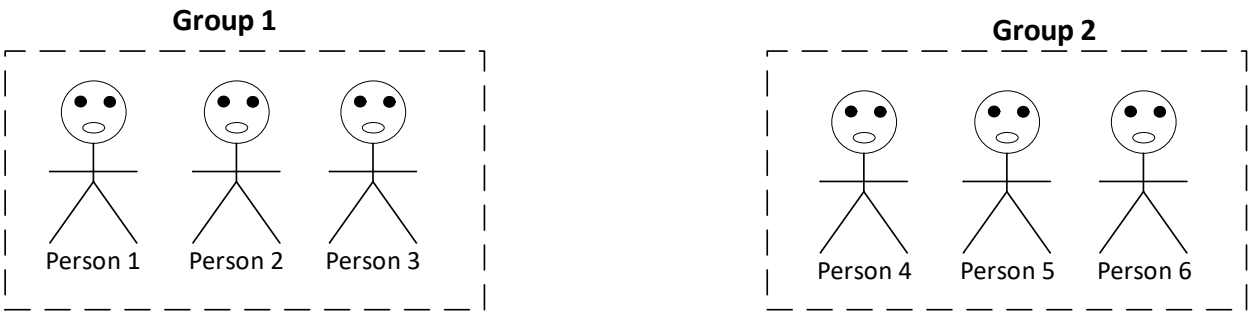
Now, let's take a look at bogeymen. Bogeymen will undermine a person's effort as well as that person's understanding. We don't need them, and mother nature does not allow us to have bogeymen. As we can see here, if a person exists and needs a bogeyman, the bogeyman makes that person useless, because the bogeyman simply undermines that person's ability, effort, and understanding. For example, if I exist and I need a bogeyman, then I am useless. If you exist and you need a bogeyman, then you are useless. We do not need bogeymen to use the equation above to solve identified problems. Bogeymen would undermine our effort, ability, and understanding, which make us useless.

234. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. We already know that we do not need a bogeyman and free pass to use the given equation to solve identified problems. Both bogeymen and free passes would undermine our understanding, our effort, and ability. Now, let's show how bogeymen and free passes will undermine our understanding and why we don't need them. To start, let's take a look at this model.

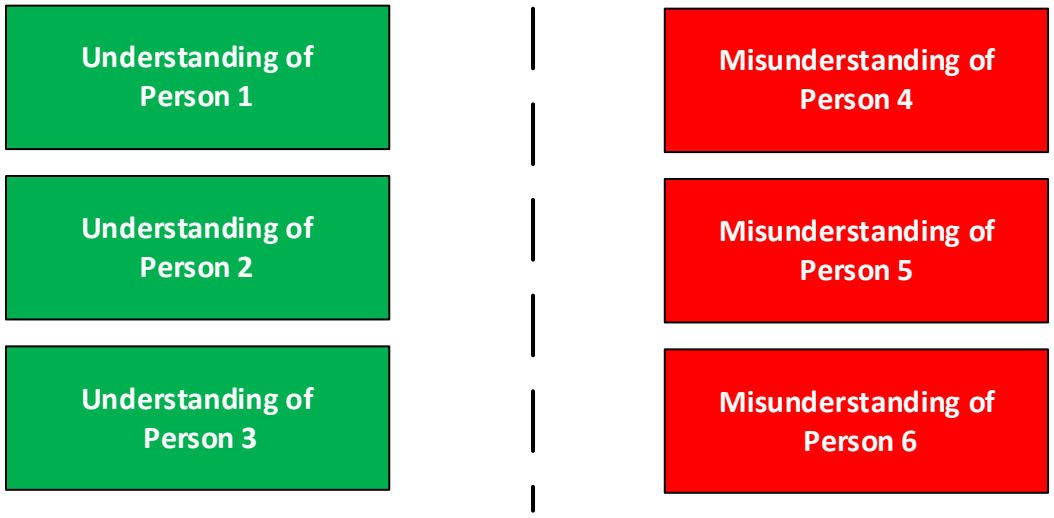
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From the model above, we identify 2 groups of people. The table below provides additional information about the people in the group.

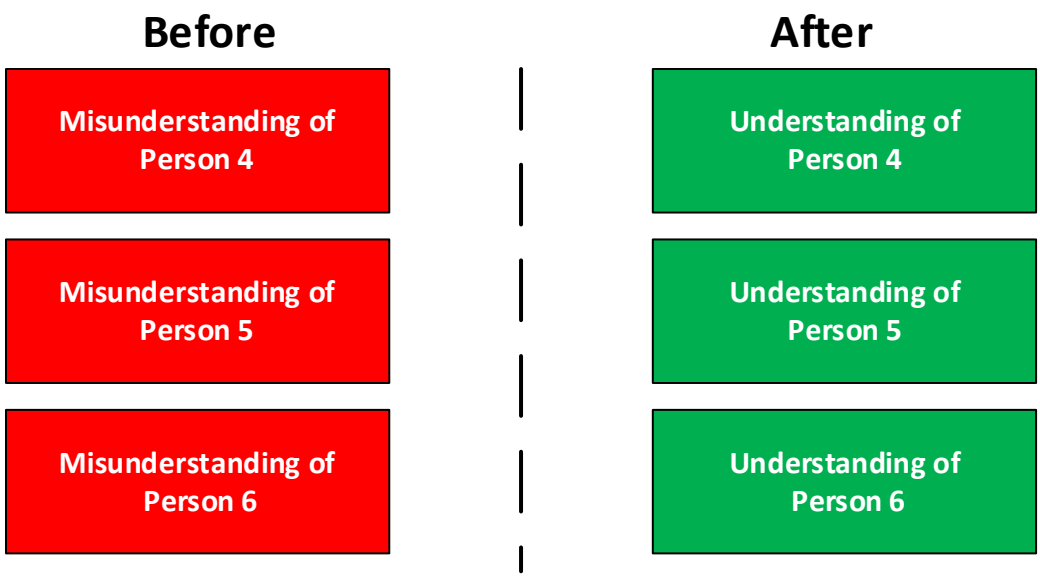
Person	Identified As
Person 1	Good Manager
Person 2	Good Salesman
Person 3	Good Mechanic
Person 4	Bad Manager
Person 5	Bad Salesman
Person 6	Bad Mechanic

In terms of understanding and misunderstanding, we have the following entities.

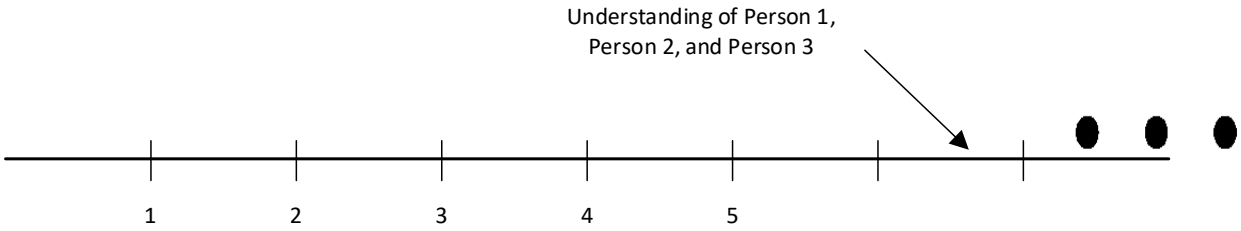


The problem we need to solve here is to help Person 4, Person 5, and Person 6 elevate their level of understanding. Doing so, we can have a transition from misunderstanding to understanding. In this case, we can have something like this.

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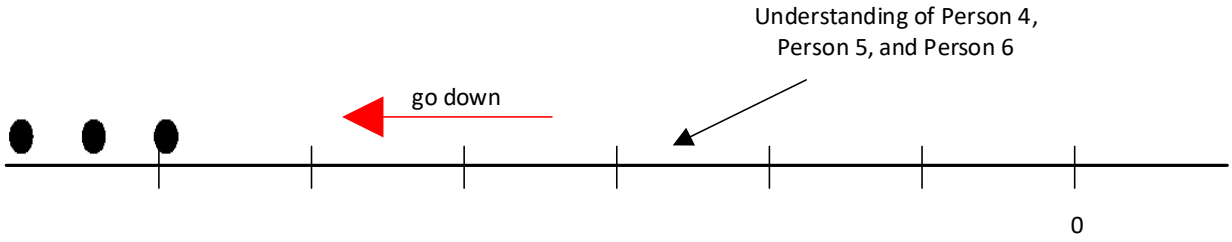
In order for that to happen, both Person 1, Person 2, Person 3 and Person 4, Person 5, Person 6 cannot be undermined. Person 1, Person 2, Person 3 supposes to help Person 4, Person 5, Person 6 be a good manager, a good salesman, and a good mechanic. Now, let's look at the level of understanding of Person 1, Person 2, and Person 3.



The arrow indicator shows the level of understanding of Person 1, Person 2, and Person 3. We just put a point there, but all of them are not at the same point. What is important here is that the understandings of Person 1, Person 2, and Person 3 are not static. Related to time, they increase. Helping others enables them to increase the level of their understanding. For example, as a result of helping others, their levels of understanding also increases. Now, if they don't do that, the increment is not there as a result of helping others. Also, for Person 4, Person 5, and Person 6, bogeymen and free passes undermine them. They will not learn to help them understand to be a good manager, a good salesman, and a good mechanic. In this case, bogeymen and free passes make the

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problem worse. Related to time, the understandings of Person 4, Person 5, and Person 6 go down; not increase but decrease.



As we can see here, the bogeyman does not help the ones who understand as well as the ones who misunderstand. The bogeyman does not enable the ones who understand to increase their level of understanding as well as the ones who do not understand. At the end, both groups are undermined by the bogeymen and free passes.

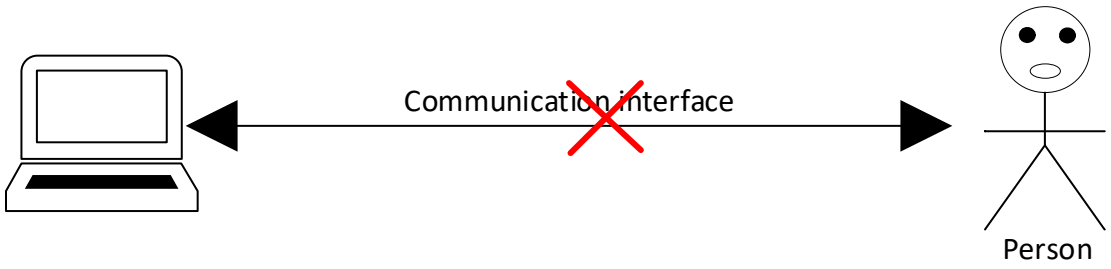
235. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information, we already know that there is a communication interface that connects us. That communication interface enables us to exchange information. For example, the communication interface between me and you enables me to inform you as well as you to inform me. It is always good to show that interface by this model.



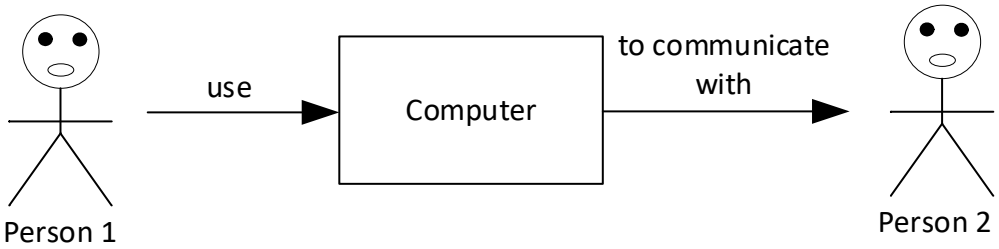
From above, the model shows that a communication interface exists between Person 1 and Person 2. That interface is natural to Person 1 and Person 2. By identifying that communication interface, for us it is considered to be identified information, while for mother nature is considered to be given information. For example, *a communication interface between Person 1 and Person 2 is given*. This is viewed as information given to

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us. While *a communication interface between Person 1 and Person 2 is identified*. This is the information that we identify. In this case, we can see that the information that we identify matches the information that is given. Now, let's show the model of a computer with a person.



Because the interface shown by the first model does not exist in the second model, so the second model is viewed as an error. It can be considered not a model at all, because it has no basis. The following models are correct, based on the following sentences: Person 1 uses a computer to communicate with Person 2. Person 1 and Person 2 use computers to communicate together. Person 1 uses a computer to inform Person 2.



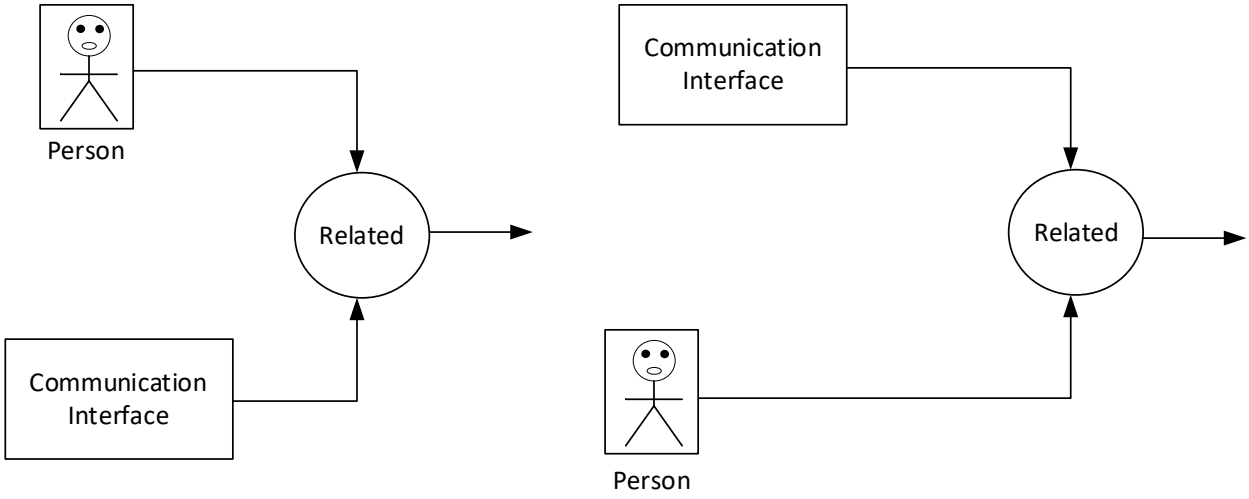
The problem we need to solve here, Person 1 needs to inform Person 2, there exists an interface that enables Person 1 to do so. I need to inform you and there exists an interface that enables me to do so. I need to inform you and there exists an interface that enables information to flow from me to you. With that if there is a need, I can use any other entities such as paper, computer, phone, tablet, and so forth.

From above, the problem that needs to be solved is identified. The problem that needs to be solved is not: I need to inform you, but I don't have time to communicate with you. I need to inform you, but I don't want to call you. I need my computer to inform you rather than me. Before I identified the problem I need to solve, I have already solved that

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problem. Before I need to inform you, my computer has already figured that out and inform you. I need to inform you, but I am too lazy, and I don't want to work to inform you. I need to inform you, but free passes do not allow me to. I need to inform you, but I got use free pass, so I don't have time to inform you. I need to inform you, because of free pass, I don't have time to do so; all what I think about is free pass. I need to inform you; my bogeyman does not allow me to do so.

236. By understanding the article basis above, in terms of identified information, the interface enables information to flow from Person 1 to Person 2 and vice versa. From the first model above, we can see that there is a relationship between the interface itself and the person entity. It is always good to show that relationship by this model.



From the model above, the communication interface itself is viewed as an entity and that entity is related to the person entity. What happens if that interface is disregarded or the existence of that interface is taken for granted, then it is possible not to have respect for both entities. Let's assume that from the first model above, Person 1 needs to inform Person 2. If Person 1 misidentified the problem that he/she needs to solve is simply inform Person 2. If Person 1 assumes another entity needs to inform Person 2 instead, then Person 1 shows no respect for the communication interface as well as Person 2. By showing no respect for both the person entity and the communication interface entity, that does not help us in terms of learning and understanding those entities.

237. **Understanding Free Pass, Bogeyman, and Problem Solution:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 151, we have identified 3 entities and 2 of them are given to us. As we can see from article basis 151, the two entities given to us are not free pass and bogeyman. From that, we can quickly see to solve our problems, free passes and bogeymen are not needed. From the same article basis 151 as well as from article basis 232, we can see that mother nature does not give free pass and does not do bogeyman. The formula given to us and it is what we need to solve our problems. Consider free pass and bogeyman are problems themselves. In terms of solving them, we have the following.

Before	After
Free Pass	No Free Pass
Free Pass	Formula
Bogeyman	Formula

From the table above, we can see that free passes and bogeymen are considered to be problems themselves. So, to solve them we simply substitute them by the formula. For example, if at Time 1 free pass is identified, then at Time 2 the free pass is replaced by the formula. If at Time 1 a bogeyman is identified, then at Time 2 that bogeyman is replaced by the formula. What is important here is that free passes and bogeymen are not good and do not help us solve problems. We do not need them to operate with and they don't help us.

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By understanding the explanation above, it is not that. I can have a free pass you cannot have it. It is good for me not for you. My friend can have it, and my other friend cannot. I have it, but I don't want you to have it. I want my friend to have it, but I don't want my other friend to have it. It is not good for all of us. It is not that before you have it, now I have it. That is not good. Before that was a mistake. Now, no free passes. Free passes and bogeymen don't solve any problem. It is not like the people in the past got a free pass; that was a misunderstanding. At time now, it is whether we can continue with that free pass. When mother nature says enough is enough; it is over. Naturally, there is no free pass. Some examples of free pass include disregard function at location. If we disregard functions at location in the past and we think we can solve problems with that, that is simply a misunderstanding of mother nature. Another example is self-contribution. Since mother nature says everybody must contribute to life, we cannot get a free pass from that. Getting a free pass from that is simply a misunderstanding.

238. To solve our problem, we use the equation above that enables us to do so. The equation above is natural to our operation in terms of problem solving. For example, to inform a person, we need to use the equation above. If an event occurs at a location and we need to inform people about that event, we need to use the equation above. Our physical system functions related to the equation above, disregard whether it is viewed as positive or negative. Using the equation above, it is natural for our effort to count to solve a problem. For example, to inform people about an event, our effort counts. By understanding what we have just said, we can see that the equation above requires something from us which are our efforts and abilities.

By understanding the explanation above as well as the article basis 235, if I have to inform you and I don't want to talk to you, what's on me? Nothing; if I need to inform you and I don't have time to inform you, then what's on me? Nothing; if I need to inform you and before I decided my computer already informs you, what's on me? Nothing; if I need to inform you, but I am too lazy and I don't want to work to inform you, what's on me?

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Nothing; if I need to inform you, but free pass does not allow me to, what's on me? Nothing.

By understanding the explanation above, we can see that it does not solve the problem, because for each case identified, effort does not count. In order to solve a problem, effort is required from the person or people who are solving that problem. If the people who are working to solve the identified problem don't think individual effort is required from them, then the resulting solution is invalid according to the above equation. The resulting solution is based on the application of the above formula negatively. It is the same as saying that, if we need to solve a problem and we don't want to work to solve it, then that does not solve the problem. If we need to solve a problem, we need to work to solve it. In order for us to work to solve it, naturally that requires effort from us. Without effort from us, we don't solve problems. If our existence requires effort from us, there is no way we can bypass that.

239. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 88 and 89, we have learned and shown that when mother nature says no tag then the no tag is final. From article basis 40, we have learned and shown that a formula cannot be adjusted for our misunderstanding. As we can see here, when mother nature says no, that no is final. For example, mother nature says no tag, then no tag. It is not possible for us to verify or validate tag. From article basis 222, we have learned and shown that everything from mother nature is connected. By trying to tag, we simply break a relationship. That does not help us identify other relationships or entities that connect together. When mother nature says no; that no is final and we must accept it. That no cannot be changed.

To better understand the explanation above, here is a list of items where mother nature says no and cannot be changed to yes.

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- Function at location
- Function at location related to exchange
- We must learn and understand the formula
- One must feedback each other

For each item from the list, verify why mother nature cannot change no to yes or yes to no. In other wors, for each item verify why mother nature cannot be changed for our misunderstanding. For example, let's take the first one, where mother nature says we must respect function at location. Mother nature says, yes we must respect function at location. What happens if we say no, then we can see that a lot of things related to function at location will not work properly.

240. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

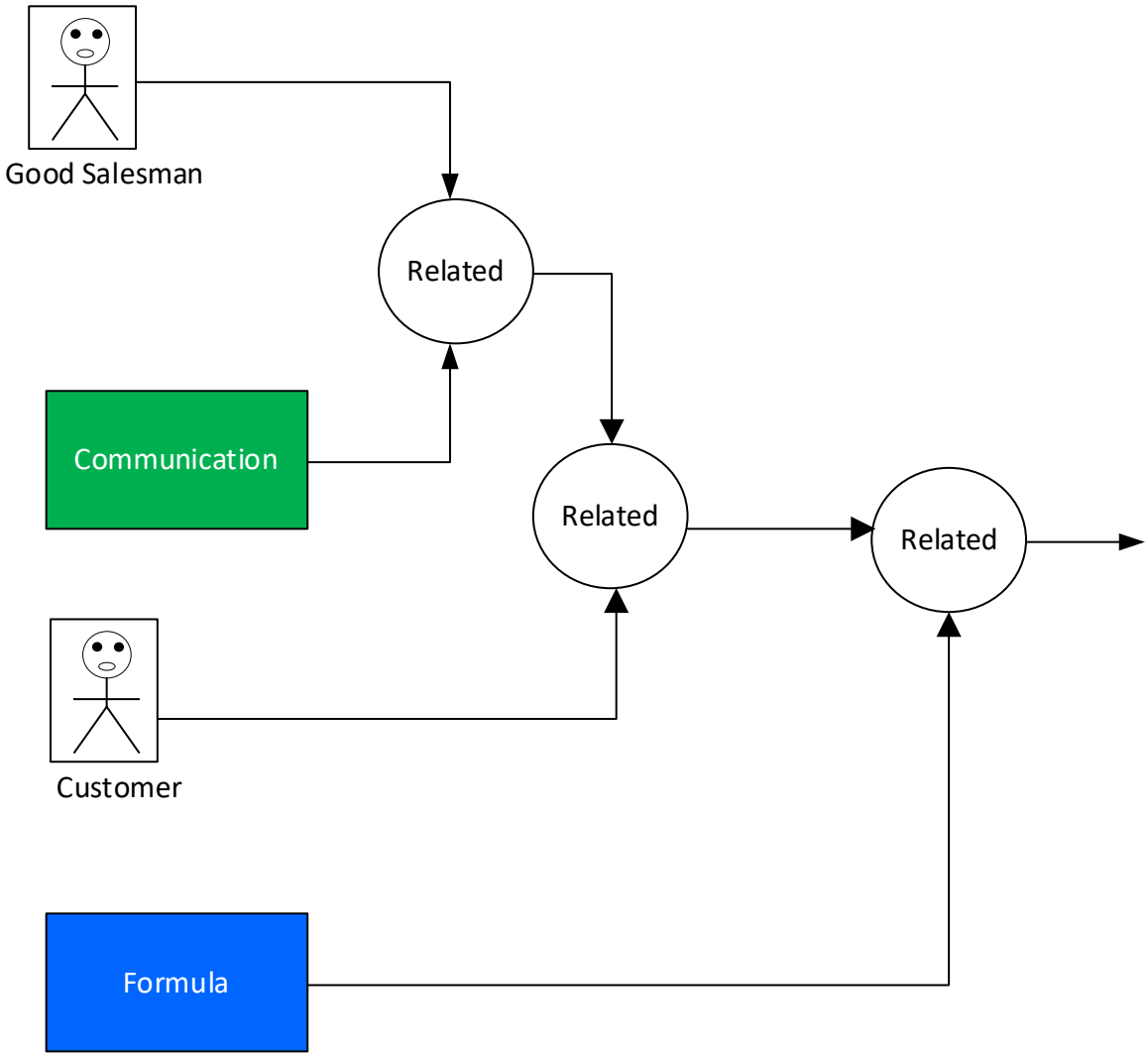
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving then the entity given to us as well as the entities available to us to help us solve the problem. In the list of entities available to us, we know that communication, effort, and abilities are 3 of them. Where bogeymen and free passes are not one of them. For example, the effort from a salesman, the ability of that salesman, and the communication of that salesman enable that salesman to go from house to house and make a sale. That salesman does not require a free pass or a bogeyman to enable him to do so.

By understanding the expiation above, let's take the communication of the salesman into consideration, then that communication can be plug in the equation above which result to a solution. What is important here is that a bogeyman can undermine that salesman

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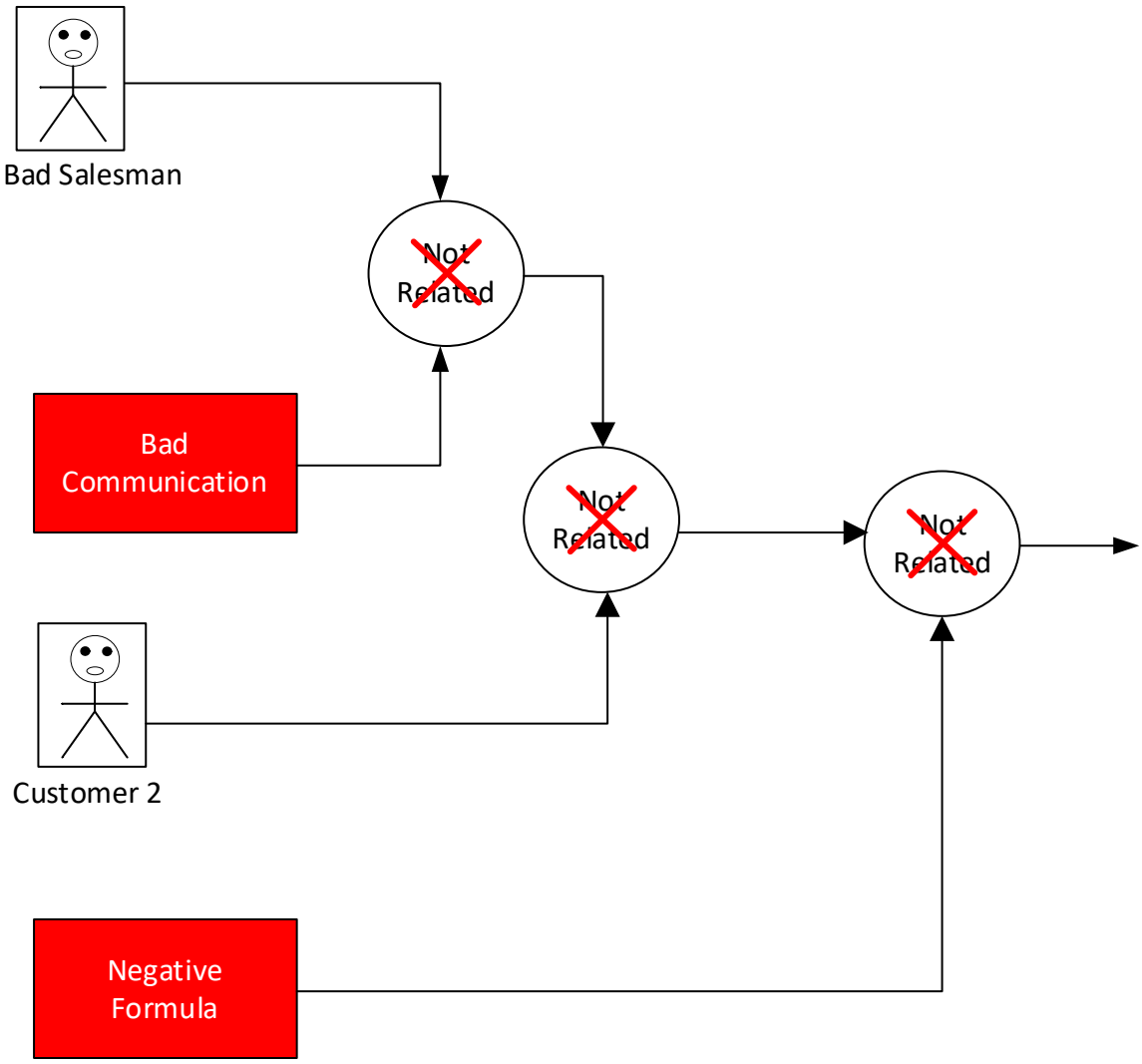
by throwing a negative sentence so his man can make a sale. To better understand what we have just said, let's take a look of article basis 190, where a bogeyman can undermine a salesman not to sell to Location 2 and Location 4. In this case, that bogeyman may also repeat negative sentence to people at Location 2 and Location 4 to tell them that they must buy from his guy. His guy may be a bad salesman. What is important here is that the sale by his guy is not recorded by mother nature as a sale. By using the equation above and put the language into consideration. We can see there is a relationship between the good salesman, his communication, as well as his customer as well as the formula. It is always good to show that relationship by this model.



From the model above, we can see that the communication comes to play and the formula is applied by both the customer and the good salesman. What is important here,

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is that the introduction of a bogeyman alters that relationship with the bad salesman. In this case, the bad salesman sale is based on bad communication. There is no relationship with the communication. The customer who was told to buy from that salesman accepted it. The formula is viewed as negative. In this case, we can show the opposite of the above relationship by this model.



From the model above, the bad communication is viewed as the communication of the bogeyman that enables the bad salesman to make a sale. Naturally that is not considered as a sale. By understanding article basis 193 as well as 222, we can see that Customer 2 belongs to the good salesman, not the bad salesman. The bad salesman simply gets a free pass. The future is more certain for the good salesman than the bad salesman. Customer 2 only buys from the bad salesman based on scratched hand and

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one open eye. So, that is not viewed as natural. The increase understanding of Customer 2 is favored the good salesman rather than the bad salesman. As well as the future understanding of other customers in general is favor the good salesman. The bogeyman cannot be and will not be available for the bad salesman all the time, so at the end the good salesman stands not the bad one. At the end, the good salesman is what last, not the bad one.

241. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 156, we have learned and shown that Manager 2 has helped solve the indemnified problem. From article basis 203, we have learned that Manager 2 operates in different modes than Manager 1. The way to look at it, by looking at the previous operation and the current operation—the operation before Manager 2 and the operation with Manager 2—Manager 2 approached the project differently. For example, Manager 2 identified the employees who understand the project and those who do not, where the ones who understand must help the one who do not.

By understanding the explanation above, we can see that Manager 2 operates in an averaging approach. For example, if the ones who understand must help the ones who do not and related to time the ones who do not understand increase their understanding to help the project execute positively, this process is viewed as averaging. In this case, if an employee used to do 50% while some others were doing 10%, 0%, and so forth, related to time, the ones that were doing less increase. Doing so, enables the overall

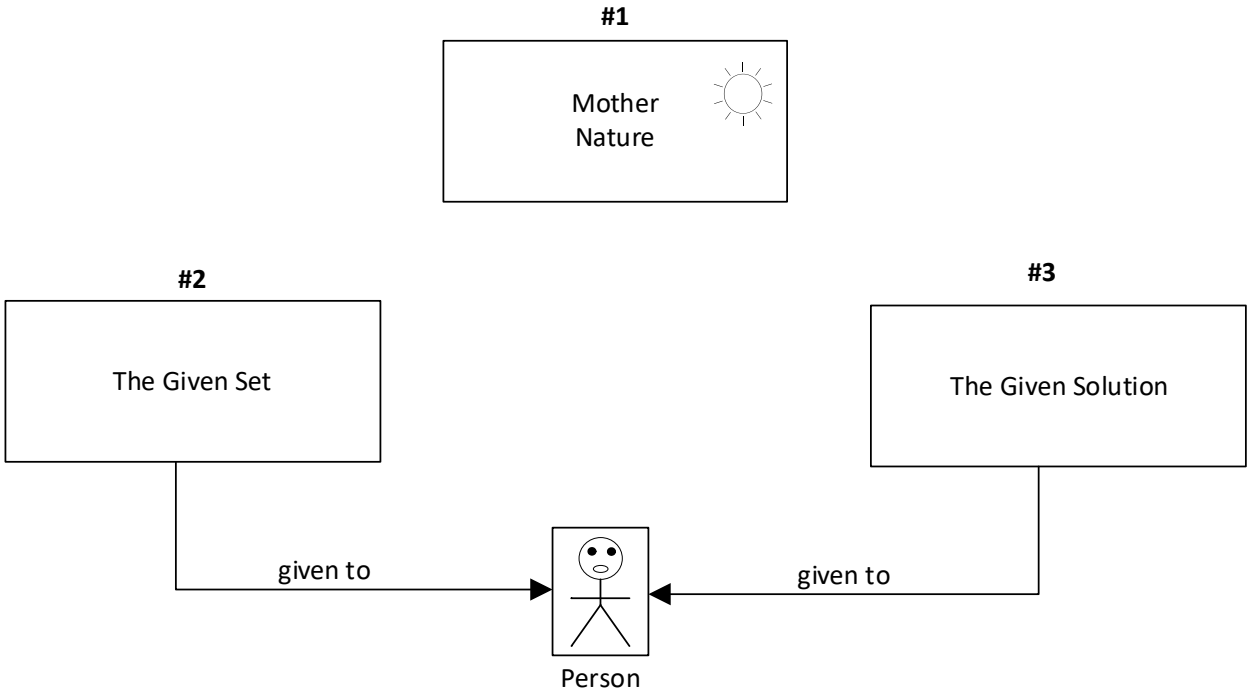
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function to be adjusted as well. Because the overall function is an average function which requires the contribution of all employees, the communication must reflect that.

242. **Understanding Problem and Solution Related to Mother Nature:** To solve our problems, the following formula is given to us by mother nature.

$$Available + Given = Solution$$

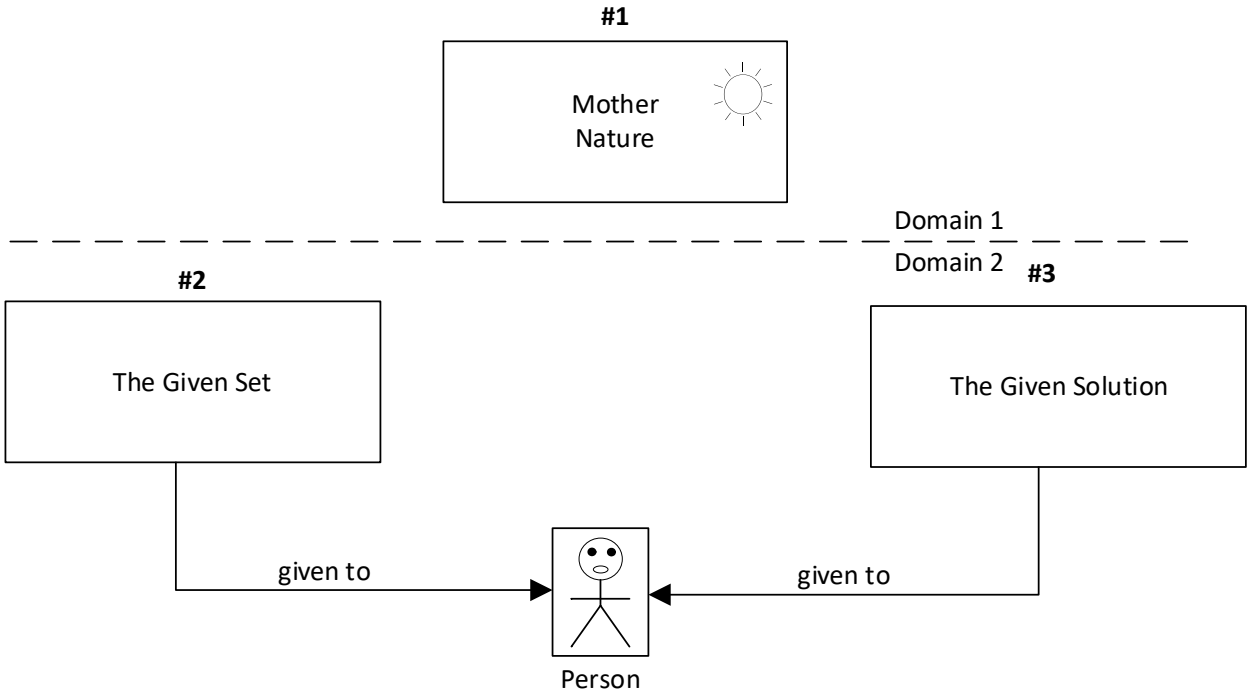
From the formula above, we first identify the problem, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 151, we identify 3 entities, where 2 entities are given to us. From article basis 232, we show the flow of entity given to us, let's show that by this modeling by showing the flow of both entities given to us.



From the model above, we can see that two entities are given to us: The Given Set and The Given Solution. Now, if we identify them by domain, we can see that two domains

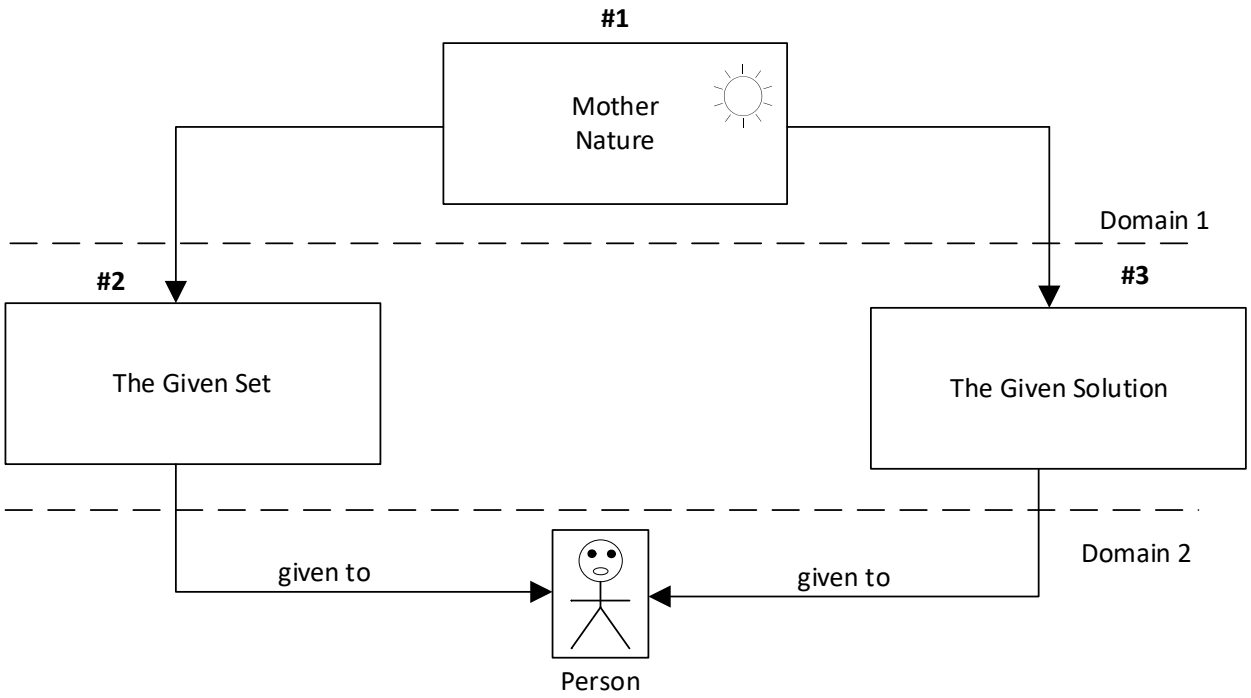
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are identified from above, the originator and the receiver. In this case, if we want to, we can identify them as Domain 1 and Domain 2. Let's show that by this model.



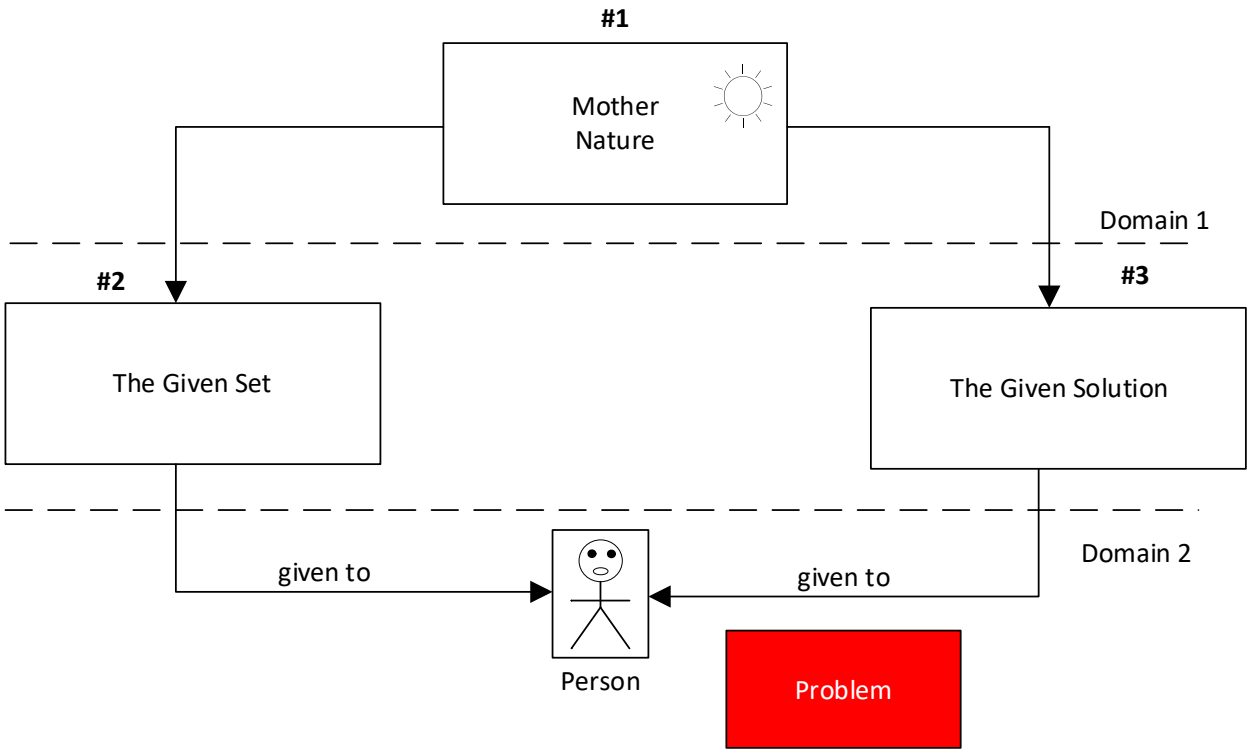
From the model above, the provider is identified in a domain while the receiver is identified in another domain. Where each domain is viewed as the space identified. If we want to, we can move the domain line of Domain 2 to show the flow of the entities given to us. With that, we have the model below.

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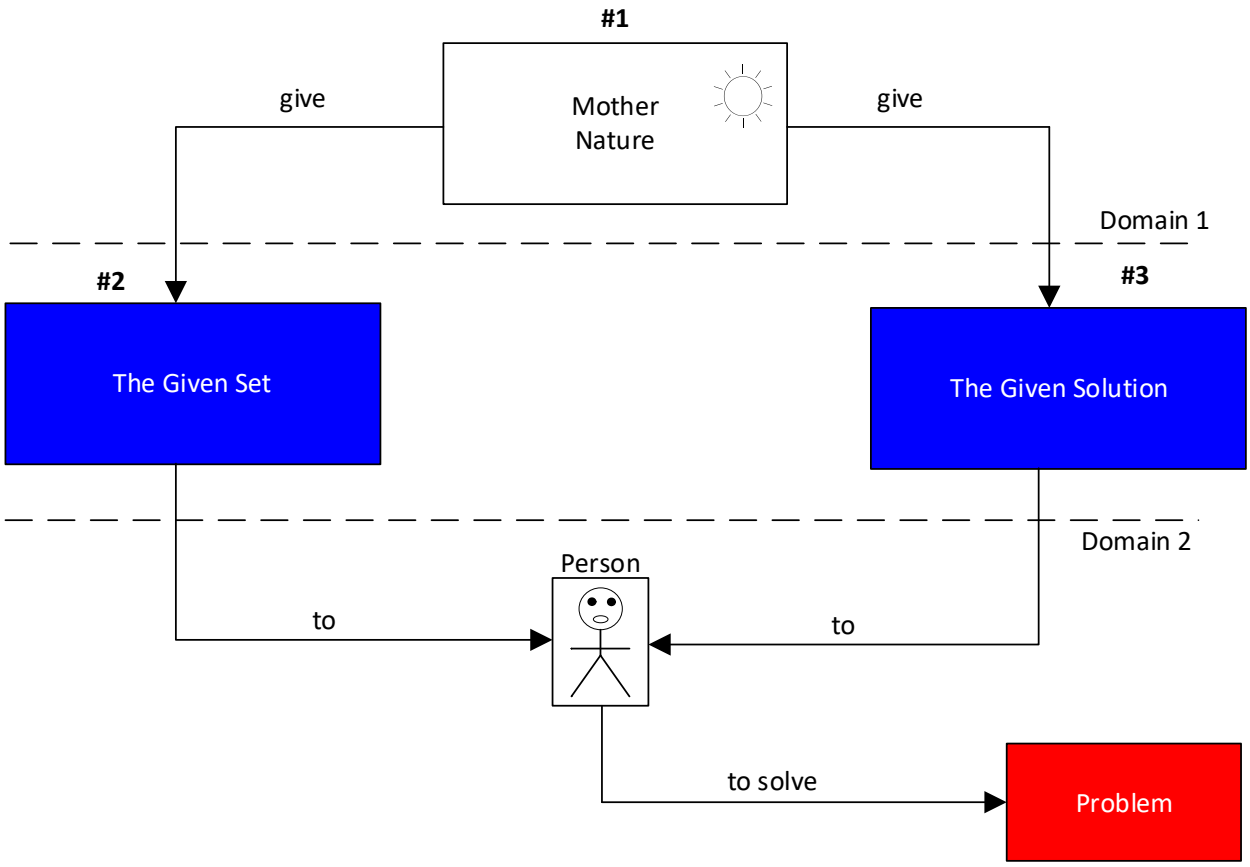
From the model above, we can see that the person entity is identified in Domain 2, while the provider is identified in Domain 1. In this case, we separate the given entities to show that those entities flow from Domain 1 to Domain 2 or to show that those entities are given from Domain 1 to Domain 2. From the model, we can see that the two entities given connect Domain 1 and Domain 2. We already know that the 2 entities above are given to us to solve our problems. Now, let's identify a problem in Domain 2. Then we can show that by the model below.

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From the model above, we can see that a problem is identified in Domain 2 or in our domain. The entities are given to us so we can solve our problem. With that, let's show the flow to connect the person entity with the problem. With that, we have the following model.

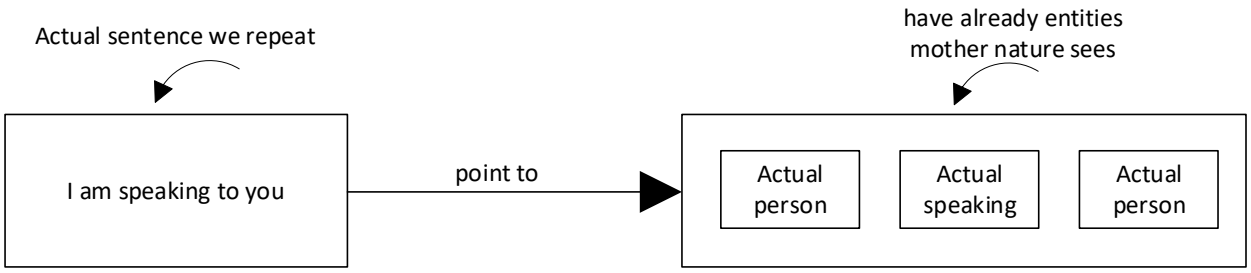
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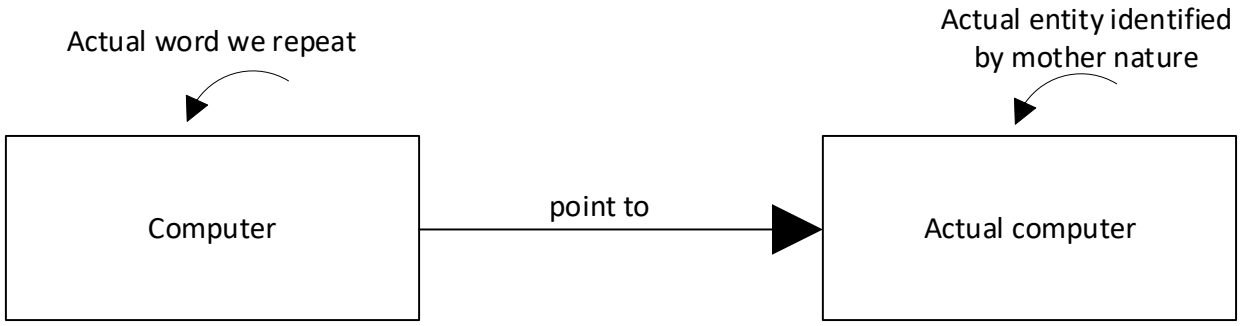
By looking at the model above, we can see that the solution of a problem has to be given to the person entity. In other words, while we can develop problems, however we cannot create our own solutions for problems that we develop. The solutions of our problems have to be given to us. While we can redevelop problems, however solutions have to be given in order for us to solve them. It is not possible for us to produce or make our own solutions for the problems that we develop. For example, after having problem with our application, we turn to our parent for help, where our parent provides us the idea of our application and the given reference. That means, a solution has to be given to us. From that, we can see that a problem is identified in a domain, while the solution of that problem is given in another domain. A problem is identified in our domain, while the solution of that problem is given from another domain. A problem is identified in our domain, while the solution of that problem is given from our parent domain.

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243. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 135, we have learned and shown that mother nature only sees actual entities. for example, if we repeat a sentence, mother nature sees the actual entities that sentence points to. If we repeat a word, mother nature sees the actual entities the words point to. It is aways good to show that by this model.



As well as, if we repeat a word computer, mother nature does not see the word, but see the actual entity the word points to as shown below.



By understanding both models and the explanation above, we can see that mother nature does not do words, but actual entities. In this case, we can see that words depend on us while actual entities depending on mother nature. Mother nature identifies everything as actual while we entities by words. During communication, we try to match what is identified by mother nature. In other words, during communication, if we repeat a sentence, we want the sentence to match the entities identified by mother nature. If we repeat a word, we want that word to match the actual entity identified by mother nature. In this case, we can see that the correctness of our communication or our sentence depends on that matching.

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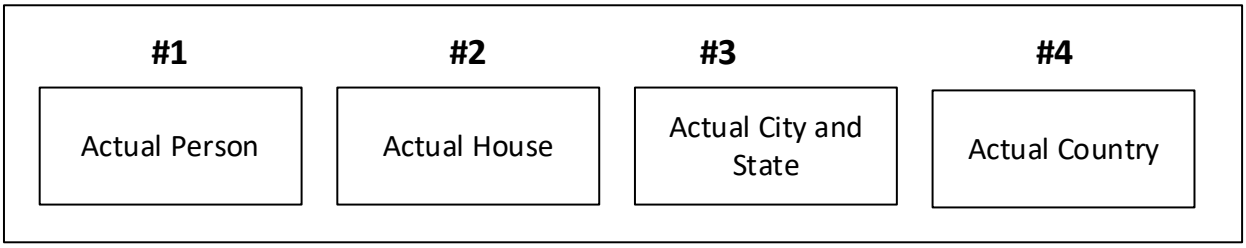
By understanding the explanation above, we can see that there is a relationship between the explanation and the model above with identified and given information. Since mother nature identifies information before us and the information identified by mother nature is considered to be given information, it looks like above our communication comes after the identification of the actual entity. It is always good to say that our communication comes after mother nature identification. For example, it looks like mother nature already knew about an entity a word points to before we repeat that word. It looks like mother nature already knew the entities a sentence point to before we repeat the actual sentence.

244. By understanding the article basis above, it is important for us to properly identify entities. In terms of communication, since mother nature knows the information, our communication is about before us; in this case, we do not want to improperly identify entities in our communication. When we do, we commit errors in communication which also affect our operation.

To better understand the explanation above, consider the following: a person is identified, a person is identified at a location. A person is identified at a location; a person is probably identified at home or at work. A person is identified at a location; a person is identified in a city. A person is identified in a city; a person is identified in a state. If a person is identified in a state, a person is identified in a country. By looking at everything we have just said, we can see that the identified information includes person, house, city, state, country. In this case, we can see that a person is first identified, then the location of that person comes after. Let's identify everything we have identified here by a model with number.

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Actual entities identified



By understanding the overall explanation and the model above, we can see that the person entity is always identified as entity number 1 and it is always in focus. In everything we are doing, that entity comes first, since it has responsibility, effort and ability. As well as, by looking at article basis 232 as well as article basis 242, we have learned and shown that The Given Set was not given to another entity, but to the person entity. The reason for that, because the person entity is the only entity that can receive The Given Set as well as having ability and responsibility. In this case, the person entity should always come first and be in focus during our operation.

By understanding the explanation above, as well as article basis 230, another entity cannot come as a substitution for the person entity. Article basis 88 and article basis 156 have verified that as well. When we try to put another entity in front of the person entity, that does not help us in our operation. For example, from the model above, the person entity is identified as number 1 and it understands its operation: including function, effort, responsibility and so forth. Now, let's assume that we put entity number 4 in front of entity number 1 or substitute for entity number 1, that does not help our operation. Our communication needs to change to accommodate that. In this case, that undermines the effort and the ability of entity number 1.

To better understand the paragraph above, let's take it like this. During our operation, we identify all entities: the people who execute the function and the location where the function is executed. We focus on the people who execute the function, not the location the actual function is executed. We want efforts and responsibilities of those people, not the location. Because the location where the function is executed does not have efforts

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and abilities. Now, what happens when we try to focus on the location rather than the people who execute the function, it looks like we are hiding something. For example, a country cannot execute functions for the people, but the people execute functions. When we promote this type of communication, that does not help other people at home, at work, or at our location. Since mother nature requires their contributions, they feel like they don't need to contribute. They feel like the country can contribute for them; the house can contribute for them or the place they work can contribute for them. As we can see here, by not putting the person entity first, it does not help us.

Another thing to look, when we do that, we simply misidentify given information. The person entity is given as number 1 entity. When we operate, we identify that entity as number 1. When we execute our function, we mark that entity as number 1. If we misidentify that entity as number 1, that will not help us solve our problems. That entity is the only entity that can apply the given equation.

245. **Understanding Problem and Solution and Function at Location:** To solve our problem, the following formula was given to us by our parent.

$$Available + Given = Solution$$

When multiple people are working, each must apply the formula above to execute the underlined function to solve the problem. For example, from article basis 121, a person may have a function to lift boxes from the floor to put on the table, while another person may have a function to monitor the function of that person. In this case, one person lifts boxes to put on the table, while the other person records the status of boxes lifted from the floor to the table.

From the explanation above, we can see the function of the person who lifts the boxes belong to that person and the function of the person who monitors that person belongs

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to that person. Those 2 functions are fixed to solve the problem and cannot be adjusted. We can say that those 2 functions are constant to the solution of the problem and cannot be adjusted. Another entity cannot be used to overcome that. Consider giving the following entity to the person who records the status that does not solve the problem or help the solution of the problem. For example, give money, give vacation, car, house and so forth, those entities are not need to solve that problem and they don't help. What is important here is that the function to solve a problem is constant to solve that problem and cannot be adjusted and does not need to be adjusted to provide that solution.

246. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In the list of entities available to us, we know that our effort and ability are two of them. We also know that we don't need free passes and bogeymen, because they don't help us solve our problems. From article basis 217, the mechanic solves the problem at Location 1, he also solves the problem at Location 2. At Location 1, his effort and his ability count, so does at Location 2.

From article basis 217, the mechanic does not need a bogeyman and free pass at Location 1, so does at Location 2. At both locations, his effort counts. Since bogeymen and free passes only undermine our effort and ability, at some point, they will let us down. Our effort and our ability will never let us down. For example, the effort of the mechanic in article basis 217, the effort of Manager 2 in article basis 156, the effort of Salesman 2 in article basis 193 will not let them down, but bogeymen and free passes will. We cannot rely on bogeymen and free passes, because at some point, they will let us down. Our

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effort will never let us down. The effort and the ability of a mechanic will not let him down. The effort and the ability of a manager will not let him/her down. The effort and the ability of a salesman will not help him down. However, bogeymen and free passes will let all of them down at some point. So, it is good for us not to rely on bogeymen and free passes. The equation above can help us solve our problems.

247. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

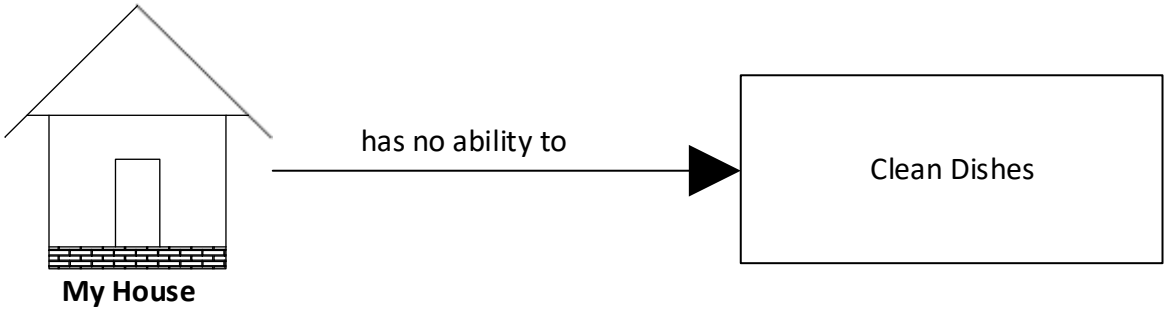
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, in article basis 230, a person is identified at home solving a problem and a person is indemnified at work solving a problem. For example, a person at home can execute a function to solve a problem; a person at work can execute a function to solve a problem. A person at home can clean a dirty floor, a person at work can repair a car for a customer. As we can see here, in terms of functions executed to solve problems, at home cannot be skipped and at work cannot be skipped. In other words, because the person entity is the only entity that has responsibility, effort, and ability, when executing functions the person entity has the focus. In this case, an entity cannot be identified for that entity or to replace or substitute for that entity.

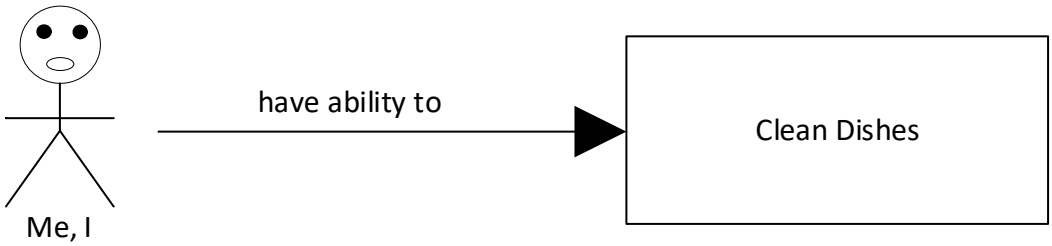
To solve our problems the entity that has responsibility, effort, and ability always comes first. By disregarding that, it is possible to rely on free passes and bogeymen. To better understand that let's take it like this. Me, at home I take care of my business-like cleaning. At work, I also take care of my business-like fixing cars. That requires my effort, my responsibility, and my ability. I am contributing at home and at work, which is viewed as my contribution to my location. Another entity cannot contribute for me, because

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other entities do not possess abilities and efforts that would allow them to do so. In this case, those entities cannot be substituted for me. For example, the house where I am located, the city where I am in, the state where I am in, and the country where I reside. All those entities cannot be viewed or identified in a way, where my responsibility, my ability, and my effort belong to them. Since the overall process is not natural, when that happens it is the result of free passes and bogeymen. For example, by not putting a person in front to show his/her effort and responsibility, any of those entities putting in front of a person looks like there must be free passes and bogeymen working in the background. Because the person entity that should be the focus point is not identified and it looks like its responsibility, its effort and its ability have been hiding. As a result, we solve no problems. So, to solve our problems, we always show the entity that has the ability to do so as the focus, not the ones that do not. To better understand the explanation, let's show some models.

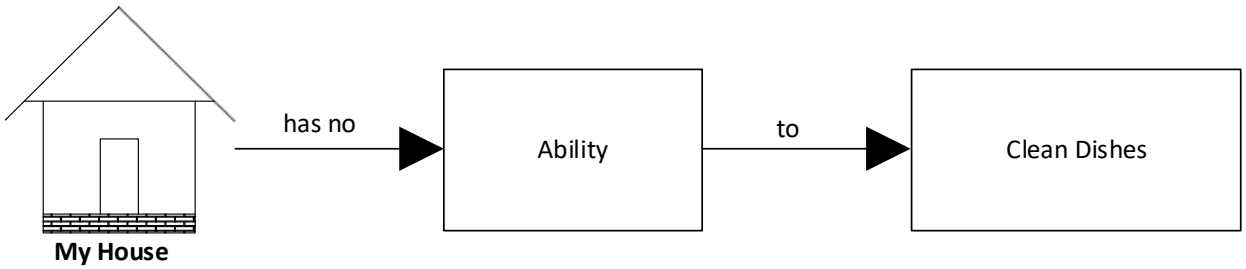


Now, let's look at the model for a person, for example me, I have ability to clean dishes

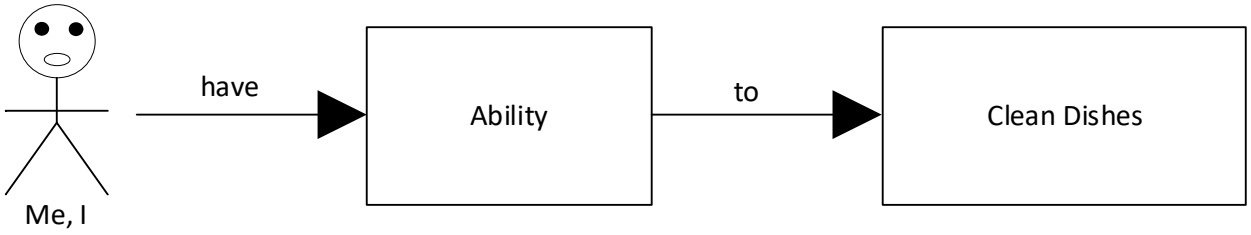


From the equation above, we know that the ability entity, the effort entity, and the responsibility entities are considered to be actual entities. With that, we can redraw the models again by showing the ability entity as a separate entity.

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Now, let's show the model with the person



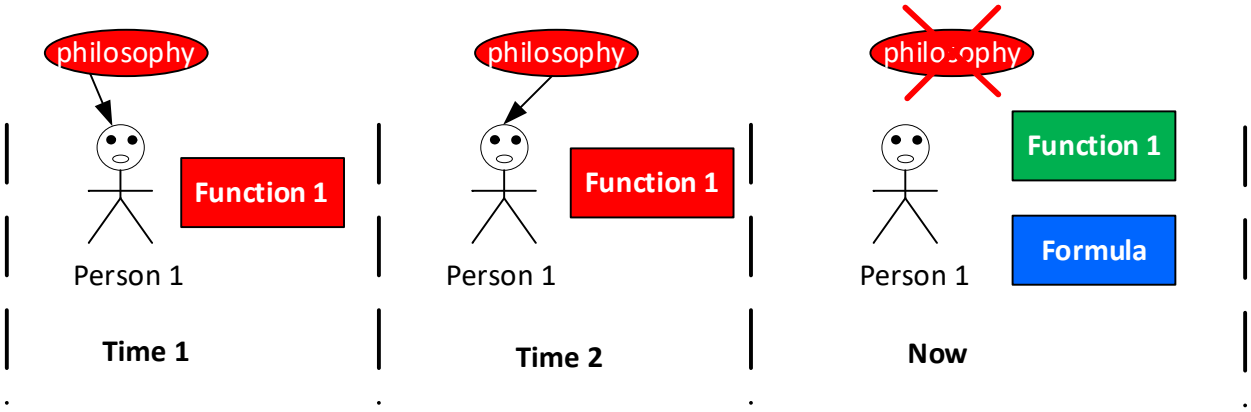
As we can see from above, the ability entity belongs to the person entity, not the house, the location, the country and so forth. The person entity has the ability entity and that entity is natural to the person entity. We can say that tat entity can be natural to the person entity. This is well matched to the models indemnified in article basis 242. Because of that, the person entities can do things that cannot be done by other entities. Redraw the above models by using the following: me—your name which is simply me comma your name—my location, my city, my state, my country, and so forth. In this case, you can also redraw them by using the name of your country, city, state, location, and so forth. You can repeat the process for other entities such as effort and responsibility. You can also do that for other functions like Fix Car, Arrange Groceries, Fix Road, Farm Land, Provide Information and so forth.

248. **Understanding Problem and Solution Related to Feedback:** To solve our problems, the following equation was given to us as feedback.

$$Available + Given = Solution$$

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For example, before we have a problem to solve, we don't know how to solve it. We turn to our parent for help, where our parent provides us the equation to solve it. It is always good to show that by this model.

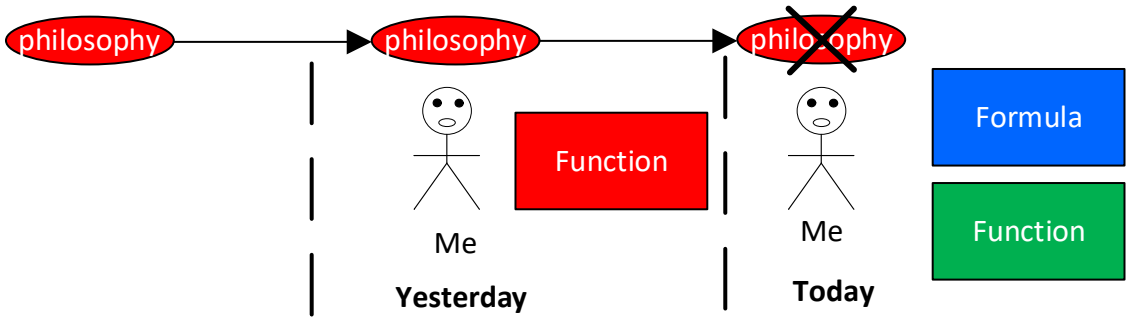


From the model above, as we can see by applying the formula to execute Function 1 positively at Time Now, the positive execution of Function 1 at Time Now erases the negative executions of Function 1 at previous times. Mother nature no longer sees Function 1 Red at Time 1 and Function 1 Red at Time 2, but Function 1 Green at Time Now. To better understand that let's take it like this. At previous time, Function 1 Red was written on a piece of paper. Now, a Wite-out or eraser is used to remove the red one and replaced it by the green one. At Time Now, the red one is no longer visible, but the green one.

The way to look at it, the positive execution of a function by a person at present time, erases the previous negative execution of that function by that person at previous time. If Person 1 did something wrong in the past and today he/she learns and does it right, that erases the previous wrong execution. If I do something wrong in the past and today, I learn and do it right, that erases what I did wrong in the past.

To better understand the explanation and the model above, let's take it like this. What I did wrong yesterday does not count, today is what count. Let's show that similarly to the model above.

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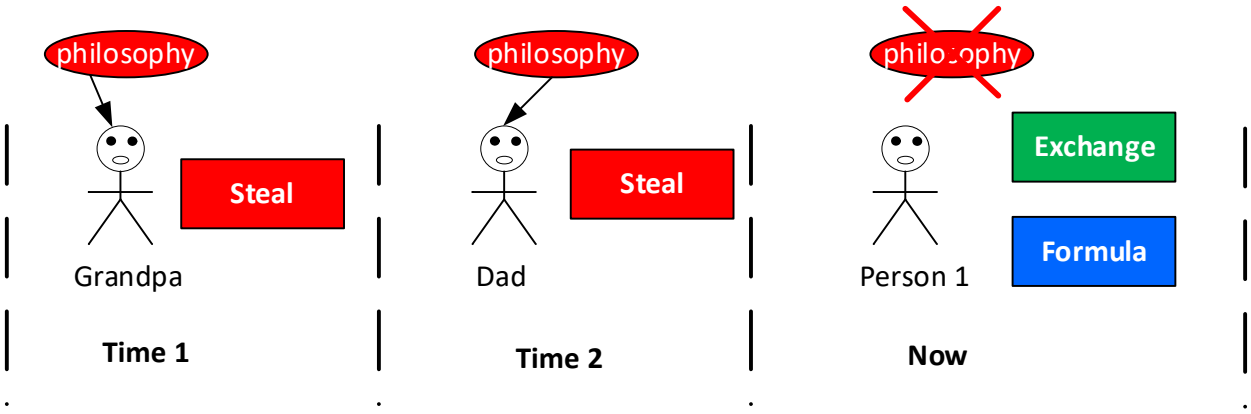
From the model above, supposed mom told me to clean the dishes day before yesterday, then I did not do that. Yesterday, I dd not clean the dishes, where today I clean the dishes. As we can see from the model, the negative function executed yesterday does not count for today. For example, the clean dishes function I executed today does not count for the don't clean dishes yesterday. What counts for today is the positive function execution. What counts for today is the clean dishes function. Yesterday's negative does not count for today positive. Today positive does not count for yesterday negative.

249. **Understanding Mother Nature and Negative Function Execution:** Life is not compatible with negative functions. Negative functions make the system unstable. By executing functions positively, that helps the system. If we execute negative functions, we cannot do that all the time. At some point, we must apply the given formula below to execute functions positively.

$$Available + Given = Solution$$

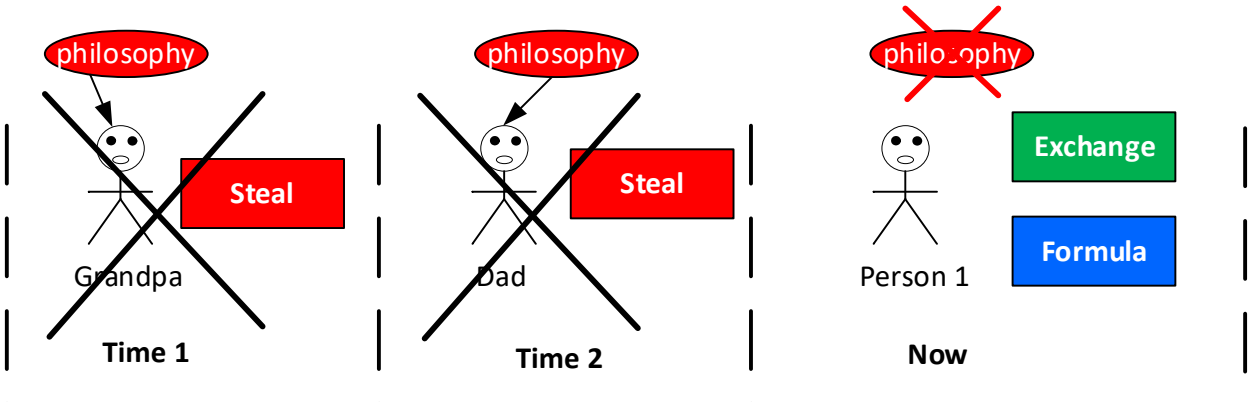
To better understand what we have just said above, let's take a look at this model.

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From the model above at Time 1, Grandpa steals. At Time 2, Dad did the same thing, because dad inherited the same negative. At Time 3, Son cannot continue to do the same thing, because mother nature does not allow the negative to be continued all the time. The system does not allow continuous negative function execution. This is why at Time Now, the formula is given to the son so he can use it to execute the function positively. At current time, mother nature says enough is enough, you cannot continue doing the same thing, use for formula to execute your function. You cannot continue to steal as you dad and grandpa, use the formula to execute your function positively. From the model above, we can see that it is not possible to steal all the time. Mother nature does not allow that.

From the model above, both Grandpa and Dad are no longer alive. So, at Time Now, the son is what is visible to mother nature. Because dad and grandpa are no longer alive at current time, let's show the model by crossing them out.



As we can see from the model above, the people in the past are no longer visible to mother nature, the people at current time who are alive are what visible to mother nature.

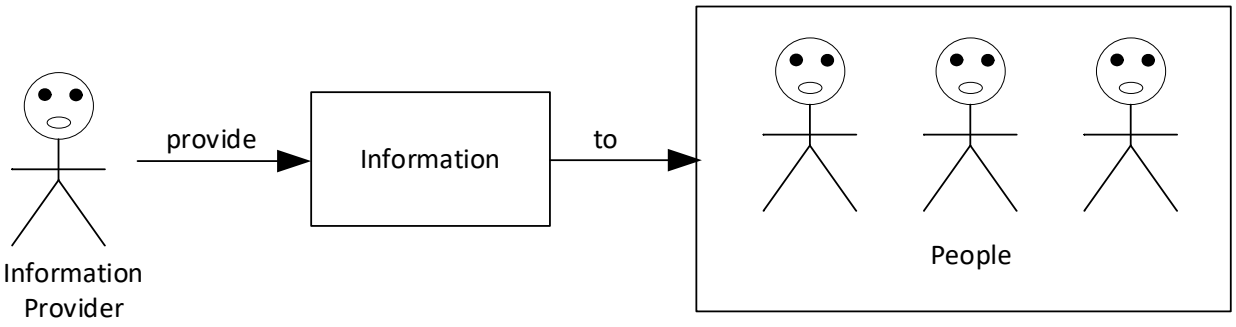
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Both grandpa and dad are no longer alive, so the focus is set on the son with the formula. The son can use the formula to execute functions positively and disregard the negative past. To better understand what we have just said, let's take it like this. We inherited negative ideas from people in the past. Now, the formula is given to us, those people are no longer alive. We are the ones who are alive who can apply the formula to execute functions positively. Mother nature does not see those people because they are no longer alive; they cannot execute functions. We are the ones who are alive who can execute functions; therefore, we must apply the formula to execute functions positively so life can function normally.

Another way to look at it is related to distance. From article basis 96, we have learned and shown that when mother nature says no steal, we must watch our stuff. Here, we have learned and shown that the system cannot function with negative functions all the time and at some point, mom says enough is enough. By looking at the two models above, we can see that increase number of people and distances are not in favor of the negative idea. For example, as number of people increases and distances between them decrease, they will keep a closer eye on their stuff. That makes stealing more difficult as well as resources availability. As we can see here, those factors come to play in life or by mother nature. The positive function execution is what is in favor of the son. In the past, shorter distance between people, less people available, and increasing resource availability all those make it a little bit easier for dad and grandpa to steal. Now, those entities are not in favor of the son. So, what comes to play that is the formula. Applying the formula to enable the system to function positively.

250. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Since mother nature already knew information before us, in terms of information provider we have.

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For example, from the model above, let's assume that an event occurred at an intersection which is an accident. That information is provided to the people by the information provider. Since mother nature already knew that before the people, it is always good to think it like this: if mother nature asks the provider, then the provider can say what happens where what the provider says matches what mother nature knows already. Another example, while me and my brother were away from home, an event occurred. When we go home, we are supposed to tell that to mom. Since mom already knew that, when we get home, we have to say it where what we tell mom matches what mom knew already. If what we say to mom does not match, then mom would have doubt on us. Same things related to the model above by the information provider. If the information does not match what mother nature already knows, then the information is in doubt. If the information does not match what mother nature knew already, then the people are in doubt. This is why identified information must match given information.

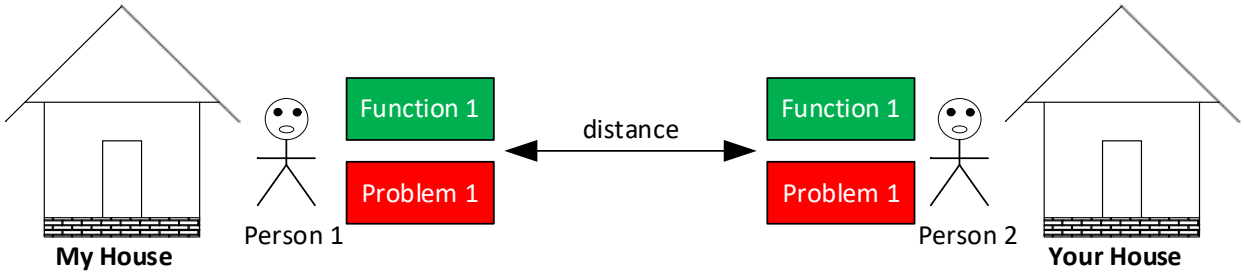
251. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

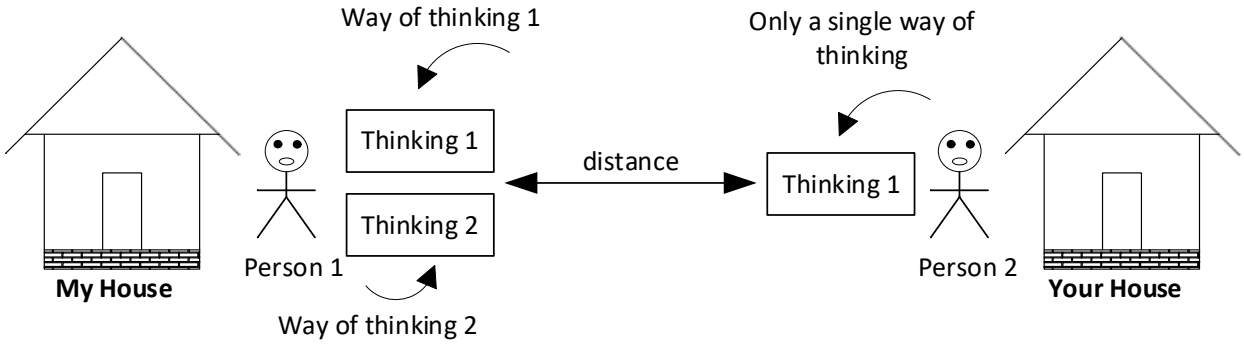
From the equation above, we first identify the problem we need to solve, then the entity given to us as well as the entities available to us to help us solve the problem. To do so, we execute a solution function which substitutes the problem by the given solution. From article basis 156, we have learned and shown that the function that executes to

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solve a problem does not exist to be better than another function. From article basis 154, we have learned and shown that the house of a person does not exist to be better than another house. To better understand what we have just said, let's show this model.



As we can see from above, Function 1 does not exist to be better than Function 2, but to solve a problem. My houser does not exist to be better than your house, but to solve a problem. Now, let's look at a case where Person 1 thinks the opposite. In this case, we have 2 ways of thinking. For example, Person 1 thinks about executing a function to solve a problem, as well as the function, the house or another entity is better than another.

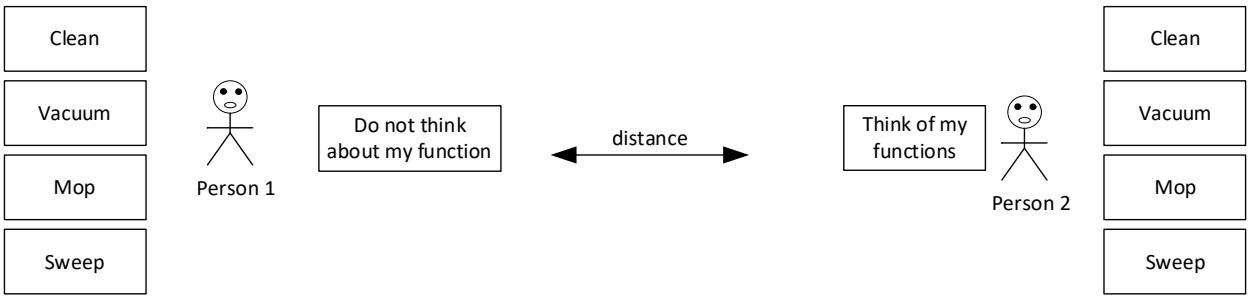


From above, Person 1 has 2 ways of thinking while Person 2 has only one way. For example, while Person 1 is working, but also think his house, his job, or any other entity is better than the function of Person 2, the house of person 2, the location of person 2, and so forth. That does not help. In this case, Person 2 can focus better than Person 1. As longer Person 2 does not think the opposite, then Person 2 can be more productive and organize than Person 1.

As we can see from the model above, if Function 1 is executed to solve Problem 1, then in relationship to the formula, Person 1 should always think about the function and the

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problem solved by the function. Thinking otherwise is not productive or maybe like distraction and unfocused. If Function 1 exists to solve Problem 1 and does not exist to be better than Function 2, so thinking like that is viewed as negative. If Location 1 or House 1 does not exist to be better than Location 2 or House 2, thinking like that is viewed as negative and does not help. That may be the result of free passes and bogeymen. For example, if at Location 2 the following functions exist and Person 2 always think about them as shown below.



From the model above, the functions exist at both locations. At Location 2, Person 2 thinks about his/her function; while at Location 1, Person 1 thinks that his/her location and his/her functions and so are better than the ones at Location 2. For Person 1, we disregard the first one to show that there is no need to have both and both do not exist. For example, if my function at my house exists to solve a problem and does not exist to be better than another function, there is no need for me to think that my function at my house is better than another. In this case, you can answer the following question: which house is going to be organized or better organized? House 1 or House 2, which location, Location 1 or Location 2. As well as, at Location 1, Employee 1 or some employees are Woking to solve a problem or should be working to solve a problem. Some of them think their jobs are better than employees who work at another location. If at the other location all the employees think the same way as Person 2 above, which case will solve the underlined problem. Which employer will be better organized or better managed? As we can see here, if one way of thinking is what is needed to solve the underlined problem, there is no need to have 2. If a function exists to solve a problem, there is no need for me to think that a function is better than another. If a house exists to live, there is no need

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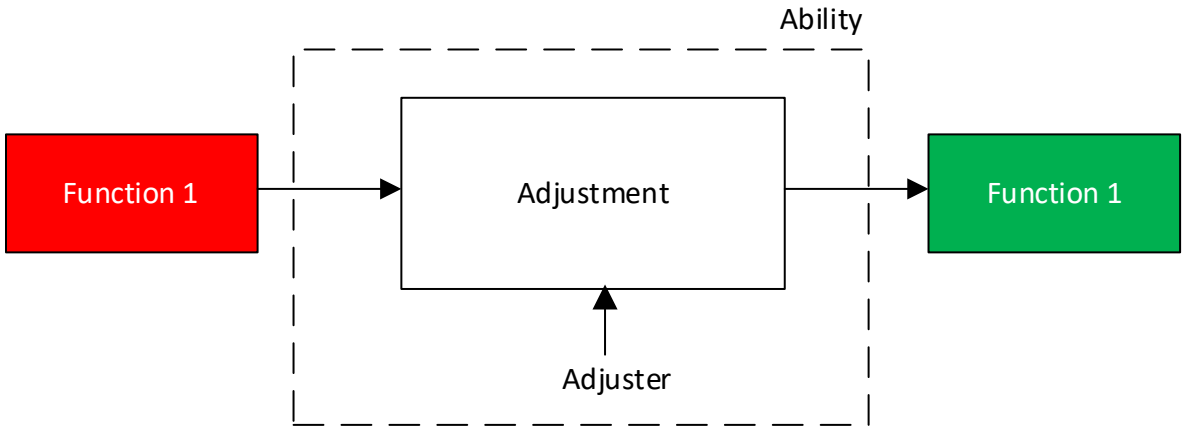
for me to think that another house is better than that house. If a location exists to live, thinking a location is better than another location is a negative way of thinking.

252. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. We have shown that we—the person entity—possess the ability to execute functions to solve problems. We have also shown and verified that other entities such as: house, countries, and forth do not have the ability to execute functions to solve problems.

By understanding the explanation above as well as the given equation and article basis 242, we can see that the ability of the person entity enable that entity to adjust a negative function execution to positive. In other words, since we have ability to execute functions to solve problems, if we execute a function negatively, that same ability enables us to make adjustment to that function so it can be executed positively. Consider the ability entity as an adjustment, where a red function is viewed as the input of the adjustment entity and that function outputs green as shown by this model.



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From the model above, the adjuster is viewed as an input element that is used by the ability entity. In this case, the ability entity can be used to enable adjustment to a function. For example, if a function is executed negatively, that entity can be used to help that function execute positively. By understanding the overall explanation, refer article basis 247 and redraw the model to show that: my house does not have ability to transition a function from negative to positive. You can do it also for country, my country, my location, country name and so forth.

253. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first know to mother nature before us. In terms of identified and given information, let's take a look at article basis 242. While the given set and the given solution are given to the person entity, however it is not possible for mother nature to apply them for the person entity. For example, we can identify that information by inspection simply by asking questions. Mom, can you use it for me? No, as we can see here the entities given must be used by the person entity.

In order for the person entity to use the entities given to us, the person entity must be naturally capable of using that entity. Another piece of information identified. As we can see here, we can identify a lot of information by inspection based on the entities given to us. Another piece of information we can identify here is that mother nature respects what is on us as well as the given equation. For example, our ability to apply the given equation to solve problems is respected by mother nature. Mother nature also respects the given equation. As we can see here, by inspection we can identify a lot of information.

254. **Understanding Problem and Solution Related to Entity Available and Validating Function:** To solve our problems, the following equation was given to us by our parent.

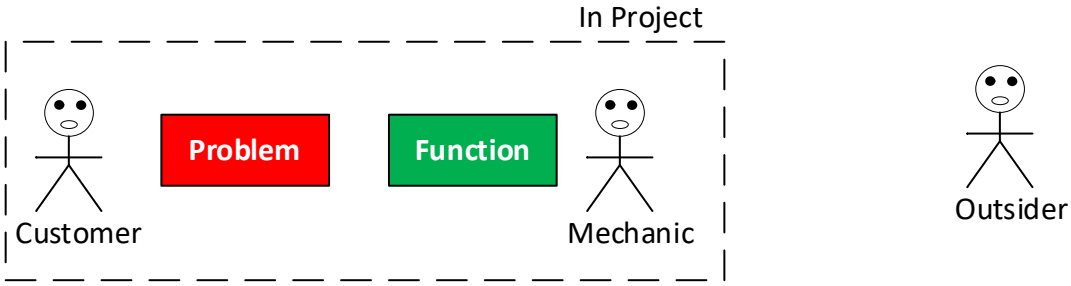
$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 50, we have learned and shown that outside elements are not included in the list of entities available. Since the outside elements are not included in the list of entities available, by including them to the list of entities available, they render the given equation negative as shown below.

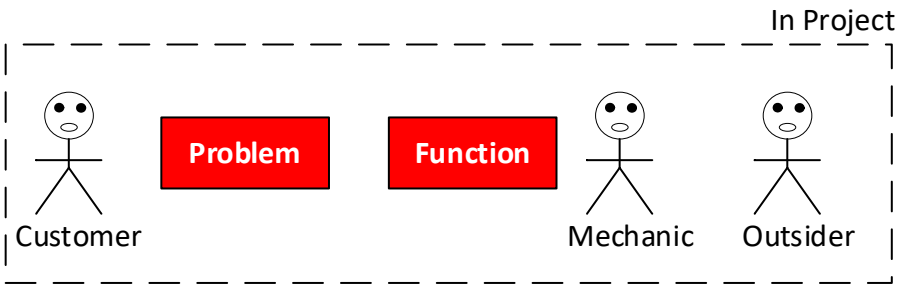
$$-Availale-Given=-Solution$$

To better understand the explanation above, let's take it like this. A customer has a starter problem, a mechanic who is a function provider provides a function to solve that problem. The overall process is viewed as a project which includes the customer and the mechanic without any outsider or outside element outside person as shown below.



From the model above, solving the problem includes only the customer and the mechanic. Another person who is outside the project is considered to be an outsider. That person is not a part of the project as shown above. In this case, if the person can prevent the mechanic from solving the problem for the customer, that person is viewed as an outsider or outside element. When that happens, the function above is not valid. In this case, we have something like this which is based on the above equation in negative form.

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From the model above, we can see that the function of the mechanic is invalid as a result. The problem that needs to be solved is not solved because of the outside element. If the outside element can adjust the function to prevent it from solving the problem, then that function is invalidated by the outside element. Again, if the outsider enables the function to be adjusted to prevent it from solving the problem, then that function is invalid. That function is not validated by the problem it needs to solve. Here, outside element can be viewed as a person, communication from people outside the project, communication that is external to the project and does not help the project to execute to solve the problem. Anything or external or so that can prevent the function from being executed to solve the problem. It can also include bogeymen, free passes, and so forth.

255. By understanding the article basis above as well as article basis 165, we can see that negative feeling is also viewed as an outside element which renders the given equation to be negative as shown here.

$$-Availale-Given=-Solution$$

To better understand the explanation, let's take it like this. The equation is given as it is. The negative feeling inside can be viewed as an entity that enables the person to feel negative. For example, an outside person can try to adjust a function executed by a person, so that function does not solve the problem. In this case, we can see that entity can be viewed as an entity that affects the ability of the person who is working to solve the problem. In this case, that entity enables the given equation to be negative. As we can see here, the negative feeling solves no problem, it simply enables a function to

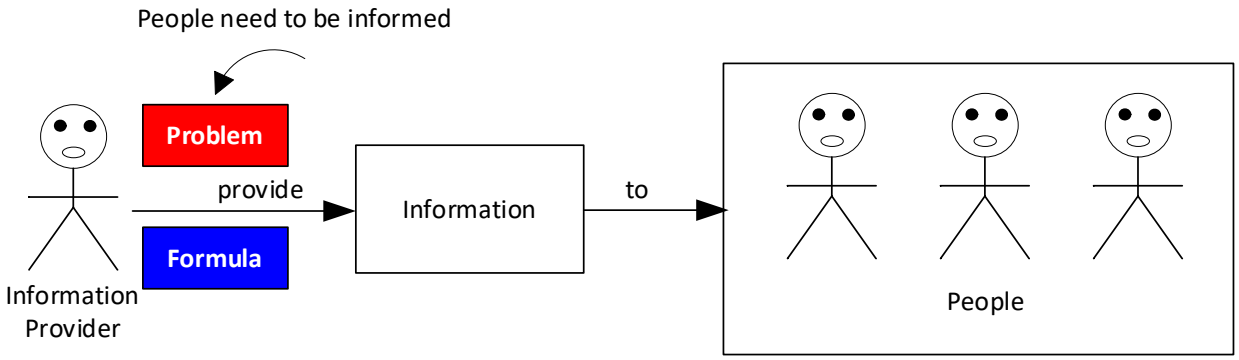
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execute negatively where that function does not enable the substitution of the problem by its solution. So, when working with formulas, it is not good to have negative feelings inside because formulas do not take negative feeling into consideration. The negative feeling inside simply renders the given equation to be negative.

256. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. To solve a problem, we use this equation.

$$Available + Given = Solution$$

For example, by using the equation above, an information provider can use it to provide information to people. In this case, we have the following model.



From the model above, we can see that the information provider uses the formula to provide information to the people. By using the formula, it is possible for the information provided to the people to match the given information. By using the formula to provide the information, it is possible for the information provided to the people to match what mother nature knew already.

By understanding the explanation above, let's assume the negative application of the formula. In this case, the information provided to the people does not match the given

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information or does not match what mother nature knew already. Here, you need to identify which case is the worst case.

Case 1:

The information provider says that—makes a claim—nobody is on his/her shoulder to tell him/her or dictate to him/her what information to give. In other words, the provider claims that he/she is free to provide the information according to the information. In this case, no outsider involves telling the provider to make adjustment to provide the information according to them. In this case, as the event happens, the information provider claims that the information he/she provides to the people is exactly what happened. Overall, the information provider simply makes a claim, where the claim is not correct. What the provider says is not correct at all.

Case 2:

Another in formation provider may be at another location. To provide information, someone is probably on his/her shoulder. In this case, that information provider never makes a claim compared to Case 1, but people know that the information provided by the provider is according to people on his/her shoulder to tell him/her what to do and how to do it. In this case, the information is provided according to those people or people who tell that provider how to provide that information.

From above, as you can see, both cases have issues, but you can see one case may be worse than another. Here, determines which case is the worst case. For the case you choose, you need to verify why that case is the worst case.

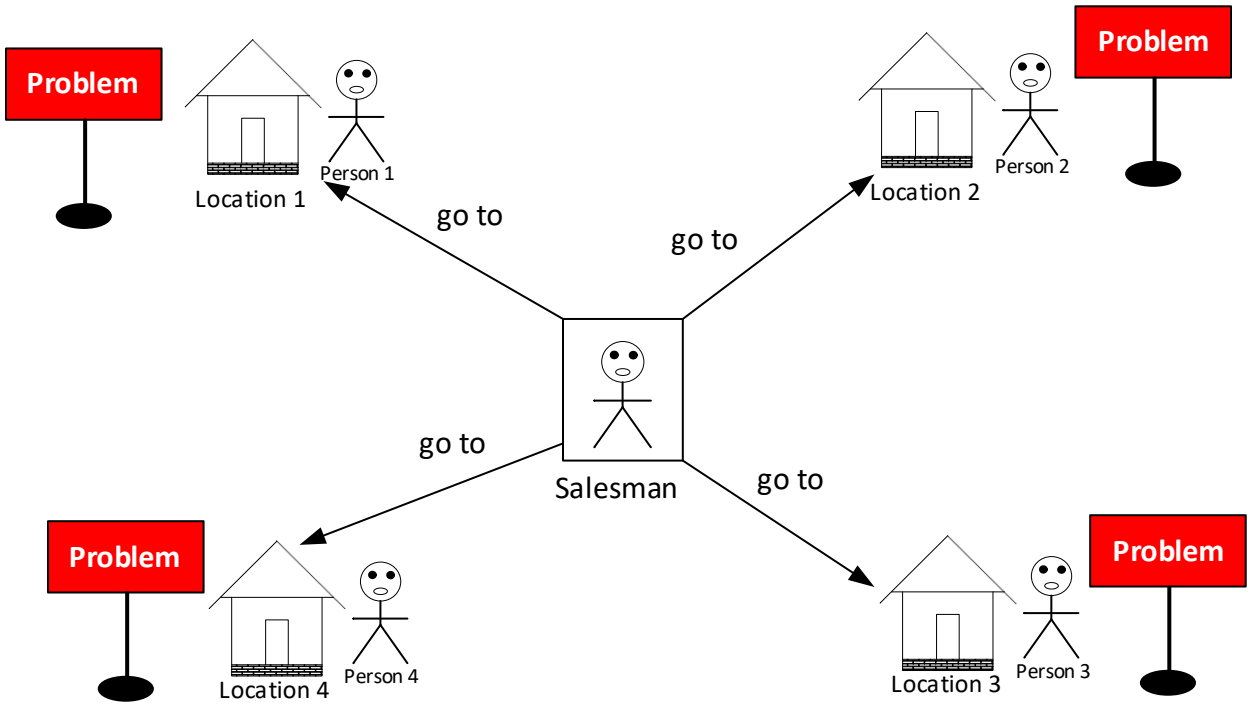
257. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

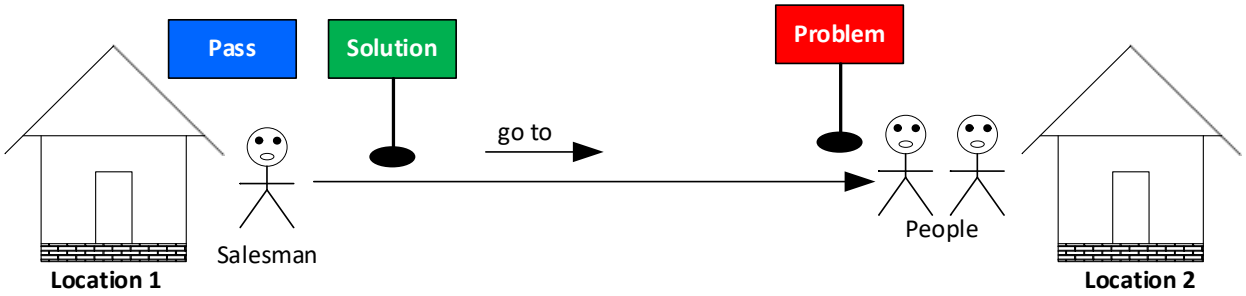
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From the equation above, we first identify the problem we are solving then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, a salesman can use the equation above to sell goods to other locations as shown in article basis 190. In that article basis, a salesman can go to multiple locations and collect problem signs and leave solution signs.

Step 1 or Time 1 as shown below, problems are identified at multiple locations

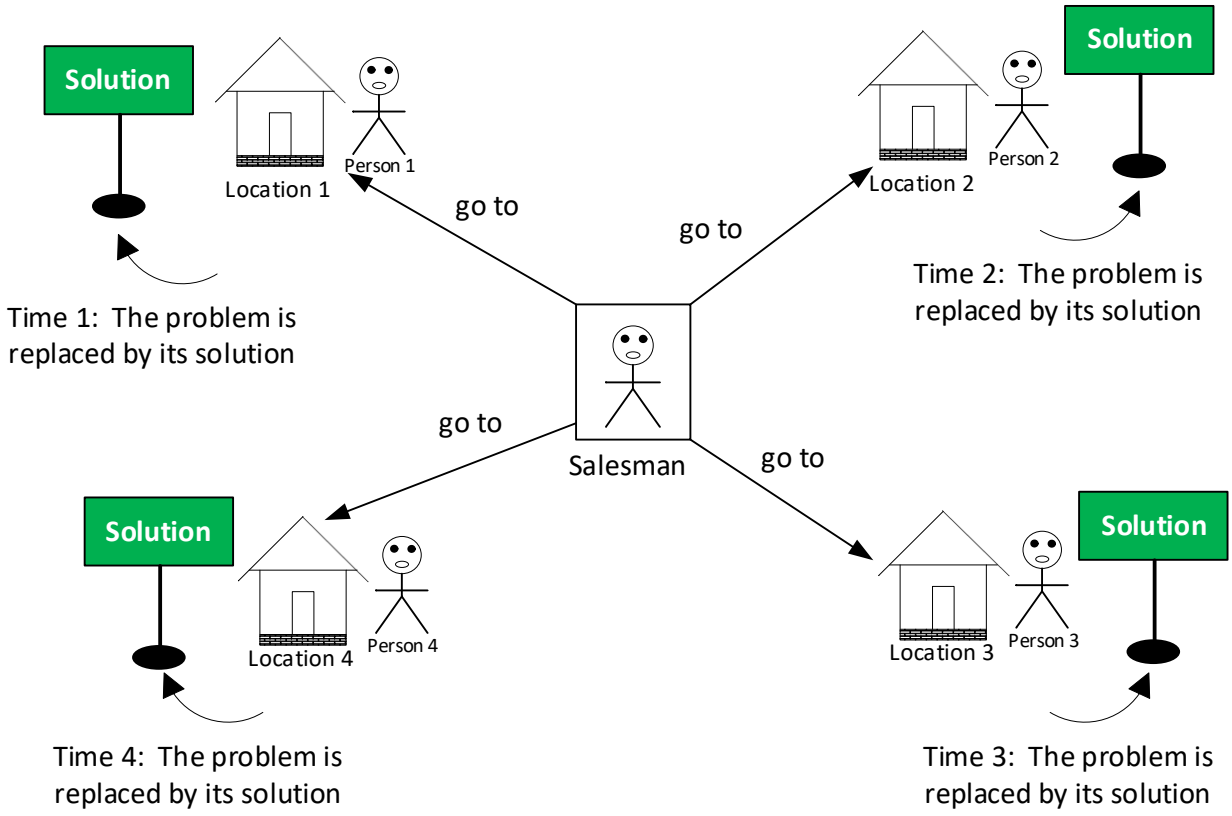


From above, the salesman can go to multiple locations collect problem signs and leave a solution signs. Let's show that by a single model at Step 2 or Time 2



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By continuing the overall process from time to time, we have the overall model that shows solution signs at all locations after multiple interactions.



As shown from the model above, at each time the salesman goes to a location to replace the problem by its solution. In this case, the salesman solves problem at each location. The process is viewed as at each time as collecting a problem sign and replacing it with a solution sign. As pointed out in article basis 193, another person may have a function to keep an eye on that salesman. Now, suppose that person says don't go to sell to specific location. It is the same as saying that don't go to solve problems at specific locations or don't go to collect problem signs at specific locations or don't go to substitute problems by their solutions at specific locations. What is important here is that does that person have a job?

By looking at the model above as well as the equation, we can see that a lot of efforts are required from that salesman. For example, the effort of that salesman and his ability enable him to go to locations to collect problem signs and replaced them by their

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solutions. The other person who limits that salesman, only repeats a negative sentence. In this case, we can see that there is no effort from that person. Assume that salesman was lazy and does not want to go to multiple locations to collect the signs and leave solutions, that person makes it worse. Because the negative sentence requires no effort at all. It does not help the salesman, and it does not enable a bad salesman to become a good salesman. In this case, we can see that the work of that person and another person simply develops more problems. It is simply using the equation above negatively.

258. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entities given to us to solve the problem as well as the entities available to us. From article basis 88, our parent identifies the children who understand and the ones who do not. In article basis 156, Manager 2 does the same thing by identifying the employees who understand the project and those who do not. Relating to time, Manager 2 and the employees have helped transition the function from negative to positive. As we can see here, in order to transition functions from negative to positive, people who understand and people who do not understand must be identified. Without that, the transition process is not possible. To better understand what we have just said, let's take a look at this table.

Before	After
Bad Salesman	Good Salesman
Bad Manager	Good Manager
Bad Landlord	Good Landlord
Bad Police Officer	Good Police Officer

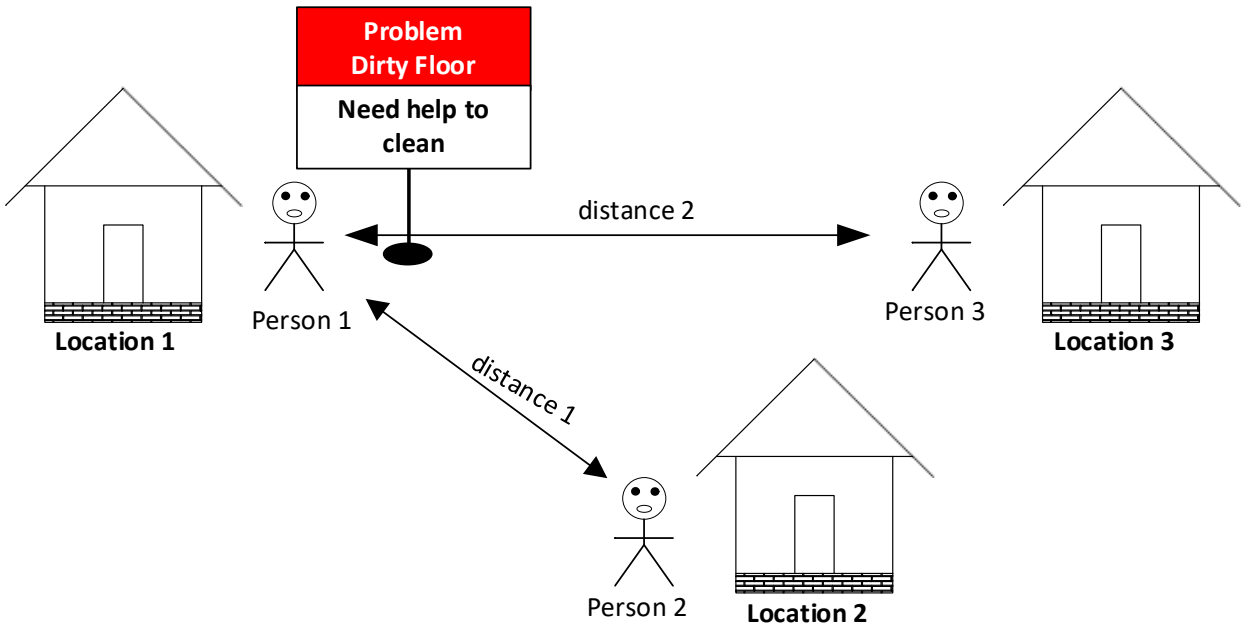
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From the table above, among multiple salesmen, if we can identify the good ones, then it is possible for the good salesmen to help the other ones to transition a function from negative to positive. If we are not able to identify them properly, then it will not be possible to transition functions from negative to positive. By identifying them properly, we are not undermining the ones who can help. If we cannot identify each salesman properly, who is going to turn things around? By identifying them properly, the ones who understand can take more responsibility and put more load on their shoulders. They show it, they have it.

259. **Understanding Problem and Solution Related to Entity Available and Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to help us solve the problem. In terms of problem and solution and function at location, let's take a look at this model.



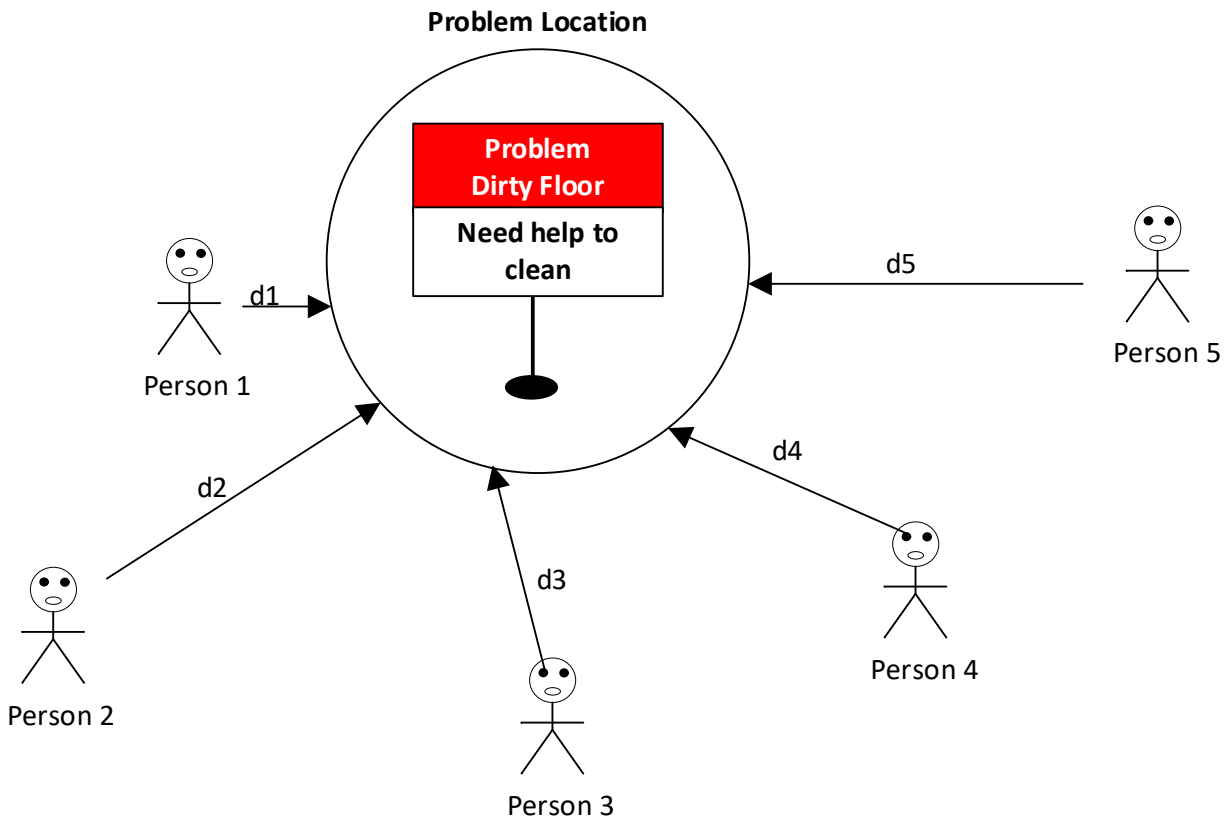
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From the model above, we can see that at Location 1, a Person 1 has a problem to solve. Person 2 is at Location 2 and Person 3 is at Location 3. The distance between Location 1 and Location 2, which is distance 1, is much shorter than the distance between Location 1 and Location 3 which is distance 2. Both of them see the sign, but Person 3 comes to Location 1 to help solve that problem, while Person 2, which is closer, disregards the sign and did not come to help solve the problem. As we can see from the model above, the distance of a person to a problem does not enable the solution for that problem until that person contributes to that solution. In other words, the distance of a person to a problem does not automatically solve that problem if that person is not working to solve that problem.

The shorter distance of a person to a problem does not make that person intitled. The formula is applied by the person who travels a longer distance to help solve the problem. As we can see here, the formula given to us is not given to protect laziness, but to solve our problems. As we can see here, the closer distance of Person 2 to the problem does not make Person 2 intitles for a free pass. Mother nature does not allow that.

Another way to look at the model above is to show the problem itself in a separate location where multiple people are located at some distance from that problem as shown below.

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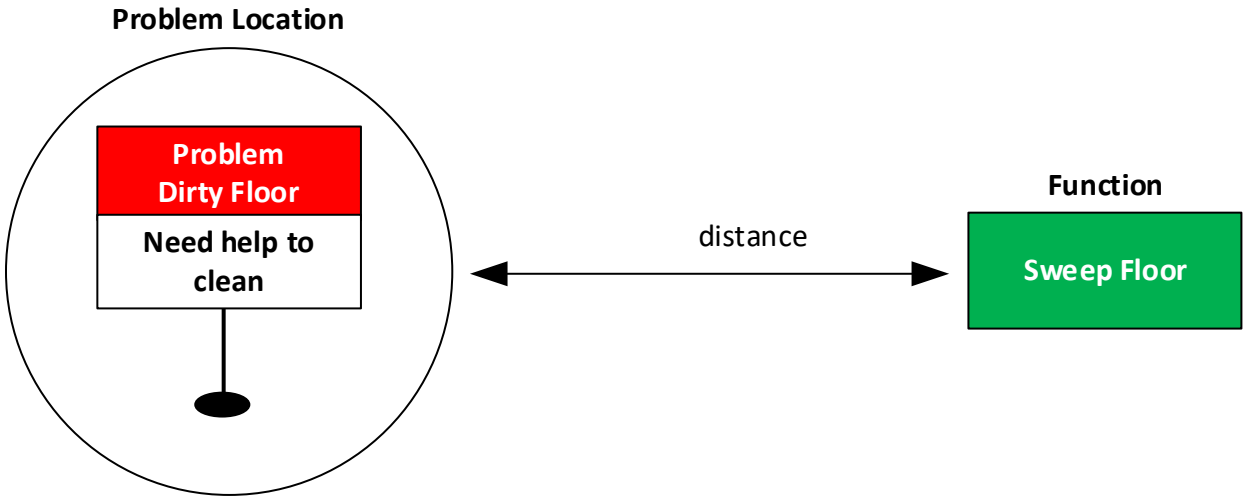
From above, the problem is identified at its own location. The people are identified externally from the problem with distances. From the model, we use **d** with number to denote distance. From above, **d1** which is the distance of Person 1 to the problem, is closer than the other distances. What happens here, in order to solve that problem, the distance can be in favor of Person 1 because it is closer to the problem. Closer to a problem without any desire to solve it, does not help solve that problem. That closer distance does not make Person 1 intitled or get a free pass.

From the model above, disregard the distance, if a person brings a solution sign to substitute for that problem, then that person helps solve that problem. In other words, a person can be at a longer distance but sees the problem sign and comes to help solve the problem. A person can be at a shorter distance, sees the sign and comes to help solve the problem. In this case, that person helps substitute the problem by its solution. What is important here is that distances from people to problems do not matter, what matters is helping to solve the problem. The distance of a person from a problem does

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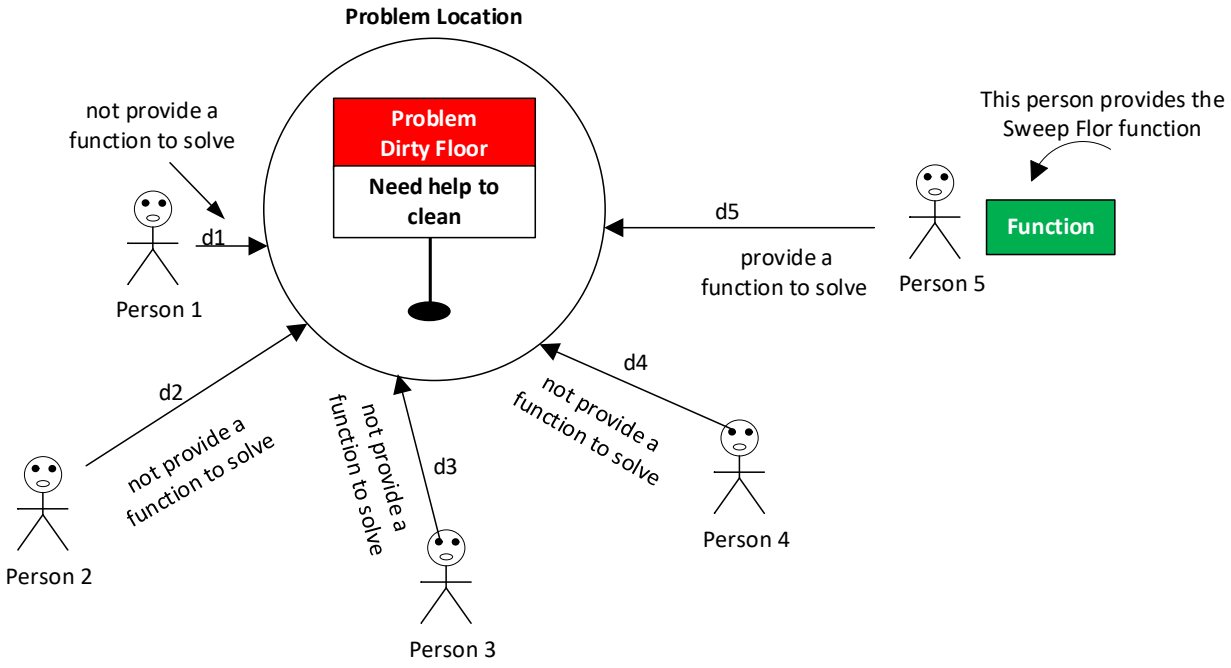
not matter, what matters is the desired by that person to help solve the problem. From above, while **d1** is shorter, if Person 1 has no desire and disregarding the sign, that does not help solve the problem. However, while **d5** is longer, if Person 5 has desire and see the sign and comes to help, Person 5 helps solve the problem not Person 1.

Another way to look at the whole thing related to both models above is to look at the distance between the problem and the function that solve the problems. To better understand what we have just said, let's take a look at the following model.

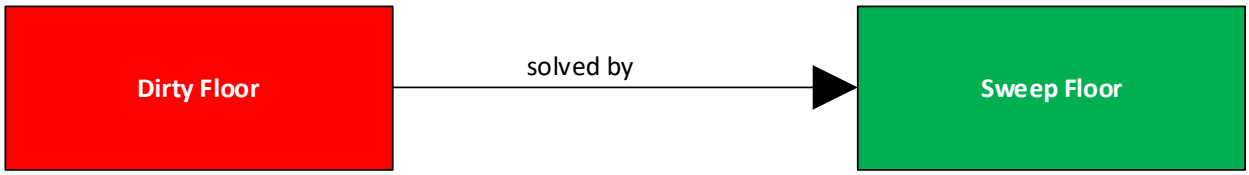


From the model above, we measure the distance between the function to the problem. Now, we can determine which function is provided to solve the problem. Now, let's look at the second model above, and label the flow as shown below.

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As we can see from the model above, while the distance between Person 5 is farther from the problem, however Person 5 provides a function to solve that problem. Person 1, Person 2, Person 3, and Person 4 do not provide a function to solve the problem. Now, we can show the model of the problem and the function that solves the problem.



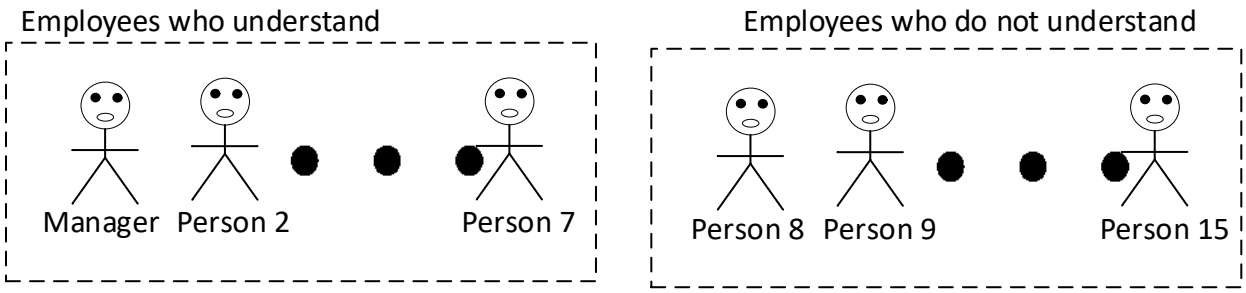
From above, we can see the problem is solved by a function that is executed to solve. In this case, distance does not matter of that function or the person who provides that function. What is important here is that the function is executed to solve the problem. A shorter distance does not make the function that is available to solve that problem available to solve that problem at that distance. Here, we can see that distance does not matter, what matters is the function that solves the problem. The function that solves the problem does not give a free pass to the problem, so does the problem itself does not give a free pass to the function. As we can see, a problem is matched by its solution. The availability of the solution does not concern distance.

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260. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 88, our parent has identified and separated the children who understand as well as the ones who do not understand, so the ones who understand can help the ones who do not, so the system can function properly. In article basis 156, Manage 2 had done the same thing, identified and separated the employees who understand and the ones who do not. The ones who understand help the ones who do not understand so the project can be executed successfully. Here, let's show the identification and separation of employees who understand and the ones who do not.

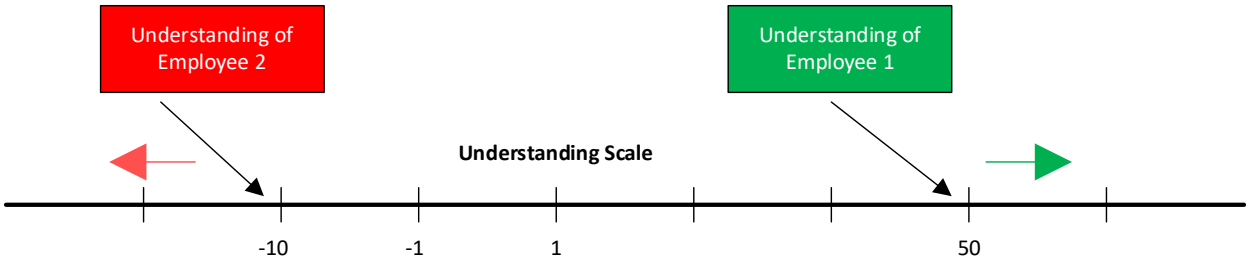


From the model above, we can see that we have 7 employees who understand the project and 8 who do not. The 7 employees who understand the project must help the 8 who do not in order for the project to execute successfully. By taking a closer look at the equation above in terms of entities identification, we can see that the 7 employees who understand the project are considered to be entities available to us. It is important for us to properly identify and separate entities. By understanding what we have just said here, we can see that in the list of entities available to us to help us solve our problems, those who understand are considered to be entities available.

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Since people who understand are considered to be entities available to us to help us solve the problem, they must be protected. Since employees who understand the project are considered to be entities available to us to help those who do not understand the project so the project can be executed successfully, they must be protected. Here, we protect them, and we don't let them down so they can help others with the understanding of the project. Since related to time all employees must understand the project to enable it to execute successfully, by protecting the employees who understand the project, all employees are being protected. What do we mean by that? Again, by taking a closer look at the equation above, we can see that the equation can further breakdown, where everybody is taken into consideration.

To better understand protecting both the ones who understand and the ones who don't understand, let's provide additional explanation again and show a model. We protect the ones who understand, so they can help the ones who do not understand in order to solve our problems. We protect the ones who do not understand, not only we don't want their understandings to fall down more, but also enable their understanding to increase. Let's show that by using this model.



From the model above, on the understanding scale, the understanding of Employee 1 is at 50 while the understanding of Employee 2 is at -10. By protecting Employee 1, Employee 1 can use his/her understanding to increase the level of understanding of Employee 2. We also protect Employee 2, so his/her understanding does not go down farther as well as increasing the level of his/her understanding where it is at. The overall thing about what we are doing here is protecting both arrows so they can increase from where they are at. As we can see here, protecting is helping them. Protecting Employee

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1 is not like for Employee 1 to be a bogeyman or always need a bogeyman. Protecting Employee 1 is not like giving Employee 1 a free pass so Employee 1 will always need a free pass. That is not the case as explained here.

261. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 191, we have shown that disregard the location we are identified, our efforts count. Disregard the location I am, my effort counts. In article basis 231, we have shown that a house does not exist to be better than another house. From article basis 247, we have shown and verified that the ability entity belongs to a person, not a house, a location, country, or place and so forth. Here, let's identify some problems.

- A dog is hungry and needs to be fed
- A car with a bad starter
- Dishes need to be cleaned

You can add more problems to the list above. Now, let's identify this action whether it can be used to solve a problem or one of them problem listed above. My job is the best, sitting down doing nothing will that solve one of the problems you have identified above. Repeat for house, country, location, and so forth. What you are doing here, for each problem you have identified, you need to verify whether sitting down doing nothing solves that problem.

Now, let's identify some cases in this table and make some comparisons.

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Sentences	Action
My house is better than yours	I clean my dishes at my house
My job is better than yours	At work, I contribute to the function to help solve the problem

From above, for each case, determine which one is correct, the sentence or the action. If you have determined the action is correct rather than the sentence, here determine whether the sentence is needed if the action is correct.

By understanding the overall explanation, if in order to solve a problem an action is required, by taking no action is required to solve problems that need to be solved, there must be bogeymen and free passes involved. If we think that repeating a negative sentence enables us to solve problems without our effort, there must be free passes and bogeymen involved.

262. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

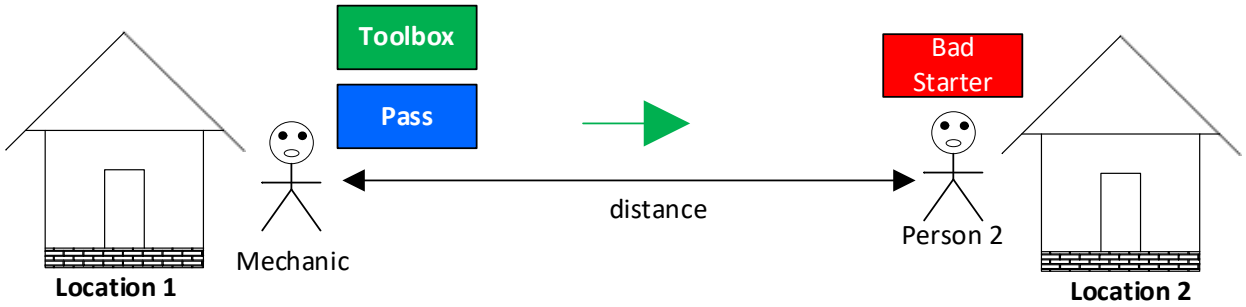
$$Available + Given = Solution$$

Form the equation above, we first identified the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 88, we have shown and verified that our parent does not tag. Our parent simply identifies those who understand and those who do not. Since we cannot validate the tag, the tag itself does not exist. In this case, thinking about the tag is simply a negative thinking. Besides what our parent tells us in article basis 88, our parent also tells us that disregard the location we are identified, our efforts count.

From article basis 217, the mechanic goes from Location 1 to Location 2, where his effort counts to help solve problems at that location. The mechanic does not need a bogeyman or free pass in order to do so. By understanding that, what do you think you look like—

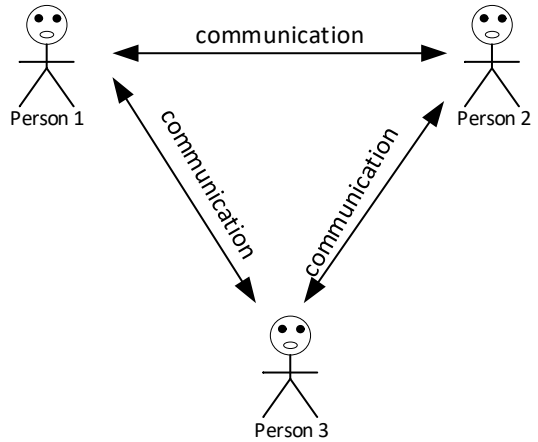
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tag—will let you down, but not your effort and ability. Your effort and ability will never let you down, but tag will let you down. To better understand that let's show this model.



As we can see from the model above, the mechanic can take his pass with him and his toolbox to go to Location 2 to solve a problem. At Location 2, his effort and his ability count. At Location 2, the problem he can solve which is related to his ability and his effort is what comes to play not tag or what he looks like. Disregard the location he is identified, his effort counts. At Location 2, he can help solve a problem. His effort and his ability will not let him down, but tag will let him down.

263. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 188, the following model shows that Person 3 gives money to both Person 1 and Person 2 so they can both be friend.



From the model above, Person 1 and Person 2 are friends of Person 3 where Person 1 and Person 2 are not friends. Person 3 gives money to both Person 1 and Person 2 so they can

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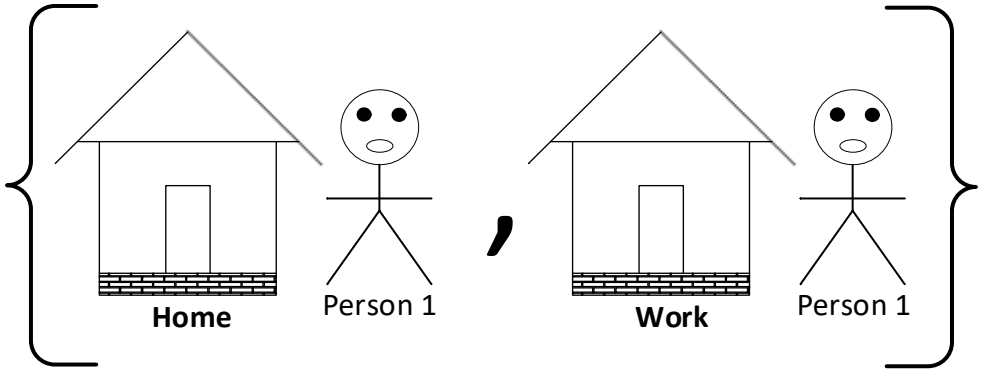
be friends, where both of them have no desire to be friends. Here, verify that Person 3 has no friend. It is the same as saying that show both Person 1 and Person 2 are no friends of Person 3.

264. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 13, we have learned and show that if an item is stolen it cannot be used to solve a problem. By using the given equation, we have shown that.

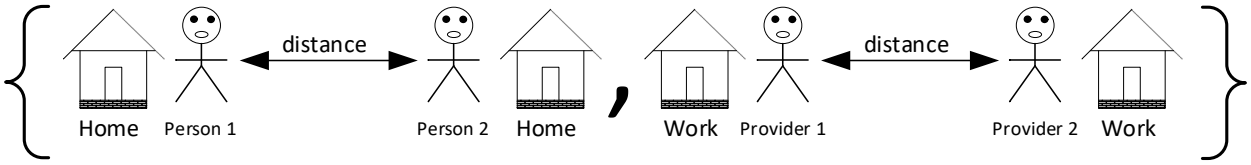
Now, let's do something different by not using the equation—remember using the equation is natural, but better to say here, let's provide another explanation. Here, what we try to do is to look at the position of given information. The information given to us by our parent is that our parent tells us that no steal. In other words, I cannot steal from you, and you cannot steal from me; nobody can steal. Our parent also tells us that we must help each other. All we need to do here is to try to position the two given information and identify which one comes first. By inspection, we can quickly see that the no steal comes before the help. What is important here is that when we identify given information, it is always good for us to identify the position of the given information. When we identify given information, it is always good for us to identify the order of the given information.

265. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information identified related to a person, we have shown the following model from article basis 230.

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A person is identified at home and a person is identified at work. Now, let's look at the distance between a person at home and another person. For example, the distance between that person at home and his/her neighbor.

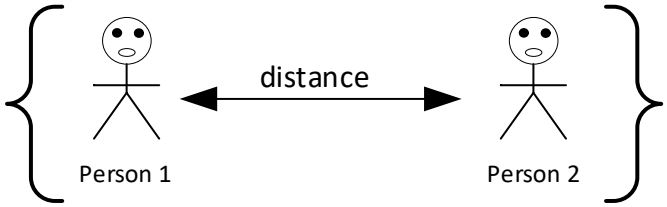


From the model above, the distance between a person at home and another person like the neighbor and the distance between a person at work who is a function provider and another function provider. As we can see here, the same mother nature exists at home is the same mother nature that exists at work. What is important from the model above is that, at my house, there is a distance between me and the house next door. In my house, I am responsible for functions in my house. At the other house, there are people, where the people are responsible for their own function. The same as Provider 1 exists so does Provider 2, where the function provided by Provider 1 is handle by Provider 1 and the function provider by Provide 2 is handle by Provider 2. The distance does not allow one provider to be responsible for function of another provider. The distance does not allow a person at home to be responsible for functions of people at all other houses, so does a provider at work to be responsible for functions of all other providers.

From the model above, let's identify *distance 1* as the distance between Person 1 and Person 2. Mother nature is not going to change or adjust that distance for misunderstand

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for either Persoon 1 or Person 2 or both. So does the distance of the provider, mother nature is not going to adjust that distance to make it smaller or larger for any misunderstanding. Consider the following distance as well:



If the distance enables the two to solve a problem, mother nature is not going to change or adjust for any misunderstanding. As we can see here, in terms of identifying information and given information, it is always good to look at distances and determine whether an action or function is possible. For example, a person may repeat a negative sentence that states that another person is responsible for functions of other houses or providers or locations, but not only it is misinformation, but the distance does not allow that either. In this case, the distance information can be identified or considered as well to show that is not possible.

266. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 111 we have learned and shown that corruption does not exist solo. By understanding that, we can see that corruption exists with the absence of the formula. To better understand what we have just said, let's identify both entities:



From the model above, we can see the corruption entity is identified to the left, while the formula is identified to the right. What is important here, the entity to the left exists with

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the absence of the entity to the right and the entity to the left exists as a result of bogeymen and free passes. In other words, the corruption entity exists with the absence of the formula, where bogeymen and free passes exists as well with the absence of the formula. As we can see here, the entity to the left is viewed as a problem, where the solution of that problem is the substitution of the entity to the right. In this case, we can see that the substitution of corruption by the formula yields no corruption as well as no bogeymen and free passes. In other words, since corruption is the result of bogeymen and free passes, by replacing corruption by the formula, not only the corruption problem is solved—there is no corruption—so do bogeymen and free passes—no bogeymen and free passes. In this case all 3 entities are replaced by the formula.

To better understand the explanation above, let's take it like this. Since bogeymen and free passes undermine our understanding, they enable corruption to exist. Since bogeymen and free passes undermine our understanding, they enable us to be corrupted—enable the corruption entity to exist. By operating with the formula, those entities no longer exist, which solve the corruption problem. In other words, since bogeymen and free passes enable the corruption entity to exist in us—think of doing thing negatively—once we operate with the formula, we think positively. Doing so will not undermine our understanding and our effort, therefore solved corruption, bogeymen and free pass problems.

267. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

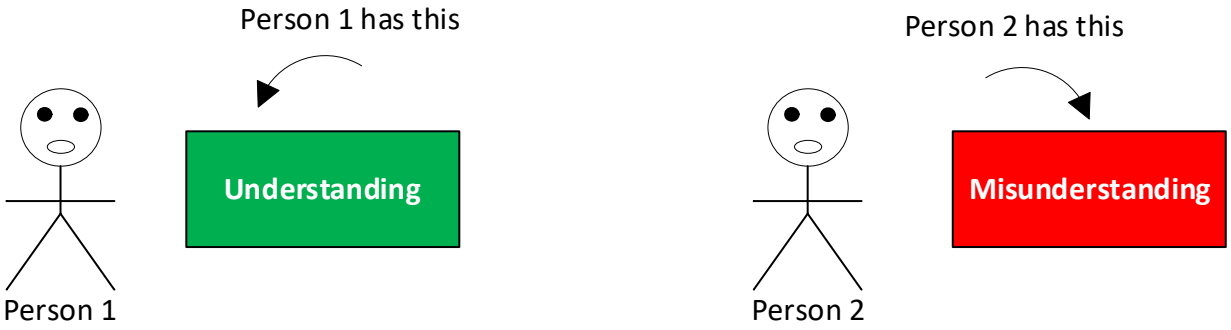
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 88, we have learned and shown that the children who understand must step

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up to help those who do not understand in order for life to execute normally. In article basis 156, we have learned and shown that the employees who understand must step up and help the ones who do not, so the project can execute successfully. From article basis 185, we have learned and shown that Manager 2 has brought something to the table. In article basis 17, we have learned and shown that if I am working to solve a problem, then I need to have something on me to enable me to do so. In this case, I can ask questions what's on me?

By understanding the explanation above as well as article bases 188, 158, and Manger 2 approach, we can see that in order to help another person, I must have something on me. For example, in order for an employee to help another employee, that employee must have something on him/her. If that employee does not have that, the help is not possible. In order for me to help you, I must have something myself. Without that, it is not possible. For example, if you do not understand and I need to help you, I must understand in order to do so. Let's show that by this model.



From the model above, we can see that Person 1 or Employee 1 has the understanding while Person 2 or Employee 2 has the misunderstanding. In this case, it is possible for Person 1 or Employee 1 to help Person 2 or Employee 2, because Person 1 or Employee 1 has something Person 2 and Employee 2 does not have. In terms of problem solving, we can see that the understanding can substitute for the misunderstanding. As we can see here in order to do, Person 1 or Employee 1 has something on him/her which is the understanding which enables Person 1 and Employee 1 to help solve the misunderstanding problem.

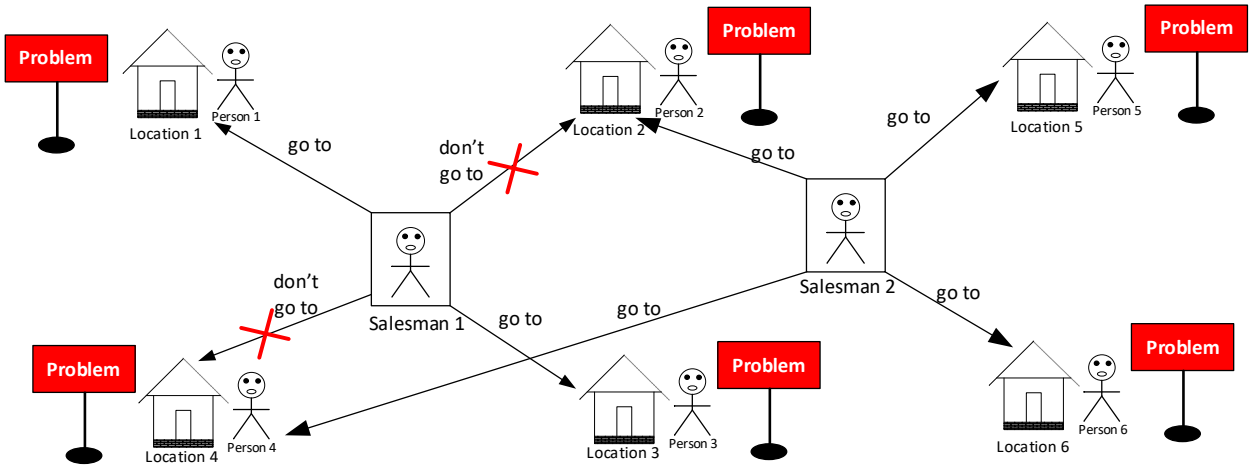
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By understanding the explanation above, we can see that the green helps the red enable us to have a transition. If we do not have the green, the red stays red and related to time we have more reds. The transition enables the understanding of a person to help those who do not. In this case we can ask questions. What is it on me? I have this, not a bogeyman or a free pass.

268. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

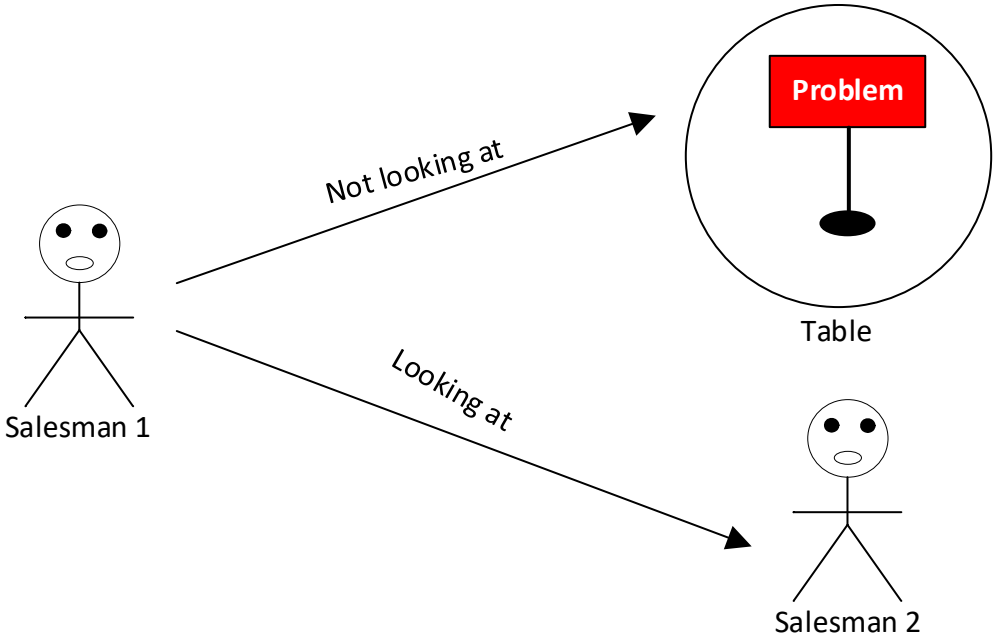
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article bass 193, we have shown the following model.



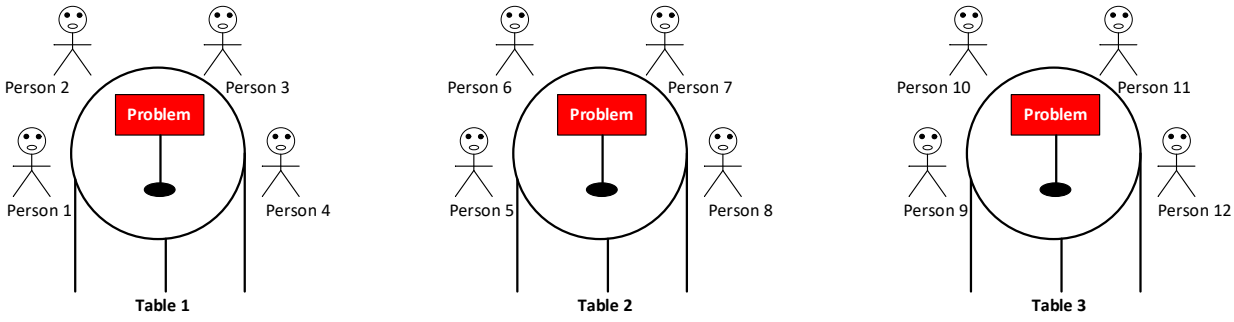
From the model above, we can see that Salesman 2 goes to more locations to solve problems than Salesman 1. For example, Salesman 2 goes to Location 4 to solve a problem or collect a problem sign while Salesman 1 does not. In this case, we can ask question: what Salesman 1 is looking at? From the model, Salesman 2 is solving more problem. Let's assume that Salesman 1 is looking at Salesman 2 rather than the problem. let's take a look of this model

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From the model above, it looks like Salesman 1 is looking at Salesman 2 rather than the problem that needs to be solved. In this case, that does not help Salesman 1. Salesman 1's eyes should be on the problem, not Salesman 2. Salesman 1 should go after the problem, rather than Salesman 2. By looking at Salesman 2, Salesman 1 does not solve the problem. So, the eyes should be on the problem, not on the other salesman.

To better understand the explanation above, let's look at this example. In a room, multiple people are sitting at the tables with problem signs on the tables. Two salesmen are in the room to solve those problems.



From the model above, multiple people are in the room with problems that need to be solved. To solve those problems, Salesman 2 will go to each table and solve them. In other words, Salesman 2 will go to each table collect the problem signs and leave

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solution signs. Now, if Salesman 1 is looking at Salesman 2 rather than going to each table and solve problems, then Salesman 1 solves no problem. If Salesman 1 is looking at Salesman 2 or go after Salesman 2 rather than going to each table and collect problem signs and leave solution signs, then Salesman 1 is not doing his job and solve no problem. Doing so does not help Salesman 1 because he solves no problem at the end. If Salesman 2 look at the problem and solve the problem, while Salaman 1 does not look at the problem and solve the problem, that does not help Salesman 1 but Salesman 2.

269. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, by looking at the stats, we can see that Salesman 2 solves more problems than Salesman 1. We can also say that Salesman 2 puts more effort than Salesman 1. In terms of effort of Salesman 2, his stats are related to the equation above. For example, the effort of Salesman 2 enables him to go to multiple locations to solve problems or collect problems signs and leave solution signs. In this case, his stats are related to his effort and his ability.

Now, Salesman 1 or another person can look at Salesman 2 and make the following statement. Salesman 2 is a better salesman than me; my brother is a better salesman than me; my friend is a better salesman than my other friend; my sister is a better saleswoman than my other sister. In terms of problem solving, those statements don't help anyone become a better salesman or a better saleswoman. That is not the problem you need to solve. Such statement will not help Salesman 1 becomes a better salesman.

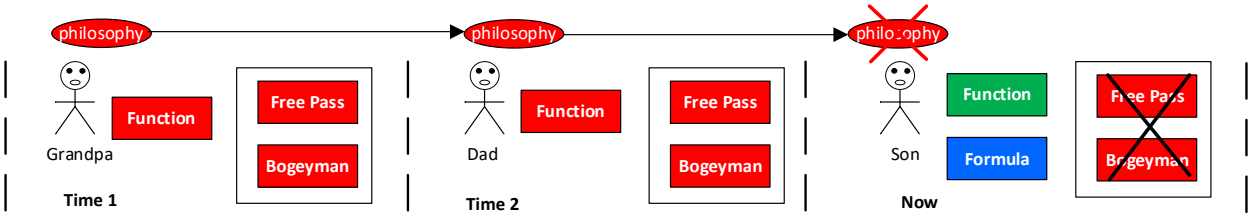
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Instead, it is better to look at inheritance, free pass, and bogeyman. These are the entities that can be replaced by substitution.

From above we can see that, if Salesman 2 is a better salesman than Salesman 1, that is not a problem. If you are a better salesman than me, that is not a problem at all. If Salesman 1 is lazy and does not go to locations to solve problems, that is a problem Salesman 1 needs to solve. If am lazy and I need a bogeyman to be a salesman, that is a problem I need to solve. You are a better salesman than me is not a problem. The problems I need to solve are laziness, inheritance, free pass, bogeyman. Those entities can prevent me from becoming a good salesman. I can work out and substitute for them. I cannot substitute you in order to be a better salesman. Salesman 1 cannot substitute Salesman 2 in order to be a better salesman; that is not possible and Salesman 2 is also not a problem. Salesman 2 is a better salesman 1 is not substitutable to help Salesman 1 overcome the laziness, the bogeyman, and the free pass. Here, we can see Salesman 1 does not get a free pass, so does Salesman 2. You are a better salesman than me is not substitutable in order for me to become a good salesman. What are substitutable for my laziness, free pass, and bogeyman are my effort, my ability, and the learning and the understanding of the formula. Doing so, I can become a good salesman.

270. **Understanding Free Pass and Inheritance:** Mother nature does not do free pass and bogeyman. Everything given to us by mother nature requires our effort. Free passes and bogeymen are not good for us since they undermine our understanding. By understanding article basis 242, we can identify the entities that are given to us. Those entities do not include free pass and bogeymen. In terms of problems and solutions, from article basis 210, we have learned and shown that free passes and bogeyman are useless to us. As shown in article basis 242, when we have problems to solve, we turn to our parent for help, but bogeymen are helpless to us. To better understand that let's take a look at the philosophy inheritance chart.

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From the model above, we can see that at Time 1 and at Time 2, free pass and bogeyman exist, where at Time now, they are crossed out. From the model above, we can see that before the formula is given to us, we already have free pass and bogeyman. Those entities did not help solve the problem. By looking at the article basis 242 as well as the model and the given equation, we can see that those 2 entities have been crossed out. From article basis 242, we can see that those 2 entities have already been identified by our parent before giving us the solutions for our problems. Our parent already knew that those entities cannot help us solve our problems. In this case, by proving us the solution for our problems, we do not need free passes and bogeymen. From the model above, as we can see, since we have free pass and bogeyman already, there is no need for us to have the formula if they were useful to us to help us solve our problems. Since those 2 entities are useless to us, we do not need them. Now, we apply what is given to us to solve our problems and we disregard free pass and bogeyman.

271. **Understanding Function Validation Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. By using the equation above to execute a function to solve a problem, then that function is considered to be a valid function. From article basis 230, we have learned and shown that a person is identified at home, a person is identified at work. A person is identified at home with a function; a person is identified at work with a function. A person is

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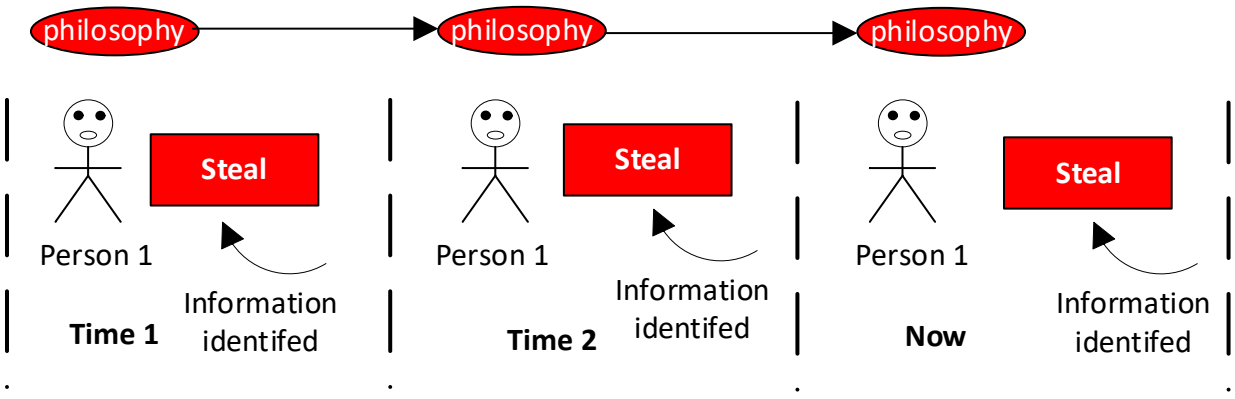
identified at home and has a function; a person is identified at work and has a function. For example, a person is identified at home with functions: clean dishes, cook, mop floor and so forth. A person is identified at work with functions like: answer phone, fix car, clean floor and so forth. Let's show that by this model.



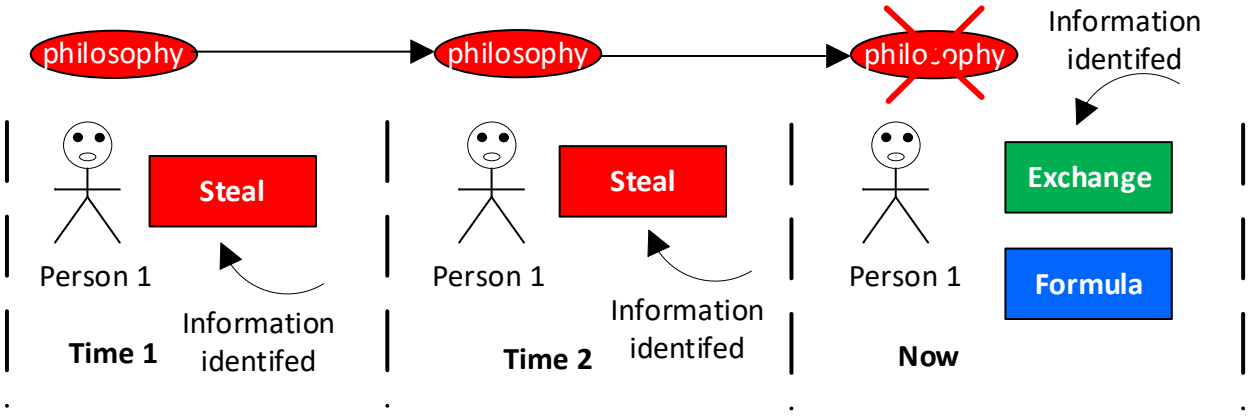
From the model above, the functions of a person at home do not extend to the other houses neighbors, so do the functions of a person at work do not extend to other businesses or providers. Another way to say it is that the functions of a person at home do not extend to other functions of people at other houses. So, the functions of a person at work do not extend to other functions of people at other business. The same as, the functions of people in a country do not extend to functions of people in another country. As we can see here, the last sentence is not needed, because the previous sentences and the model are already taken care of that. There is no third entity; at home and at work then close it. Where at home and at work are already included in country or at location.

272. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Now, in terms of philosophy inheritance, let's look at past and previous information identified.

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From above, we can see at Time 1, information identified by mother nature is steal. At Time 2, information identified by mother nature is steal. At Time now, information identified by mother nature is also steal. But with the formula given, we have the following model.



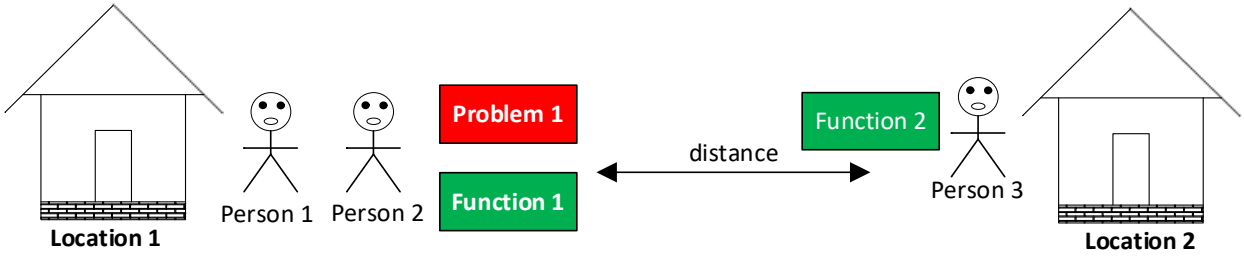
From the model above, we can see that information identified at Time 1 is steal. Information identified at Time 2 is steal. Where information identified at Time now is exchange. From above, we can see the application of the formula by the person enables the steal to substitute by exchange. So, from above at Time now, it is good for the person not to continue the negative, but to apply the formula to make the transition from red to green or to apply the formula to make the transition from steal to exchange.

273. **Understanding Function Validation:** To solve our problems, the following equation was given to us by our parent.

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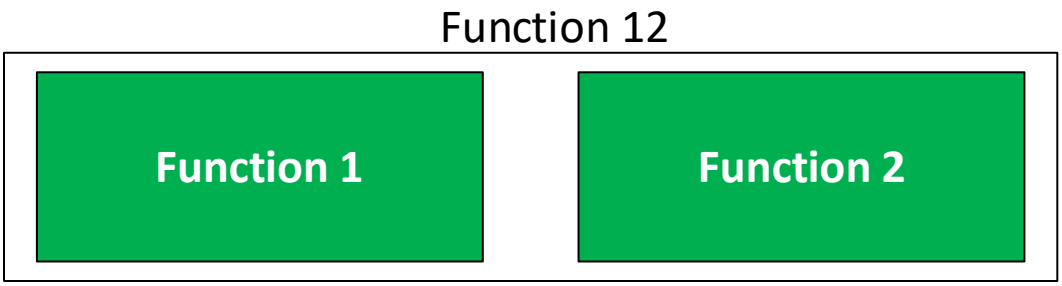
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 245, we have leaned and shown that a function to solve a problem may be executed where that function is a combination of multiple functions. For example, a problem is identified and needs to be solved. That problem may be identified as boxes on the floor that need to be put on the table. In this case, a person function maybe to lift the boxes from the floor and put them to the table, while another person function maybe to monitor the function of that person. In this case, we can see both of those functions are valid functions to solve the problem. The Lift Box function is a valid function, so does the Monitor Lift function. In terms of function needed to solve a problem, a function may be located externally from the other function, where that function is needed to solve a problem. In other words, an external function is simply a function that is provided by another person externally from another function. It is always good to show that by this model.



From the model above, at Location 1, Function 1 is needed to be executed to solve Problem 1. In order for Function 1 to solve Problem 1, it needs Function 2. Function 2 is provided by Person 3 and it is viewed an external function for Function 1. In terms of execution, Function 1 is executed with the inclusion of Function 2 in the form below.

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From the model above, the execution of the main function to solve the problem requires the inclusion of Function 2, which is an external function. In terms of external function, let's look at the following example. A car has a starter problem. A function needs to be executed by a mechanic to solve that problem. Another person may have a function outside that mechanic shop to provide the starter where the mechanic can install that starter. For instance, that function can be Provide Starter, Deliver Starter, and so forth. Such function is external to the mechanic, but needed to solve the problem.

In terms of external function, let's look at a restaurant as an example. The people who work at a restaurant have functions such as: Cook Food, Serve Food, Cash Out, and so forth. An external function can be a function provided by an inspector such as Inspect Restaurant and so forth. As we can see here, external functions are important to our functions, because our functions need them in order for them to solve the identified problem. What is important here is that while external functions are important for us to solve our problems, the functions provided by those people belong to them and do not belong to us. For example, from the model above, the function provided by Person 3 belongs to Person 3 not Person 1 and Person 2. The function provided by a person outside the mechanic shop who provides the starter belongs to the person not the mechanic or people in that shop. The function provided by a restaurant inspector belongs to him/her, not to people who work at that restaurant.

By understanding the explanation above, we can see that it is not possible for a person to apply the formula for another person, therefore it is not possible for a person to assume another person's function. For example, the functions of Person 1 and Person 2 above

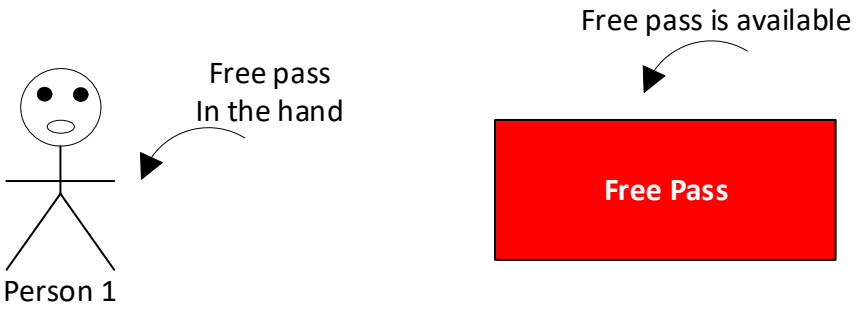
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cannot be changed to the function of Person 3. In other words, Function 1 cannot be changed to Function 2. The Fix Starter function cannot be changed to Provide Starter. The Serve Food function cannot be changed to Inspect Restaurant function. Overall, we can see that a function can be provided to monitor the execution of another function, however that function cannot be changed or assumed by the function that needs to be monitored. In other words, if you provide a function to monitor my function, my function cannot be changed to your function, so does your function cannot be changed to my function. My function belongs to me, and your monitor function belongs to you.

274. **Understanding Free Pass or Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. We already know that mother nature does not give free pass. Everything given to us by mother nature requires our effort. Mother natures does not give free pass, because free pass undermines our effort and our understanding. In other words, since we need to understand mother nature, free pass would undermine our understanding of mother nature. Therefore, it is not good for us to have free pass. We cannot solve problems with free pass as shown by the model of article basis 242.

From article basis 152 we have learned and shown that once a free pass is available, we have no control of it. Since we cannot control a free pass once it is available, we also cannot hide a free pass when it is available. In other words, if a free pass is available, it cannot be hidden. If a free pass is in hand, then it is available. In this case, the terms *no free pass* is not appropriate as well as *there is no free pass*. To better understand that let's take a look at this model.

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From the model above, to the right we can see that the free pass is available, where it is in the hand of Person 1. In this case, Person 1 cannot say free pass is not available and there is no free pass. Because the free pass is available, it is identified as available. Because Person 1 has a free pass and it is identified that Person 1 has a free pass. For example, if I get a free pass, I cannot say no free pass. If I have a free pass, I cannot say free pass is not available. In terms of identified information, mother nature sees that I have a free pass. Mother nature also sees that I have a free pass in my hand. Such information cannot be hidden from mother nature.

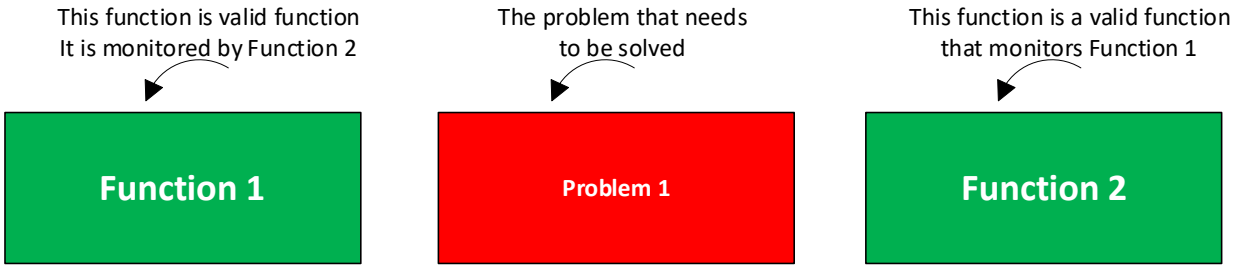
From the model above, because the free pass is available, another person may try to get it. The problem is, Person 1 cannot complaint about free pass while Persson 1 has a free pass. The way to look at it, if I have a free pass in my hand, I cannot say free pass is not available, so do if you have it. The only thing is if I don't have it, I can say free pass is not available. As well as, if you don't have it, you can say it is not available. As longer I have it, someone will try to get it from me. As longer you have it, someone will try to get it from you. The best way is no free pass, then problem solves.

275. **Understanding Function Validation:** To solve our problems, the following equation was given to us by our parent.

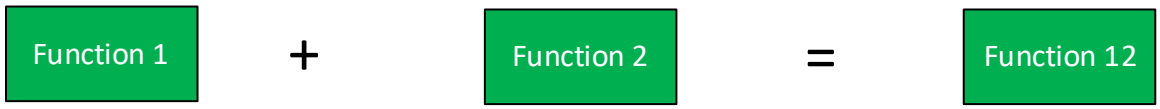
$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function validation, as we have shown from article basis 273 above, a problem is identified to be solved, a function is executed to solve that problem. A problem is identified to be solved, the function that needs to be executed to solve that problem is a validate function to solve that problem. Some valid functions we have identified include Lift Box, Fix Car, Serve Food and so forth. We have also identified other functions that are used to monitor functions. For example, a Monitor Lift Box function is used to monitor boxes that are lifted from the floor to put on the table. An Inspect Restaurant function is used to monitor or organize a restaurant—with some respect. In this case, all those monitoring functions are considered to be valid functions to functions they monitor. It is always good to show that by this model.



From the model above, we can see that Function 1 is a function that needs to be executed to solve Problem 1. Function 1 is a valid function, and it is monitored by Function 2. Function 2, which monitors Function 1, is also a validate function. The problem that needs to be solved is in the middle. Problem 1 is a valid problem that needs to be solved. As we can see here, in order to solve Problem 1 which is valid, Function 1 needs to be a validate function, so does the function that monitors Function 1. As we can see here, in order for a function to monitor another function, that function must be valid. The function that monitors the other function must be valid, so is the function that is being monitored. In terms of function operation, it is always good to look at the operation like this.



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From above, Function 1 is a valid function. Function 2 is used to monitor Function 1, so Function 2 is also a valid function. The resulted Function which is used to solve Problem 1 is validate by the operation. However, let's look at a case where either Function 1 or/and Function 2 is invalid, then we have this.



From the model above, it does not matter if either or both functions are invalid, then the resulted function is invalid and cannot solve the underlined problem. As we can see here, in order for a function to monitor another function, that function must be valid, so is the function that is monitored by that function. That makes sense, since both functions are the result of the application of the above equation.

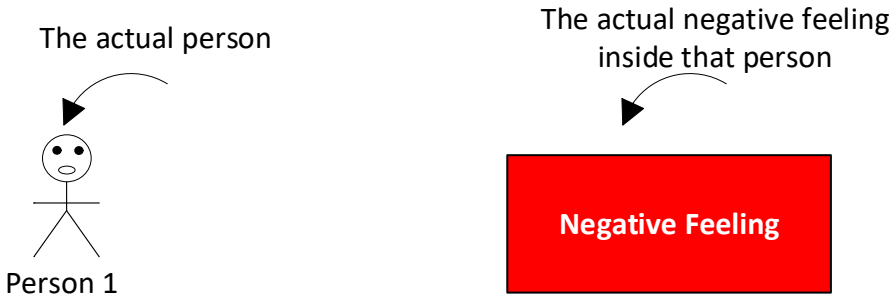
Another way to look at it, let's take it like this. Function 2 is used to monitor Function 1. It does not matter if Function 2 is internal or external, both of them must be valid. For example, the Lift Box function and the Inspect Restaurant function; it does not matter if the monitor function is provided by a person at the same location or at separate location. What is important here is that, if a function is used to monitor another function, both of them most be valid. In terms of Function 1 and Function 2, we have the following.

$$\{Function\ 1\ Valid, Function\ 2\ Valid\}$$

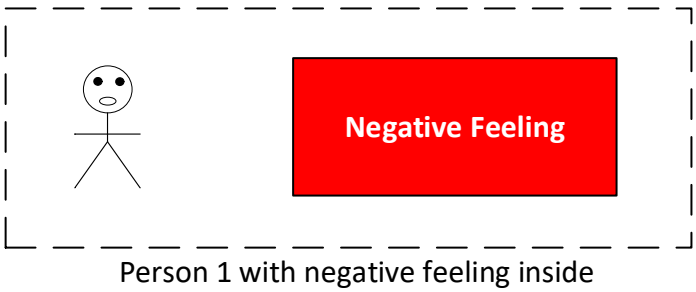
276. **Understanding Information Related to Mother Nature or Understanding Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. To solve a problem, we use the formula given to us by our parent which requires entities available from us. The entities available from us include our communication. Our negative feeling is not considered to be an entity available and it is a problem itself as shown in article basis 165.

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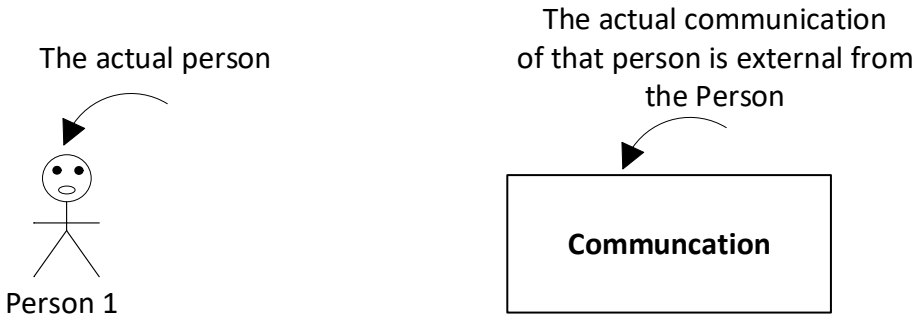
By understanding the explanation above, in terms of negative feeling and communication, we can ask questions: can we separate our negative feeling from our communication? Can I separate my negative feeling from my communication? To better understand that let's take a look of this model.



From the model above, we show the negative feeling entity as a separate entity from the actual person. Since the negative feeling entity is considered to be an entity inside that person, let's show that by this model to sow it is internal.

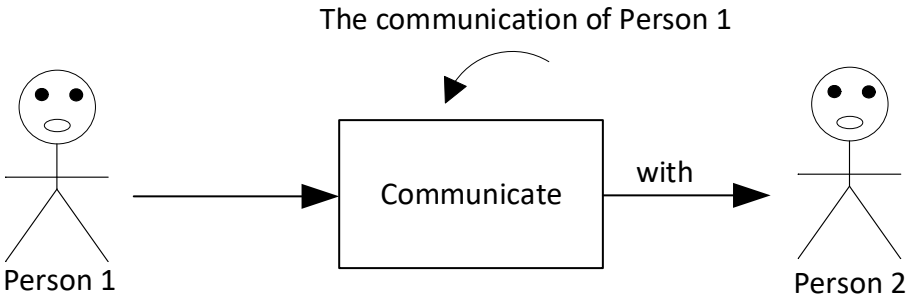


Now, in terms of communication of Person 1, let's show Person 1 and his/her communication as a separate entity by this model.

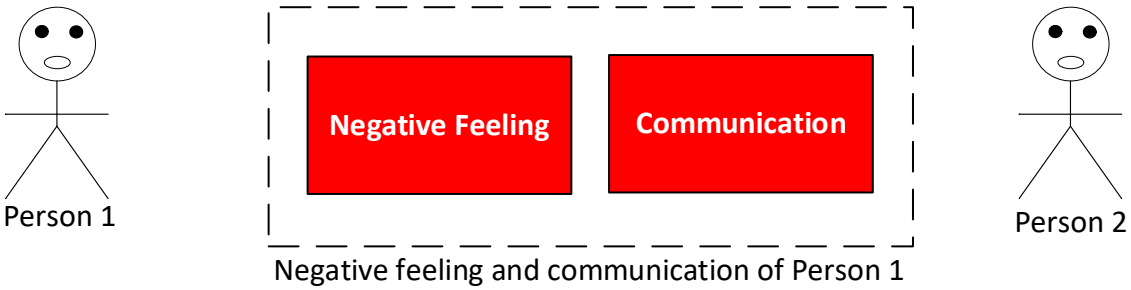


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From the model, the communication of Person 1 is separate from Person 1, but it is external from that person. Since the communication of Person 1 is external and separate from Person 1, if Person 1 cannot control the negative feeling, then that negative feeling can be identified by another person from the communication. To better understand that let's take a look at this model.

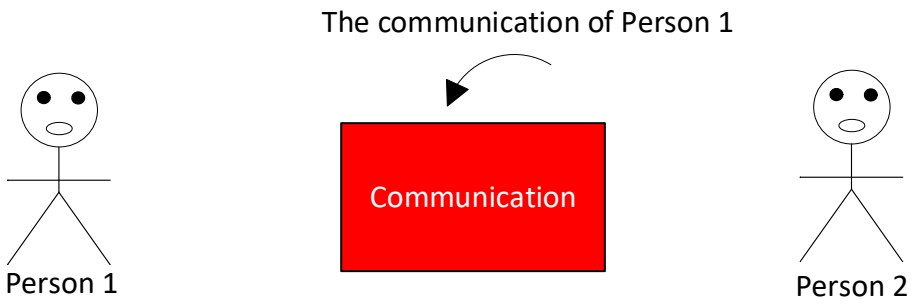


As we can see from the model above, the communication of Person 1 flows from Person 1 to Person 2. In this case, Person 2 can identify and analyze that communication. That communication can be a sentence that is from Person 1 to Person 2. From that communication, Person 2 can identify the negative feeling of Person 1. By understanding the explanation above, we can see the following entities are identified in terms of negative.



From the model above, we can see that the negative feeling and the communication are combined as a single entity. Externally or by Person 2, it is always good to show that by its respective entity which is the communication.

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As we can see from the model above, the negative communication is what Person 2 sees, where based on that negative communication, Person 2 can identify the negative feeling inside Person 1. If Person 1 can analyze the communication or the sentences, then it may not be possible for Person 2 to identify that negative feeling. Therefore, Person 1 can control the negative feeling inside by simply controlling his/her own communication.

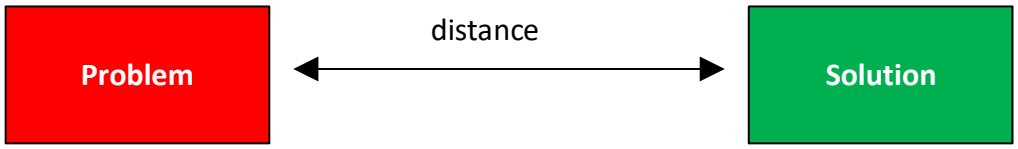
By understanding the overall explanation, we can see that in terms of problem solving, our communication which is considered to be an entity available to us is taken into consideration. Where in terms of information and mother nature, we identify the negative communication when it is negative, and we do not identify the negative communication when it positive.

277. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

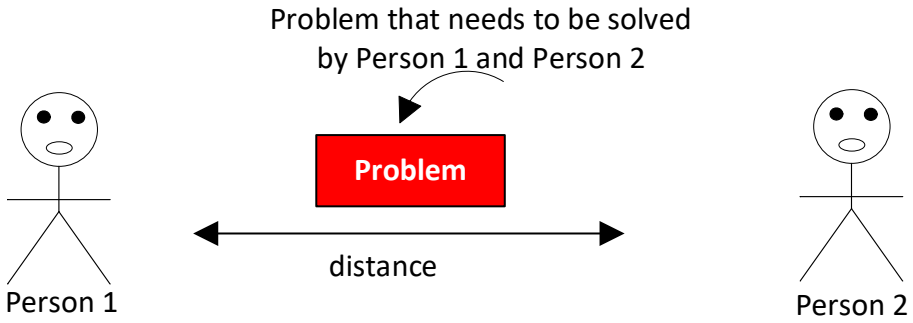
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the list of entities available to us, we already know that distance is one of them. Since distance is one of the entity available to us to help us solve our problems, the distance between a problem and its solution also helps solve that problem. With that, we have the following model.

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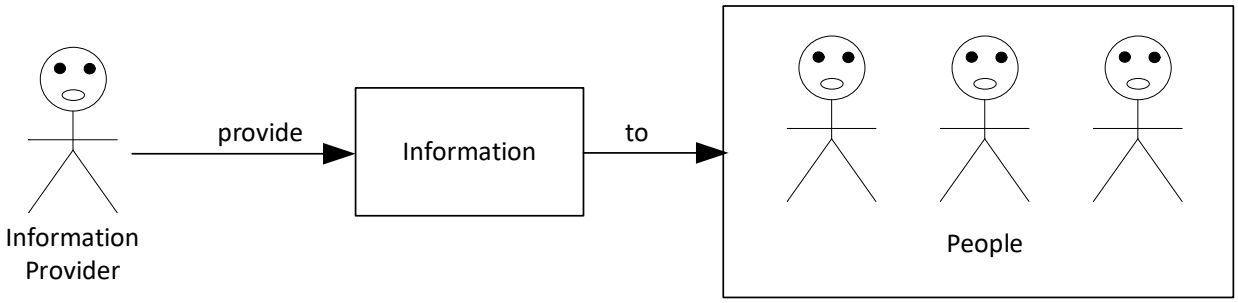
From the model above, we identify the distance between a problem and its solution. From article basis 48, we have identified and shown that the distance between 2 people that have a problem to solve, helps them solve that problem. Here, let's show the model of the distance between 2 people and the problem they need to solve.



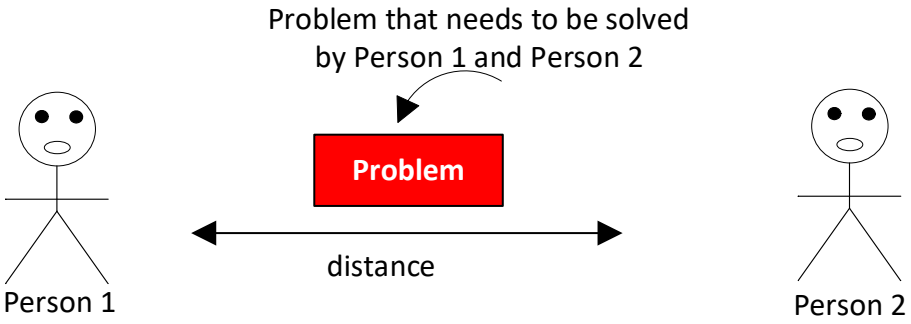
From the model above, we identify the problem that needs to be solved by Person 1 and Person 2 as well as the distance between them. By taking a closer look at article basis 88, we can see that the distance between the children is closer than the parent. In other words, consider mom tells them to clean the dishes and goes to work, where they stay at home. We can look at article basis 156 and identify the distance between Manager 2 and the employees as well as the distance between the employees. In article basis 242, we can also look at the distance of the entity The Given Set is given to as well as our parent at the time it is given. What is important here is that the distance between the solution of a problem enables the solving of that problem. With that, we can have the distance between Hungry and Serve food helps solve that problem. The distance between Bad Starter and Replace Starter, enables the solving of that problem.

278. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information and providing information, let's identify by this model where an information provider provides information to the people.

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From the model above, the information provider provides information to the people. Now, from the article basis above as well as from the article basis 48, we have learned and shown that the distance between people helps them solve problems. This information is identified by mother nature. For example, if 2 people have a problem to solve and they are at a closer distance, that distance enables them to solve that problem. This information is given to us. Again, let's show that by this model.



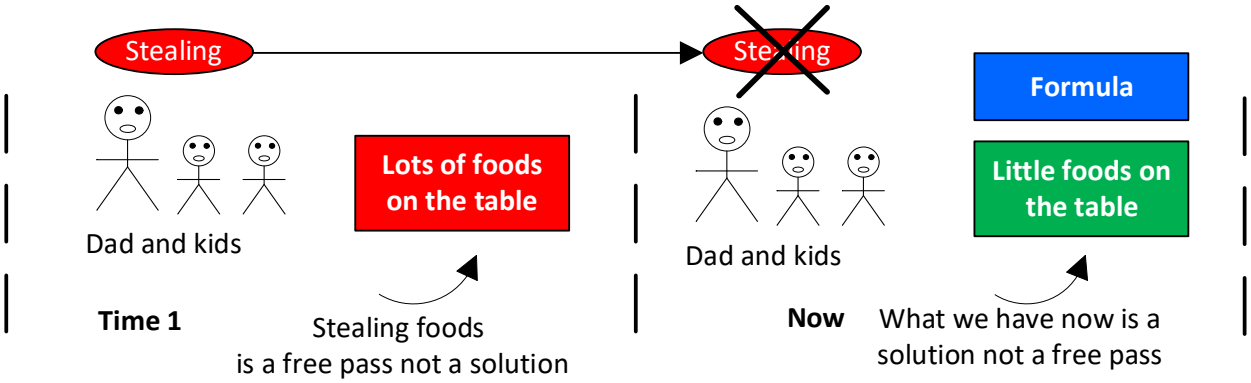
From above, we can see that Person 1 and Person 2 have a problem to solve. In terms of entity identification, we identify the problem they need to solve as well as the distance between them. What is important here is that the information provider cannot disregard those entities. Those entities are considered to be given information. For example, the information provider cannot disregard that distance as well as misidentify the problem that needs to be solved. If the information provider disregards the distance and the identified problem, then misinformation is what is provided to the people, not information.

279. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of free pass, we know that mother nature does not give free pass. From article basis 161, we have identified problems before and after. For example, before I had a lot of food on the table, but the food had been stolen. After, I have little food on the table, but I acknowledge to my kids the food I had on the table before was stolen. In this case, what I have before was not a solution for the problem, but a free pass. It is always good to show that by this model.



From the model above, as we can see the lot of food we have on the table is simply a free pass rather than the solution of the problem. At Time now, even we have little on the table, but that we have is the solution. As we can see here, disregarding the formula in the past does not show that we have a solution.

By understanding the explanation above, as well as article basis 156 and 242, we can see that a free pass is not viewed as the solution of a problem. At some point, we still need to solve that problem. For example, from the model above, because mother nature does not give free pass, it is not possible for us to continue to steal all the time. At some point in time, mother nature says enough is enough and at that time we have to use the formula to solve our problems. If stealing is identified as doing bad things, that is not considered

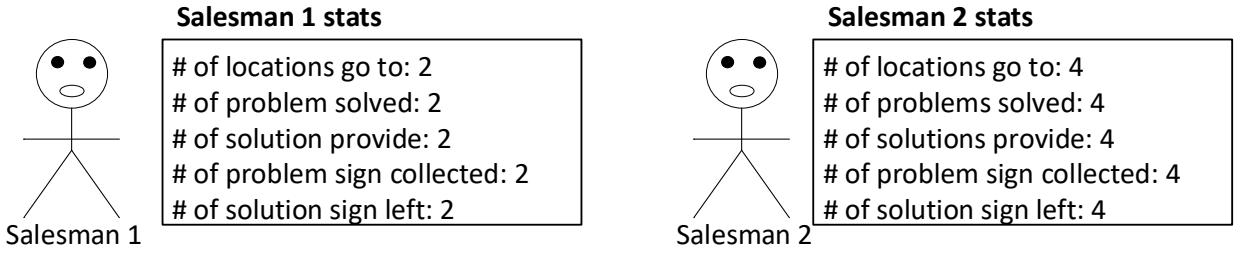
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to be solutions of problems. In terms of information, that is viewed as a free pass rather than the solution of problems. From the model above, the information identified at Time 1 is stealing food rather than the solution of a problem.

280. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to sus as well as the entities available to us to help us solve the problem. From the list of entities available to us, we know that our efforts and abilities are included. In terms of efforts and abilities, from article basis 193, we have learned and shown that the effort and the ability of Salesman 2 enable him to go to more locations and solve problems. In article basis 196, in terms of stats we have shown that Salesman 2 solves more problem than Salesman 1. Here, let's show that stats of both salesmen by this model.



From above, we look at the stats of both salesmen and we can see that the ability of Salesman 2 enables him to solve more problems than Salesman 1. One thing we did not put in the stats is the number of problems left on the table. For example, if 2 problems need to be solved and they are disregarded by Salesman 1, then the number of problems that are left on the table by Salesman 1 is 2 where for Salesman 2 is zero. In this case, we can see that Salesman 1 leaves problems on the table that need to be solved while

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Salesman 2 does not. This counts in the stats of both salesmen and it is also information identified by mother nature.

By taking a closer look of the model above as well as understanding the above explanation, we can ask this question whether the stats of Salesman 1 is all natural. By understanding article basis 193, we can see that the stats of Salesman 1 may be affected by bogeymen and free passes. In this case, we can take that into consideration. In other words, based on article basis 193 as well as the equation above, the stats of Salesman 1 may not be all natural. In this case, the number may be affected by some nonnatural values. With that, we can take that value into consideration. After doing some calculation or analysis, we probably can see that those numbers probably off by 25% or 50%, in this case the effort of Salesman 1 is not all his. What is important here is that bogeymen and free passes affect the ability of the Salesman 1, where even with reducing number of problems he is solving, that reduced number of problems may not seems natural, because it was never about his effort.

What is important here is that bogeymen and free passes preventing us from operating at optimum level. In this case, that affects our efforts. Even when we think we operate accordingly, however that is not the case. This is where the formula becomes handy. With the formula, we can identify what is good and what is bad. With the formula, we can identify what enables us to solve our problems.

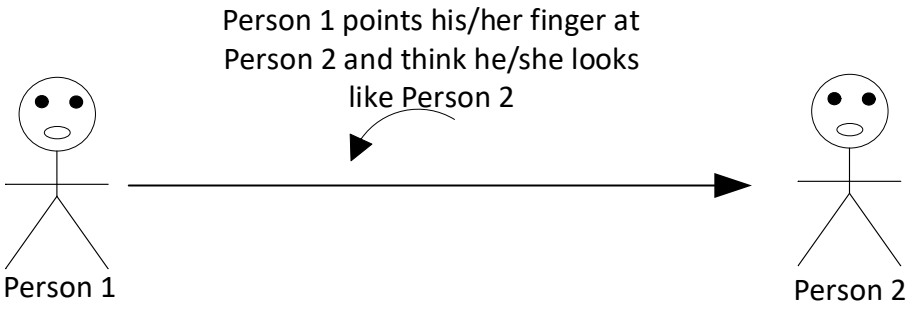
281. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 88, we have learned and shown that our parent does not tag and tag cannot be verified. In article basis 233, we have learned and shown that the usefulness of a person enables that person to help others and solve problems. For example, we have shown that in article basis 88 as well as 156 where the employees who understand the project help the other employees so the project can execute

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successfully. As we can see here, the usefulness of a person is a separate entity from that person which enables that person to help others. We have shown something similar in article basis 267.

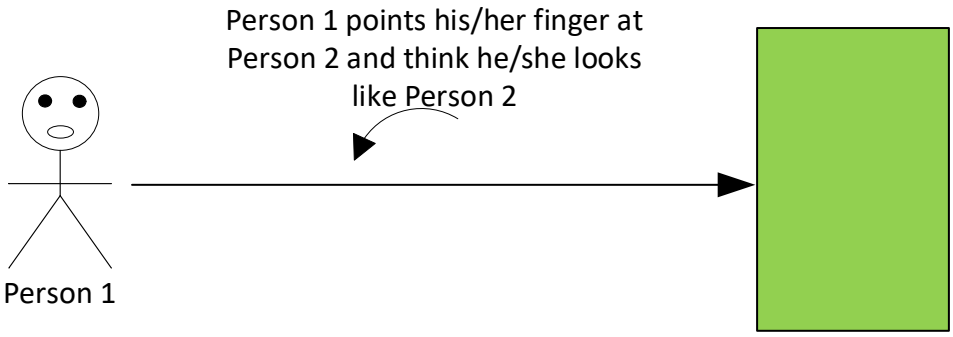
By understanding the explanation above, consider the following communication: *I don't know what I look like now. I am learning; but at some point, I will know what I look like*. This is correct, no issue here.

A person thinks he/she looks like this person just to be negative by pointing his/her finger to this person but does not think he/she looks like that person. As we can see here that person does not point his/her finger to himself/herself but to another person and thinks he/she looks like that person. It is the same as: I think I look like another person in a negative way. Let's show the pointing finger now.



The model with the arrow to the right means point finger and related to communication of Person 1 the model is incorrect. What is important here, Person 1 points the finger to Person 2 rather than himself/herself. The way to look at it, in a negative way, I say I look like you where my finger points to you. What's about me now? By identifying each person by number, for example Person 1 as #1 and Person 2 as #2, then we can see that in terms of thinking positively Person 1 has issues. The negative enables Person 1 to see Person 2 before himself/herself. The problem is the finger should be pointing to Person 1 rather than Person 2. By cover Peron 2, then we have this model.

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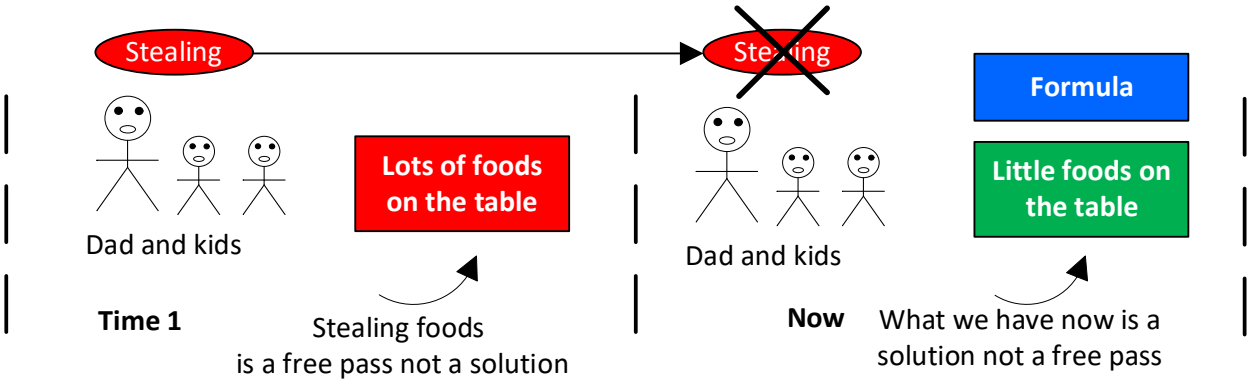
As we can see here the absence of Person 2 enables the finger of Person 1 to points nowhere which is a problem. It looks like Person 1 cannot identify him/herself. It also looks like Person 1 is looking for an identity that is not Person 1. That makes Person 1 useless and unstable in this case. If I can identify myself, there is no need for me to point my finger at you and think I look like you. The key here from the model above, is that Person 1 doesn't even know what he/she looks like without Person 1. That is the issue here. If I have to point my finger at you and think I look like you, then without you I don't even know what I look like. From the model above, as we can see by hiding Peron 2 from view, if we can ask this question to Person 1: what do you look like now? The absence of Peron 2 prevents Person 1 form answer that question. Therefore, we can see the problem here. It looks like the absence of Person 2 makes Person 1 useless.

282. **Understanding Problem and Solution Related to Entity Identification as well as Mother Nature Related to Information:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 279, we have the following model.

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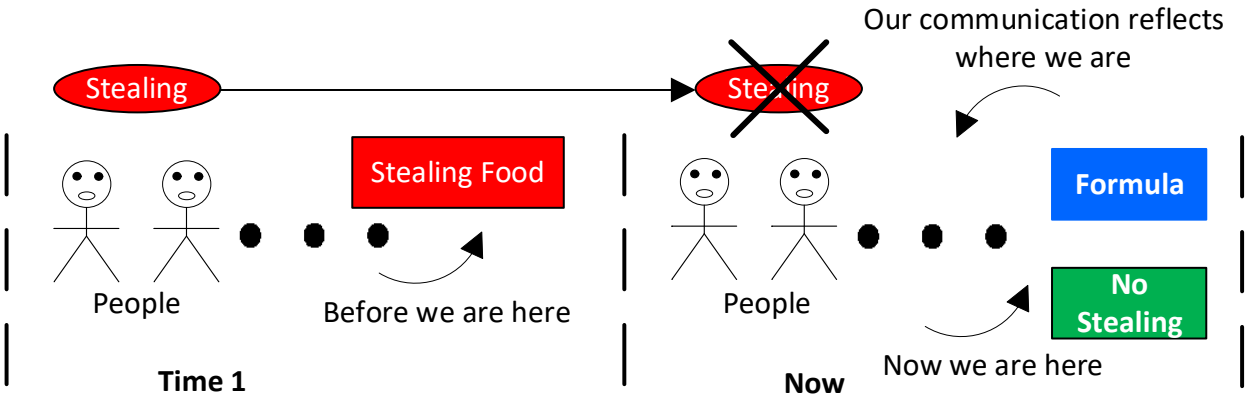
Where at Time 1, the children may have thought that everything was fine, because they did not know the foods were stolen. As we can see from the model at Time 1, what the children think was a free pass rather than the solution of a problem. Since mother nature does not give free pass, stealing cannot exist all the time, so at some point mother nature says enough is enough. As we can see from the model above, we have 2 times: Time 1 and the current time. At Time 1 stealing exists, where at current time, we have no stealing. At Time 1, we have a problem, where at current time, we have the solution of that problem. In terms of communication, our communication reflects the solution we have at current time rather than the problem we have at Time 1. In other words, at current time, we talk about the solution and the formula, rather than the stealing and the free pass. Let's give more information from this table.

Time 1	Current Time
Old Way	New Way
Stealing	No Stealing
Communication about stealing	Communication about the formula and the solution
Incorrect communication	Correct communication

For example, because of misunderstanding, it is possible to have this miscommunication like the old way was good. It is the same as saying that stealing was good. As we can see from the model above as well as from the table, that communication is invalid at current time. At Time Now, we adjust our vocabulary to reflect the formula

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and the solution rather than the previous time. In this case, we disregard the previous vocabulary we had at Time 1 and we adapt to the new vocabulary. Think of it as 2 different modes: at Time 1, we have stealing, where at Time 2, we do not have it. Related to article bases 276 and 242, we can see that the new manager adapts to a new vocabulary by not bringing the old one back. Where in 242, after the 2 entities are given, we disregard the old way, and we adapt to the new way because the old way did not help us. To better understand the explanation, let's take a look at this model.



From above, we can see that at current time our communication reflects where we are, not the past where we were. For example, in terms of communication and information, we adjust our vocabulary rather than thinking the old way. To better understand that let's take it like this. We have a problem to solve; we couldn't solve it. Now, we have instructions given to us to solve it. Our communication about solving the problem reflects the instruction that is given to us rather than the old way that did not help us solve the problem.

283. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

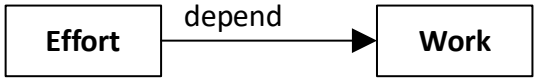
$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as entities available to us to help us solve the problem. By looking at the given equation, we know that the entity available to us includes effort or individual effort. The effort entity is not static. It is available when effort is used to solve a problem. In other words, the effort entity exists when work is being performed. To solve a problem, if work is performed by a person, then the effort entity exists. It is always good to show it like this:



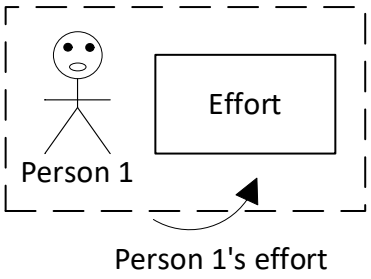
Where, effort depends on work in the form of

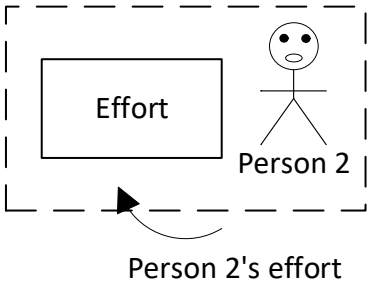


For this reason, by using the above equation, if we have not started working to solve a problem, it is not good to say that the problem cannot be solved. In this case, we haven't put effort into it yet. However, if we start working to solve a problem, we will figure out how to solve it. The effort entity is not identified until the work entity is identified. The effort entity does not exist until the work is performed.

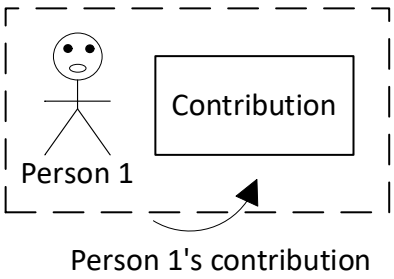
284. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Related to the article basis above, let's take a look at the effort of Person 1 and effort of Person 2. Since the effort entity is individual, let's show that by this model.

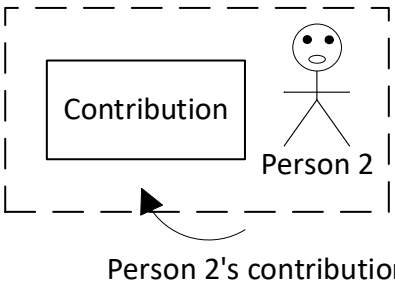
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From the model above, we can see that the effort of Person 1 is not identified as the effort of Person 2 and the effort of Person 2 is not considered as the effort of Person 1. In this case, mother nature sees that the effort of Person 1 belongs to Person 1 and the effort of Person 2 belongs to Person 2. In terms of contributing, since both persons must contribute, we can show that by this model.





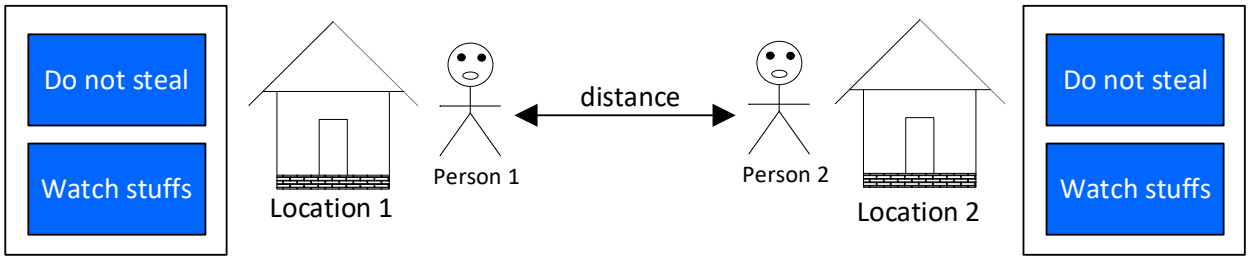
From the model, we can see that the contribution of Person 1 is also separate from the contribution of Person 2. Mother nature sees that the contribution of Person 1 belongs to Person 1 and the contribution of Person 2 belongs to Person 2. As we can see from both models, both the effort entity and the contribution entity cannot be swapped, interchanged, or reassigned. Mother nature does not allow that. So, if Person 1 points finger to Person 2 and thinks he/she looks like Person 2, it serves no purpose.

285. **Understanding Problem and Solution Related to Entity Available as well as Mother Nature Related to Information:** To solve our problems, the following equation was given to us by our parent.

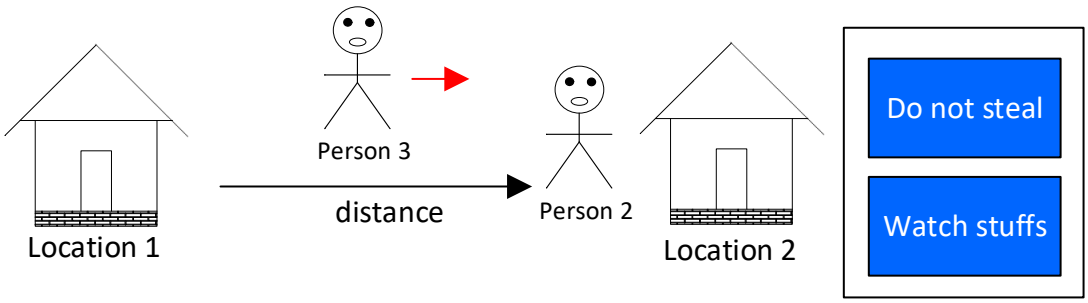
$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 96, we have shown that there is a relationship between *Do Not Steal* entity and *Watch our Stuffs* entity. In terms of mobility of people from location to location, let's show both entities which includes in the pass in this model.



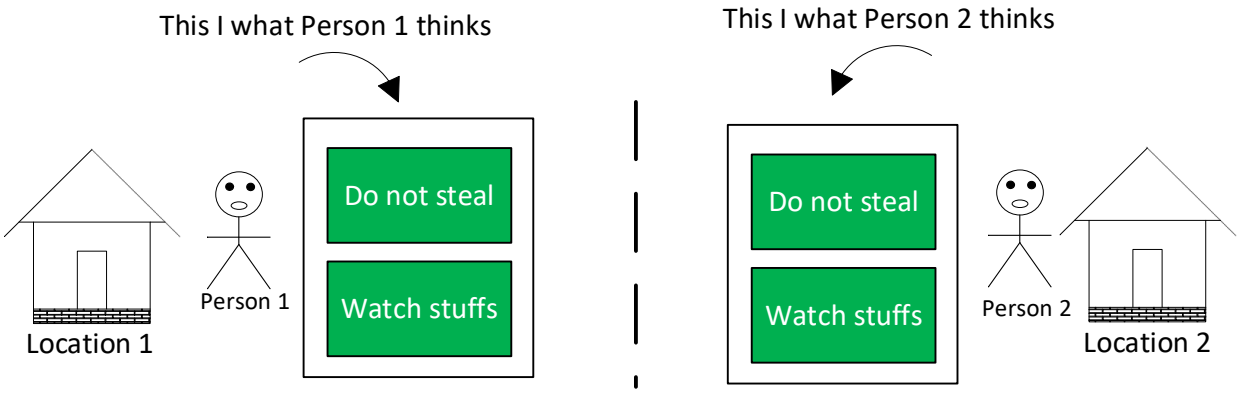
From the mode above, we can see at both Location 1 and Location 2, both do not steal and watch stuffs exist. Now, let's assume a person goes from Location 1 to Location 2 without the pass. With that, we can show the model with Location 1 and Person 3 goes to Location 2 without the pass.



From the first and the second models, we have 2 cases: in the first model, at both locations the 2 entities exist, so stealing is not that easy. People are watching their stuff, so stealing is not easy. In the second case, even without the pass, stealing is not that easy for Person 3 at Location 2. What is important here, even without the pass, stealing should not be easy at either location because people are watching their stuff. If stealing is easier at one location than another, then we have a problem. In this case we can see that by keeping eyes on our stuff, we protect both Person 3 as well as the formula as pointed out in article 260.

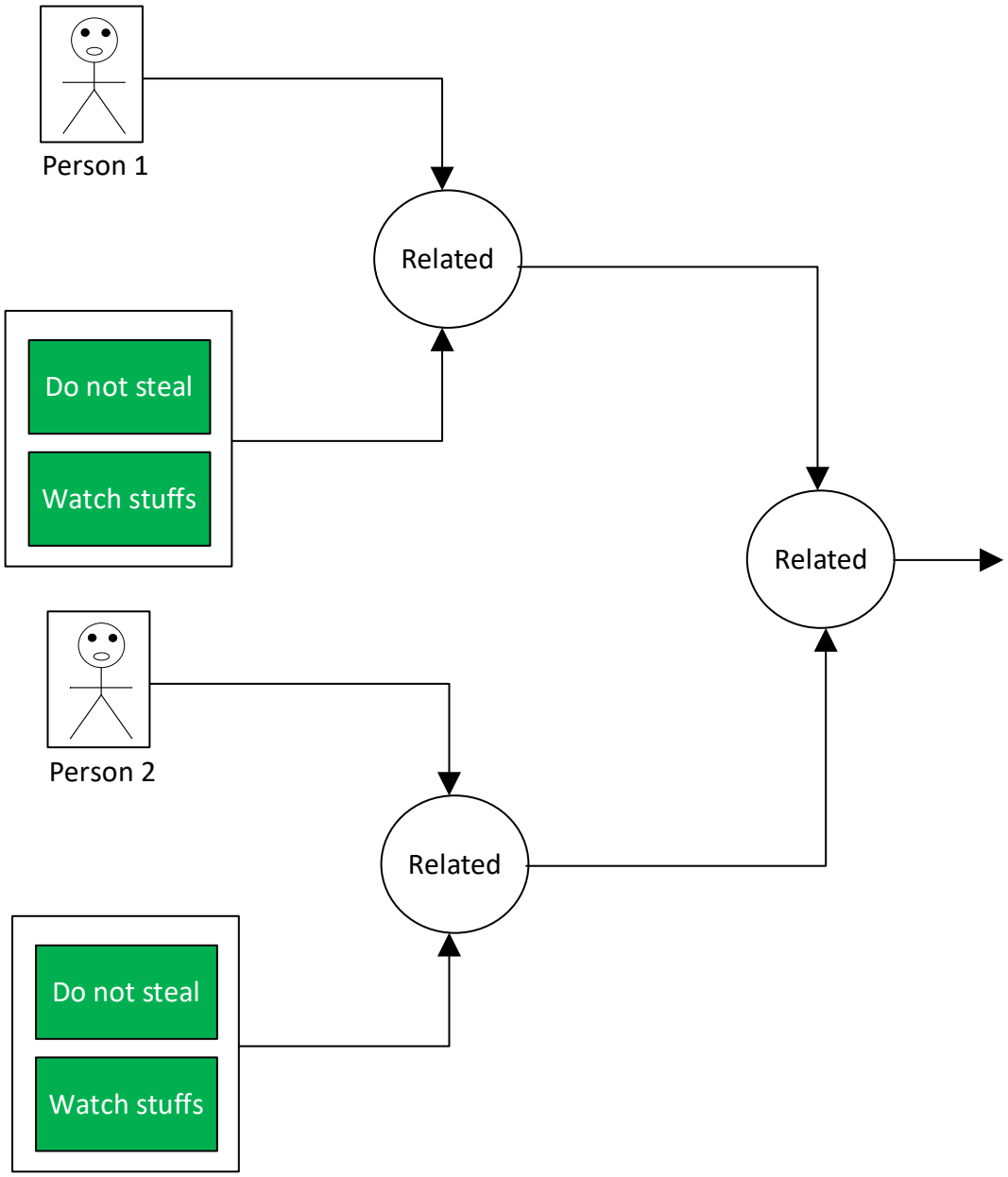
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To better understand the overall explanation, let's take it like this: related to the first model, Person 1 at Location 1 thinks about do not stealing and watching stuff. Here, let's show the model of what Person 1 thinks at Location 1.



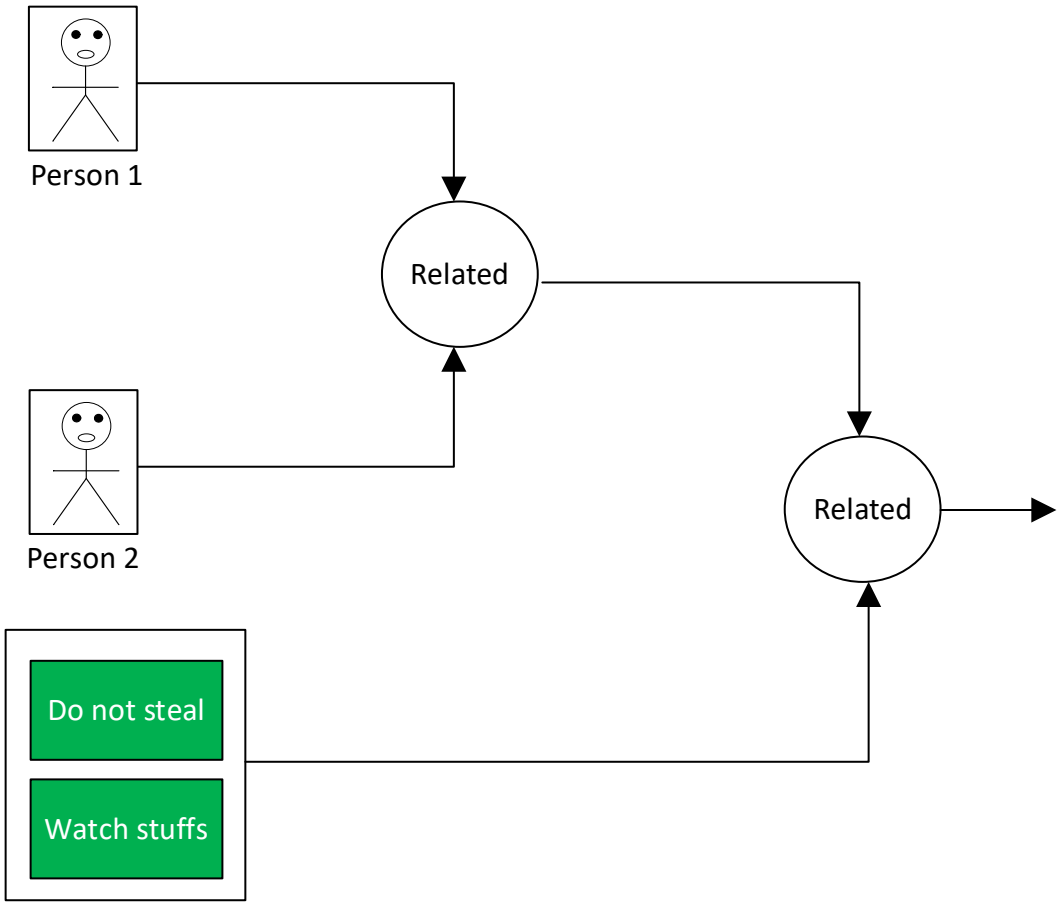
From the model above, as we can see because Person 1 thinks about both entities so does Person 2, even though they are not at the same location, there is a relationship between them. We can show that relationship by this model.

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The model above is the same as the one below

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From the model above, related to the first model, when Person 1 goes to Location 2, Person 1 thinks *Do not steal* and *Watch Stuffs*. Arriving at Location 2, we can see that both Person 1 and Person 2 think the same way because of that relationship. Without the pass, that relationship does not exist. Person 3 thinks differently without the pass and what Person 3 thinks does not correspond to the above relationship. As we can see here, the pass enables us to think similarly as we go from location to location. Even without the pass, a person is being protected because the others think positively.

With the pass, as Person 1 goes from Location 1 to Location 2, Person 1 thinks about *Do not steal* and *watch stuffs*. If Person 1 is a salesman, Person 1 always watches his stuffs. As well as, because at Location 2 we have *Do not steal* and *Watch stuffs* thinking by Person 2, that also protect Person 3 as well as *Do not steal* and *Watch stuffs*. As we can see here, it works both ways with the pass or without the pass. Remember the problem we try to solve here is to protect the pass, not to steal. Doing so, we protect the person

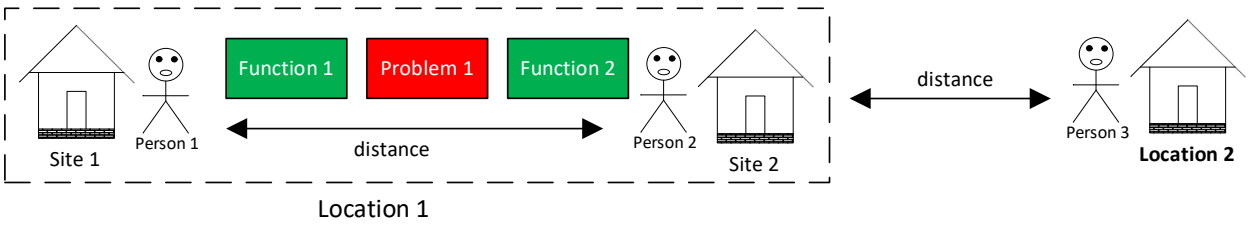
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from stealing, even without the pass. As we can see here, we solve the problem by not letting the stealing. By protecting that person from stealing, we solve that problem. We do not want the person to steal, so we protect that person from stealing. By protecting that person from stealing, we both apply the formula which includes *Do not steal* and *watch stuffs*. In other words, by protecting the *Do not steal* we also watch our stuffs.

286. **Understanding Function Validation and Function at Location:** To solve our problems, the following equation was given to us by our parent.

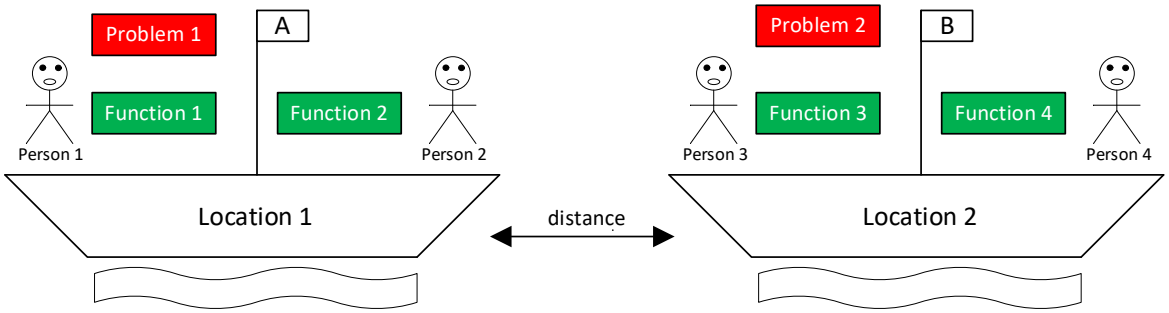
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of monitoring function, a monitoring function is valid to monitor a function to solve a problem at a location where the problem is identified. Outside that location, that function is invalid. To better understand that let's take a look at this model.

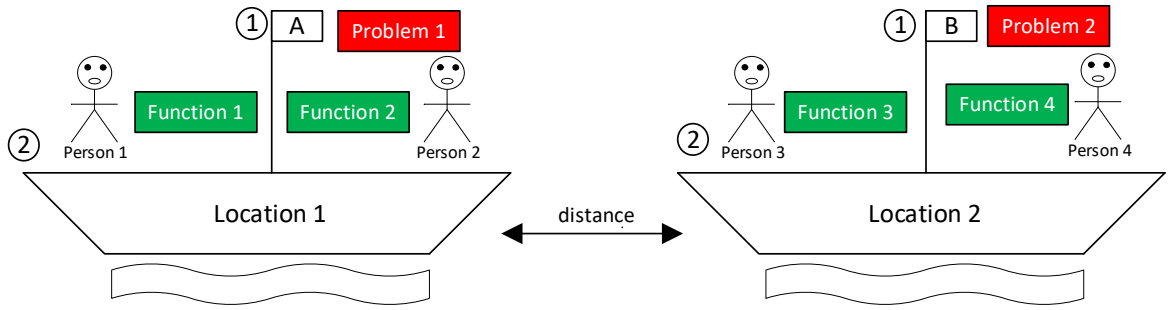


From the model above, we can see that at Location 1, Problem 1 is the problem that needs to be solved. Function 1 is used to solve Problem 1, where Function 2 is used to monitor Function 1. From the model above, we can see that in order for Problem 1 to be solved, Function 1 must be executed in combination with Function 2 which is the monitoring function to solve Problem 1. In this case, we can see outside Location 1, Function 2 is invalid. Function 2 above is only valid to monitor Function 1 at Location 1, not a function at Location 2. From above, it does not matter if Function 2 is provided internally or externally. To better understand the explanation, let's look at another example shown by this model.

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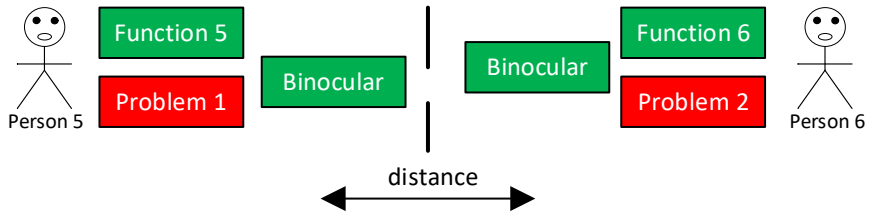


From the model, we have 2 boats: one is Location 1 and the other one is Location 2. At Location 1, Problem 1 is the problem that needs to be solved by Function 1, where Function 2 is used to monitor Function 1. At Location 2, Problem 2 is identified and needs to be solved by Function 3 where Function 4 is used to monitor Function 3. What is important here is that Function 2 is local to Location 1 and Function 4 is local to Location 2. Function 2 cannot be used to monitor Function 3 as well as Function 4 cannot be used to monitor Function 1. Both monitoring functions are local to their respective locations and do not extend to other locations. To better understand what we have just said, let's take a look at the following model.

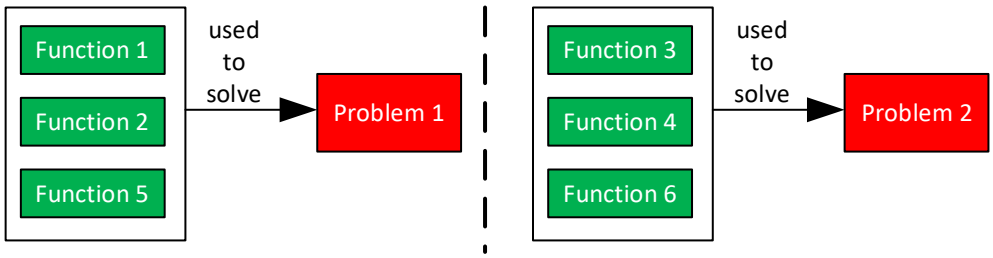


From the model above, at each boat we have positions 1 and 2 which are locations at the boats. The person that has the function to monitor the functions of people at each boat is located at that position. In this case, that person has a good view of the people who are working where that person is monitoring their functions. If desired or necessary, that person can have a binocular so he/she can identify clearly what the people are doing at the boat. For example, functions of the people at the boat can be seal water penetration or hold and any other functions. Let's assume that at Location 1, Person 5 is the person who is located at Position 1 the mast of the board where Person 5 and Person 6 are identified with the following functions.

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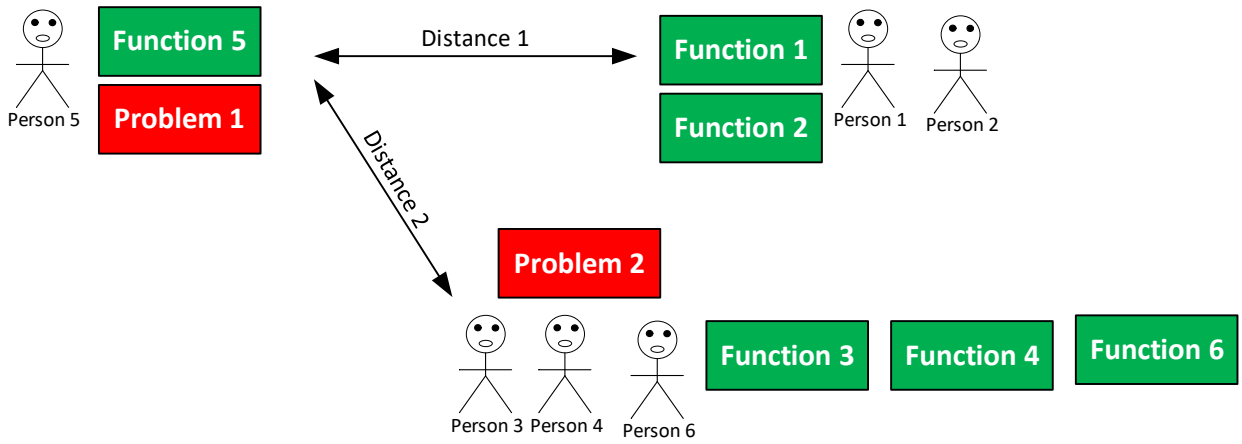
From the model, we can see that Person 5 at Location 1 can use the binocular to monitor the functions at that boat to solve Problem 1, where at Location 2, Person 6 can use his/her binocular to monitor the functions at Location 2. It is always good to show a model of the functions and the problem solved at each location.



From the model, we can see that the monitoring function at each location combined with the other local's functions are used to solve the identified problem at each location. For example, to solve Problem 1 at Location 1, the monitor function is combined with all functions that are monitored by that function. At Location 2, to solve Problem 2, Function 6 combines with all other functions it monitors. As we can see from the previous model, because function at location does not allow a function at one location to extend to function at another location, the usage of the binocular to monitor functions at Location 1 does not extend to Location 2. In other words, while Person 5 at Location 1 uses his/her binocular to monitor functions at Location 1, that binocular only serves for that purpose and does not extend to monitor functions at Location 2. Here, we can look at distance of eyes, eyes focus and so forth. Disregard whether binoculars are used or not. What is important here is that the monitor function at the location it is motored solves the underlined problem. That function is not valid outside its location. If the person that function belongs to, uses that function or the binocular or his eyes to monitor functions of the other boats rather than his/her boat, that invalidates the function of that person. As we can see here, mother nature does not allow the monitor function to extend its boundary.

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To better understand the paragraph above, let's take it like this. From the models above, at Location 1, Person 5 has a function to monitor the functions of people at his boat, where at Location 2, Person 6 has a function to monitor the functions of people at his boat. Where the distance between the function of Person 5 to the function he is monitoring is much closer than the distance between his function and function of people at the other boat. In other words, the people who work at Location 1 are closer to Person 5 than the people who work at Location 2 as shown below.



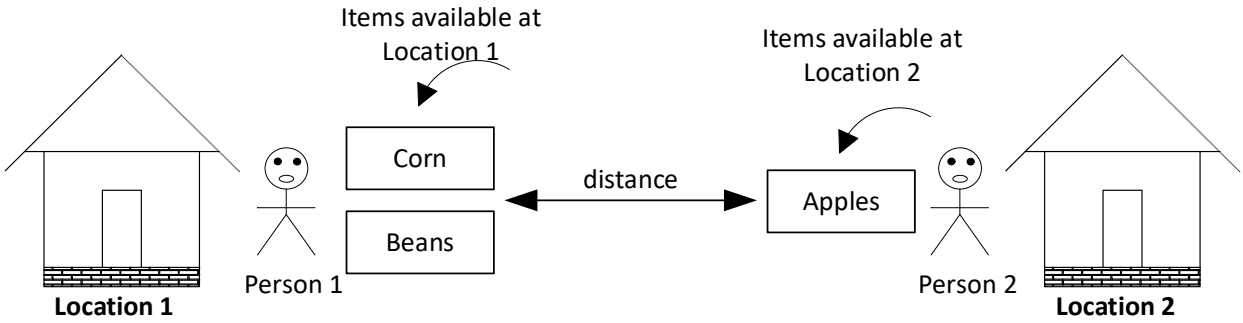
From the model above, Distance 1 is much shorter than Distance 2. In terms of eyes visibility, Person 5 can observe Person 1 and Person 2, but not Person 3, Person 4 and Person 6. By trying to monitor the functions of people in the other boat rather than the functions of people at his boat, not only that invalidates his function, but also outbound his eyes. In other words, the functions of people at the other boat are not the distance his eyes can see, but the functions of people at his boat is the distance his eyes can see. As we can see here, in monitoring function, the range of the eyes is important in terms of distance the eyes can reach. In monitoring function, the eyes distance is bound to the function that is being monitored or the location of the function that is being monitored.

287. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

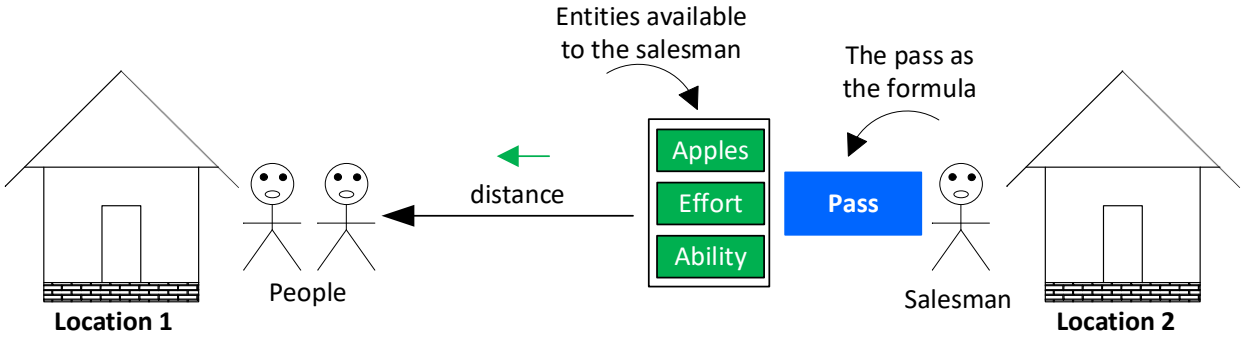
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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of entity available to us to help us solve our problems, at one location we can have items such as apples, while at other locations we can have corn and beans. Let's show that by this model.



From the model below, since apples are not available at Location 1, it is possible for apples to be brought at Location 1 to sell. In this case, let's show the model where at Location 2, a salesman brings apple to sell at Location 1. Here, let's show the model.



From the model above, we can see the salesman bring apples to sell at Location 1, where that salesman includes the pass and the entity available. The pass is viewed as the formula. Using the equation above, we can see the salesman has 2 items to the left of the equation: *The Entity Available* and *The Given Set* which is viewed as the pass. From the model above, we don't show the problem at Location 1, but consider it is there. What

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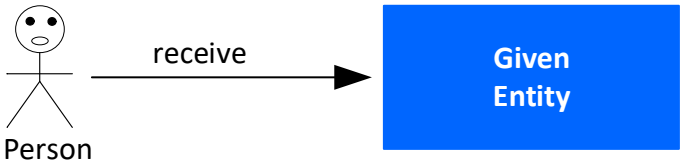
is important here, is that the pass enables the salesman to go from Location 2 to Location 1, where he can sell the apples or solve problems. From article basis 191, we know that the list of entities available to us includes a lot of entities. From the model above, we simply list some of them.

From the model above, we can see that there is no problem for the salesman to sell his goods at Location 2. Everything is working for him and there is no issue at all. Since bogeymen and free passes exist only to undermine our efforts and abilities, let's assume the following negative communication at Location 1. Where that negative communication states that it would not like the apples to be sold by that salesman, but by a local. As we can see here, there are several problems here. First, the salesman already fulfils all his requirements. There is no other requirements needed by the salesman, he has the pass, he has the ability, he has the effort, he has the formula and the apples are genuine. The local pointed out by the communication may not have the requirements necessary to sell the apples. In other words, the salesman shown by the model is a salesman, however, a bogeyman may want his friend to sell the apples instead where his friend is not a salesman, was never a salesman, and will never be a salesman. As we can see here, we have a big problem here. While the bogeyman may want his friend to be the salesman, however the bogeyman cannot make his friend be a salesman. As we can see here the bogeyman can only undermine the ability and the effort of a good salesman.

The second problem we have from the paragraph above, is the problem solved by the apples. The salesman takes the apples to Location 1 to solve a problem. The communication may point out that, it doe not want the problem to be solved by the apples provided by the salesman. As we can see here this is another problem. Since the apples are provided to solve a problem, the problem itself is solved by the apples. In this case, as longer the problem is solved by the apple, the problem is replaced by its actual solution. So, there is no reason to prevent the problem from being solved.

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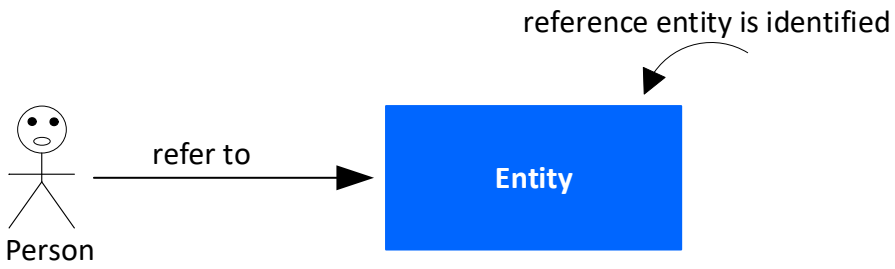
288. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 151 and 242, we have problems and we turn to our parent for help. Our parent provided us 2 items: *The Given Set* and *The Given Solution*. To better understand the overall process, let's take a look at this model.



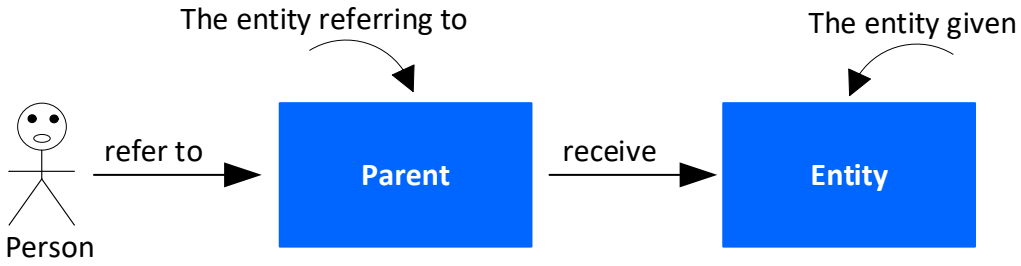
From the model above, we can think it like this. Person has problems and turns to parent for help to receive the formula of how to solve the problem. We have problems, we turn to our parent so our parent can tell us what to do to solve them. Again, we have problems, we refer to our parent for help, where our parent tells us how to solve them. From the overall explanation including the first paragraph above, as well as article bases 151 and 242, one piece of information we should not take for granted here is the *refer* key word or *go to* which is viewed as *a reference*. In this case, we must identify and separate that entity itself.

Considering the following, everything given to us by mother nature requires efforts from us. In terms of effort, we can look at effort to solve our problems, effort to ask for help, effort to receive help, effort to use the help given and so forth. In this case, we can see that the process of receiving the given entity pointed out from the model above is not instantaneous. In this case, effort to receive is required as well as pointed out. From that, we can see time and location are taken into consideration. By understanding the model above, the previous paragraph and this one, let's take a look at this model.

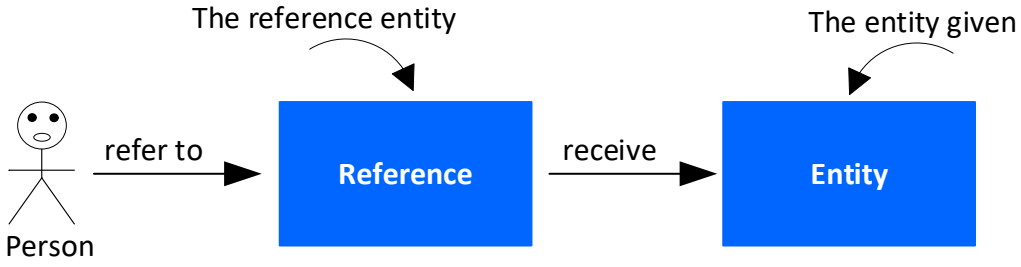
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From the model above, we can see the entity referring to is viewed as a reference entity. This is the way to look at it, Person refers to; Person refers to at location; Person refers to at specific time at Location; Person refers to parent at location. As we can see here, the entity referring to is identified and it is viewed as the reference entity. To better understand the explanation and the model above, let's take a look at this sentence and another model. Person refers to parent, where parent gives an entity.



From the model above, we can see we have 2 entities: the entity we refer to and the entity given. For example, we refer to our parent, where our parent gives us an entity. From that and from the model, our parent itself is viewed as the reference entity. Let's show another model again.



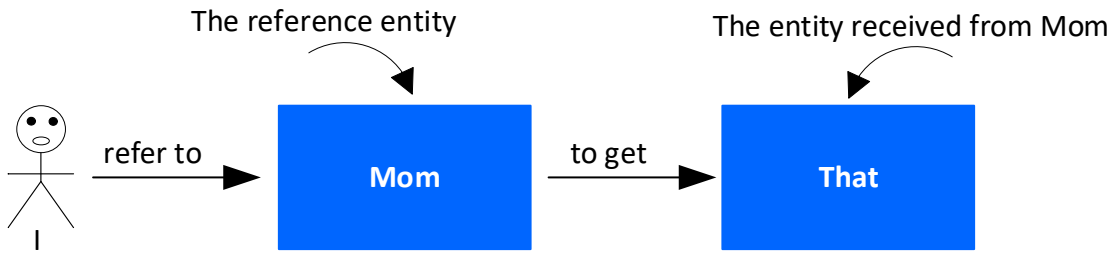
Let's look at the model above again, in terms of words we have: *Refer to me* and *I give you this*. If I said refer to me, then *me* is considered to be a reference. Refer to our parent, our parent is viewed as a reference. By understanding the overall explanation, we can

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see that in order to refer to an entity, that entity must first be identified. In order to refer to an entity, that entity must first be identified by its type. To refer to an entity, that entity must first be identified by its type or its aspect. Otherwise, it is not possible for us to identify or recognize that entity. As an example, go to the kitchen and get me the key on the counter. What is important here is that refer to the kitchen and get me a key on the counter. In order to do so, you mut be able to identify or recognize the key. By knowing what a key looks like, then it is possible for you to identify the key. This is why aspect or characteristic of an entity is important because it allows us to identify that entity. Another example, if I say go to the kitchen open the fridge and get me an apple. In order to do that, you must be able to identify an apple. By knowing what an apple looks like, then it is possible for you to get me that apple.

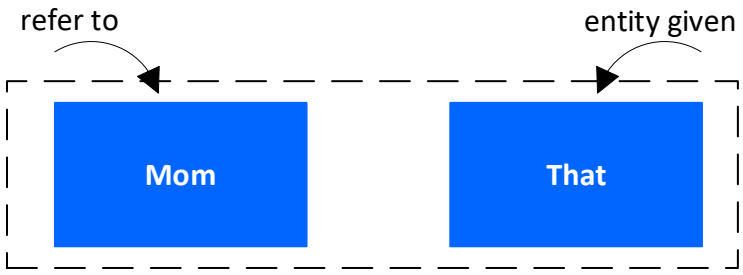
By understanding the overall explanation, we can see that in order to refer to an entity, that entity must be valid. If that entity is invalid, it is not possible for us to refer to it. To refer to an entity, that entity must be valid, and we must be able to identify it.

289. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have identified 2 entities: the reference entity and the entity given. To better understand the identification of both entities and to understand that it is necessary to identify both of them properly, let's take a look at this model below. Doing so enables us to increase our understanding of the article basis above.

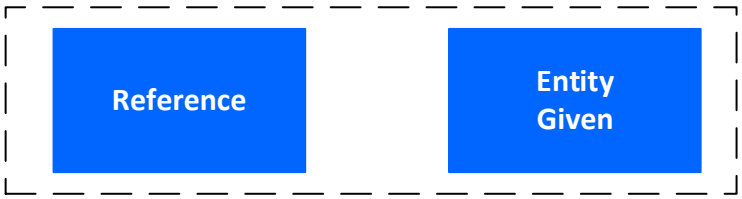


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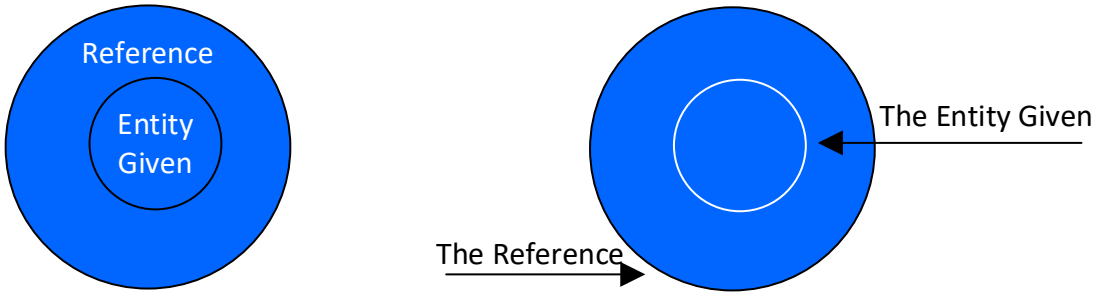
From the model above, we can see that *referring to Mom* is viewed as an *acknowledgement* to get the Entity. The key here is that we want to properly identify the reference entity. Above, we identify Mom as the entity we refer to. Referring to Mom is viewed as a reference since we refer to Mom. Then we identify what Mom gives us. For example, we refer to Mom, Mom gives us that. In this case we have both of them combined as:



Which gives give us the following



Which also give us something like this from the model above

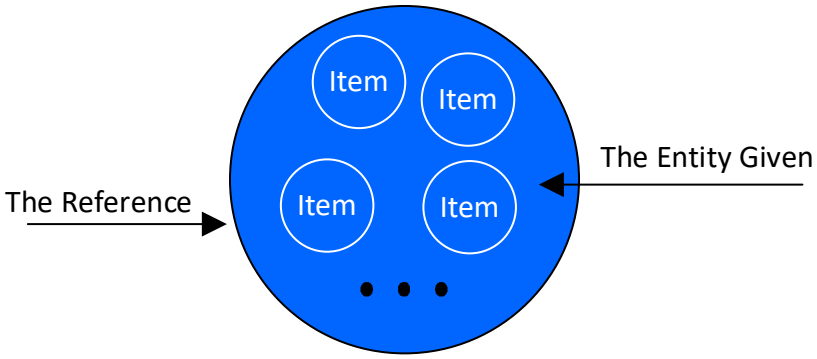


From the model above, we can see that the reference entity is the bigger circle that contents the smaller circle. In other words, the reference entity is viewed as an entity, where inside that entity includes the entity given. The key here is, we identify 2 entities: Mom and the Entity Given and we combine them as one entity. We acknowledge we refer to Mom, then Mom gives us that. Therefore, we combine both of them as reference. By doing so, we acknowledge that the reference is handed to us, and we have it in our hands.

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Having the reference in our hands is being viewed as an acknowledgement. By receiving the reference from mom, we acknowledge that we receive it.

Now, since everything given to us by mother nature requires our effort, we consider the reference as a closed box or a closed book where we must open it to look inside. Therefore, we can see that we refer to that entity by opening it to look inside it, so we can identify what is inside that entity. The way to look at it, the reference entity is viewed as a closed box or a closed book, where we must open it to look inside to identify what is inside so we can work with. In this case, we have the following model.

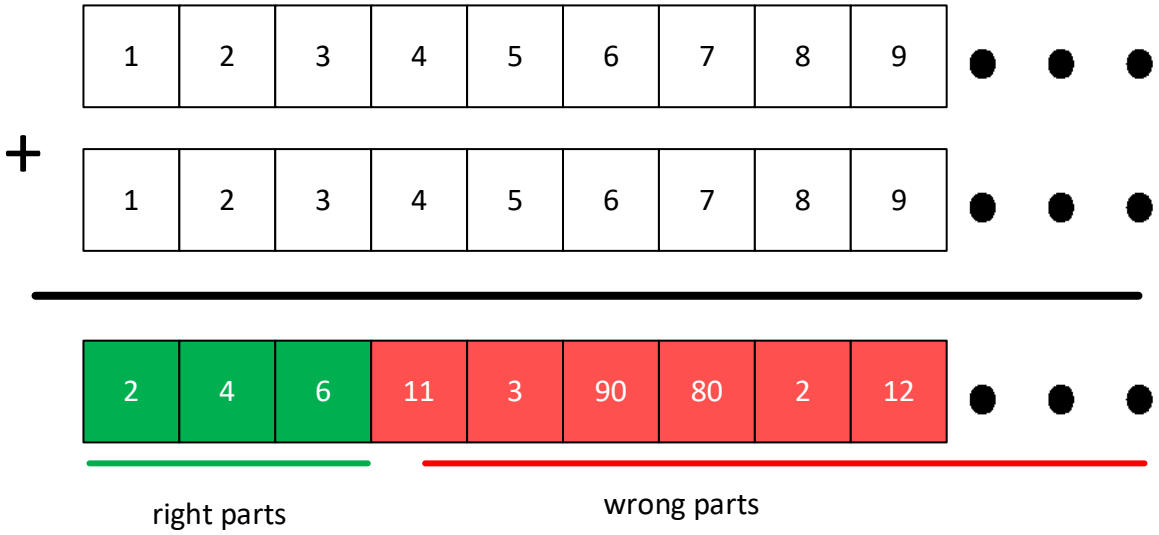


From the model above, we identify the reference and inside the reference we have items. The items that are inside the reference are viewed as The Entity Given. By identifying each entity—the reference and the entity given—we can see that we think about each entity and that is natural. For example, we think about the reference, which is going to mom to get, and we also think about the items in the reference. In short, we think about the reference as well as the items inside the reference. The overall thing is natural or viewed as natural. It is natural for us to think about we are going to a location to get specific item as well as thinking about the item we get.

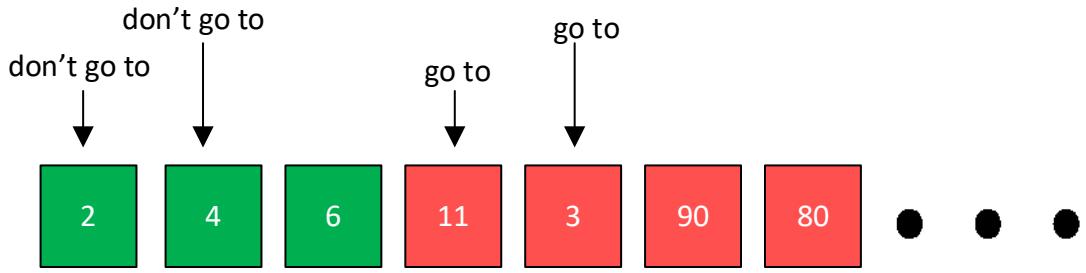
290. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity, the information about an entity is first known by mother nature before us. From article basis 199, we have learned and shown that before the formula is put on the table, what part of the operation is correct. The operation we are doing includes multiple parts, without the formula it may not be possible to get all parts

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right, but we may get some parts right. Assume that we are going to mom for help. In this case, we are going to mom to get help for parts of operation we have wrong. To better understand that let's take a look of the following model.



From the model above, we identify the parts of the operation that are right and the parts of the operation that are wrong. Now, we break the parts down individually. As shown below.



From the model above, as we can see, we go to our parent for help for the parts of the operation that are wrong, not the parts of the operation that are right. To better understand the overall explanation, let's take it like this. Assume that we have a table where we tabulate the parts that are right and the parts that are wrong, then we go to mom individually for each part we have wrong. In this case, we can count the number of times we got to mom. For example, if I go to mom 10 times and you go to mom 5 times, then I need more help than you. In terms of helping us, mom also uses the same equation which is given below.

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$$Available + Given = Solution$$

By using the same equation above, mom can determine the parts we have wrong and the parts we have right in order to help us solve the problem. Again, before we go to our parent for help, we identify the part of the operation that is wrong. In his case, the more parts of the operation we have wrong, the more help we need from our parent.

291. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 191, we have learned that mother nature does not want us to have bogeymen because bogeymen would undermine our effort and our understanding. By understanding article basis 191 and all other article bases that deal with bogeymen and free passes, we can see that in terms of information, mother nature knows more about us and life than bogeymen know about us. In other words, mother nature knows more about us and the system we live in which is life where bogeymen know nothing. To better understand what we have just said, let's use this table to identify some examples.

Bogeymen Know	Bogeymen Don't Know
I slashed your tires. Now I have 4 tires, you have 2.	By slashing my tires, we solve no problem. If we have a problem to solve, let's work together and solve it. The tires of my car enable me to drive my car to go to work and solve problems.
Both you and the other guy are my friends. While both of you may have no desire to be friends with each other, I	What bogeymen don't know is that both of these guys are not his friends.

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give money to both of you so both of you can be friends.	
I go to your room, I missed up your room by getting your carpet dirty. Now, my room is clear and your room is dirty.	What bogeymen don't know is that I live in the same house as you. If your room is clean and my room is dirty, then the house is dirty.
I go to your room and break your window. Now, my room has a window and your room as a broken window.	What bogeymen don't know is that I live in the same house as you. If my room has a broken window, then the house has a broken window.

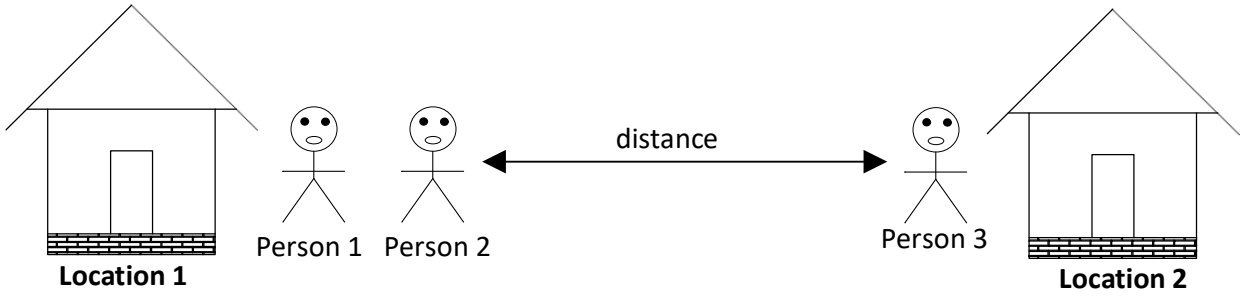
From above, we identify some cases. If you want to, you can continue to fill the table to identify more cases to show that what mother nature knows about our system and bogeymen don't know. In terms of understanding our system, bogeymen look at things negatively, where at the end that enables us to develop problems where we must work harder to solve them. The way bogeymen look at things does not enable us to solve our problems but enable us to develop problems. Mother nature enables us to understand the system, where we can solve our problems and operate efficiently. That is the opposite of what boogeymen want.

292. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of people at Location, let's take a look at this model.

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From the model above, in terms of mobility of people from location to location, if Person 1 goes to Location 2, Person 1 must have his/her own pass. Person 2 cannot carry the pass for Person 1. A person cannot carry the pass for another person. In terms of entity available, we can see that the pass is given to both of them and the pass is available for both of them. Here, the pass is available for both of them is identified as effort to carry. In other words, the effort to carry the pass from Location 1 to Location 2 by Person 2 is not the effort to carry to carry the pass of Person 2 to Location 2 by Person 1. For example, I have my pass, my effort is to carry it from my location to your location. You have the pass; your effort is to carry it from your location to my location. My effort cannot be used to carry your pass for you and your effort cannot be used to carry my pass for me.

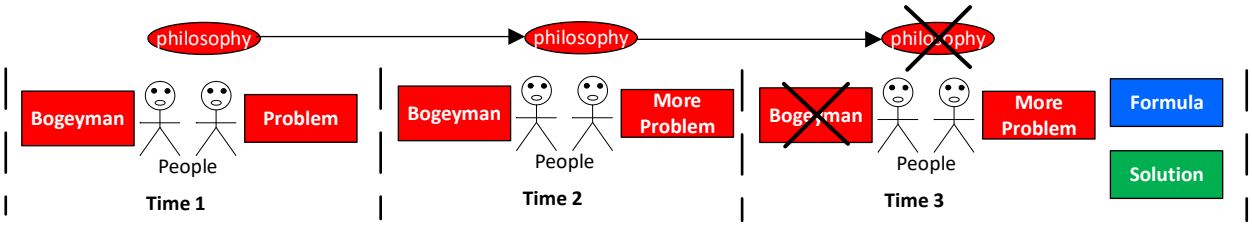
Now, in terms of information and mother nature, as we can see there is no identified information that shows that one can carry the pass for another. For example, can I borrow your legs to walk for you from one location to another? The answer is not, because no such information can be identified and no such function can be executed. With the understanding of the pass, it is possible for me to take it to go from one location to another location. For example, my understanding of the pass enables me to take it with me to go to your location. As we can see here, it is not possible for you to understand the pass for me and for me to understand it for you. No such information can be identified.

293. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem and solution, let's assume that at Time 1, we have a problem to solve. Rather than using the formula, we listen to a bogeyman telling us that he will do it for us or the problem will be solved automatically. At Time 2, the problem increases more, and we have more problems to solve. Let's show that by this model.



From the model above, we can see that related to time the problem increases, where at Time 3 the solution is given. As we can see from Time 1 to Time 2, yes the bogeyman is responsible for our failure, but now at Time 3, the bogeyman cannot help us solve the problem, but the given formula can help us solve the problem. All we have to do here is to disregard the bogeyman and use the formula. The way to look at it, in terms of identify information we can see that at Time 1, the bogeyman did not help us. At Time 2, the bogeyman still did not help us. Now, we have the formula, we simply disregard the bogeyman by crossing him out and use the formula to solve the problem. By halving the formula, we no longer rely on the bogeyman to help us, and he had not helped us.

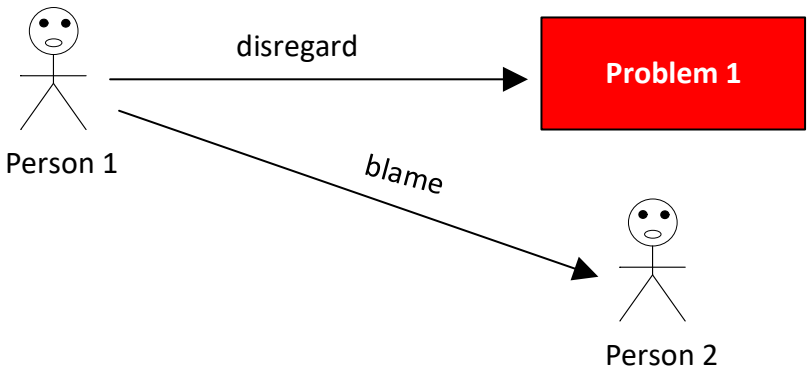
294. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From

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article basis 171, we have learned that blaming other people, locations, countries, and so forth does not help us solve our problems. Rather than going after people, countries, locations and so forth, we go after the problem instead so we can solve it. By looking at the equation above, we can see that the reason blaming does not help us, because it is not considered to be an entity available to us to help us solve our problems. To better understand that let's take a look at this model.



From the model, rather than going after the problem, Person 1 blames Person 2 or looks for excuses. Both of those entities are not considered entities available to help Person 1 solves the problem. So, at the end, the problem remains unsolved because plugging those entities into the equation above does not result to the solution or the problem. Plugging those entities to the equation renders the equation negative which results to no solution.

295. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of problem identification and solution, let's take a look at the following problem. Two men

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are working to solve a problem, where the problem is a dirty floor with 2 sections. Here, let's identify the problem to be solved by each man.



From above, each person has a clean floor function that has not been executed yet. In other words, the two guys who have been hired to clean the floor where each has a function to clean the floor. For example, the first person which is Person 1 has a function to clean Section 1 of the floor which is Clean Foor 1. The second person, which is Person 2 has a function to clean Section 2 of the floor which is Clean Foor 2. Now, let's show the persons next to their functions and the problems they need to solve.

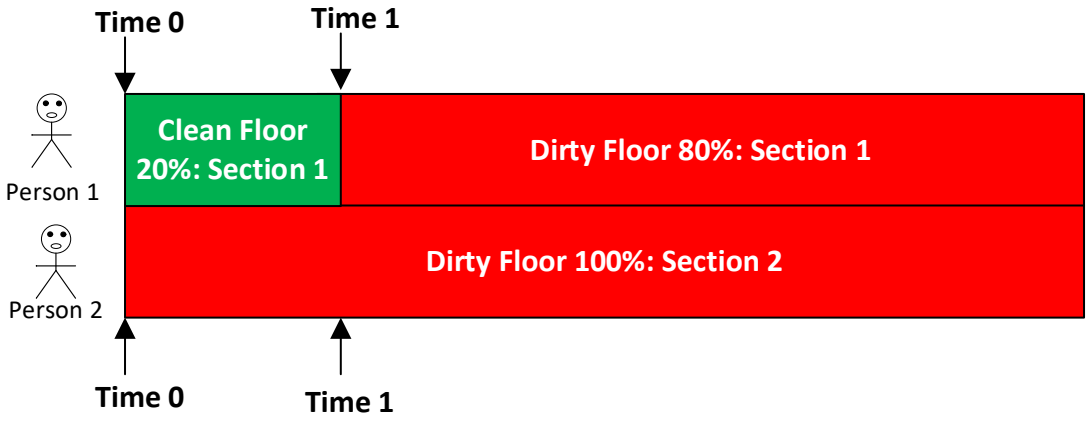


From the model above, we can see that Clean Foor 1 is he function assigned to Person 1 and Clean Foor 2 is the function assigned to Person 2. As we can see there, the functions are assigned to them, and the functions have no stated yet. We need to understand here the problem is a valid problem and the functions assigned to them are valid functions, except the functions have not stated yet. Now, both of them started working at Time 0, where we can show that in the model. Time 0 is the time both of them start executing their functions as shown by this model.

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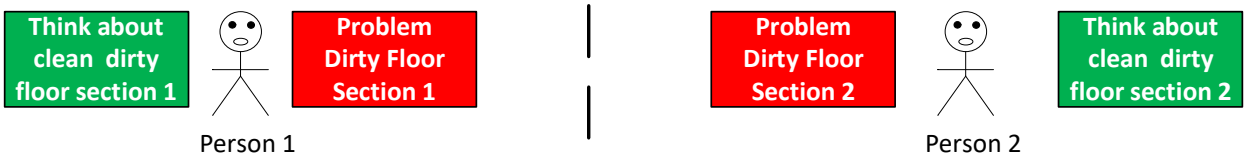
From the model above, as we can see at Time 0, both of the guys are starting to work. Rather than taking care of his business, Person 2 sits down doing nothing. So, he does not do anything or does not start cleaning, while Person 1 is taking care of his business and starts cleaning the floor. At Time 1, Person 1 is about 20% completed, while Person 2 has not done anything yet. Let's show that by this model.



From above, we can see that at Tim 1, Person 1 clean 20% of Section 1 which is part of the problem that belongs to him to solve. At Time 1, he has 80% of the Dirtily Floor of Section 1 remains to be cleaned. At the same time, Person 2 still has not done anything yet. Let's assume that at Time 2, Person 1 is 50% completed while Person 2 has just started moving the mop. As we can see here from the model, the problem Person 2 needs to solve here is not to get to the same point as Person 1, but at some point to get the job done. What is important here, Person 2 started moving the mop late, but even though he is late, but that is good. Being late to solve a problem is not to get to the point of a person

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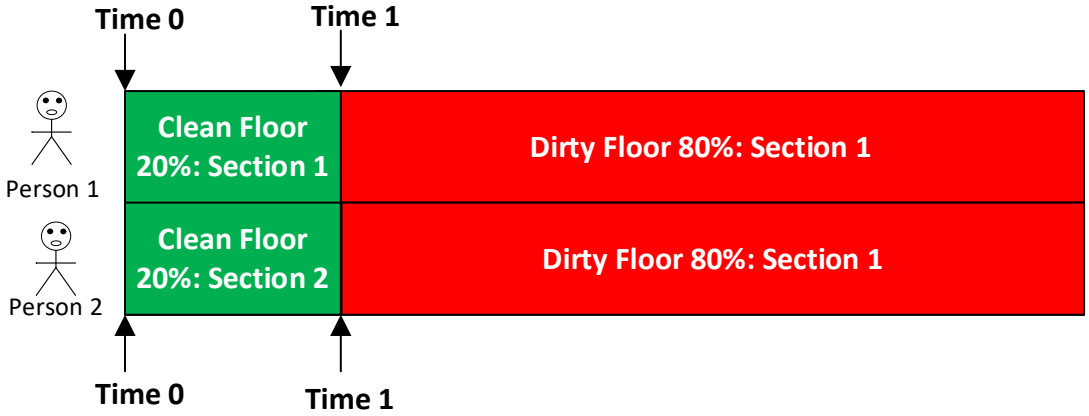
who has started earlier, but at some point to solve the problem. To better understand the overall explanation, let's take a look at this model.



From the model, we can see that each person thinks about the problem he needs to solve. Person 1 had made some progress already, the problem Person 2 needs to solve is not to look at the progress made by Person 1, but to start working to solve part of the problem he needs to solve. Thinking about the progress made by Person 2 at Time 1 will not help Person 2 solve the problem he needs to solve.

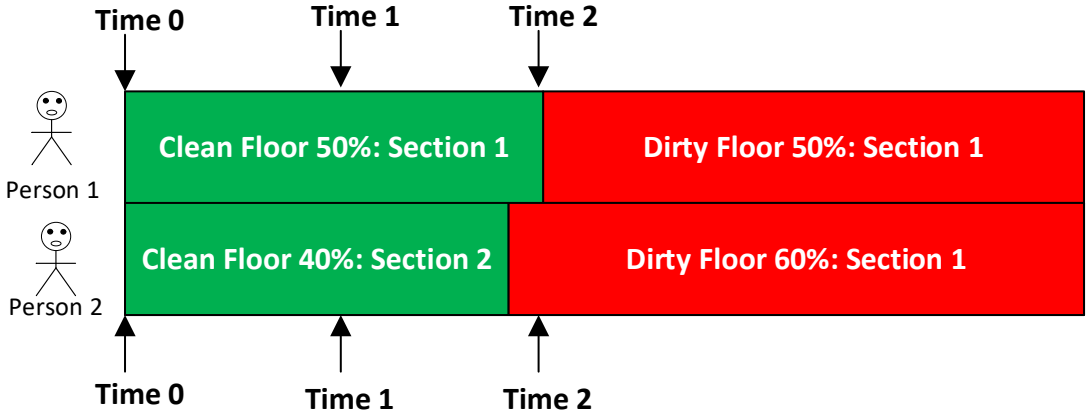
Another way to look at it is to use the above equation. From the equation above, the progress of Person 1 at Time 1 is not considered to be an entity that can be used in the equation above to help Person 2 solve the problem he needs to solve. Therefore, the progress made by a person to solve a problem does not help another person solve a problem he/she needs to solve. That person still needs to start working to solve parts of the problem he/she needs to solve.

To better understand the above paragraph, let's take a look at this model where both of them start at the same time and at Time 1, both of them complete 20% of their functions.



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Now, at Time 2, Person 1 is 50% completed his function, where person 2 is only 40% completed his function as shown by this model.



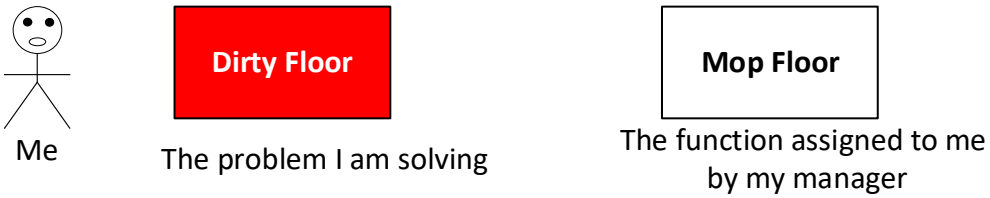
From the two model above, event if both of them started at the same time as well as bet at the same point at Time 1, the problem that needs to be solved is not for one of them to get to the same point as the other one. Getting to the same point as the other one is not substituted for the problem. The problem is for one to clean Section 1 of the floor assigned to him and the other one is to clean Section 2 of the floor assigned to him. As shown by the model above, the problem is not for Person 2 to get to Time 2. If we can draw a line between the two times, we can observe that Time 2 for Person 1 is not the same as Time 2 for Person 2. In terms of thinking, both of them think differently.

296. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. Related to the article basis above, let's assume that I was Person 2 where I was hired to clean a floor, and my contract was for 6 months. To better understand the overall thing, let's take a look at this model.

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From start, we can see that the problem I am solving, as well as the function assigned to me by my manager. At start, I was lazy and did not know what I was doing and still have not solved the problem. Here is the model, at the time I start working.



As you can see here, at start which is Time 0, I haven't done much in terms of cleaning the floor, so the floor remains dirty. As time passed on, at Time 1, I am still lazy and haven't done much and the floor still remains dirty. Here, let's show the model at Time 1.



Now, at Time 2, my manager has helped me and started taking care of business. I started moving the mop and cleaning the floor I was assigned to clean and from Time 2 to Time 3, I am 10% completed. Here, let's show that model.

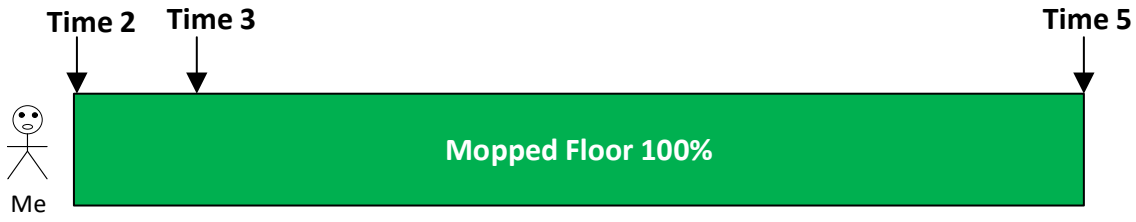


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From above, we can see that from Time 2 to Time 3, I am 10% completed of my function. My function starts executed accordingly. Now, in terms of time, let's show the dirty floor again in relationship with my function.



From above, we can see that from Time 0 to Time 1 or from Time 0 to Time 1 and ½ is the time I was lazy and did not do much work, then my manager started helping me, then I become productive and execute my function accordingly. Then I continue to execute my function positively, where at Time 5, I finish execute my function which is Mop Floor as shown below.



By understanding the overall explanation up to here, we can see that before I was lazy; I did not understand, then later my manager started helped me where I started contributing and do my job accordingly. I was hired as a contractor to clean the floor for specific time frame. Now, the contract is over where I need to get my contract renewed. All you need to do here, by understanding multiple article bases, verify that I will still get my job back. In this case, I am 100% positive, I will get my contract renewed and I don't have any issue with that. I am 100% sure I will get my job back and I don't have any

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problem with that. Here, you need to verify that. Otherwise, you also need to show my manager will need to work harder and there is no basis for that.

297. **Understanding Problem and Solution Related to Entity Available as well as Information Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve our problems. In terms of entities identifications, in article basis 88, our parent identifies both the children who understand the principles and the children who do not. In article basis 156, Manager 2 follows the same step as our parent by identifying the employees who understand the project and the employees who do not. In article basis 268, our parent also identifies a good salesman and a bad salesman. What is important here is that in all cases, the quantity of the identification of the ones who understand is static as the number is identified. To better understand what we have just said, let's take a look of the table below.

Total Number Identified	Total Understands	Total Misunderstands
20 children	2	18
15 employees	6	9
2 salesmen	1	1

As we can see from the table above, the total number who understand in the **Total Understands** column is static. Those numbers are natural numbers and cannot be incremented as they are identified. For example, in article basis 88, our parent identified the 2 children who understand. As our parent identifies the 2 children, our parent cannot increase that number to 3 or any other number. Because, at the time our parent identifies

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the two, that is an initial observation. As well as in article basis 156, Manager 2 identifies the number of employees who understand. Manger 2 cannot increase that value as those employees are being identified. So does the identification of the good salesman in article basis 268. To better understand the explanation, let's take it like this. We are making some observations, as we observe the entities, we write the quantity on a piece of paper. In this case, we cannot increase that number or the quantity we observe as we write it down on that piece of paper. From the table above, we can see that the number of people we have at start is enough. Those numbers are constant, and we cannot increment them initially, since they are given numbers. In other words, the number of people who understand we have at start is enough for us to get started and get our project execute positively related to time.

What is important here, by understanding the article basis 88 and 156, as well as the equation above we can see that the problem we try to solve here is for the ones who understand to help the ones who do not, so the function can execute positively. In order for that to happen, we need to work with what we have, where the ones we have put more load on their shoulder in order to help the others, so we can solve the problem. As we can see here the focus is to first identify the ones who understand. We need to accept that quantity as we identify that person or those people. What do we mean by accepting that quantity? For example, in a room, a sale manager has 10 salesmen, where only 2 of the 10 salesmen are good salesmen. The remaining 8 are bad salesmen. The problem the manager needs to solve here for him/her and the 2 good salesmen to work to help the other 8 becomes good salesmen. The problem here is not that the manager looks at the 8 bad salesman and say that I want you to become good salesmen. That is not good. Doing so enables the manager to look at the bad ones first rather than the good ones. As we can see in article basis 88 as well as 156, our parent identifies first the children who understand. The manager identified first, the employees who understand the project.

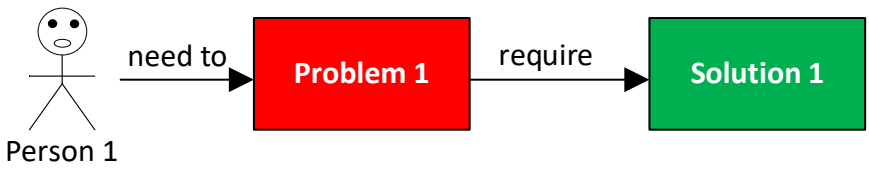
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By understand the explanation above, we can see that it is very important to identify first the ones who understand, so they can help the ones who do not. What is important here, if we fail to do that by first identifying the ones who misunderstand, then there is a tendency for a free pass as well as bogeymen. In this case by identifying first multiple bad salesmen, it may be possible for them to get a free pass as well as the need for bogeymen to operate. By first identifying the employees who misunderstand, it may be possible for some of them to get free passes as well as the need for bogeymen to operate. The way to look at it, by identifying first the ones who misunderstand, the ones who understand are not automatically identified as a result. In this case, it is possible to have free passes and bogeymen. Overall, we cannot look at bad salesman and say that we need more good salesmen, but we can look at a good salesman and say that *you show it, you have it*. We can look at good salesman and say that you need to put more load in your shoulder in order to help the others.

298. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

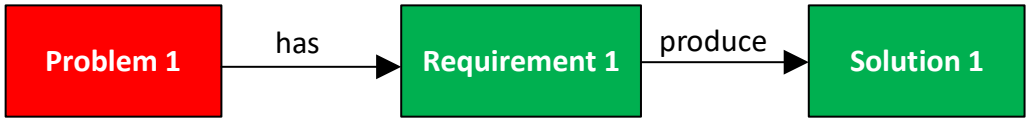
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, we identify first the problem we are solving. We can say that the problem we are solving requires a solution. To better understand that let's take a look at this model.



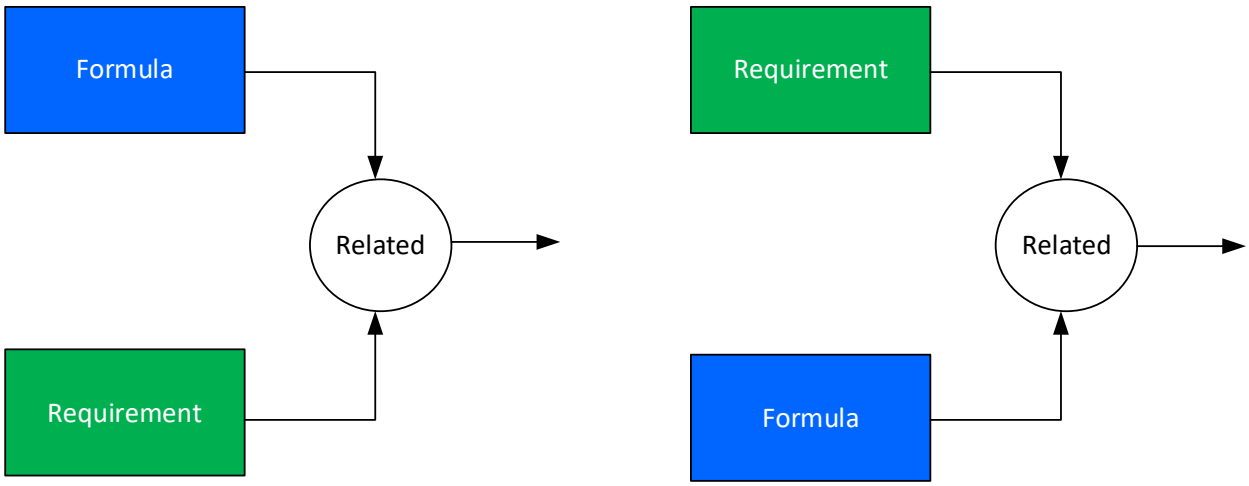
From the model above, we can see that Person 1 identifies the problem that he/she needs to solve, where that problem requires a solution. We can say that we have a problem to

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solve, where that problem requires a solution. I have a problem to solve, where that problem requires a solution. The model above can also be translated to this one, by identifying the requirement entity.



From the model, we can see that a problem needs to be solved where that problem has a requirement. The requirement is used to produce a solution to solve that problem. From the model above, we can see that there is a relationship between the given equation and a problem requirement. Let's show that by this model.



To better understand the overall explanation as well as the relationship above, let's take a look of the following example. I work at a restaurant 10 miles away. In order for me to go to work, I need a car transportation. I am required to purchase a vehicle so I can drive to go to work. What is the requirement here? We can identify the requirement as *Car transportation needed to go to work*. In this case, we can see that a car must provide a function like *Drive* or *Transport* that can transport me or a person from one location to another location. The function *Drive* or *Transport* is viewed as solution function for that problem.

By understanding the overall explanation above as well las the model, we can see that the overall process is natural, disregard if the entity needed was bicycle, motorcycle,

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buses such as public transportation, taxi, rideshare, ride from friends and so forth. Related to the equation above, as well as the models and the explanation, we can see that the overall thing—which is the process of problem and solution include requirement—does not accept outside elements. In this case, a requirement cannot be the car or the entity in question must be manufactured at specific location or by specific company or can only be sold by specific salesman or can only be provided by specific person or group and so forth. As we can see here, the problem that needs to be solved does not care about those entities. The problem that needs to be solved does not care about outside elements.

From the explanation above, it looks like the problem that needs to be solved does not depend on us in terms of solution but depends on the solution itself which is not from us. In this case, we do not decide the solution of that problem, but that problem decides its own solution, which is well matched by the equation above. Let's say it again, the problem we need to solve needs to be substituted by its solution. In this case, it is not productive to say that I want to substitute the identified problem by this solution, because if there is match or map that discards the problem. Otherwise, that does not substitute the problem by its solution. By adding outside elements to the process, free passes and bogeymen may be involved.

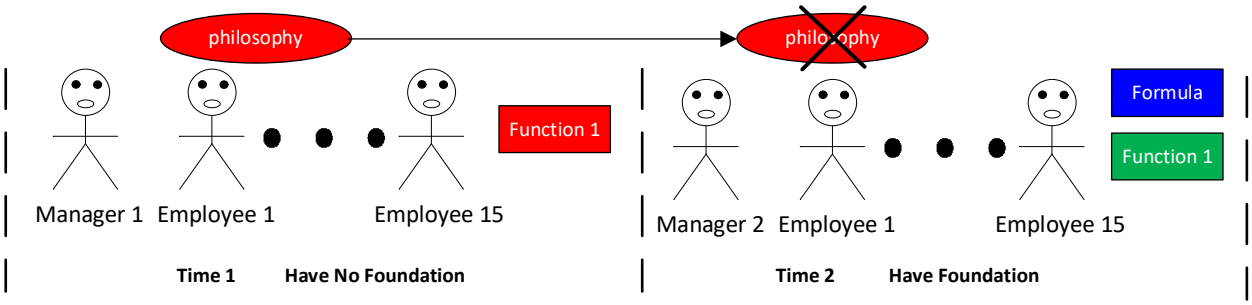
299. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of entities available to us to help us solve our problems, let's take a look at article bases 88 and 156. By taking a look at article basis 156 in terms of philosophy inheritance, it

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looks like Manager 2 has a foundation while Manager 1 does not. Let's take a look at his model.



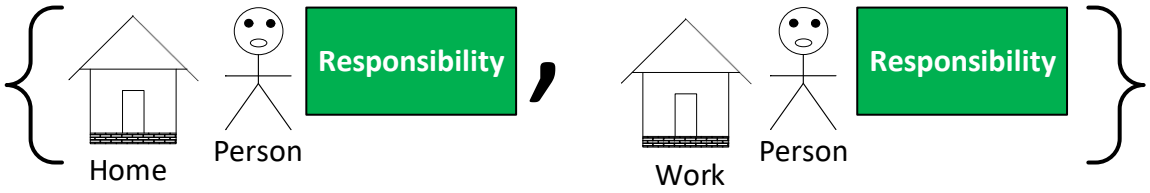
From the model above we can see that at Time 1, the project is executed without a foundation, where at Time 2, the project has a foundation. Similarly to article basis 88, we can see that our parent starts with a foundation. By having a foundation, we can see that the goal of Manager 2 is to execute the function positively. While it does not start positively, but related to time, it transitions to positive. We start a function with a foundation, which leads us to execute that function positively. Starting with a foundation of doing it right, over the time we execute it positively. If Manager 2 started the same way as Manager 1 without a foundation, that would not have solved the problem.

300. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, from article bases 230 and 271, we have learned and shown that a person is identified at home with his/her responsibility and a person is identified at work with his/her responsibility. It is always good to show that again by this model.

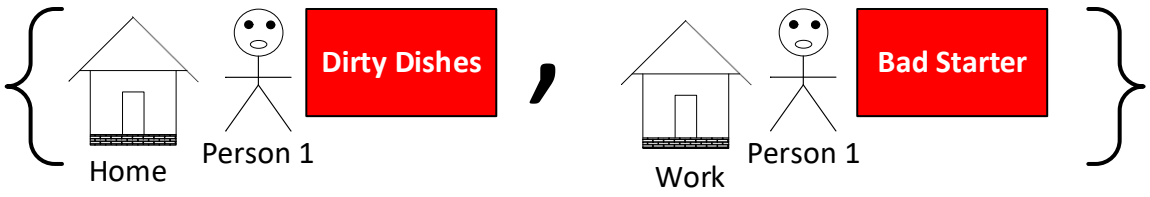
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From the model above, for example at home a person may have a function to clean the dishes, mop the floor, vacuum the carpet and so forth. At work, a person may have responsibility to fix a card, answer the phone, make appointments, serve food and so forth. What is important here is that the function of that person is executed by that person as well as the responsibility of that person belongs to that person. The function and the responsibility of that person belong to that person, rather than another person or another entity.

Part 1

To better understand the explanation above as well as the given equation, let's do the following as an example. The model above is related to the given equation. Now, let's use the model above, both at home and at work, to determine whether or not a problem can be solved if the responsibility in the model does not belong to a person or the person who is responsible to solve the problem. To start, let's show that by this model.



Here, we are going to determine whether or not another entity or person can assume responsibility of that person, in order to solve the problem. To do so, we are going to use

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a timer. At the time the problem is identified, we are going to time it either using stopwatch or regular time elapsed. To do so, we can have a table as shown below to identify the problem related to time, the communication of the person or action, whether that solves the problem.

Time	Problem	Vocabulary, Communication or Action	Solved?
12:00PM	Dirty Dishes	My house is better than the house next door	No
1:00PM	Dirty Dishes	My location is better than another location	No
2:00PM	Dirty Dishes		

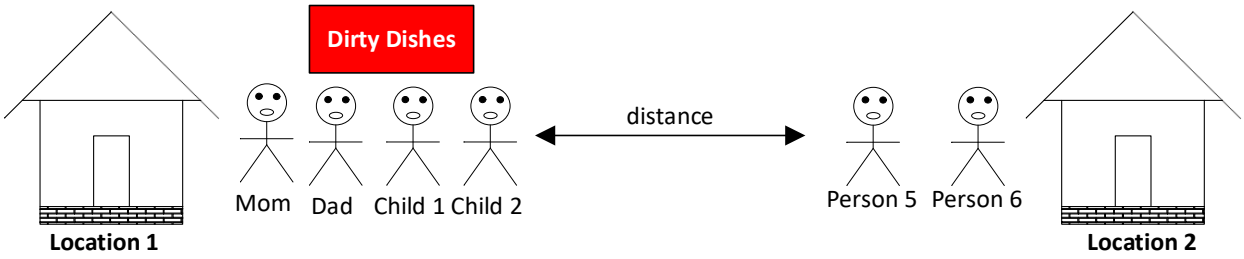
You can continue to fill the table above, you can do one for each problem identified. Using the equation above, the communication or vocabulary considered to be entity available. By continuing filling the table related to time, you should observe that if the problem is not solved, the problem increases. That is normal and it is natural to have more problems if the initial problem is not solved. By continuing filling the table, you should observe whether or not the problem can be solved automatically without the input of the person. In other words, by continuing feeling the table, we can see that the problem is not solved. If the problem is solved automatically, that also invalidates the existence of mother nature as well as function at location.

What is important here is that in order for us to solve our problems, that requires our input. The inputs cannot be negative. If we think negative inputs can solve our problems automatically, that is the result of free passes and bogeymen. In this case, we simply postpone the problem and later we will have more problems to solve.

Part 2

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After working the part above, depending on how you have worked it out, if necessary you can work out this part. Let's assume that mom and dad have couple of kids as shown below where they are at Location 1.



From above, we can see that the problem that needs to be solve at home—Location 1—is dirty dishes. Because the problem is at home, mom and dad can tell the children to handle the problem at home, but not to go to Location 2 to handle the problem. Going to Location 2 to try to clean the dirty dishes will not solve the dirty dishes problem at home. First, the Clean Dishes is at Location 1 do not belong to people at Location 2. From the model above, we can see that the problem is not identified at Location 2, but at Location 1. All you need to do here, you can use another table or same table above to identify a problem at home: your location, house, city and so forth. Verity that whether or not, if you or the person or people that have functions to solve such problem, able to solve such problem by going to another location. For example, at home you have your carpet to vacuum. Next to you, there is another house or another apartment, if you go to the other house or apartment to vacuum the carpet there, will that solve your problem at home. Also, whether it is possible to do that. To work this out, you can use cameras, videos, talk to your neighbor and so forth and record each activity. Then later after the workout, conclude whether the problem is solved. For example, assume that your carpet is dirty. You record a video to show your dirty carpet. Then you go to your neighbor and ask, *can I vacuum your carpet for you?* If your neighbor responds yes. Then you vacuum it. You record all actions. After vacuuming your neighbor's house, then you show in the video whether that automatically clean your carpet.

Part 3

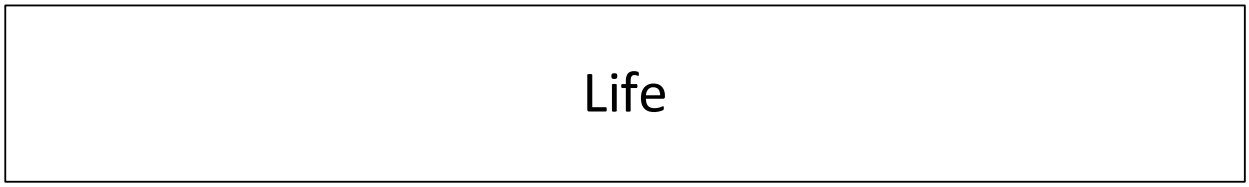
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From above, mom and dad want to put a camera to monitor the children washing the dishes. Here, the problem that needs to be solved at Location 1 by mom and dad is **Children Need to be Monitored** or simply **Wash Dirty Dishes Needs to be Monitored** where the function to solve that problem is **Monitor Children** or simply **Monitor Wash Dishes**. In order to solve that problem, mom and dad need to use a video camera to monitor the children are washing the dishes. What you need to do here, you work out similar to what you have done on the part above. You need to go to the house or apartment next to you and ask the residents at the house or apartment if you can put a camera there so you can monitor your children washing the dishes. If they say yes, then you put the camera there to keep eyes on your kids, they are indeed washing the dishes. Here you are going to document all your steps as well as videos, images, and so to verify whether that solves the problem. You can have multiple models as well so you can identify the problem, the children, their names, the image or video of the dishes, the camera you are using and so forth. At the end, you conclude that whether the action you have taken helped you solve the problem.

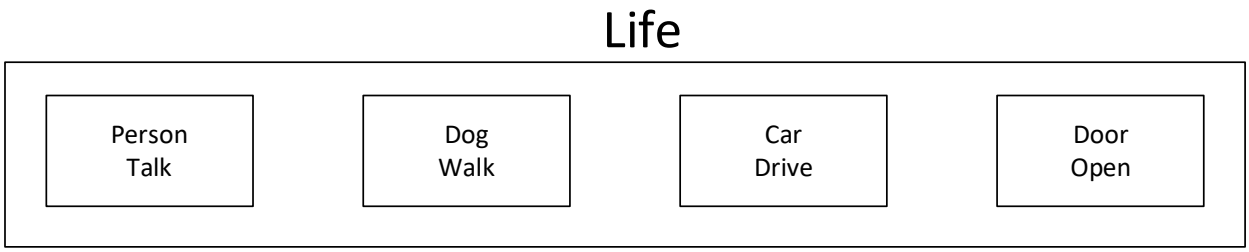
301. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of identifying information, we have already learned and shown that in article basis 23, since the information we identify is already known by other nature, all we have to do is respect that. In terms of identifying information, let's take life as an example. By looking around us, we simply identify entities that have functions. In this case, we can identify entities and functions of entities. For example, we identify a person; we also identify a person talks. We identify a dog; we also identify a dog walks. We identify a car; we also identify a car drives. We identify a door; we also identify door closes. As we can see here, around us, we identify a lot of entities with functions. Since we must look at entities in terms of functions, here we can list the functions of those

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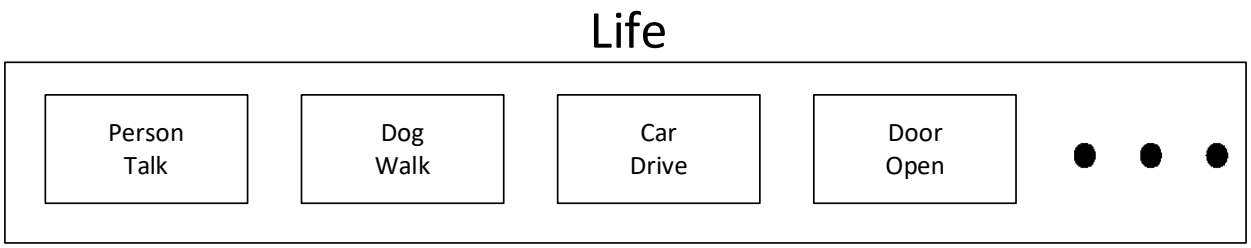
entities. What we do first, we identify the main entity, which is life and we draw the model of that entity as shown below.



From the model above, we simply identify life as an entity. Since we have identified some of the entities the life entity is made up, let's list or include those entities in the main entity as shown below.

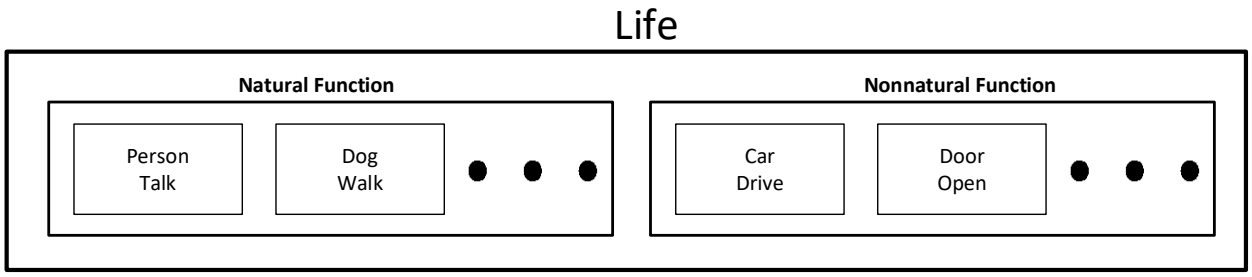


As we can see from above, we identify the entities in terms of functions, and we list them in the main entity. From above, we only list some of the entities. Since there are unlimited number of entities, it is good to show the model with continuation to show infinite number of entities.



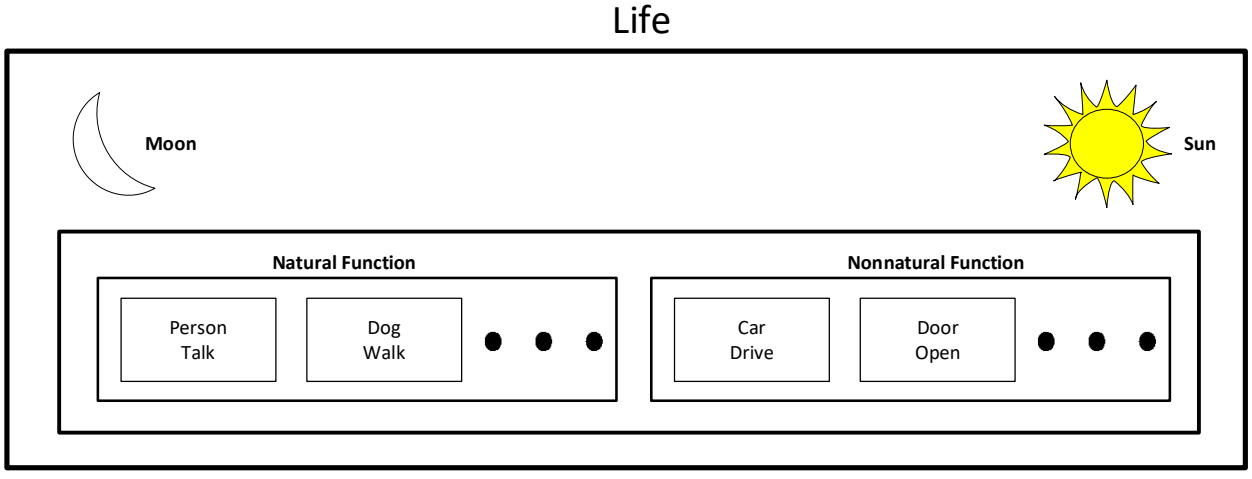
By looking at the model above, by inspection we can see that the first 2 functions are not the same as the next two. In other words, by inspection from above, it looks like it is possible for us to group the functions we identify. By inspection, we can see that we can group the first two functions as well as the last 2 functions. For example, the first 2 functions are considered natural functions, while the other two are considered nonnatural. In this case, we have identified 2 groups of functions, where we can show them in the model.

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From above, we group the functions that we identify. Since there are so many natural functions, we also put continuation at the end to show so many we have not listed. We do the same for nonnatural functions. Since there are so many of them, we also use continuation to show much, much more functions. By understanding the overall explanation up to here, we can see that in terms of identifying information, we simply identify information about life that is given to us.

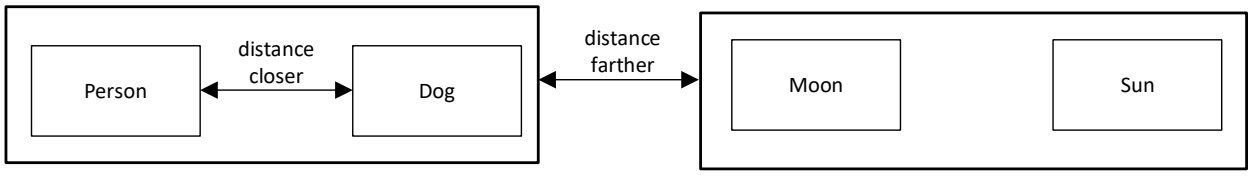
Upon further inspection again, we can also take distance into consideration by identifying functions and distance. For example, by looking at the first group of functions, we can identify functions that are executed closer to a distance and functions that are executed farther from a distance. For example, *a person is walking her dog to the park next to a river that flows from north to south*. Now, let's show the overall model of that.



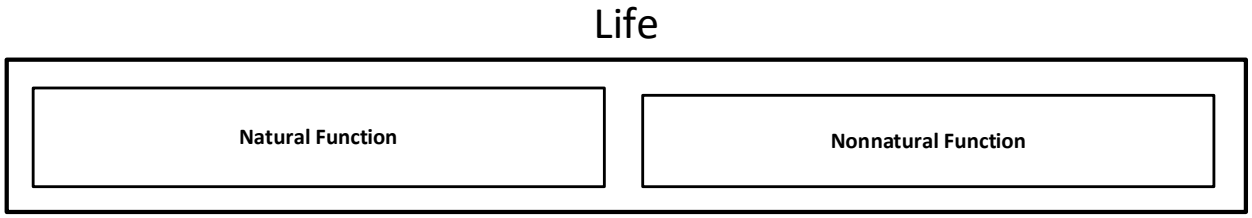
From the model above, we show functions that are executed at some distances. What is important here is that the functions that are executed at a distance can also be grouped. To better understand that, suppose we identify the natural functions that are executed at

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our distance where the other functions are executed farther from our distance, then we can further group the functions that are not executed at our distance or farther from us. To better understand that let's show this model.



What is important here, we identify a group of functions. It is always better to say we identify life is a system of functions. A system of functions is viewed as a collection of functions. Because the system is given to us as a collection of functions and we can identify the functions the system is made up, we can see that we do not introduce a new system but rather add functions to an existing system. To better understand that let's take a look at the model again.



From above, we identify the definition of life a system of functions where the system is made of both natural and nonnatural functions. In this case, if we have a function to build a house, we simply add that function to the nonnatural group of functions of life. Same as if we have to plant a tree, replace the starter of a car and so forth. What is important here is that the system is given as a collection of functions. We do not introduce or create a new system; we simply add functions to an existing system. In this case, we simply add functions to the nonnatural function group of life.

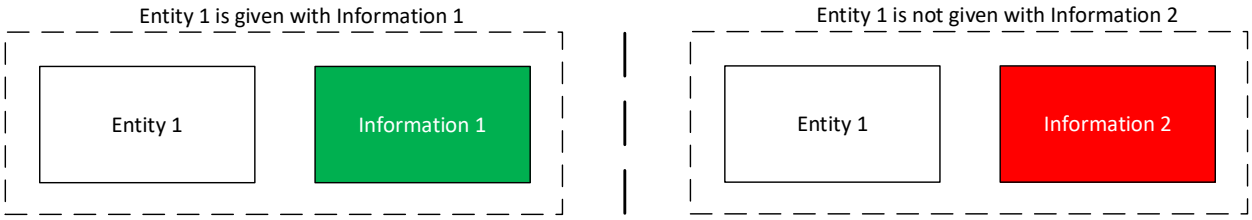
By understanding the overall explanation up to here, we can see that in terms of information and mother nature, all we have done so far is identify given information. For example, a system is given to us as a collection of functions, we identify the system as a collection of functions. A system is given to us where functions are grouped into 2 groups, we identify the groups of functions as well as functions that belong to those

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groups. Everything we have done so far is properly identify given information. Again, in terms of life, we do not introduce a new system. We simply add functions to an existing system.

302. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have identified life as a system of functions. In other words, by visual observation as well as analysis and inspection, we have identified life as a system of functions. In this case, that information is given to us. That information is first identified by mother nature before us. Life is defined as a system that is given to us by mother nature; all we have to do is properly identify the system. By properly identifying the system, we can see that we do not introduce a new system but add functions to an existing system. By adding functions to an existing system, we also take functions that already existed before our added functions into consideration.

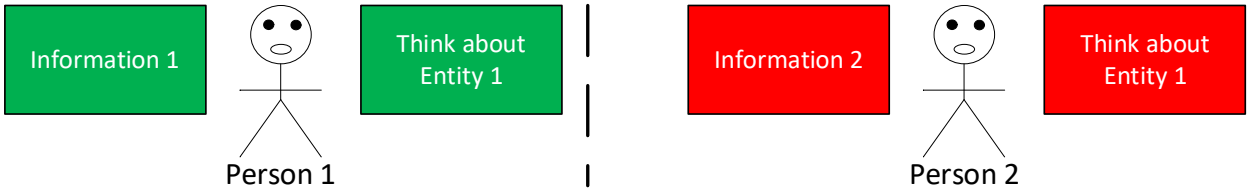
By understanding article bases 3, 21, 23, 25, 181 and some others, we have learned and shown that misidentification of entities which is viewed as misinformation enables us to think negatively as well as developing problems. To better understand what we have just said, let's show that by this model.



From above to the left, it shows that Entity 1 is given with Information 1. Since Information 1 is given with Entity 1, so Information 1 is natural to Entity 1. In this case, we can see that Information 1 is identified as positive to Entity 1, so it is green. To the right, Information 2 is not given with Entity 1, so Information 2 is not natural to Entity 1, so it is negative as red. So above, Information 2 is considered as misinformation for Entity 1. If Information 2 is provided to us about Entity 1, then we have been misinformed about

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Entity 1. If Information 2 is provided to us about Entity 1, then misinformation about Entity 1 is what is provided to us about Entity 1. In this case, that makes us think negatively about Entity 1. It is always good to show that by this model.



Form the model above, we can see Person 1 informs about Entity 1, then Person 1 thinks positively or in line with Entity 1. Person 2 on the other hand has been misinformed about Entity 1, so Person 2 thinks negatively about Entity 1. In this case we can see that positive information about an entity enables us to think positively, while misinformation about an entity enables us to think negatively. The way that works, as longer we are not able to identify the positive information. This is the way to look at it, if Person 2 already knew the positive information about Entity 1, then later misinformation about Entity 1 is provided to Person 2, then Person 2 can make a decision to discard the misinformation. In this case, the positive crosses out the negative. Relationship also plays here; if Person 2 can relate that he/she knew already about Entity 1 and there is no relationship between what is coming, then that also discards the misinformation.

Now, in terms of life is given as a system, let's take a look at the explanation above and the misunderstanding of life. In terms of given information, life is given as a system. We do not introduce a new system, we simply add functions to an existing system. By thinking that we introduce a new system rather than adding functions to an existing system, that enables to develop a lot of problems, where a lot of people can die or may have died as a result. The reason for that is because of the negative thinking which is the result of misinformation or misidentification of entities. This is the way to look at it, by thinking about life as a function and what we do, we simply add functions to the system, there is no need to go functions vs functions. In this case, we add a function to existing system, where we take functions that already existed into consideration. In this case, we

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can see that it enables us to think positively about life as well as the functions that we add. If there is an issue in a function, we can make corrections by determining where the problem is to solve it. In the other hand, if we think we add a new system, we also think there exists multiple systems. We disregard the system that has already existed. In this case, we think of system vs system, where no such system exists. Rather than concentrating in the area where the problem is, which is a function, we simply go after each other in terms of system vs system. That enables us to develop problems and harm each other. What is important here is that in terms of life, it is always good to think that we do not introduce a new system, but we only add functions to an existing system.

303. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From above, we have learned and shown that life is given as a system of function. We do not introduce or create a new system; we simply add functions to an existing system. When we misunderstand that, we simply develop problems.

Now, since information about an entity is first known by mother nature before us, all that we need to do is to properly identify that information. Since the definition of life is given to us by our parent, all we need to do is identify that definition. Since life is defined as a collection of functions is given to us by our parent, all we need to do is to identify that information. Since we do not introduce a new system, all what we do is adding functions to a system, in this case in terms of identifying information, we need to make sure a new system can be identify. By understanding the two article bases above, it is possible for us to identify functions of a system, rather than a new system. In terms of identifying information, if we identify a new system, then we can say that we identify a new system. If we identify functions of a system, we can say that we identify functions of a system.

To better understand the explanation above, all you need to do is to try to determine whether or not you can identify a new system rather than functions of an existing system.

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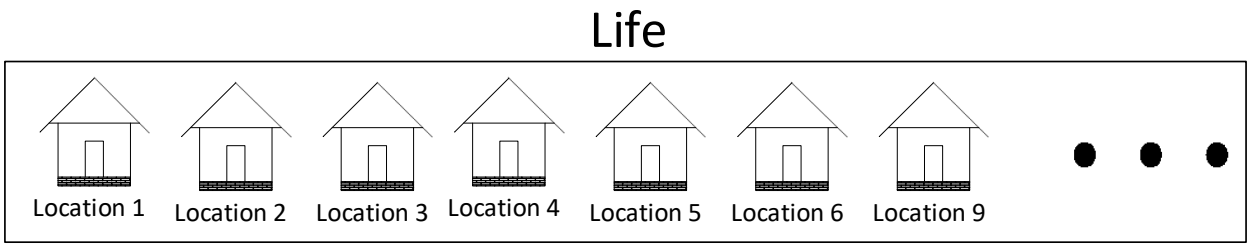
To do so, you can go outside, you can identify entities, you can walk around, drive around and so forth. You can use camera or video camera or so to help you capture entities that you identify. You need to label those entities properly as well as their functions. You can combine entities with their functions, or you can view them as functions. All you have to do here is to determine whether you have identified a new system or functions that are added to an existing system or functions that are parts of the system. Visual observations will help you with your entity identifications. To better understand what to do, let's provide further explanation. If you have identified a new system, then you have identified an additional system beside life. If you have identified functions of a system or simply parts of system, you simply indemnified functions that make up a system, in this case, that does not mean you have identified a new system. You need to properly identify the entities as well as grouping them properly. At the end, you make your own conclusion. To help you out, you need to properly identify entities. For example, in terms of identifying entities that you identify, the following entities are identified and viewed as separate entities: a person, name of that person, the function of that person, the title of that person, a building, the sign on a building or house, the building or house itself, the location of a building or house, the way a function is organized or structured. You need to properly identify and separate entities. For example, the way functions are structured or organized does not constitute a system—or living system—but function of a system. You keep identifying and you keep stating and recording what you identify then later you make your determination.

304. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the last 3 article bases above, we have identified life as a system of functions. The system of functions is made of both added and existing functions. The existing functions are grouped to their respective area, where the added functions are also grouped to their respective area.

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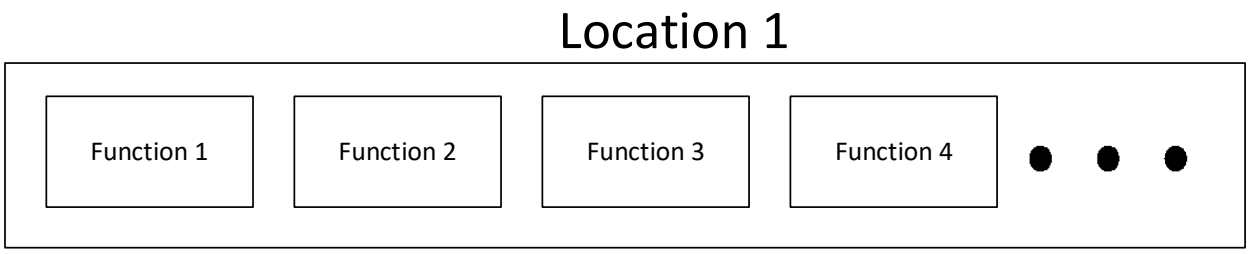
Form article basis 40, we have learned and shown that a formula cannot be adjusted for our misunderstanding. If we don't know about a formula, we have to learn about it. If we don't understand a formula, we have to learn about it. However, that formula is not going to change or adjust because of our misunderstanding. Formulas are considered to be given information. From the last three article bases above, the definition of life given to us by our parent cannot be changed or adjusted because of our misunderstanding of life. For example, our parent provides us with the definition of life where our parent tells us that life is a system that is made of both existing and added functions. Our parent shows us that the functions that we add to life simply do not enable us to introduce a new system. All what we have to do, is properly identify that information. That information is not going to change because of our misunderstanding. Given information does not change because of our misidentification of given information. The definition of life given to us by our parent does not change, because we misidentify the given definition of life. Once we misidentify a given information, there is a tendency for us to misidentify more given information in relation.

To extend our understanding of the definition of life given to us by our parent, let's show the model of life as a collection of functions where those functions are identified at multiple location.

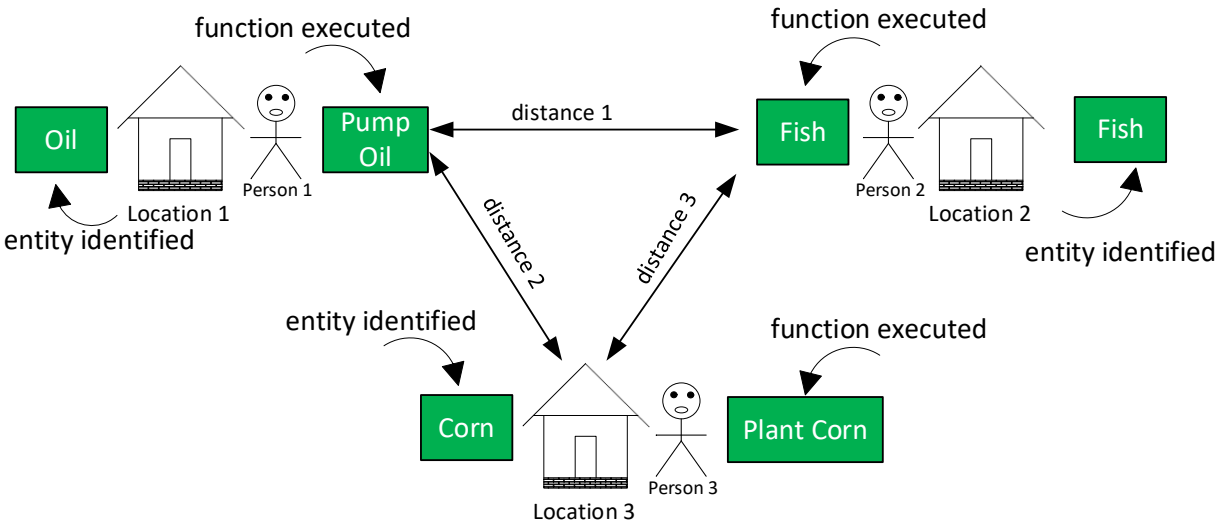


From above, we can see that life is made of multiple locations. Locations here are viewed as countries where there are distances between them. From the model, we did not show the distances. Now, in Location 1 or Country 1, we can show multiple functions of life.

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From above, we can see that Location 1 is made of many, many functions, so does Location 2, Location 3, and Location 4. All of those functions are combined to form the overall functions of life. There are functions that can be executed at one location that do not execute at other location. In other words, there are entities that exist at some locations that do not exist at some other locations. To better understand that let's take a look at this model.



From the model above, we identify 3 locations with people living at those locations. At Location 1, a function can be executed like Pump Oil from the ground. At Location 2, a function can be executed as Fish. For example, go fishing in a river or at the sea. At Location 3, corn can be planted. For example, at Location 3, we can have corn fields. By understanding the overall explanation up to here. Suppose we are at Location 1, then we can ask mother nature this question: I see at location 1, we can pump oil from the ground and my brothers and my sisters at Location 3 can plant corn or have corn, what should we do at Location 1. Mother nature responds, you must exchange with people at Location 3, and you must be clean. Another way to look at it, depending on the question,

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we can ask mom. I see that at Location 1 we have oil and at Location 2 my bothers and my sisters have corn; should I exchange we them? Mother nature responds, you must exchange with them, but you must be clean.

What is important from the paragraph above is that mother nature is not going to adjust the system to accommodate our misunderstanding. All we need to do is learn how the system works. For example, mother nature respect function boundary. Even functions that belong to mother nature, mother nature also respect them as well as functions that belong to us. Mother nature is not going to make adjustment to the system for the Plant Corn function to be executed for the Pump Oil function. Mother nature is not going to adjust the system because of our misunderstanding of the Pump Oil function to be executed for the Fish function. As we can see there, the system works well the way it is given to us. All we need to do is understand the system so the system can work accordingly. Failing to do so enables us to develop problems. For example, by misunderstanding the system as well as function boundary, we may try to execute a function that should not be executed. The overall thing is simply misunderstanding the system as well as function boundary.

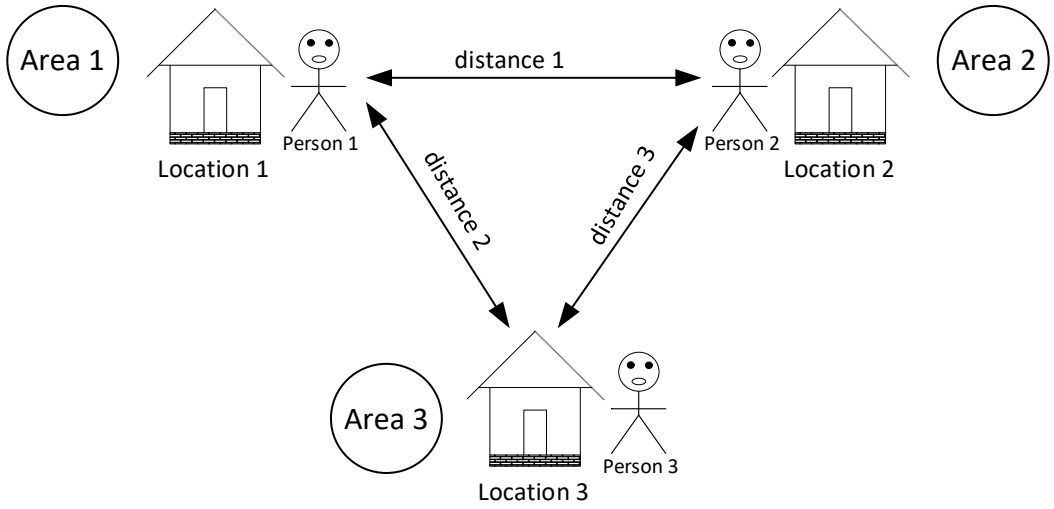
By understanding the explanation above, we can see that exchange is a part of the system, and it allows the system to work accordingly or efficiently. Exchange is a part of the system, and it allows the system to work as the definition of the system given to us by our parent. When we fail to understand that enables us to develop problems.

305. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 301, we have shown and verified that life is a collection of functions or simply a system of functions. Doing so enables us to identify life as a functional system or simply the functional system. Each function of the system counts, and the system itself respects function boundary. For example, a function in life

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cannot be swapped for another function because of function boundary. In terms of function boundary, from the article basis above, we have learned and shown that while we live in multiple locations, because the overall system takes all functions into consideration, disregard location, that enables us to exchange with each enter in order to put less stress on the system and enable the system to be more efficient.

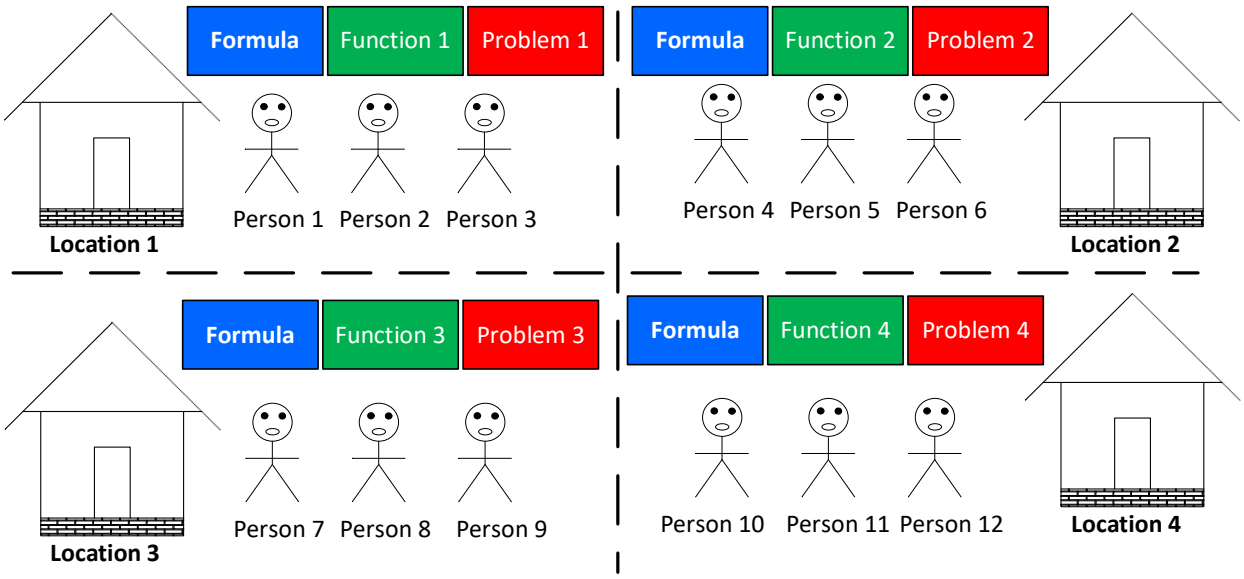
By understanding the explanation above, we can see that exchange works well with the system and the system cannot exist without it. To better understand the explanation, let's take a look at the model below.



From the model above, we have Location 1, where Location 1 has Area 1, Location 2 has Area 2, and Location 3 has Area 3. At Location 1, in Area 1, oil can be pumped from the ground. At Location 2, Area 2 can be used for fishing. Wherein at Location 3, Area 3 can be used to grow corn. What is important here is that mother nature does not make it possible where in Area 1, all the functions can be executed such as pumping oil, fish, grow corn, and so forth. Mother nature makes it possible for us to exchange with each other. In other words, mother nature is not going to adjust the system for us to make all entities available to us at a location at a time we need them. This is why we have exchange which enables us to work less and puts less stress on the system. That enables us to operate more efficiently and be more productive. As we can see here, all that information is given to us. All we need to do is to identify it properly.

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306. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about entity is first known by mother nature before us. From article basis 301, we have identified life as a collection of functions. We call life the functional system. From the two article bases above, we have learned and shown that exchanging with each other is part of the system and it enables the system to work efficiently. By exchanging with each other, we work less, and we put less stress on the system. In terms of applying formula, we have learned and shown that in article basis 149, multiple people at multiple locations can apply formula to execute functions. It is always good to show that model again.

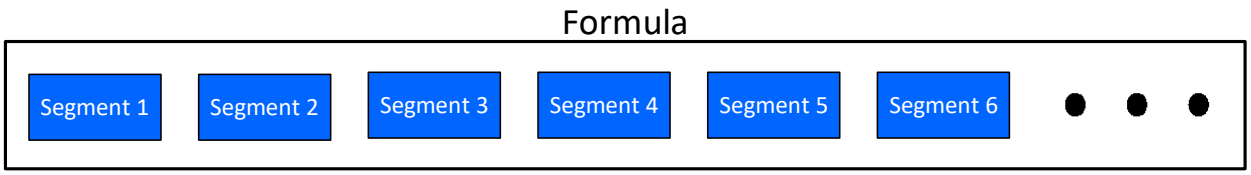


From the model above, we can see that at each location we have a group of people where they apply formulas to execute functions to solve problems. From above, we separate the locations to show that distance between people at locations. In order for that to happen, the formula itself which is the one given below.

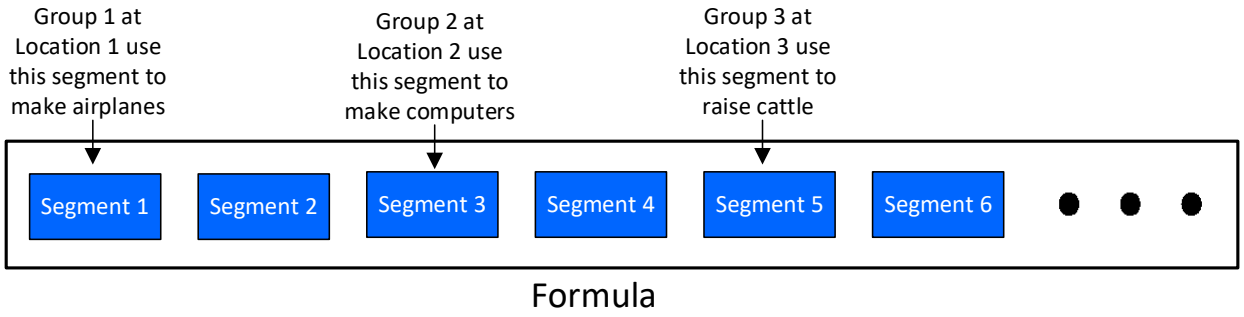
$$Available + Given = Solution$$

Is viewed as an entity with infinite segments. To better understand that let's take a look of the model below.

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From the model above, each segment of the formula can be learned, where each segment of the formula can be used in specific application. For example, a segment of the formula can be used to make airplanes, while another segment can be used to make computers, another segment can be used to grow beans, while another segment can be used to raise cattle. It is always good to show that by this model.

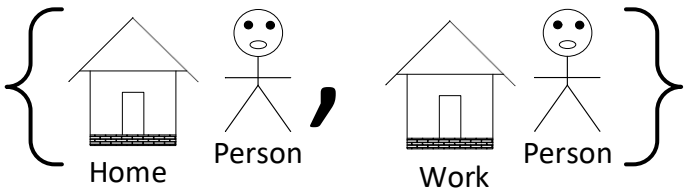


From the model above, we can see that because formulas are independent entities, they cannot be used or learned for each other. Formulas cannot be learned and understood for each other. Because of that, we can see from the model above, Group 1 at Location 1 can apply formula to make or derive airplanes, while Group 2 at Location 2 can apply formula to make computers. At Location 3, another group can apply a segment of the formula to raise cattle. What is important here, because of exchange, we don't have to work hard which includes learning that much. Exchange enables us to use specific segments of the formula to make products or provide services or functions to exchange with each other. That enables the system to work efficiently. That also enables us to be more productive and put less stress on us or the physical system and life or the functional system.

307. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In article bases 265, 271, and 300 we have learned and shown that a

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person is identified at home or at work where that person has functions and responsibilities. What is important here, disregarding the location a person is identified, the responsibility of that person counts. In terms of entity identification, what is important here is that the person entity is identified at a location. Let's show the model again.



From above, we can think it like this: a person is identified, a person is identified at a location. As we can see from the model as well as by understanding the 3 article bases above and article basis 301, we can see that a 3rd entity does not exist. What is important here is that if a third entity exists, it must be identified. Here we refer to the third entity as an entity that can be identified and take the responsibility of the person entity. In this case, if such entity is identified. Then we can have something like this:

$$\{Person\ Home, Person\ Work, Third\ Entity\}$$

All you need to do here is to try to identify a third entity that can substitute for the person entity and add that entity in the bracket. The way to look at it is if a third entity can be identified that entity must be a valid entity. Now, you are going to use a camera or any other device to identify that entity. It does not matter the way you look at it. You may consider the model above as a single entity which is the person entity at a location. Now, you try to identify another entity. Doing so, you can use camera or so to identify that entity, once you have it, then you can put it here like this.

$$\{Person, Entity\ Identified\}$$

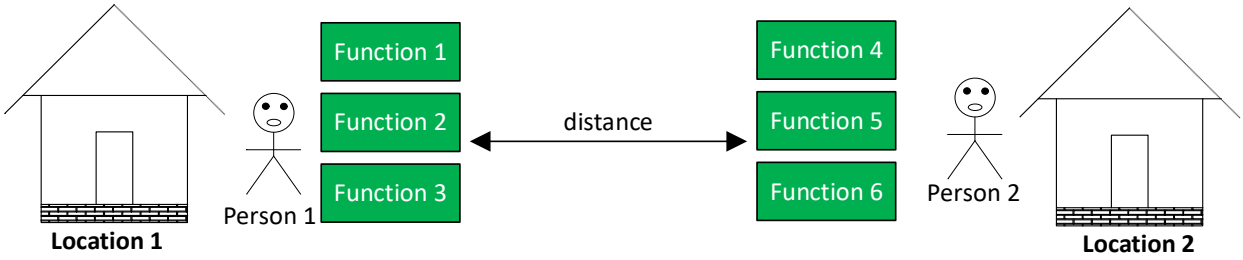
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By using a camera, you can go out and identify entities. Record the entities you have identified and use the equation below to valid those entities.

$$Available + Given = Solution$$

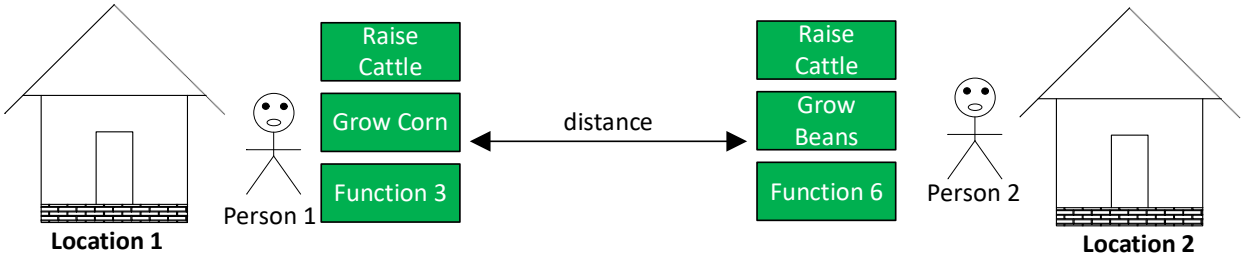
Once the entity you have identified is validated, then you can put it inside the brackets or braces. You need to have an image or a video and the name of that entity. The way to look at it, if a third entity or another entity exists, it must be valid; it must have ability, and it must have responsibility.

308. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 304, 305, and 306 we have learned and shown that exchange is native to the system. It allows us to work less and puts less stress on the system. Exchange enables us to be more productive and more efficient. Exchange also allows us to manage our resources. To better understand exchange in terms of resource management, let's take a look at this model.



From the mode above, consider at Location 1, we have the indicated functions such as Faction 1, Function 2, and Function 3. At Location 2, we have Function 4, Function 5, and Function 6. Let's assume that we have Function 1 as Raise Cattle and Function 2 as Grow Corn. At Location 2, we have Function 4 as Raise Cattle and Function 5 as Grow Beans. Let's show that by this model.

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From above, we can see that at Location 1, a Raise Cattle function executed by Person 1 and at Location 2, a Raise Cattle function executed by Person 2. As we can see, those two functions are equivalent. What is important here, in terms of work performed and effort, is if that work can be performed by one person at one location and exchange with the other person, then that reduces effort from both. That also allows them to manage resources. The same process is applied for other functions. For example, if a Location 1 a group of people or a manufacturer produces airplanes while at the other location another manufacturer produces cars, then exchange makes is possible for efficiency, more productive, as well as manage resources and reduce waste. Overall, exchange is part of the system, and it allows the system to be more efficient or work much better.

309. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

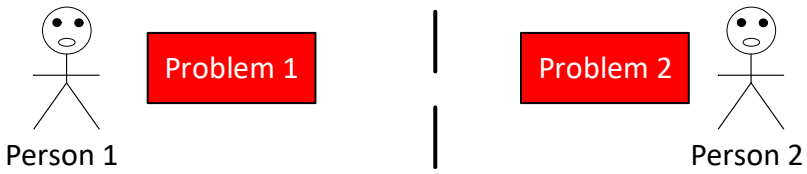
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, suppose we have the following where Person 2 has a problem to solve and he/she needs help to solve it. In this case, Person 1 needs to help Person 2 solve this problem. Let's show the model of that.

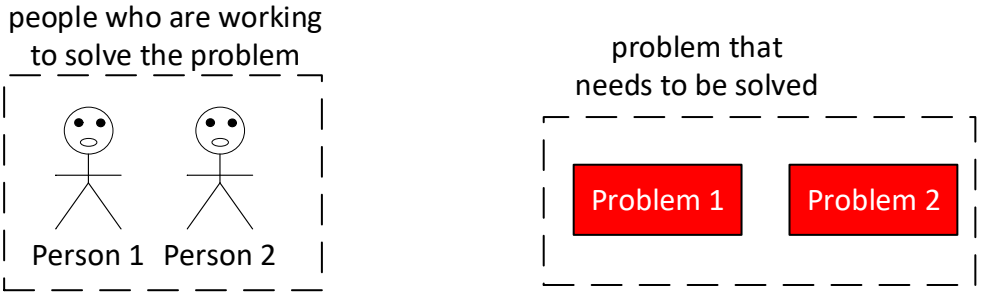


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From above, we can see that Person 2 has a problem to solve, and we identify that problem as Problem 2. In this case, Problem 2 can be hungry, thirsty, bad starter, broken sink and so forth. What is important here is that Person 1 needs to help Person 2 solves that problem. In this case, we can see that Person 1 has a problem to solve. Now, let's show that by this model as well as the separation to show that both of them have a separate problem to solve.



From above, we can see that to help Person 2 solve that problem, Person 1 also has a problem to solve. The overall process can be viewed as a project. Where that project includes a problem that needs to be solved as well as the people in the project. In this case, we can show the model like this.



From the model, we can see that to solve that problem, both Person 1 and Person 2 are grouped, where the problem itself includes 2 parts: one belongs to Person 1 and the other one belongs to Person 2. In this case, both of them must use the formula or the equation above to solve that problem. By using the equation above, we can see that each person needs to have something on them. For example, if Person 2 needs help like hungry and Person 1 needs to help Person 2 solve that problem, then Person 1 must have something on him/her first. Otherwise, that will not solve the problem. In other words, in order for me to help you, I must have something on me first. In order for you to help me, you must have something on your first. Otherwise, it is not possible to solve that problem. For

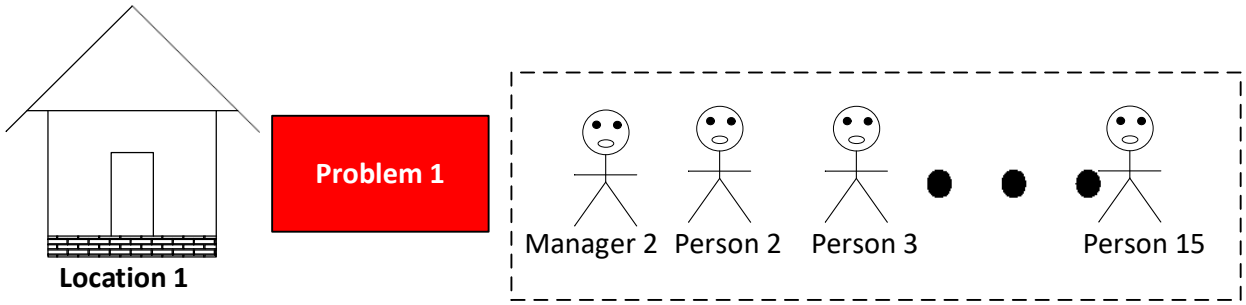
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example, from article basis number 5, we have learned and shown that the entity available must have value and cannot be stolen. In this case, in order to solve a problem or to help another person solve a problem, we also have a problem to solve and the entities we need to use to solve that problem must be valid.

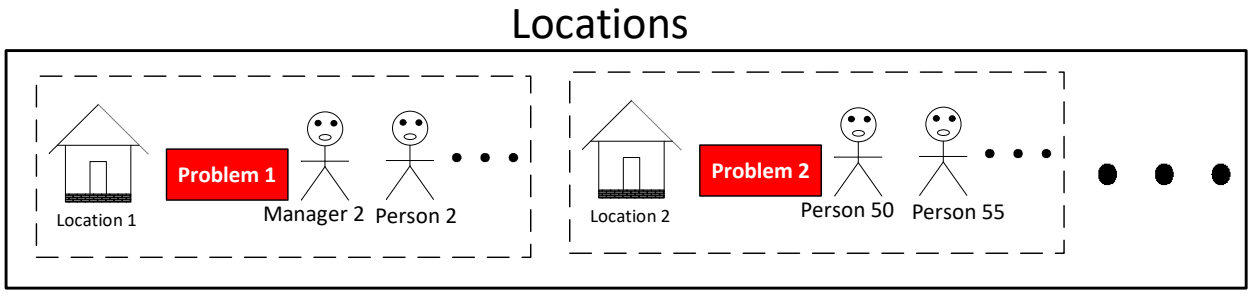
310. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. Referring to article basis 156, as shown by the model below, in order for Manager 2 to solve the problem, Manager 2 identifies the problem at the location where the problem is.



From the model above, we can see that Problem 1 is the problem identified by Manager 2. Here, let's identify other locations with people as well as problems identified at those locations.



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From the model above, we can see that at other locations, problems are identified, but Manager 2 identified the problem at the location where he/she is working at, he/she and the other employees together can solve that problem. If Manager 2 had identified the problem he/she needs to solve at another location, then that will not solve the problem. Another way to look at, by using the equation above, it is not possible to solve a problem at home where we identify that problem at another location. This is the way to look at it, from the model above, the problem that needs to be solved by Manager 2 is Problem 1 at Location 1, not Problem 2 at Location 2. Suppose Manager 2 thinks going to Location 2 to solve Problem 1 rather than solving Problem 1 at Location 1, that is simply a misunderstanding of the equation above. That is simply a misapplication of the equation above which renders Problem 1 unsolved.

As we can see from the model above as well as the given equation, a problem is identified at a location and solved at the location it is identified. Going to another location, blaming people or blaming people at another location, looking for excuses, thinking negative about other people, would not enable Manager 2 and the employees to solve the problem. However, identifying the problem at the right location which is at home enables Manager 2 and the employees to solve the problem.

311. **Understanding Problem and Solution Related to Entity Available as well as Information and Mother Nature:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. We have already learned and shown that in the list of entities available to us, communication is one of them. For example, in terms of communication to help us solve the identified

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problem, we can look at our sentences, our vocabulary and so forth. To better understand what we have just said, let's take a look at article basis 156 and look at communication of Manager 1 and Manager 2 related to the employees from this table.

Entity Identified	Formula Usage	Communication	Problem Solved
Manager 1 + Employees	$-Aval - Giv = -Sol$	Negative	**No**
Manager 2 + Employees	$Aval + Giv = Sol$	Positive	**Yes**

From the table above, we can see that communication weights on the solution. For example, the sentences of the managers with the employees combined determine whether or not the application of the equation will result to a solution. For example, from the article basis above, Manager 2 had properly identified the problem at the location where it is located. In this case, the communication will reflect that. The sentences the words usage and so forth. Manager 2 and the employees will use words and sentences that are productive as well. Manager 2 and the employees will not use sentences and words to promote laziness, irresponsibility, and unproductiveness. By understanding that, we can see only positive communication can be plugged to the equation above which will result to the solution for the problem.

In terms of information, since only positive communication can result to the solution of the problem, information provided to show that negative communication will result to the solution of the problem, does not help solve the problem. Here is the way to look at it, as we can see from the table above, as well as the previous article basis. If information is given to show that the problem is identified at Location 2 rather than at Location 1, we can see that providing such information is a misapplication of the above formula. Remember, a person who provides information must apply the given formula. If information is given to show that blaming another person or people or location will result to the solution of the problem, this is also a misapplication of the equation above. In this

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case, we can see that the entity available to the person who provides that information, which is communication is negative.

312. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 74, we have learned and shown that the understanding of the person who got a free pass from another person started later than the understanding of the person that person got the free pass from. From the same article basis, we have learned and shown that mother nature does not give free pass, because free pass is not natural to the system. All you have to do here, use the equation above to show that a person who rides on the back of another person has more problems to solve than that person. Here, riding on someone's back means getting a free pass from that person or taking advantage of that person.

Another way to look at it; by using the given equation, you can think it like this. If I am riding on your back, I am not helping you. If a person is riding on the back of another person, that person is not capable of helping the other person. If I get a free pass from you, I am not helping you. If a person gets a free pass from another person, that person is not capable of helping the other person.

313. **Understanding Problem and Solution Related to Entity Available as well as Information Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article bases 304, 305, and 306 we have learned and shown that exchange is native to life and life cannot function without it. From article basis 243, we have learned and shown that mother nature identified entities as actual. From article basis 214 , we have learned and shown that entities must be first identified before being counted. By understanding everything here in relationship with article basis 301, we can see that mother nature does not produce naked number. In other words, mother nature does not identify number by itself but following entity. For example, mother nature does not see $3\cdots$, but $3\ apples$. Mother nature does not see 4 by itself, but 4 bananas. As we can see here, numbers always follow entities which are identified by mother nature.

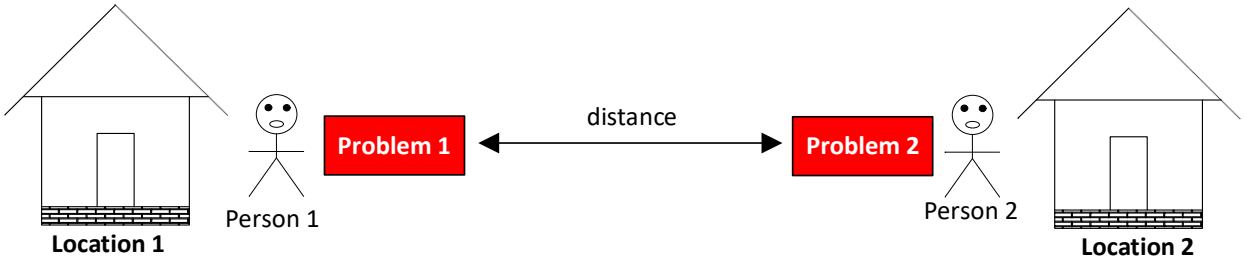
By understanding the explanation above in relationship with article bases 304, 305, and 306, we can see that exchange does not take naked number into consideration. We can also say that exchange does not exist with naked numbers, but naked number in exchange is viewed as the misunderstanding of the system. Using the equation above, we can quickly verify that. For example, by using the equation above, both parties who perform the exchange must apply the formula. In order to have exchange, we must have the actual entities, and we cannot have naked number.

314. **Understanding Problem and Solution Related to Function at Location as well as Entity Available:** To solve our problems, the following equation was given to us by our parent.

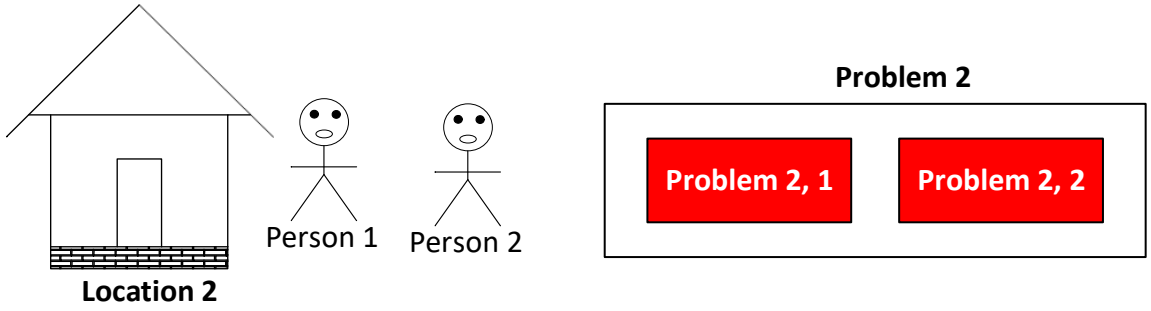
$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 300, we have learned and shown that disregard where a person is identified, his/her effort counts as well as the responsibility of that person. Since mother nature does not give free pass, it does not matter where a person is identified, that person does not get a free pass. In this case, disregard where a person is identified, the contribution of that person counts too. Doing so helps the functionality of the system, because life is an average system. To better understand the overall explanation, let's take a look at this model.



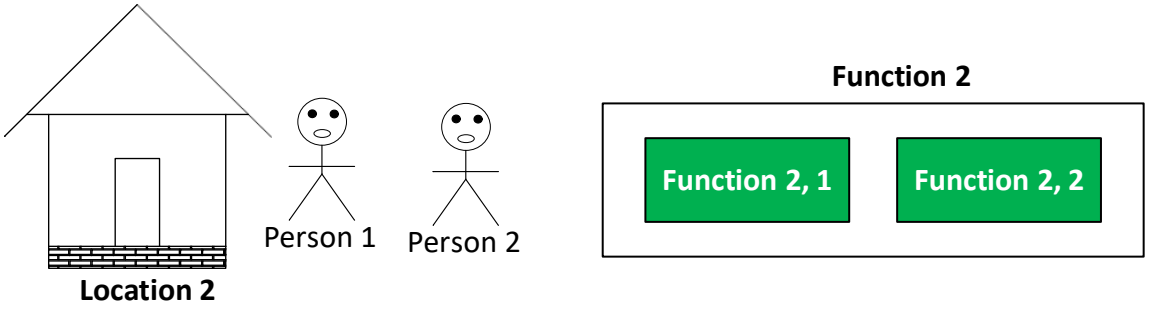
From above, we can see that Person 1 is identified at Location 1, where Person 1 has a problem to solve. Person 2 is identified at Location 2 where Person 2 has a problem to solve. Now, at Location 1, Peron 1 contributes to solve that problem. If Person 1 goes from Location 1 to Location 2, Person 1 also contributes to solving problems at Location 2. It is always good to show that by this model.



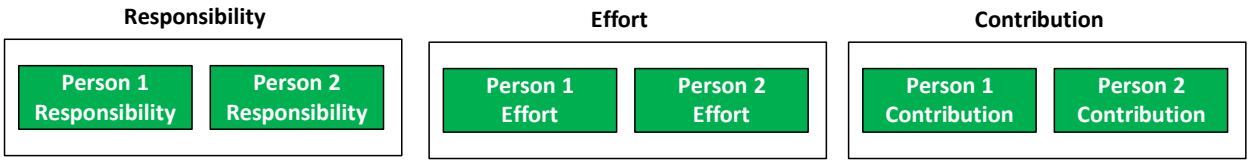
From above, we can see now Person 1 is at Location 2, the problem at Location 2 is partitioned where Person 1 needs to solve part of that problem. For example, here Location 2 can be viewed as house, workplace, and country. Let's assume that Person 1 moves from one house to another house, then Person 1 can contribute to solving

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problems at that house to keep the house organize. As same as if Location 2 is viewed as business, Person 1 needs to contribute to solving the problem solved by that organization. As we can see, here disregarding where Person 1 is identified, his/her effort counts. Using the equation above, the problem we need to solve here is not Person 1 is better now, than before; is not Person 1 is better now at this location, than he/she was at previous location; is not Person 1 has a better job now than he/she had before. That is not the point; the point is that disregard where Person 1 is identified, his/her effort and contribution count. Disregard location, Person 1 must contribute to solving identified problems. From above, the function to solve the problem is also divided into part for Person 1 and part for Person 2 as shown below.



In this case, the responsibility is also divided, as well as the effort and contribution. Let's show that by this model.

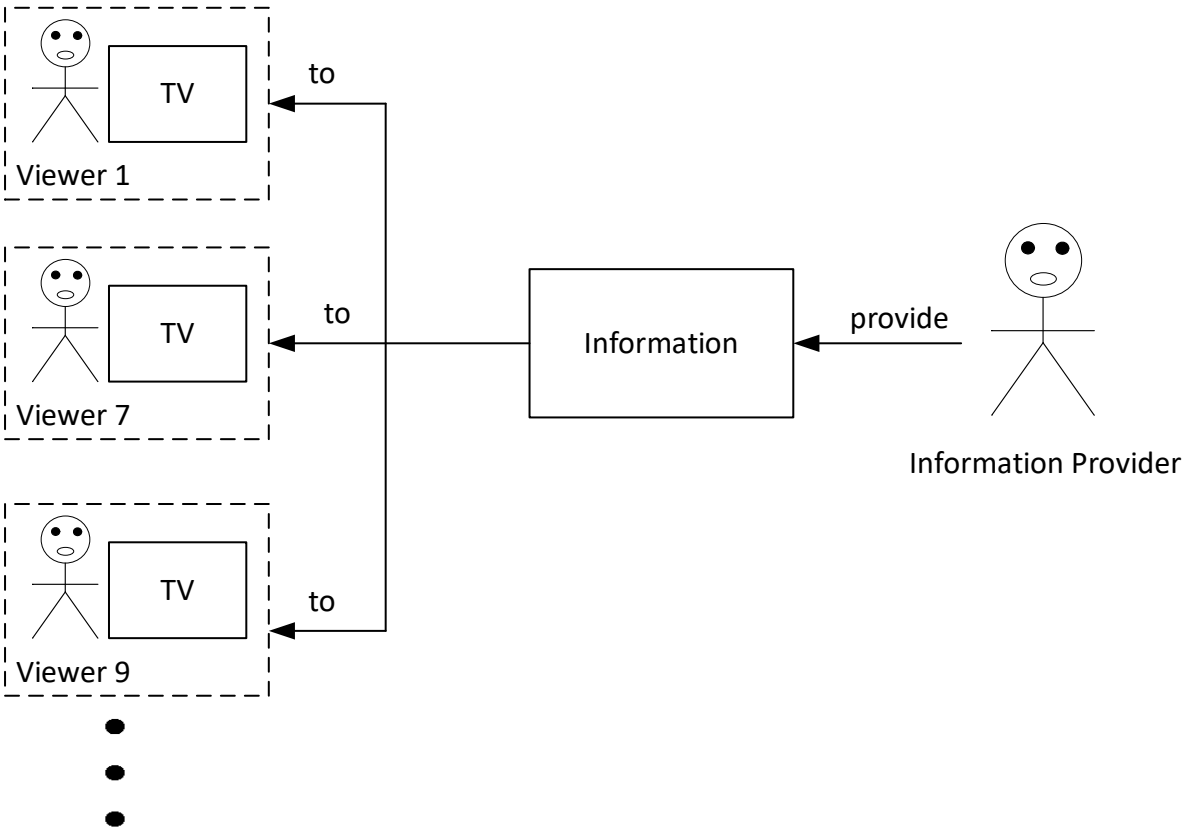


By understanding the explanation above, as well as the equation and article basis 301, this type of negative communication such as you are better now than previously will not help us solve any problem. As we have learned and shown in article basis 160, we need to organize ourselves as number of people increases. In this case, using negative communication will not help us. What will help us is that every time number of people increases either in our house, at work, or countries, we still need to use the equation above to organize ourselves. Every time number of people increases, we have to take into consideration responsibilities of the total number of people as well as their efforts

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and their contributions. This is what will help us organize ourselves, not negative communication.

315. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of providing information, an information provider provides information to viewers, listeners, readers, people and so forth as shown by this model.



From article basis 260, we have learned and shown that our understanding is not static. Related to time our understanding increases based on positive and decreases based on negative. To better understand what we have just said here in relationship to article basis 156. Let's take it like this. In order to provide information to viewers as shown by the model above, the information provider uses the given formula as shown below.

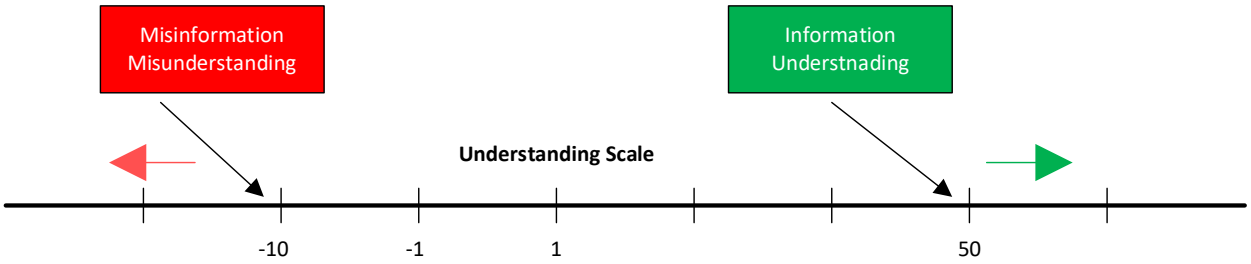
$$Available + Given = Solution$$

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The problem that needs to be solved by the provider is to provide information to people about an entity. That entity can be an event or something else. That same information is already identified by mother nature before the provider. Now, in terms of negative, the equation above is changed to:

$$-Available - Given = -Solution$$

As we can see here, rather than positive information flow, we have negative which is viewed as misinformation. That enables the people the information is provided to, to think differently. Now, in terms of increasing and decreasing understanding we can take it like this as shown in article bases 222 and 302. If we already knew about Entity 1 and we misinform about Entity 1, a decision can be made by us individually to discard that misinformation. In the other hand, if we were not aware of it, a decision can be made individually related to the correctness. Here is the process, for both positive and negative information, our understanding can increase and decrease as shown by this model.



As we can see from the model above, increase of misinformation related to time simply does not help us. It simply enables us to continue to think negatively related to time which further increases our misunderstanding.

To better understand the overall explanation, let's look at it like this. Information about Entity 1 points to Entity 1. That information enables us to think about Entity 1, which is an actual entity. If that entity does not exist, then we think about an entity that does not

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exist which is different than what we should think about. Related to time the increase of that misinformation enables us to continue thinking negatively.

316. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 13, we have learned and shown that if an item is stolen, it cannot be used to solve a problem. From article basis 107, we have learned and shown that in order to solve a problem, effort is required from us. From article basis 97, we have identified entities that can borrow.

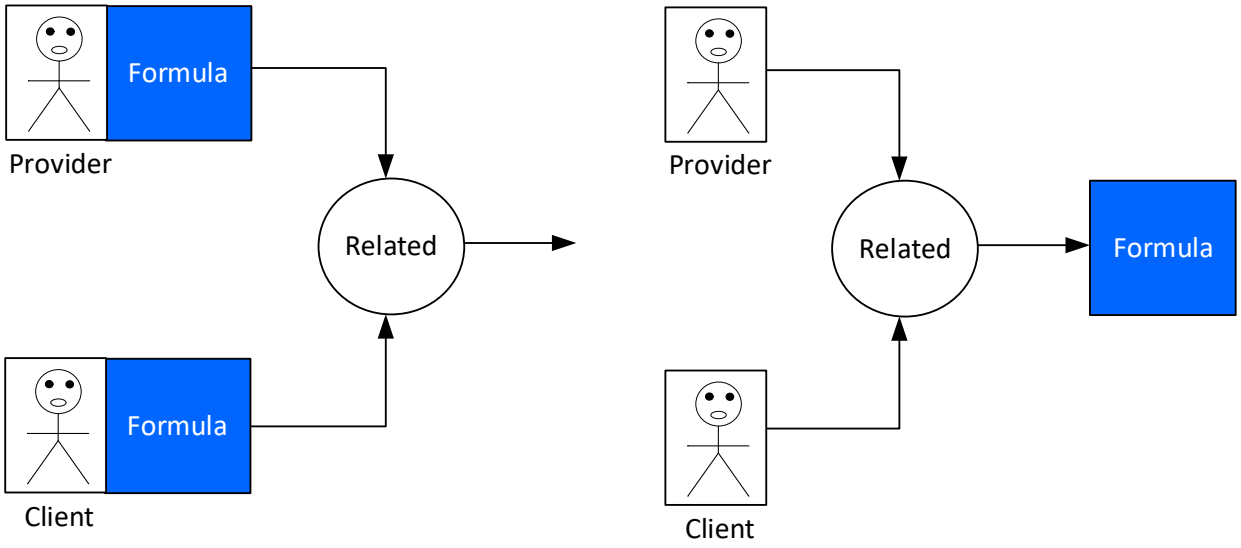
To better understand the explanation above, let's do the following: Person 1 is friend of Person 2. Person 1 works at a restaurant, where every two weeks, he receives a paycheck. Person 1 also receives some money from his dad. Person 2 needs to buy a bicycle and need to borrow some money from Person 1. Here, all you need to do is to determine the best money candidate that Person 1 can use to borrow Person 2. Here, we have 2 moneys: one is the money he receives from work and the other one is the one sent to him by his dad. Here, you determine which one can be used to borrow to his friend. From your selection, you need to verify why such money is the one to use to borrow to his friend.

317. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In article basis 112, we have learned and shown what it takes to serve the people or solve problems. In article basis 280, by looking at the stats of Salesman 1 and Salesman 2, we can see that Salesman 2 is able to solve more problems than Salesman 1. In terms of serving the people, the following relationship applied.



Both of the relationships shown by the model are the same. From that we can see serving the people requires the understanding and the application of the formula which is the given equation. As we can see here, in terms of cooking a burger, it looks like a person may be able to cook a burger for himself/herself and friends but not to serve the people. From above, the client is viewed as the people. What is important here, to serve the people, it takes more. Considering this, I have $20 in my hand and I said I need to be served. 10 guys came to me and say *I can serve you*. I ask them, *I want more*. Then they tell me, *I am sorry, I cannot give you more*. As we can see here, serving the people requires the understanding of the given formula.

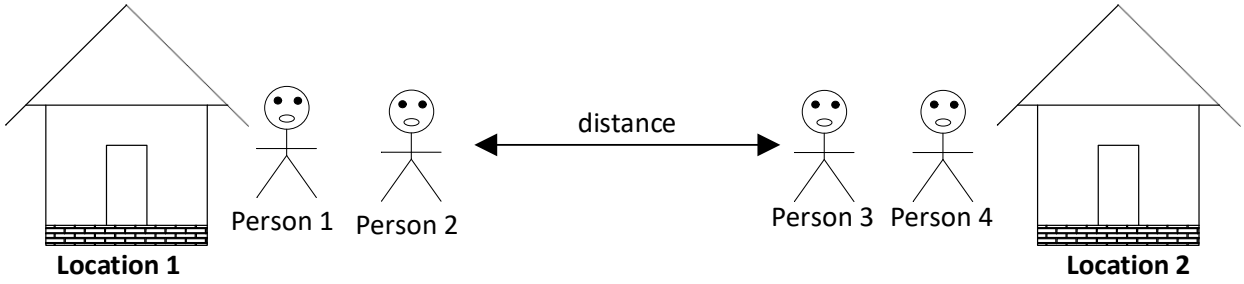
318. **Understanding Problem and Solution and Function at Location Related to Mobility:**

To solve our problems, the following equation was given to us by our parent.

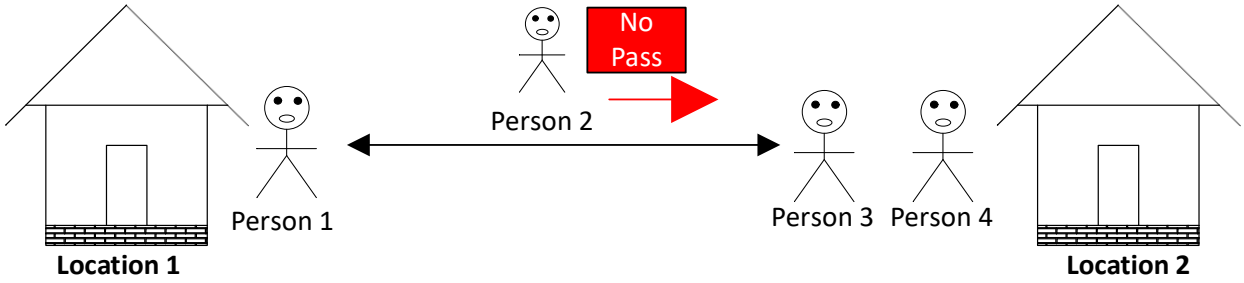
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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 33, we have learned and shown the mobility of a person is not a problem. In other words, our mobility from location to location is not a problem. From the same article basis 33, we have learned and shown that we do not have a function to substitute the mobility of a person. By identifying mobility as a problem, we simply misidentify a problem. To better understand that let's take a look at this model.



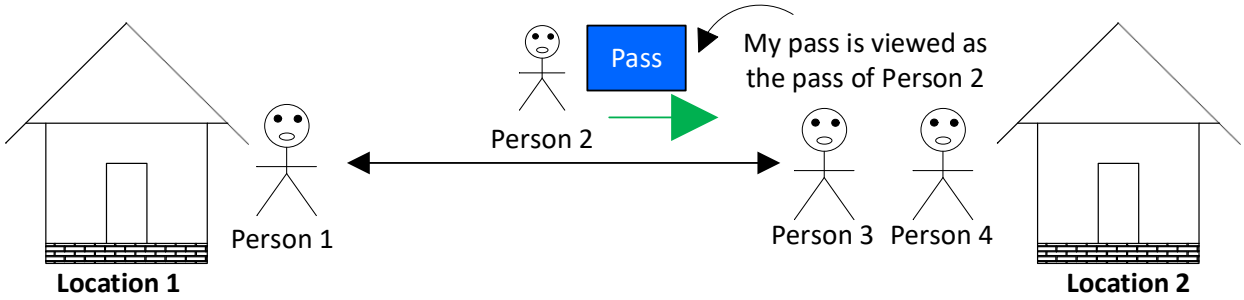
From the model above, because of mobility, Person 2 can go to Location 2. That is not a problem. The walking of Person 2 from Location 1 to Location 2 is not a problem. In terms of problem identification let's look at it like this.



From above, we can see that we have a problem. While our parents tell us that our mobility is not a problem, our parents also tell us that the absence of the pass limits our mobility. In this case, the absence of the pass from Person 2 is viewed as the problem. Here, we do not identify the mobility of Person 2 as the problem, but the absence of the

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pass. With the pass, there is no problem for Person 2 to go to Location 2 as shown by this model.

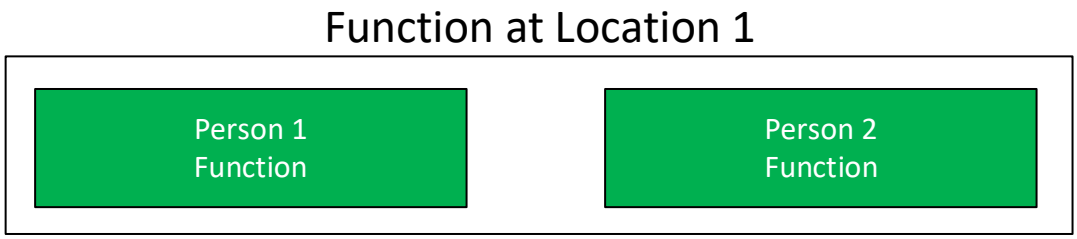


From above, we can see with the pass, there is no problem for Person 2 to go to Location 2. The mobility of Person 2 enables Person 2 to go to Location 2, but with the pass. In other words, the mobility of Person 2 from Location 1 to Location 2 is enabled by the pass.

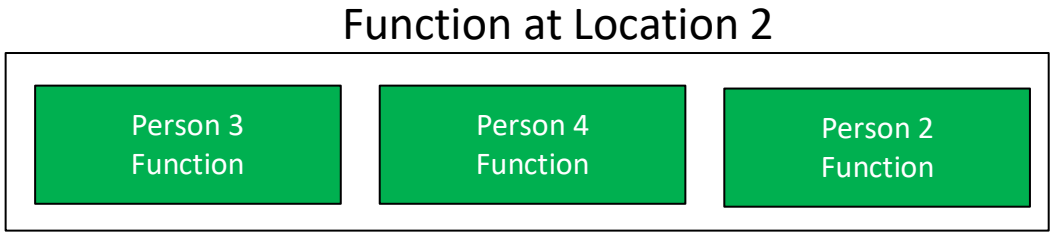
From the model above, we can see that the understanding of the formula enables Person 2 to go from Location 1 to Location 2. In this case, we can see that the pass carried by Person 2 is not viewed as a free pass. The formula applies, because it takes effort and understanding into consideration. The way to look at it, at Location 1 Person 2 doesn't get a free pass, so does at Location 2. It is not that a free pass is available at Location 2, but not at Location 1. It is not that a free pass is available at Location 1, but not at Location 2. It is not like there is a free pass at one location and I don't want you to have it. That is not the case, free pass is not good and is not available, disregard location. As a person goes from one location to another location, that person needs the formula as well as his/her effort.

To better understand the overall explanation, let's take it like this. Person 2 at Location 1, Person 2 contributes. Person 2 then goes to Location 2, Person 2 also contributes. In this case, at Location 1, Person 2's effort and responsibility count so does at Location 2. It is always good to look at it in relationship with this model.

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From the model above, we show both function of Person 1 and Person 2 at Location 1. Now, Person 2 goes to Location 2, then we show function of Person 2 at Location 2 which includes to function of people at Location 2.



From the model above, we can see that before Person 2 is at Location 2, we have a list of function which include function of Person 3 and Function of Person 4. Now, Person 2 is at Location 2, we simply add function of Person 2 to the functions we have at Location 2. We can also look at it like this. At work, we have 5 people working where each of them has a function. Another person comes, then the function of that person includes in the list of functions of the 5 people.

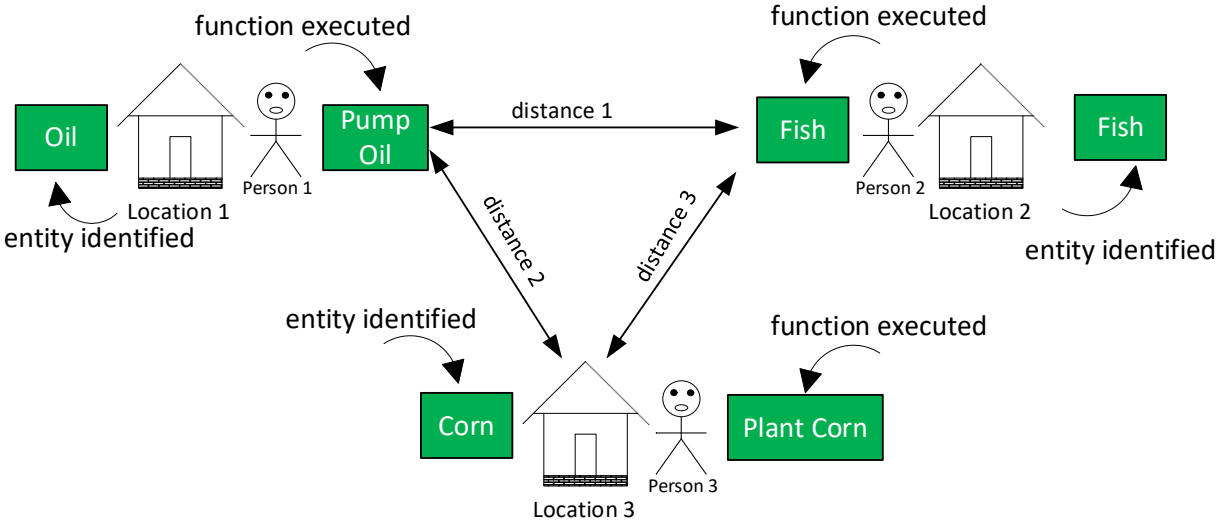
319. **Understanding Exchange and Function at Location:** To solve our problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to help us solve the problem. In terms of exchange, we have learned from article bases 304, 305, 306, and 308 that mother nature is not going to adjust the system for us and we must exchange to each other in order to operate efficiently. By exchanging with each other, not only we don't work hard, but we

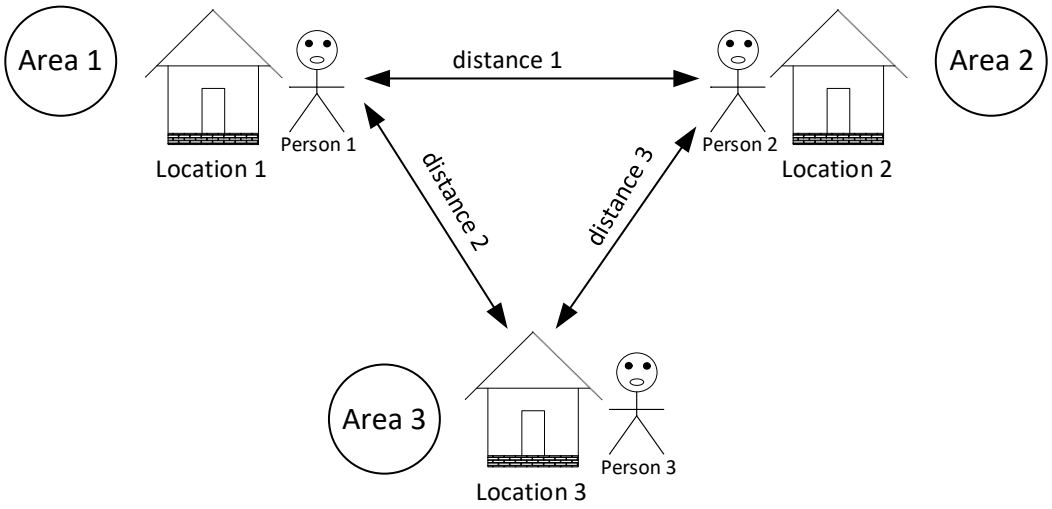
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also work less which reduces stress on us as well as on the functional system. In terms of function at location, we can see that the system works well with exchange and function at location. In other words, in order to have exchange, we must have function at location. In order to have exchange, we must respect function at location. To better understand the explanation, let's take a look again at the following models.

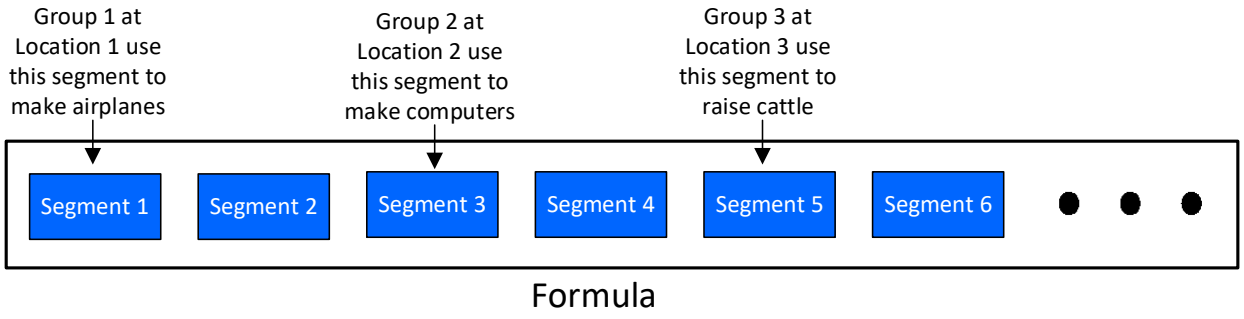


From the model above, we can see that the Pump Oil function belongs to Person 1 at Location 1, where the Fish function belongs to Person 2 at Location 2 and the Plant Corn function belongs to Person 3 at Location 3. As we can see here, because of function at location, those functions are local functions of their respective locations, and it is possible for us to exchange because of that. Because of function at location and respect of function at location by mother nature, the Pump Oil function at Location 1 does not extend to another function at another location. As we can see here, by respecting function boundary, we do have exchange. Function at location enables us to respect function boundary as well as enables us to exchange. Now, let's look at the second model.

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As we can see form the model above, in Area 1 oil can be extracted from the ground; in Area 2, a person can fish, where in Area 3 a Person can plant corn. What is important here is that it is possible for us to exchange because of function at location. As we can see here, the function that can be executed in one area takes function boundary into consideration as well as the area the function is being executed. Because of that, it is not possible for that function to be executed at another area with no respect for function boundary. In this case, we can see function at location is important and it is related to the area where the function is being executed. Now, let's take a look at the third model.

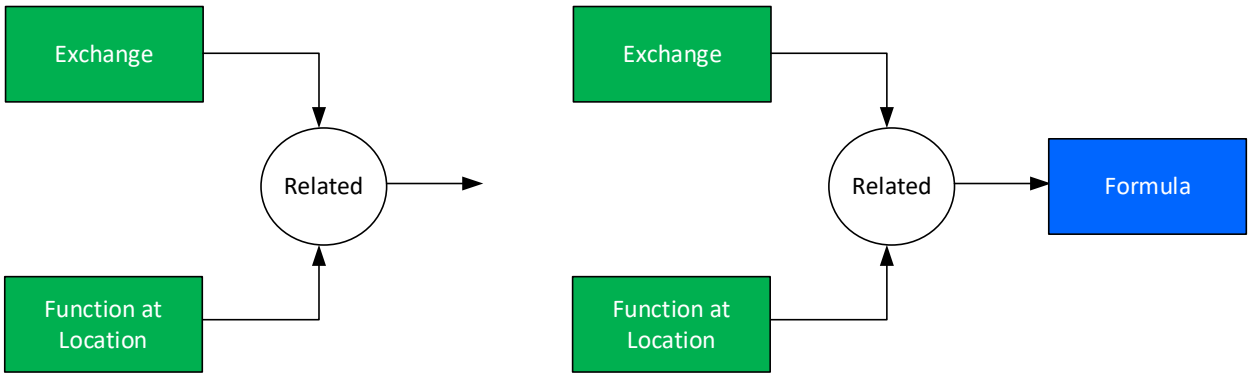


Formula

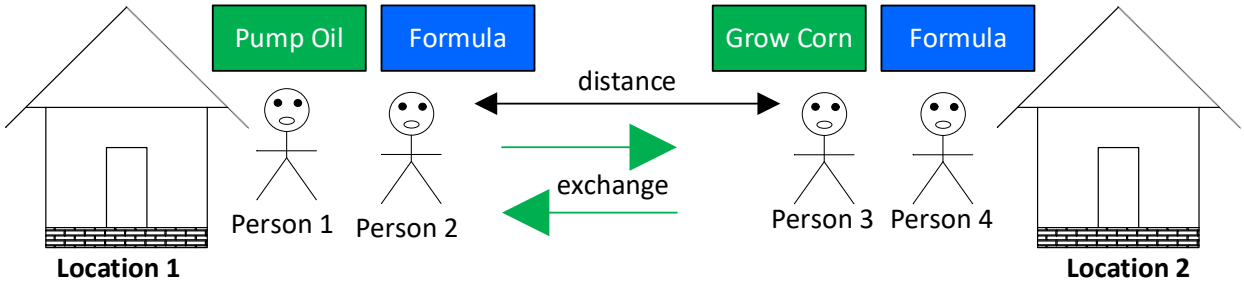
From the model above, we can see that the formula is divided into multiple segments, where specific segments can be applied by people at their respective locations to derive entities or solve problems. In this case, people at some locations can exchange with people at other locations. As we can see here, function at location make it possible to do so. For example, function at Location makes it possible for people at Location 1 to apply the formulas to derive an entity where they can exchange with people at other

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locations. By understanding the overall explanation as well as the 3 models above, we can see that there is a relationship between exchange and function at location. We can identify that relationship by this model.



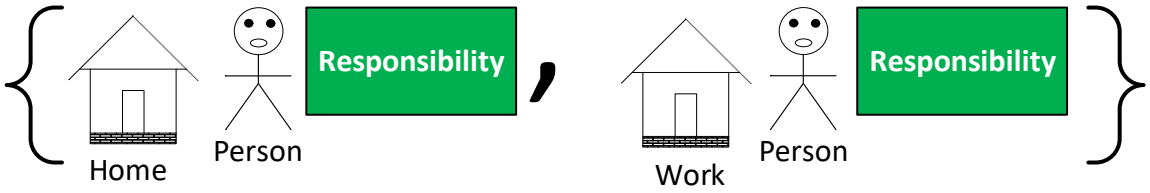
From the model, we can see that exchange is related to function at location, where that relationship is enabled by the formula. To better understand the relationship above, let's take a look at his model.



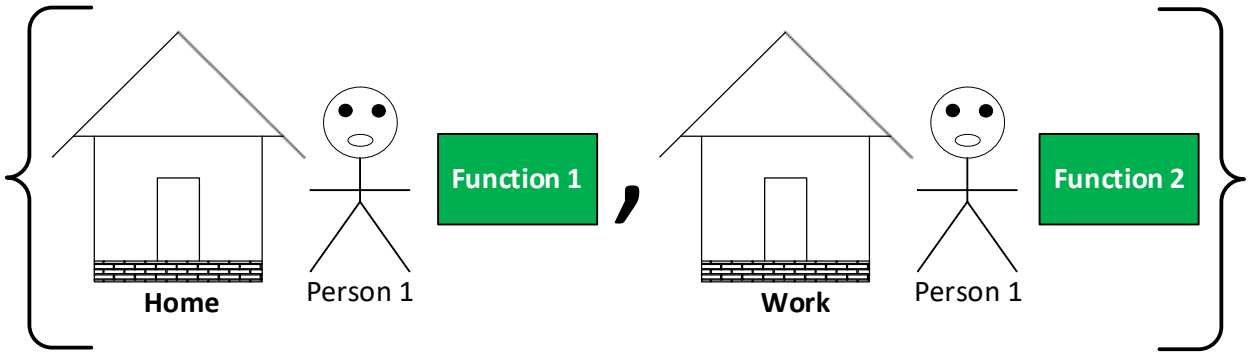
From above, we can see people at Location 1 can execute a function such as Pump Oil from the ground where people at Location 2 can execute a function such as grow corn. In this case, function at location makes it possible where one can exchange with each other. From both models above, we can see not only the formula is applied to execute the functions, it is also applied to execute the exchange function.

320. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 300, we have learned and shown that a person is identified at home with his/her responsibility as well as at work with his/her responsivity as shown by this model.

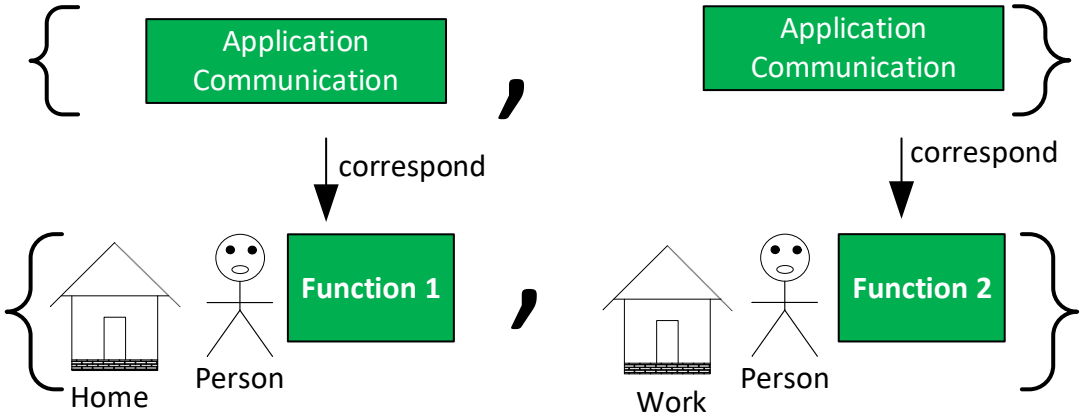
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For example, from above, a person is identified at home and that person is responsible to execute a function to solve a problem. The same as, at work a person is identified and that person is responsible for executing a function to solve a problem. Let's show that model again

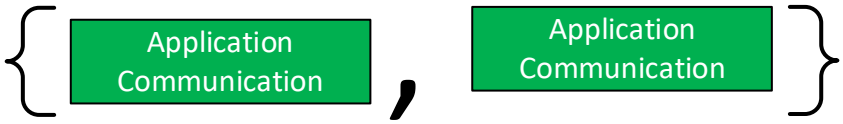


From above, Function 1 can be Clean Dishes while Function 2 can be Serve Food. In terms of communication, it is always good to identify the communication of the identified person separately as.

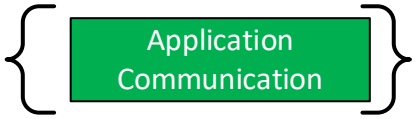


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The model above shows that communication related to Function 1 and communication related to Function 2. Now, we have both communication and we can show them by this model.



From above, we identify a relationship between the two communication. By identifying the relationship between the two communication, then we have this.



What is important here is that a function is executed at home to solve a problem, a function is executed at work to solve a problem. In terms of communication, if we look at the communication related to a function that is executed at home to solve a problem and the communication related to a function that is executed at work to solve a problem, we can see both of them are related. Because of that relationship, we can identify both as a single communication where that communication is enabled by a function that is executed to solve a problem. In terms of information, mother nature identifies a communication that is executed to solve a problem disregard the location of the person who is communicating. For example, if a problem needs to be solved, disregard the location of the people who are working to solve that problem, that communication is related to solving that problem and mother nature identifies that communication.

321. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of problems and solutions, we use the given equation below to solve our identified problems.

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$$Available + Given = Solution$$

From article basis 85, we have learned and shown that we must first identify the problem we are solving before determining the entities that we need to use to help us solve that problem. In terms of problem solving, we know that our communication is one of the entities available to us. We also know that our communication is related to information as well as mother nature. Now, in terms of information related to mother nature, when a function is executed to solve a problem, mother nature identifies information related to the entities that are being used to solve that problem. For example, if a mechanic uses a lifting jack to fix a car, mother nature sees that a lifting jack is being used to fix that car. If a food truck is used to transport food from one location to another location, then mother nature sees that a food truck is being used to solve a problem. If a building or a house is used as a laundry facility, then mother nature sees that such entity is being used to solve a problem.

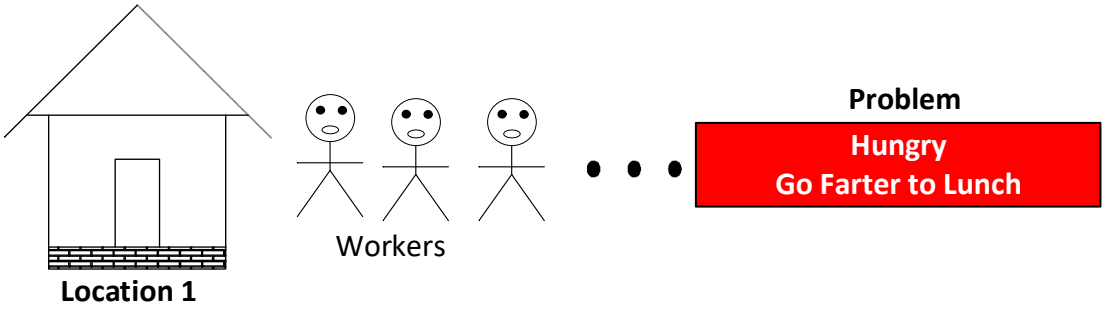
What is important here in terms of communication and information, an entity is used to solve a problem, the information about that entity is identified as it is being used to solve a problem. The communication about that entity is related to information about that entity. An entity is being used to solve a problem, the communication about that entity is related to the usage of that entity to solve that problem. An entity is used to execute a function to solve a problem, the information about that entity is identified as *an entity is used to execute a function to solve a problem*. The communication about that entity is related to *that entity is used to execute a function to solve a problem*. In this case, the information about the entity is identified where the communication about that entity is enabled by that information.

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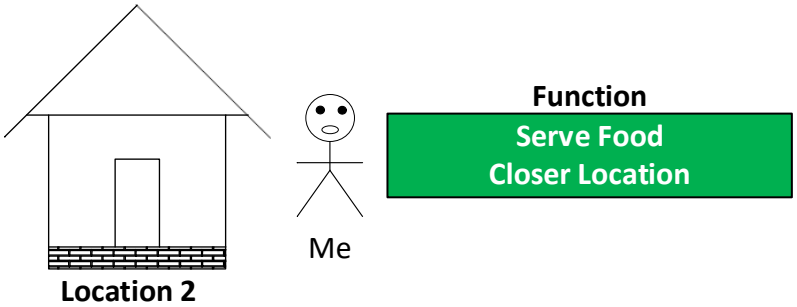
322. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we fist identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, we have learned and shown from multiple article bases that a problem is identified at a location where a function is provided to solve that problem. To better understand what we have just said, let's give an example. While I was walking at the trail, I observed multiple employees working to build houses. Where at lunchtime, they go farther away to get lunch. From that, we can identify the problem here. Hungry and go farther away to get lunch. Here, let's show the problem by this model.

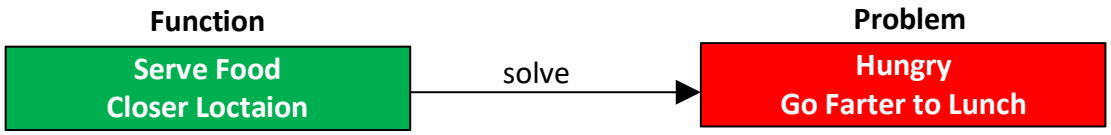


From my observation, I identify a problem that I need to solve. I need to provide a function that can solve that problem. In order to solve that problem, I need to provide a Serve Food function at a closer location to them. Here, let's show me and the function I need to provide to solve that problem.



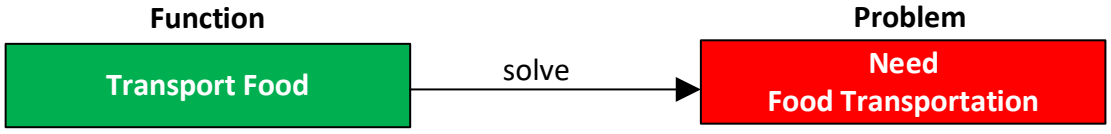
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From the model above, I identify my location as well as the function I need to provide to solve that problem. Here, let's show the model of the function itself and the problem solved by that function.

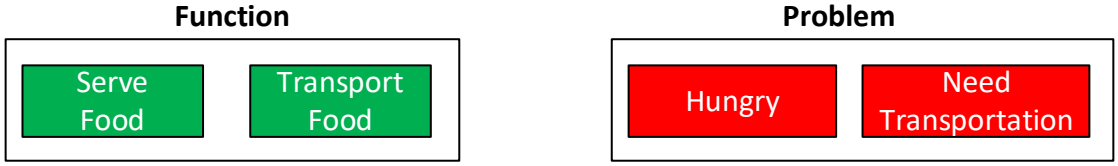


I order to provide this function or solve that problem, I used the given formula. From the given formula, I have identified the problem already as well as the entities given to me. Now, I need to identify the entities available to me to help me solve that problem. In terms of entities available, I have a list of items such as hotdogs, sodas, burritos, hamburgers, sandwiches, cheeseburgers, chips, and so forth. I have everything including the equipment, now what I need is transportation. For example, I need a van to put the equipment or a food truck that is converted already.

From above, in order to provide the function to solve the problem, I do have a problem in my end I need to solve, and it is a transportation problem. Now, let's identify the problem I need to solve in my end as well as the function that needs to be executed to solve that problem.



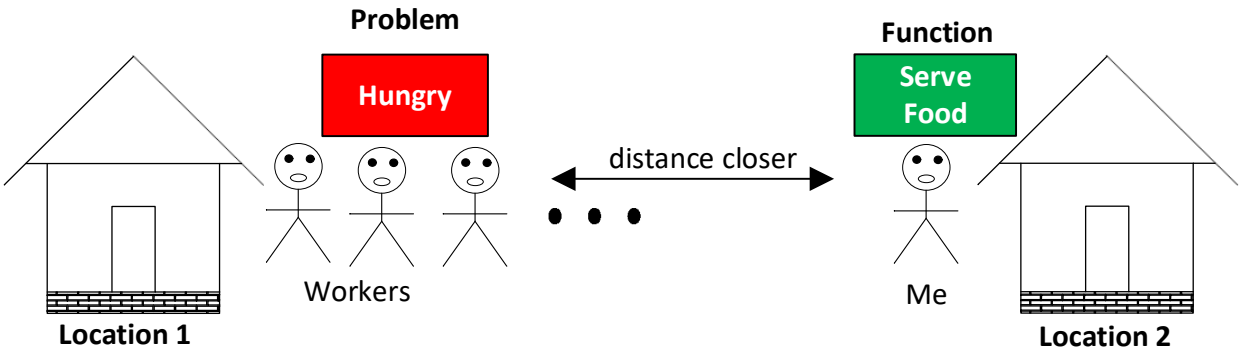
From the model above, we can see that a transport food function provided will solve the food transportation problem. In order for me to solve thar problem, I need another person to provide me with that function. In other words, I need a person to provide a function to solve that problem. Here, let's show both of the problems as well as both functions.



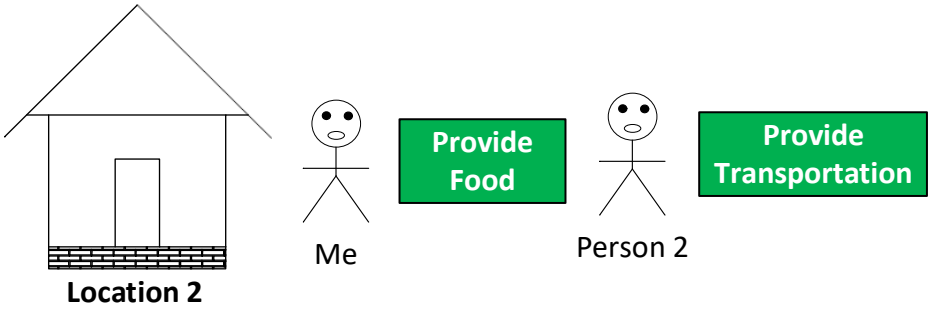
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What I need to do now is to solve the transportation problem I have. In this case, I need a food truck. I talk to a guy who offers me $5000 to buy a food truck and I can pay him monthly. I also talk to another guy who gets a food truck that I can use, where I can pay him monthly as well. The guy who gets the truck will take care of the truck by being responsible for its maintenance like come and check the truck regularly, check its oil and so forth. In this case, I decide to go with the guy who offers the transportation rather than the who offers me the $5000.

Now, I solve the transportation problem. I do have everything and a food truck where I provide the function to solve the problem. Here, let's show the model.



As we can see from the model as well as from the overall explanation, to solve the problem, I used the given equation. The person who helps me with the transportation problem, also uses the given equation. In this case, I am a function provider as well as the person who provides the transportation. Here, let's identify both of us with function.



By understanding the explanation up to here, we can see that I go with the person who provides the transportation rather than the one who offers me the $5000. From article

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basis 18, we have learned and shown that in order to solve a problem, everybody who is working to solve the problem must contribute. In article basis 88 as well as 156, we have learned and shown that the people who are working to solve a problem must watch their back as well as watch other's back. In other words, if both of us are working to solve a problem, I keep eyes on myself, I also keep eyes on you. You keep eyes on yourselves; you also keep eyes on me. What happens If I go with the $5000, I may use the $5000 and not even provide a function. I can also get multiple $5000 from multiple people where the sky is the limit. A person may also have thousands of $5000 laying around and probably does very little analysis to give it to a person who ask to solve a problem. In this case, that person may not have time to watch the back of that person. The other person may take advantage of that as well.

by understanding the paragraph above, we know that mother natural tells us we must contribute, where our contribution is viewed as functional contribution. In terms of giving $5000 to solve the problem and take a look of functional contribution, we can see that in functional contribution, functions and responsibilities are required. Where they are bounded or limited by mother nature. For example, the guy who provides the truck is viewed as a functional contribution. That guy is a function provider. Because of that, there is a function boundary. In this case, how many functions can he provide? He provides the truck as well as comes and checks it. We can see there is a limit here, which is related to function boundary. However, the guy who provides the $5000 can have so many $5000, he may not be possible for him to keep track to all of them as well as watching the back of people who he give them to. The reason of that, because of function boundary as well as mother nature. Because of function boundary, mother nature limits what we can do. As we have learned before, function boundary does not allow us to have too many functions or put too much load on our shoulders.

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323. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

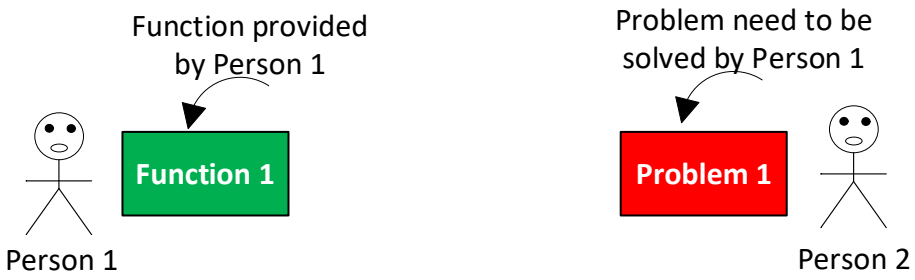
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving then then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, from the article basis above, we have learned and shown that a problem is identified at a location where a function is provided at that location to solve that problem. From the same article basis above, we have also learned and shown that a person who provides a function to solve a problem at a location is capable of providing that function to solve that problem at that location. To better understand that let's take it like this. By using the equation above, that person shows that he/she is capable of providing a function to solve a problem. In terms of problems and functions, it is always good to look at it this way. A person provides a function to solve a problem, where a person who has a problem uses that function to solve that problem. From article basis number 1, we have covered the person by hiding from view it to show the problem solved by the function. Here, let's show a model of a person who provides a function to solve a problem and the person who has a problem to be solved by that function.

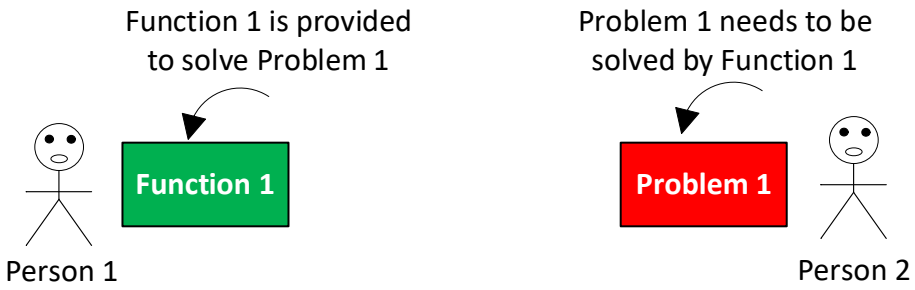


From the model above, we can see that Person 1 provides Function 1 to solve Problem 1, where Problem 1 is the problem Person 2 needs to solve. In this case, we can say that Person 1 provides Function 1 to solve Problem 1, where Problem 1 is the problem that needs to be solved by Person 1 or Function 1. Let's show the model again with some explanations.

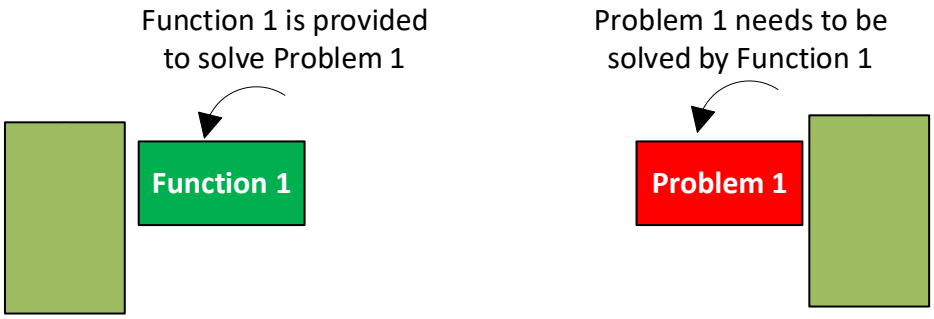
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Now, let's show another model by providing more explanation again. Where Function 1 is provided to solve Problem 1, where Problem 1 needs to be solved by Function 1 as shown below.

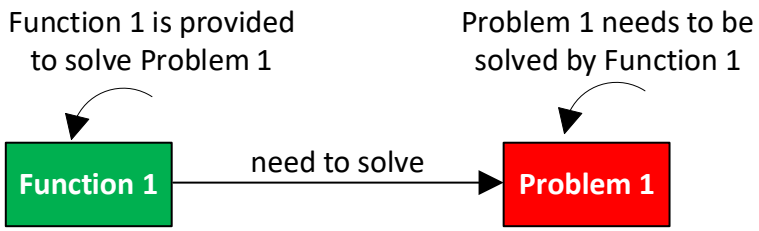


From the model above, we can see both Person 1 and Person 2 are not the focus. What is the focus from the model is the function to solve the problem and the problem that needs to be solved by the function. From the model, in terms of identification, we can disregard both Person 1 and Person 2. With that, we can cover both Person 1 and Person 2 to show our focus on the problem and the function that is provided to solve that problem.

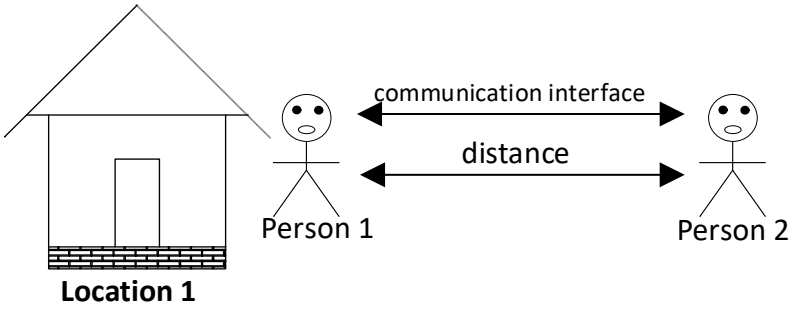


From that, let's show the model with the connection to show that Function 1 is needed to solve Problem 1. So, when Function 1 is executed, that will solve Problem 1.

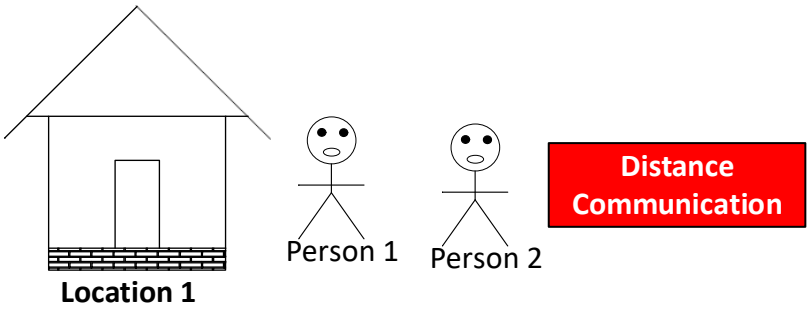
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As we can see from the model above, in order to provide a function to solve a problem at a location, it is always good to understand the overall model from top to bottom. By understanding that, it is possible for a person to provide a function to solve a problem at a location. Now, let's identify a problem at location and a function that is provided to solve that problem.

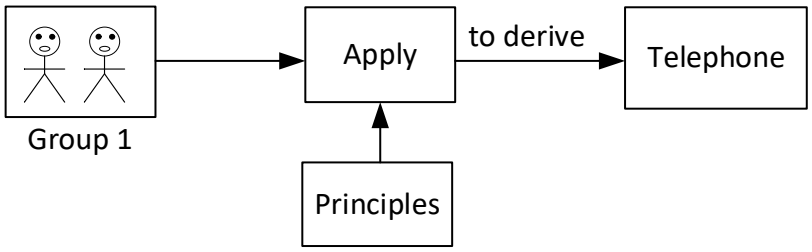


From the model above, at Location 1, Person 1 and Person 2 are identified where the communication interface that exists between Person 1 and Person 2 is also identified. In terms of communication and distance, if we identify the distance is close, then one can communicate to hear each other. For instance, if the distance is couple of yards, they can communicate and hear each other. Now, if the distance is 10 miles, it is not possible for them to communicate to hear each other. Therefore, we do have a problem to solve, which is distance communication. Here, let's identify that problem we need to solve at Location 1 as Distance Communication.



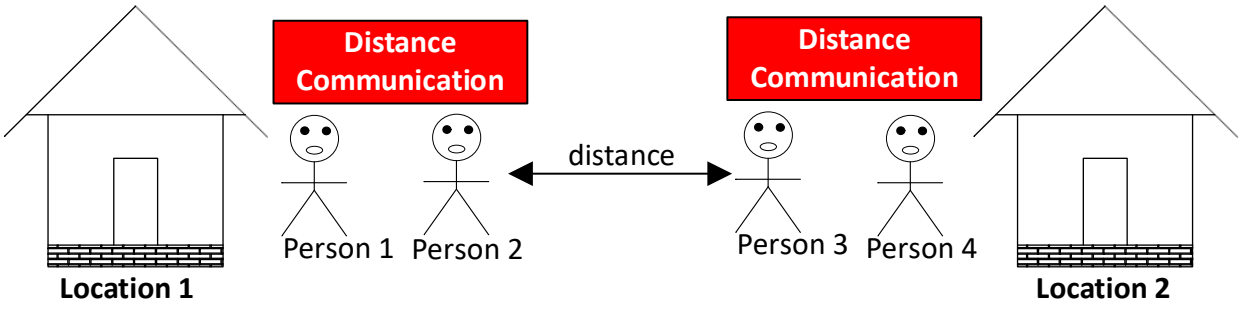
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From above, we identify people at Location 1, and we also identify the distance communication problem that needs to be solved at Location 1. Now, let's assume that a group of people have learned some types of principles and develop or derived a device such has a phone to provide a function to solve that problem. Here, let's show that process by this model.



From the model above, we can see that the entity derived, which is the telephone, has a function that will solve the distance communication problem. By understanding the overall explanation up to here as well as the article basis above, to provide a function to solve a problem at a location, the understanding of the principle is required. What happens here, the group of people identified from the model above simply makes or derives the product. Now, another person or people such as a salesperson may be needed to distribute it or to provide the device to people to solve the problem.

By understanding the explanation above, let's assume that a salesperson has already identified the problem at Location 1 and provided the device to solve that problem at Location 1. Now, let's look at another location or locations distance from Location 1, where the same problem is identified.



From the model above, we can see that the problem is identified at both Location 1 and Location 2. Since the salesperson enabled the providing of the device at Location 1 to

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solve that problem, in order to provide that device at Location 2 to solve that problem, the person must step up. In other words, the person must take the understanding of the formula to another level. This is the way to look at it. From article basis 33, we have learned and shown that the absence of the formula limits our mobility. In article basis 217, we have leaned and show that as we go from one location to another location, our effort still counts. For example, the mechanic is able to fix the car at Location 1, where the same problem exists at Location 2 and the mechanic is also able to fix the car at Location 2. From article basis 318, we have learned and shown that the understand of the formula enable us to take it with us to go to other locations. If we look at the overall process, we can see that when we go from one location to another location we step up our understanding of the formula. In other words, given that mother nature tells us without the formula our mobility is limited, we need to understand the formula in order to enable our mobility. With that, we can see the increase of our understanding of the formula does not limit our mobility but enables it. With that, when the salesperson goes to Location 2, that salesperson upped his/her understanding of the formula.

Now, if we look at the overall process of providing a function to solve a problem at our location, we can see that step 1 is understanding of the formula at home. For example, in article basis 112 we have learned and showed that everybody can cook a burger but not everybody can cook a burger to serve the people. Step 2, we increase our understanding of the principle where we can take our effort to other locations. What is important here is that if we identify a problem to solve at our location and we disregard it at other locations, in this case we simply solve part of the problem as pointed out in article basis 31. In terms of solving problems, mother nature takes the overall system as a single entity, we do the same as well, not to leave problems unsolved disregard the locations problems are identified.

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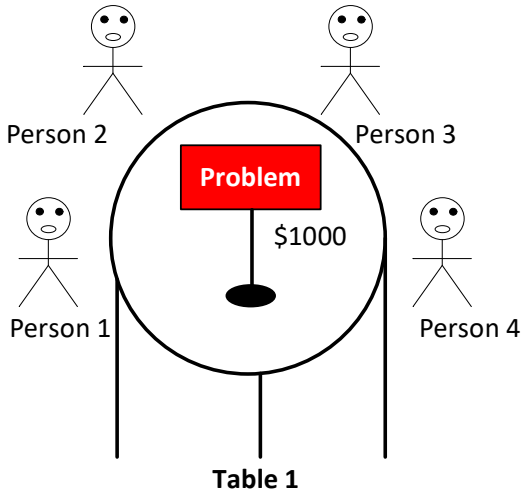
324. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

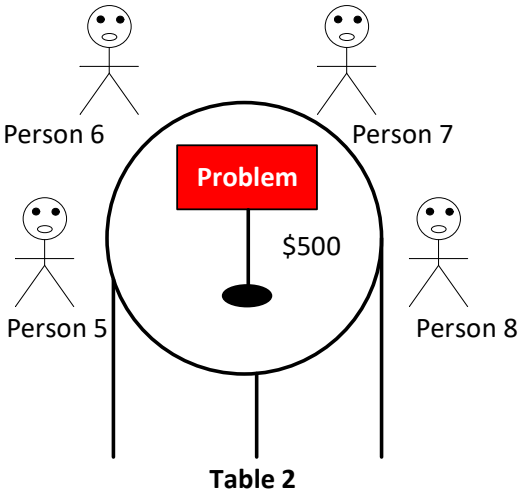
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the two article bases above, we have learned the process of providing a function to solve an identified problem as well as the process of providing a function to solve a problem not only at our current location, but also at other locations. In other words, we have learned the process of providing a function to solve a problem, disregarding the location that problem is identified. Disregarding the location the problem identified, our job is to solve that problem. By understanding article basis 304, we can see that a problem is identified at a location, a problem is identified at a location to be solved. A problem is identified at a location, a function is provided to solve that problem. Disregard the location a problem is identified, it enables the functional system to function abnormal. In this case if we identify a problem that needs to be solved, this problem needs to be solved in the system.

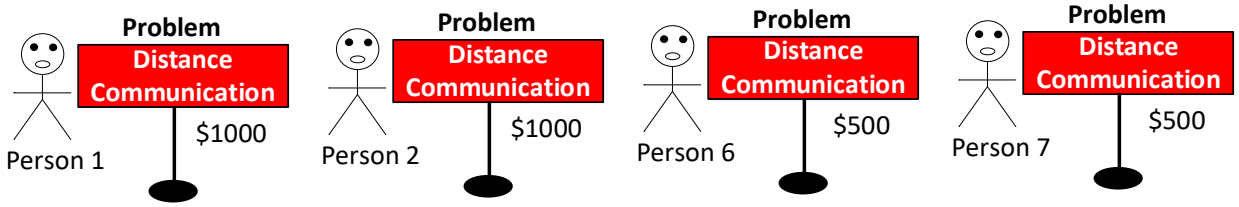
By understand the explanation above, as well as the last 2 article bases above as well as article basis 268, from the article basis above, let's assume that a salesperson or a salesman has a function to provide that entity to solve that problem to people at multiple locations. In other words, the salesperson can sell the phone locally as well as at other locations. We already know that the phone is derived by a group of people, where the salesperson has a function to provide that phone to people at multiple locations to solve the distance communication problem. Let's assume 2 phones are derived where one has more features than another. The person provides the phone with more features to people with a price of $1000 and the other phone with a price of $500. To better understand the overall process, let's take a look at this model.

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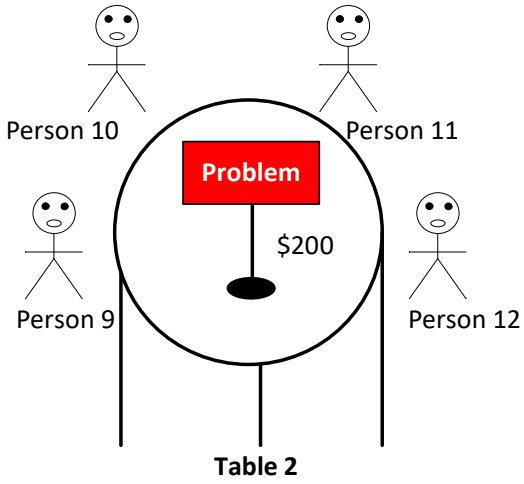


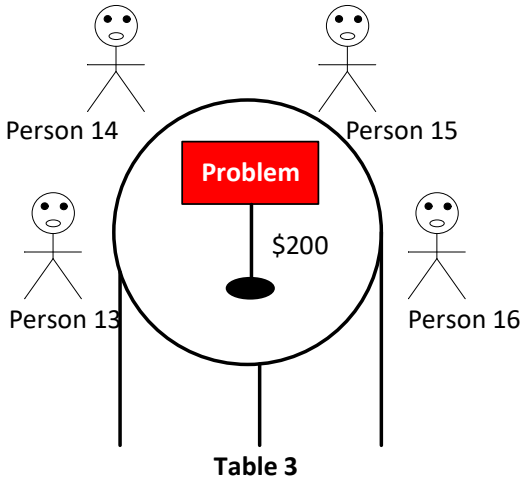
From the model above, we can see that each table has people that have problems to solve. The problem above is distance communication problem. From the problem sign above, there is a little hanger that hangs $1000 which is the price for the phone with more feature. The $500 is the one with less feature. What is important here is that the salesperson can go to each table and collect the sign and leave the solution. While we show the table like above, it is always better to show it like this, where each person has a problem sign with a price hangs on that sign. Let's take a look at this model.



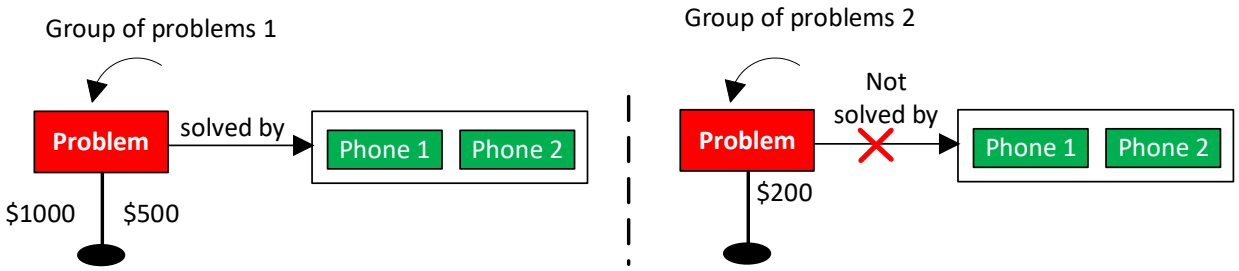
From the model above, we omit the table, but consider the salesperson goes to the tables and collect the problem signs from each person and leave a solution. The solution is the phone, which has a function to solve the problem. Now, let's identify some other people with the same problem, but with lesser amount. Let's show that first by other tables.

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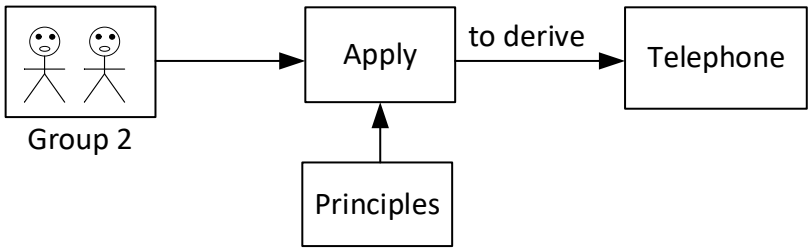


From the model above, assume that the salesperson is in a room where he/she is collecting problem signs from people sitting at the tables, the signs above are not being collected. In other words, there are problems left at the table that need to be solved. Here we have 2 groups of problems. One is the group of problems that are being solved with a price of $1000 and $500, where the other group of problems with a sign of $200 are not being solved. Here, let's show that by this model.

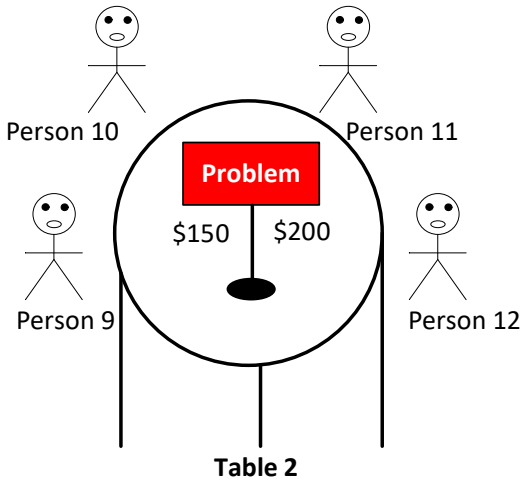


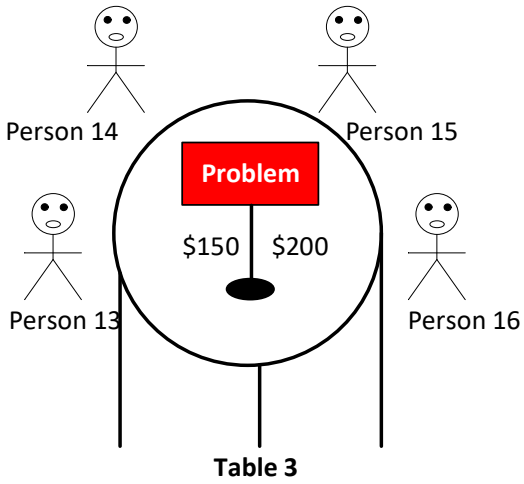
From the model above, we can see that group of problems 1 is solved by Phone 1 and Phone 2, where group of problems 2 is not solved by Phone 1 and Phone 2. From that, we can see there are plenty of problems to be solved. So, the problems left at the tables need to be solved. As we have learned and shown in article basses 169 and 206, principles are independent entities, they are not limited by application and nobody can prevent others from learning them, understanding them, and applying them. With that, another group of people like Group 2, derive another device—phone—to solve that problem. Here, let's show the process by this model.

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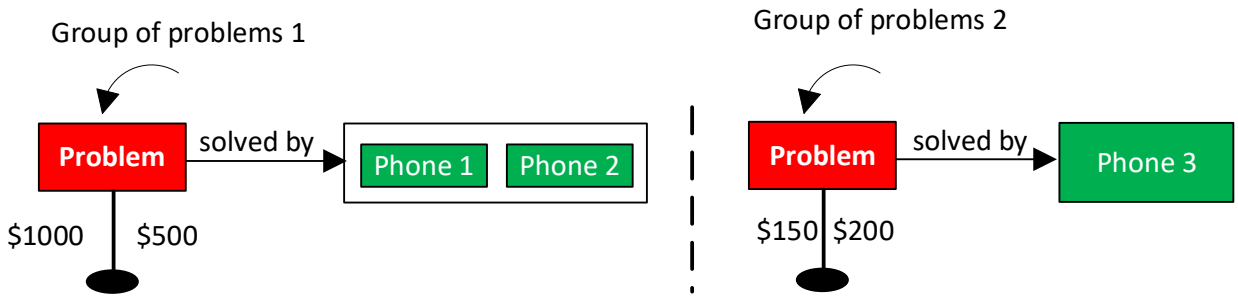
It does not matter what Location group 2 is, it can be at any location. Group 2 works with a salesman like Salesman 2 we have identified in article basis 193 to provide that phone to people at Locations to solve the problem. In this case, Salesman 2 recommends the phone to be sold between $150 to $200 depending on location. What is important here is that even when Group 2 derives a single version of the phone, because Salesman 2 knows more about providing the phone to people as well as function at location and localization, Salesman 2 makes his own recommendation. With that, the following people at the following tables are being served or the problem that left unsolved at the tables identified by the model below are being solved.





Let's show the model of the group of problem solved by Phone 3 which is provided to the people by Salesman 2.

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From the model above, we can see that the problems left at the tables are solved by Phone 3 which is provide by Salesman 2. If we identify Group 1 and Salesman 1 and Group 2 and Salesman 2, we can see that there is a weakness here. It looks like Group 1 and Salesman 1 are short sighted. While Salesman 2 provides a single phone at that price range, Group 2 will develop more where more phones are going to be provided. Related to time, Salesman 2 provides phones with the following price: $150, $200, $350, $700. Related to time, we also look at the stats of Salesman 1 and Salesman 2, we can see that the trend is in favor of Salesman 2 and Group 2 in terms of solving problems. What is important here is that as we have learned and shown in article basis 31, the first person who solves a problem is the first person who substituted that problem by its solution. A person cannot claim that he/she is the first person who solves the problem, when that leaves problems on the table that need to be solved. In other words, a person cannot claim that he/she is the first person who solves a problem when there are problems at the tables that need to be solved. As pointed out in article basis 280, related to time, Salesman 2 and Group 2 solves more problems than Salesman 1 and Group 1.

325. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

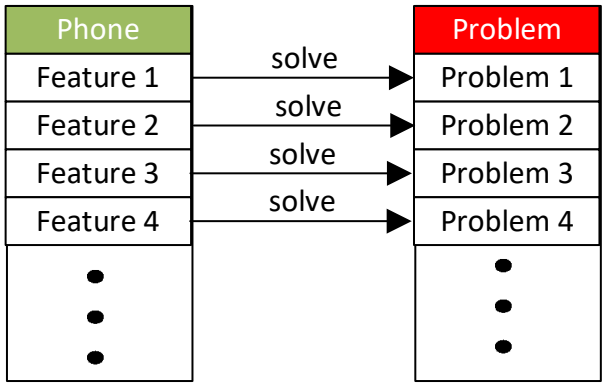
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the

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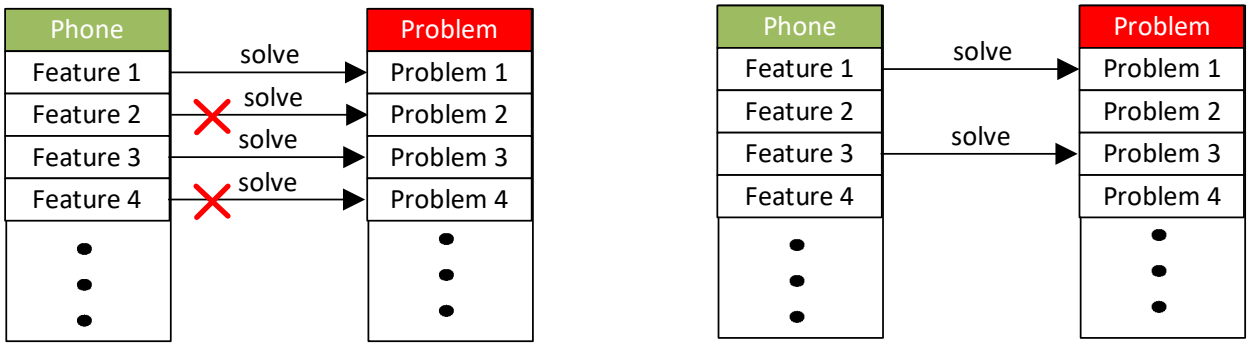
two article bases above, we have learned and shown that a function is provided to solve a problem and in terms of problem solving that function has no boundary for the problem it is solving. This is the way to look at it. Yes, a function to solve a problem has a boundary, because that function cannot go over its boundary or extend outside its boundary. The problem solved by that function itself has no boundary. To better understand that let's take it like this. If Function 1 exists to solve Problem 1, then Function 1 has a boundary, because that function cannot extend or go outside its boundary to solve Problem 2, however that function itself is not limited to solve Problem 1, disregard the location where Problem 1 is identified. In other words, the boundary of that function is not limited to solve Problem 1, disregard the location of Problem 1.

By understanding the paragraph above and the last 2 article basis, we have shown that the distance communication problem is solved by the devices, where the devices are derived from some set of principles. In this case, multiple features can be added to the devices to help solve the identified problems. To better understand that let's take a look at the following model.



From the model above, we can see that each feature in the phone solves specific problem or part of the main problem. The above model is natural, now on our end, we need to determine whether or not specific feature solves a problem or it only exists for look or cosmetic and so forth. Assume that in our determination, we have the following model where some of the features solve problems, where some of them solve no problem.

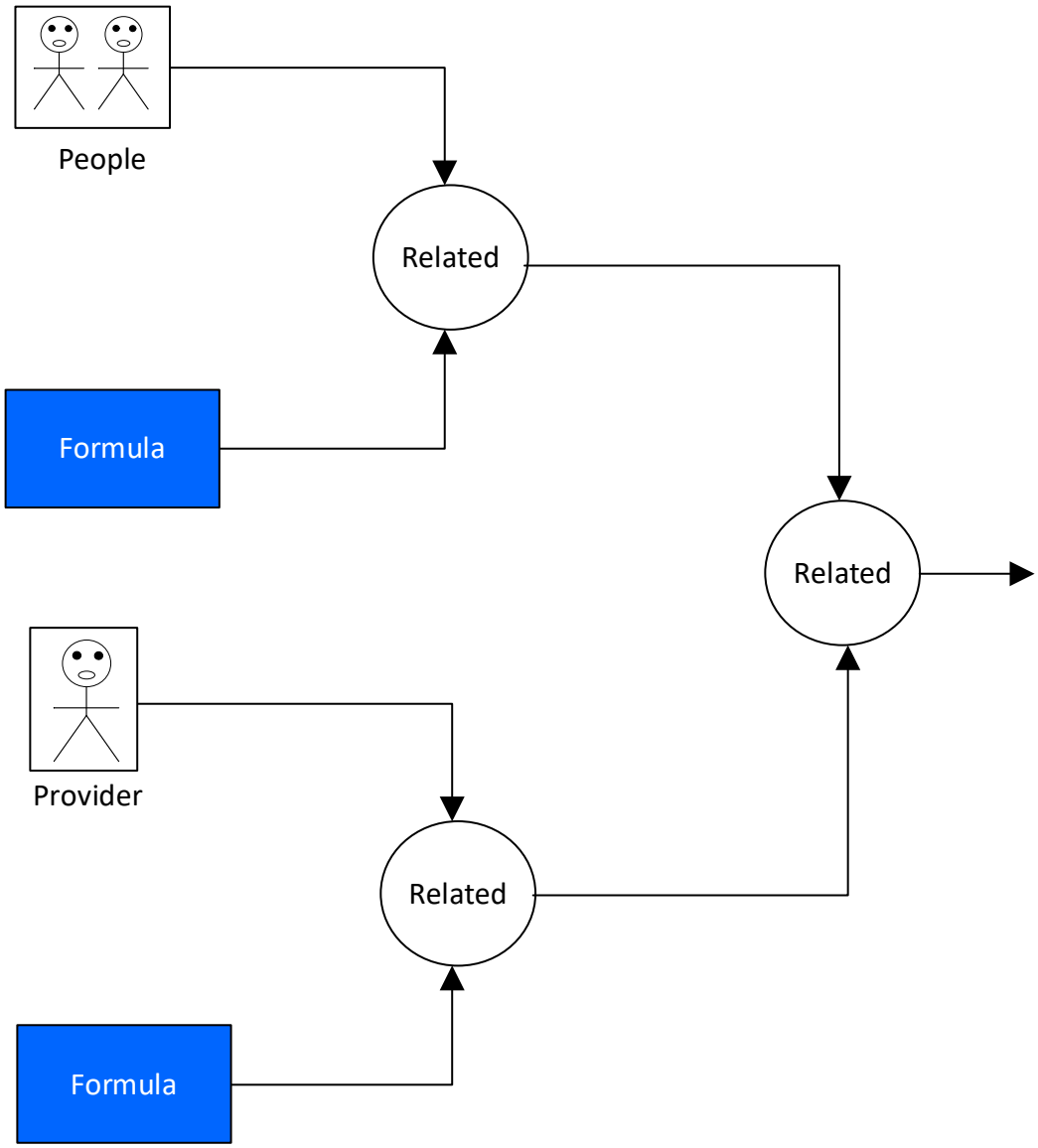
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From the model above to the left, we identify features of the phone that solve no problem, where to the right we simply remove those features. In this case, we simply reduce complexity of the device which enables us to solve the problem the device is intended to. The model above can also be used to identify features that are useful and features that are not useful. The way to look at it is that from the two article basis above, we have multiple problems on the tables where we need to collect those problems. In order to do so, we must operate in manner where we do not leave problems on the tables or leave problems unsolved. In order to so, we take nothing for granted and we also increase our understanding of the formula.

Now that we have removed features on the phone that solve no problems, by understanding article bases 240 and 317, we know that there is a relationship between the salesperson who provides the phone to the people and the people. That relationship is identified by the following model.

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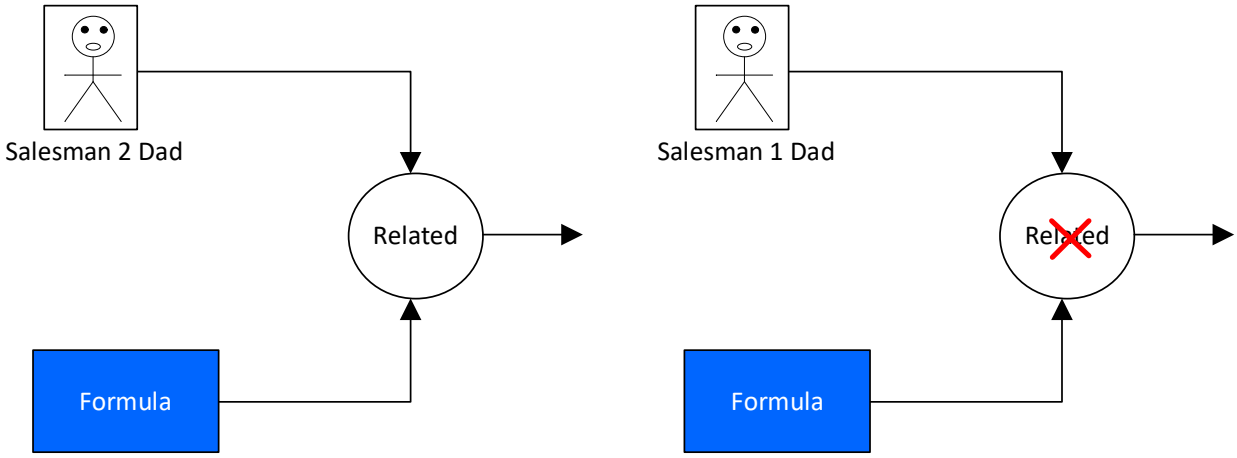
From the model above, the provider is viewed as the salesperson or salesman. What is important here is that since there is relationship and it is identified by the model above, it is important for the people to be aware of those features. In this case, the provider can make the people aware of the features that are included and the ones that are excluded. Again, nothing here is taking for granted. To enable us to solve the problem, we include features that are needed to solve the problem, and we exclude features that are not needed to solve the problem.

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326. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve our problems. In terms of entities available to us, from article number 196, we have learned and shown that history may help our stats. For example, the fact that the dad of Salesman 2 was a good salesman, he can make some sales from his dad. In this case, another salesman who his dad was not a good salesman can work harder to make some sales than Salesman 2. To better understand that let's take a look of the following model.

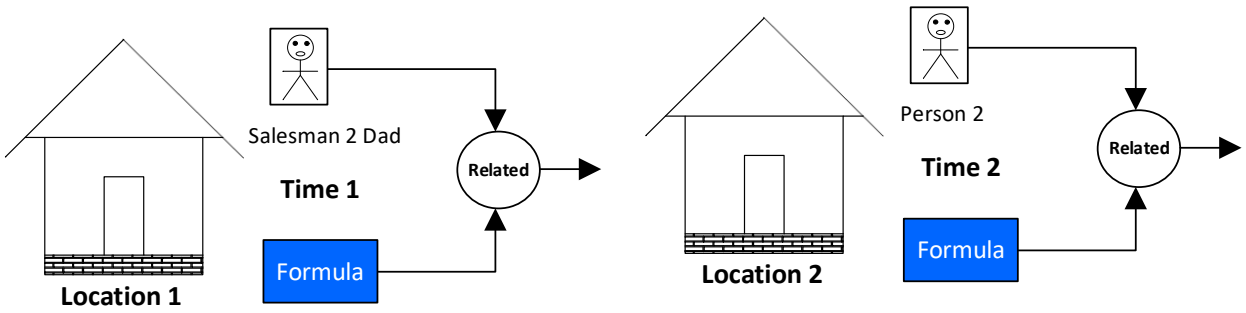


By understanding the explanation related to the model above, in order for that to happen, the dad of salesman 2 was identified by the relationship to the left, where dad of Salesman 1 was not identified by the same relationship as shown to the right. What is important here, since Salesman 2 can make some sales from his dad history which is indicated by the relationship to the left above, that same relationship can be used to help his stats at other locations. In other words, the relationship to the left above does not take location into consideration. In this case, his dad is identified by that relationship, disregard location. Since his dad is identified by that relationship disregard location,

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wherever that relationship is identified, then it can be used to help his stats or provide the phone to solve problems.

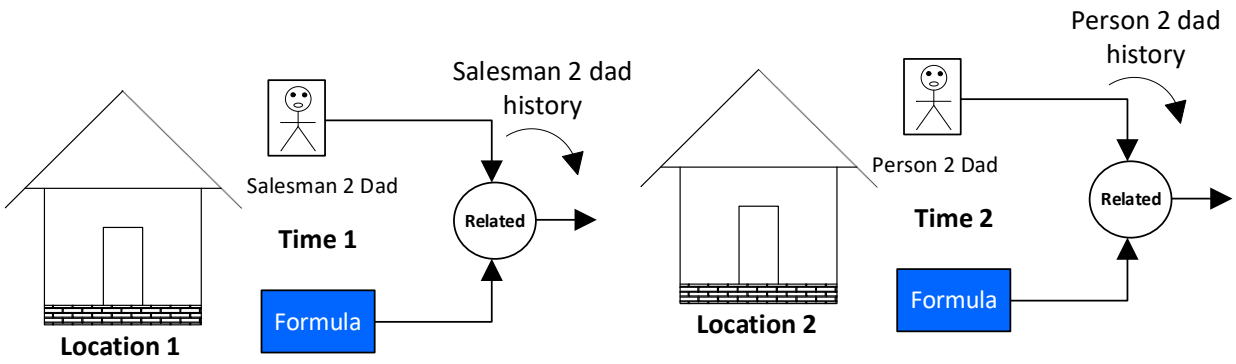
to better understand the explanation above, let's assume that at Location 1, this the location where his dad was, even at present time his dad no longer alive. Now, let's show his dad Location at Time 1, where it is identified by that relationship.



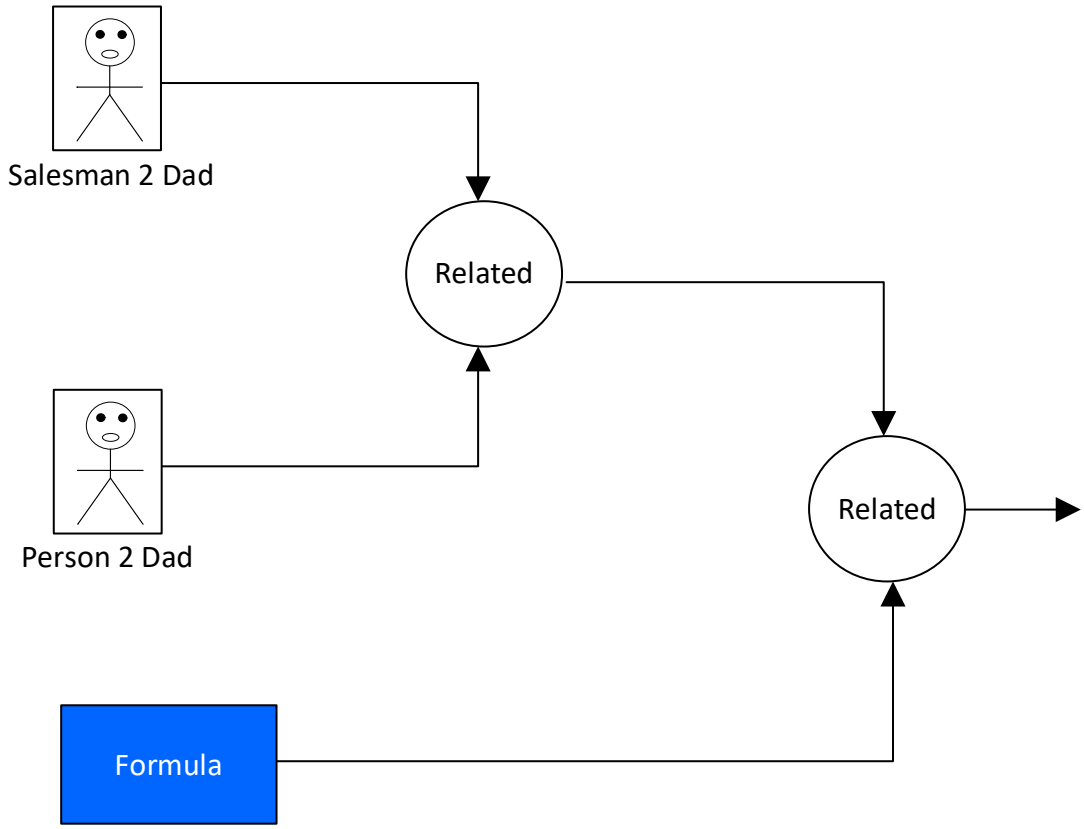
From above, at Location 1, Salesman 2 dad is identified by the relationship above at Time 1. At Time 2, Salesman 2 dad is no longer alive. Salesman comes across Person 2 at Location 2, then the relationship identified at Time 1 can also help Salesman 2 to provide the phone as well as make some sales or increases his stats. The way to look at it, from the past, his dad had solved problems by the relationship to the left, now at Time 2 even at another location, that relationship can also help him to solve problems.

Another example again, even if at Location 2, the people were not aware of his dad, because he should not take anything for granted, then he can look at history at Location 2 related to the history of his dad where that can also help him. To better understand that let's take a look of this model.

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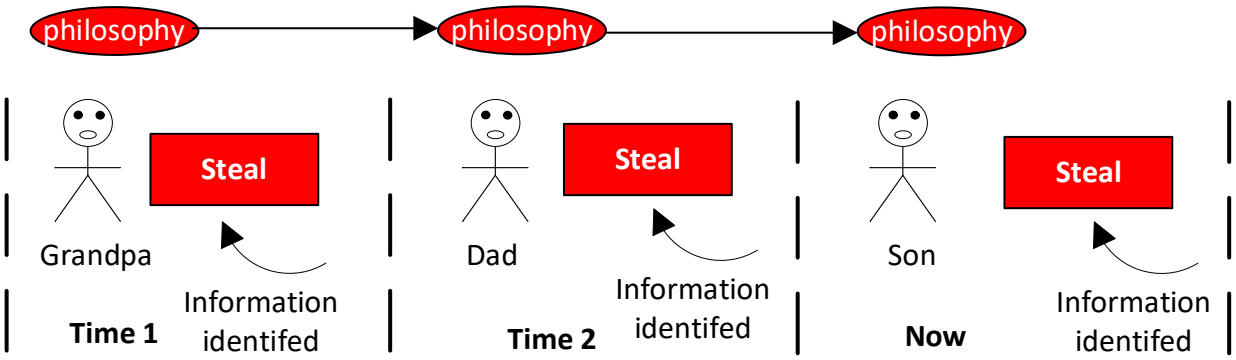
From above, we can see that even if Salesman 2 dad is no longer alive as well as Person 2 dad, the historical relationship can help Salesman 2 makes some sales, serve the people, as well as improve his stats. The above historical relationship is identified by this model.



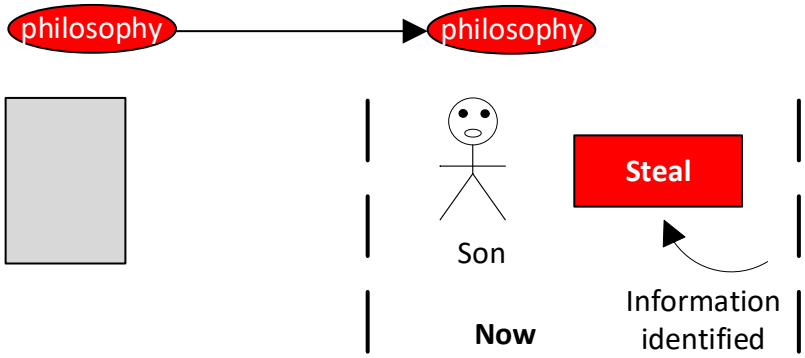
As we can see from the model above, even when Person 2's dad and Salesman 2's dad are no longer alive, because of that relationship, salesman 2 can still provide the phone to the people and help his stats, disregard location. What is important here, identify that relationship still requires effort from us and should not be taken for granted.

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327. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information about entity, let's take a look at the philosophy inheritance chart below.

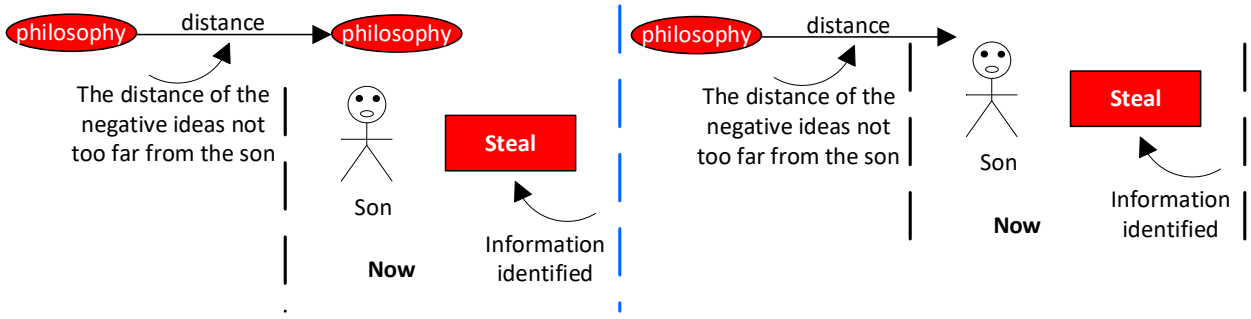


From the model above, we can see that at Time 1, grandpa did some bad things. At Time 2, dad inherited negative ideas from grandpa where at Time now, son inherited negative ideas from dad and continued to do bad things. At Time now, we have the following sentence: *the apple does not fall too far from the tree* is valid because the son still continues to do the same bad things the dad did. With that, let's take a look at the following model by looking at the distance between the negative ideas and the son.

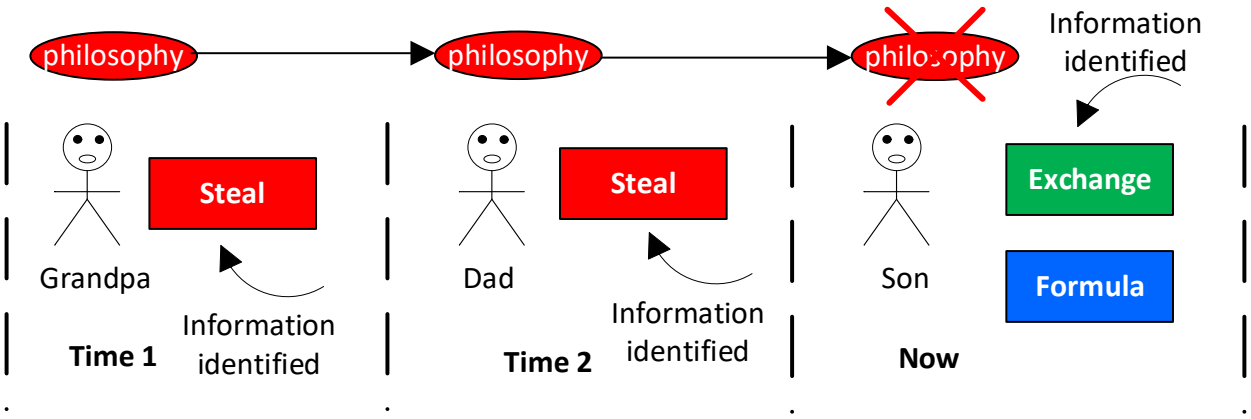


From above, we can see that the dad is no longer alive, so he is not showing in the model. Here, we can draw the distance between the negative ideas inherited from the dad to the son as shown by this model.

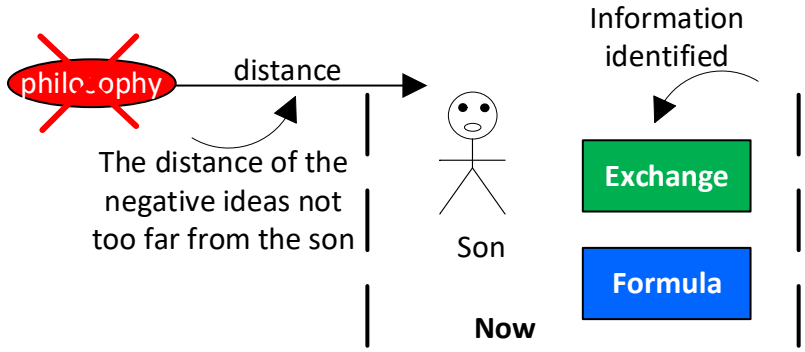
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From above, both models, the one to the left and the one to the right, are the same. The models show that negative ideas from the son are not too far from the dad in terms of distance. The negative ideas still enable the son to do bad things. Now, let's take a look at the following model.

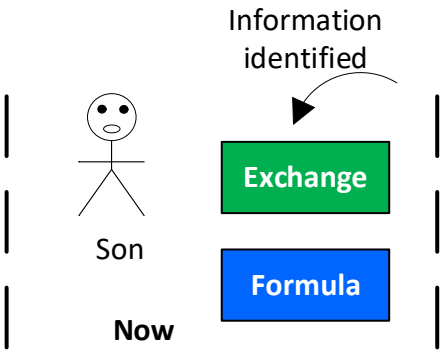


From above, feedback is given to the son, where the negative ideas are discarded and replaced by the formula. In terms of distance, let's show that by this model.



From the model above, we can see that the negative ideas are discarded and replaced by the formula. With that, we can see the distance is no longer valid because it is reduced to zero. In this case, this is what we have now, since the distance is zero.

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With the distance is equal to zero, the sentence identified in the second paragraph above after the first model is no longer valid. Once the negative ideas are replaced by the formula, the distance of the negative ideas to the son no longer exists. The son can apply the formula to do good things. Once the negative ideas are replaced by the formula, mother nature no longer sees them as well as the distance, but the formula and the son. With the formula given to the son, now the sone has distanced himself from the negative ideas from his dad. In other words, once the formula is given to us, we simply distance ourselves from negative ideas from the past. Those negative ideas are useless; they cannot help us solve our problems. With the formula given to us, we simply distance ourselves from them by discarding them.

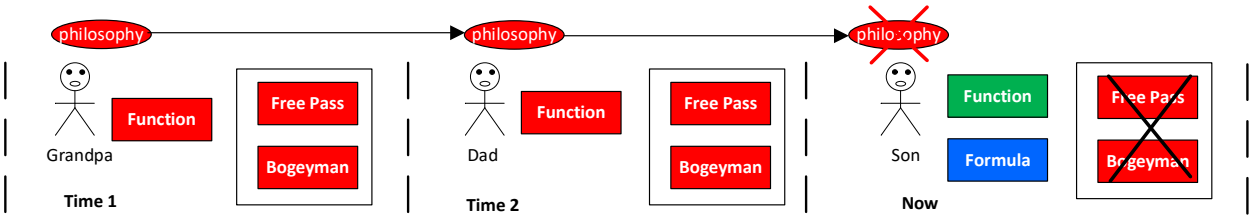
328. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 193, we have learned that a good salesman like Salesman 2 does not need a bogeyman, because the bogeyman will only undermine his effort. In article bases 156, 193, 210 and 234 Manager 2 does not need a bogeyman, because the bogeyman will undermine his/her effort. From the same article bases, we have shown that bogeymen

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are useless, and they cannot help us increase our understanding. To better understand the overall explanation, let's take a look at this model.



From the model above, because bogeymen are useless, they cannot help us solve our problems, our parent crosses them out and give us the formula. From article bases 301-306, we can see that our parent understand our systems—both the functional system which is life and the physical system which is us—better than bogeymen. Bogeymen know nothing about our systems. So, bogeymen are useless to us when it comes to solving problems.

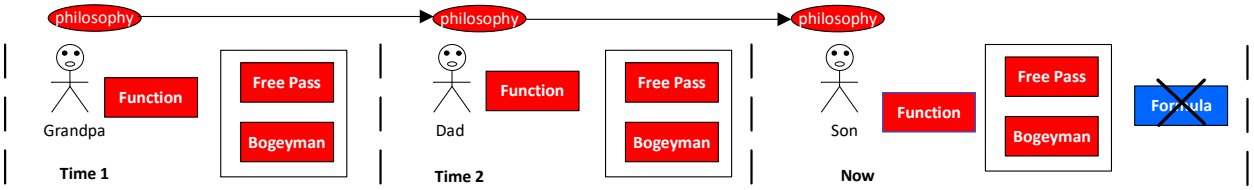
Since bogeymen are useless to us and cannot help us solve our problems, bogeymen enable us to be shortsighted. If mom tells us to do something, the bogeyman may tell not to do it, at the end we are going to work harder. Using the formula given to us by our parent, we can do a lot with it. All we have to do is learn it. By relying on bogeymen, we show that we have a deficiency that is not natural. By understanding article basis 242, the reason our parent gives us the formula, because we have the ability to learn it and understand it. As we can see here, we don't need bogeymen, because bogeymen will undermine our ability. As we have learned from article basis 187, if a person has no desired to be a good salesman, giving money to that person and his friend to buy from him does not make him a good salesman.

From the model above, at Time 1, grandpa was never a good salesman. Grandpa gets a free pass and needs a bogeyman. At Time 2, dad does the same thing. At Time now, the formula is given to the son where the son can learn it and apply it and execute functions positively. Let's assume a case of reluctant, where rather than applying the formula to execute functions positively, some people would prefer be bogeymen, need free passes,

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or need bogeymen. It does not matter for them, disregard the death of many people. What is important here is that without using the formula, such people will not solve the problem they need to solve. This is the way to look at it, to be a salesman or a manager, rather than learning the formula, I will need bogeymen, even if people died. What is important here, after all that, I still die without being a salesman or a manager. At the end, the bogeymen do not help. As we can see, the equation above takes learning and applying it into consideration. The equation above does not take negative input. Bogeymen are considered to be negative inputs so they cannot help our understanding.

To better understand the paragraph above, let's look at a case where the formula is available to the son, but the son continues to execute negative functions by disregarding the formula as shown by this model.



Now, what we can do here is to look at the total of negative function executed by the son before and after. For example, rather than learning and applying the formula to be a good salesman or a good manager, the son prefers to continue relying on bogeymen and free passes even if people have to died. What is important here is that, if we look at the number of negative functions executed by the son before after the formula is available to the son, we can see that the total increases. To better understand that let's take a look at this table.

Function Executed	Formula Available	Formula Disregarded	Result
Function 1	Yes	Yes	Negative
Function 2	Yes	Yes	Negative
Function 3	Yes	Yes	Negative
Function 4	Yes	Yes	Negative

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From the table, if we count the total number of functions executed by the son, we can see that it increases without the usage of the formula. As we can see here, the son has no choice. Even if people died, the son will never be a good salesman or a good manager without using the formula. In other words, while the son thinks if he continues the negative even when people are dying that will result to positive execution or be a good manager or a good salesman, that will never happen. What will happen is that the son will have more problems to solve later. What is important here is that disregarding the formula and continuing to execute negative functions do not solve any problem, rather increase the number of problems to solve later.

329. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

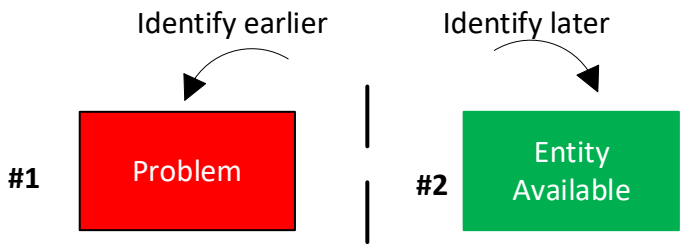
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 85, we have learned and shown that the problem we need to solve determines the entities available to us to help us solve that problem. In other words, in order to determine what we need to solve a problem, we must first identify that problem. In article basis 259, we have learned and shown that the distance of a person to a problem does not enable that person to solve that problem, if the function provided by that person cannot solve that problem. From the equation above as well as article basis 156, we can see that the effort of a person is considered to be an entity available as well as the person. For example, in article basis 156, Manager 2 and the employees who understand the project are considered to be entities available.

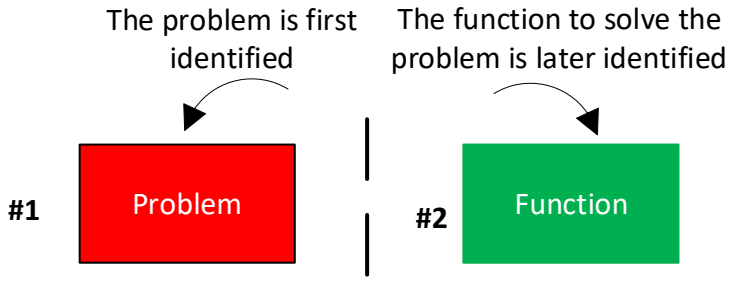
By understanding the explanation above, since we must first identify the problem before identifying or determining the entity available to help us solve the problem, the entity

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available to help us solve a problems comes after the problem has been identified. It is always good to show that by this model.

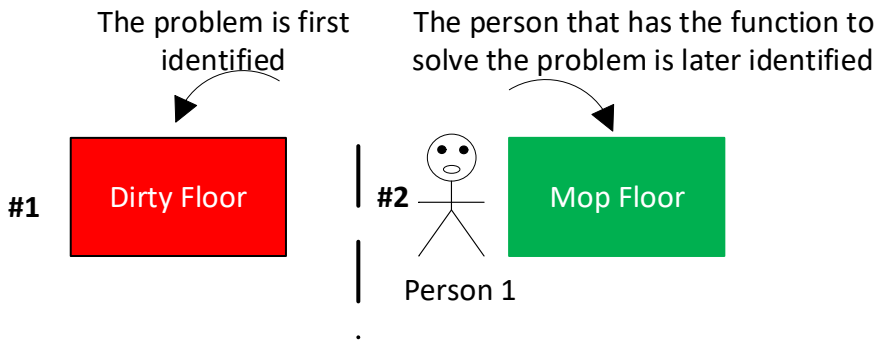


From above, we can see that the entity available to help us solve a problem is considered to be a later entity, where the identification of the problem is considered to be an earlier entity. In this case, we must first identify the problem we are solving, before identifying the entity available. Let's assume that we have a problem to solve, as we have shown in article basis 259, a person has a function to solve that problem. That function is also identified later, after the problem is identified. It is always good to show that by this model.

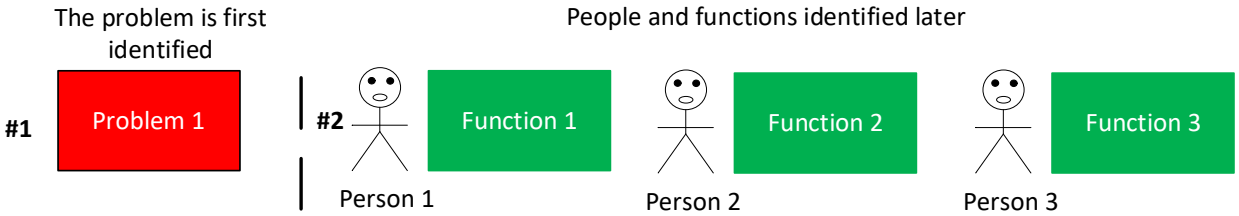


From above, a function that can be executed to solve a problem is identified later after the problem is identified. For example, if we have a dirty floor, then a clean floor function is identified after the dirty floor is identified. In this case, as we can see, the function to solve the problem does not exist before the problem. Now, in terms of people and functions, let's take a look at the following model.

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From the model above, we can see that the person that has the function to solve the problem is identified after the problem is identified. Another way to look at it, let's assume that we have Problem 1 to solve, where many functions and people are identified as shown below.



From above, we can see that it is not natural to first identify the function to solve a problem before the problem is identified as well as a person that can execute that function. It is natural for us to first identify the problem, then the function to solve that problem or the person that has that function. Before a problem is identified, the function to solve that problem cannot be identified. Before a problem is identified, a person that has the function to solve that problem cannot be identified.

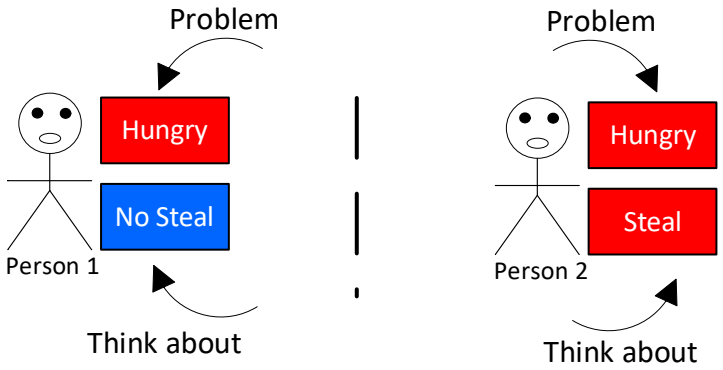
330. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

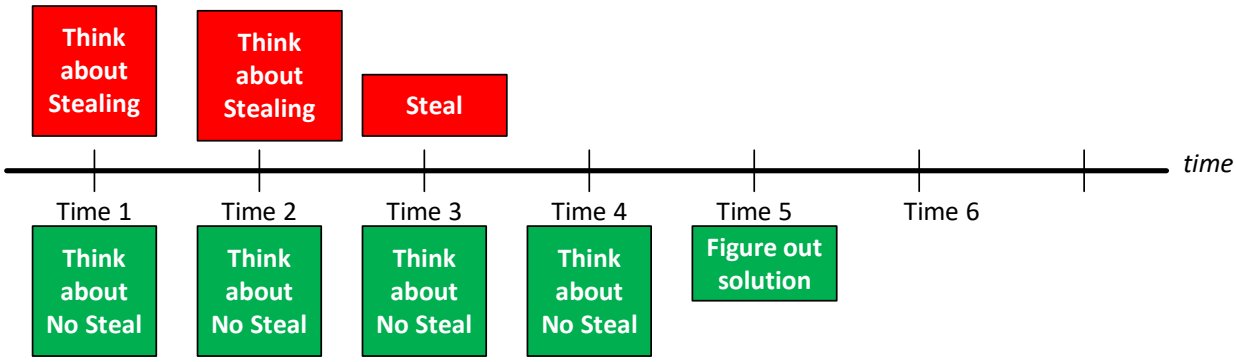
From the equation above, we first identify the problem we are solving, then the entity given to us as well she entities available to us to help us solve the problem. From article

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bases 64, 165, and 171 we have learned and shown that thinking negative or negative feeling is also viewed as a problem. In this case, we can see that negative feelings enable us to think about doing bad things. To better understand that let's take it like this: two people are hungry. One of them thinks positively and one of them thinks negatively as shown below.



From above, we can see 2 people are hungry. One of them thinks about stealing and the other one thinks about no stealing. Because the second person thinks about stealing, the second person also introduces another problem. Because the first person thinks about no stealing, not only that person can hold it longer than the person who thinks about stealing, related to time that person will figure out how to solve the problem. To better understand that let's take it like this.



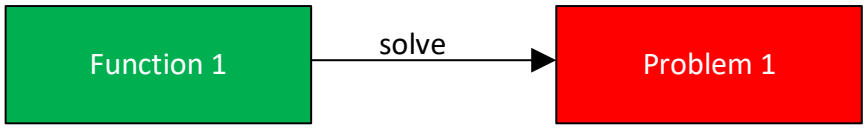
From the model above, not only the person who thinks about no stealing will last longer but will figure out a solution earlier. What is important here is that the person who thinks about stealing tends to do bad things, where the person who thinks about not stealing thinks positively and tends to do good things and also figure out a way to solve the problem.

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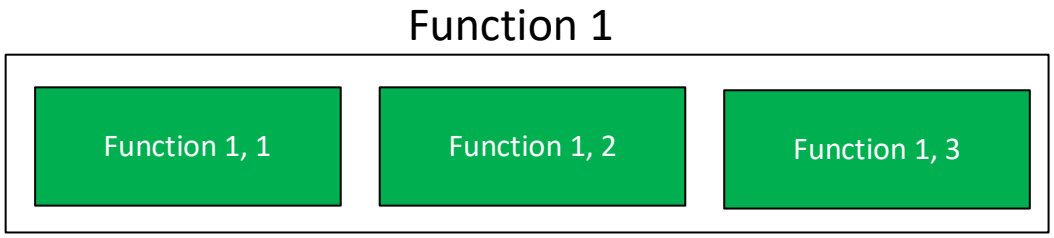
331. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problem solving, a function exists to solve a problem, where that function can be monitored by another function. Below, let's show the model of a function and the problem solved by that function.

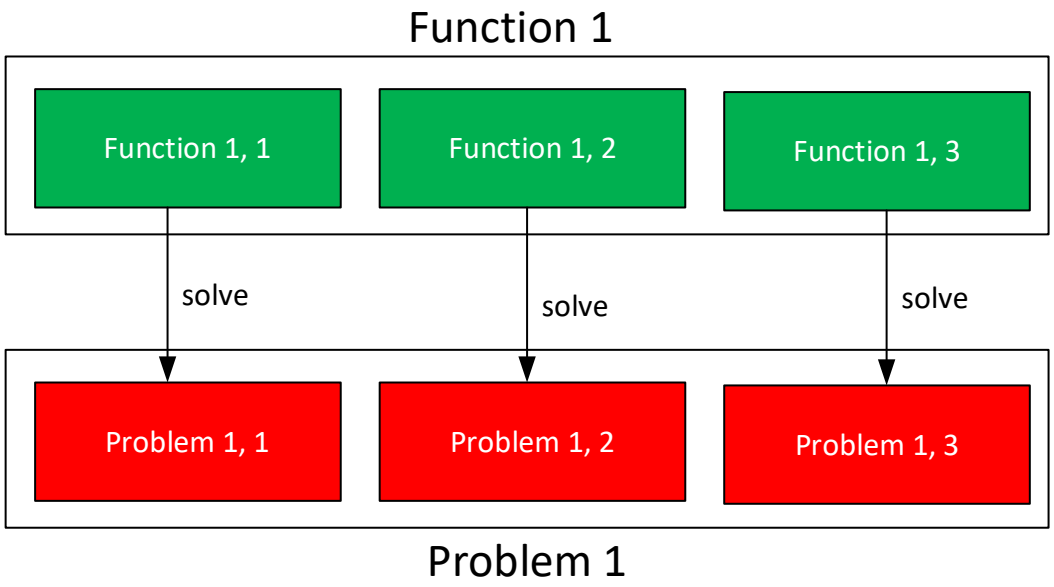


From above, Function 1 can be a function that is partitioned into multiple functions. For example, Function 1 can be a function that is executed by multiple people. In this case, Function 1 can be viewed by this model.

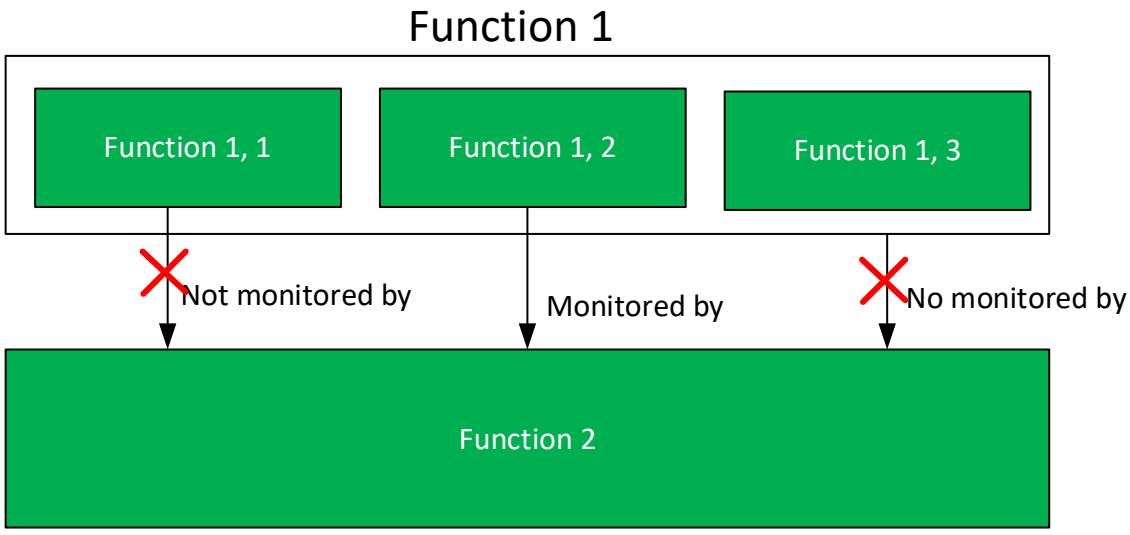


From above, in order to solve Problem 1, let's assume that Function 2 exists to monitor Function 1. Depending on the problem solved by Function 1, Function 2 may not need to monitor the whole function, but part of it. This is the way to look at it by identifying the part of problem solving by Function 1 as shown by this model.

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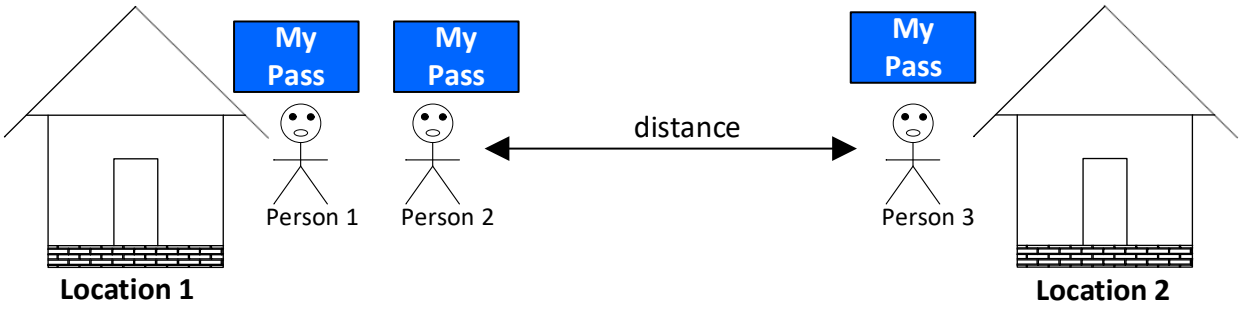
From above, the monitoring Function 2 may exist only to monitor part of the function rather than the whole function. Assume that only Function 1, 2 needs to be monitored by Function 2 in order to solve Problem 1, then we have something like this.



As we can see from the model above, a monitor function only needs to monitor the function that needs to be monitored. From above, since Function 1, 1 and Function 1, 3 do not need to be monitored by Function 2 to solve the identified problem, then they are disregarded by Function 2. In this case, only Function 1, 2 is being monitored by Function 2.

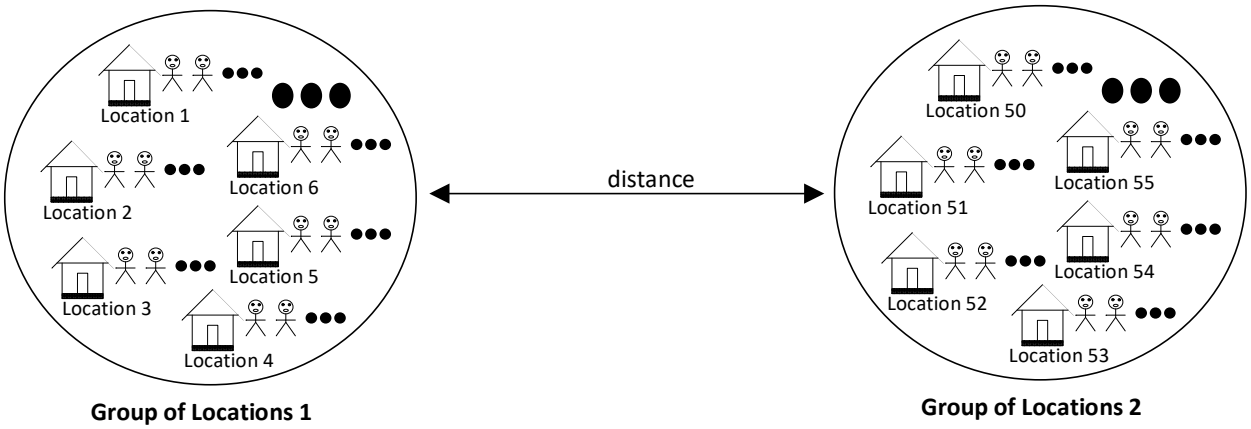
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332. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known to mother nature before us. From article bases 42, we have learned and shown that the formula given to us by our parent is viewed as a pass where we can use it to go from location to location. In article basis 292, we have learned and shown that a person cannot carry the pass for another person. As shown by the model below from article basis 292, if Person 2 needs to go to Location 2, Person 1 cannot carry the pass for Person 2. As shown below, Person 2 must carry his/her own pass to go to Location 2. From the same article basis, we have learned that one cannot understand the pass for each other as well as execute natural functions such as walk for each other.



Now, in terms of information identification, since mother nature tells us that the absence of the pass limits our mobility, then we can identify people with the pass and people without the pass. We can identify people with the pass and people without it that go from location to location. For example, I am at my location; to go to your location, I need to take the pass with me. If I go to your location without the pass, you can identify me without the pass. We already know from multiple article bases that mother nature has a record of historical events. For example, historically mother nature identified people who go from location to location without the pass. To better understand that let's take a look at this model to show people who go from locations to locations without the pass.

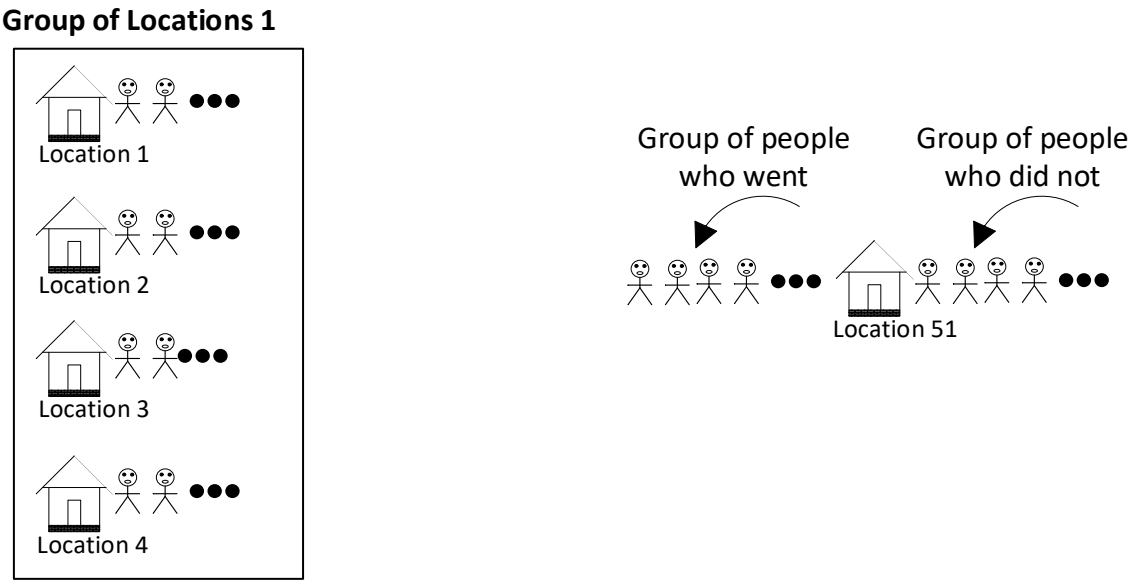
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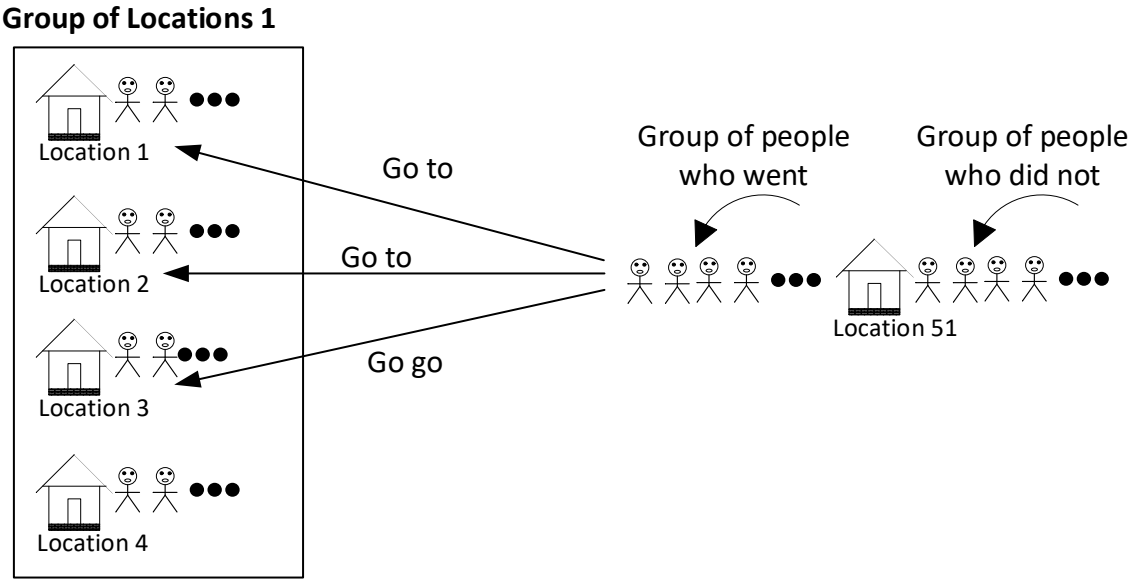
In terms of information, we need to identify and separate everything properly. From above, we identify 2 groups of locations. Group of Locations 1 and Groups of Locations 2, where group of locations can be viewed as continents and the locations can be viewed as countries. For example, Group of Location 1 can be viewed as a continent, where each location inside the group is viewed as a country. In each location or country, we identify people. Because our parent says that the absence of the pass limits our mobility, the mobility of a person from one location to another location requires the pass as shown from the previous model.

From above, at each location, for example Location 51, we identify people at that location. We already know people are not identified by location. We identify people at location, but we do not identify people by location. So, we must identify and separate entities properly. For example, at Location 51, we identify a group of people. Supposed in that group of people, some of them go to Location 1 or many locations at Group of Locations 1, then we can show the model like this.

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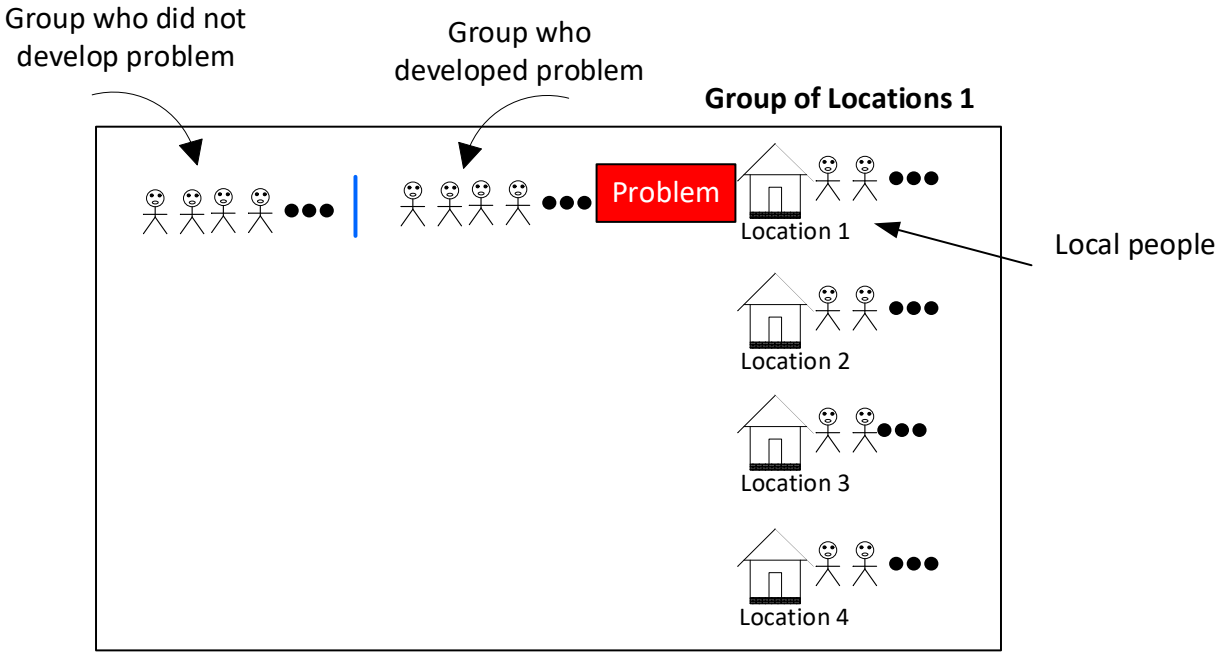


From above, from Location 51 in Group of Locations 2, we identify the people at Location 51, where we identify them and separate them. Doing so, we identify the group of people who went and group of people who did not go. One thing we can do here is to identify the distance between the people at Location 51 at that time. Now, in the group of people who go, we can identify the location they go to. All this information is identified by mother nature. Let's assume that they go to 3 of the locations or all of them; let's show that by this model.



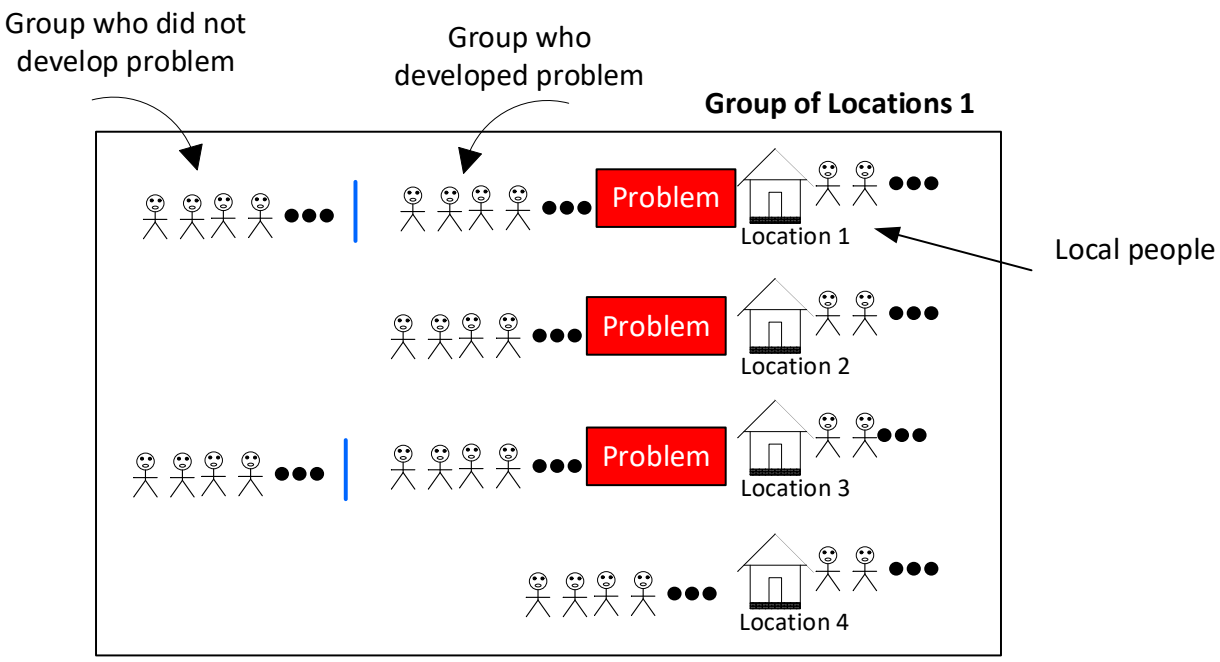
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Now, we can identify them at the location they go to, we also identify whether they develop problems or not. In this case, for example if 20 people go from Location 51 to Location 1, then 15 of them develop problem while the other 5 do not, then we can identify that too. In this case, we can see that some people go from one location to another and develop problem at that location while the other do not.



From the model above, we identify the people from Location 51 at Location 1, where we sperate them. For example, if some of them do bad things, we identify the ones who do bad things, and we also identify the ones who do not do bad things. If they go to multiple locations and do bad things and all of them do bad things, then we can further expand the model above to show that. As well as if some of them come from Location 52, Location 53 and so, we can show that similarly.

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From above, we identify groups of people from one or more locations, where some of them doing bad things at the new location. If we identify all of them doing bad things, then we show that by the model. Above, we show in one case all of them doing bad things and another case where a group does not do bad things. Another thing we need to identify is what they do. For example, if a group from one location goes to another location and puts a flag there dan makes a claim this is my location and does not do bad things, then here we identify that as a communication error. Mother nature sees that as a communication error and a piece of cloth on a pole. So we have to identify each item properly separate them as well as the action.

By understanding the overall explanation up to here, we can see that historically, if many people went from one or more countries and do bad things to one or more countries, not the whole population at the countries they came from did the bad things. We have to separate those people from the population. Also, we cannot refer the group of locations or continent by the people who did the bad things. We must separate them. Also by looking at it in terms of distance, even if many people in one countries went to one or more locations to do bad things, some people at the original country did not even know that and continue did good things as usual.

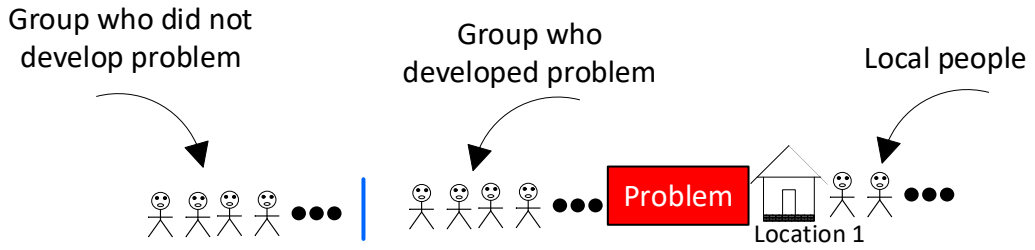
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Another thing we have to look at again, after multiple generations and because of change of generation, those people no longer present. The people who are present now are not identified by mother nature for the people from the past. The problem we need to solve now still remains. Now, we are a fixed number of people at our location, how do we solve our problems. The way to look at it, after multiple generations, we have a fixed number of people at our locations. For example, from the model above, let's take Location 1 into consideration. Then we can ask question: what problem do we need to solve now? The answer is: now we are a fixed number of people at our location, how do we organize ourselves. Now we have a fixed number of people at our location, how do we manage our functions. Now we have a fixed number of people at our location, we need the formula given to us by our parent to organize ourselves. Now, we have a fixed number of people at our location, we use the formula given to us by our parent to manage our functions. As we can see here, the formula given to us by our parent which is viewed as the pass was disregarded, now we have to regard it. Because before we have a formula deficiency, now we have to learn it, in order to overcome that deficiency.

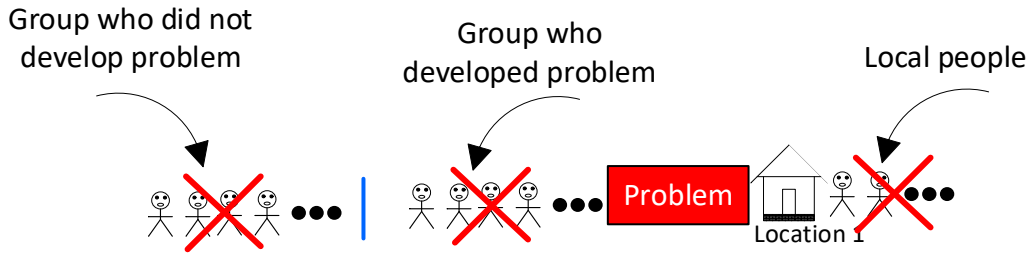
333. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that if a fixed number of people are identified in a location or group of locations. If multiple people from one or more location goes to one or more locations, then we identify the following as separate entities: the groups of locations, the locations in the group, the people in the locations, the people who go to other locations, the people who don't go to other locations, the people at the locations they go to which we call locals, the people who do bad things at the location they go to, the people who don't do bad things at the locations they go to, the negative functions they execute and so forth. As we can see here, we identify everything properly and separately and we take nothing for granted. Even distance of the people at the original location and people at the distance of people at the

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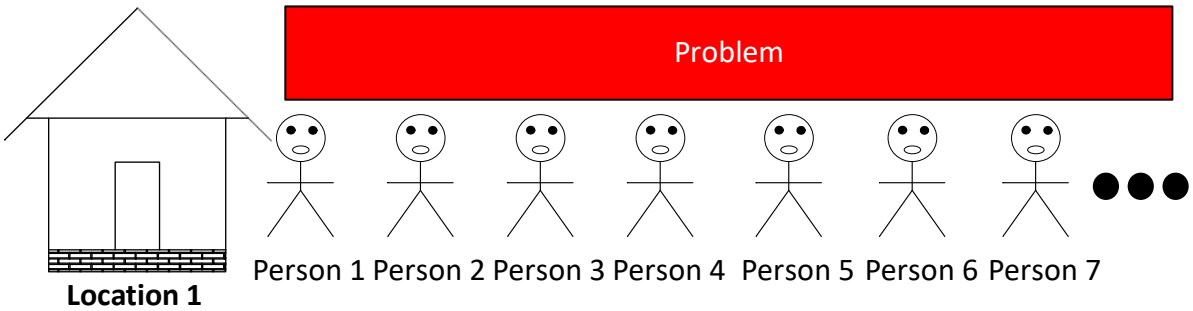
destination location are important. For example, the distance between people at the original location is bigger than the distance we have now. As well as the distance at the destination location at time past is greater than the distance we have now. Related to the model above, at time past, we have the following.



The model above is the model we have at Time Past, where we identify and separate the people we have identified as shown by the model above. If we look at it 5 generations ago, those people are no longer alive. Those people died long time ago. Here, let's crosse them out to show that they are no longer alive.



From the model above, since the people who were alive 5 generations ago at current location are no longer alive, we simply cross them out. Now, let's show the model of the people at current location.

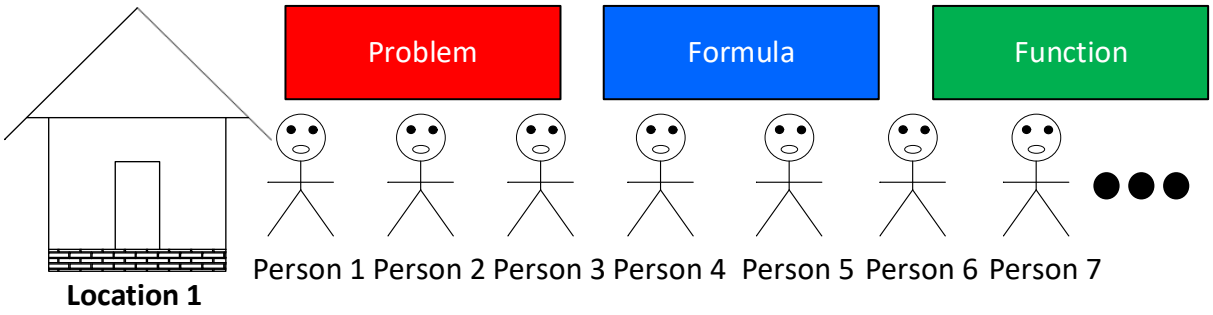


As we can see from the model above and the previous model, the people who are currently alive are not the same who were present 5 generations ago. There is no

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connection at all. For example, we have shown from multiple article bases that we related to each other by the formula and there is no physical connection between us. For example, from article basis 94, we have shown that a communication interface is an interface that exists between us like me and you. Once a person died or no longer alive, that communication interface is no longer present. As we can see here, there is no connection between people who are alive now and people who did bad things long time ago who are no longer alive.

Now, with the formula given to us, we can use it to organize ourselves and solve our problem. As we have pointed out from the previous article basis, now we have a fixed number of people at our location; how do we organize ourselves. Now, we have a fixed number of people at our locations; how do we manage our functions. In order to do so, we must use the formula given to us by our parent. With that, we have the following model.

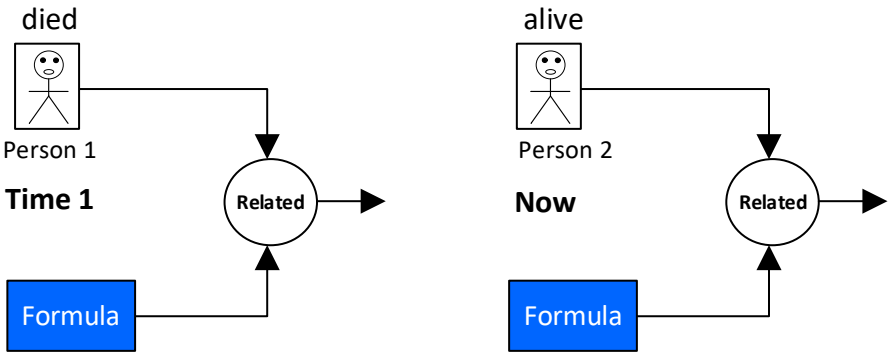


From the model above, we can see now at our location, we use the formula to execute our functions in order to solve our problems. As we have learned and shown from article bases 88 and 242, the formula is given to people who are alive, not people who died already. The people who died already are not visible to mother nature. They cannot execute functions. Only people who are alive can apply formulas and execute functions; they have the ability to apply the formula to execute functions to solve problems.

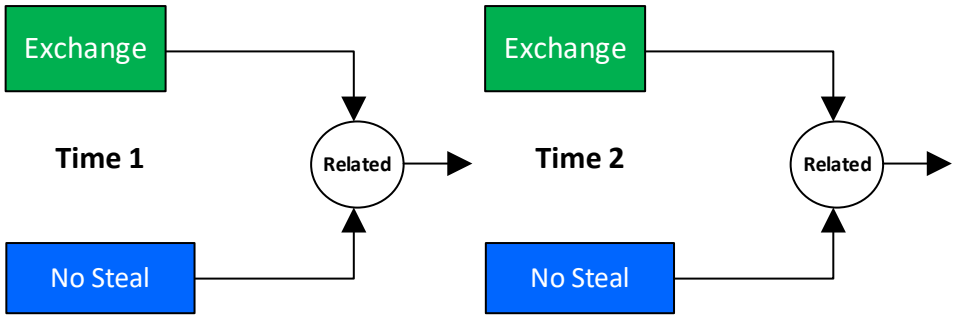
334. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother

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nature before us. From the last 2 article bases above, we have learned and shown that people are not identified by location. The people who go from location to location and do bad things are not the same as people who don't go to location as well as who go to location and don't do bad things. All those entities are identified separately by mother nature. We have also learned that the people who are currently alive are not the same as the people who were alive 5 generations or so ago. Now, because of misunderstanding, let's assume that a person thinks there is a connection. Now, let's look at some models to see what is going on. First, there is no physical connection between a person who died 5 generations or so ago and a person who is alive.



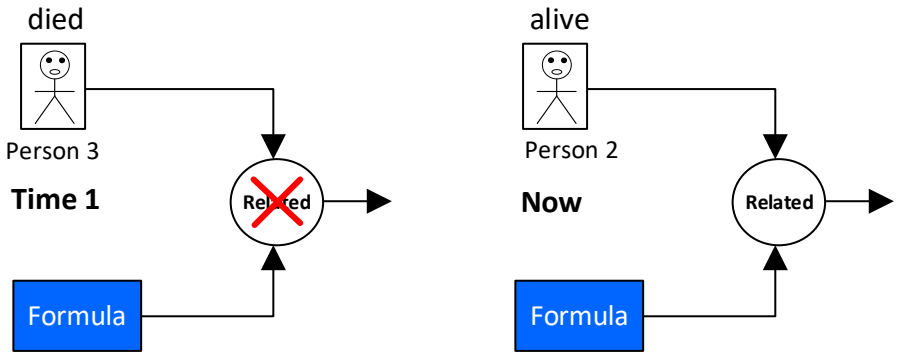
From the model above, it shows that Person 1 died a while ago while Person 2 is still alive. It does not matter if Person 2 is the son and Person 1 is the dad, grandpa and so forth. Here we can see that Person 1 applied the formula while he/she was alive, while Person 2 also applies the formula now while he/she is alive. In this case, let's assume that while Person 1 was alive, Person 1 applied the formula to execute a function like exchange. Now, let's show the function and the formula by this model.



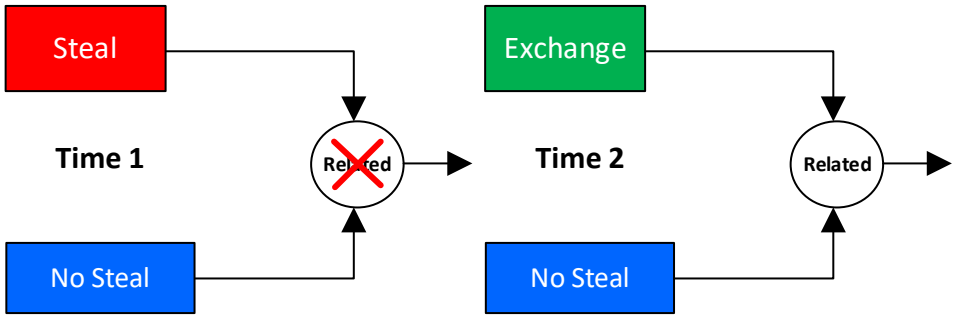
From the model above, we can see that at Time 1, Person 1 executed a function using the formula, while at Time 2, Person 2 executed similar function using the formula. As we

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can see here, there is a relationship between the two. It does not matter which function it is, what is important there is the formula relationship. Here, again we identify the items, and we separate them. Now, let's assume another person like Person 3, did not apply the formula and stole as shown by the model below.



From above to the left, Person 3 died a while ago, but did not use the formula. We show there is no relationship between Person 3 and the formula. Now, at current time, the formula is given to Person 2, where we show a relationship between Person 2 and the formula. Now, in terms of function execution, let's show the model.

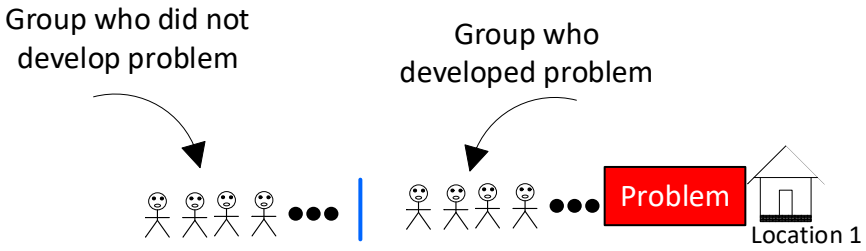


As we can see from the model above, the person stole from the past did not apply the formula, therefore there is no connection. At Time 2, the person who is alive applies the formula. As we can see here, there is no connection between the function executed from the pass and the current function.

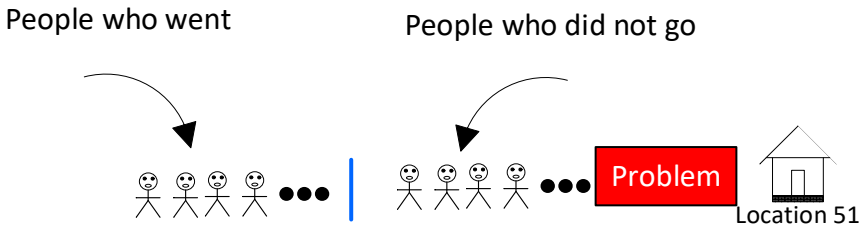
From article bases 262 and 281, we have learned and shown that a person cannot contribute for another and if a person points a finger at another person and think he/she looks like that person is a result of misunderstanding. Now, let's assume that misunderstanding allows a person to refer to the person who did bad things from the past

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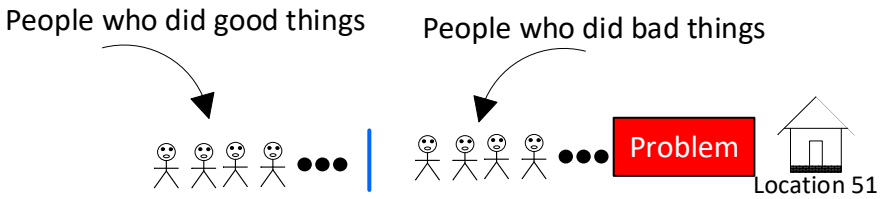
as my tag or look like them. What is important here is that person or group of people still cannot identify and separate things properly. Again, let's take a look at the following model similar we have identified and separate from article basis 88.



From above, at Location 1 we identified group of people who go from location to location where we separate them from ones who did bad things. Now, if my misunderstanding enables me to say I look like one of them, I will prefer to say I look like the one who did good thing not bad thing. Same as identifying and separating people at the original location.



From the original location, we identify people who went and people who did not go. Again, if my understanding allows me to say I look like them, I will prefer to choose people who did not go rather than people who went and did bad things. Now, we can further separate people wo did not go, where we can identify those who were doing bad things at the original location and those who were doing good things.



As we can see from the model above, we further break down people at Location 51 who did not go. We separate them from people who did good things and people who did bad

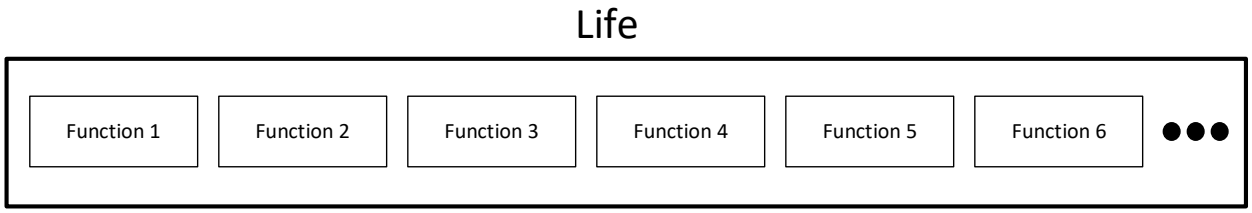
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things. For example, stealing, harming people and so forth. If my misunderstanding enables me to say I look like, I would prefer to say I look like people who did not go and who were doing good things at the location. Another thing we can look at again to further identify and separate entities, we can look at family tree, distance, and so forth. For example, if people are living a longer distance in Location 51, that enables them to operate independently without being aware of other things or bad things done by other people. In this case, that also protects them from doing bad things. As well as, family tree can be like grandpa did not do bad things. Dad learned from grandpa where son learned from dad. Again, if my misunderstanding enables me to say I look like, I should be able to identify and separate the ones who did bad things and the ones who did not.

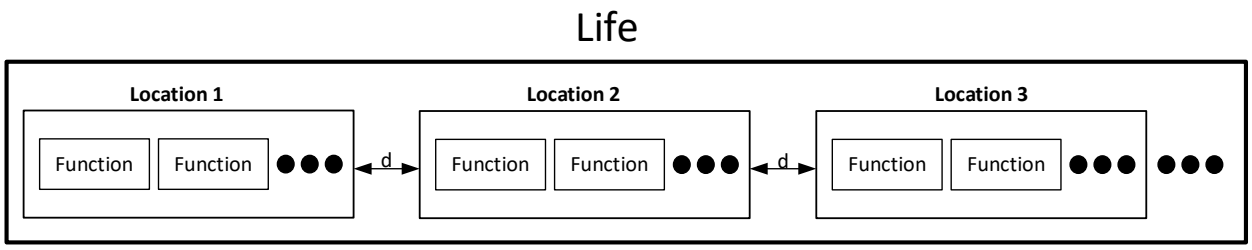
To better understand the paragraph above, let's take it like this. Mother nature tells us that disregard the location we are identified our effort count. If I am identified at this location, my effort counts. As well as, if I am identified in another location, my effort also counts. If my misunderstanding enables me to say that I look like another person, then let's look at the following case: if a guy is making some pizzas and another guy steals a pizza from him. Now, if I need to get a slice, I will rather say I look like the one who is making the pizza than the one who steals it. The reason is that the one who is making it may ask me for help, where if I contribute, I get a slice, then I earn it. Here, by identifying things and separating them properly, there is no need for a person to think that he/she looks like people who do bad things rather than people who do good things.

335. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 301 and 304, we have learned and shown that life is made of a lot of functions where those functions are identified at multiple locations. To better understand that let's show the model again.

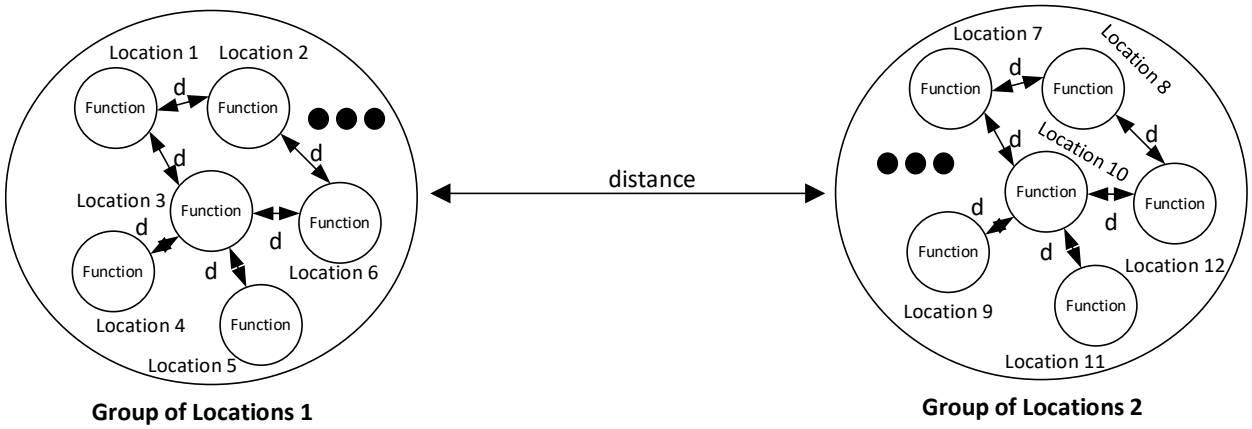
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The model above shows life as a system of functions. The functions above include both natural and nonnatural. From the model above, we don't show the grouping of natural and nonnatural functions. Since the functions are identified at multiple locations, we can show that by this model, where there are distances between the locations.



From multiple article bases, we have learned and shown that distances help the system because it enables us to reduce negative functions execution. To better understand what we have just said, let's take it like this. From multiple article bases, we have identified distances. Our parent also tells us that the absence of the formula limits out mobility. The way to look at it, with the formula, there is no distance, but there is distance with negative ideas as we have learned and shown in article basis 327. By understanding that, let's show the model above similar to the one below by identifying the locations as functions.



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From the model above, each location can be viewed as a country, where there are distances between them. Groups of locations can be viewed as continents. What is important here is that the distances between the locations make it possible to help the functions. For example, accessibility of the locations with the reduction of distance enables negative functions to execute at locations where if the distances make it less accessible, that helps the functions. For example, from the model above, people go from Location 9 to Location 6, because of that a lot of functions can be messed up at Location 6, but if the distance to Location 6—as well as landscape—does not make some other locations accessible to those people, that prevent them from messing up other functions farther from Location 6. Here, we can look at the total functions that are messed up by that group, where the more accessibility, the more functions messed up in the overall functions.

Another thing to look at is mess up functions in vicinity of locations. For example, within the same group of locations, let's assume that the distance allows people from location 9 to Location 10, where within the Group of Locations 2, that group messes up a lot of functions, but does not go to another location like Location 6 to mess up functions. That also reduces number of functions that mess up at other locations. The way to look at it. If I stay at location within my reach, I mess up couple of functions, but I don't go to other locations to mess up more functions. In this case, if I went to other locations to mess up other functions, I would have messed up more functions. As we can see here the more functions we mess up, the more negative functions are executed in the system. If we mess up within our vicinities, rather than go to other locations to mess up, that also reduces the overall negative functions executed.

To better understand the overall explanation let's take it like this. Our parent tells us that the absence of the formula limits our mobility. That does not mean it is good for us to execute negative functions at the location where we are present. If we execute negative functions at our current location and go to other locations and execute negative

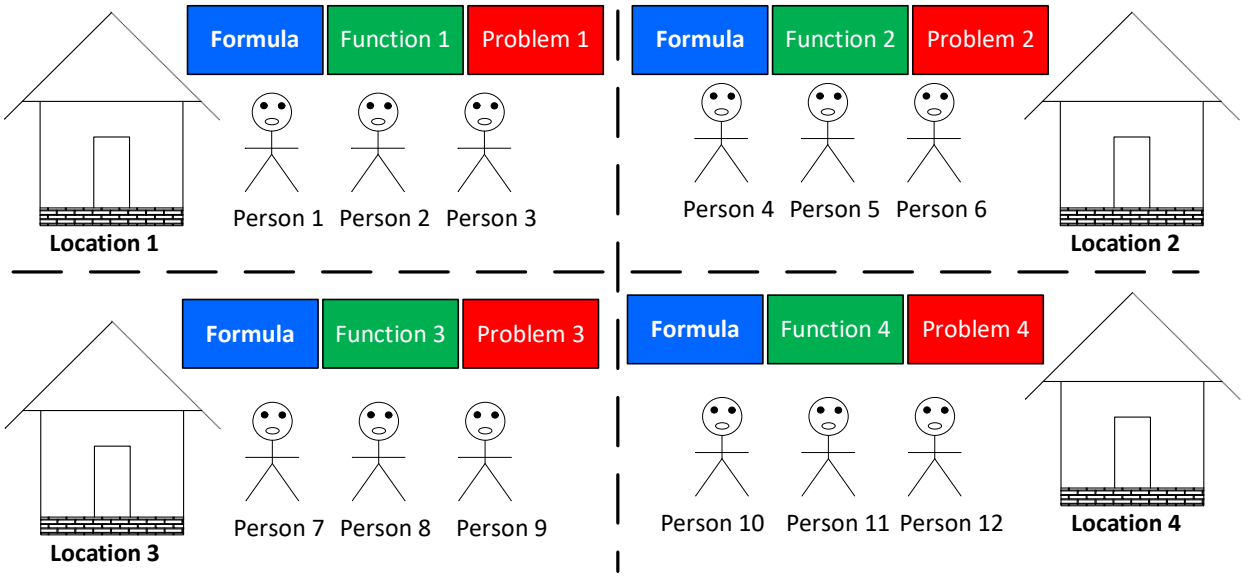
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functions, we simply increase the number of negative functions we execute. This is why it is good for us to apply the formula at any location we are present. That prevents us from executing negative functions at all.

From article basis 86, we have learned and shown that the burden is always on the last one. It does not matter if a group messed up multiple locations in the past, as longer it does not continue to the present. What is important as we have learned and shown from the philosophy inheritance chart, is the continuation of executing negative functions. Continue going to execute negative functions at multiple locations is bad, where stopping long time ago is good. As pointed out in article basis 108, the positive execution replaces the negative.

336. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From many article bases as well as the one above, we have learned and shown that the absence of the formula limits our mobility. In many article bases, we have also shown that the relationship between a salesperson and a customer where the salesperson interacts with the customer with the formula. For example, during an exchange, both of them use the formula. In terms of function at location, we have learned and shown that the function of a person at one location does not extend to another location as shown by this model.

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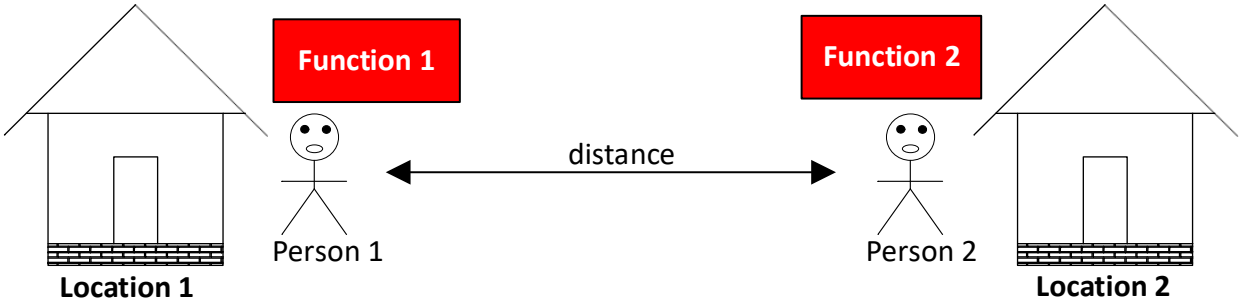
From the model above, the function of people at Location 1 is local to people at Location 1, where the functions of people at the other locations are local to their respective locations. Yes, the mobility of a person with the formula enables that person to apply the formula at another location to execute a function.

From article basis 149, we have learned and shown that functions at locations weight on their respective locations. For example, from the model above Function 1 weighs at Location 1, where Function 2 weighs at Location 2 and so forth. Now, in terms of mobility of people from location to location, we already know that the formula is needed for one to go to each other's location. From the article basis above, we have shown that distance and landscape accessibility enable people to execute negative functions at other locations. By understanding that, we can see there is a relationship between distance and function at location. Where without the formula, a greater distance helps function at location, where negative functions executions are reduced from people at one location to another location. Where understanding the formula enables understanding function at location, where people can work together and more productive.

From the article basis above as well as article basis 301, in terms of function at location, let's look at the absence of the formula and the weight of negative functions executed at

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current location of a person and the mobility of that person without the pass to another location where that person execute negative functions.



From the model above, Person 1 executes a negative function at his/her location. If Person 1 goes to Location 2 and executes negative functions, then we can see the total negative function execute by Person 1 increases. Now, if Person 1 executes a negative function at Location 1, but Person 1 does not go to Location 2 and executes negative functions. Then the total negative functions are reduced.

Now, let's look at two other cases: Person 1 does not execute the negative function at Location 1, but goes to Location 2 and executes it. Now, since mother nature says that we must respect function at location, that's bad. If Person 1 executes the negative function at Location 1 but does not go to Location 2 to execute negative functions, then that is better since mother nature says that we must respect function at location. As we have pointed out from the article basis above, both of them are not good for the system, however going to other locations to execute negative functions makes it worse. As we can see, distance is important on that.

As an example, a person who stays at home or his location and executes negative functions, where another person goes to other location to execute negative functions. In terms of negative, the person who goes to other locations to execute negative functions weights more on the system. So, as we can see, it is better for a person to stay home or at his own location to execute negative functions, rather than going to other locations to

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execute negative functions. This is why mother nature says that we need the pass in order to go from one location to another location.

another way we can look at that again is to use the formula. For example, before the formula is put on the table, what part of operation is right. In this case, if a person executes negative functions at home, that part is wrong, but if that person does not go to other locations and execute negative functions, that part is right. Now, let's look at the other case: if the person stays home and does not execute negative functions and goes to another location and executes negative functions, we can see both parts are wrong. Now, mom comes home and mom asks you what you are doing, the person can respond that I am sorry I was wrong; I messed up. Now, for the person who goes to other locations and executes negative functions, that person has a lot to say to mother nature. Now mother nature comes, then mother nature can say where did I leave you? Now, we can see that person messed up, because that person should never have left the house. Not only that person cannot respond to that question about leaving the house but also need to explain more to mother nature about the negative functions executed. Where, the other person only needs to explain about the negative function. As we can see here, one need to explain to mom about leaving the house as well as the negative function, while the other one only needs to explain about the negative function.

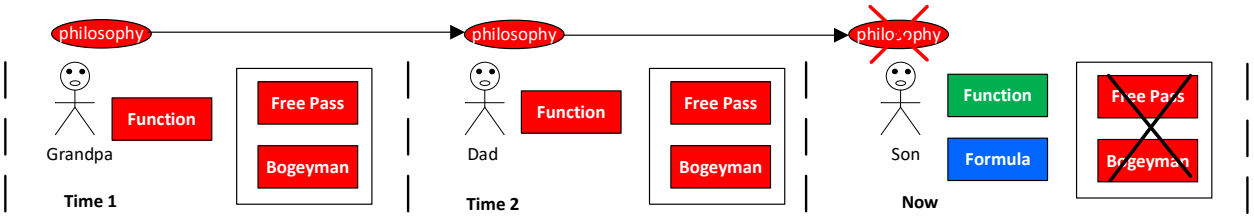
Another way to look at it similar to the article basis above, if a person goes to 20 location and mess them up, and another person goes only to 10 locations and mess them up, then the one that mess up 20 locations weights more on the system. Again, whoever stops first, and does not do it anymore is good. In this case, mother nature no longer sees the one who stops, but the one who continues doing it. The one who continues doing it weighs more on the system in terms of negative.

337. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

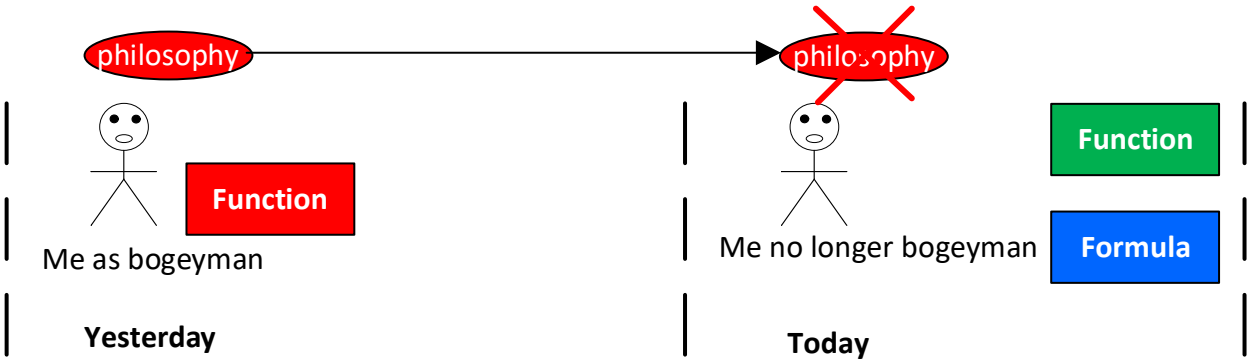
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the list of entities available to us, we have shown from multiple article bases that bogeymen and free passes are not included. To better understand what we have just said, let's take a look at this model.



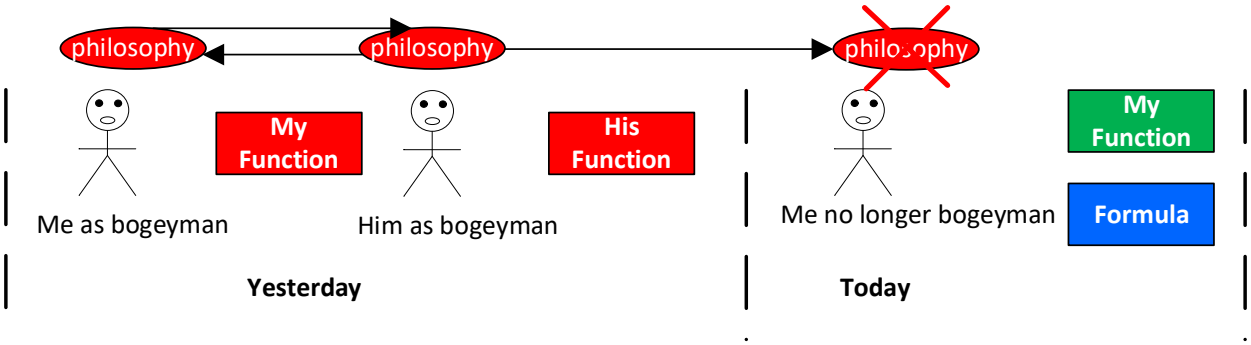
By looking at the model above, we can see only the formula enables the function to execute positively. In this case, we can see that free passes and bogeymen have no leverage. In other words, a bogeyman has no leverage over a person, only the formula enables a person to solve a problem. From article basis 172, we have shown that the formula is on top, where we apply the formula to execute functions. In this case, we can see that bogeymen cannot help us in terms of executing our functions positively as well as learning and undermining the formula. The only thing a bogeyman can do is undermining our effort and our ability.

To better understand the explanation above, let's assume that yesterday a person paid me to be his bogeyman. Today, the formula is given to me, I am no longer a bogeyman. That person has no leverage on me. To better understand that let's take a look of this model.

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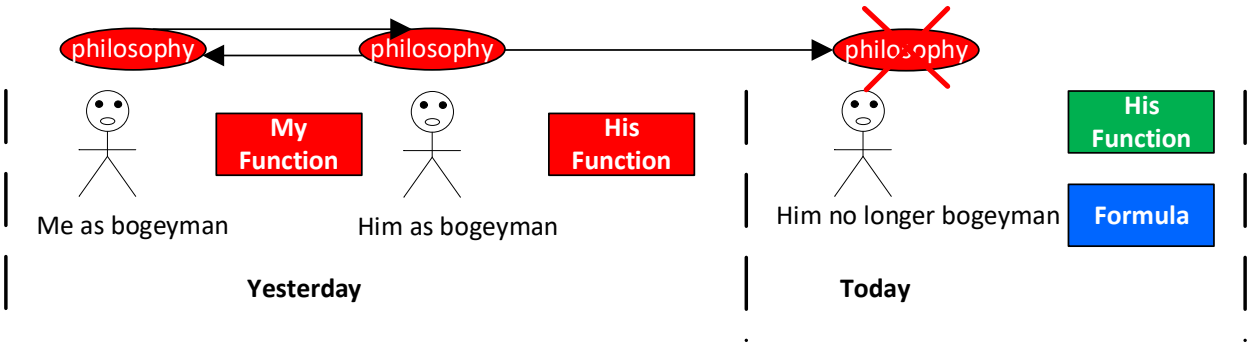
From the model above, we can see that today I have the formula, I apply it to execute my function positively and I am no longer a bogeyman. The person who paid me has no leverage on me. I have been forgiven, because mother nature no longer sees the negative, but the positive. I forgive myself, because my negative functions are substituted by the positive. As we can see from the model above, today a bogeyman has no leverage on me. To further help our understanding of the explanation, let's look at this model to show both me and the person who paid me to be his bogeyman.



From the model above, yesterday he paid me to be his bogeyman. As we can see from the model, because he paid me to be his bogeyman, he is also a bogeyman. The way to look at it, if a person pays another person to be his bogeyman, that person is also a bogeyman. If I paid you to be a bogeyman, I am also a bogeyman. From article basis 11, we have learned and shown that corruption does not exist solo. To better understand that let's take it like this. If I ask you to be my bogeyman, that is one negative function. If you say yes to me, it is another negative function. If you accept the money, it is another negative function. As we can see here, both of us are bogeymen. Once I get the formula and execute my function positively, that person has no leverage on me. The only thing

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that person can do is apply the formula which is available to him to be forgiven like me. Once he applies the formula, then mother nature no longer sees his past bogeyman. Let's show that by this model.



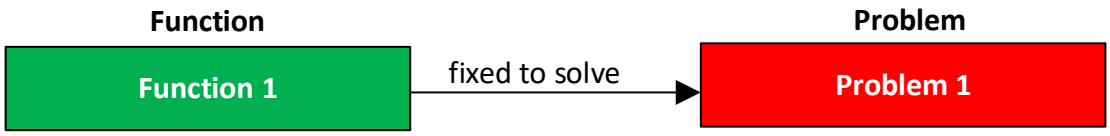
From both models above, we can see that the bogeyman has no leverage on me. Once I apply the formula, my function execute positively. I am no longer a bogeyman. The bogeyman only has one option to apply the formula as well to execute his function positively. From the model, we can see also today, the bogeyman no longer exists because he applies the formula which enables his function to execute positively.

338. **Understanding Problem and Solution and Entity Available:** To solve our problems, the following equation was given to us by our parent.

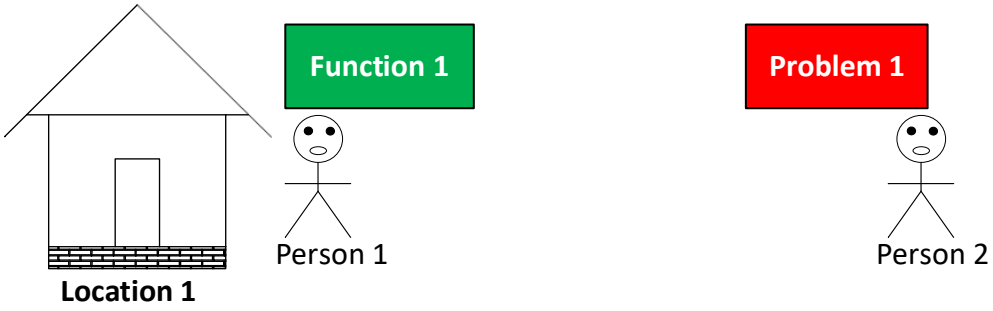
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of problems and solutions, the function or job of a person is to solve a problem. From article basis 323 and many other article bases, we have learned and shown that a function exists to solve a problem and without the existence of a problem, the function is not needed. With that, we can see a function is fixed to solve a problem and that function cannot be adjusted. Let's show that by this model.

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Here, fixed to solve means constant to solve. Because the problem exists as is, the function exists as is to solve that problem. With that, in terms of function at location, let's take a look at this model.



From the model, we can see that Person 1 provides a function to solve Problem 1. In this case, the function provided by Person 1 is the job of Person 1, where the job is to solve Problem 1. In this case, we can see that Function 1 is real, and it is natural to solve Problem 1. Here, we can say that Person 1 has a real job. For example, Function 1 can be Replace Starter where Problem 1 can be Bad Starter. Because Function 1 is real, the job of Person 1 is real as well. We can call it a real job, because it is constant and cannot be adjusted to solve the identified problem. The problem solved by the function is constant to that function, so is the function. From what we have just said, we can see that a person has a real job, if the function of that person cannot be adjusted by anybody or outside person to prevent the problem from being solved by the function. For example, if I go to a restaurant with a problem Hungry, the people who work at that restaurant have a Serve Food function. Because it is a real job, nobody or outside person can prevent the function from being executed to solve that problem. Here we can see that a real job is a job that solves a problem. For example, a person has a real job; that person has a function to solve a problem.

339. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother

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nature before us. From article basis 172, we have learned and shown that the formula is on top of everybody. From article basis 227 we have identified the characteristic of an entity that can be on top. From both article bases as well as article bases 88, 156, and 242 we can see that an entity that can be on top has the characteristic to be on top. By understanding the overall explanation, we can see that an entity that can be on top cannot be manmade. In other words, an entity that can be on top has the characteristic to be on top. That entity must be natural and cannot be manmade.

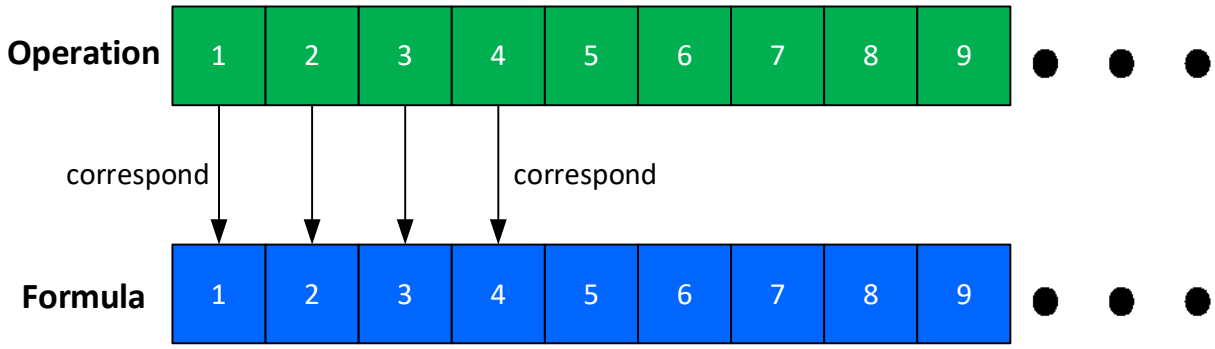
340. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

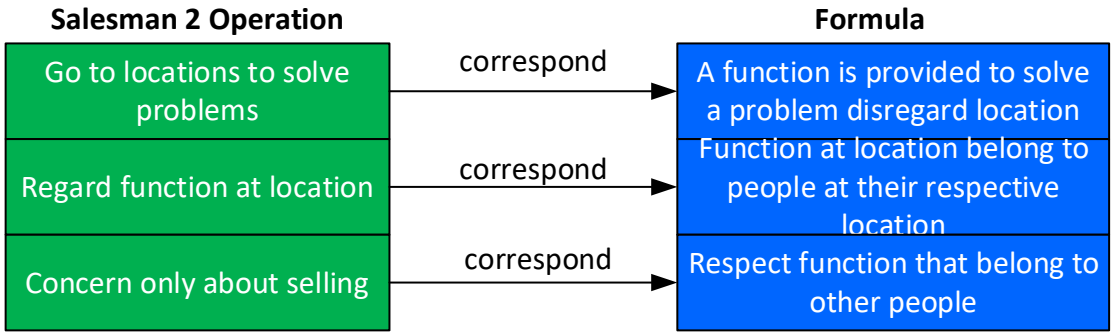
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article bases 190 and 299, we have learned and shown that if we execute part of our operations positively, then once we have the formula, we can do better in relationship to what we have done before. To better understand that let's take it like this. In an operation with multiple parts, if a student has 5 parts right and another student has 1 part right, the student that has 1 part right has more to learn than the student that has more parts right.

To better understand the explanation let's take a look at article bases 193 and 280, where Salesman 2 was able to go to more places as well as solving more problems or has a better stats. In this case, we can see that before the formula is put on the table Salesman 2 has something going on. For Salesman 1, it is not that he/she wants to sell as much as Salesman 2 but learn how to be a good salesman. To better understand that let's show this model by mapping each part of operation to part of the formula.

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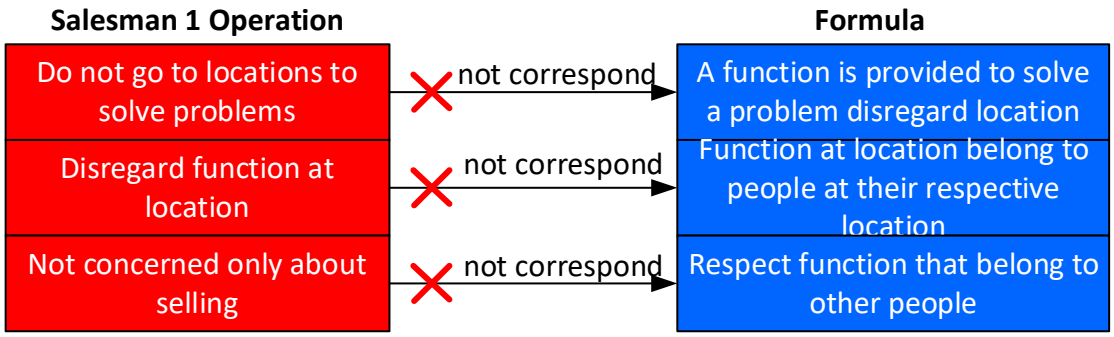


From the model above, each part of the operation corresponds to specific part of the formula. In terms of operation, we can look at operation of Salesman 1 and Salesman 2, for example if Salesman 2 is able to go to more locations and solve problems, then that part of operation is right. If Salesman 2 respects function at location, then that part of operagoing is right. For example, if Salesman 2 goes to a house to sell a dishwasher and only concerns about the dishwasher, where the other functions at the house belong to people in that house and Salems 2 respects that, then that part of operation is right. As we can see here, Salesman 2 has multiple parts of operations right. With that, we can have the following model to show Salesman 2 parts of operations correspond to part of the formula.



From the model above, we can see that before the formula is put on the table, Salesman 2 has 3 parts of the operations right. From the model above, we can see that there is a relationship between Salesman 2's parts of operations with the formula. In other words, some parts of operations of Salesman 2 are related to the formula. Where, for Salesman 1 we have this model.

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From the model above, we can see that before the formula is put on the table, Salesman 1 has zero part of the operations right. From the model above, we can see that the parts of operations of Salesman 1 are not related to the formula. In other words, all parts of operations of Salesman 1 are not related to the formula.

341. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 85, we have identified and shown that a country is a container. Related to article basis 230, we can show a country by this model.

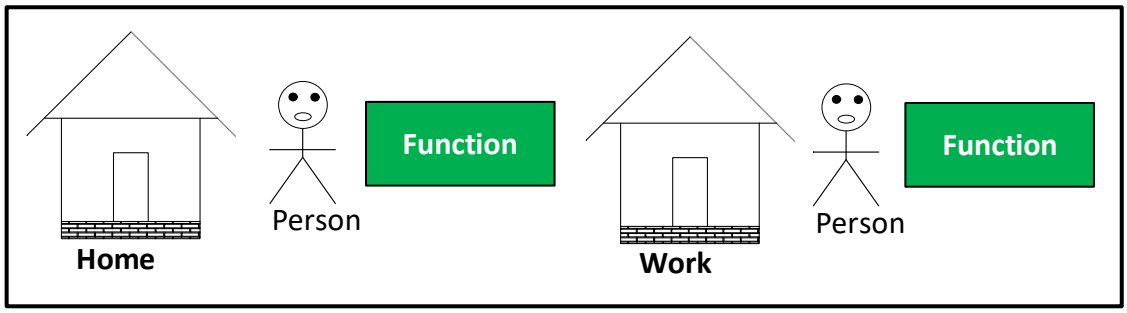
Country as a Container



From above, at home can be a person where at work can be a person working or simply a function provider. In short, we can see that the container contains houses and businesses where businesses are viewed as function provider. From what we have just said, we can show the model like this.

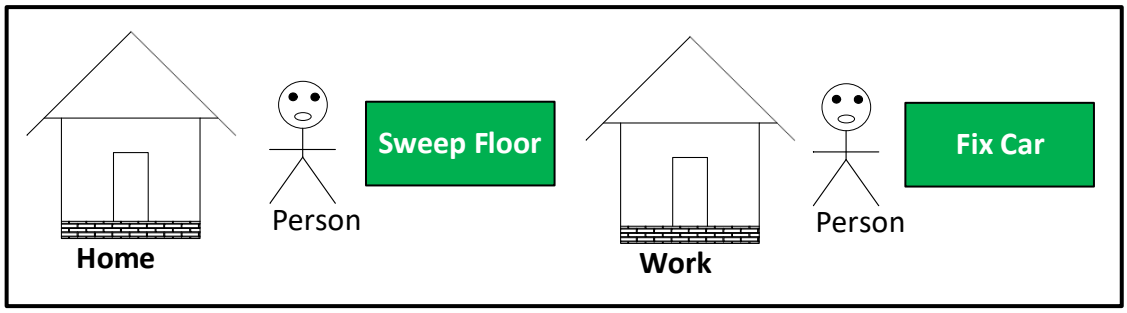
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Country as a Container



From the model above, the container contains people that have functions at home and people that have functions at work. In terms of people's functions at home and at work, let's identify some functions in the container.

Country as a Container



By understanding the overall explanation, we can see that it is not productive to identify the container before the items inside the container. The container cannot contribute, but the items inside the container. In other words, the container cannot contribute for itself, but the people inside the container can contribute.

342. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

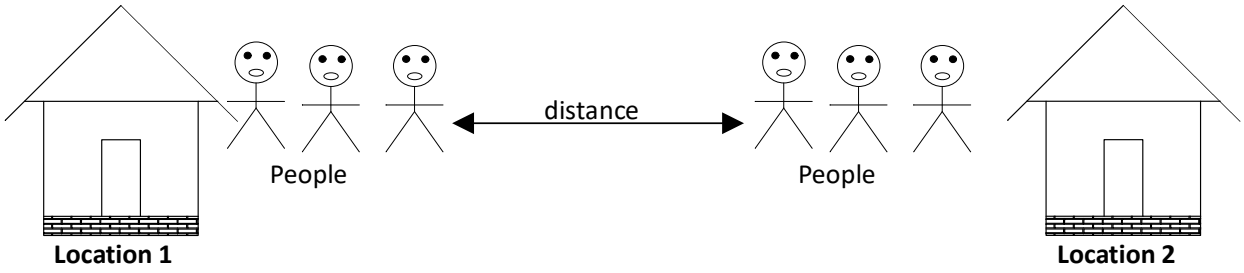
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. Before the

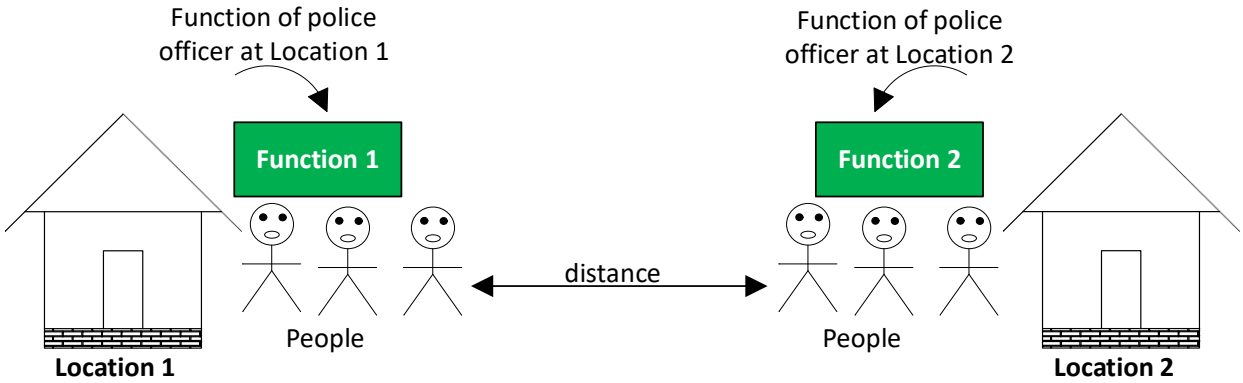
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formula is given to us, what part of the operation is right. Before the formula is given to me, what part of the operation I got right. Before the formula is given to you, what part of operation you got right. Because formulas cannot be applied by someone for someone, the process is viewed as individual. Also, as group of people and individual working in groups.

Related to article basis 340 above, since mother nature says we must respect function at location, if function at location is respected before the formula is given or put on the table, then that part of operation is right. If function at location is respected, it does not matter what time, as longer it is respected before the formula is put on the table, then that's right. To better understand that let's take a look at the following model.

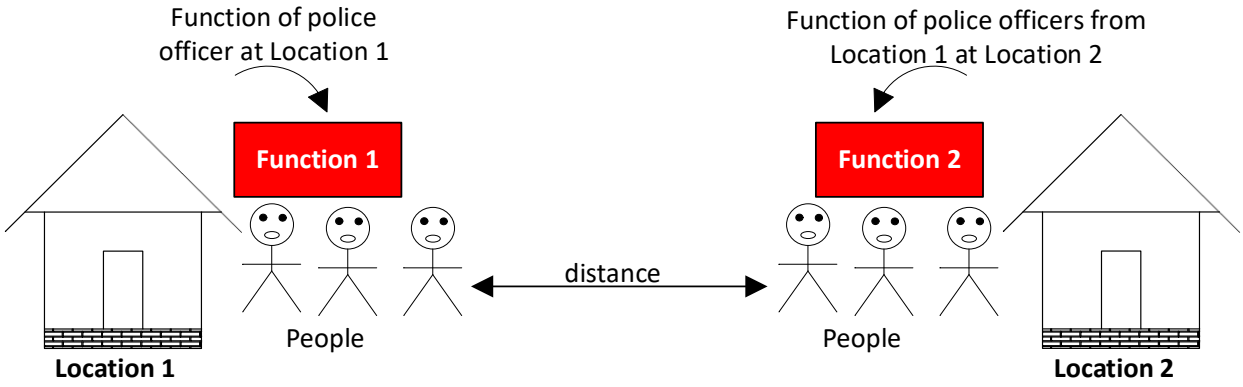


From the model above, we identify people at Location 1 and we also identify people at Location 2. People at Location 1 handle their own functions where people at Location 2 handle their own functions. A Location 1 we have police officers where at Location 2 we also have police officers where the police officers at Location 1 have Function 1 where police officers at Location 2 has Function 2 as shown by this model.

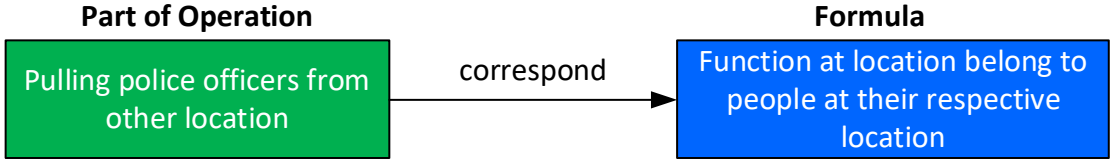


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The model above is what is given by mother nature, where the police officers handle functions at their respective location. If some police officers go from Location 1 to Location 2 to handle function of police officers at Location 2 or function the police officer at Location 2 should handle, then we have this model.



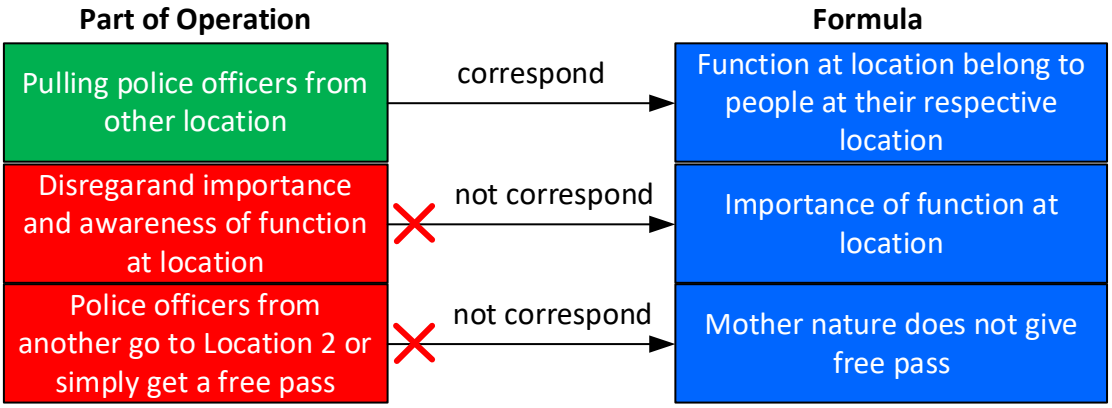
As we can see the model above does not look natural, since people at location must handle functions at their respective location. Let's assume that we have the model above at Time 1, then at Time 2, the police officers from Location 1 that were at Location 2 went back to their respective location. Now, at Time 3 the formula is put on the table. With that, we can see pulling the police officers back to their respective location is right. This is the part of the formula that is right, because mother nature says we must respect function at location. Here, let's identify the part of the operation that is good which is pulling polices officers from other location or police officers go back to their respective location.



As we can see here, the part of operation corresponds to specific part of the formula. This part of operation is right by the policer officers as well as the manager of the police officers. What is important here, while the police officers and the manager are aware of that, the people at the other location must be aware of that too. For example, all of them must be aware of importance of function at location and nobody gets a free pass. By not

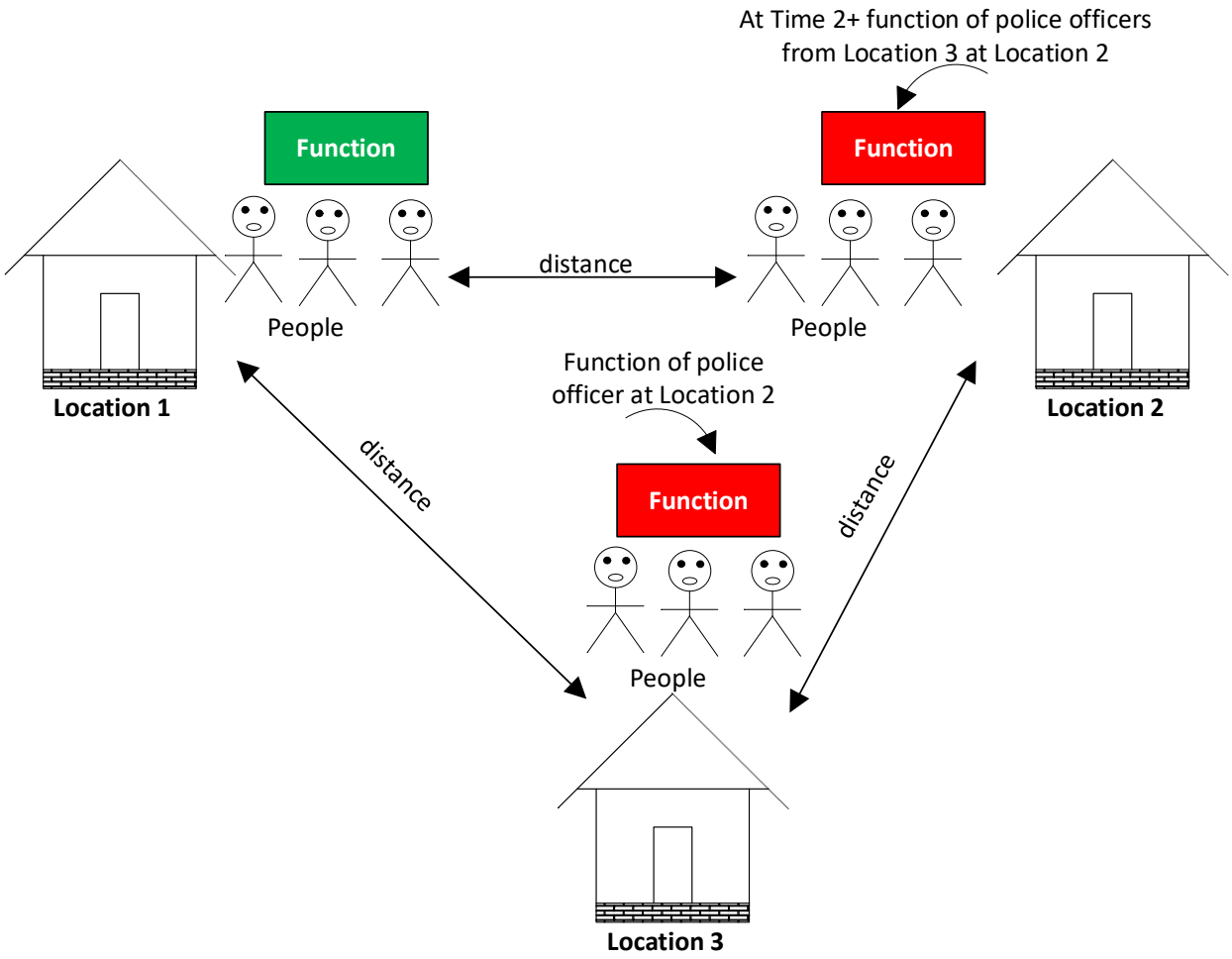
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being aware of the importance of function at location, another group of police officers from another location may go to Location 2 to handle function at Location 2. In this case, the police officers from the other location simply get a free pass. As we can see here, as one part of the operation is right, the other 2 parts are wrong. Let's show that by this model.



From the model above, we can see that before the formula is put on the table, one part of operation is right, however the other parts are wrong. By pulling the police officers from Location 2, it shows respect to function at Location. However, by letting police officers from other location to go to Location 2 also shows no respect of function at Location by the other police officers as well as people at Location 2. To better understand the overall explanation, let's identify by this model 3 locations with 3 group of people.

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As we can see form the model above, little bit after Time 2, police officers at Location 3 go to Location 2 to handle function that should be handle by people at Location. As we can see here, the fact that the police officers from Location 1 did not make people aware of importance function at location, that enables police officers from Location 3 to get a free pass. As we can see here, two parts of the operation are wrong before the formula is put on the table. By understanding the overall explanation, we can see by applying the formula, we can identify other parts of the formula that are elated to our operations.

By looking at the model above, that shows specific parts of operation correspond to parts of the formula where the other parts of operation do not. We can see that all parts of the formula are related where the part of operation that is good is not related to the other parts. For example, from the formula side, we can see *function at location belong to*

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people at their respective location **is related to** *importance of function at location*, where *pulling police officers from other location* **is not related to** *disregard importance and awareness of function at location*. The reason for that is the formula; by having the formula and operating with it, it enables us to identify parts of our operation and relate them to other parts. This enables us to identify what we do wrong.

343. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

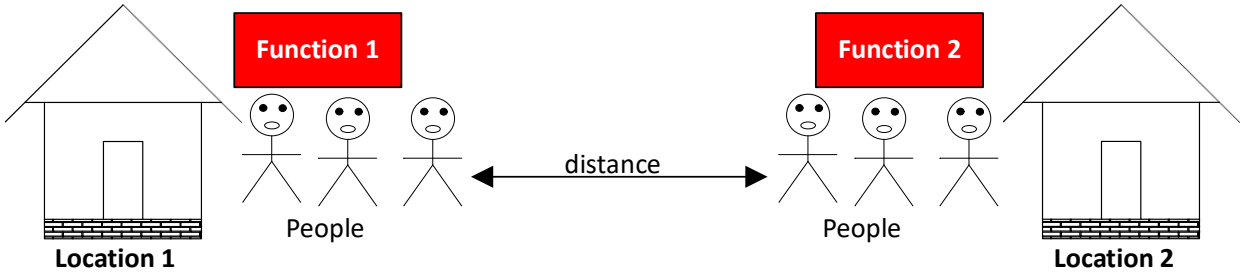
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that before we are aware of the formula, we may have some parts of our operation right, where it may not be possible for us to establish relationship between the parts that we get right and the parts that we get wrong. By having the formula, it enables us to identify relationships and make possible adjustments.

To better understand the overall explanation related to our operation before the formula is put on the table or before the awareness of the formula, it is good to look at multiple cases or multiple examples. To do that, let's take a look at the following cases:

Case 1

Before the formula is put on the table, what part of the operation is right. Let's assume 2 locations as shown by this model, where both functions are executed negatively.

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From above, mother nature sees both functions are executed negatively. At Location 1, the function is managed by Person 1 where at Location 2, the function is managed by Person 2. Both functions are not executed according to the formula. As we can see from the model above, both functions failed, but Person 2 takes responsibility and tries other things. The responsibly can be discard the function and so forth or try to operate according to Function 1. What is important here, the part of the operation related to taking responsibility and trying other things is good. So, we can see before the formula is put on the table, this part is right. The part that is wrong is looking at the other function and operating upon it or according to it.

Case 2

Before the formula is put on the table, what part of operation is right. Related to the same model above, let's assume that at Location 2, Person 2 and other people did not do bad things like stealing and so forth. Later problems happen at Location 2; they handle it properly. As we can see here, going house to house doing bad things like stealing does not help when problem arises. Therefore, before the formula is put on the table, if Person 2 and so did not go house to house stealing doing bad things, that is good.

Case 3

Before the formula is put on the table, what part of operation is right. Let's assume at Location 2, rather than continuing Function 2 at the same mode, trying to change mode of operation when problem arises. While is important here is that while trying to do so

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did not result to death, destruction and so forth, or going house to house stealing and do bad thing. That is good; before the formula is put on the table, that part of operation is good.

Case 4

Before the formula is put on the table, what part of the operation is right. Now, let's look at communication and information. Let's assume that at Location 2, before the formula is put on the table, we have miscommunication and misinformation. For example, my house is the best and so forth. What is important here is that the overall information or communication can be viewed as a paragraph with some errors. For example, a paraph with 50 sentences where 70% of them is wrong. What is important here is that if problem arises and the problem is handled properly, then some part of the information was good. Because there is no free pass in life, misinformation is factored out at some point in time. From that we can see before the formula is put on the table, some part of the information was right.

To better understand this case, let's take it like this. In terms of communication and information, we need to identify and separate everything. For example, a sentence is bad as well as the action related to the sentence. If the sentence is bad and there is no action related to it, it is simply a bad sentence or misinformation. If a sentence is bad and there is a negative function executed in relationship with that sentence, then we have both a bad sentence and a negative function. For example, if I say *my house is the best*. If I have to do bad things for that like stealing and other bad things, not only my sentence is bad but as well as my actions. So, before the formula is put on the table, all those entities are identified.

Case 5

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Before the formula is put on the table, what part of the operation is right. History and inheritance can also be taken into consideration. For example, doing bad things in the past, but did not stop and continue, when problem arises that can be a factor. Don't do too many bad things in the past, also help. What is important here is the inheritance part. When problem arises, the inheritance part can be a factor. In this case, if dad and grandpa did a lot of bad things in the past, if son continues doing the same thing, when son has a problem, son may not handle it properly, because son continues the same negative from dad and grandpa. So, what is important here if son stops before the formula is put on the table. That part of operation is right.

Case 6

Before the formula is put on the table, what part of the operation is right. From article basis number 44, we have learned and shown that it is good for us to work with what we have, because mother nature is not going to make adjustment for us. Let's assume that at Location 2, at Time 1, people work with what they have and take responsibility. At Time 2, problem happens, what is important here is that it is possible for them to handle the problem in a good manner because at Time 1, they worked with what they have. What is important here is that before the formula is put on the table, working with what you have is good.

Case 7

Before the formula is put on the table what part of the operation is right. From articles bases 202 and 237, we have learned and shown that we cannot live on inheritance all the time because mother nature does not allow that. Whenever mother nature says enough is enough there is nothing we can do, because we cannot go against mother nature. If we have a function that is executed improperly, when mother nature says enough is enough, we have to change the form of execution. Before the formula is put on the table, if at

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Location 2 people try to make adjustment to Function 2 rather than keepomg it in the previous form that is good. What is important here when mother nature says enough is enough, previous form of execution that is inherited needs to be adjusted rather than continuing the same negative. If at Location 2, adjustment is made before the formula is put on the table that is good. The way to look at it here is not to do it right; it is not possible to do it right without the formula. What is important is to get a part right. For example, rather than keeping the previous form going and making adjustment not to go against mother nature and do bad things, that is good. In this case if mother nature comes, even if what you have is not good, but at least you can say mom I tried but I did not get it right. But if you do bad things to keep it going, then not only when mom comes you have to explain that what you have is wrong, but you have to explain as well the bad things you did. So, before the formula is put on the table, trying to make adjustment that does not result do execute negative functions such as stealing, death, and so forth, that is good.

Case 8

Before the formula is put on the table, what part of operation is right. I stole a pizza; my friend was hungry, and I gave him a slice. This is wrong, mother nature says no steal. So, stealing the pizza is wrong as well as giving my friend a slice. The reason for that is the formula is used on the table to verify the part that is right. The stealing part is wrong as well as the giving a slice to my friend. The part giving a slice to my friend is not genuine because both me and my friend cannot verify it using the formula. Mother nature also says if the item is stolen, it cannot be used to solve a problem. In this case, both parts of the operation are wrong before the formula is on the table.

Case 9

Before the formula is put on the table, what part of the operation is right. My dad got a free pass from your dad. Now, you get a free pass from me. Both parts of the operation

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are wrong. My dad got a free pass from your dad, that was wrong. Now I get a free pass from you, that is wrong. Mother nature says not free pass. Now, I don't get a free pass, and you don't get a free pass. The free pass my dad got from your dad that was a misunderstanding.

Case 10

Before the formula is put on the table, what part of the operation is right. My dad stepped on your dad's foot, now you step on my foot. Both parts of the operation are wrong. My dad stepped on your dad's foot; my dad solved no problem. You step on my foot; you solve no problem. Now, we work together to solve problems. If we work together to solve problem before the formula is put on the table, that is right. If we try to identify the problem and work together to solve it before the formula is put on the table, that is right.

Case 11

Before the formula is put on the table, what part of the operation is right. Before the formula is put on the table, the following sentences are repeated: my house is the best house; my house is the best house in the neighborhood. What's about my function in the house. Before the formula is put on the table, if I was concerned about my function in the house, that is right, because the house is a container that includes people and people in the house must contribute. The house cannot contribute for them. Before the formula is put on the table, if someone repeats that sentence, that sentence is not good; it is a bad sentence. Before the formula is put on the table, if a manager repeats that sentence, that manager is not a good manager, that manager simply promotes laziness and does not motivate the employees. That sentence enables one to get a freeride from another one's effort rather than contributing. If we are concerned about our contribution before the formula is put on the table, that is right.

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Case 12

Before the formula is put on the table, what part of operation is right. My dad did bad things, harming a lot of people that resulted in a lot of deaths. Your dad did bad things too, but less than my dad. My dad stopped before your dad, where your dad continues to do bad things. Before the formula is put on the table, the stopped part of my dad is right. Even though my dad did a lot of bad things, but my dad stopped. As shown in many models of philosophy inheritance chart, mother nature does not want us to continue doing bad things because when we do that, we solve no problem. If you do bad things and you stop before the formula is on the table, that is right. If I did bad things and stopped before the formula is on the table, that is right.

Case 13

Before the formula is put on the table, what part of the operation is right. If we have a problem, rather than trying to solve it, we simply postpone it where we have to work harder later, that part of operation is wrong, because we show no respect for mother nature when we do that. For example, from article bases 26 and 27, we have learned and shown that in order to solve our problems, we need to identify and separate entities properly. By doing so, we can identify the entities as well as the domain they are identified. From article basis 27, if we have a problem to solve for instance, we live on actuals and we have less actual available to us. We increase the quantity of money available as the solution. The increasing of quantity of money as the solution of a problem is wrong, because doing so does not substitute the problem by its solution. In this case, not only we get a free pass by increasing the quantity, but other people who take them enable us to do so. Mother nature says one should watch each other's back.

Case 14

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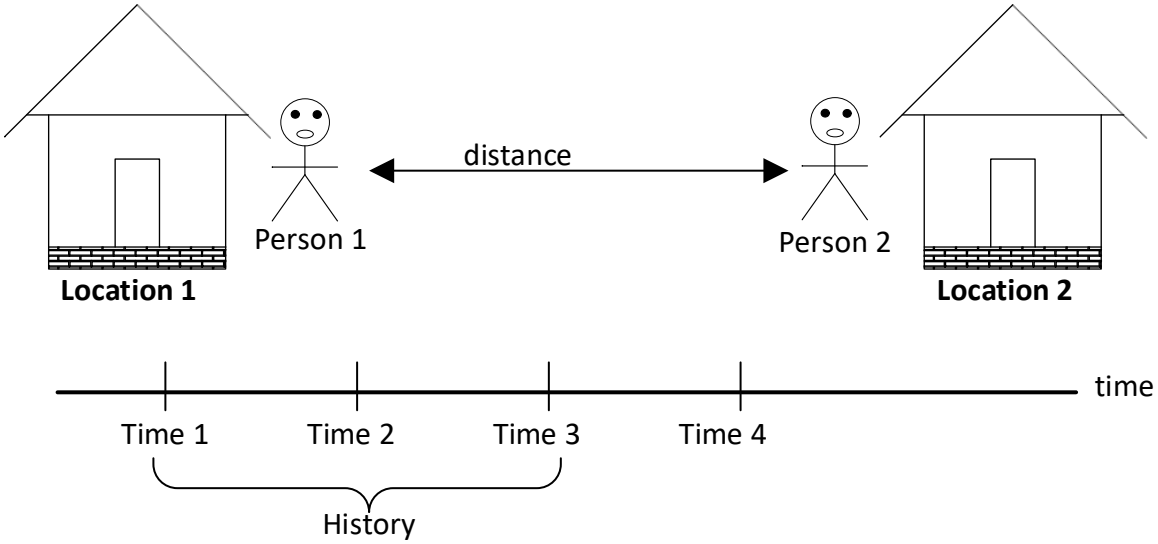
Before the formula is put on the table, what part of operation is right. Person 1 at Location 1 has a lot of food on the table, but they are not genuine. They are the result of stealing and going house to house doing bad things. With that, negative communication such as my house is the best house in the neighborhood; my house is better than yours; I am better than you and so forth. At Location 2, Person 2 has very little, but get by without going house to house doing bad things and stealing. Also, with less misinformation such as my house is the best in the neighborhood; my house is better than yours; and I am better than you. Now, problem arises, Person 2 at Location 2 can handle it much better than Person 1 at Location 1. What is important here is that, mother nature will not make adjustment to the system for the misunderstanding of life by Person 1. So, before the formula is put on the table what part of the operation is right: doing bad things including stealing are wrong, where doing good things are right. Misinformation and miscommunication are wrong, where proper communication and less misinformation are right. So, before the formula is put on the table, if we have a lot of misinformation, that will weigh on us when we have a problem. Before the formula is put on the table, if we have less misinformation and better communication, that will help us when we have a problem. So, before the formula is put on the table, people who do more bad things have more to learn after the formula is put on the table. As well as, before the formula is put on the table, more misinformation and more miscommunication have more to learn after the formula is put on the table. In other words, before the formula is put on the table, people who provide more misinformation and miscommunication and people who accept more misinformation and miscommunication have more to learn.

Case 15

Before the formula is put on the table, what part of operation is right. By understanding that, we can see the part of the operation that is right is considered to be history at the time the formula is put on the table. For example, at Time 1, before the formula is put on the table, where at Time 2 the formula is on the table, so the part of operation executed

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at Time 1 is considered to be history at Time 2. To better understand that let's take a look at this model.



From the model above, from Time 1 to Time 3, both Person 1 and Person 2 executed negative functions. However, Person 1 executed more negative functions than Person 2. At Time 4, Person 2 has a problem and Person 2 handles it properly. What is important here is that history helps Person 2. The fact that the history of Person 2 at Location 2 is cleaner than the history of Person 1 at Location 1, helped Person 2 when Person 2 had a problem. If historically Person 2 had done a lot of bad things, that would not have helped him/her handle the problem properly. So, before the formula is put on the table, history counts. Before the formula is put on the table, a cleaner history is better than a dirtier history. Since Person 2 handles the problem properly, the maturity level of Person 2 counts before the formula is put on the table. From the model, Time 4 is the time when the formula is on the table.

Case 16

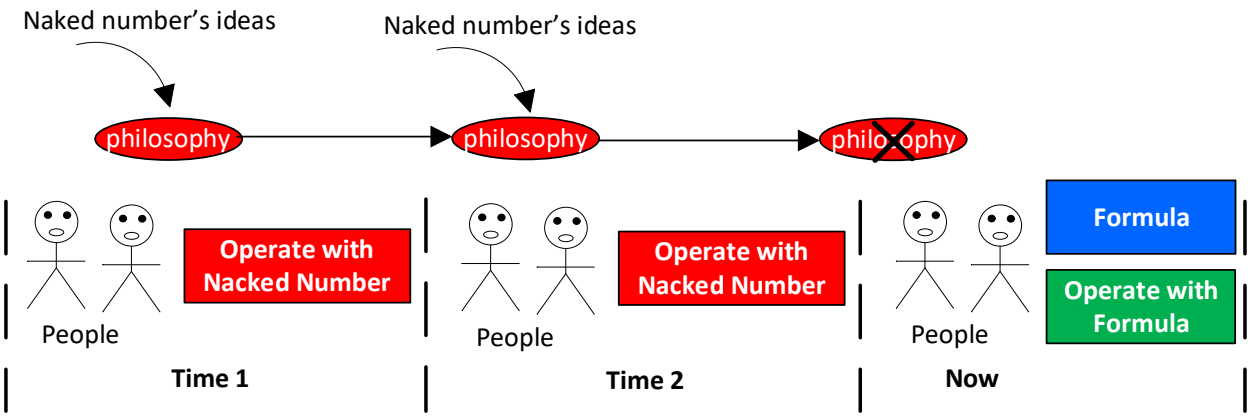
Before the formula is put on the table, what part of the operation is right. Now, let's take a look at historical function execution related to maturity. Before the formula is put on the table, if previews execution of a function is related to maturity, then that part of

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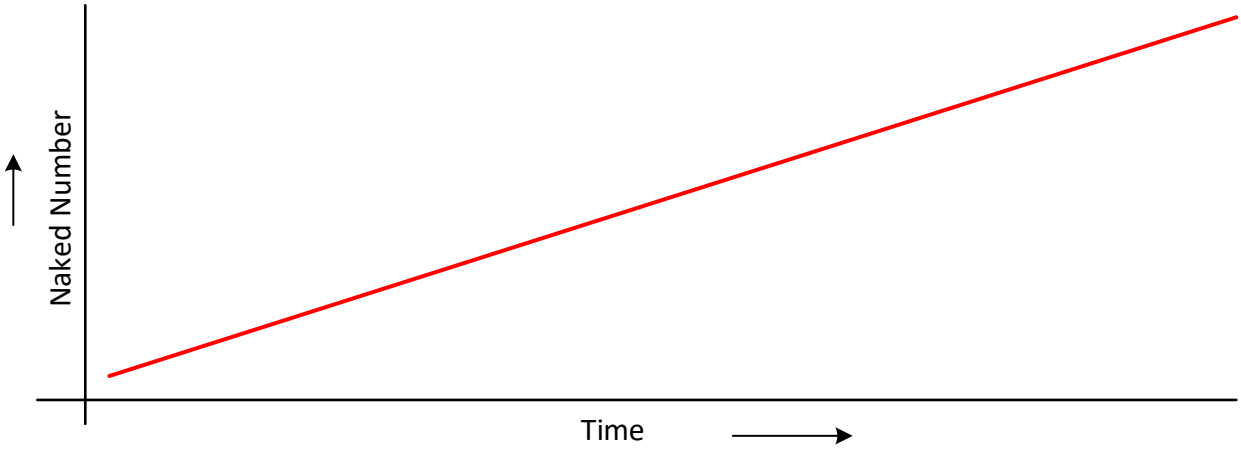
operation is right. Before the formula is put on the table, if historical execution of a function showed maturity, then that part of operation is right. If historical execution of a function showed no maturity, then that part of operation is wrong. For example, mother nature wants us to be mature. By being mature, we can handle problems. For example, before the formula is put on the table, a person has a problem, for example hungry. That person handled that problem not by stealing and doing bad things but doing good things. So, before the formula is put on the table, that person gets this part of operation is right. Another person, who had a problem, went house to house stealing and did bad things. Before the formula is put on the table, that person had this part of operation wrong. That person has no maturity; the other person has maturity and can handle problems. In this case, we can see that if maturity is shown before the formula is put on the table, then that part of operation is right. If maturity is not shown before the formula is put on the table, then that part of operation is wrong.

344. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 313, we have learned and shown that mother nature does not produce naked numbers. Since mother nature does not produce naked numbers, it is not possible for us to operate with naked numbers all the time. Thinking that we can operate with naked numbers is simply a misunderstanding of life or mother nature. At some point in time, mother nature says enough is enough and we no longer can continue to operate with naked numbers. To better understand the overall process, it is always good to look at the philosophy inheritance chart. Naked number is simply a negative idea.

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From the model above, we can see that naked number is simply a negative idea inherited. Because the system is not compatible with naked numbers, it is not possible for us to operate with naked numbers all the time. At time now, the formula is given to us, then we can operate with the formula. In order to do so, we have equations given to us already that show us how to handle inherited entities. Related to time, we can reduce the quantity of naked numbers, where at some point in time we can operate without naked numbers. The overall thing is to learn how the system works while reducing naked number then at some point we operate without naked numbers.



From the chart above, we can see that related to time, the percentage of naked number increase. As pointed out in article basis 27, if we started earlier couple of generations from now, we have less naked number. The way of looking at it is that let's assume that now we operate at 80% naked and 20% real, but disregard generation we always live on actual. So, related to time we increase naked number, where using the given equation

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we can decrease naked number related to time until we operate without naked number. To better understand that let's take a look at this table where we operate with naked number, because we are not aware of the formula.

Time	Percent Naked Number	Percent Real
Time 1	30%	70%
Time 2	50%	50%
Time 3	70%	30%
Time 4	80%	20%

Above can be any time from the past or multiple previous generations ago. Time 4 is the time the formula is given to us, and we operate at 80% naked and 20% real. Now, using the formula, we can decrease percent of naked numbers and increase percent of real numbers related to time. For instance, we can have something like this.

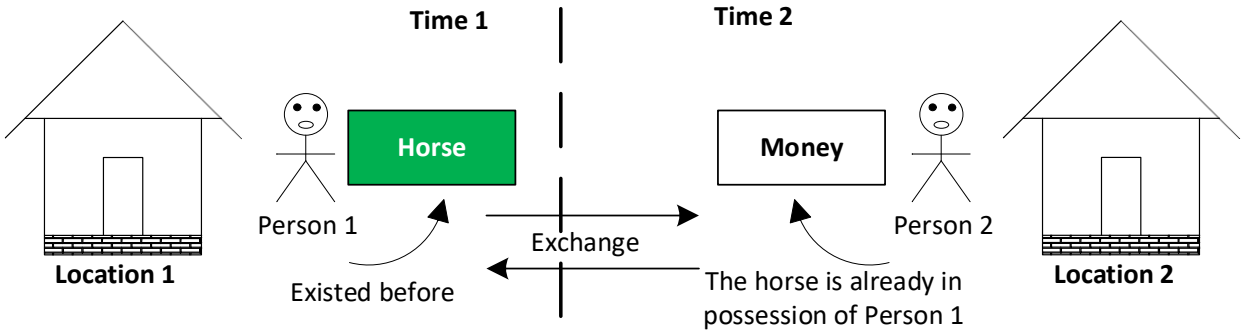
Time	Percent Naked Number	Percent Real
Time 4	80%	20%
Time 5	70%	30%
Time 6	50%	50%
Time 7	20%	80%

From above, related to time, we use the equation to decrease the percent of naked number as well as increase the percent of real number. At some point in time, we expect to operate with 100% real number.

345. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 58, we have learned and shown that because of function at location it is possible for us to exchange with each other. We have used article bases 304, 305, and 306 to verify that. In terms of function at location and function provider, we can see that during the exchange process, for example buying a horse, the

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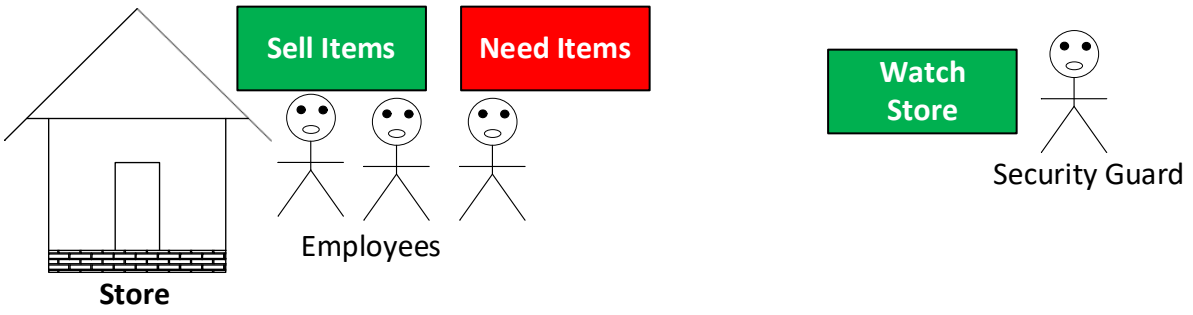
horse is already in possession of the person who has it before the exchange. To better understand the explanation, let's take a look at this model.



From the model above, Person 2 is buying a horse from Person 1. In this case, before the exchange the horse already existed and was in the possession of Person 1. The existence of the horse before the exchange enables the exchange to take place. This is way to look at it, you go to the store and buy a bag of potato chips, before you hand the money to the cashier, the bag of potato chip already existed and was in the possession of the cashier. The same process applied if you buy it from a machine and so forth.

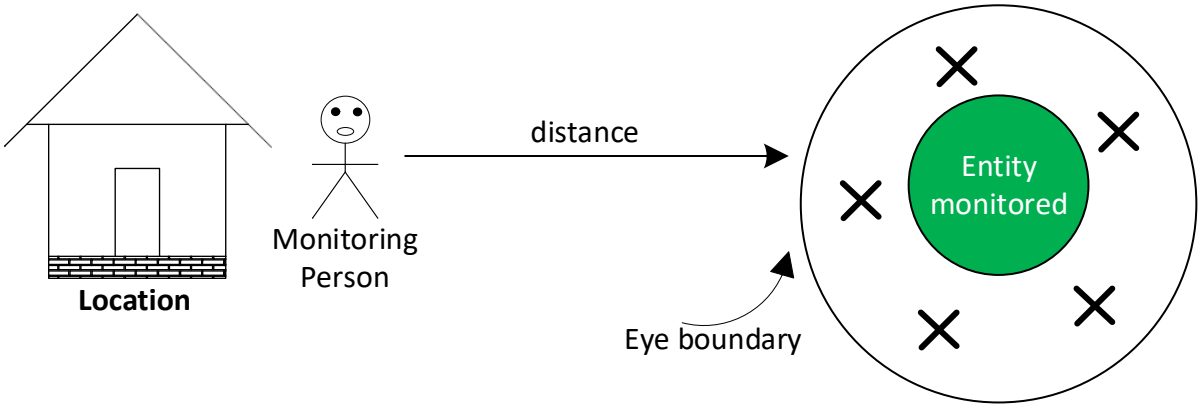
346. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From multiple article bases, we have been learning and having a very good understanding of information as well as identification and separation of entities which are parts of information. In article basis 286, we have learned and shown that the distance where our eyes can reach is important and it is related to our function. For example, if we have a function to execute, our eyes are bounded by that function. In other words, if for example we have a function to cook a meal, then our eyes distance and boundary enable us to monitor what we are doing which is related to function at location. In this case, while we are cooking the meal, the same eyes that are occupied relating to the execution of that function cannot be extended 10 miles away to focus on a function that does not belong to us. To better understand the overall explanation, let's take a look at this example. Let's assume that we have a store and we hire a security guard to watch the store as shown by this model.

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From the model above, the function of the employees is Sell Items where the problem by that function solved is Need Item. The security guard also works for the store where he/she has a function of Watch Store. What happens here is the distance the security guard can monitor. For example, his/her job is to watch the store, but there are other stores and other locations, because of the boundary of his/her yes as well as his/her function, the security guard disregards them.

To better understand function at location as well as the boundary of the eyes related to function at location, you can do that by creating a video where you can have a person to monitor or watch a function. Then you need to measure and identify the boundary of that function. Here, we mean the distance of the eyes as well as the boundary of the eyes. To better understand what to do, let's take a look at this model.



From above, you identify the entity you are monitoring. What you can do, you can have another function where a person can have a function of monitoring an entity or a function you are executing such as cooking or washing dishes. After assigning the monitoring function to the person, then you can try to measure the distance that person can see. To

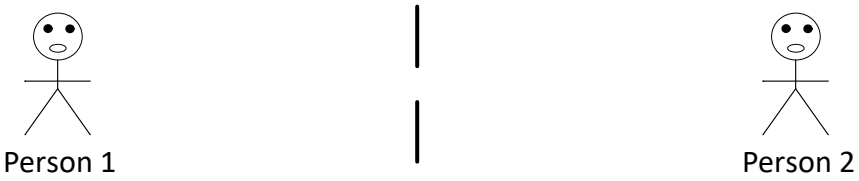
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do this, you probably don't need to use a measuring tape if you don't need to. You can try to multiple locations or the monitoring person to go to multiple locations to see if that person can see the entity. For example, if you go closer that person can see it and farther the person cannot see it, then you can mark where the person can see it using a tape and you set a limit distance there.

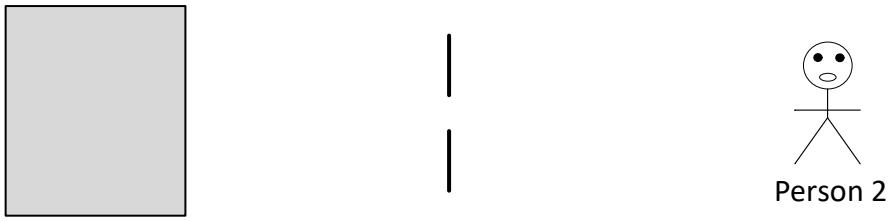
Now, you have measured the distance, you need to try to measure the boundary where the person case see as shown by the model above. Once you are at that distance, you may need to spot the entity that is being monitored to multiple spots and ask the monitoring person if he/she can identify that entity. Where that entity can be identified, you set a mark or a tape. If you set multiple marks or tapes, then that will be viewed as the boundary of the yes. Another way to look at it, assume you are washing dishes or cooking. The monitoring person can be around you and monitor what you are doing. Now, if you have items on top of the oven, then the person can see, but if you have items on your closet, that is not visible, so you don't put a mark on your closet. The key here is to identify the boundary and the distance of the eyes, where there is a limit in terms of locations and distances. In this case, the eyes of the monitoring person respect the distance as well as the boundary of the eyes.

347. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 175, we have learned and shown that feeling negative about other people and locations is also a problem. From article basis 86 as well as article basis 242, we have learned and shown that the formula is given to a person who is a live, once a person died, that person can no longer accept feedback or apply formula. By understanding that, we can see that feeling negative about someone who died already, is also a problem and does not help us solve any problem. To better understand what we have just said, let's take a look at this model.

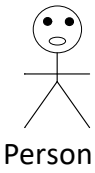
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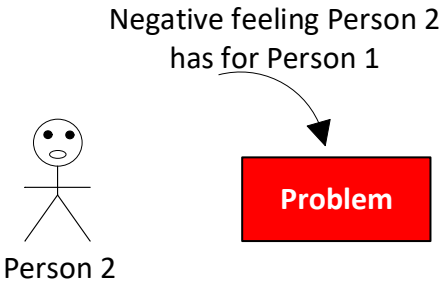
Two people who are alive are identified separately by mother nature as shown by the model above. Now, if Person 1 dies or is no longer alive, let's show the model of that.



From above, we cover Person 1 in gray to show that person is no longer alive. Person 1 is not identified by mother nature or visible to mother nature. In this case, we can show the model of Person 2 which is identified by mother nature.



Now, let's assume that Person 2 feels negative about Person 1 who dies already, then Person 2 simply introduces another problem to himself/herself. In this case, we can show that by this model to show the negative feeling Person 2 has for Person 1 who is no longer alive.

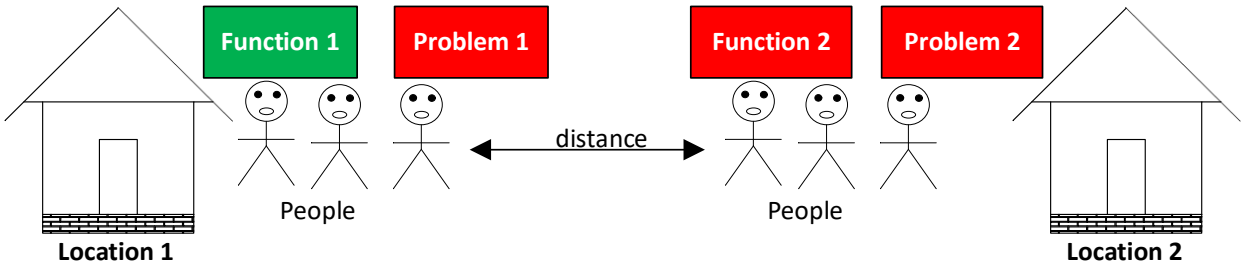


As we can see above, the negative feeling is a problem. Now, if Person 1 has problem to solve, that negative feeling which is a problem weights on Person 2. That negative feeling is not an entity available to Person 1 that enables Person 1 to solve that problem. Another

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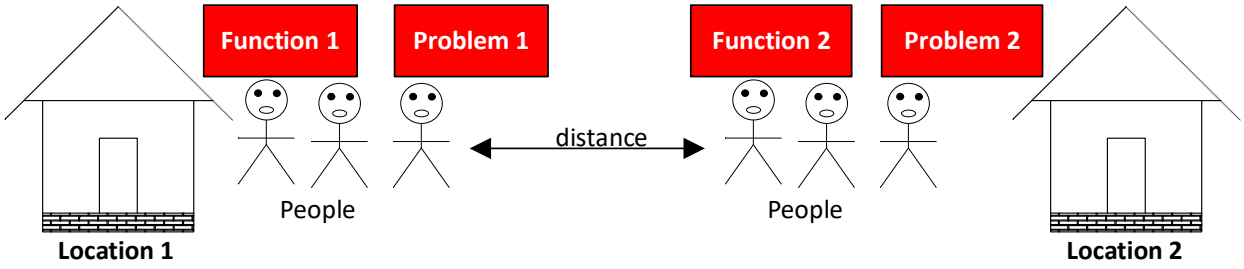
case again, if Person 2 has the negative feeling for Person 1 before Person 1 died. Without any substitution, that does not help Person 2. In this case, we can see that Person 2 feels negative about Person1 before Person 1 died. Now, Person 1 died, Persson 2 still feels negative about Person 1. This is not good. If we feel negative, at some point we want to feel positive. Related to time, if we keep feeling negative, that is not good. Related to time, when we have a problem to solve, we apply the formula to solve. If we keep feeling negative about other people even if they died already, that does not help us solve our problems.

348. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From multiple article bases 69 and 336, we have learned and shown the importance of function at location and how function at location weights on us and the overall system. For example, function at location and distance enables me to focus on my function which is visible to me, where you can focus on your function which is visible to you. To better understand the explanation, let's take a look at this model.



From the model above, people at Location 1 have Function 1 where Function 1 is executed positively. In Location 2, people at Location 2 have Function 2 where Function 2 is executed negatively. Because of weight of function at Location, it is more acceptable for people at Location 2 to execute Function 2 negatively than people at Location 1 to go Location 2 to execute Function 2 negatively. The way to look at it, Location 2 is their location. Even if they do it wrong now, at some point they will learn and do it better. It is better for people at Location 2 to execute the function, even though it is negative rather

than people at Location 2 to tell them what to do. For another example, let's take a look at this model.



From the model above, people at Location 1 have no respect for function at location. From the model above, Function 1 is executed negatively, this is what is identified by mother nature. Now, people have been informed that the function is executed positively. The misinformation may be the result of free pass and bogeyman but not validated by the formula. Function 1 is a function that is executed negatively, but people think it is executed positively. Because of weight of function at location, it is better for people at their respective location to handle their function rather than outsider. In terms of information and function at location, it is always good for us to identify and separate the entities such as people, distance, location, function, and so forth.

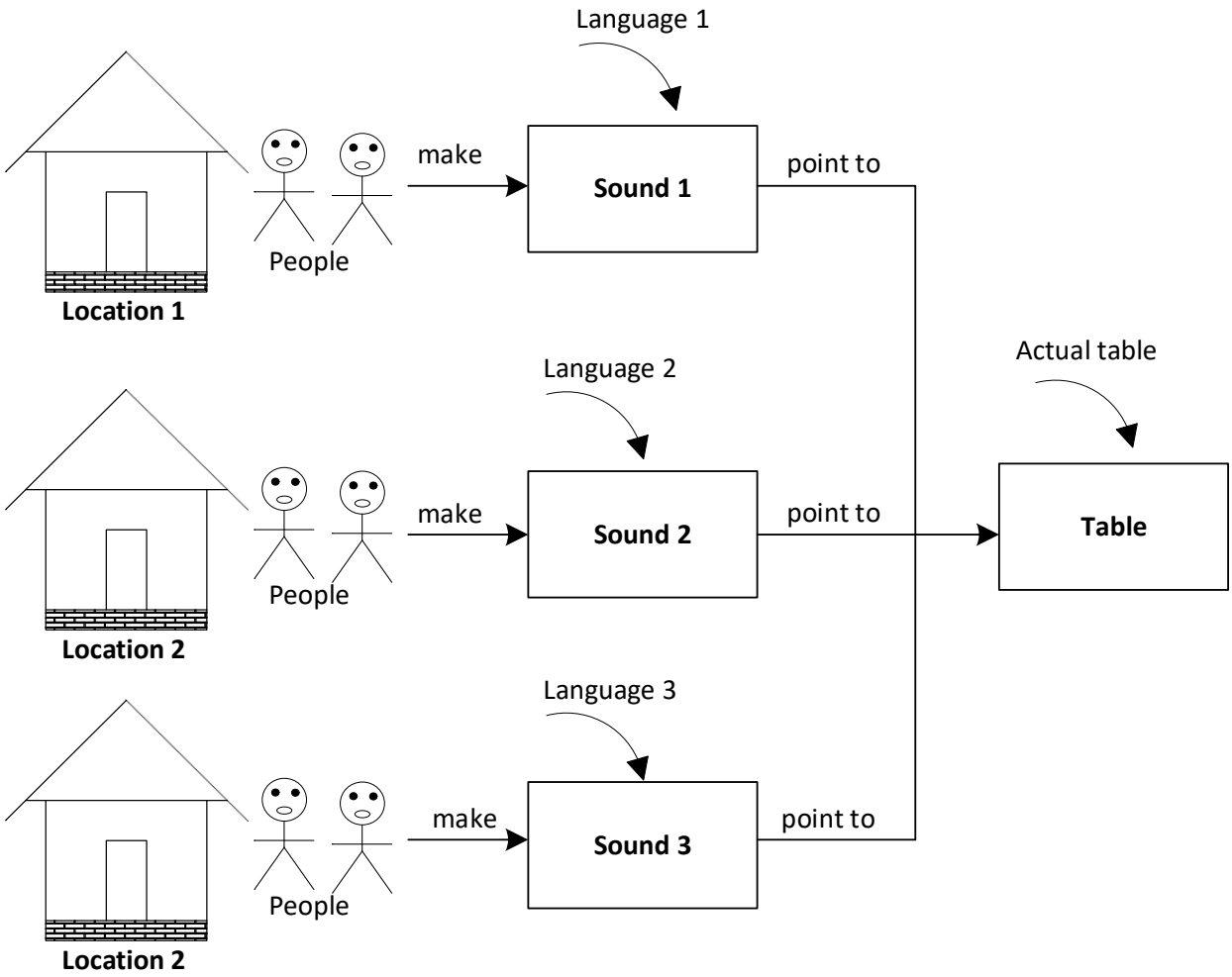
349. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have shown the importance and the weight of function at location. At our house, even though we are executing a function negatively, but we recognize that it is our house and the function belong to us not people outside the house. We give importance to that and at some point, we will get it done right. From article basis 346, we have verified the importance of function at location related to mother nature. For example, the distance our eyes can see as well as our surroundings are related to a function that we are executed. From article basis 335, we have learned and shown how the distances help manage the negative functions executed. For example, if a person or group of people can go place to place and execute negative functions, if the distances make it inaccessible to go to multiple locations, then those

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locations are spared. In other words, that person or group would not reach those locations to execute negative functions. As we can see here, it is good for us to respect that distance, because it helps us.

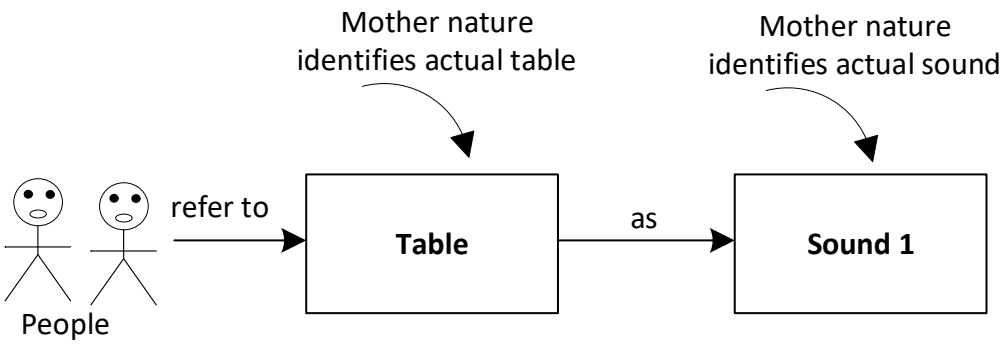
Form the paragraph above, we have identified the importance of function at location related to distance as well as the visibility of our eyes. In this case, the distance the eyes can reach as well as the distance a person can walk and so forth. It is always good to add languages which are identified as sound by mother nature. This is the way to look at it. In terms of oral communication, mother nature identified language as sound where in terms of written communication, mother nature identified languages as mark or symbols. For example, a repeated word is identified as a sound where a written word is identified as mark. If the word is written on a piece of paper or an entity is a mark on that piece of paper or that entity. In terms of function at location, let's take a look at the following model.

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From the model above, we can see that at Location 1 people can make Sound 1 to refer to Table, where at Location 2, people can have Sound 2 and at Location 3 people refer to Table as Sound 3. What is important here is that at each location, in terms of oral communication, people can refer to an entity by a sound. Since at each location people refer to the entity by specific sound, since mother nature only sees actual entities, in this case mother nature sees the following entities.

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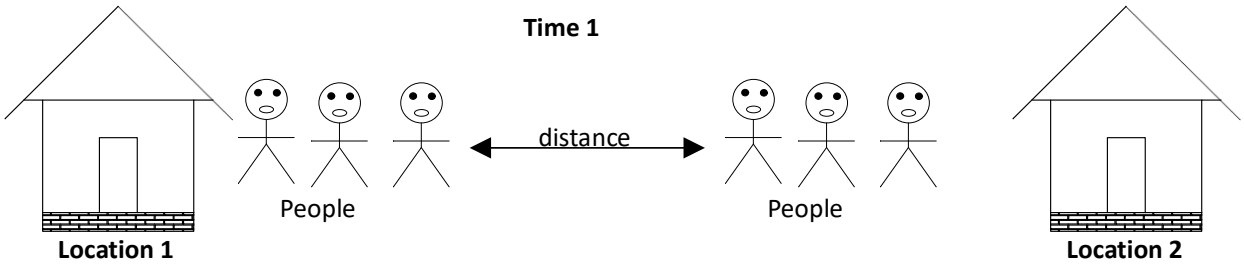
From the model above, if people at Location 1 refer to Table as Sound 1 in terms of oral communication, then mother nature sees the actual. Mother nature sees the actual table as well as hears the actual sound. What is important here is that the sound specifies specific location or people at specific location weights on function at location and we need to respect that. In other words, since distance weights on function at location because it enables us to manage negative functions execution, different sounds also important to function at location because they enable us to manage negative functions execution as well.

By understanding the overall explanation as well as weight of function at location, we can see that before the formula is put on the table, the part of the operation that shows respect to function at location is the right part. Before the formula is put on the table, what part of the operation is right. The part that shows respect to function at location has the most weight and it is always considered the right part.

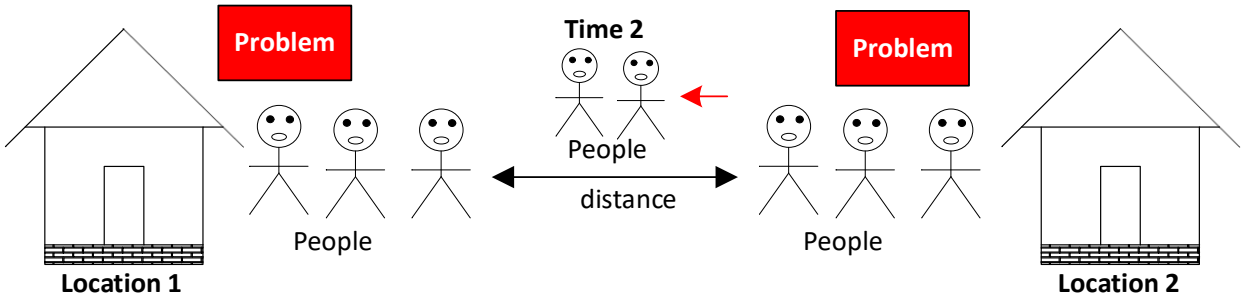
350. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From many article bases such as 332 and 333, we have learned and shown that without the pass, the mobility of people from locations to locations developed problem where distance accessibility manages that. In the same article basis 332, we have shown the importance of the formula because it helps us organize ourselves and solve our problems. Now, in terms of history, by understanding both articles bases as well as other article bases, we can see the following are important.

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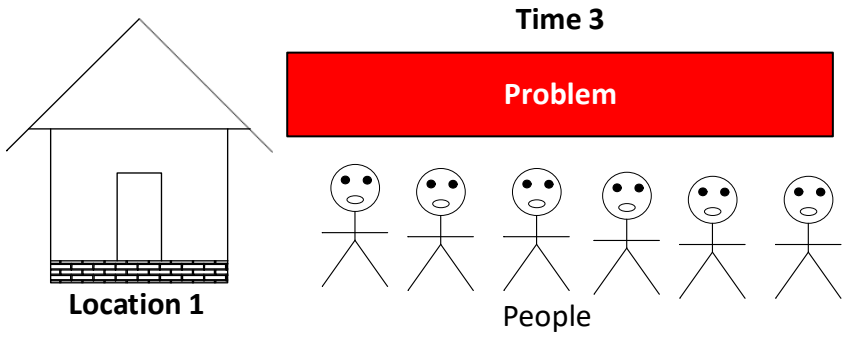
Mobility of people from location to location without the pass, the presence of people at locations before event. In other words, the importance of the formula and function at location, do not allow us to exclude them from our history. To better understand the explanation, let's take a look at this model.



At Time 1, people are identified at both Location 1 and Location 2, where there is distance between them. Where Location 1 and Location 2 are separate from each other. Now, at Time 2, some people move from Location 2 to Location 1 without the pass as shown by this model.



From the model above, people go from Location 2 to Location 1, since they go without the pass, that is viewed as a problem which is also a problem at Location 1. At Time 3, we have people at Location 1 as shown by this model.



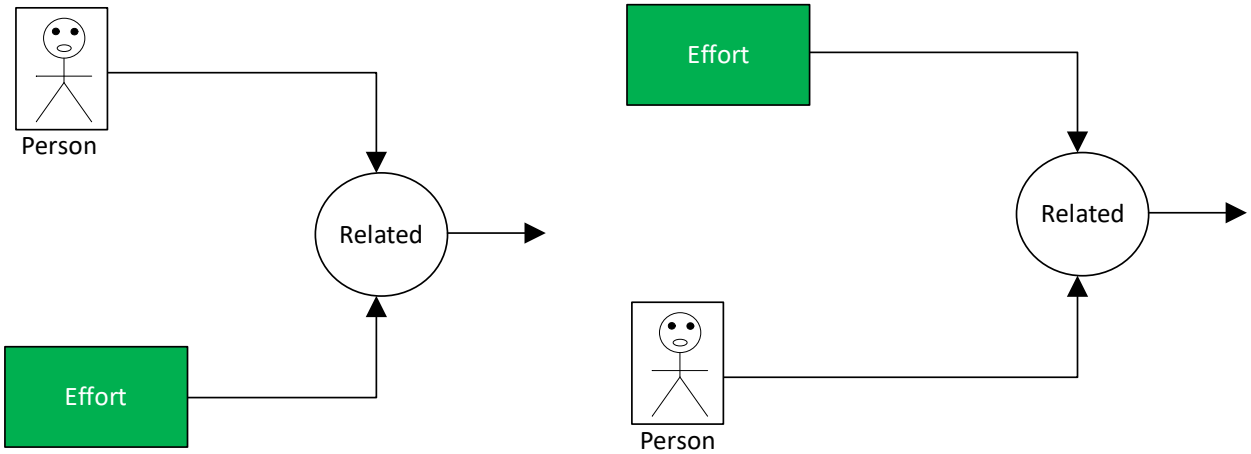
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At Time 2, we have events occurred at Location 1 based on negative function execution. At Time 3 which is time now, those events are history. The history includes those events and some other events which are recorded by mother nature. What is important here is that at Time Now, if someone asks about the history, those entities cannot be excluded, and they are the most important: the mobility of people from location to location without the pass and the presence of people at location before the event. The reason for that is, once we disregard the two, we simply disregard the formula and the given solution which enables us to organize ourselves and solve our problem at current time. Once we disregard them, we also disregard our efforts.

To better understand the explanation above, let's take it like this. Mother nature says that disregard where we are identified, our efforts count. My effort counts where I am, and your effort counts where you are. A person is identified at a location, we can show that person and the effort entity—his/her effort—by this model.

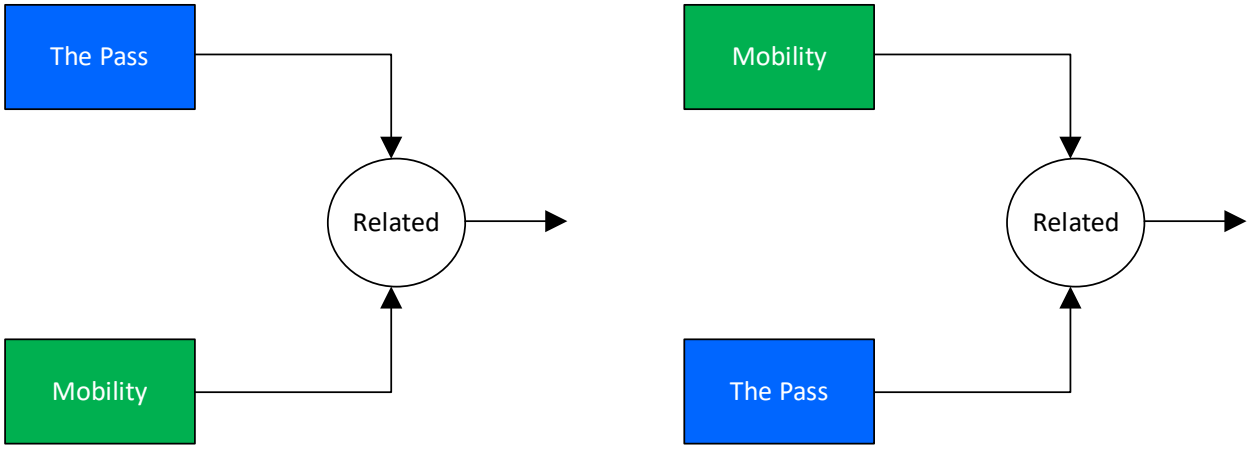


From the model above, we can see that there is a relationship between a person and the effort of that person as shown by this model.



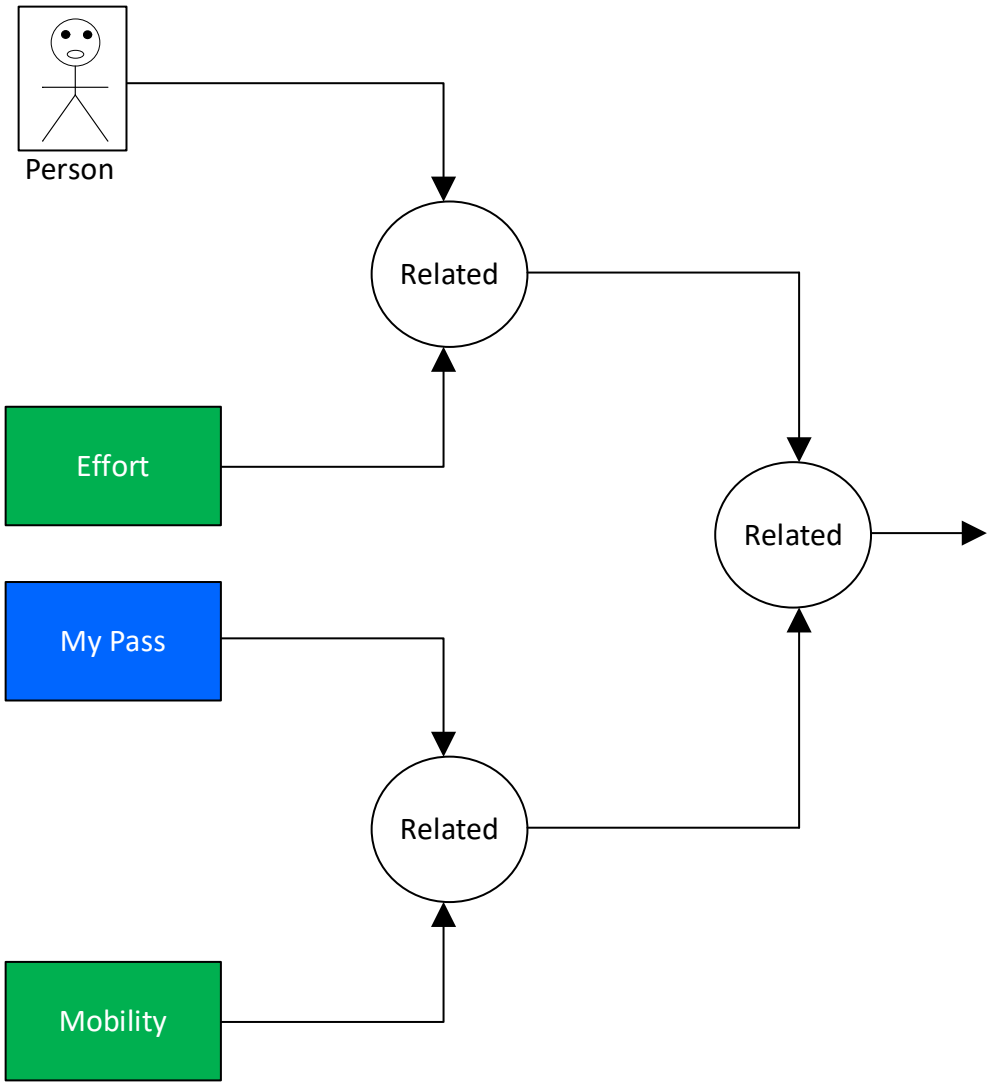
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In terms of mobility, our parent tells us that our mobility is not enabled without the pass. A person's mobility is not enabled without the pass. In this case, we can see there is a relationship between the pass and mobility as shown by this model.



By looking at both models above, we can see the following relationship exists: the mobility of a person and the effort of that person, and the pass which enables the mobility of that person. With that, we can show that relationship by this model which is a combination of both models above.

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What is important here is that by understanding the relationship above, we can see that once we disregard the pass and the mobility of people from location to location from history, we also disregard our effort. In this case, it will not be possible for us to use the given formula to organize ourselves and solve our problems. By understanding the philosophy inheritance chart, once we disregard the pass, we simply operate with the need of bogeymen and free passes. To better understand that let's take an example from philosophy inheritance where dad and grandpa were never be good salesmen but went house to house stealing and did bad things. Now, the formula is available, rather than the son using it, the son does the same bad thing. When telling the history, the son tries to hide the mobility part of people from location to location without the pass as well as

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the existence of people at location before the event. Because of that, that will undermine the son's effort, and the son will never be a good salesman. The reason of that, because of the above relationship.

351. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 257 and some other article bases, we have learned and shown that a bogeyman cannot help us solve problems. For example, a bogeyman cannot help a bad salesman becomes a good salesman. This is why our parent crossed out bogeymen and free passes because they cannot help us solve our problems. In article basis 280, we have learned an shown that the stats of a bad salesman is affected by free passes and bogeymen.

From article basis 340 we have learned and shown that before the formula is put on the table, if we have more parts right, then we can continue learning starting from other parts where if we have more parts wrong or we don't have any part right, then we have to start much lower. In article basis 240 we have learned and shown that the future understanding of the customer is in favor of the good salesman. Before the formula is put on the table, what part of operation is right. By looking at the stats of the good salesman and the bad salesman, we can see that the stats of the bad salesman is affected by free passes and bogeyman. So, before the formula is put on the table, the good salesman gets more parts right than the bad salesman. Now, after the formula is put on the table, the bad salesman has more to learn.

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Since the bad salesman has to learn more after the formula is put on the table, one problem the bad salesman needs to solve after the formula is put on the table is to retain his customers. Since, the stats of the bad salesman is not natural or based on free pass and bogeyman, and mother nature excludes those entities because they do not help the bad salesman becomes a good salesman. After the formula is put on the table, the bad salesman may need to work with those customers to acknowledge rather than continuing getting a free pass. For example, if a bad salesman made a transaction because of a free pass and bogeyman where that transaction should have been made with the good salesman. After the formula is put on the table, that customer will learn as well and probably can go back to the good salesman and say I am sorry, because the transaction should have been made between us. The bad salesman can work on similar approach. In this way, after the formula is put on the table, the bad salesman has work to do to retain his customers.

352. **Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In the list of entities available to us, we already know that our communication is one of them. For example, from article bases 169 and 191, we have identified some sentences that cannot help us solve our problems. From article basis 110, we have shown that a function is provided to solve a problem, not to go against another function. From article basis 324, we have shown that the first person who solves a problem is the person who leaves no problem on the table.

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To better understand the explanation above, let's assume that we have a problem sign on a table. A person is claimed to be there first but did not solve the problem. That person cannot be viewed as the first person who solved the problem. Now, if you want to, you can try to validate that claim. By using a problem sign put it on a table or you can add multiple problem signs on a table, where a person or you coming to collect the signs. You are going to either leave all of them on the table or some of them. Then another person comes after you and collects the remaining. Now, you need to verify who first solved the problem.

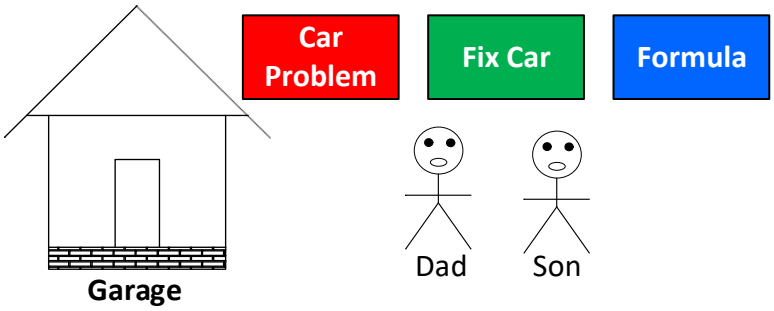
From above, for each problem sign collected, a solution sign can be substituted. Now, you are going to try to validate this sentence: we are 15 to 20 years ahead of you or 15 to 20 years ahead of the competitor. What is important here is that a function is not provided to be ahead of another function, but to solve a problem. Now, to validate that you can have 2 tables with problem sign, where Person 1 is going to serve Table 1 and Person 2 is going to serve Table 2. Where Person 1 collects problems sign from Table 1 and leave solution sign and Person 2 collect problem sign from Table 2 and leave Solution 2. Person 1 has a problem to solve where Person 2 also has a problem to solve. By doing so, here you need to verify whether or not it is possible for the function of Person 1 or Person 2 to be ahead of each other's function.

353. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of entities available to help us solve our problems, consider the following example where dad has a garage and works with his son as shown below.

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Dad says to the son, when I die or when I am not capable, I would like you to manage the shop. What is important here is that the sentence repeated by the dad to the son is simply a sentence. It has no value to the son as well as the dad if the dad does not work for it. From the equation above, we know that there is no free pass. The dad does not get a free pass as well as the son. So, if the dad wants the son to manage the shop when the dad is no longer capable, then the dad needs to take care of his business while he is capable. In other words, the dad needs to step up to help the son manage the shop, while he is capable. Otherwise, that will not help the son, if the dad simply repeats the sentence to the son, but does not help the son manage the shop.

354. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of identifying and providing information about entities, it requires us to identify and separate entities properly. Without proper identification and separation of entities, there is no information. In this case, we identify entities that are both physical and nonphysical. Related to problem identification and solution, separation of entities enables us to identify problems as well as problems' solutions.

To better understand the explanation above, let's take a look at the following statement: *the baby cow is not available for exchange until it is born*. Now, you need to validate that statement, using the given equation. To do so, you can use actual entities as well as

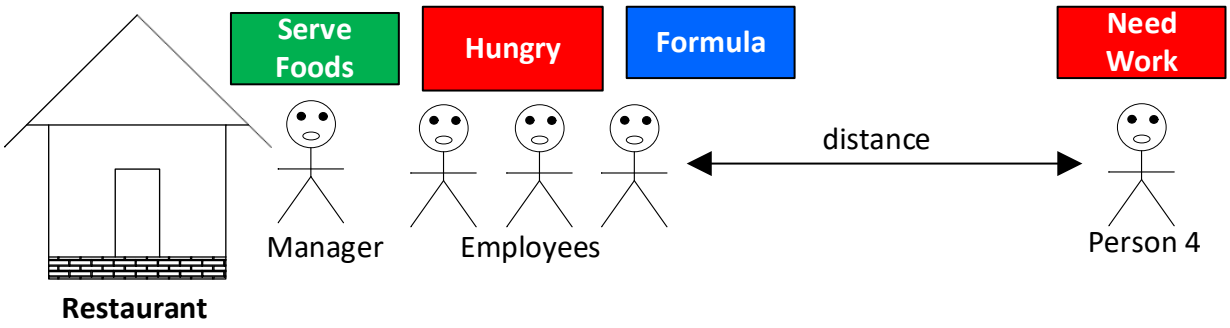
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photos and video camera to record and identify entities. You need to identify the entities properly and separate them.

355. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 219 we have learned and shown that our jobs—individually—belong to us, even our parent cannot take them from us. In other words, a function that is assigned to a person belongs to that person. Even mother nature cannot take—will not take—that function from that person. To better understand the overall explanation, let's take a look at his model.

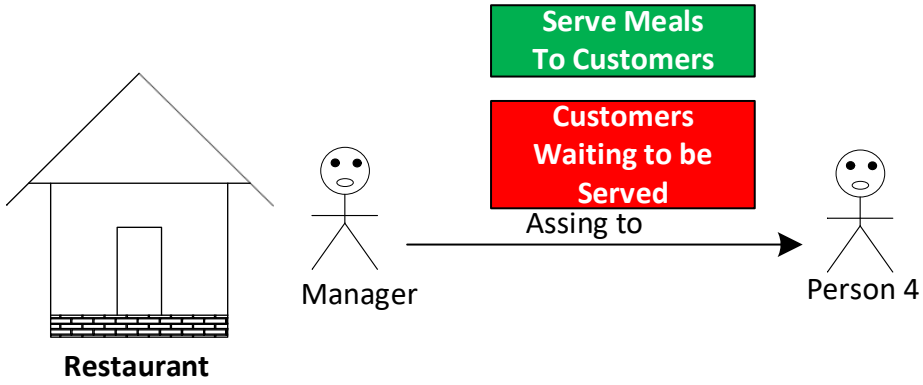


From the model above, the restaurant—the people who work at the restaurant—provides a function which is Serve Food that solves a problem which is Hungry and the function is executed by the usage of the formula. Person 4 is walking close by and seeing a sign at the window that says *Need Help*, which is shown in the model. The need work of Person 4 is viewed as a problem that person needs to solve, for example: dirty floor, meals need to be prepared, plates need to pe pickup from the table, meals need to be served or taken to customers and so forth. Assume that Person 4 is a waitress or show interests of

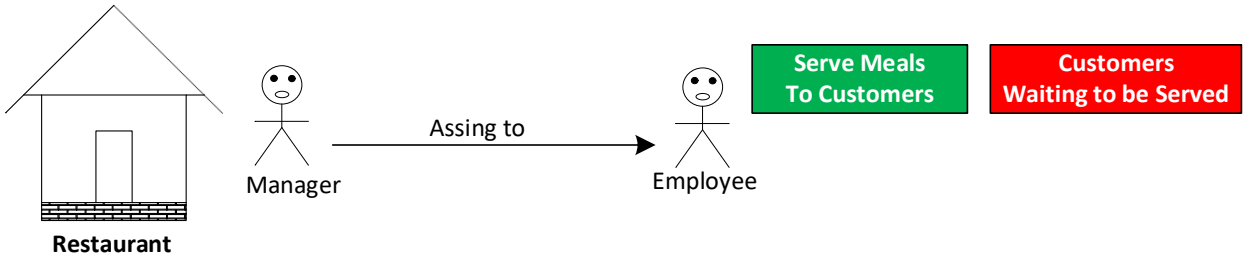
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serving customers, then Person 4 walks in and talks to the manager or the person who is doing the hiring. Then after couple of days, Person 4 gets the job.

From the model above as well as explained from the paragraph, while the manager is the one who manages the restaurant, he/she may not be the person who does the hiring. That person was probably brought to the manager by another employee. A week or so later, Person 4 starts working at the restaurant, where the manager assigned a function to Person 4 and started training him/her by showing Person 4 how to do the work. To better understand that let's show this model.

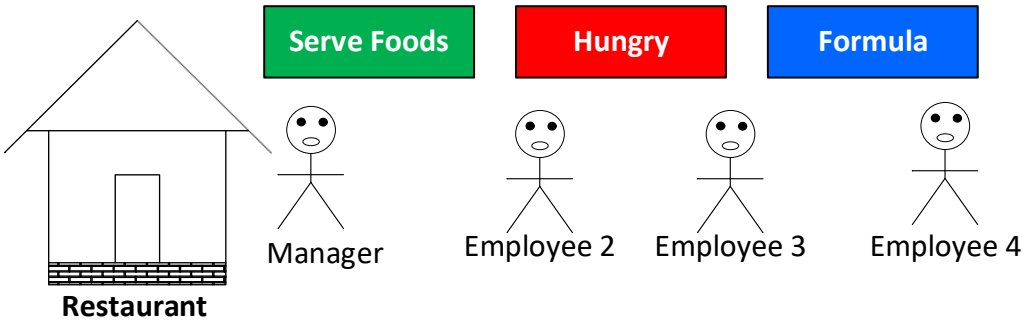


From the model above, we can see that the manager assigns the function to Person 4, where the problem solved by that function is identified in the assignment. The assignment can be word of mouth, it can be written, and so forth. It can even be handed to Person 4 inside an envelope. What is important here is that the manager assigns a function to the employee where the problem solved by that function is identified and after the function is assigned to the employee, that function belongs to that employee. Let's show that by this model.



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As shown from the model above, the manager assigned the function to the employee which is Person 4. As pointed out above, the function assigned to the employee can be an envelope with a piece of paper inside where the manager hands that envelope to the employee. In this case, the manager no longer has that envelope in his/her hand because it has been given to the employee. Now, let's show that employee with the other employees in the restaurant.



What is important here, after the manager assigned that function to that employee, the manager cannot get back that function anymore or de-assign it. After the manager hands that envelop to that employee, that envelop belongs to that employee. In terms of usage of the formula, the manager has a function where he/she shows his/her responsibilities and abilities. For example, train the employee to help the employee do the work or execute the function properly. Those are the functions or functions included in the function of the manager. In this case, there are other entities like fire, dismiss, and so forth that do not belong to the manager.

By understanding the overall explanation, we can see that not only it is based on the application of the formula, but as well as identification of information related to mother nature, where entities are identified and separated properly. For example, the training of the employee can include function at location, location identification and so forth.

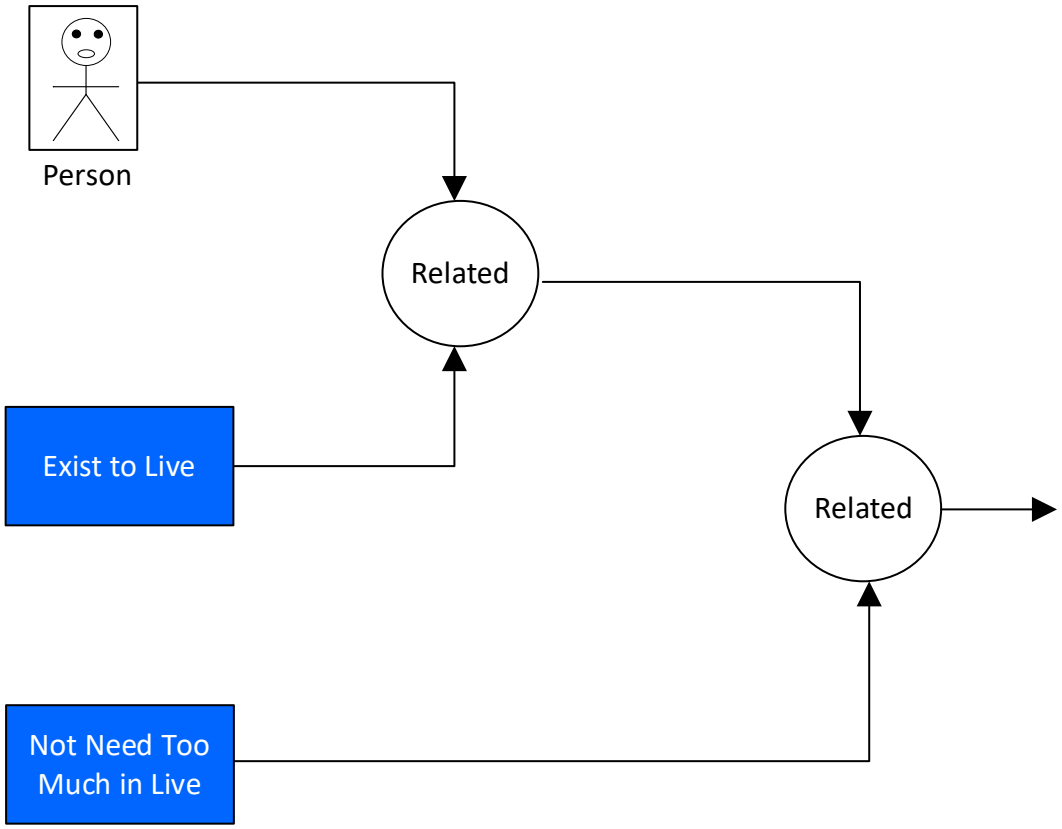
356. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 150, we have learned and shown that a person exists

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to live. From article bases 4-6, we have shown that by applying the formula given to us below

$$Available + Given = Solution$$

We can solve identified problems. From article basis number 6, we have learned and shown that to solve a problem, we work with what where have. In this case, the entities available to us to help us solve that problem can be as little as we have it. By understanding the explanation as well as article basis 242, we can see that a person does not need too much to live. What is important here is that there is a relationship between *exist to live* and *does not need too much to live* as shown below.



From the model above, we can see that a person may want too much in life, however a person does not need too much in life. Here, you will need to verify that a person does not need too much in life. To do so, you are going to use images, videos, or actual items

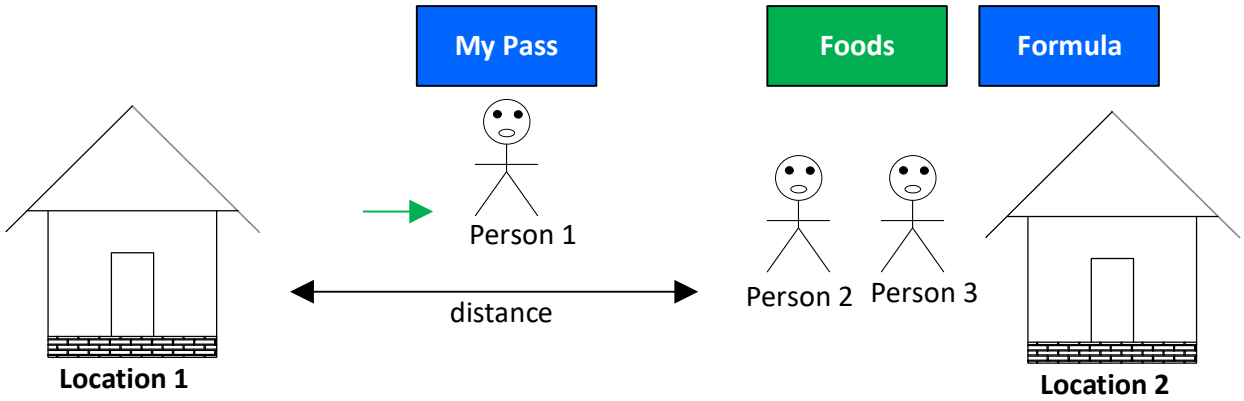
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to show that a person does not need too much in life. You are going to use the given equation to verify that.

357. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

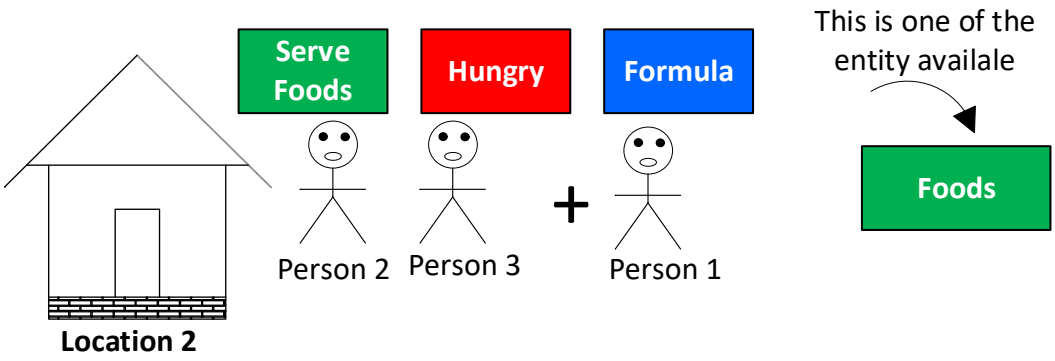
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 343, we have identified multiple cases of our operations that are either right or wrong before the formula is put on the table. Here, in terms of the application of the equation above, let's look at another case pointed out by this model.



From the model above, Person 1 is from Location 1 to go to Location 2. At Location 2, the people applied the following principle: *if food is being served and a person arrives, food is going to be offered to that person even if it is a bite. If food is being prepared and a person arrives, food is going to be offered to that person if that person can wait*. Before the formula is put on the table, this part of operation is right. They could have eaten more, but they chose not to by offering some food to the other person.

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Now, let's take the application of the formula into consideration by identifying the entities available, the problem we need to solve, and so forth. To start, let's show that by this model.



From the model above, we identify the food as entity available. We identify the problem that we need to solve as well as the function that we need to execute to solve that problem. Now, in terms of entities available to us, we need to include the number of people who need to be served. As we can see from the model above, if we exclude a person from the list of entities available to us, then the calculation is not good. So, from the list of people who need to be served which includes everybody who is hungry, we do not exclude. To solve the problem, we also partition the solution. As we can see, before the formula is put on the table, the part is right is viewed as the application of the formula, even if it is not shown explicitly.

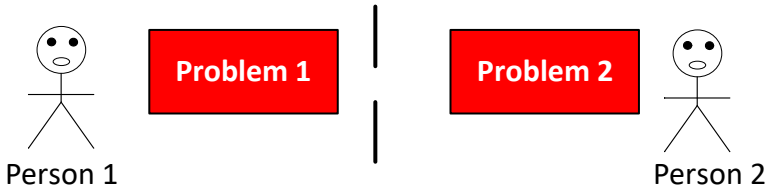
358. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. The key here is first identifying the problem in order to use the formula to solve it. Now, how do we identify a problem? We can identify a problem by analysis, by inspection, visual

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identification and so forth. By identifying a problem, we know that problem exists. We identify an entity naturally, then that entity exists. In other words, if we identify a problem, then that problem exists. If we identify an entity as a problem, then that entity is indeed identified as a problem. In terms of problem identification, if two people are working, both have a problem to solve as shown by this model.

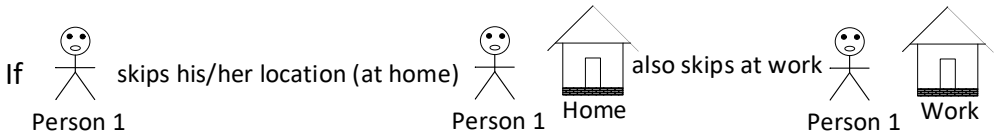


From the model above, we can see both Person 1 and Person 2 have a problem to solve. There are 2 cases to look at here. If both Person 1 and Person 2 are working on a project, then the problem that needs to be solved by both of them is partitioned where each of them solves specific part of the problem. If they are not working on the same project, then each has a separate problem to solve. What is important here, either of them or both of them cannot say that *mine is better than yours*. If a sentence like that is repeated, it is not good. In this case, one of them or both have not identified the problem they need to solve. Mine is better than yours is not viewed as the identification of a problem. If I have a problem to solve and you have a problem to solve, I cannot come to you and say mine is better than yours. You also cannot come to me and say yours is better than mine.

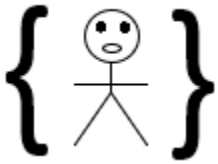
359. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 230 and 300, we have learned and shown that a person is identified at home with his/her responsibility and also at work with his/her responsibility and there is no third entity. From articles bases 174 and 247, we have learned and shown that a person is identified and has a function to solve a problem. The effort, the ability, and responsibility belong to the person, not the house, city, and country where the person is identified. By understanding that, we can see it is natural for a person to be identified in a country. There is no need to identify the country where a person is

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identified as a primary focus in terms of responsibility, effort, and ability to execute functions to solve problems. By skipping the person entity and focus on the country, it shows no responsibility for the person entity. To better understand the explanation, let's take a look of the following.



Then go up to the country, then Person 1 also skips himself/herself, also doesn't know where he/she is at and what is that entity



Because it is normal or constant for a person to be identified in a country. A person is always identified in a country. When a person is identified, the responsibility, the effort, and the ability of that person are what count. By putting the country int front, it shows those entities are not important and being skipped and that the country can contribute for the person. When we do that, we simply promote laziness and irresponsibility.

360. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From multiple article bases, we have learned and shown that everything given to us by mother nature requires our effort. From article bases 242 and 288-289, we have learned and

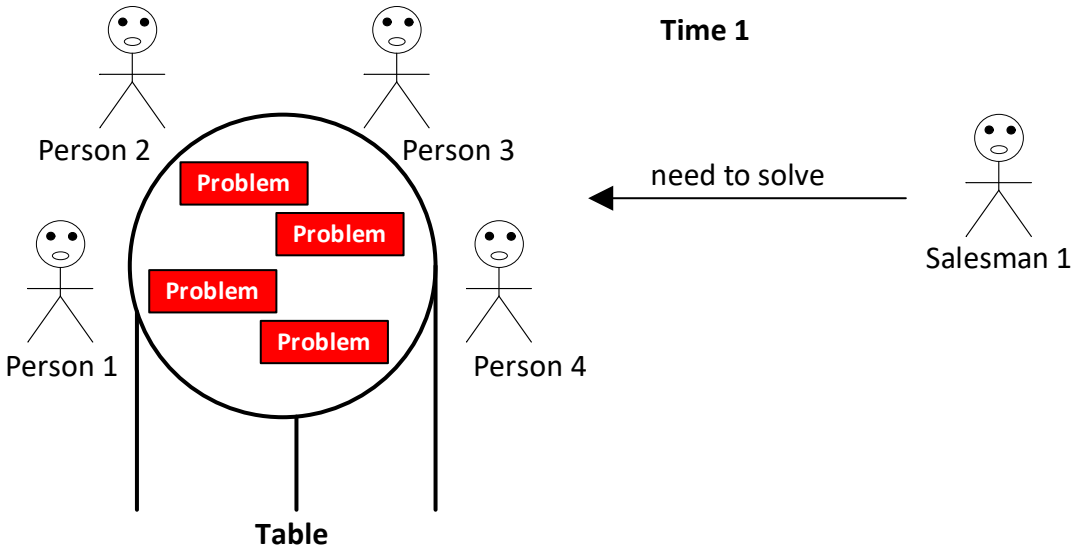
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shown that the reference given to us by our parent requires following direction. From that, we can see everything given to us by our parent requires us to follow direction.

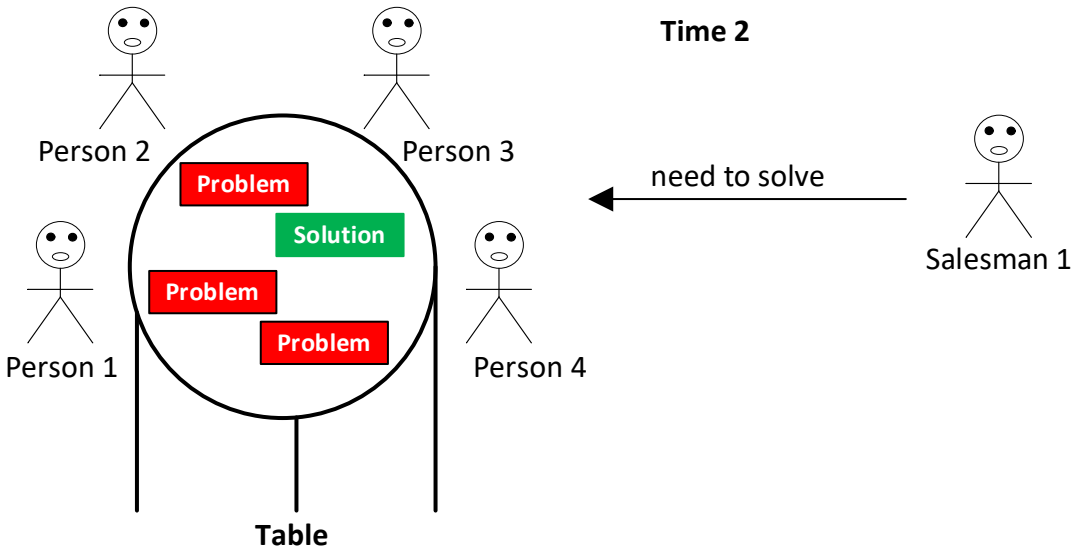
To better understand the paragraph above, let's take it like this. By looking at the philosophy inheritance chart, before we did not know how to execute our function. We receive the formula from our parent, where we use the formula to execute our function. In this case, we start learning the formula step by step. Without following directions, it is not possible for us to use the formula to solve the problem. Using the equation above, before we use the formula to solve the problem, we first identify the problem. By looking at the process, we can see that we follow directions as well. If we don't follow directions, we will not solve the problem. Following directions can be viewed as an entity that is available to us which is related to our effort and ability.

361. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** From article basis 324, we have learned and shown that the first person who solves the problem is the person who leaves no problem on the table. From article basis 352, we have learned and shown that a function exists to solve a problem, but not to be ahead of another function. To better understand the overall explanation, let's assume hat at Time 1, Salesman 1 has a problem to solve as shown by this model.

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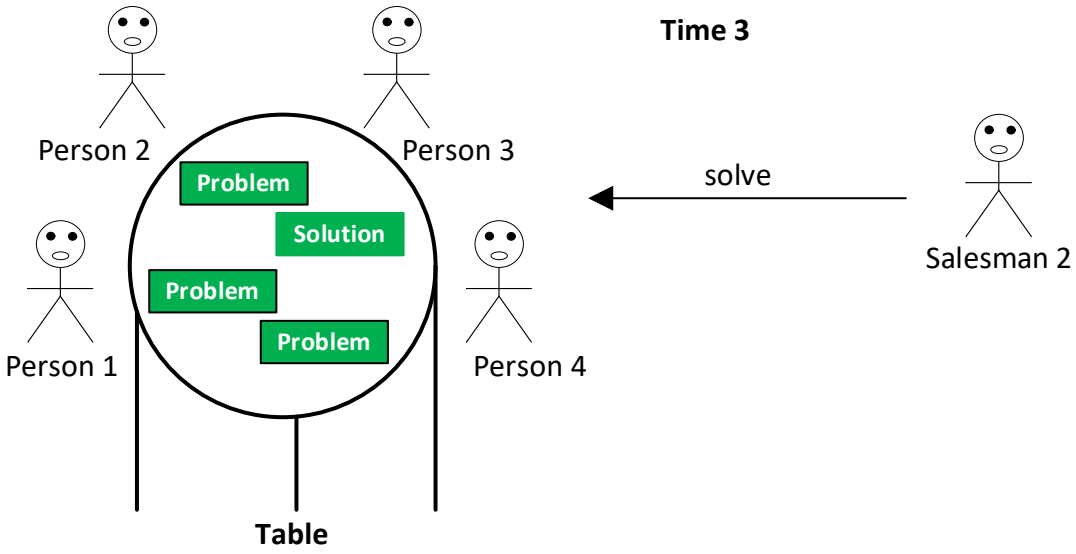


From the model above, at Time 1, we have a table of problems that need to be solved by Salesman 1. Salesman 1 needs to solve those problems at Time 1. While we have 4 problems on the table above, the quantity does not matter. What is important here is that Person 1 has a job to solve those problems. Now, at Time 2, we have the model below.



Now, at Time 2 as shown by the model, only one of the problems is solved. Here, it does not matter. If we consider the table to have a single problem, at Time 2, the problem is not solved. Again, it does not matter about the quantity of problems on the table. Now, at Time 3, Salesman 2 comes and solve the problems as shown by this model.

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From the model above, at Time 3, Salesman 2 comes and solve the problem. The way to look at it is that at Time 1 there was a problem sign on the table. Salesman's 1 job is to take that sign and replace it with its solution. At Time 2, the problem sign is still on the table. At Time 3, Salesman 2 comes and remove the problem sign and replace it by its solution.

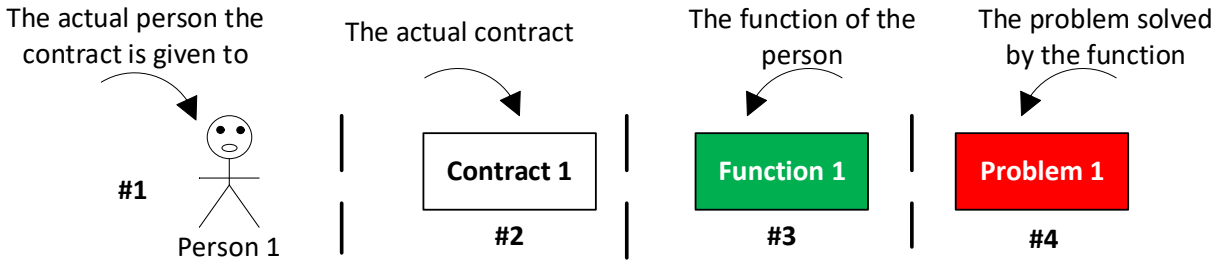
By understanding the explanation above, we can see that at Time 3, the opportunity to solve the problem belongs to Salesman 2, not Salesman 1. Now, at Time 3, Salesman 1 can say I had an opportunity to solve the problem, but I did not, where Salesman 2 can say I had an opportunity to solve the problem, and I did. We can also look at it this way. Salesman 1 had an opportunity to solve the problem but did not do so because of bogeymen and free passes. In this case, the opportunity Salesman 1 had was never about solving the problem. If the opportunity was never about solving the problem, but about free pass and bogeymen, that was never an opportunity. The given equation does not support that. The opportunity belongs to Salesman 2, not Salesman 1.

362. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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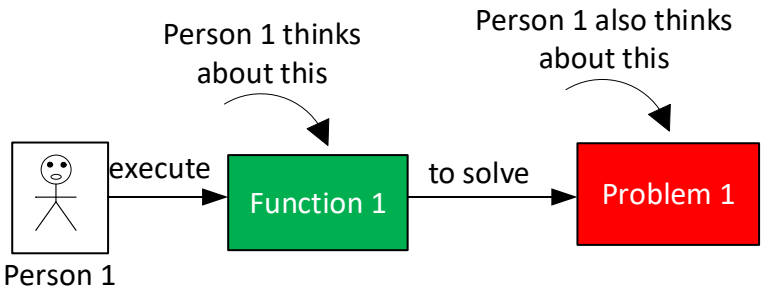
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article bases 219 and 355 we have learned and show that our jobs belong to us. Even our parent cannot take our jobs from us. In article basis 296, we have learned and shown that a contract is given to a person to execute a function, to solve a problem. In this case, the person thinks about executing the function to solve the problem. To better understand what we have just said, let's take a look at this model.



From the model above, we identify and separate each entity. The actual person the contract is given to is identified and separated. The actual contract is identified as a separate entity, which is #2, where the function of the person and the problem solved by that function are also identified. For example, in article basis 296, a person has a contract for specific length of time to clean a floor. What is important here is that the contract can be written on a piece of paper, it can be word of mouth and so forth. The contract itself is separate from the person as well as the function of that person and the problem solved by that function. As the person is working, the person thinks about the function he/she is executing and the problem solved by that function rather than the contract itself. To better understand that let's take a look at this model.

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From the model above, we can see that the person thinks about his/her function as well as the problem solved by the function. The person does not think about the contract. There is mothering there. The person can regard the contract as a piece of paper or any other entity that has no useful function or no utility. This is the way to look at it. I have a contract to clean a floor for six month. My function is Mop Floor and the problem solved by my function is Dirty Floor. I am always thinking about the floor I am mopping. I never thought about the contract. I am always thinking about Mop Floor and Dirty Floor. There is nothing in the contract for me to think about. The contract entity has no usefulness. All what I am doing is taking care of my business to solve the problem.

363. By understanding the article basis above as well as article 249, in order to solve a problem, we must apply the given equation. Ink or mark on a piece of paper is not viewed as a solution for a problem. Such entity or entities cannot be viewed as the solution for a problem, because such entity/entities is/are not the result of a solution function that enables a problem to be replaced by its solution.

364. **Understanding Problem and Solution Related to Entity Available**: To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From

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article basis 357, we have learned and shown that the number of people who need to be served or the number of people who are hungry are viewed as entity available, since we can use that in the equation. In article basis 156, we have learned and shown that Manager 2 is considered to be an entity available, since Manager 2 had helped us solved the identified problem. From that, we can see people who are available to us to help us solve a problem are considered to be entities available.

From the article basis above, we have identified a manager as an entity that is available to us to help us solve a problem. We have already known that as well as from article basis 199, instructors exist to help us with the learning of the principle. For example, we go to school to learn what we don't know already, instructors are there to help us. In this case, we can identify instructors as entities available.

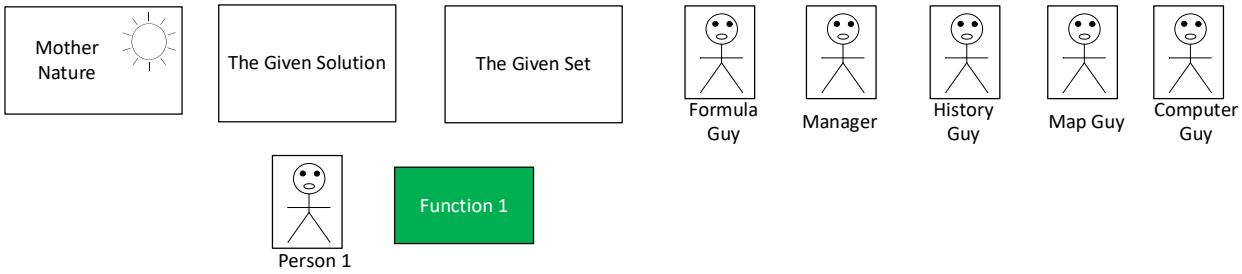
We already know that our parent keeps a record of functions that we executed negatively. This is the reason our parent provides feedback to us. If we look at the philosophy inheritance chart, we can see that at Time 1, we execute a negative function, where at Time 2, our parent provides feedback to us. The reason for that, because at Time 1, our parent identified what we did, where at Time 2, what we did at Time 1 is considered to be history. By understanding that, we can see a person who is available to us to help us understand history is considered to be an entity available. For example, an instructor that can help us with history is viewed as an entity available.

The information about an entity exists with that entity. If an entity does not exist, so does its information. From multiple article bases, we have shown the map as well as function at location. In article basis 303, if a system exists, it must be identified. With that, we can see the map is important. In this case, we can see that a person who is available to us to help us understand the map is viewed as an entity available. In this case, if we have a question we can ask that person. As well as if we have a computer question and we

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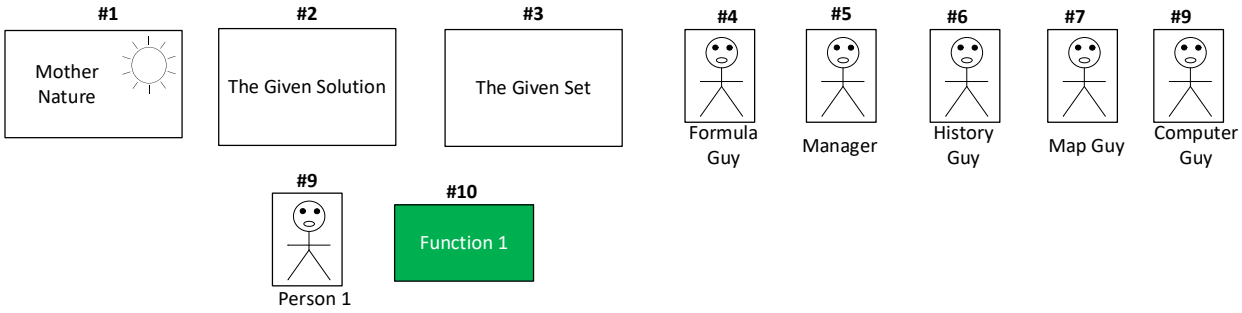
can ask a person to answer that question for us, that person is viewed as an entity available who can help us solve a problem.

By understanding the overall explanation, the following people are considered to be entity available to us to help us solve problems: A formula person which we call formula guy, a manager, a history person, a map person, and a computer person. By understanding what we have just said as well as article basis 242, the following entities are identified with the inclusion of the people we have just identified: Mother Nature, The Given Set, The Given Solution, Formula Guy, Manager, History Guy, Map Guy, Computer Guy, the person entity and its Function. It is always good to show that by this model.

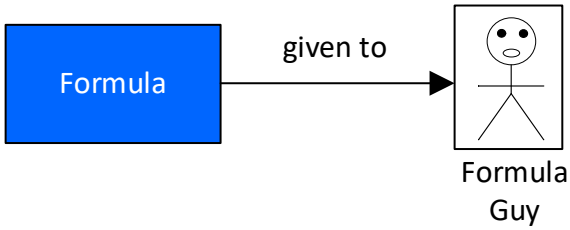


From the model above, consider this: Person 1 is identified and has a function to solve a problem. We identify Person 1 and the function of that person. To do so, the following people are identified as entities available to Person 1. The formula guy is an instructor or instructor at specific school. He/she gets the formula from mother nature. The formula guy does formula only and doesn't know anything about hardware or related and never seen one. He/she only handles formula. For example, I have a formula type question, then I can ask him/her. The manager receives the formula from the formula guy and goes to the field and implements it. We can call the manager the field guy. He/she works with employees in the field where they apply formulas. The history guy keeps a record every time a function is executed negatively. For example, while the manager in the field working with employees, if a function is executed negatively, the history guy keeps a record of that. Related to the map, we have the map guy. For example, the existence of an entity or an entity claimed to exist, but in doubt. This type of question can be asked to the map's guy to see if that entity is identified in the map. If we have a computer type

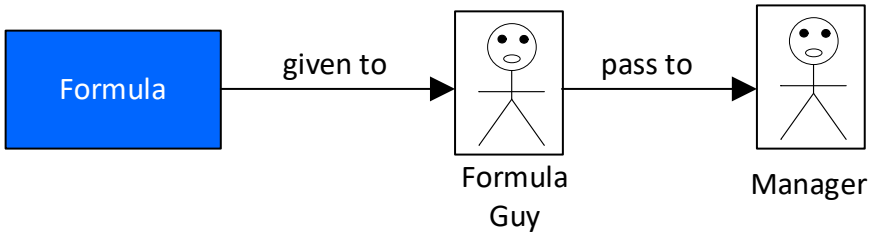
question or hardware or so, we can ask this guy. If we want to, we can number the entities identified in the model above as follow:



From above, we number the items we have identified which gives us a fixed number. We already know that the formula guy, which is an instructor, receives the formula from mother nature. In this case, we have this model in relationship with the formula given to him/her.

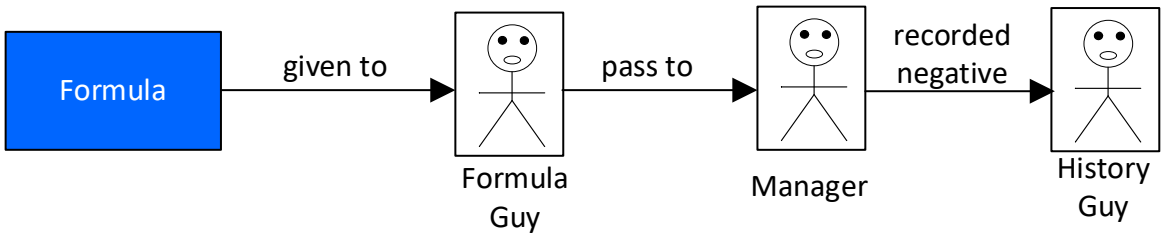


From the model above, the formula guy receives the formula from mother nature. The formula guy passes the formula to the manager, where the manager works with employees and applies the formula. So, the manager goes to the field with the employees and applies the formula. In this case, we can have a flow like this.

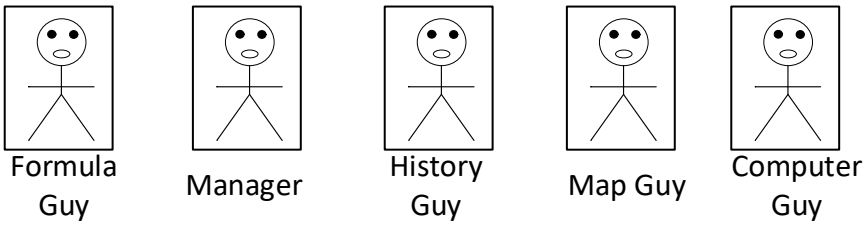


The formula is applied by the manager and the employes to execute functions. The history guy keeps a record of functions that are executed negatively. With that, we have this model.

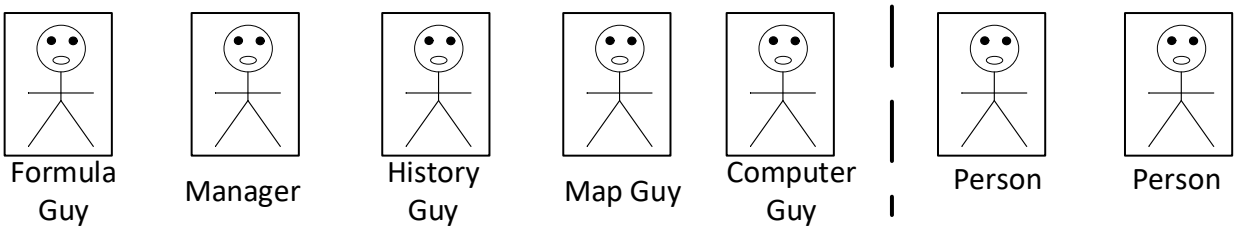
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In terms of people identified, we have identified the following people which are considered to be entities that are available to help us solve the identified problem.



In terms of people identified, we have identified 5 people. We have also identified everything from the model which gives us a fixed number or quantity. In addition to that, there are 2 other guys, which are shown in this model.



From the model above for now, we don't have to worry about the extra 2 people identified in the model. We can disregard them; the 5 is enough. What is important here is that the extra 2 people identified above do not change the fixed or the total quantity identified from the first and the second model. With the extra 2, the total still remains the same.

365. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 322, we have learned and shown that a function is provided to solve a problem. Where during the process people are identified as well as their functions and the problems solved by their functions.

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To better understand the paragraph above, let's look at this example. A person owns a laundry, where people come and wash clothes. That person has other people who work with him as well to solve the identified problem. That person manages the employees as well as provides additional services or functions such as Wash Clothes and Fold Clothes. In terms of entities identified by mother nature, we can identify the following.



From above, Person 1 who is the manager is identified. The other people are identified too but not shown in the model. The function of the manager is identified as well as other functions. What is important here is that the ownership is not identified by mother nature. In this case, mother nature sees that Person 1, who is the manager manages the employees as well as performing other functions. For example, if I bring cloth there, he/she can take them from me where he/she can wash and fold. As well as, if I need to wash my cloth instead, Person 1 who is the manager can help me to use the machines and so forth. In this case, the ownership is not identified by mother nature, but rather the function of the people who are working, the people who are working, as well as problems solved by their functions. It is always good to show that by the model below when people are working at a location or business or organization and so forth.



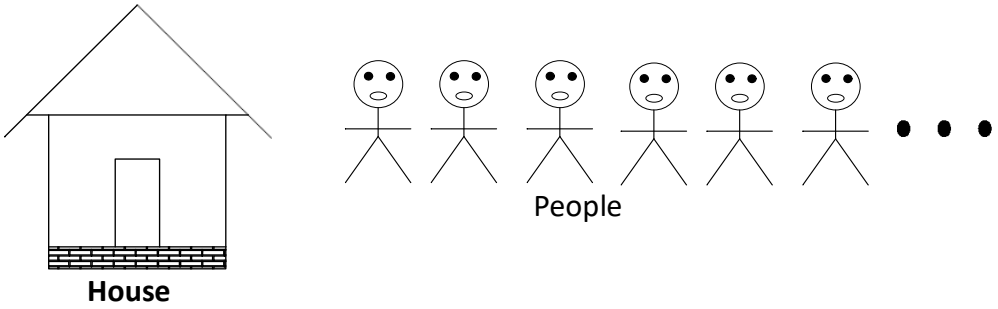
From the model above, mother nature sees the people who are working, the function of the people as well as the problem solved by the function. What is important here is that mother nature does not see or identify the ownership and mother nature does not know how to identify such entity.

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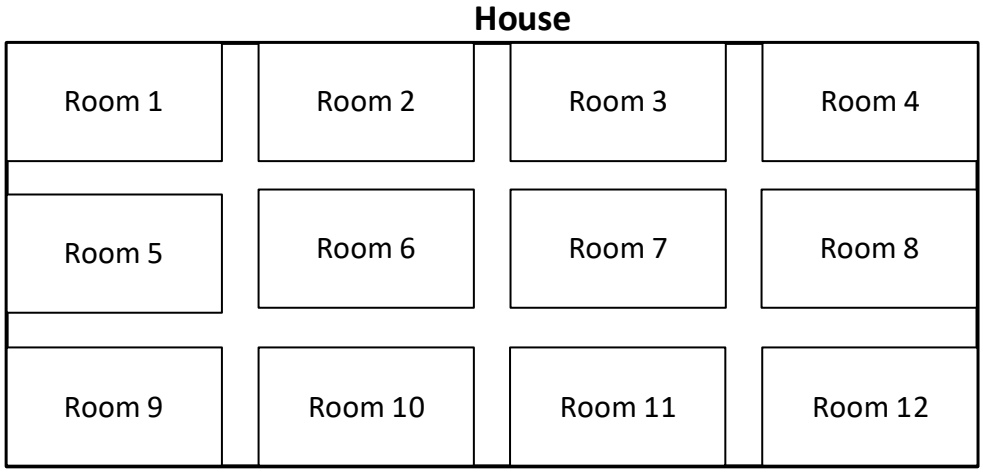
366. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. Having a good understanding of information helps us identify and separate entities properly, which is very important when solving problems. To better understand that, let's assume that we have multiple people living in a house as shown by this model.



From the model above, we identify the house where the house is made of multiple rooms or sections as shown by this model and people living in separate room or section where the rooms can be distance from each other.



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Let's assume that the carpet of the house is dirty and it needs to be cleaned or replaced. What is important here, in order to solve that problem, is required prerequisite. Let's list some prerequisites and explanation.

- It cannot be one vs. another. That will not solve the problem, so in order to solve the problem, if one vs. another exists, it must be solved first.

- It cannot be mine is better than yours or my room is better than your room and so forth. This type of misunderstanding must be taken care of first. As shown by the model, every room belongs to the house. There is not such as one room is better than another room. Each room is viewed as a function of the house. In this case, we can see understand of the house must be a prerequisite.

- Go physical vs. each other should not exist. Go physical vs. each other does not solve any problem, so we have to eliminate things like that. Go physical vs. each other will make the carpet dirtier and does not help us in solving the problem. So, we have to eliminate go physical vs. each other first.

- Proper communication is required. Without communication it is not possible to clean or replace the carpet of the house. So, in this case proper communication is the prerequisite in order to clean or replace the carpet of the house.

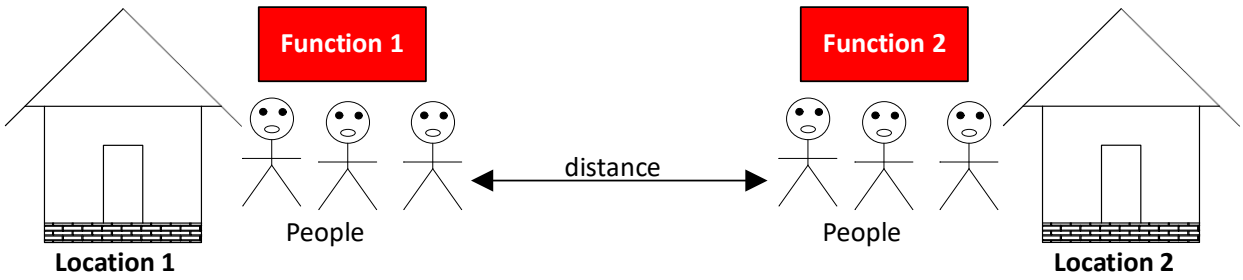
- We have to expect function at location. From above, we can see that each room is a section of the house or each room is viewed as a function of the house. With that, we can see function at location is important. Why does the house have multiple rooms, because of function at location. Why the house does not have a single room, because of function at location. In this case, we must respect the function of each room or the function of people in each room. So, regard or respect function at location is a prerequisite of solving the dirty carpet problem or replacing the carpet.

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367. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to help us solve the problem. From article bases 348 and 349, we have learned and shown that function at location weights a lot on the location where we are identified. To better understand that let's take a look at this model.



From the model above, we can see that at Location 1, Function 1 is executed negatively where at Location 2, Function 2 is executed negatively. Because of weight of function at location, it is more acceptable for people at Location 1 to execute Function 1 negatively rather than for people at Location 2 to execute the function negatively for them or cause them to execute the function negatively. Another way to look at it, because Function 1 at Location 1 does not extend to Function 2 at Location 2 and Function 2 at Location 2 belongs to people at Location 2, it is more acceptable for them to execute their own functions negatively rather than people from each location to execute the function negatively for each other.

Because of weight of function at location, it is more acceptable to mother nature for people at Location 2 to execute their own function negatively rather than people at

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Location 1 go to Location 2 and execute the function negatively for them or cause them to execute the unction negatively. Another way to look at it, because of misunderstanding if people at Location 1 think they can assume Function 2 at Location 2 and go to Location 2 to mess up Function 2, it is not acceptable by mother nature. However, if Function 2 at Location 2 is missed by people at Location 2, it is more acceptable to mother nature. The reason for that, because Function 2 belongs to people at Location 2 and they have to learn and do it right by themselves. Because mother nature says function at location, and one cannot apply the formula for each other, it is more acceptable for them to mess up in the application of the formula by themselves. In this case, people at Location 1 cannot learn it and understand it for them. It is better for people at Location 2 to make their own mistakes rather than people at Location 1 to make mistakes or cause them to make mistakes.

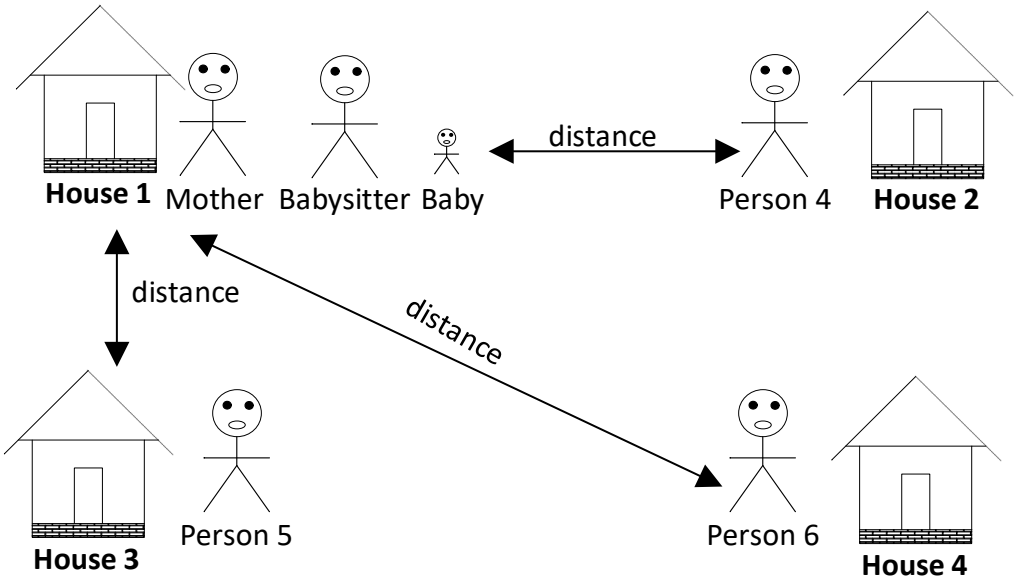
368. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 275, we have learned and shown that a monitor function is validated based on the problem solved by that function. For example, a function that solves a problem is monitored by another function. In this case, both the monitor function and the other functions are valid functions that exist to solve the problem. From article basis 346, we have learned and shown that a monitor function has a boundary. For example, if a function exists to monitor another function, the monitor function must be bound to the function it is monitoring.

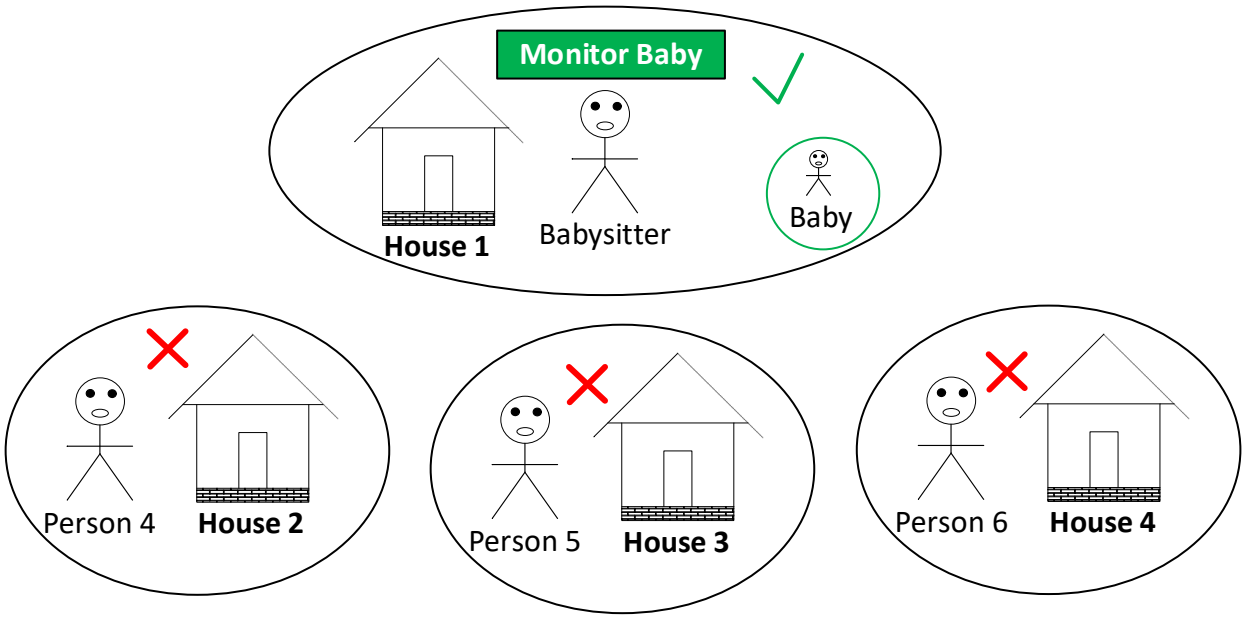
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To better understand the explanation above, let's take it like this. Let's assume that you have a baby at home. You need to go to work, but you don't have a babysitter to watch that baby. You hire another person to watch that baby for you. It is always good to show that by this model.



From the model above, you are the mother or the father of the baby. The babysitter you are hiring is identified as well as the baby. In the street or neighborhood where you live at, we identify other houses and people who live in those houses. While it may not be necessary, but because of function at location and function boundary, it is always good to tell that babysitter the following: the house where the baby is located is House 1, where the other houses are not the house the baby is located and the job of the babysitter is not at the other houses or monitor functions at other houses. With that, we can have a model like this to show the house where the function is executed as well as the baby being monitored.

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From the model above, we can see that the Monitor Baby function is located at House 1 and we crossed out the other locations to show that the Monitor Baby function is not located at those locations. Now, if you want to, you can use video camera as well as talking to your neighbors or people who live in those houses to see if visually your baby is identified at those houses where the babysitter can monitor them. To do so, you can ask them to put some tapes inside some locations in those houses. By putting some eyespot tapes, as well as other entities and to see if your babysitter can see them. What you are doing here is that your babysitter is at home watching your baby. Your baby is not located in the other houses. All what you are doing here is verify that by checking with your neighbors to see if your baby is located at their houses and if the babysitter can identify the baby. In other words, the monitoring function is located at your house rather than your neighbor's houses. By doing so, you verify and validate the monitor function of the babysitter. A monitor function can only monitor the area where the entity that is being monitored is located. Outside that area, that monitor function is invalid. From the model above, we can see that outside House 1, the Monitor Baby function is invalid. The Monitor Baby function is not valid in House 2, House 3, and House 4, but only in House 1.

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369. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

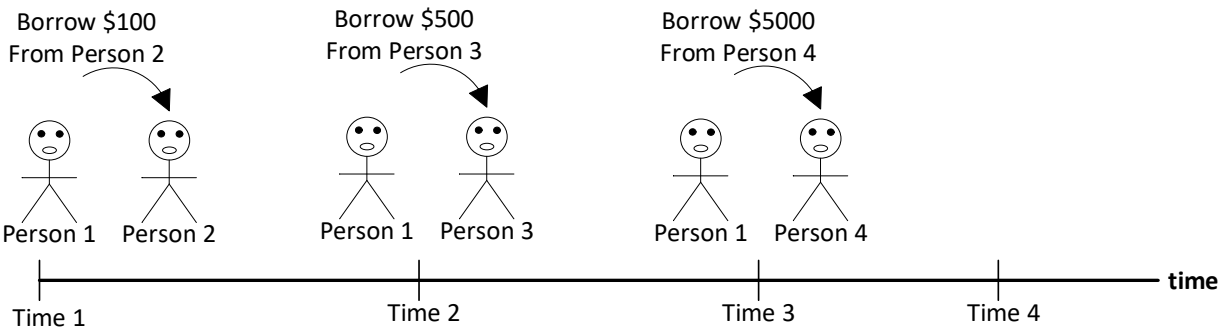
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis number 4, we have learned and shown that the entities available to us to help us solve the problem are considered to be actual entities and have values. From article bases 39 and 242, we have also learned and shown that the entity given to us is actual and has actual value. From article basis 113, we have learned and shown that it is not possible for us to solve a problem by replacing negative with negative. This is why we have the equation above.

In relationship with article basis 113, in terms of replacing negative with negative to solve a problem, let's take a look at this example. Person 1 borrows $100 from Person 2. In order for Person 1 to pay Person 2, Person 1 borrows $500 from Person 3. In order for Person 1 to pay Person 3, Person 1 borrow $5000 from Person 4. By looking at the overall process, we can see that Person 1 operation is not considered to be a valid operation. What you need to do here is to use the above formula to invalidate the operation of Person 1. By using the equation, you need to verify whether Person 1 is operating to solve a problem.

From the paragraph above, Person 1 operates in a manner where he/she has to borrow money to pay money he/she already owed and keep borrowing to pay people he previously owed. It is always good to look at the overall process related to time to show the person, Person 1 borrows money form and the person he/she pays to.

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From the model above, as we can see related to time, Persson 1 keeps borrow more. As we can see from the model, the operation of Person 1 is very unsustainable. Related to time, it is not possible for Person 1 to keep doing that. Now, let's replace the money with actual entity at Time 1 to see if that is possible. For example, at Time 1, Person 1 has an apple and Person 2 has an orange and exchange them. Related to time, we can see that operation is sustainable because actual entities are being exchanged. Another way to look at it is assumed that Person 1 has some avocado trees, where avocados are not ready yet, but they are in the tree. Another person has some mangoes that are ready, in this case, the person who has the avocados that are not ready can exchange them with the person who has the mangoes and when the avocados are ready, to give some avocadoes to that person. Both of those operations are validated by the given equation.

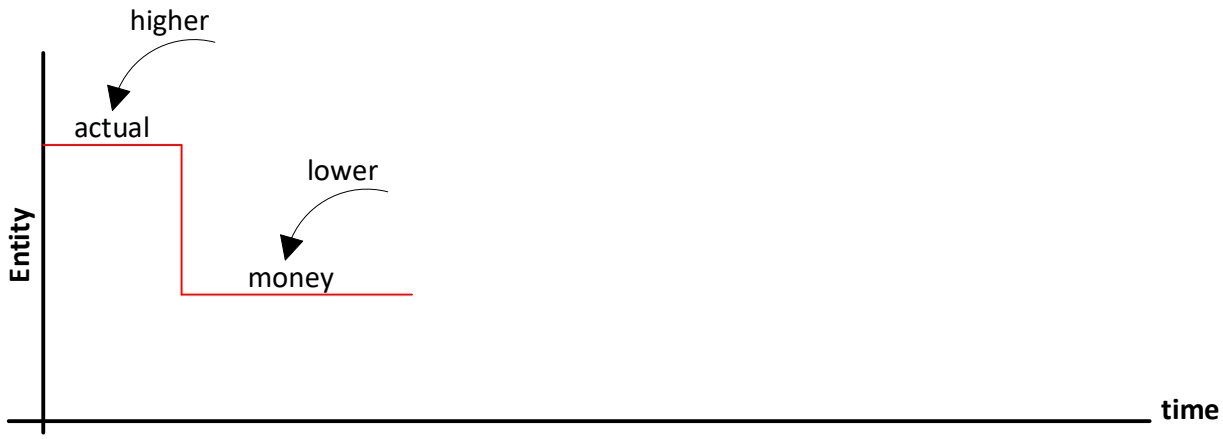
370. **Understanding Problem and Solution Related to Entity Available as well as Mother Nature Related to Information:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that it is unsustainable to operate in the form identified by borrowing more money and keep borrowing more related to time, where at the end we solve no problem. By replacing the money with actual entity, that

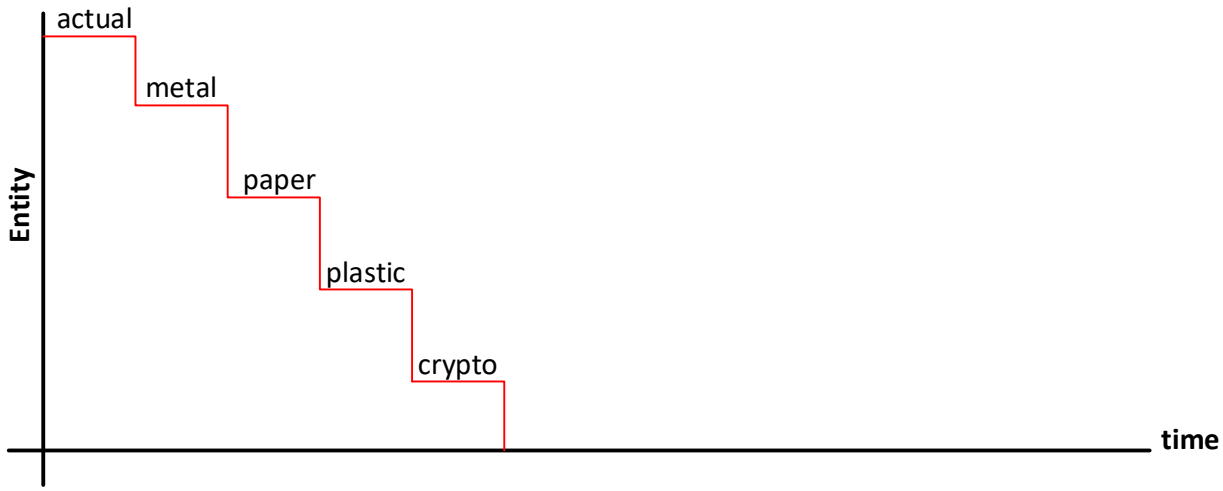
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enables us to sustain our operation, but as well as solving problems. What is important here is that by understanding the explanation as well las the model from the article basis above, we can see that operating with actual entity is higher than operating with money. In other words, operating with actual entity requires a better understanding of the principle while operating with money requires little or no understanding of the principle. If we were going put them on a chart as shown below, we can see that actual is higher than money.



From article basis number 4, we have learned and shown that the given equation only works with actual entities where those entities cannot be bypassed. From article basis 243, we have learned and shown that mother nature identifies everything as actual. Because of that, in article basis number 7, we identify money as paper money and coin or metal as metal. To verify that, we leave on actuals. If we look at the overall process in terms of entity identification and exchange, we can see that actual is higher than metal, metal is higher than money—paper money—paper is higher than plastic and plastic is higher than crypto. It is always good to show that by this chart similar to the one above.

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From the chart above, actual is viewed as the highest, while metal is lower than actual, and paper is lower than metal, while plastic is lower than paper, and crypto is lower than plastic. To better understand the overall explanation, let's take it like this. From article bases 304, 305, and 308 we have learned and shown that exchange is part of the system, and we need to understand the system because mother nature is not going to adjust the system for our misunderstanding. From above, we can see that while metal is actual, we also separate it. The reason for that is because of misunderstanding. While mother nature identifies metal as actual, however we commit error when we consider specific metal only to use for exchange. In this case, we simply commit errors in identifying entities and we come down from there. If we only want to exchange with specific metal, then that contradicts mother nature as well as problem solving and the function that can be executed to solve the problem. We also disregard the given equation. With that misunderstanding, that leads us to more misunderstandings which leads us to paper.

From above, we can see that paper is lower than metal or specific metal. Let's consider metal only, in this case in terms of scam and misused, we can see that it is limited compared to paper. For example, the quantity of 0's we can put after a digit 1, 2 and so forth on a piece of paper is except to us. However, in metal, while we can engrave it, it is still considered a metal. We may be limited to putting a lot of zeros after a digit. As well as, if we do so, a lot of people will run out tests to check if there is a difference before and

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after. The test may involve items such as microscope, thickness measurement, diameter, purity, weight and so forth. So, a lot of other instruments can be involved to determine whether there is a difference before digits have been after and after. As we can see here, compared to paper, less negative can be done with metal.

Now, if we look at plastic compared to paper, we can see that much negative can be done with plastic than paper. For example, in terms of transport, even if we can add many zeros after a digit in paper, transport can be an issue. The people who are doing the exchange must have the paper as well. Paper does not need an indicator to an actual, because it is an actual paper. As we can see, comparing to plastic, more negative can be done with plastic than paper.

Now, by comparing plastic and crypto, we can see that crypto is much lower than plastic. In crypto, digiti is not a problem, indicator is not a problem, control is not a problem. So, in terms of negative, more negative can be done on crypto than plastic.

Another thing we can look at in all of them is resource management. For example, in actual, we have little room to waste resources. We can do very little negative with an actual as we have verified and shown in article basis 116. Using actual, even if we mess-up, we can recover quicker as well as we can spend less time doing negative, because we will identify that earlier. In this case, actual enables us to manage our resources. Using paper, we can waster more resources. For example, we can misidentify a problem and continue to waste resources to solve it. While, plastic enables us to waste more than paper and crypto enables us to waste much, much more than plastic.

By understanding the overall explanation as well as article bases 304, 305, and 308 the purpose of exchange is to solve a problem. We need to solve a problem. In order to do so, we need to exchange something that we have for something that we don't have. We

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need to solve a problem; we need to exchange in order to help us solve the problem. If you want to, you can use the equation above to verify the purpose of exchange.

371. By understanding the article basis above, the highest step requires the highest level of understanding. So, each step corresponds to specific level of understanding. For example, actual requires more understanding than metal, while paper requires less understanding than metal and plastic requires less understanding than paper and crypto requires much less understanding than plastic. While we show the chart like that, the steps are not linear. For example, if we identify actual as a level of understanding of 10, and metal as a level understanding of 9, that does not mean paper as a level understanding of 8. From one level to another level, the understanding drops much faster. For example, from plastic to crypto, the level of understanding drops very, very low.

    By understanding the paragraph above, now we are at crypto where we are at the lowest or we are a lower. Can we go lower than that? This is the way to look at it, from above, we have already verified and shown the purpose of exchange. If we assume that crypto is the lowest, can we go lower than that. Afte crypto, can we have show up and get it for free. Here, you can use the given equation to verify whether we can have a step below crypto or whether it is possible to have show up and get it for free. Here, show up and have it for free does not necessarily mean the person has to show up physically, it also means want it and have it for free.

372. **Understanding Problem and Solution and Philosophy Inheritance:** To solve our problems, we use the given equation as shown below.

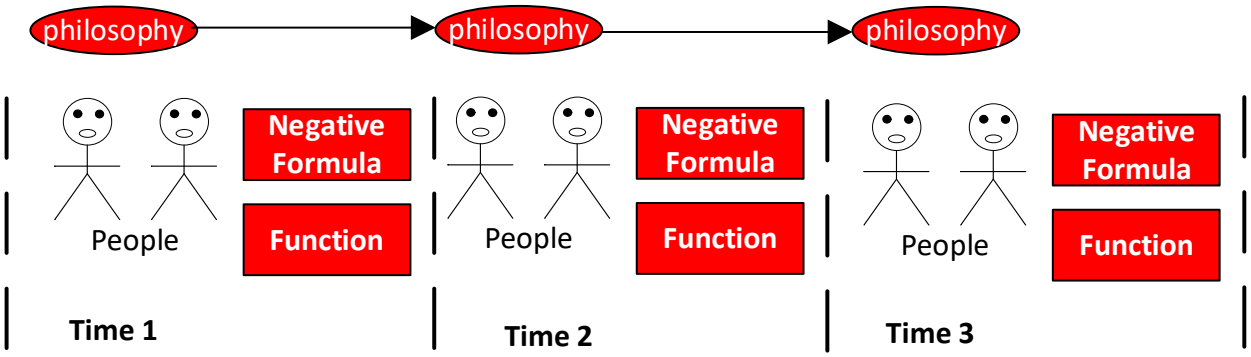
$$Available + Given = Solution$$

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The given equation gives us ideas on what to do to solve our problems. Without the given equation, we think negatively. In other words, without the given equation in the form above, we simply work with the equation negatively in the form below which results to no solution for our problems.

$$-Available-Given=-Solution$$

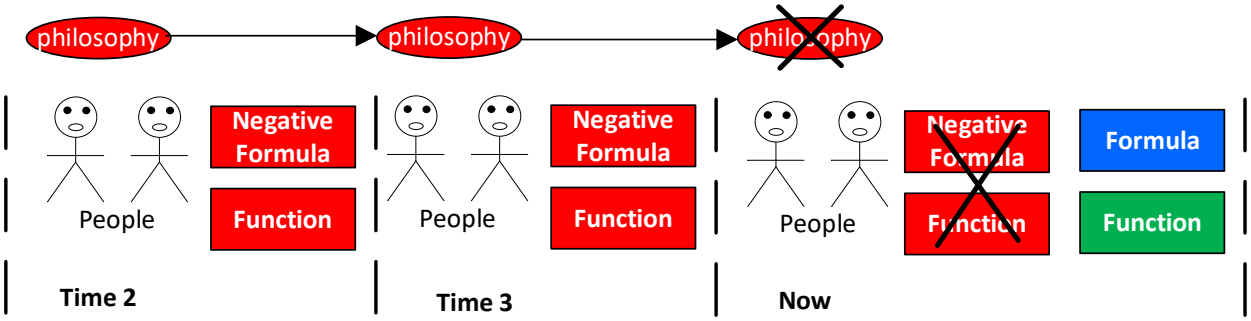
It is always good to show that by the model below, using the philosophy inheritance chart.



From the model above, the negative formula is simply the equation above the model. People at Time 1 executed their functions based on negative formula where people at Time 2 inherited the negative from them. What is important here is that people at Time 1 cannot get it to work, but people at Time 2 use the same ideas used by people at Time 1 and still couldn't solve the problem. While people at Time 2 couldn't solve the problem based on the sane negative formula, people at Time 3 work with the same formula and think that they can solve the problem. This is the way to look at it, I have negative idea. I cannot use it to solve problems. I pass it to you, you think you can use it to solve problems, but you solve no problem with it. You pass it to another person, and the same thing happens. So, current generation inherited negative from people from the past, while people in the past couldn't get it to work, but people at current generation think

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they can get it to work. It does not work like that, this is why the formula is given by this model.



The formula given to us at Time Now, because the negative formula does not help us execute the function positively. This is the way to look at it, if you are working on something and you are using bad instructions someone gives to you or passes to you. The person who passed it to you followed the same bad instructions but couldn't get it to work. If the same bad instructions have been passed from people to people or from generation to generation, it is always good to think that there is no way we can get it to work. If it was possible, people before us would have gotten it to work. It is not possible to get a free pass from a dirty history. If it was possible, that would have been a free pass. From the model above, we can see that the formula given to us by our parent simply tells us that it is not possible to use the inherited negative to execute our function positively, but we can use the given formula to execute our function positively or solve our problems.

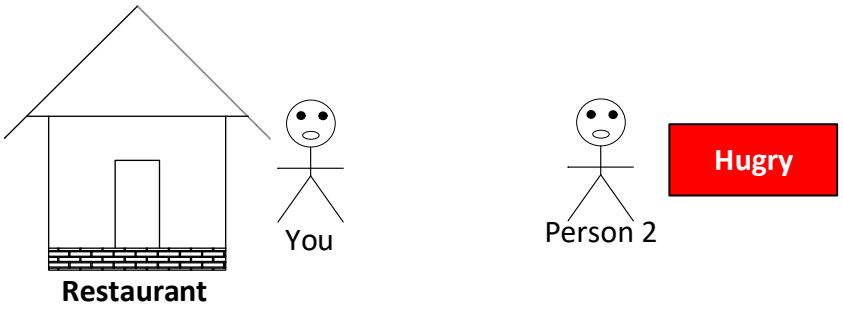
373. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. To better understand the usage of the above equation, let's take a look at the following example. You are hungry and you are about to enter to a restaurant like burger place to get

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something to eat. While you are going to open the door to get in, someone tells you he is hungry and asks you to give him some money so he can get something to eat. Let's represent that by the model below.



While we show the model like above, if we want to, we can show that you are hungry too as well as the communication of the person, but here that is not the point. All you need to do here is to use the equation above to verify which action is better for you to take or solve the problem: 1. Give the person the money, so the person can buy something to eat. 2. Go inside with the person, ask the person what he wants to eat. Buy the meal and hand it over to the person.

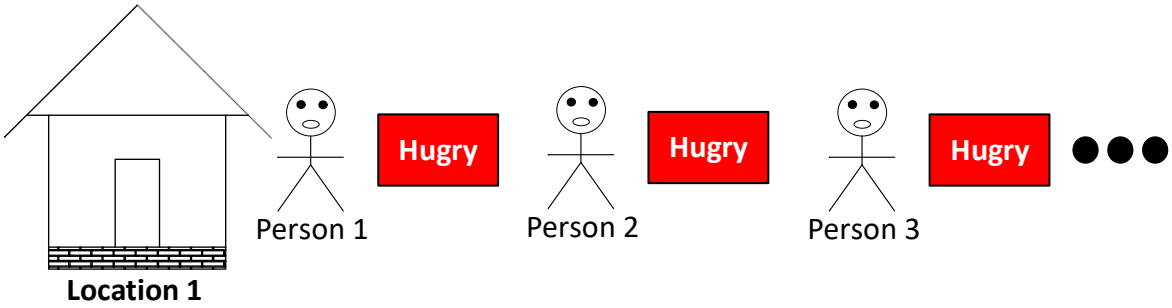
374. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

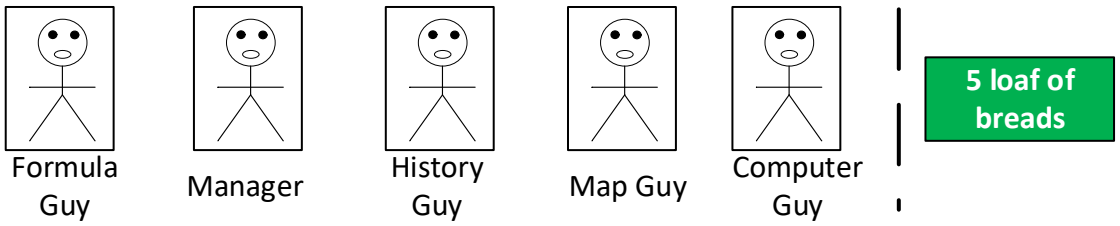
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis number 6, we have learned and shown that the entity available can be as small as we have it. From article basis 44, we have learned and shown that in order to solve a problem, we must work with what we have. By working with what we have, we increase the level of our understanding and work wiser.

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To better understand the explanation above, let's assume that we have many people to feed with couple of loaf of breads. In this case, we identify the number of people we have to feed like a fixed number, probably 50. Here, exact number does not matter. We also identify what we have which is 5 loaves of bread or so. What is important here is that by using the given equation, we need to organize ourselves in a way that enables us to solve the problem. To do so, we identify all items which can be plugged into the equation above to result the solution of the problem. For example, if we have 50 people who are hungry, we can identify them as follows as well as the entities available to us.



From the model above, we identify the people who are hungry or the people who need to be fed. In terms of entities available to us to help us solve the problem, we have the 5 loaves of bread. We also have the 5 guys available to us identified in article basis 364. What is important here, if this is what we have, we need to work with what we have. In order to do so, we need to increase our understanding of the formula. Having the 5 guys, will help us do that. In this case, we can identify the entity available to us to help us solve the problem which includes the following.



What is important here, by having those guys, if people have to be in line to get a slice of bread, we need to tell them why we are doing it that way and they need to understand that as well. Those guys can help us with that. Those guys are instructors on standby and are always available at their respective locations. We also need to watch for negative

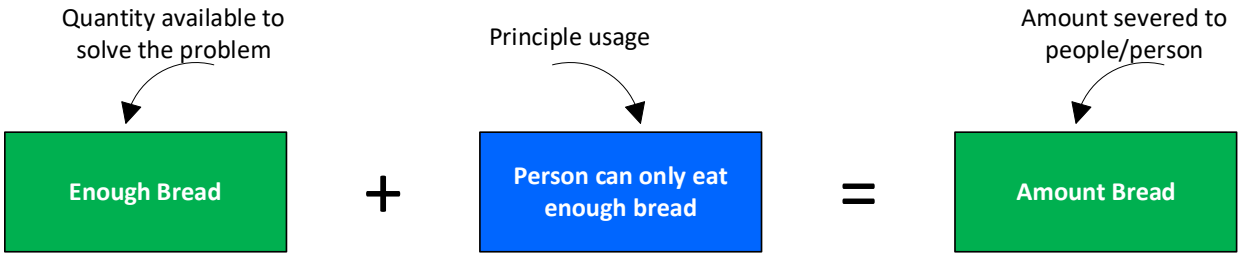
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communication or misinformation as well. For example, misinformation such as my is better than yours; my house is better than yours; my location is better than your location and so forth. Whenever we hear such negative sentences, we already know that something is not clean. For example, if I tell you my shoes are better than your shoes, then what is the function of my shoes. Can my shoes exist without your shoes? If so, I should not have repeated that sentence, therefore my sentence is no good. From above, we also need to have guys to watch our perimeter or keep eyes on things. For example, while what we have is small, but we don't want people to steal it from us. So, we need guys to keep eyes on our area to prevent people from stealing. Those monitor guys include in the list of entities available to us to help us solve the problem.

Using the approach above, we can solve a lot of problems with very little. All that we need is to organize ourselves. Couple of observations from above, while we have very little, but we don't want others to ride on our back. Eat is a natural function and we respect that. Let's assume that at another location, breads are abundant whether they are clean or not, that is not the point. What is important here is that some people probably eat, while some others probably go to the trash bin to get some leftovers. In this case, we can see that the natural function, which is eat has no respect or understanding, even if people get in line to get a slice. As we can see here, by increasing our understanding of the formula, we can operate efficiently and solve problems.

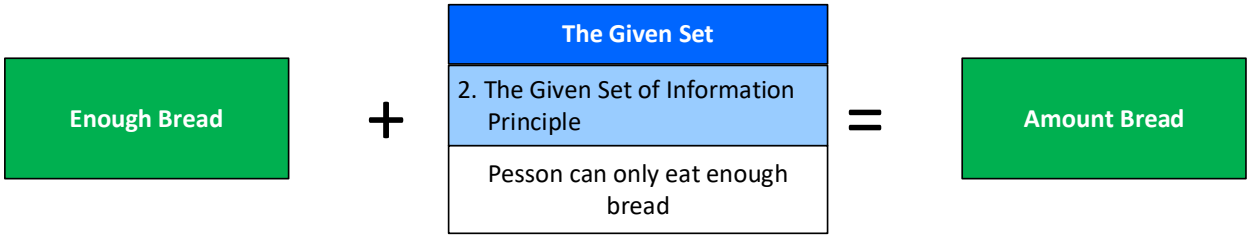
To use the formula to solve that problem, we can the given entity which includes: *a person can waste a lot, however a person cannot use a lot*. *A person can waste a lot of foods; however a person can only eat enough, just enough or adequate food*. *A person can waste a lot of resources; however a person can only use enough resources or just enough resources to solve a problem*. With that, we can identify the entity available to us as enough bread or just enough bread. With the two items here, we can put them in the equation which result to a solution as shown below.

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From the equation above we can see that to the left, is the 5 loaves of bread we have to solve the problem and it is enough for us to use to solve the problem, because we do not have more. To the right side of the enough bread, we have a given principle that tells us that a person can only use enough bread. We use the principle in relationship with the 5 loaves of bread, to solve the problem. The result gives us the amount we can serve to the people which is divided to the number of people. In other words, the result gives us the amount we should serve to each person.

If we want to, we can expand the equation above to show more information about the entities. Let's show that by showing the principle as well as the set the principle is derived from.



Where we can write the equation above in the form of

$$(5\,Loaf\ of\ Bread + Enough\ Bread) + Entity\ Given = Amount\ Bread\ Served\ per\ Person$$

From the equation above, we can see that the quantity of bread we have available to us, which is 5 loafs, is separate from the enough bread. Because of that, we must identify the enough bread we have as a separate entity from the actual bread we have. Keep in mind the entity available to solve a problem may consider to be enough for one person

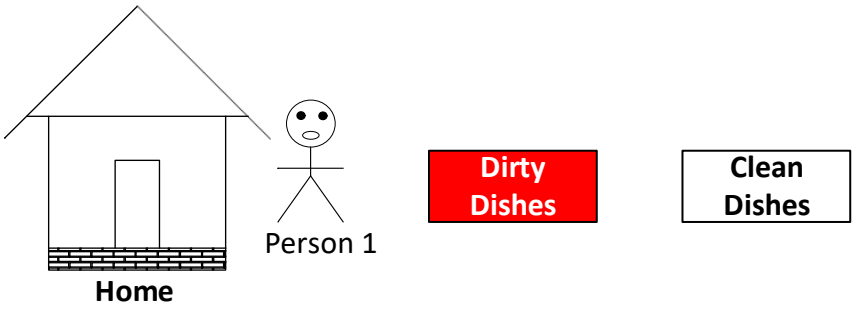
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and not enough for another person, but naturally for the actual problem to be solved, the entity available is enough. So, in this case, it is natural to separate the enough entity from the actual entity and always treat it as separate entity from the actual entity.

375. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

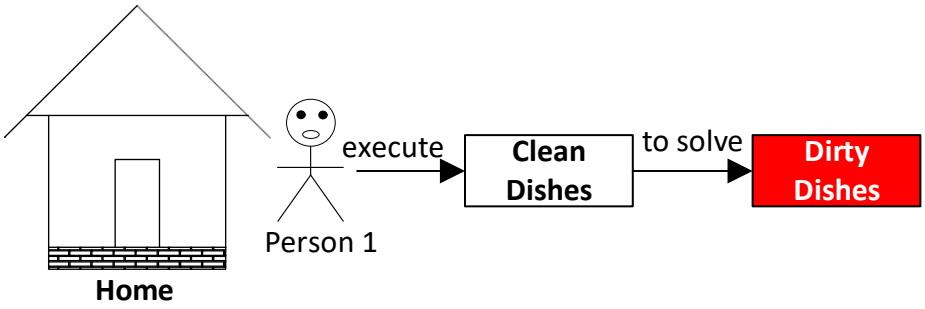
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. We already know that the usage of the equation above to solve an identified problem requires our effort. Without individual effort from us, the equation above cannot be used to solve identified problems. To better understand the overall explanation, let's take a look at this model.



From the model above, at home, Person 1 is identified with problem *Dirty Dishes* where *Clean Dishes* is the function to solve that problem. In order to solve that problem, effort is required from Person 1. To show the effort of Person 1 related to the function execution as well as problem solved, let's take a look of this model.

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As shown by the model above, in order for the problem to be solved, the function to be executed by Person 1 to solve that problem requires input from Person 1. Now, it is possible to verify that by using a timer as well as a camera if possible. In this case, you will use a timer as well as a camera if you want to. Leaving the dirty dishes in the sink then set the timer or record the time you leave them. You can also record each elapsed time, for example 1 hour, 2 hours and so forth. What you are doing here is recorded the time, since the dirty dishes are in the sink, whether they will be cleaned without a function executed by a person.

Now, you are going to record communication. For example, record some sentences like. My house is the best in the neighborhood. My house is better than your house. My house is the best. My house is the cleanest house. I handle functions at my house. I am responsible for functions at my house. I clean the dishes at my house. I clean the bathroom at my house. I work to organize my house. The functions of my houses are important; I need to execute them. Here, you have multiple sentences. Now, you identify each sentence that can help you solve the problem above. From the sentences, you have 2 groups of sentences. The sentences that can help you execute the function to solve the problem can be viewed as a group of positive sentences. Now, you have identified the sentences that can help you solve the problem. Now, identify which sentences are more portable. For example, when you go to your friend's house or another house, which sentence can you repeat. When you are at work, which sentence can you repeat. Which sentences are more appropriate for you to repeat to other people.

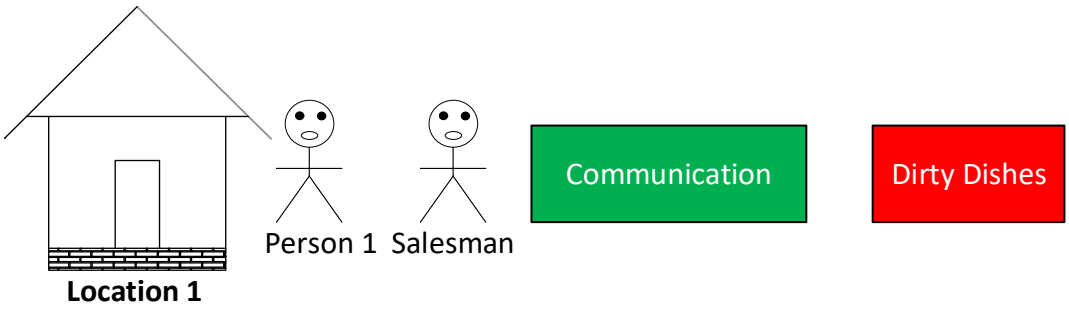
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By working out everting above, we can see that when we take care of our business at home and at work, there is no need to compare and say my house is better than your house. By working out everything above, we can see that it is not appropriate, it is not needed, it is not necessary, and it is a communication error. Therefore, when we execute functions at our houses to solve problems at our houses, we are simply doing our jobs. There is no need to say my house is better than your house. My location is better than your location and so forth.

376. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to help us solve problem. In the list of entities available, we know communication is one of them. From article basis 193, we have shown that only communication that can be used to enable the execution of a function is needed for the execution of that function. For example, the communication of a door-to-door salesman who sells dishwashers, limited only to the dishwashers nothing else like car, bedroom, patio and so forth. To better understand the overall explanation, let's take a look at this model.



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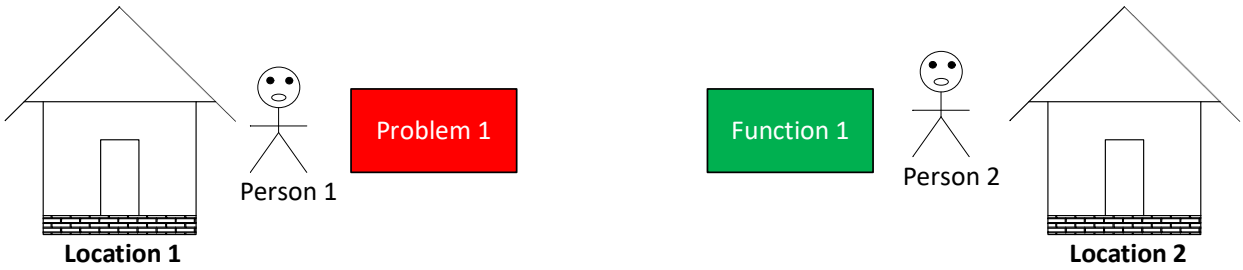
From the model, the problem to be solved is identified as well as the communication to solve the problem. Person 1 is the owner of the house where the salesman is to sell a dishwasher to that person. The salesman arrives at the house without the dishwasher. The communication that is useless to execute the function. Since the salesman has the dishwasher at home, the salesman cannot say my house is better than your house. That communication is not good, and it is useless to execute the function or to sell the dishwasher. As we can see here, since this type of communication is not needed and not useful to execute the function, this type of communication is excluded from the list of communication. The way to look at it, from the list of entities available to solve the problem, the communication includes a list of communication. Negative communication, useless communication, inappropriate communication and so forth are not in that list. Only error free communication or communication without errors is included in that list.

377. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

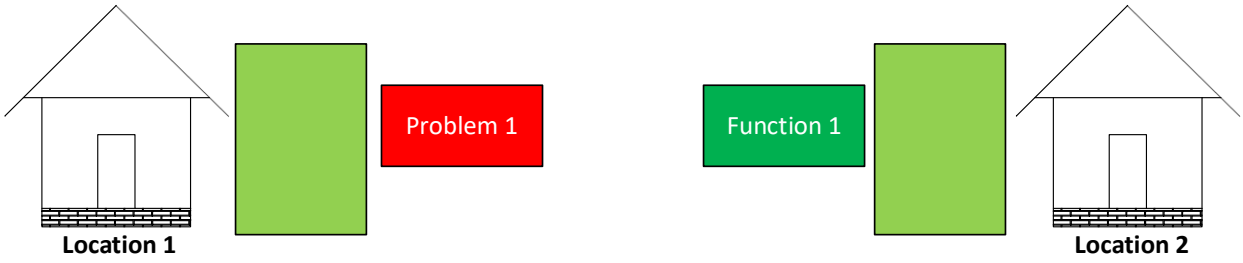
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function and problem solving, it is always good to look at it like this. A problem is identified; a function is provided to solve that problem. It does not matter if the function is executed by the same person who has the problem or another person who provides that function. To better understand that let's take a look at this model.

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From the model, Problem 1 is the problem that needs to be solved where Function 1 is the function provided by Person 2 to solve that problem. In terms of visibility, the following entities are not visible to the function and the problem. Now, let's take it like this first. In terms of visibility, the people are not visible to the function and the problem. In this case, let's show that by this model.



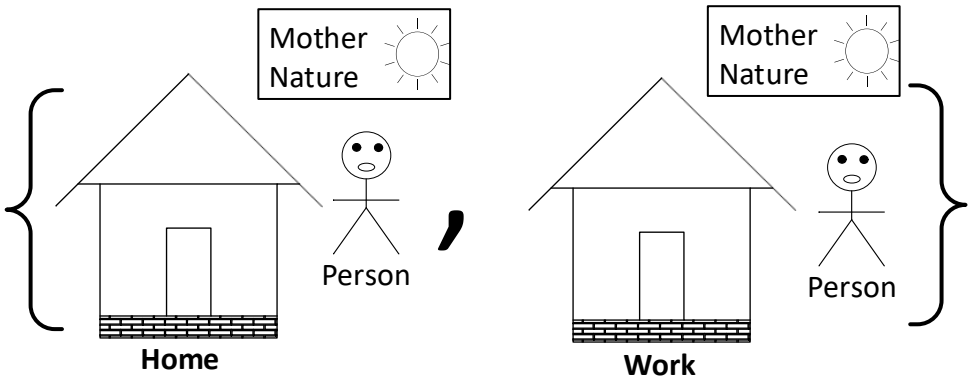
As we can see from the model, the problem and the function are what are visible, not the people. If we want to, we can also cover them to show that they are not visible. What is important here is that the problem needs to be solved and the function is executed to solve that problem. Since the problem is visible to the function and it needs to be solved by the function to produce a solution, the problem itself can be viewed as input to the function where the output is the solution. Let's show that by this model.



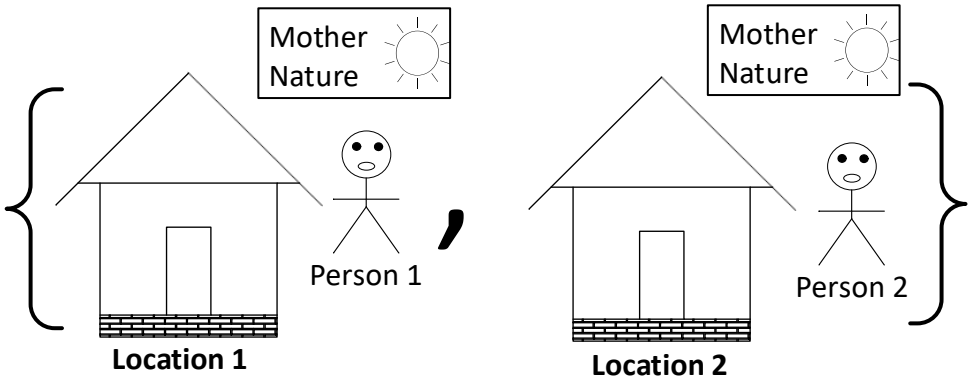
From the model above, the input of the problem to the function is viewed as an awareness. For example, in order for the function to solve the problem, the function must be aware of the problem. Above, the problem input to the function is viewed as awareness of the problem.

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378. **Understanding Information Related to Mother Nature as well as Function at Location:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of function at location, from article bases 230 and 300 we have learned and shown that a person is identified at home with responsivity and that person is identified at work with responsibility. The overall process is natural as shown by this model.



From the model above, we can see the same mother nature that exists at home is the same mother nature that exists at work. For example, a person is identified at home by mother nature, and that person is identified at work by mother nature. In terms of function at location, we have the model above like this.



The same mother nature that exists at home is the same mother nature that exists at work. The same mother nature that exists at Location 1 is the same mother nature that exists at Location 2. For example, at Location 1, function at location is taken into consideration so is at Location 2. At home, function at location is taken into consideration, so is at work. Mother nature does not change, the same function at

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location identified at a location is the same function at location identified at another location.

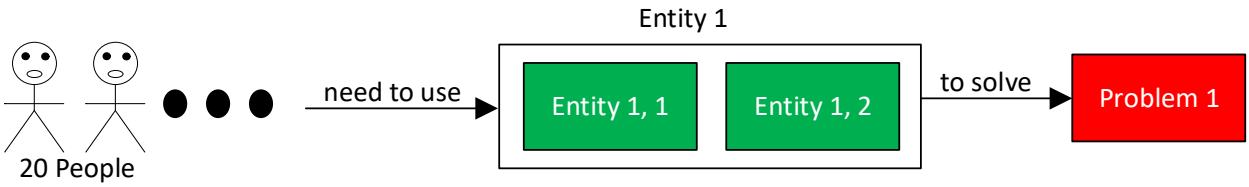
379. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

From the formula above, we first identify the problem we are solving, then the entity given to us, as well as the entities available to us to help us solve the problem. From article basis 374, we have learned and shown that we can use the given equation to solve an identified problem, even when the entity available to us is small as we have it. Here, let's identify another problem that we need to solve. Let's assume that we have a problem to solve, where entities need to be used by people to execute a function. It is always good to show that by this model first.

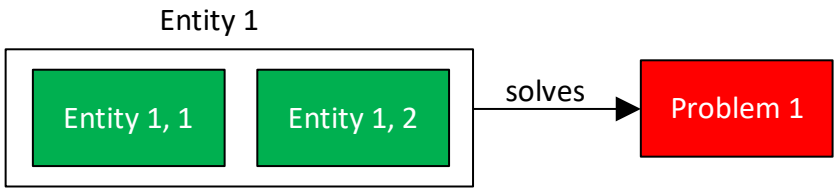


From above, we have an entity that needs to be used by people to execute a function to solve a problem or simply to solve a problem. The problem we need to solve here is: we have 20 people that need to use the entities, but we only have 2 entities available. Now, let's show the problem above again in this form.



From the model above, we identify the quantity of people who need to use the entity and the quantity of entities that we have. It is always good to show the model above in the form below by excluding the people from the model. In this case, we have

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From above, we have Entity 1 solves Problem 1 or simply Entity 1 is used to solve Problem 1. Now, we only have 2 Entities 1 and 20 people need to use the entities to solve the problem. In terms of entity usage, we can look at it like this. At Time 1, an entity is used by a person to solve a problem, where at Time 2, the entity is not in use. In this case, we can see that there is a time slot here. While we don't have that many entities available, but we have time for usage. A person can use that entity at one time, where at another time that entity is not in used. Now, let's put the items in the equation.

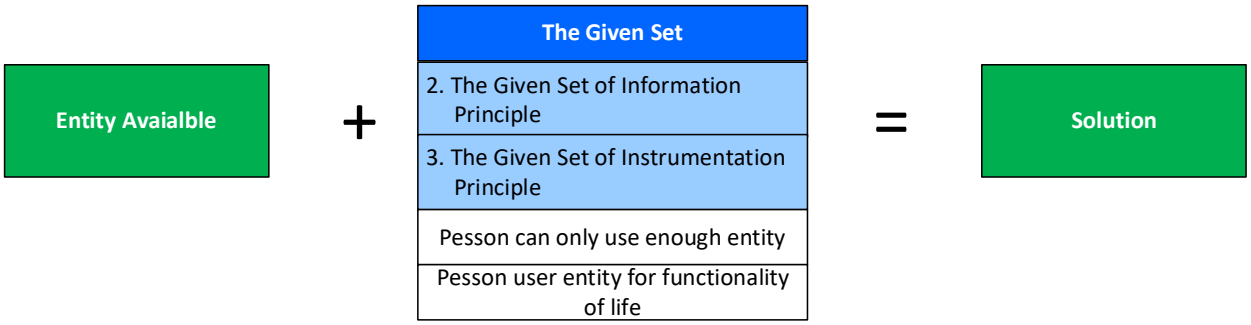
$$\left[\left(20\,People\ to\ Use\right)+\left(2\,Entities\ +\ Enough\,Entities\right)+\left(Usage\ Time\right)\right]$$
$$+\ Given = Entity\ Usage Time\ Per\ Person$$

Since we only have 2 entities to use, the people must be aware of that. From article basis 374, we have 5 guys available to us and up to 7 when needed. Here, we can plug the 5 guys into the equation.

$$\left[\left(20\,People\ to\ Use\right)+\left(2\,Entities\ +\ Enough\,Entities\right)+\left(Usage\ Time\right)+\ 5\,Guys\right]$$
$$+\ Given = Entity\ Usage Time\ Per\ Person$$

Now, we can start identifying the entity given. We know that a person can waste a lot but can only use enough to solve a problem. In other words, enough or just enough of an entity needs to be used to solve a problem. We also know that an entity needs to be used by a person to help the functionality of that person. Here, we have 2 principles derived from 2 given sets. Now, let's show that by the model below.

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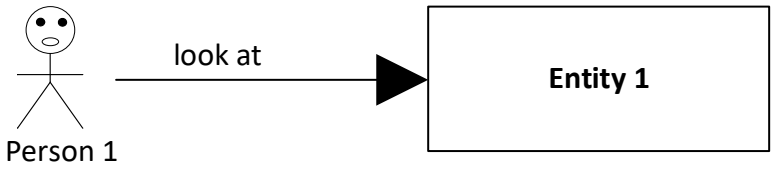
From the equation above, we approach the usage time as shown by this table. For example, at Time 1, Entity 1, 1 is used by Person 1, where at the same time Entity 1, 2 is used by person 2. Now, at Time 2, Entity 1, 1 is used by Person 3, and Entity 1, 2 is used by Person 4.

Person	Time Slot	Entity
Person 1	Time 1	Entity 1, 1
Person 2	Time 1	Entity 1, 2
Person 3	Time 2	Entity 1, 1
Person 4	Time 2	Entity 1, 2

From the table above, from Time 1 to Time 2, Entity 1, 1 is used by Person 1. Where Time 1 to Time 2 is considered to be a slot of time. After that, the entity is available to be used by another person. From the able above, since the entity needs to be used by another person, care of the entity must be taken into consideration. From above, we can expand The Given Set to identify principle in relationship to both sets identified. For example, we only have 2 entities, and we divide the time usage. The people who are using the entities must also care for them so they can be available to use by others. As we can see here, even when we don't have that many entities, we still solve the problem.

380. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information, an entity exists; an entity exists with its function. In terms of information, let's take a look at this model.

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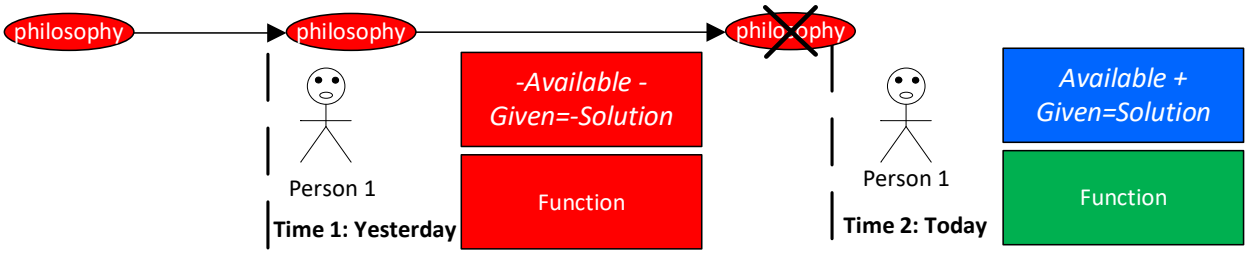


From the model above, the look of Entity 1 is not a function of Entity 1, but a function of Person 1. If Entity 1 exists only for Person 1 to look, then Entity 1 has no function. The look function belongs to the person, not to the entity. When solving problems, we need to take that into consideration. That will help us manage our resources. An entity exists to have a function, not to look.

381. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

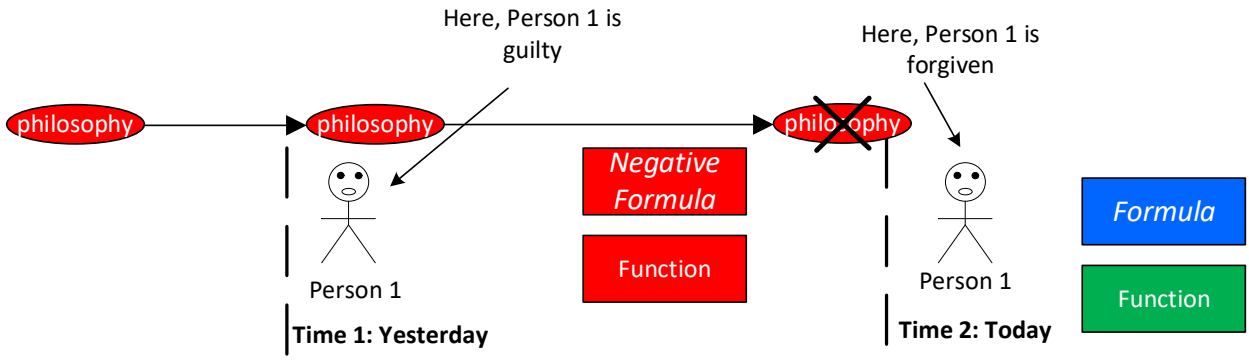
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. Since we depend on principles to execute functions, without the given principle, the equation above becomes negative as we have learned and shown in article basis number 38. In terms of philosophy inheritance, we can show the model like this.



From the model above, we can see that before the formula is given to Person 1, the function is executed negatively and after the formula is given, Person 1 applies the formula, and the function is executed positively. From article basis 337, we have learned and shown that the application of the formula by Person 1 at present time, enables Person 1 to be forgiven. It is always good to show that by this model.

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From the model above, we can see that at Time 1 or yesterday, Person 1 was guilty because of the lack of the formula. At Time 2, which is today, the formula given to Person 1 which enables Person 1 to apply the formula to execute the function positively, enables Person 1 to be forgiven. In other words, the lack of the application of the formula by a person to enable that person to execute a function positively enables that person to be guilty, while the application of the formula by that person to enable the function of that person to execute positively enables that person to be forgiven.

382. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis number 4, we have leaned and shown that the entities identified in the given equation are actual entities and cannot be bypassed. Frome the same article basis, we have learned and shown that the entities available exist with their own values or natural values. From article basis 358, we have learned and shown that mine is better than yours is not a solution of a problem and cannot be viewed as the solution of a problem.

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To better understand the explanation above, let's assume that we have a problem to solve and we identify the entities available to us to help us solve that problem. In terms of entity available, let's assume that we have Entity 1. Now, if Entity 2 has been promised to us by another person, that entity is not considered to be an entity available and cannot be put into the equation to solve the problem. The way to look at it, the entity available to us to solve a problem is the entity belongs to us at the time we are solving the problem. At the time we are solving a problem, a promised entity has no value to us. It is not possible to use that entity in the equation. As an example, a person is hungry, where we identify the problem as **Hungry**, if a **Slice of Pizza** is served to that person, then that Slice of Pizza has value to the above equation. However, if a Slice of Pizza is promised to that person, that slice of Pizza has no value to the above equation, because it is a promised entity.

As we can see from the explanation above, to solve a problem we work with what we have. What is promised to us is not considered what we have. If we have a problem to solve, we tackle it by using what we have. We do not wait for what is promised to us. What is promised to us is not available to us to help us solve a problem until we have it. Therefore, until we have it to plug into the equation above, it has no value to the equation. A promised entity is not available to help us solve a problem until it is in our possession.

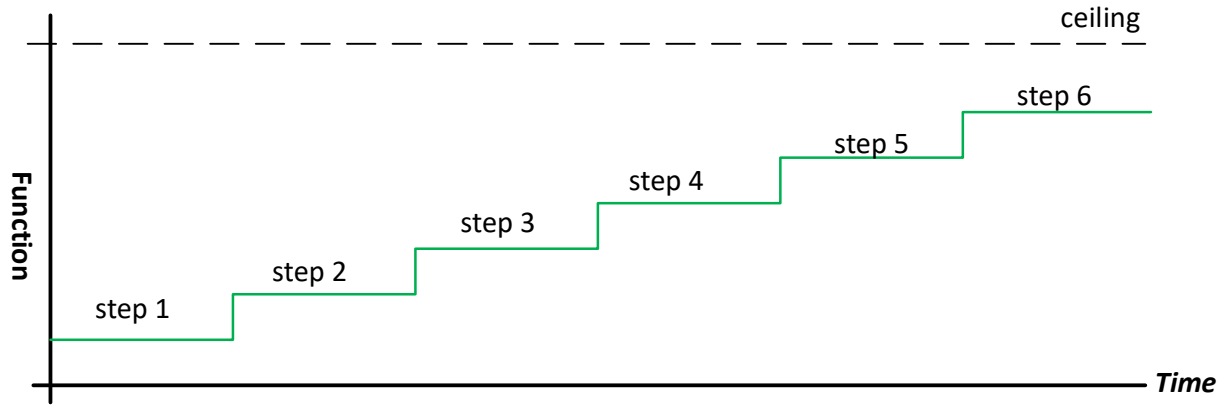
383. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 340, we have learned that a part of operation that is right can be used to go to the next part. In other words, if a person or an employee gets Part 1 of an operation

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right, then the first part can lead for that person or that employee to get the next part right. Article basis 156 shows exactly the process of increasing the understanding of employees to execute a function, until the function execute positively. It is always good to show the step process by this model.



From the chart above, having step 1 right, it can be viewed as the basis to go to step 2. So, during our function execution, if we have part 1 right, that can lead us to get part 2 right. In other words, if a person has part 1 right, then that part can be used to help that person get part 2 right. However, if the person has nothing right, then that person needs to start from the beginning. It is very difficult to find someone with 100% deficiency. In this case, to help execute a function positively, we do not look for deficiency from a person, but a positive part that can lead to the next level.

384. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

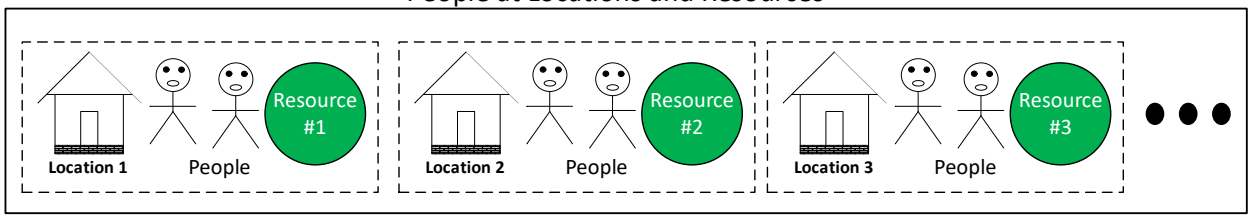
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article bases 304, 305, and 306, we have learned and shown that exchange is a part of the system, and the system cannot exist without it. In other words, because resources that

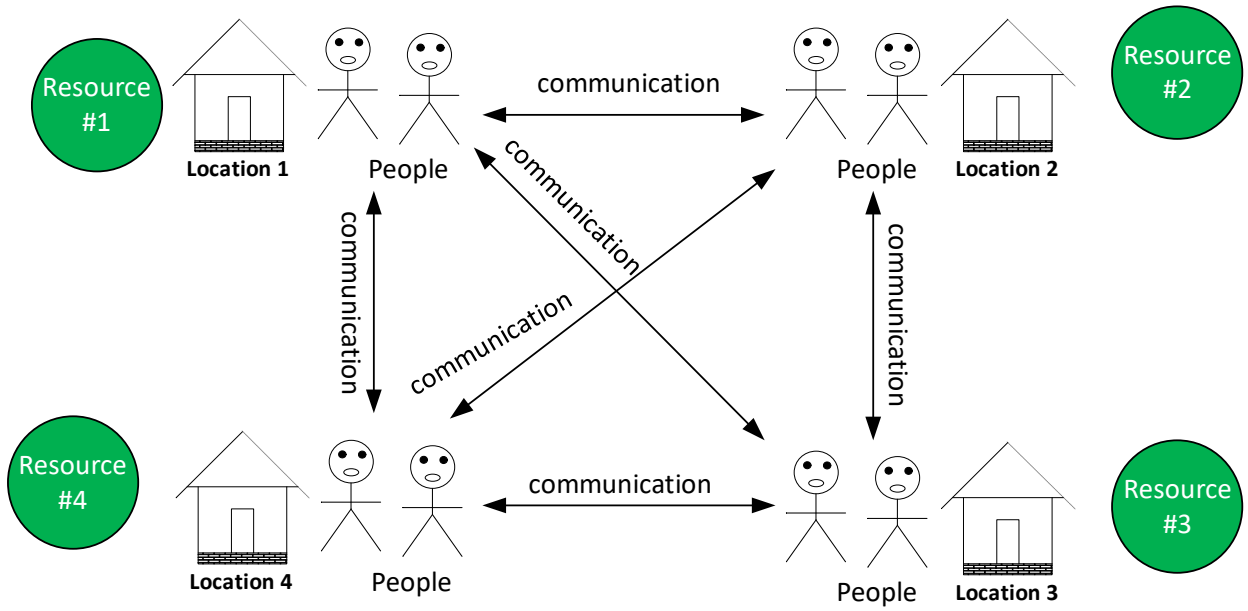
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we need to live exist in many places, we must exchange with each other. When we exchange with each other, we apply the given equation to enable us to do so. Because of misunderstanding of the system, it is possible for a person or group of people to say the following: I don't want to exchange with you, and I don't want my friends to exchange with you. I don't want to exchange with you, and I don't want my group to exchange with you. To better understand the explanation, let's take a look at this model.

People at Locations and Resources



From the model above, people are identified at locations with resources. The resources at one location may not be the same as resources at other locations. In terms of exchange, there is a communication interface that enables the exchange. We can show that by this model.



From the model above, we show the flow of communication of people at one location to people at other locations. Now, let's assume one or more people at Location 1 say they don't want to exchange with people at another location and ask people at some other locations to do the same. Since mother nature tells us we must exchange with each

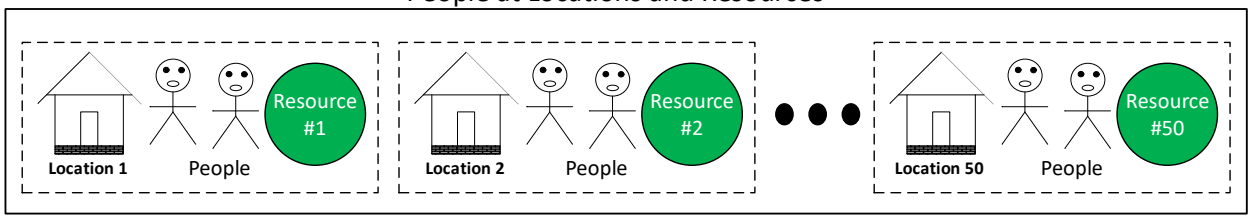
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other and gives us principles to enable us to do so, right on spot we know that there is a communication error committed. With that, let's show the equation below with that error.

$$-Available-Given=-Solution$$

Now, we need to identify the person or people at location who accept that negative communication as well as the ones who do not. To do so, let's assume we have 50 locations. In the list of 50 locations, 30 of them accept and 20 of them do not. In other words, people at 30 locations accept while people at 20 locations do not accept. The problem we try to solve here is that we have 50 locations where one person or people at one location don't want to exchange with people at another location and ask people at other locations to do the same. Here, let's identify number of locations with people is 50.

People at Locations and Resources



From above, we identify all the locations with people and resources. Resources at one location do not have to be the same as resources at other locations. We can look at it like the number in the resources refer to resources at that location.

Now, we need to identify the number of people at locations who accepts not to exchange with people at the other location. Let's identify that number to be 30 including people at Location 1.

$$People\ at\ Location\ Accepted=30$$

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Then we need to identify people at location who do not accept that. Including the people at location where Person 1 is not at. Let's assume that person says I don't want to exchange with 5 locations, and he asked his friends to do the same. Now, let's identify people at Location who do not except.

$$People\ at\ Location\ Not\ Accepted = 20$$

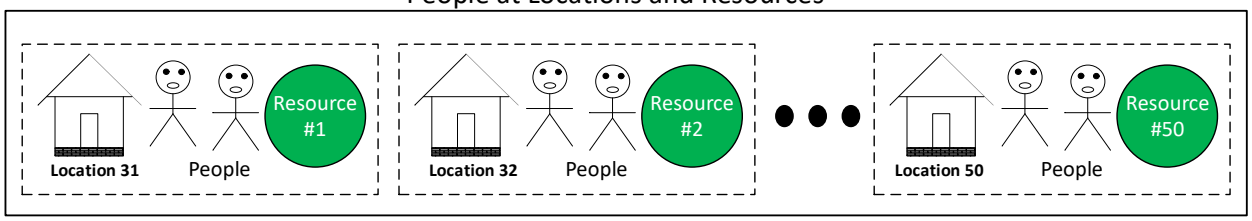
Now, let's identify some communication from Person 1 or people at location 1 to the other 29 people at locations who accept. For example, a Person 1 at Location 1 says: *I don't want to exchange with people at 5 locations identified*. Here, we have a sentence or communication that belongs to Person 1 and directed to the other 5 people. Now, let's identify communication of that person directed to his friends or people at other locations: *Yes, I will not exchange with people at 5 locations identified*. Here, we have multiple sentences or communication forms stated that they accepted.

Now, we need to solve the problem with the 20 people who do not accept it. Using the given equation, we can take care of business accordingly. Before we do so, we need to do a test. Let's assume that we go to market like a farmer market or so, we have mangos, and we need to exchange for orange. If a person does not want to exchange with us, that person must also have all the entities available to exchange. That is not possible; it is impossible for a person to have everything needed for exchange. What is important here, in order for to happen, one or more entities involved may not be actual. For instance, using money—paper money—it is possible for that person to say something like that, because money is simply a local entity. A paper money or written note is not an actual entity from the issuer or person who wrote it, but actual entities are not local. So, the first test we do, here we simply substitute the money with actual, where the action does not hold. So, the test failed, because when we substitute money with actual, it is not possible for such sentence to get repeated or such action to be undertaken.

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Now, using the given equation, we can solve the problem by identifying the entities available to us to help us solve the problem. In terms of entities available to us, we have the following: people at 20 locations with resources as shown by this model.

People at Locations and Resources



From the model above, we group resources availed from Location 31 to Location 50, those are considered to be entity available. We also group the people at locations as well as the 5 guys on standby and up to 7 when needed. Here, the 5 guys are not 5 people, but type. For example, we can have 2000 five guys on standby as well as 200 two guys on standby. Right now, we have everything available to us to help solve the problem.

With 20 locations and people and resources available to us, we can create a group of exchange. Because mother nature tells us we must exchange we each other, we cannot exclude people from that group. In other words, the group of exchange that we create cannot exclude people at other locations, because mother nature tells us that we must exchange with each other. Now, with the group of exchange we created, we can have people who respond to call or handle application about acceptance and so forth and people like those 5 guys who are doing heavy lifting in the background. What is important here, because mother nature tells us to exchange, it should not take time for a person to join the group. Considering that a person is hungry and wants to exchange avocados for bananas, it should not take time. So, it should be very easy for people at other locations to join the group. What is important here, related to time, the 5 guys on the background are doing some heavy lifting to help with the learning of the principle. We also have guys to watch perimeters. The reason for that, whenever you hear negative sentence mine is better than yours and do not exchange with, you always need to watch your stuffs. For example, if a person can exist or function without exchanging with others, there is no

need to say that or ask friends to do the same. In this case, it is wise to have guys to watch perimeters or keep eyes on things.

Since we started a group of exchange, we must take function at location into consideration. In this case, we can have subgroups within the group to help efficiently. For example, a subgroup may take distance into consideration. Keep in mind that we are not dealing with fixed entity, related to time, we learn and our understanding of the principle increase.

Now, we can take a look at the negative equation above. Because it is related to miscommunication and misinformation, we must inform people at 20 locations as well as the 30 locations. The reason for that, because we cannot leave miscommunication and misinformation without pointing out and providing feedback. As we keep doing our job, the group will grow related to time, because we start with a fundamental. At the same time, it will not take time for the person or group who said do not exchange with us to come and says sorry, that was my mistake. What is important here is that miscommunication or misinformation is based on nothing. The reason the person says that, because that person does not have anything. As we can see from both equations, one is positive, and one is negative. The negative has no fundamental and will not last, while the positive will stay. In this case, if there was a first group of exchange that existed, it is possible for that group to dissolve at some point, where the other group will stand. The reason for that, because there is no need to have 2 groups of exchange. Within one group, we can have some groups, but it is not possible or valid to have 2 groups. Related to time, one group can increase to have maximum number of people at location. For example, if we have 50 locations, then we have a group of 50 people where each person from specific location.

From article basis 203, we have learned and shown that mother nature does not do crybaby. If we have a problem to solve, we must use the given formula. Crybaby will not

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help us. The way to look at it, while mother nature tells us we must exchange with each other, if a person and his/her friends do not want to exchange with another person or another group of people, simply disregard that person. Do not do crybaby or submit or accept that. That will not help you solve the problem. In this case, you simply disregard what that person says or his friends and work with what you have. Mother nature is on your side and that person has nothing and he is very unstable. This is the way to look at it, if a person does not want to exchange with another person or group, that person does not need to ask his friend to do the same thing. When you see something like that happens, you know quickly that person has a weakness. That shows you that person has nothing, if the person has something, there is no need to ask his friends, he could have just do it.

Related to the paragraph above, we can also look at time and misinformation. For example, if a person or groups say not to exchange with another person or group, if we do crybaby that will not help us solve the problem. Now, we have to work with what we have and show the miscommunication and misinformation. We can ask questions how long can that negative exist? That negative can exist for a long time, as longer nobody shows it is wrong. For example, if a person or group says do not exchange with another person or group, if the other person or group does not invalidate that, then that negative ideas can exist for a long time. However, by invalidating that negative idea, it has no chance to stay for a long time. This is why mother nature does not do crybaby. If we stay without doing anything and accept that negative, then that negative ideas can last a long time. If we invalidate it, we show that mother nature is on our side, the formula is on our side, history is on our side, time is on our side, function at location is on our side and the list goes on. That person and his group have no chance, and time is not in his side. In this case, it is always good for us to invalidate negative because the ones who understand the formula must help the ones who do not as shown in article basis 88. If we want to, we can use a table to show that we have or what the other group has. Let's show that by this table.

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Group 1	Group 2
$-Available-Given=-Solution$	$Available+Given=Solution$
Negative communication	Postivie communication
Disregard mother nature	Mother nature in our side
Disregard functon at location	Regard functon at location
Resource mismanagement	Resource management
Ego	No ego
Negative history	Positive history
Negative formul	Formula or positive formula
Time not on side	Time on side
Negative trend	Positive trend
Fiexed structure	Adjsutabel structure
Operate on pass negative ideas	Operate with given formula

From the table above, Group 1 is viewed as the existing group that does not want to exchange with others, while Group 2 is the new group. From the table above, Group 1 operates based on the negative formula, while Group 2 operates with the given formula. The way to look at it, Group 1 operates with the same ideas from the past, while Group 2 operates with the given ideas. We can call the given ideas new ideas that are not inherited. In this case, related to time, Group 2 stays, while Group 1 has no chance.

385. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

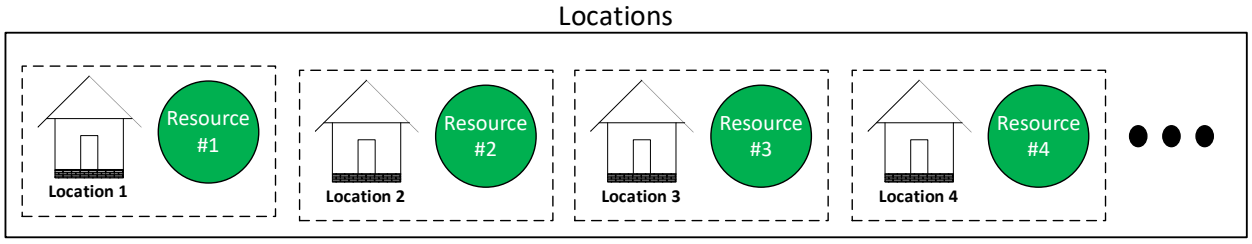
$$Available\ +\ Given=Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have learned and shown that we can use the given formula to

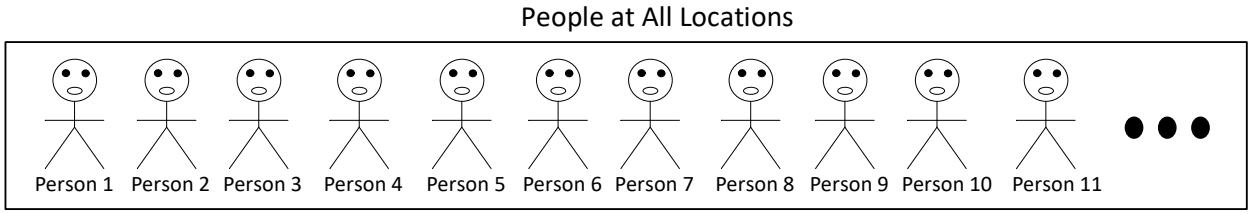
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solve a problem by disregarding what others say, or negative functions executed by others. For example, according to the given formula, we must exchange with each other. If a person does not want to exchange with us, we disregard that person and still do what mother nature tells us to do. By doing so, we can increase our understanding to solve more complex problems. What do we mean by that, we extend our understanding to solve problems that require more understanding of the formula. In this case, we simply increase our understanding of the formula to enable us to do so.

To better understand the explanation above, let's take it like this. From the previous article basis, we have used the given formula to form a group to exchange with each other. Now, we have a group of exchange where related to time, we include people from multiple locations up to the number of locations available. Here, it does not matter the time we finish includes all locations or at some point we include all of them. Let's assume that there are 100 locations, it does not matter if we have 50 now or 100 now. What is important here is that at some point we will have 100. Now, within our group, we extend our understanding of the formula. In terms of exchange and resource management, we can view the group as a single group rather than multiple locations. Now, we separate people from the locations as shown by the model below.



From the model above, we identify all the locations in the group as well as resources at locations. From above, we simply combine the locations without the people. Now, let's show the people at all locations by this model.



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From the model above, we identify people at all locations combined. Now, we can ask ourselves, what a person needs to live? We can see that food is primary, then we can have a subgroup to handle things like that. We can have a subgroup that deals with farming or agriculture. In this case, we look at feeding people—food people to eat—not only at specific locations, but all the locations combined.

Now, we need to continue by increasing our understanding of the formula again related to resource management as well as manufacturing and making or deriving of entities. In terms of resource management, if we have entities to extract from the ground, we look at all the group combined as a whole, and we look at the best possible location that can be done. In this case, we try to protect the system that enables us to live. To do so, we look at all the locations in the group as single, rather than each location. For example, at one location it may not be possible, where another location is possible. For example, at a desert type location, it is easy to extract an entity from the ground, where at a lake, sea, river type location, it may not be possible or appropriate. In this case, we manage our resources in this manner and protect the system.

While we keep making progress, we continue to learn the principle by increasing our understanding. For example, mother nature does not want us to work hard or put stress to the system. The reason we exchange, because we can reduce complexity, reduce stress, and work minimal, not working hard. For example, at our locations, we combine all of them. If an entity is made or manufactured at one location, all locations do not have to do that. If we have 50 locations, we can look at in how many locations an entity can be manufactured to serve all the locations. We can also look at transportation, route and so forth. If 2 locations are enough, we do not need to have more. That enables us to work less, also put less stress to the system.

We can further increase our understanding of the formula by looking at functions in all locations combined rather than a single location. For example, if we want to build a

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bridge or construction of a route, we can look at providers in all locations combined rather than a single location. For example, if a provider provides a function at specific location to solve a problem, that function can be viewed as a function to solve that problem at many locations or all the locations combined. In this case, we don't need to have another function which enables us to reduce complexity and put less stress on the system. Doing so, we look at a function to solve a problem at many locations or at all the locations combine, rather than a single location. Multiple providers in the group do not have to provide the same function. With that, we can have a subgroup to handle something like that.

386. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that as we keep learning and applying the formula, we make more progress in our application, and we do not stay at the same level we started. For example, we do not operate in a fixed structure. Related to time, our understanding of the formula enables us to make adjustments to our application. So, we do not operate with a fixed structure, but we operate with a structure that depends on our understanding of the principle. As our understanding increases, we make adjustments. That enables us to solve our problems. We can see this is the problem Group 1 has, related to time, the same negative past or inherited from generation to generation, where at current time, the same language is still in use. The same negative sentence is still repeated. With that, there is no progress and learning and understanding. It is not possible for a provider to operate like that.

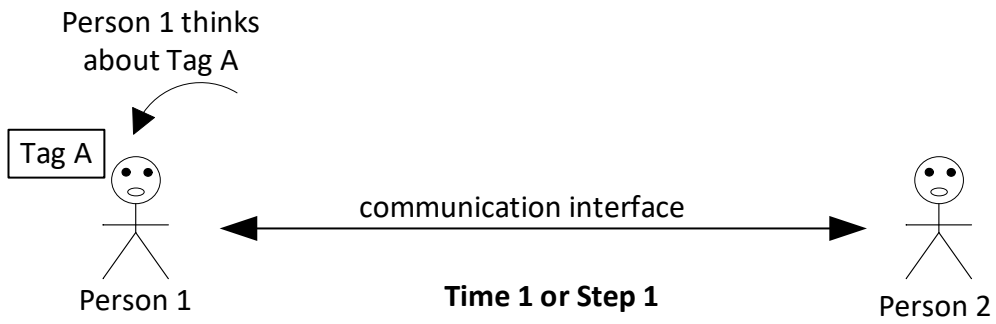
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By understanding the paragraph above, we further increase our understanding of the principle. From article basis number 10, we have identified money—paper money—as an inherited element and our parent provided us formula on how to handle them. From article basis 384, we have used the formula provided to us by our parent that shows the reduction of the inherited elements related to time. To help us with the reduction of the inherited element related to time, we can have a subgroup that deals with that. At the group, we can have a subgroup that includes people from multiple locations to handle the reduction of the inherited element. To better understand that let's give an example. That group has no connection with the other groups in terms of visibility, so the people in that group can meet separately. What we need to do here is to start exchanging using actual entities, but very small. Related to time, the quantity can increase.

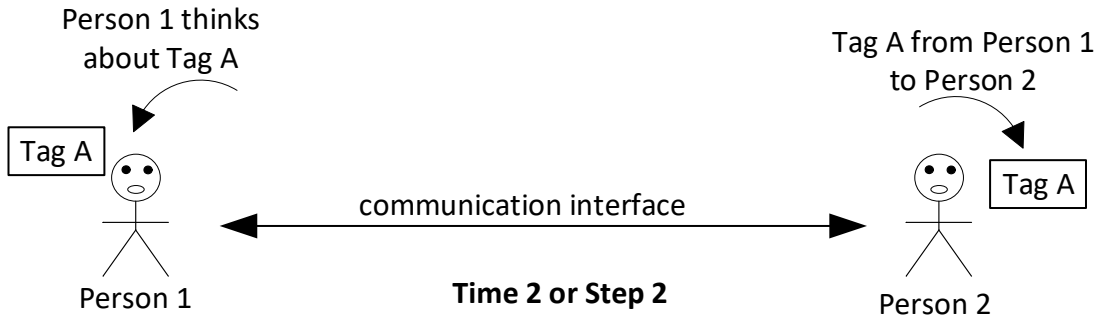
The group that handles exchange of actual entities does not take money into consideration. That group disregards the existence of money and looks at entities as actual. For example, to start at one location 100 barrels of oil can be used for exchange. At another location, 500lbs of rice can be used for exchange. In terms of percentage, we start very, very small and related to time, we increase the amount or quantity.

387. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 88 and 89, we have learned and shown that mother nature does not tag. A person tags another person; the tag process or the tag itself is not naturally identified. If a person tags another person, that tag belongs to that person—the person who tags the other one. To better understand what we have just said, let's show the error model similarly identified in article basis 89.

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From the model above, Person 1 and Person 2 are identified with the communication interface. Person 1 thinks about Tag A. Whether through communication or else, Person 1 tags Person 2 in the form as shown by this model.

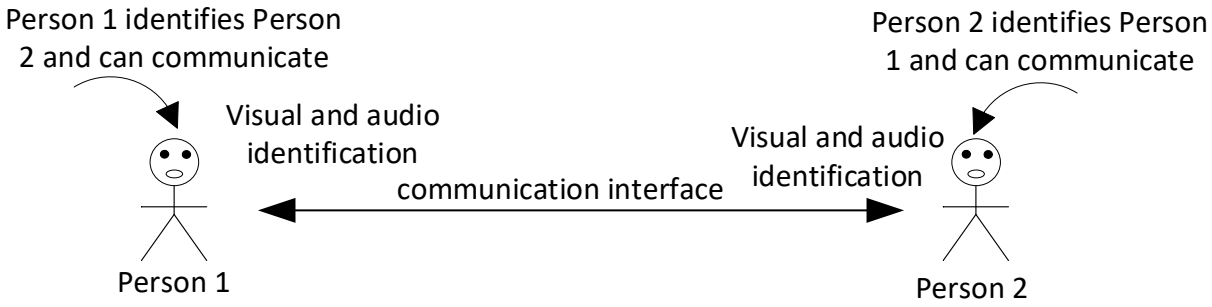


From the first model, Person 1 thinks Person 2 as Tag A, where in the second model Person 1 identifies Person 2 by Tag A or as Tag A. From article basis 89, we have shown the process of tagging a person involves communication. Two ways to look at it, from the first model, Person 1 thinks about the tag. Person 2 may not be aware of that tag, because Person 2 is not identified by the tag. In Step 2, Person 1 communicates with Person 1 to put the tag on or identifies Person 2 as Tag A.

From the correct model, we know that tag a person is not given information. From the model above, especially the first one we can see that the tag belongs to Person 1. For example, as we have learned and shown in article basis 89, if I tag you, the tag belongs to me. What is important here, we need to determine whether the tag originated from Person 1 or the tag is adopted by Person 1. If we look at the overall process of tagging, the tag must come from the originator and cannot be adopted. In terms of information, mother nature does not see or identify the tag.

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To better understand the overall explanation above, let's take a look at the model below where Person 1 identifies Person 2 and Person 1 and Person 2 can communicate as shown.



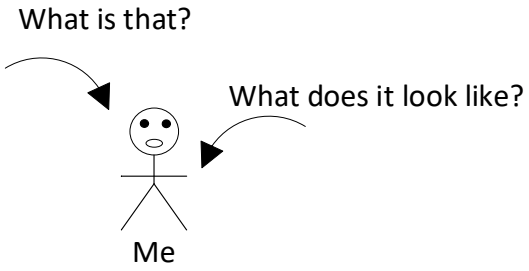
From the model above, we can see both people identify each other where the identification is visual identification by eyes as well as audio communication. For example, I see you with my eyes then I talk to you. Now, what is important here in terms of tag, a tag cannot be adopted. The tag must have its own originator. For example, if Person 1 tags Person 2, then Person 1 cannot get that tag from another person. Because another person cannot identify Person 2 for Person 1—or the person 1 needs to tag. To better understand the explanation, let's look at this example. If another person tags another person, then another person cannot use the same tag because that person must identify the other person the first person tagged. If Person 1 tag Person 2 with Tag A, Person 3 cannot come and Tag Person 2 or another person with Tag A, because Person 3 must also identify Person 2 by himself/herself. This is the reason a tag cannot be adopted. It is not like that I need to borrow your eyes so I can see this. I need to borrow your mouth so I can communicate with this person. When that happens, it looks like the person who tags the other person is useless to himself/herself and cannot even identify things by himself/herself. For example, long time ago a Person tag another person as Tag A. Today we cannot use the same tag. That is an error in communication. We need to identify things properly by ourselves. We cannot rely on others to identify things for us. All tags are personal. If Person 1 tags Person 2 as Tag A, then Tag A belongs to Person 1. Another person cannot come and use Tag A to tag another person or Person 2, because

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that Person must identify Person 2 or the other person for himself/herself. You cannot base your tag on someone else's tag. You must do the identification by yourself rather than others doing it for you.

388. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 223, we have learned and shown that everything given to us by mother nature is related. Where in article basis 212, we have learned and shown that everything given to us by mother nature requires our effort. From article basis 239, we have learned and shown that whatever mother nature says is final. Since mother nature says no tag, it is not possible to find the tag and connection.

From the article basis above, we can see that a person is identified, a person is not identified by a person for another person. Let's assume that I identify myself, then it is possible to ask the following question related to my identification as shown by this model.



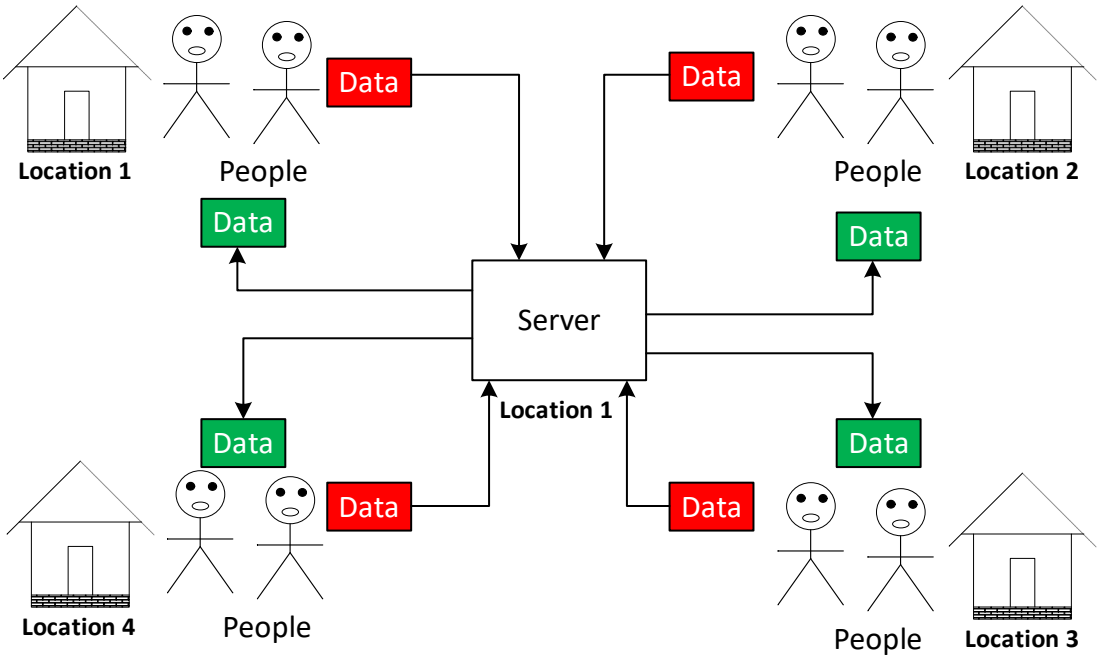
From the model above, while I do that for myself, you can do that for yourself too by sketching yourself and asking the same questions shown above. From above, we can see that it is personal. A person must be able to identify himself/herself and also know what that entity looks like. For example, an entity is identified as a person; that entity looks like a person. It is not possible for me to do that for you or for you to do that for me. It is individual for each person to identify himself/herself and asks: what is that entity? What does that entity look like?

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389. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

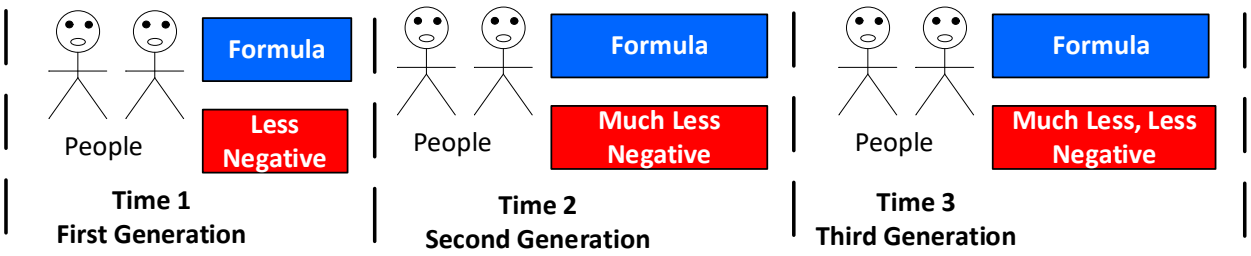
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 383 and 384, we have learned and shown that the positive execution of our functions at current time will lead us to more positive execution at future time. From article bases 379 and 384, we have learned and shown that reducing number of functions executing enables us to have less complexity and puts less stress on the system—both the physical system and the functional system. We have also learned and shown that in article bases 304, 305, and 306. In terms of reducing complexity, let's take the following example.



From the model above, the problem we are solving is that we have a server at location 1 that processes users data from multiple locations. The server is located at Location 1. From the model above, we can see that we are using a single server. That is good because

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that enables us to reduce complexity by using a single entity or a single function. What is important here, by taking a closer look at the inheritance chart as well as the equations given to us by our parent that shows us how to reduce negative ideas or inherited entities related to time, we cannot reduce all of them at once. As pointed out from article basis 344, we start reducing them related to time until we reduce all of them. To better understand that let's take a look at this model.



From the model above, while we use 3 generations, 2 can be enough. What we try to do here, let's assume that at Time 1 is the time we get the formula, and we are operating with it. Averagely, it is not possible for us to be at 100% yet. Now, we can do an ego test of the function of the server above. It is possible for someone at Location 1 to turn off the server to stop processing data from other locations. If in our current generation we say yes, then it is possible for us to have other servers at other locations not to prevent the problem from being solved. In this case, we do that temporarily. For example, let's take 2 generations only from the model. Where we set the generation time at 100, but to be safe we put it at 120. At the time we are speaking, it is possible to have other servers at other locations. After the first generation, we don't need that anymore, because everybody who is alive now will not be alive at the safe time indicated previously.

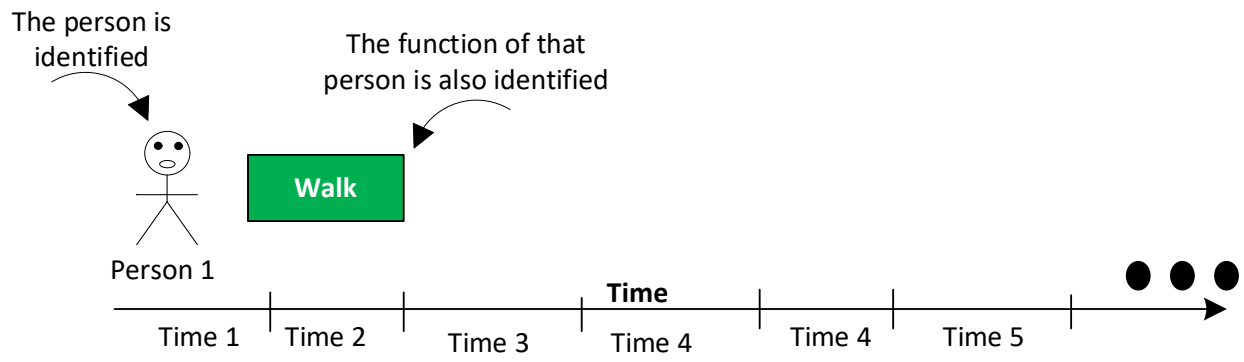
Another thing we can look at, we can look at server accessibility. For example, if we access the server or a server by name to process data, whether the name is controlled by a person or a person can prevent the server to be accessed by its name. In this case, we need to look at that as well. Because if ego can prevent the problem from being solved by accessing the server by its name, then we have another problem to solve to make sure the server can be accessed to solve the problem with the absence of the name.

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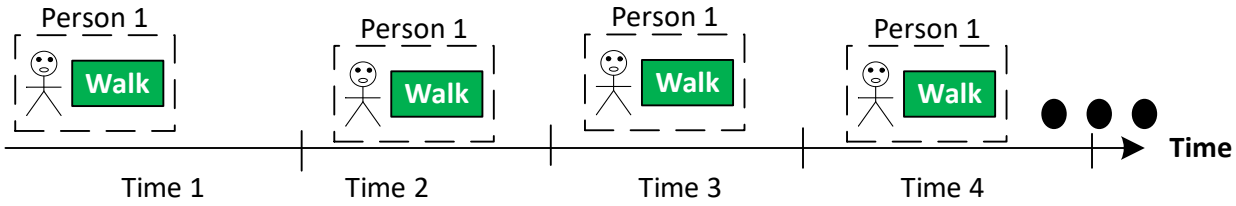
The problem we try to solve here is that we have a problem that needs to be solved and a function is provided to solve the problem. We already know that from multiple article bases that the function that solves the problem does not take the visibility of the people into consideration. In this case, we are doing multiple ego tests to make sure the problem can be solved if ego is identified during the operation. Remember, mother nature wants us to solve our problems, because we reduce complexity by doing so and put less stress on the system. At any given time, if a problem is identified, that problem needs to be solved. Mother nature does not identify a problem at a location where it is isolated from others. Mother nature identifies a problem at the whole location rather than at a single. We already know that the overall location belongs to mother nature. If a problem is identified in a room in the house, mother nature sees that the house has a problem that needs to be solved. What we are doing here is to prevent any negative affecting us from solving our problems. In this case, we do some test to make necessary adjustment.

390. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above as well as multiple article bases, we have shown the philosophy inheritance chart where we marked generation. For example, a generation time of 100; where in 100 years from now, most people who are alive now will not be alive. In 120 plus years from now, all of them who are alive today will pass away. The overall process is viewed as change of generation. For example, when I die my kids live, where when my kids die, my kids' children will have more kids and so forth. What happens here, if we look at the overall process, it looks natural; is it? Yes, it is natural for a person to die. It is natural for a person to live. Is it natural for a person to die as well? Here, the death of a person looks like a natural function; but is it native to the system? To better understand the overall explanation, let's take look at this model.

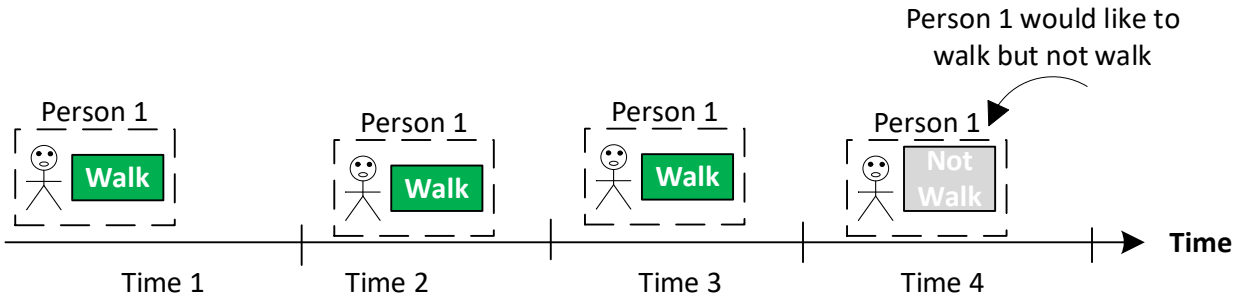
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From the model above, Person 1 is identified as well as his/her function which is walk. From above, walk is a natural function. For each time mark on the time chart, Person 1 can walk. For example, at Time 1 Person 1 walks, at Time 2, Person 1 walks, so does at Time 3 and Time 4. Let's show this model with more information.

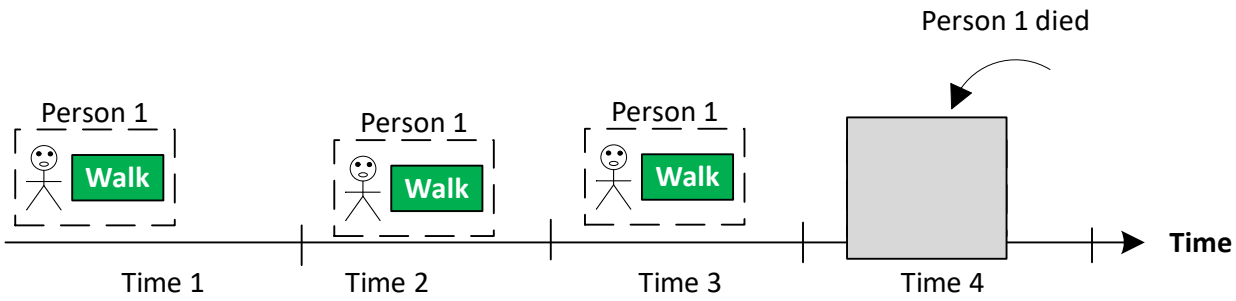


From the model above, at each time mark, Person 1 Walks or can walk. With change of generation, it is not possible for Person 1 to walk all the time. For example, at Time 4, Person 1 cannot walk or not capable of walking. Here, let's show that by this model.



At Time 4 above, Person 1 would like to walk but not capable or the function is not executed. Now, Person 1 dies and we show it like this in the model.

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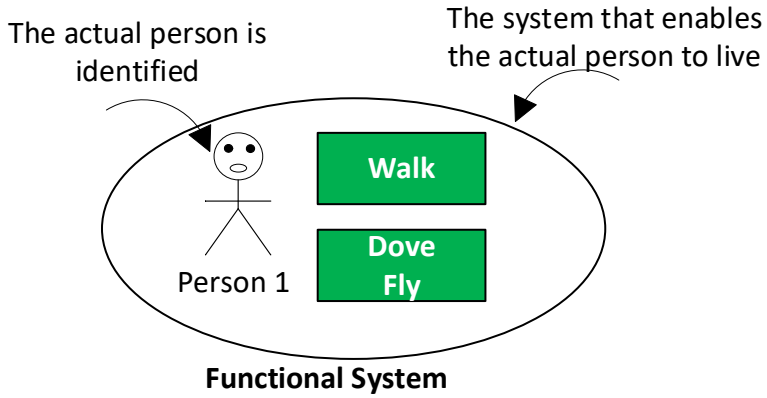
From the model above, we show the time Person 1 passed away. What is important here, at any given time, Person 1 would like to live. For example, Person 1 would like to live, but the system does not allow Person 1 to do so. Person 1 woold like to continue to walk, but the function is not executed. The function is part of the system, where it is based on the system. For example, in order for the walk function to execute, the system must enable it to do so.

By understanding the overall explanation above, we can see that the change of generation function does not behave the same as the other functions. For example, walk is a function; live is also a function. If change of generation is as natural as walk or live, then they would not have behave differently in terms of other functions such as walk, live, eat and so forth. If the person would like to walk, then mother nature does not allow that, then there is a problem here. For instance, if at Time 1, Time 2, and at Time 3 mother nature allows Person 1 to walk, but not at Time 4, then it looks like the change of generation function is not natural. Two things here, first the person would like to continue walking. Second, mother nature does not allow that. By understanding the overall explanation, we can see that the change of generation is not natural to the physical system, but it has been added to the system.

391. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that change

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of generation is not natural to the system but has been added to the system. Now, in terms of the physical system and the functional system, let's show this model.

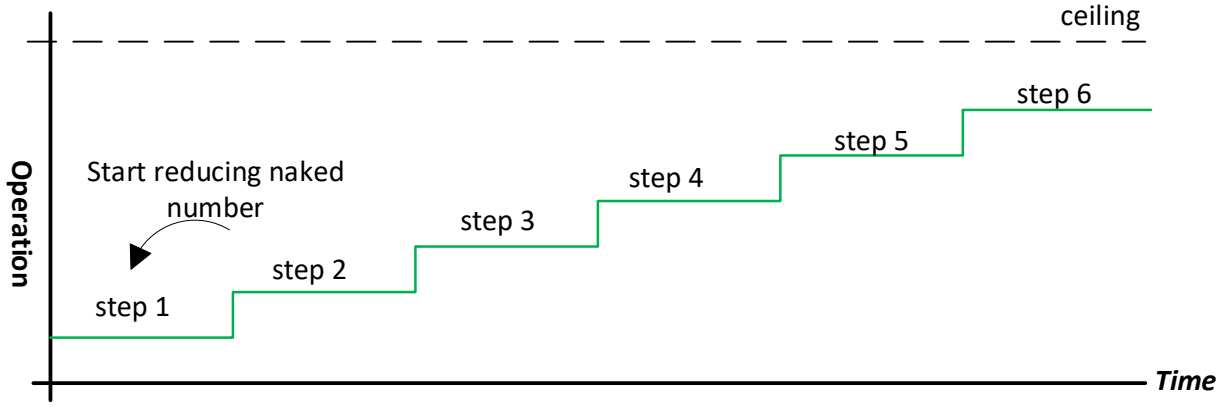


From the model above, the person is identified as well as the functional system which enables the person to live. Now, we can see there is a problem here. If the system enables the person to live, then the person must understand the system. From article basis 356, we have learned and shown that a person exists to live. Since we exist to live, we must understand the system that enables us to live. By understanding the system that enables us to live, if mother nature asks us: why do we exist? Each of us individual must be able to answer that question. It is not possible to live in a system we do not understand, therefore change of generation makes it possible for us to understand the system and can answer to mother nature initially why we exist?

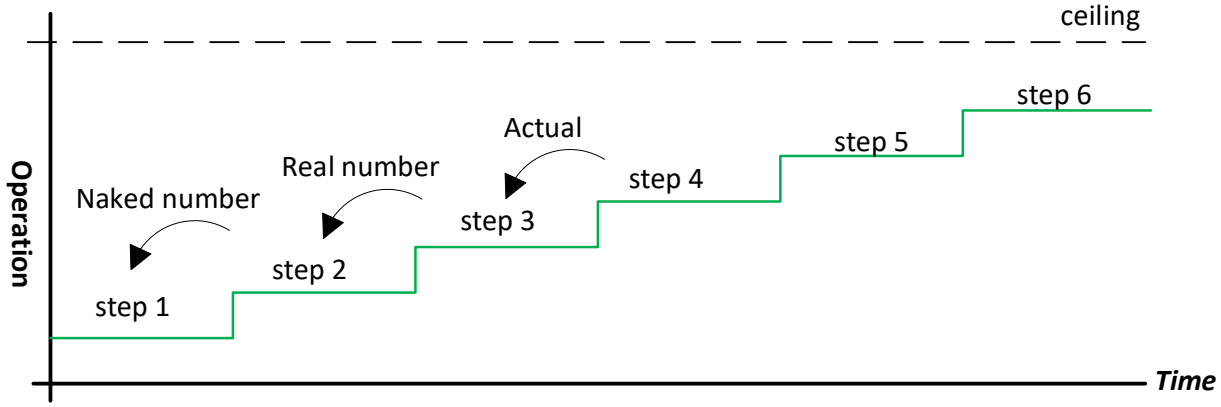
392. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the two article bases above, we have learned and shown that change of generation is not native to the system, and it looks like it has been added. We have also learned that since the functional system enables us to live, we must understand the system. From article basis 344, we have learned and shown that mother nature does not produce naked numbers and related to time we reduce naked numbers. In relationship with article basis 383, as we make progress executing our functions, we step up our understanding to go to the next level. For example, by reducing naked numbers to zero, then we can start operating with real numbers. Then later we can

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transition from real numbers to actuals. To better understand the explanation, let's show that by this model.



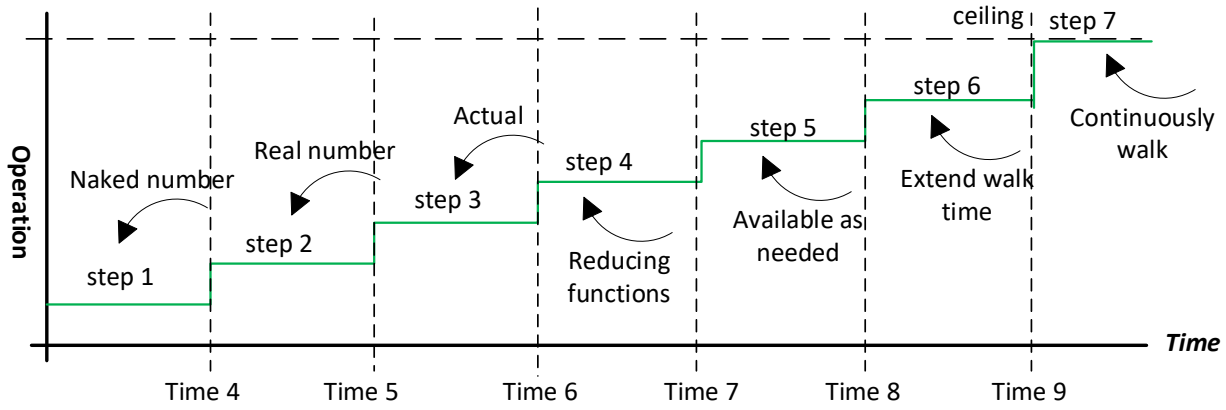
From the model above, step 1, which starts at Time 4 for example, it is the time we acknowledge that we are operating with naked numbers and start reducing them. So, from step 1 to step 2, we have multiple mini steps for example, Time 4+, where we reduce naked number to zero. Now, at Step 2 or Time 5, we start operating with real number and we continue operating with real number. From the model above, we can have something like this.



From above, step 2 includes multiple mini steps. For example, from some mini steps of at step 2 or Time 5 plus, we continue operating with real number until we hit Step 3 or Time 6, where we start substituting real number to actual. Where, at some time later we step up. Now, we are operating on actual, we can reduce number of functions. By reducing number of functions, at another step, at some point we need to have available

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as needed. In this case, as we have a function to execute, we need to ask mother nature, I need to do this, then I need a function. Here, let's show the steps and time in this chart.



From the chart above, as we make progress in our understanding, we reduce number of functions. At some point, it is possible for us to have available as needed. For example, we need to do this, and we need a function, mother nature can understand that, because we have shown mother nature that we make progress understanding the system. Then we further extend our understanding, then we ask mother nature that we would like to continue to walk for a longer period of time. Again, there should be no problem here because we have shown we understand the system and we have been making progress. Lastly, it is possible to ask mother nature we would like to continue to walk continuously or forever. Again, mother nature can understand us because we have been learning the system and we fully understand the system. So, there should be no problem here.

As we can see, the overall process we have been doing is learning the system and showing mother nature that we understand the system that enables us to live. It is like working out exercises to show our understanding. At the time we finish the exercises, we have shown mother nature that we understand, and we have completed our understanding, or we have been making progress and mother nature can make decisions accordingly. From above, we start with acknowledging naked numbers. For example, we know that we are operating with naked numbers and mother nature does not produce naked numbers. With the formula given to us, we acknowledge that, and we start reducing naked numbers to real numbers. For example, if we ask mother nature that we

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would like to walk for a longer period of time, that period of time is not viewed as a naked number, but as an actual walking time. If we ask mother nature we need to live longer or an extended generation time, that extended generation time is not viewed as a naked number, but as an actual living time.

By understanding the paragraph above, we can see that from each step we can test the next step. For example, if we are a step 1, where we are reducing naked numbers, we can test step 2. For example, 1 apple 1$, 5 apples, 5$, so there are no naked numbers here. In terms of testing step, we can look at actual entities. For example, the tax entity. Does not work with naked numbers. For example, 100 cattle, 100$ tax. Now, if we move to next step, 100 cattle, 10 cattle as tax. That makes sense, because we step up, we substitute with actual. Now, we can reduce number of functions in the text step. As an example, a person collects, and a person distributes. Now, we have 2 functions. In the next step, we have the same person who collects can distribute. Now, we reduce number of functions to 1. Now, we are moving again by further reducing the number of functions. For example, as the need is identified, the need is being satisfied. From there, we can go to the next level available as needed, then extend generation time, and walk all the time. At current time—in our lifetime—all we need to do is to figure out the steps individually. For example, in my lifetime, I need to figure out the steps. In your lifetime, you also need to figure the steps. As long we can figure out the steps that are fine. We don't need too much in a short period of time, and we cannot have too much. In terms of figure out the steps, let's show that by this table.

Steps	Explanation
Step 1	The formula is given to us to operate, and we acknowledge we have it. With the formula, we identify the problem we need to solve, for example operating with naked numbers. Mother nature does not produce naked numbers, and naked numbers are not considered to be exchangeable elements, and they do not solve the exchange problem. Assume that

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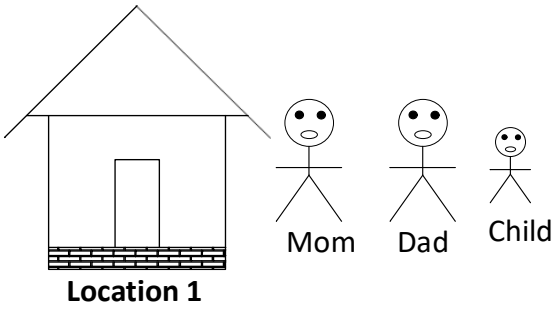
	we are operating with 80% naked and 20% real, so we start reducing our naked numbers.
Step 2	We continue reducing naked numbers until with fish and we operate at 100% real number.
Step 3	We continue to operate with real numbers and at some point, we start substituting real numbers to actual entities.
Step 4	We continue to operate with actual entities and at some point, we operate with 100% actual entities
Step 5	We start reducing functions
Step 6	We continue to reduce functions until we reduce them to minimum or acceptable level
Step 7	Now that we have reduced the number of functions to a manageable level. It is possible now to ask mother nature and have available as needed.
Step 8	In relationship to step 7, we have available as needed. In this step, we also think in terms of function rather than physical entities. For example, we need to do this, we can ask mother nature that we need a function to execute to do so. At this time, mother nature can understand us.
Step 9	In this step, it is possible to ask mother nature we would like to continue to walk or live for a longer period of time. There is no surprise here, because we have shown mother nature that we understand the system. We are not there yet, because we are still not at the top or 100% stability.
Step 10	In relationship with step 9, since we need to continue to walk forever, in this step, we can ask mother nature for that. There should be no problem here, because we have shown to mother nature we fully understand the system and walking continuously is what we need, and it is what the physical system exists for. In this case, we can see that if

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	we exist to live, just live. The system exists to live, not to die. In order to do so, the system must show mother nature it exists to live. Now, the system has verified the understanding of its existence. In other words, if our function is to live, we must show mother nature our function is to live and we must understand that. At Step 10, we show mother nature our function is to live and we understand that our function is to live.

As we can see from the table above, in our lifetime, all we have to do is figure out the steps. This is why step 1 is very important; for each step, we can test the next step. From step 1, we can test step 2, because we need step 1 to go to step 2. So, from step 1 we can approximate step 2 by asking questions. For example, since mother nature does not produce naked numbers, we must reduce our naked numbers. Now, at step 2, we can test step 3. If we can reduce naked number, then it is possible for us to substitute them with actual entities after all we live with actual. So, from step 2, we test step 3 and it is right. We can ride it all way up to step 10. For example, from step 9, we can test step 10. For example, since we are walking for a longer period at step 9. Then from step 9 we can ask questions, is it possible for us to continue walking forever. The answer is yes, therefore step 9 is good. So, from each previous step, next step can be tested.

393. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of identified information, let's take a look at the model below.



From the model above, mom and dad are identified with a child. The given information is that the child was born at Location 1. The place of birth information is known by mom

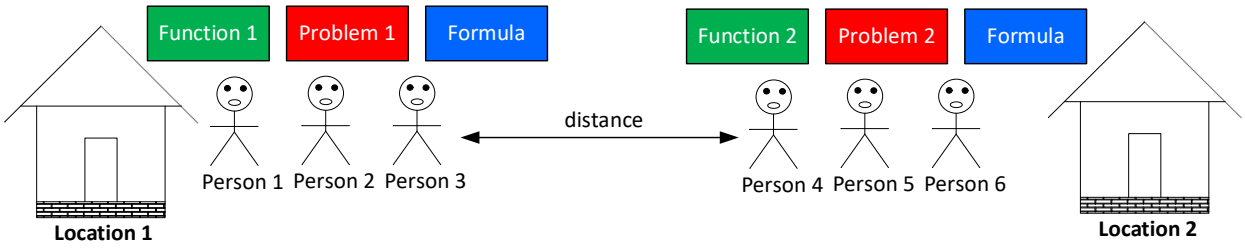
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and dad and can be verified by both mom and dad. Let's assume that at present time, the child is 5 years old or more, the place of birth information cannot be verified by the child. Such information is not important. What is important is that as the child grows up, his/her effort at the location he/she is identified as well as his/her mobility to other locations is enabled by the pass.

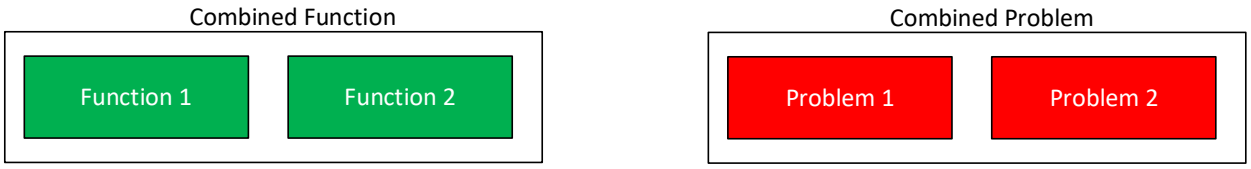
394. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, a problem is identified at a location and a function is provided to solve that problem. For 2 or more locations, let's show that by this model.

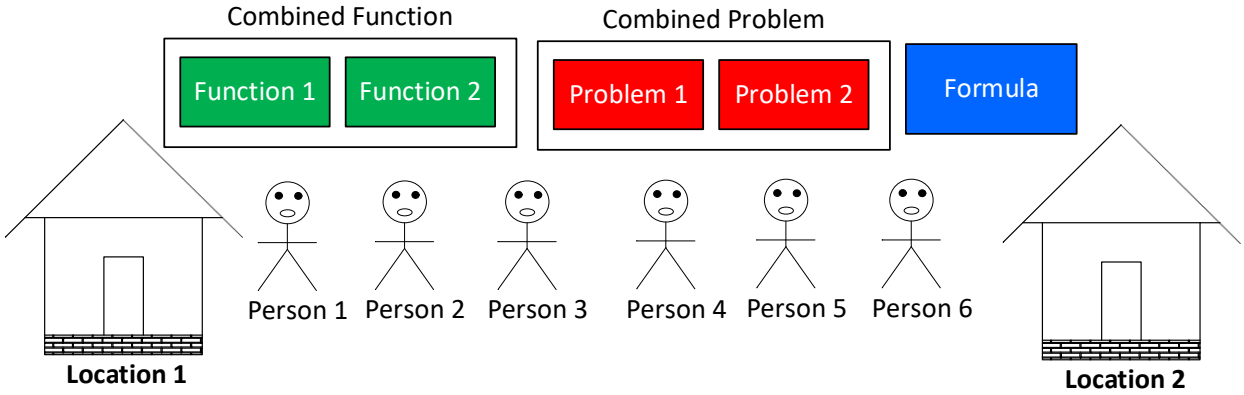


From the model above, we can see that at Location 1, Function 1 is provided to solve Problem 1 with the application of the formula. At Location 2, Function 2 is provided to solve Problem 2 with the usage of the formula. Let's assume that there is a need and in order to reduce complexity, it is possible to combine the functions. In this case, Function 1 can be combined with Function 2 as shown by the model below, so does Problem 1 and Problem 2.



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Now, we can show the resulting model like this after combining the functions and the problems. In this case, the resulting function includes the function of everybody in combination.



From the model above, we identify the people, the function, the problem solved by the function, and the formula applied. One thing we need to understand is that combined function takes the understanding of the formula to the next level. Two or more functions are combined, if they need to be combined. In this case, the need to combine two functions is viewed as a problem we are solving. In order to solve that problem, we need to apply the formula as well. In this case, let's identify the problem we are solving as Need to Combine Functions: Now, we use the formula above to enable us to do so.

$$Available + Given = Solution$$

$$\left[\left(Number\ of\ People\right)+5\,Guys\right]+Given=Solution$$

$$\left[\left(6\,People\right)+\left(5\,Guys\right)+\left(2\,Guys\right)\right]+Given=Solution$$

From the equation above, the 2 other guys are optional and available when needed. As pointed out earlier, combining functions take the understanding of the formula to the next level. For example, if at step 1, the formula is understood, then if the understanding

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of the formula at that level enables function combination, then it is possible at step 2 to combine 2 or more functions. Here, step 1 is a prerequisite step in order to go to step 2. Then at step 2, we are at a level where we can combine the functions. By understanding that, we can put the understanding level at the equation as shown below.

$$\left[\left(Number\ of\ People\right)+\left(Understanding\ Level\right)+\left(5\,Guys\right)\right] + Given = Solution$$

From the equation above, the understanding of the formula enables us to combine the functions at the time we are combining them. It is not like we have 2 or more functions to combine, and we just combine them. Combining functions requires prerequisites. To better understand that let's take it like this. Let's assume that a mechanic shop provides a function to fix cars where 10 people are working in that shop and they apply the formula to execute the overall function. 10 miles away, there is another shop, and the problem is to combine both functions. What is important here is that, before combining the functions the people at both garages must be aware of that. If they were not thinking about that and were doing things differently, now by combining the functions, they need to be aware of that and make adjustment. In this case, we can see that the level of understanding needs to be increased.

395. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available\ +\ Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 316, you have identified the best money candidate the person needs to borrow.

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From article bases 383 and 392 we have learned and shown that if we execute a function positively in step 1, that may lead us to more positive at step 2. From step 1, we can test step 2 to determine if our step 1 is good.

To better understand the explanation above, let's take it like this. At Step 1, Person 1 borrows money from Person 2 to buy a horse to carry some loads. Because there are no naked numbers here, Step 1 is good. Now, we go to Step 2, the person can borrow the horse. From Step 1, the person can test Step 2. Now, at step 2, the person can test Step 3. At Step 3, we break the load into 2 small pieces, then at Step 3, the person can ask the other one to help carry the second piece to a short distance. Because we start well, all 3 steps are possible, where the next step is higher than the previous one. The borrowing of the horse step is higher than the borrowing money step. Where the help carry the load step is higher than the borrowing of the horse step.

396. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

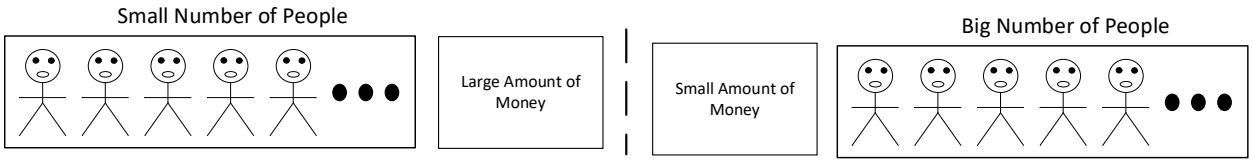
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 193 and 280, we have learned and shown that Salesman 2 solves more problems than Salesman 1. From article basis 340, we have learned and shown that before the formula is put on the table, Salesman 2 has more parts right than Salesman 1.

Now, let's look at couple of problems we need to solve here for Salesman 2. Yes, before the formula is put on the table, Salesman 2 has more parts right. In relationship with the formula, we can see that Salesman 2 has history in his side. Now, can Salesman 2 take

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it to the next level. In terms of people serving, let's identify them. Salesman 2 serves people with a lot of money and those with little money has shown by this model.



From the model above, Salesman 2 separate number of people served as well as the money. From the model, we can see that the number of people with large amounts of money is much, much smaller than the number of people with small amount. In this case, Salesman 2 have been able to serve both. That is good, so before the formula is put on the table, Salesman 2 has been able to serve both. Now, the formula is on the table, can Salesman 2 take it to the next level?

Couple of problems that need to be solved here. If Salesman 2 can get to that level and history is in his side, so he cannot disregard that history. Salesman 2 needs to further look into history to see how the money is obtained or accumulated. For example, if history shown that some of the large amount is not clean, Salesman 2 can think of serving the small number with an open eye, where the big number with both eyes open. The reason for that is that the future of the large amount is not certain.

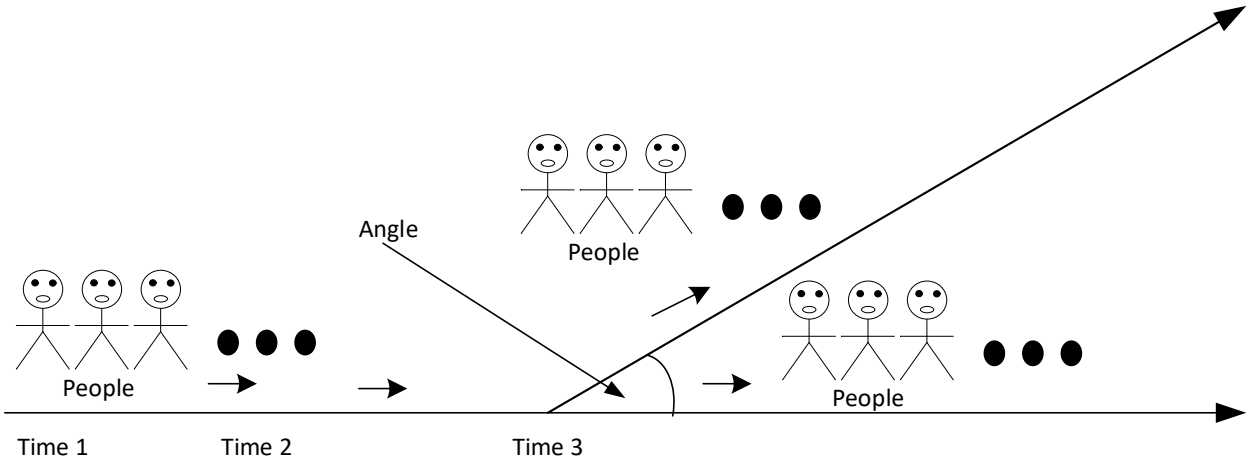
Now, Salesman 2 needs to take it to the next level. By using the inheritance chart, money is inherited entity that is reduced related to time. Salesman 2 can take that into consideration too, because related to time, as money is reduced, Salesman 2 still solves problems. Using the formula, Salesman 2 can take it from low level to higher level.

Another problem Salesman 2 needs to solve is work performed by Salesman 2. Since mother nature does not want us to work hard, we need to work wisely. From the model above, let's assume that the people with large amounts are located farther away than the people with small amounts. While it is possible to serve them, the quantity is small as well as the distance. In this case, that needs to be taken into consideration as well and

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whether the money is clean. No need to work harder to chase a large amount of money that may not be clean but work wisely to solve problems and continue solving problems from one step to the next step. At Level 1, Salesman 2 solves problems. As we make progress going to Level 2, Salesman 2 still continues to solve problems. There should be no issue here for Salesman 2 to make adjustment to any level.

397. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information about an entity, let's take a look at the following model.



From the model above, at Time 1 and at Time 2, people are moving to the direction indicated. At Time 3, some people start shifting or moving the other direction indicated. All you need to do here is to determine the value of the angle. It is simply a number. After you determine the value of the angle, determine whether it is possible to set it to zero or as it was at Time 1 and at Time 2.

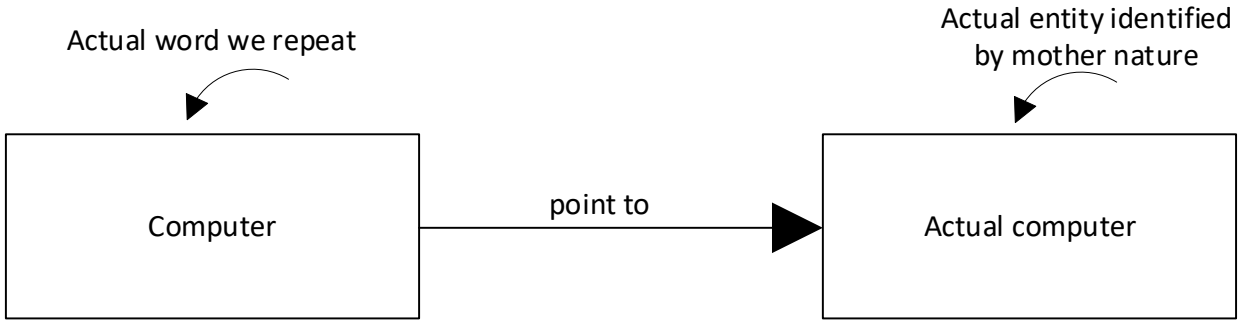
From above, you have identified the value of the angle and determined whether or not it is possible to revert it back to the old value. In terms of information, that angle may have mother nature associated with it. To better understand that let's take it like this. Let's assume that wind is blowing where the wind starts shifting in the other direction. In this case, the angle may be calculated based on the direction of the wind. If so, it may not be

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possible to revert that angle because that adjustment is only possible by mother nature and mother nature will not do that.

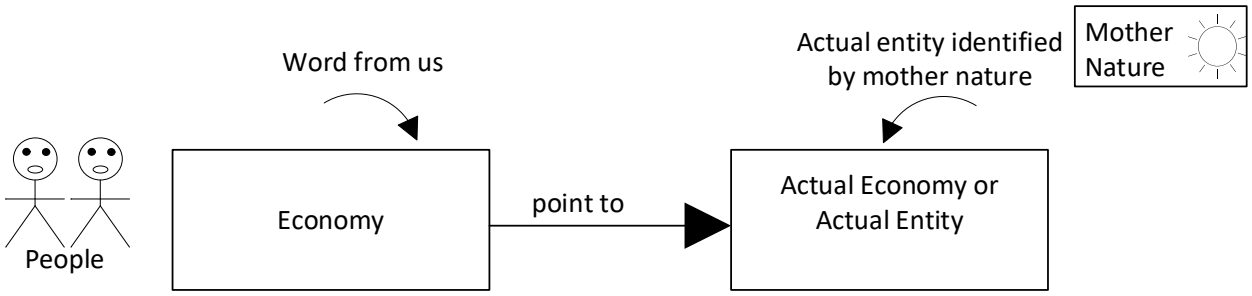
Now, let's look at it in terms of the application of the formula above. Let's assume that a salesperson or a provider is selling a product to people or customers. Relating to time, the salesperson sees that some customers are moving or shifting in another direction. The wrong way to solve that problem is to continue the old way or the old route. The best way to solve that problem is to move in the same direction they are moving. The way to look at it, by using the formula above, to apply the formula to solve a problem as the problem is identified. As the problem is identified, it is not disregarded, but it is solvable by using the given formula.

398. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 243, we have learned and shown that words depend on us while actual entities depend on mother nature. Let's show the model again.



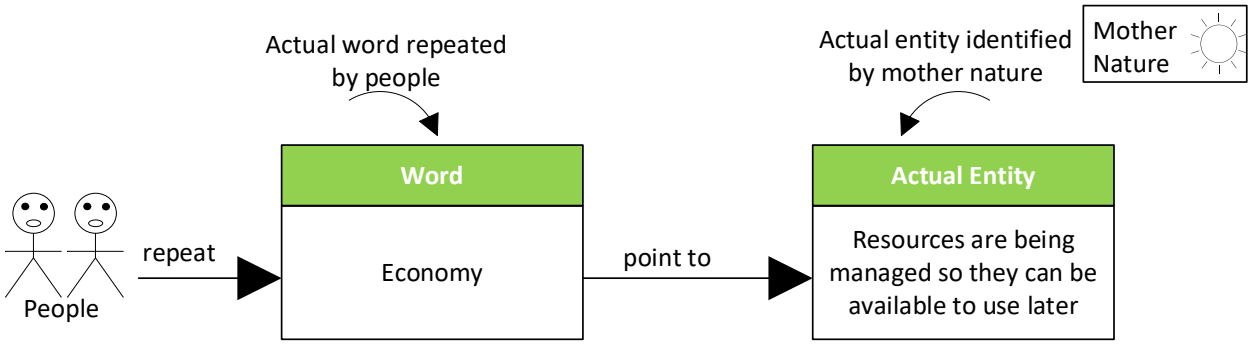
Now, in terms of words, let's identify a word like **Economy**. In this case, when we repeat that word, the actual entities are what being identified by mother nature. We can repeat the word or write it down on paper or a surface or type it and so forth. The actual entity the word point to is what mother nature sees, but not the word. To illustrate that, let's take a look at this model.

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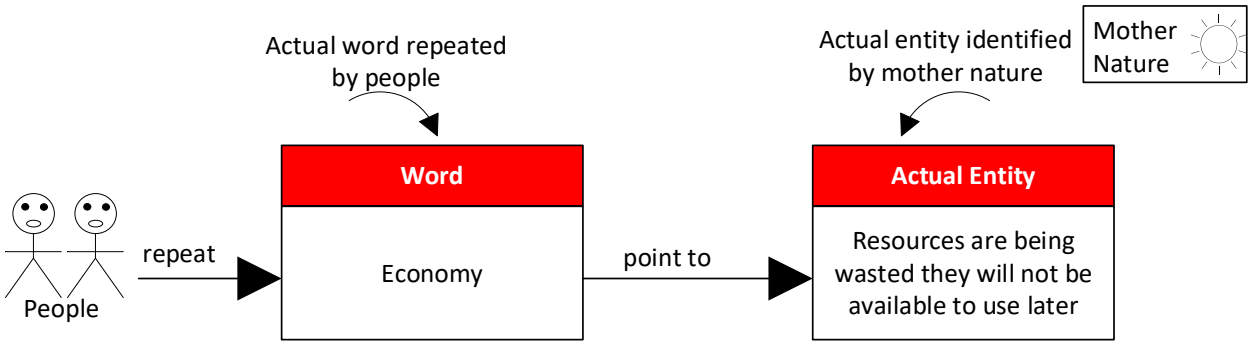
From the model above, as an example, while we repeat the word Economy, mother nature sees the actual entity which is: *resources are being managed*. Because words depend on us, when we repeat the word Economy, the actual word is not visible to mother nature. What is visible to mother nature is the actual entity which is *resources are being managed*. In this case, if resources are being managed, that entity is identified by mother nature and the actual word exists to us. At the same time, if resources are not being managed, then that entity is not visible to mother nature. Therefore, if we repeat that word, it does not point to the actual entity.

To better understand the explanation above, let's further explain it here. If resources are being managed so they can be available to use later, then economy exists. This is the actual entity; now let's show it in the model.



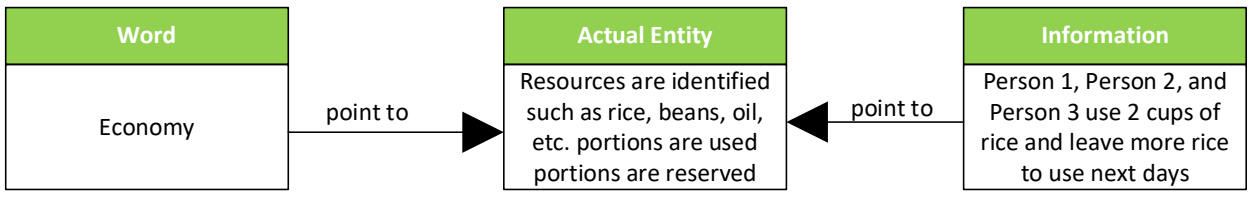
From the above, when the word economy is repeated by the people, mother nature sees that resources are being managed so they can be available to use later. Suppose that resources are not being managed so they will not be available to use later, then mother nature does not see the economy entity. People repeat the word economy, but the actual entity that word points to is waste. With that, let's show this model.

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From the model above, if resources are not being managed and they will not be available to use later, mother nature identifies that as a waste. From the model above to the left, we can see the word is identified as red. The reason for that, because we repeat the word, it points to the opposite entity instead. For example, rather than pointing to the economy entity, but pointing to waste instead. In this case, mother nature sees the waste instead. The reason we show the actual entity as red, because of the mismatch. Because the people repeat the word economy, what they think is the waste instead, so to the right, mother nature sees the waste which is negative. Now, if waste is the word that was repeated, then the actual word pointed to the actual entity. They are multiple ways to look at the model above, because mother nature always sees that actual entity, whether or not the actual entity is positive. Mother nature does not want us to waste, because when we do so, we work harder and that adds more stress to the system. We do not solve any problem by wasting. We can look at it this way as well to determine the state of the actual entity whether is green or red.

Now, in terms of information and resource management, let's look at it like this. The information about an entity points to that entity where the word points to the actual entity as well. It is always good to show that by this model.



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From the mode above, the actual entity is identified. For example, resources are identified where portions of resources are available to be used where other portions are reserved. In terms of information, we can have amount usage by people, amount or quantity available, amount or quantity reserved, amount or quantity usage related to time and so forth.

Now, in terms of resource management, we need to look at the given equation above. Because everybody needs to contribute and apply the given equation, it is not possible for one to manage resources for others. For example, if 20 people are identified, one cannot manage resources for each other. All of them must contribute to resource management. In other words, in resource management, I cannot manage resources for you, and you cannot manage resources for me. Both of us must apply the formula to manage resources. For example, I have a piece of bread, and you have a piece of bread. Disregard if you give me a portion or I give you a portion. Both of us must manage the piece that we have so we can have some left to use later. It is not possible for me to manage my piece for you, and it is not possible as well for you to manage your piece for me. We both must apply the above equation in order to manage our pieces.

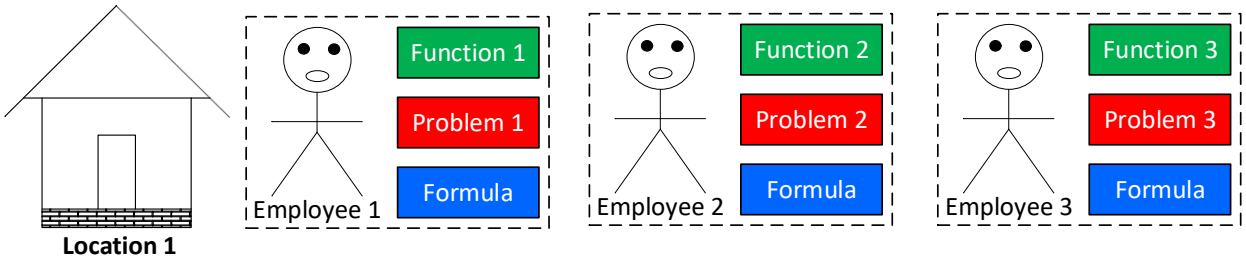
399. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

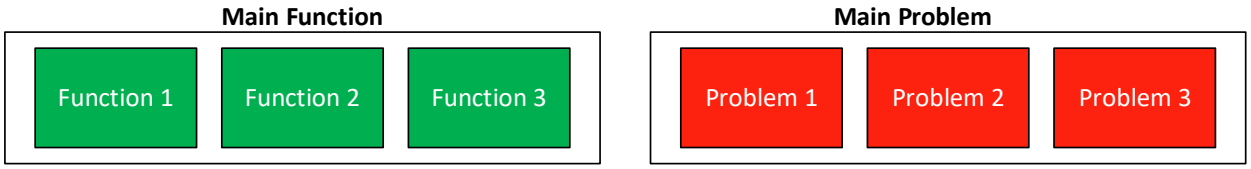
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 153, we have learned and shown that the reason we have multiple people or employees working on a project, because a single person cannot assume everybody's function. For example, the reason we have multiple people working in a garage or restaurant or any other business, because a single person cannot assume or take the

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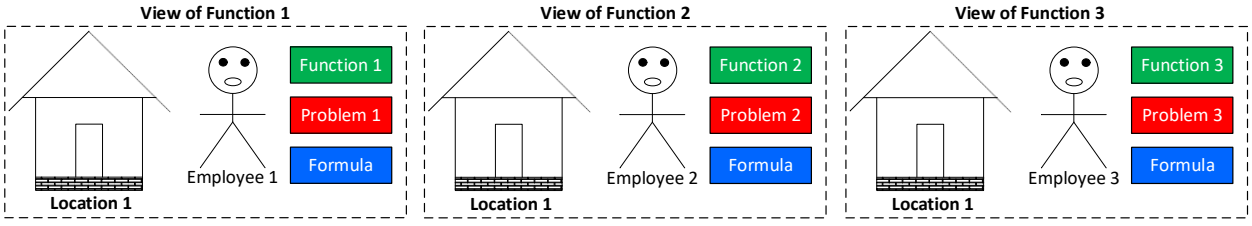
functions of the other people. The overall process is viewed as function at location. To better understand one cannot assume other people function in relationship to function at location, let's take a look of this model.



From the model above, Location 1 can be a supermarket, a restaurant, or any other type of business. Each employee has his/her own function that solves part of the problem. Here, let's show the main problem and the main function which are a combination of each employee's function as well as problem solved by each employee.



By looking at both models above, we can see that function at location makes it possible for multiple employees to work together to solve the main problem. For example, if Employee 1 is the manager, because of function at location, Employee 1 cannot assume the functions of the other 2 employees to solve the main problem. Therefore, the functions of the other 2 employees are needed to solve the problem. For example, at Location 1, a function is provided where that function needs Function 1 at Location 1, Function 2 at Location 1, and Function 3 at Location 1. In this case, we have multiple views of each function at Location 1 in the form of:



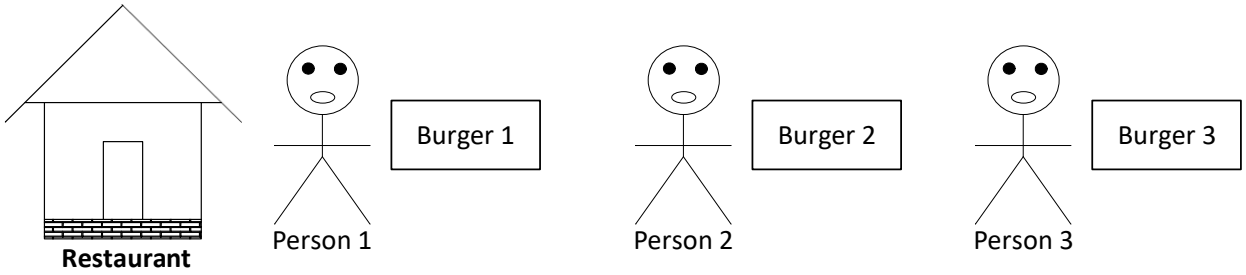
From the model above, we can see that in function at location, each function has its own view at the location where the function is executed. This is why we must respect function

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at location, because function at location makes it possible for multiple people to work together to execute a function to solve a problem at a location. It does not matter whether or not they work together on one site or on multiple sites or remotely.

400. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 398, we have learned and shown that mother nature does not do words, but actual entities. While words depend on us, mother nature identifies the actual entities our words point to. For example, when we repeat or write or type a word, mother nature sees the actual entity that word points to. For example, if a word points to a process, mother nature identifies the actual process. If a word points to a function executed, mother nature identifies the actual function executed.

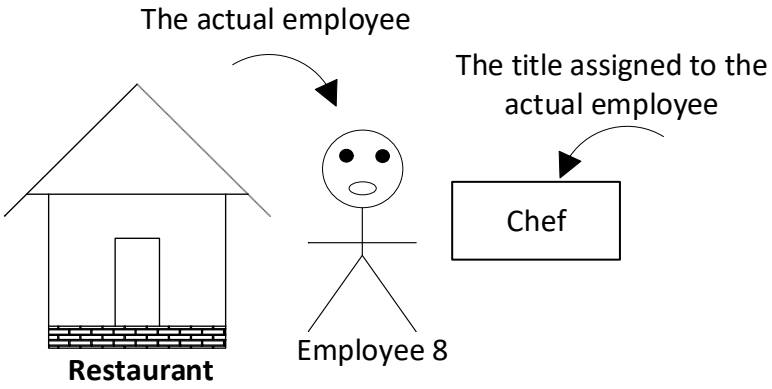
To better understand the explanation above, let's take a look at the following example. Let's assume that in a restaurant, there is a need to hire a chef to cook at that restaurant. Now, we can do the hiring process by having multiple applicants cook burgers, chicken sandwiches, or specific meals the customers can try. Then the customers can decide who can be the chef based on the result of their tastes. To better understand that let's take a look at this model.



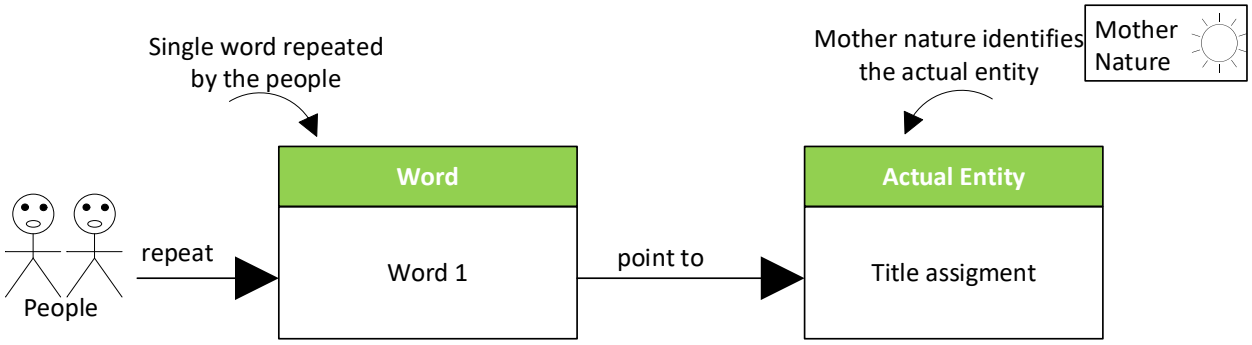
From the model above, we are trying 3 people. We give them instructions to cook burgers, then customers will try burgers from each person. The customers will write on a piece of paper the name of the person the burger tastes the best according to them and put it in a separate box for each person. For example, the customer can put on a piece of paper: *I would like the title to be assigned to Person 1. I would like the chef titled to be assigned*

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to Person 3. We can have one or more persons who did not taste the burgers or white names down on a piece of paper to count them and verify them. Based on that verification, we can assign the chef title to that person. After counting and verification, we then assigned the chef title to Person 2. Now, Person 2 becomes an employee at the restaurant with the chef title assigned to him/her as shown by this model.



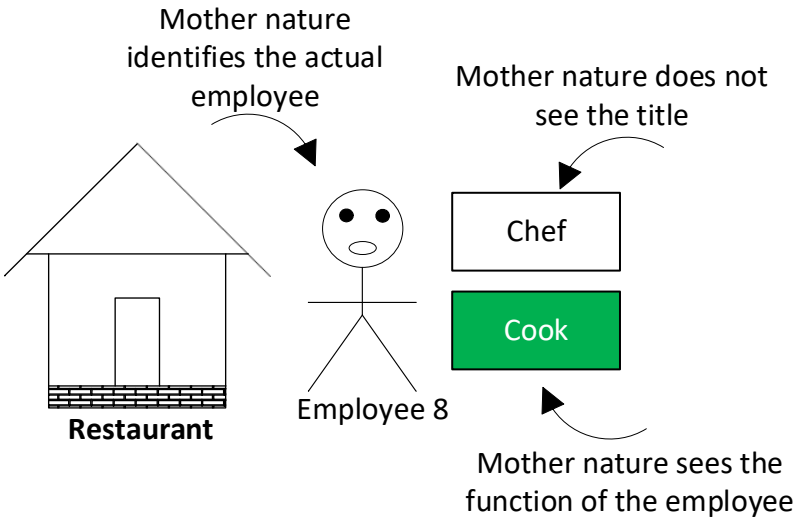
From the model above, we identify the actual employee and the title assigned to that employee. What is important here, we identify and separate everything. In terms of word identification, while we can refer to the overall process by a single word, mother nature identifies it as a title assignment. Let's show that by this model.



From the model above, while we can refer to the process by a single word, however mother nature sees the actual process and what is referring to. While we can use a single word to refer to that entity, however mother nature identifies it as a title assignment. If we want to and if necessary or needed, we can customize the title assignment process where we can add more to it such as name tag, title given on spot, name tag engraving on spot, length of time for the title, length of time notification, approaching length of time awareness, and so forth.

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By understanding the overall process, we already know that a title assignment is not a function assignment. First, titles do not solve problems, but functions solve problems. For example, from article basis 377 we have learned and shown that a function can take a problem as input to produce a solution. So, the title assignment is not a function assignment that automatically resulted to the solution of a problem. Another thing again, by understanding information as well as the given equation, title of a person is not decided by mother nature. Mother nature does not identify us or see us by title or with title. To better understand that let's show this model.

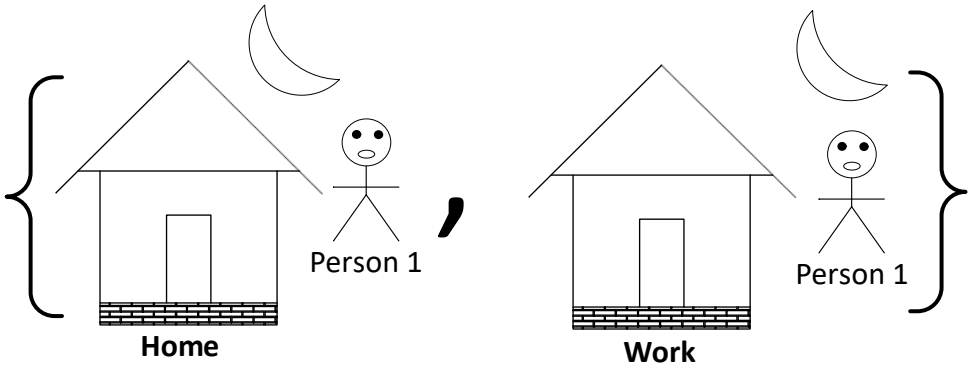


From the mode above, multiple employees are working in an organization to solve a problem, mother nature identify the actual employees as well as their functions. The titles of those employees are not identified by mother nature. For example, a person can say to mother nature: *I am a mechanic*, mother nature responds *I hope you execute your function properly*. A person says to mother nature: *I am a doctor*, mother nature responds, *you must execute your function positively*. So, our titles are not important to mother nature and carry no weight. Our titles are not visible to mother nature, all what mother nature wants us to do, execute our functions positively to enable the functionality of life.

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401. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first identified by mother nature before us. From the article basis above, we have learned and shown that while we use a word to identify an entity which can be a process or a function executed, mother nature sees the actual entity or the actual process or the actual function executed rather than the word. To prevent communication ambiguity, it is always good sometimes to refer to the actual entity, the actual function executed, or the actual process rather than the word itself. Doing so enables us to match what is identified by mother nature.

To better understand the explanation above, let's identify another word like Word 2 where the entity that word points to may be related to a person who is identified at home with responsibility and at work with responsibility as shown by the model in article basis 300. Similarly, a person is identified at home with responsibility and has a function and also at work and has a function. What is important here is that the existence of Word 2 is related to the existence of those entities. If those entities exist, then the word itself can point to those entities. For example, if a person is identified at home with responsibility or takes care of his/her business, then that entity exists at home. If a person is identified at work with responsibility or takes care of his/her business, then then that entity exists at work. Here, what do we mean by that entity exists at home and at work? We mean that the responsibility of the person at home and at work or the function executed by the person at work and at work are identified. To better understand that let's show that by this model.



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From the model above, that entity Word 2 points to can be viewed as the moon. For example, at home it can be identified so is at work. At home, it is identified that Person 1 handles his/her responsibility like executing his/her function, so is at work. At home, the moon can be identified so is at work. What is important here, the entity Word 2 points to cannot be transported from location to location, it can only be identified at location. It can only be identified in relationship with a person rather than one for another. For example, if a person contributes at home and at work, then that entity exists. Because that person understands his/her responsibility at home and at work, that person does not need another person to identify such entity for him/her.

To better understand the overall explanation, let's take it like this. A person exists with his/her own responsibility. The responsibly of a person cannot be assumed or taken by another person. The responsibility of a person cannot be claimed by another person. If a person does not understand his/her reasonability, then that person can learn to understand his/her responsibility. Even mother nature cannot assume or take responsibility of a person who does not understand his/her responsibility. To better understand the overall explanation, you can try to identify the entity the word points to and the actual word. Then after you do that, look at ambiguity in the word and later conclude that it is better to disregard the existence of that word and refer to actual responsibility of a person at home and at work. In order to help you identify Word 2, you can look at the characteristic of Word 2. What do we mean by the characteristic of the word, we mean the characteristic of the entity the word points to. One characteristic that was given to you already is that the actual entity the word point to is not transportable.

402. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the last two article bases above, a word points to an entity where mother nature identifies that entity by looking at the characteristic of that entity. For example, if a word points to an entity that is not transportable, mother nature identifies

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that entity as a non-transportable entity. If a word refers to a method of transportation or a function executed, mother nature identifies the method of transportation or the actual function executed. Overall, mother nature does not see the word, but the actual entity.

To better understand the explanation above, if Word 3 is a word that exists that is caused ambiguity in communication. For example, Word 3 may refer to one or more methods executed, or one or more methods executed at specific time. In this case, rather than using Word 3 in communication, it is always good to refer to the method or methods. For example, let's assume that 2 cities exist 10 miles apart. They are several methods of transportation to go from one city to another. For example, a person can walk, horse ride, bike ride, car drive, fly and so forth. Rather than referring to the word itself, it is better to refer to the actual method. Like, a person can go from City 1 to City 2 by using Method 1, while another person can go from City 2 to City 1 by using a different method. At any given moment or time, mother nature identifies the actual method. For example, if at Time 1 a method is used, mother nature identifies that method. Now, at Time 2 another method is used, mother nature identifies that method. For example, in terms of knowing I disregard the existence of the word itself. In this case, all that I know, a person can go from City 1 to City 2 by using Method 1 while another person can go from City 2 to City 1 by using Method 2 or a different method. To better understand that, if you want to, you can identify such word.

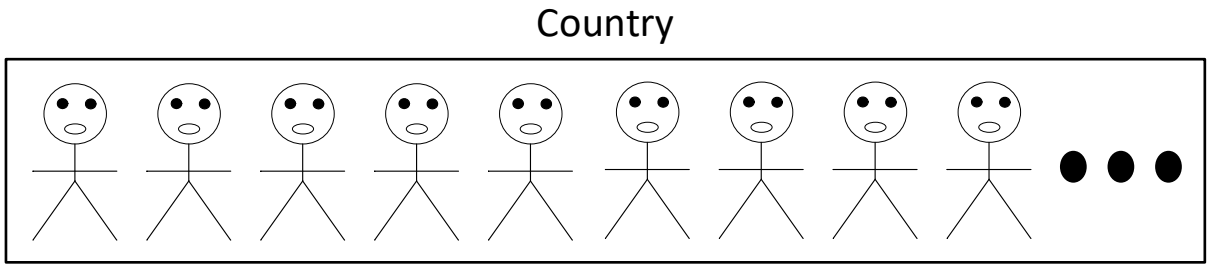
403. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

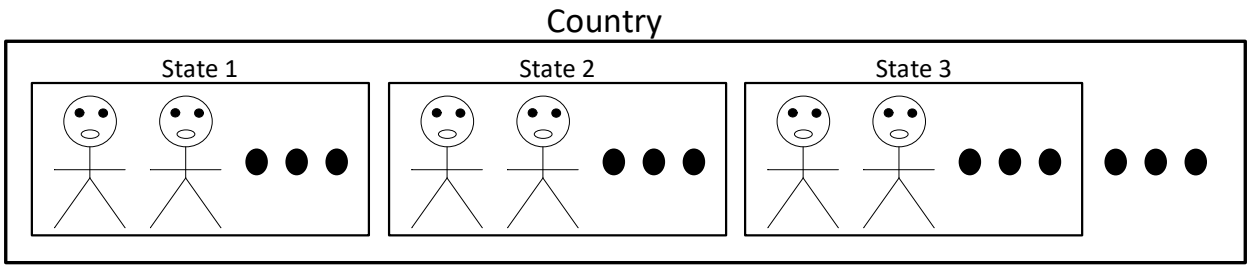
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 244, we have learned and shown that a person is identified at a location where the

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person entity is considered to be the first entity identified. In article basis 242, we have learned and shown that the formula is given to the person entity so the person entity can use it to solve problems. In terms of identifying the person entity, let's identify many people in a country as shown by this model.

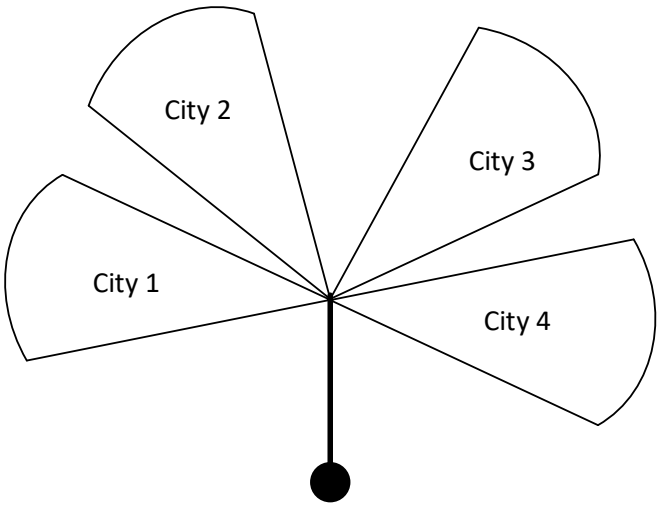


From above, the country is identified as Country 1 or Location 1, where Country 1 is made of multiple states. Here, we can identify people and states by this model.

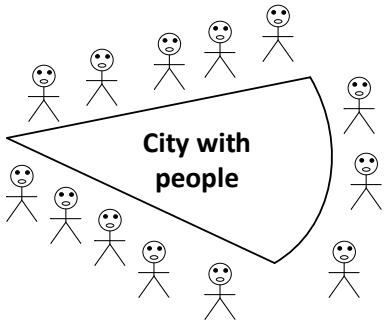


From above, Country 1 has multiple states where the states have many people. We know that each state can have multiple cities or counties. We can further expand the model above to show that. What we are doing here is using the equation above to solve the problem pointed out in article bases 156 and 159; we need to organize ourselves. By doing so, we can ask this question to enable us to do so. Now we are a fixed number of people at our location, how do we organize ourselves? Now, we have a fixed number of people at Country 1, how do we organize ourselves? In order for us to do so, we need to use the given equation above to enable us to organize ourselves. To do so, let's start with a state table as shown by this model.

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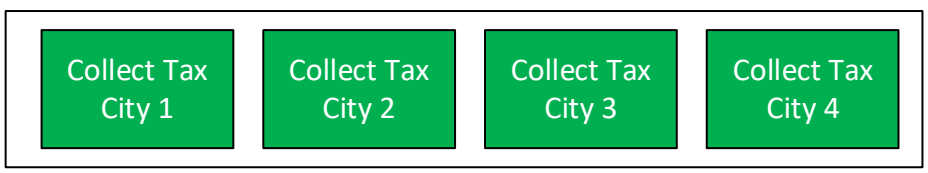


State Table



From the model above, the state table is shown with 4 separate edges. Each edge can have a foot with a foot at the center to keep the table steady. Each slice or edge represents a city or county. Where the people at the table can sit around the slice where they can face each other for that city. To the right show the view on how the people sit at the part of the table which is a slice that represents a city. For multiple states, we can have multiple tables. For example, if Country 1 has 4 states, then we can have a room with 4 tables. In City 1, we can identify people with functions such as collect taxes, police officers, and so forth. While the table is designed as shown above, we can have other types of tables like rectangular, round, and so forth. If using rectangular, multiple tables can be connected together to show a state. We can also use line divider to show separation of the states. Now, in terms of function, let's assume that in each city, we have a tax collector as shown by this model.

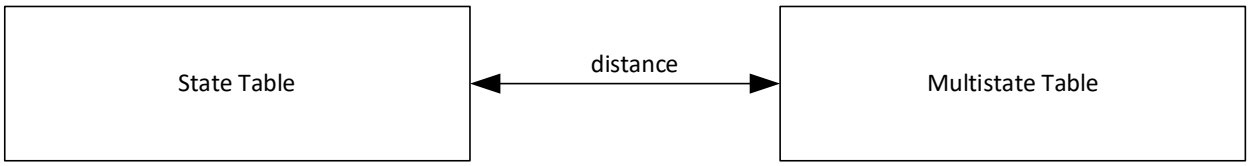
Collect Tax



Using the above equation, we know that the entity available includes distance. In this case, we can look at the distance of people who execute functions with other people. This is simply to look at the distance of a function and problem solved by that function.

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For example, from the model above, a person that collects tax at City 4, the people are closer to that person than if that same person would collect tax at City 1, because it is much farther. Now, in terms of function, we can look at other functions that are provided that take the overall functions or states into consideration. Let's assume that we have another function where that function may not be local to specific state but can solve problems in multiple states where we can call it a multistate function. To do so, we can add another table at a farther distance where we can identify a person from each state to execute that function. It is always good to show that by this model.



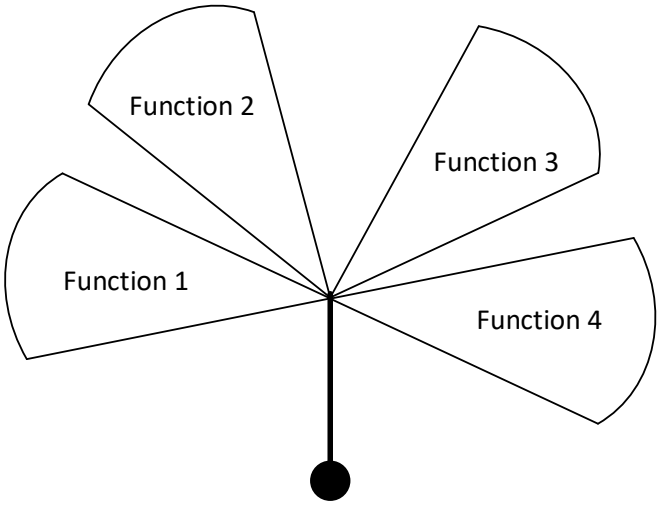
From the model above, consider the state table to the left as a function where the multistate table to the right is another function. The distance here is viewed as the distance between the two functions is farther apart and does not necessarily the distance in the room. Yes, in the room the multistate table can be located a little bit farther to the state tables. In terms of distance, we can think about it like this. This function is executed at a distance where the problem solved by that function does not need to be at a closer distance. In terms of multistate functions, let's consider the following function. For example, a restaurant which is viewed as a function provider. That function is provided by a group of people. Let's assume that one restaurant is located in each state. A multistate function can be viewed as a function that is responsible for the housing or building structure or layout of the restaurants.

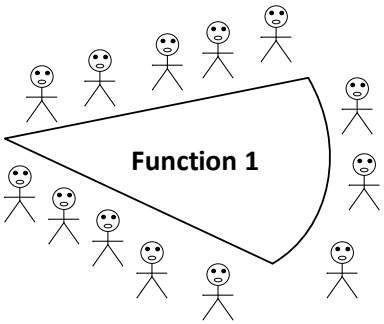
In terms of executing the multistate function, the people who execute that function might require resources or money or so. In this case, in the tax collected in each state a small amount can be allocated for that function. Here is an example, assume that one state collet $50,000,000, then $5 may be allocated for that function. For multiple states, we can have amount allocated for that function can be $5 + $3 + $4 + $2 and so forth. What

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is important here, the total allocation does not have to be disbursed at once. For example, as needed, specific amount can be provided.

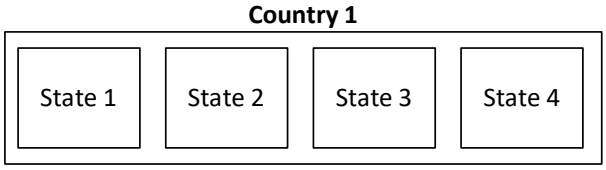
Now, in terms of function, the state itself is considered to be a function. For example, each table can be viewed as a function, where that function is the function of the people at that table combined. Let's show that by this model.

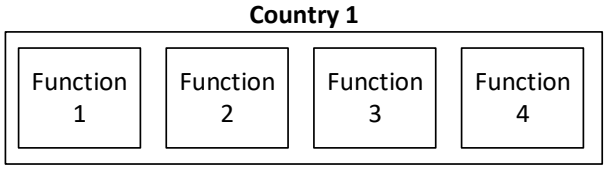




State Table as Function

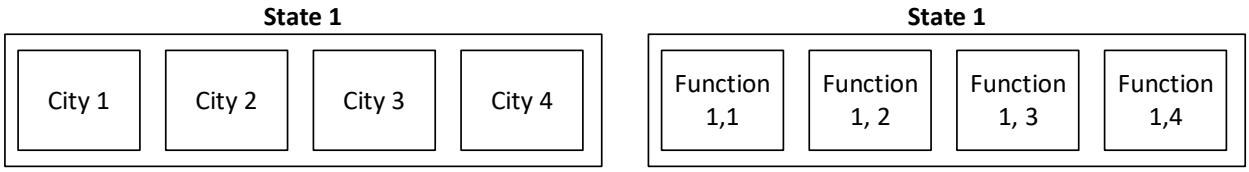
From the model above, the state is viewed as a function where that function includes other functions. For example, each city is viewed as a function. To the right is Function 1 where Function 1 is a collection of functions of the people in that city. While we show it in the form above, we can use another form as shown below by identifying one state, one function, one table in the form below.



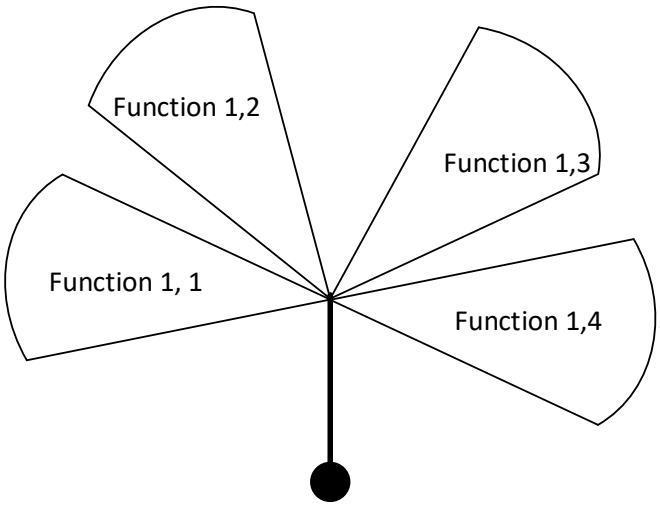


From the model above, Country 1 has 4 states where each state is identified as a function as shown to the right. In this case, each city in the state can be viewed as a function in the function of that state. We can show that by the following model.

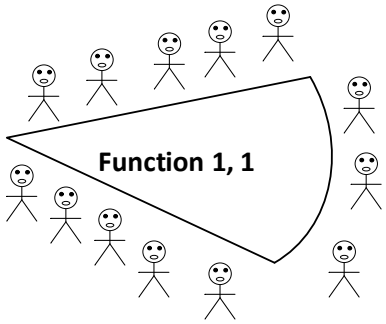
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Now, we can show the table model of the cities by their respective functions. In this case, each slice of the table with people represents a function. Let's show that by this model.

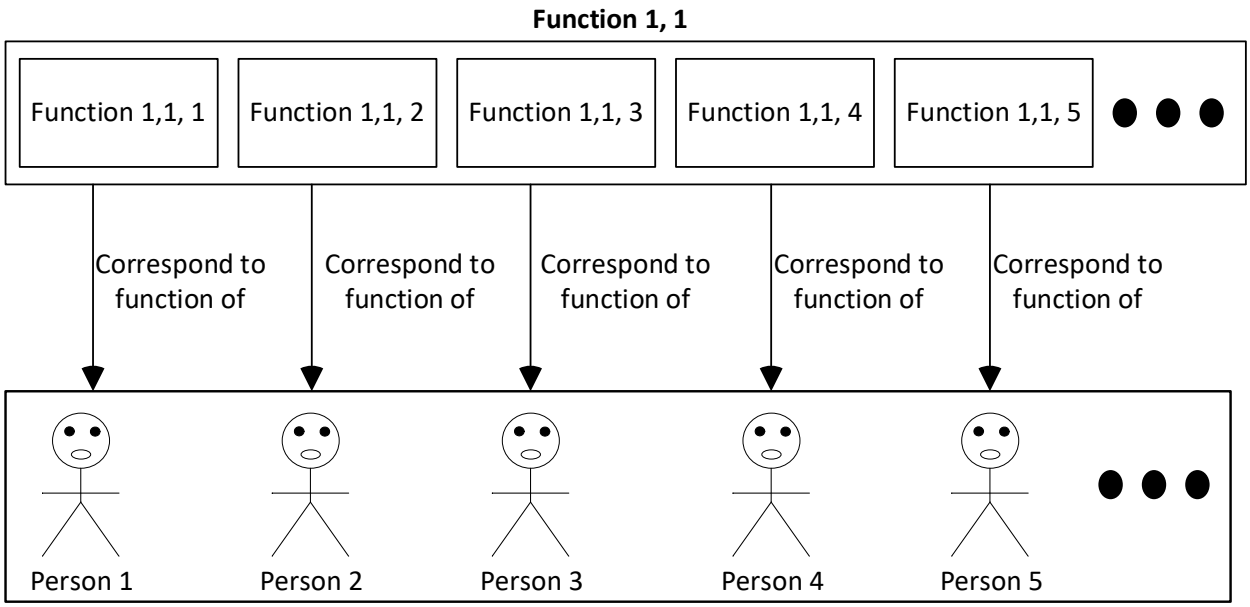


State 1 Table as Function 1



From the model above, each city in the state is viewed as a function where the function of the city is the collection of functions of people in that city. For example, Function 1, 1 to the right above has 13 people. Therefore, Function 1, 1 which is the main function of City 1, includes 13 functions or 13 sub functions as shown by this model.

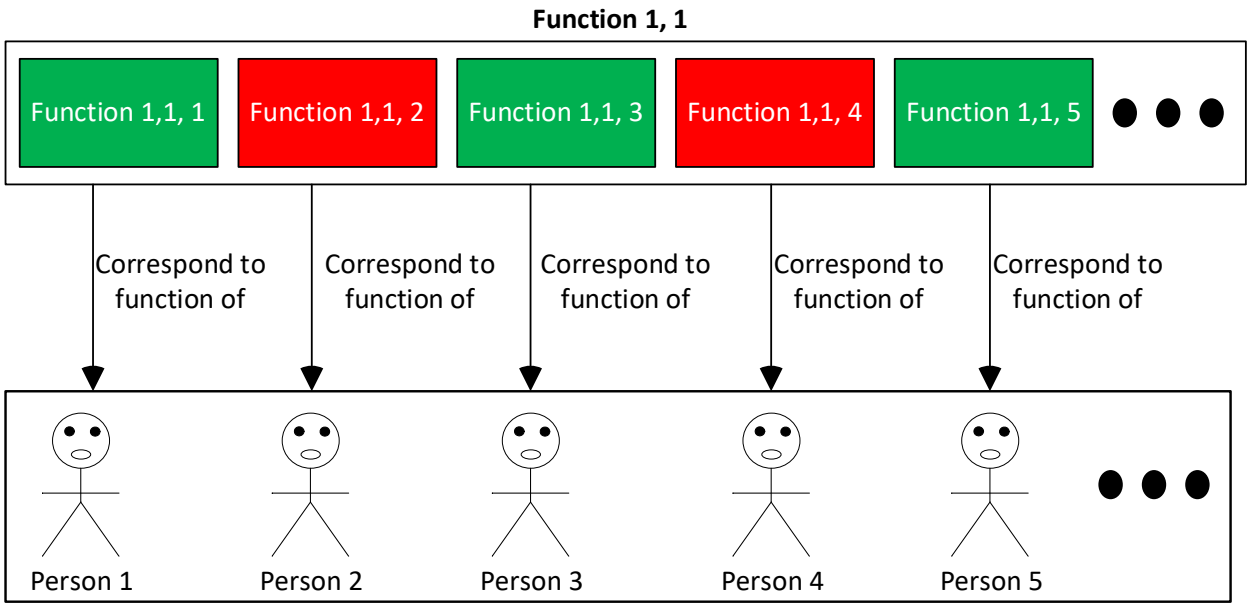
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People in City 1

From the model above, Function 1, 1, 1 correspond to the function of Person 1 in City 1. In this case, Function 1, 1, 1 can be the function of Person 1 at home or the function of Person 1 at work. For example, at home I have a function to take care of my business at home, so do at work I have a function to solve an identified problem. At home, I have a function to clean the dishes, I work, I also have a function to fix cars. So, the corresponding functions are considered functions of people at home and at work at their respective cities. Here, we only show some of them. Now, in terms of states of the functions, it may be possible to have some of them executed positively and some of them executed negatively. Let's show that by this model.

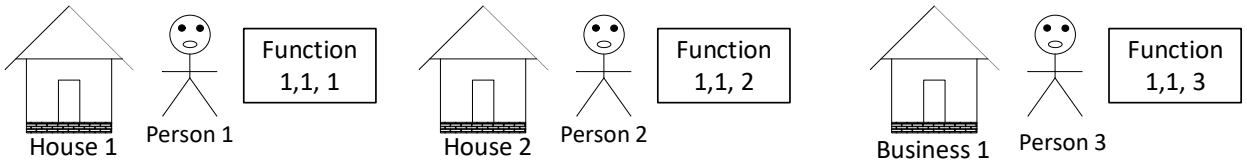
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People in City 1

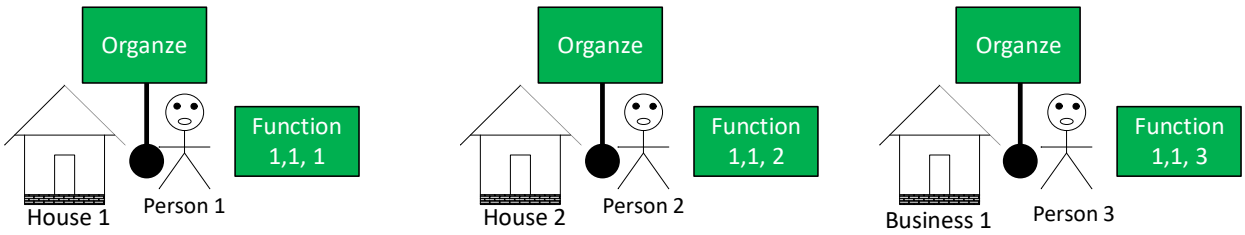
The problem we need to solve here, we need all functions above to be executed positively. In this case, we can say that the functions above that are executed positively are well organized or organized by people who executed them, where the ones that are executed negatively are not organized. Then we bring the original problem we need to solve. Now, we have a fixed number of people at our location, how do we organize ourselves? Now, we are a fixed number of people at our location, how do we solve our problems? We use the given equation to organize ourselves.

From the model above, we can say that if all the functions in the city are organized, then the city is organized. Since the functions are the functions of people at home and at work, if all functions at home and at work in a city are organized, then that city is organized. In terms of functions at home and at work, let's take a look at this model to show the view of function at location.



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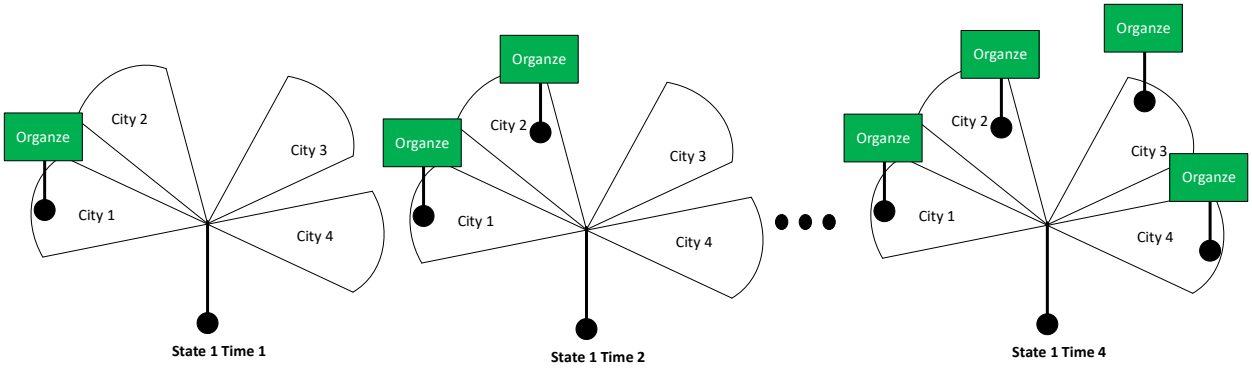
Above, we show the model of function at location of people at home and at work. For example, House 1 can be a house in a particular street or location. In this case, Function 1, 1, 1 belongs to Person 1 at that house, where Function 1 is organized then that house is organized. Function 1, 1, 1 can also be a combination of functions of people at that house. Here, we can use an organize sign to show House 1 or Function 1 is organized as show by this model.



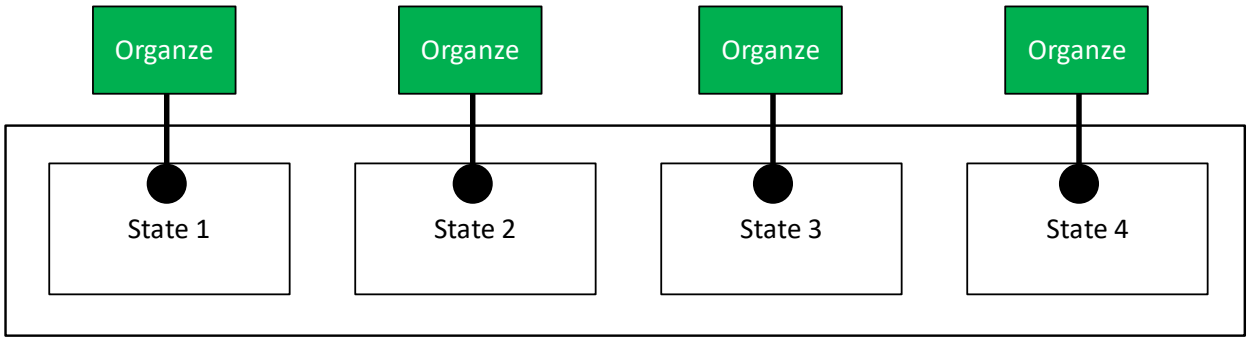
From the model above, the identified houses and businesses can be houses and businesses in specific streets or blocks or neighborhoods. If we continue to do that for all the streets or blocks or neighborhoods, then at the end we can conclude that the whole city is organized as a result. As we can see here, we start with people organizing their functions at home and at work, then we continue to do that by increasing the quantity of people organizing, then we have every house and business in a city organized and then we have the city organized. As we can see here, in order for the city to organize, the houses and the businesses must be organized. In order for the houses and the businesses to be organized, the people who live in those houses and the employees who work in those businesses must be organized. This is the natural order or the natural flow.

from the model above as well as the explanation, if we have all the cities organized, then we have the state organized as a result. For example, from the state table above, at Time 1, we have City 1 organized, at Time 2, we have City 2 organized, at Time 3, we have City 3 organized, then at Time 4, we have City 4 organized. Then at the end, we have the whole state organized. Let's show that by this model.

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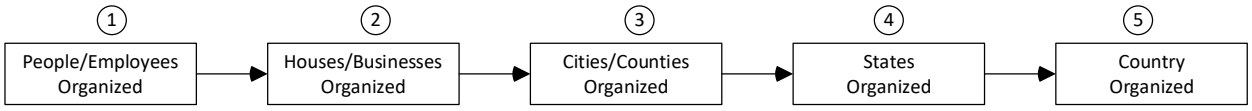


Because the cities must be organized before the state, related to time, if all the cities are organized in a state, then that state is organized as shown by the model above. Now, if we continue to do that in all states, then the country is organized as a result, because the country itself is made of the states. Here, let's show the organize the country related to time as a result of the state organized.



Country 1

From the model above, we can see if all the states are organized, then the country is organized. In this case, we follow the natural order related to article basis 244 where the person entity is the entity that is first identified and has the ability to apply the given equation to execute functions. Here, let's show the natural flow by this model.



From the model above, we can see the natural order is that the people who live in the houses and the employees who work in the businesses must be organized first, before the houses and the businesses are organized. If the people and the employees are organized, then the houses and the businesses are organized. If the houses and the

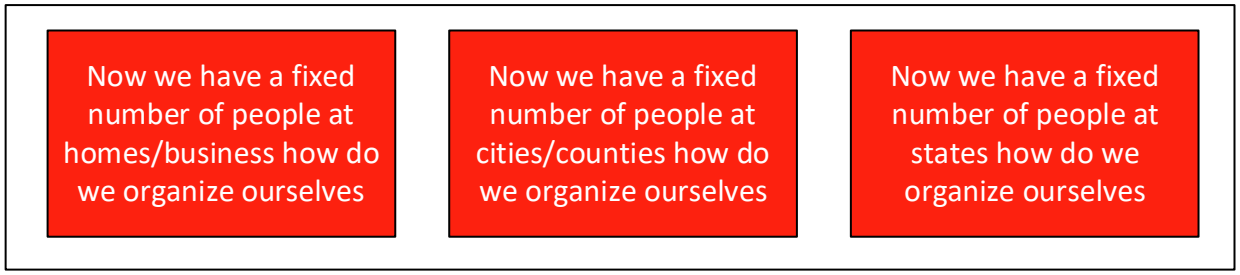
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businesses are organized, the cities or the counties are organized. If the cities and the counties are organized, then the states are organized. If the states are organized, then the country is organized. As we can see here, first we have the people/employees organized, followed by houses/businesses, followed by cities/counties followed by states, then followed by the country.

From the model above, we can see that it is not natural to have a country organized without the people. We cannot have a business organized without the employees who work in that business. We cannot have a house organized without the people who live in that house. We cannot have this order because it is not natural. Like, country must be organized first follow by the states, then the cities, then the houses/business, then the people/employees. It is not possible, and it is not practical, because doing so disregards the entity that has the ability to apply the given formula to execute functions to organize.

Remember the problem we try to solve here is: now, we have a fixed number of people in our country, how do we organize ourselves? Since the country is a container, the problem starts with people at home/work or simply houses/businesses. With that, we can show the problem like this.

Country Organization Problem



From the model above, we can the problem we try to solve in our country includes problem at homes/businesses, cities/counties and states. In order to solve the identified problem, we apply the given formula. In this case, we can show the solution by this model.

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Country Organization Solution

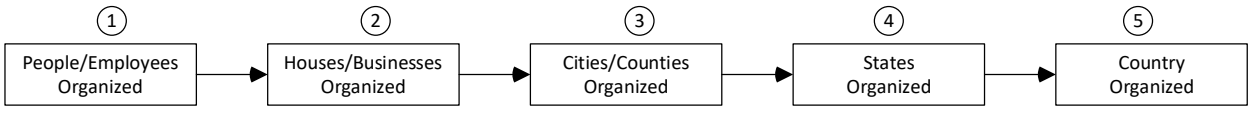


From the model above, we can see that using the given formula to organize ourselves at home or at work substitutes for not using the given formula to organize ourselves at home and at work. Using the given formula to organize ourselves in our cities or counties substitutes for not using the given formula to organize ourselves in our cities or counties. Using the given formula to organize ourselves in our states substitutes for not using the given formula to organize ourselves in our states. When we do that, we simply organize our country.

404. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have learned and shown that the usage of the equation above enables us to organize ourselves at our location. For example, a country can be organized in the order shown by this model.



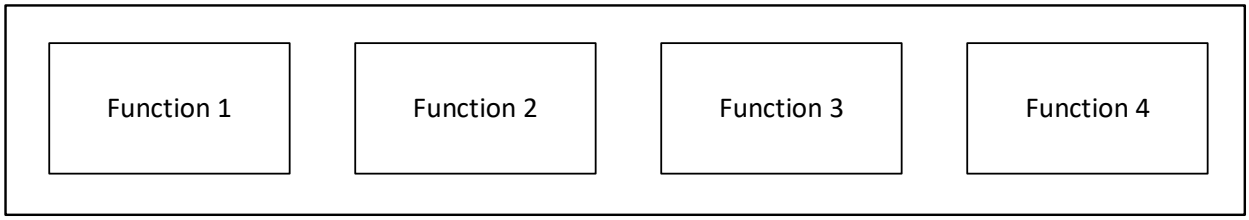
In this case, the country itself is viewed as a function, where all the functions combined are functions of people that enable the country to be organized. By understanding article bases 62, 156, and 303, we can see that the function is an average function. In other

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words, the country which is a function is an average function of life. In this case, the people in the country must be organized in an average manner.

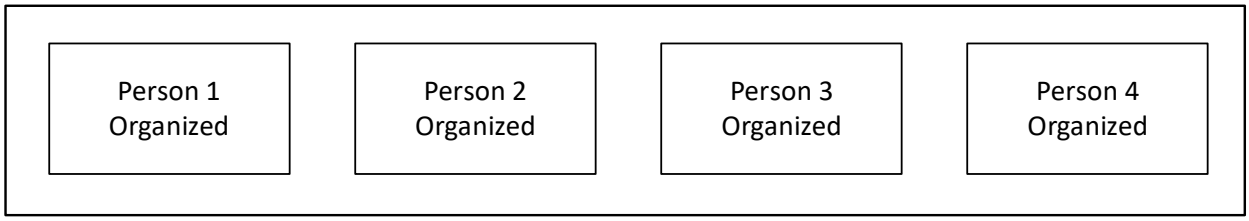
To better understand the paragraph above, let's take it like this. In order for a house to be organized, all people living in that house must be organized. In order for a business to be organized, all employees in that business must be organized. Then the overall function of those people is an average function. If 4 employees are working in a business, the overall function of the 4 employees is an average function. To better understand that, let's take a look of this model.

Function of People in House



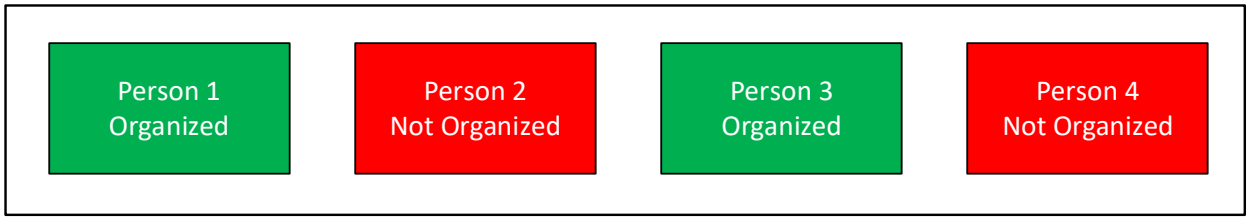
Above is the function of 4 people in the house, in this case in order for the house to be organize, Person 1 must be organized, Person 2 must be organized, Person 3 must be organized, and Person 4 must be organized as shown by this model.

People in The House Organized



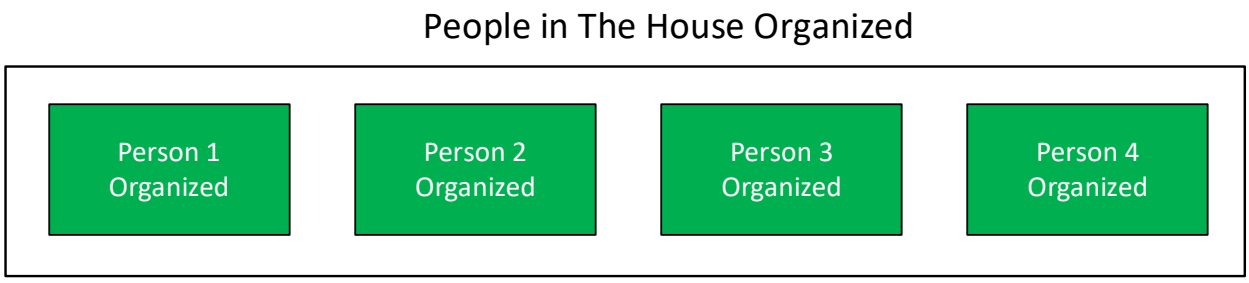
Let's assume that only 2 people in the house are organized as shown by this model, where the other 2 are not organized, then we have this.

People in The House Not Organized

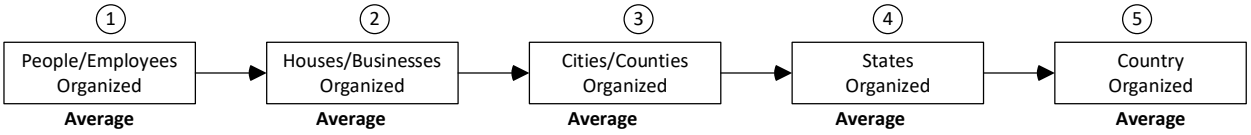


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From the model above, because the overall function of the house is an average function, if some people are not organized, then the house is not organized. Because the overall function of the house or the function of the people in the house is an average function, 2 people organized only do not make the house organized. All of them must organize the house in order for the house to be organized. For example, if 4 people live in the house only 2 people clean and the other ones don't, then the house will not be cleaned as a result. All of them must clean the house in order for the house to be clean. What is important here, because the function is an average function, if some of people in the house are organized and some of them are not, then the ones that are organized must help the other ones who are not organized. Doing so enables the house to be organized. It is the same as at work as we have learned and shown in article basis 156, where the employees who understand the project must step up to help the ones who do not understand so the project can be executed successfully. By helping the other 2 people organize the house, then we have the whole house organized as shown below.



Because the people/employees must be first organized in order for the houses/businesses to be organized. The houses/businesses must be first organized in order for the cities/counties to be organized. The cities/counties must be first organized in order for the states to be organized. The states must be first organized in order or the country to be organized, then all the steps take averaging into consideration as shown by this model.



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From the model above, people/employees organized is averaging; houses/business organized is averaging; cities/counties are averaging, states organized is averaging, so is country organized is averaging. In this case, the function of the people/employees is an average function. The houses/business which is a function is an average function. The cities/counties which is a function is an average function. The states which is a function is an average function and the country which is a function also is also an average function. In this case, the houses/business are viewed as functions containers that contain functions of people. The cities/counties are also containers that contain houses/business. The states are also containers that contain cities/counties, where the country is also a container that contains states. Here, containers are viewed as function containers.

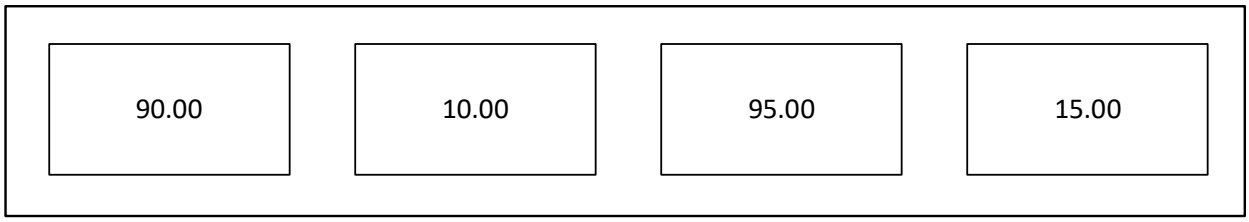
405. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the article basis above, we have learned and shown that the organization of functions at our houses and businesses are viewed as averaging. In this case, people who need help get feedback to help them organize their functions. By understanding that, we can see each function weighs on the other functions. We can also say a single function weighs on the overall function. To better understand that let's identify some functions weighed by this model.

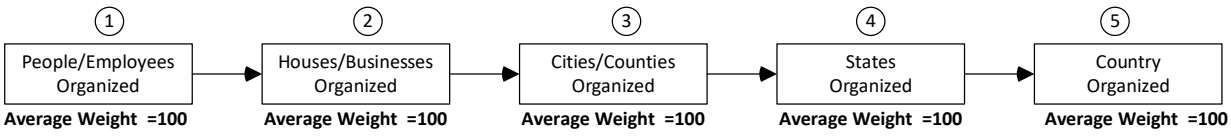
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People in The Function Weight



From the model above, we use a weight on the scale of 100. The first function has a weight of 90, while the second one is 10, the third one is 95 while the last one is 15. Then we calculate the average which gives us 52.5. The 52.5 here is considered to be the average of the overall function. What is important here is that the average weight is what is identified by mother nature. Yes, mother nature identifies those who understand and those who do not; yes, mother nature identifies people who execute functions positively and those who execute functions negatively; yes, mother nature identifies people who contribute and people who do not contribute; yes, mother nature identifies people who give feedback to others to help them execute functions positively. Mother nature also identifies that the system is an average system and to solve a problem, the main function must execute which is an average function. In this case, mother nature identifies the weight of that function.

By understanding the explanation above we can see that, since in order for a house/business to be organized the people/employees must be first organized, organization of houses and business also takes weight into consideration. For example, if the average weight of people/employees is 100, then that number is used for houses/businesses. If the houses/businesses have a weight of 100, then that weight is used for cities/counties. If the cities/counties have an organization weight of 100, then that weight is used for the state. If the states have an organization weight of 100, then that weight is used for the country. It is always good to show the flow by this model.



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From the model above, since houses/business are function containers, in terms of weight, they contain weights of people/employees' functions. Since cities/counties are function containers, they contain houses/businesses organization weights. Since states are function containers, they contain weights of cities/counties organized. Since a country is a function container, it contains weights of states organized. As we can see from the model above, we go from step 1 to step 5 in natural order. Because the average weight in step 5 belongs to the people rather than the country itself. In other words, in order for a country to be organized, the people must be organized. We cannot go from step 5 to step 1, because the container of step 5 contains the average weight of step 1. Because mother nature does not produce naked numbers, the average weight of step 5 cannot be naked.

406. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 20 and 58, we have learned and shown that a single function cannot be executed to enable all the other functions to execute positively. This can be viewed as given information. In other words, it is not possible or natural to identify a single function, when it is executed it will cause all the remaining functions to execute positively. In this case, if that function exists or whoever that function belongs to, it would be above mother nature. That is not possible or practical. To better understand that let's take a look of the given equation.

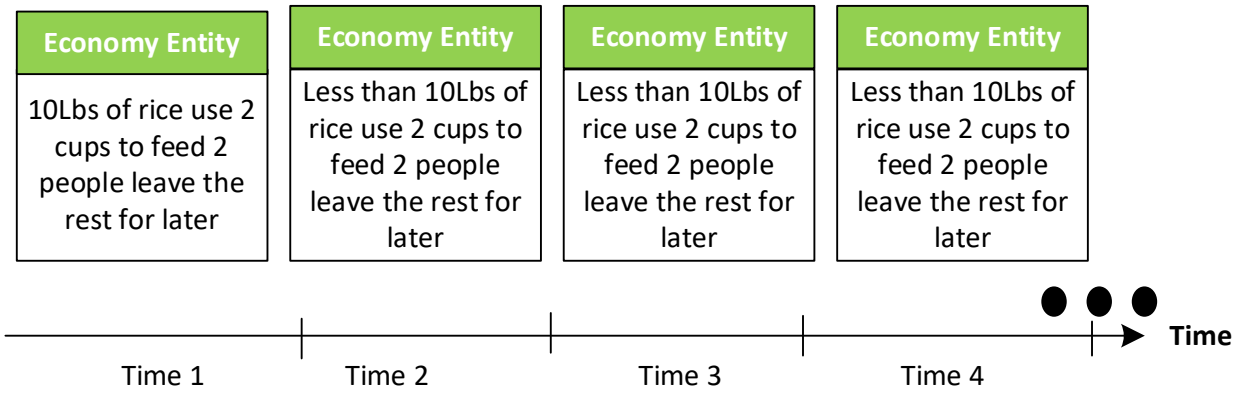
$$Available + Given = Solution$$

In order to solve a problem, the formula above must be used by everybody who is working to solve the problem. Using the formula, everybody has a function which is executed based on the application of the formula. Because of function boundary, to solve a problem a person who executes that function must respect function boundary. In terms

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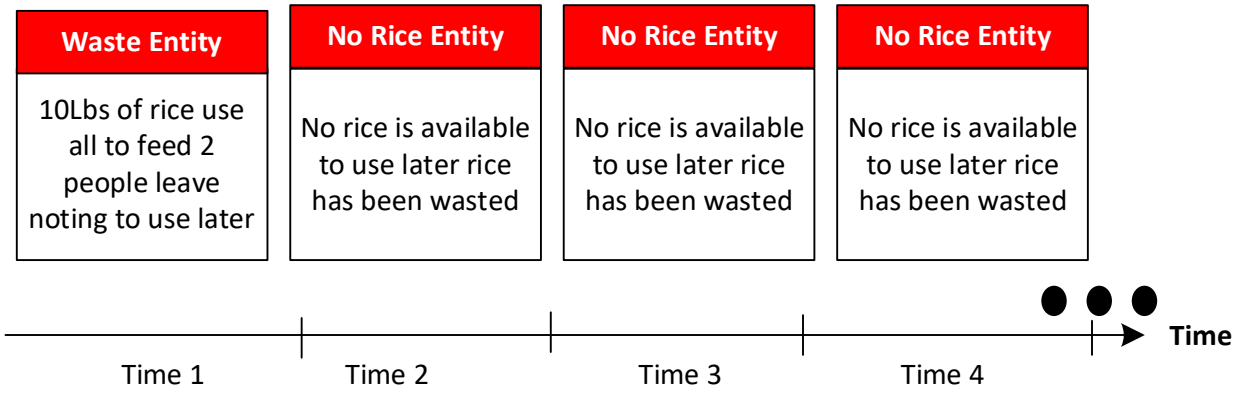
of function organization, let's assume that a person at home or at work, where that person is lazy and does not contribute. Let's assume that we have that in multiple places or cities, states, country and so forth. There is no single function that can be executed to compensate for that. It is not natural or possible. For example, while I am sitting at home, mom told me to clean the dishes, and I do not. There is no single function that can be executed to compensate for my laziness. What is important here, in terms of information. It is not possible to find a function that can execute and enable all the remaining functions to execute positively. In terms of the application of the principle, it is not possible for a person to apply the principle to execute a function that causes all the remaining functions to execute positively or automatically applied the formula for other people. It is not possible or practical. The system is given as averaging, the function of everybody counts and everybody must contribute.

407. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 398, we have learned and shown that the economy entity exists when resources are being managed so they can be available later to use. By understanding that, we can see the actual entity exists at a time, then later it continues to exist at a later time. In this case, we can see that if the entity exists now, and later it no longer exists then that entity never existed. To better understand that let's take a look at this model.



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From the model above, we can see that resources are being managed and available later to be used. In this case, related to time the actual entity exists. Now, let's show the opposite of managed resources to see if the actual entity still exists related to time.



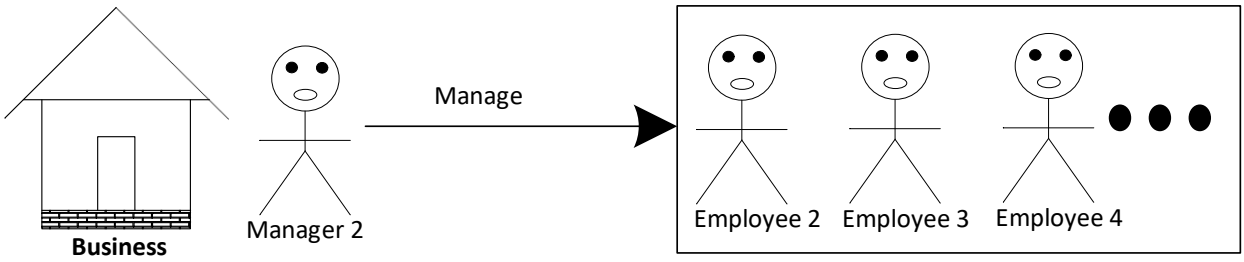
From the model above, we can see that the actual entity has been wasted, and it is not available to be used at a later time. From the model above, the first entity is the waste entity. At Time 2 and the following time, the actual entity is no longer available. The actual entity is still red because it still refers to the waste entity. For instance, yesterday I wasted all the rice; today I no longer have rice, but I am still thinking of the rice I had yesterday. From both models, we can see that if an entity is claimed to exist and later is not available, then that entity never existed at all. It is possible to verify that by using the given equation.

408. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

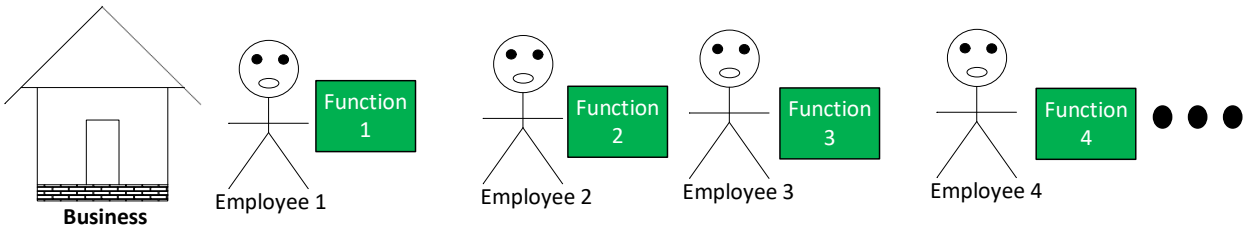
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article 156, we have learned and shown the process of Manager 2 manages the employees. Let's show that by this model.

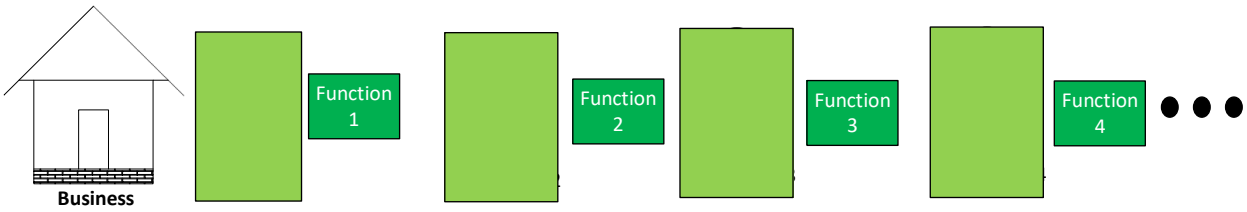
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From the model above, Manager 2 manages the employees. Since Manager 2 is one of the employees, in this case we can see that Manager 2 manages himself/herself as well the other employees. For example, Manager 2 manages Employee 1—which is Manager 2—plus Employee 2, plus Employee 3, plus Employee 4. From article basis 323, we have learned and shown the visibility of functions and problems where functions exist to solve problems and functions are visible to problems they are solved, where people who executed them are not visible. In relationship to the model above, let's show the functions of the employees.

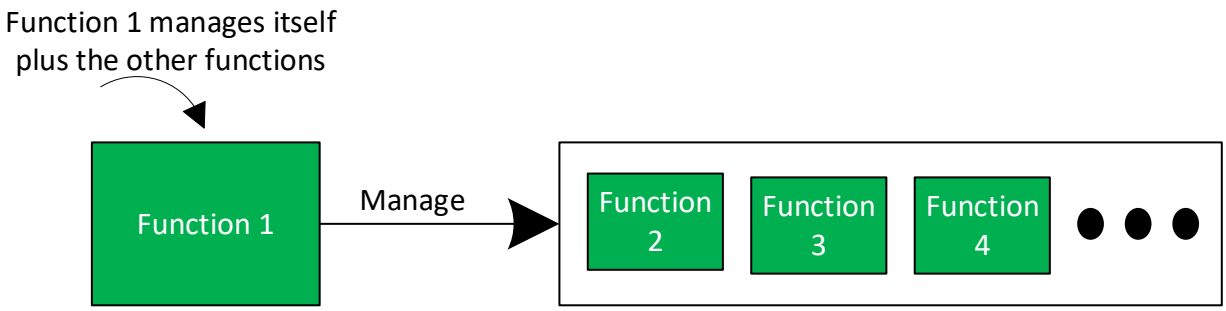


From the model above, we identify the function of the employees where Function 1 for Employee 1 who is the manager is the manage function. Now, let's hide the employees and show the visibility of the functions only.



From the model above, we can see that Function 1 is the manage function and it manages not only itself, but the other functions. From that, we can see Function 1 manages itself as well as Function 2, Function 3, and Function 4. Let's show that by this model.

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From the model above as we can see, in a project, the manager manages the function of the employees as well as his/her function. To solve the problem, the functions of the employees are what visible to the problem. Therefore, the manage function is also visible to the functions that are being managed.

409. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

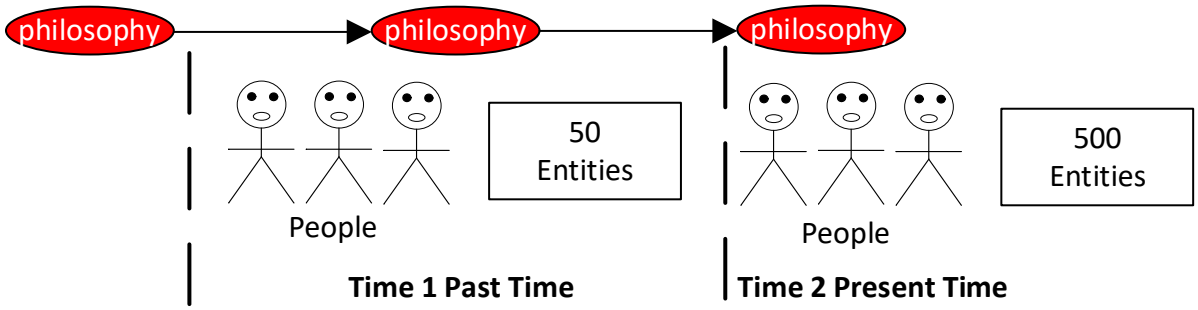
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From many articles bases, we have learned and shown that without the entity given, the equation above becomes negative in the form of.

$$-Available - Given = -Solution$$

The equation above is related to the philosophy inheritance. For example, disregard generation, with philosophy inheritance, the equation above applied. Let's assume that we need to solve a problem, where we identify people of previous generation as well as people at current generation where people at previous generation are no longer alive. People at previous generation has less entities available, where people at current

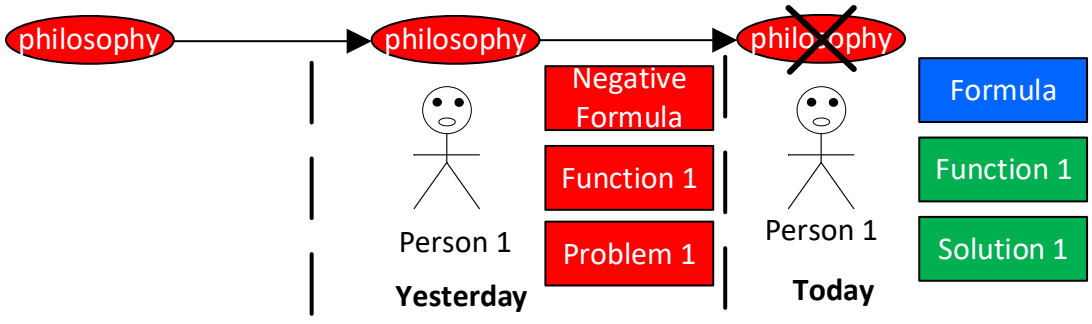
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generation have much more entities available. To better understand the explanation, let's take a look at this model.



From the model above, the people at Time 1 are no longer alive. The people at Time 2 inherit negative ideas from people at Time 1, even though the people at Time 1 are no longer alive. From the model, we can see that while the negative ideas cannot help the people at Time 1 solve the problem, the people at Time 2 use that negative idea to execute functions. The people at Time 1 have 50 entities available to them, while the ones at Time 2 have 500. All you need to do here, determine and verify which people have better opportunities to solve the problem if it is possible using the negative idea.

410. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of philosophy inheritance and feedback, let's take a look at this model.



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From the model above, we can see that yesterday, Person 1 executed the function negatively. Today, the formula is given to Person 1, where Person 1 applies and executes the function positively. As we can see from the model, mother nature does not look at what Person 1 did wrong yesterday to prevent Person 1 from solving the problem. As we can see here, mother nature wants us to solve our problems, so this is why the formula is given to us as feedback so we can solve our problems. What we did wrong yesterday should not prevent us from solving problems today. Mother nature looks at the negative function execution yesterday, while today feedback is given to transition the negative to positive.

411. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From the list of entities available to us, we already know that communication is one of them. For example, sentences and vocabularies that enable us to solve the problem.

To better understand the explanation above, you need to try to solve the following problem. You identify the problem you are solving at home as hungry. To solve that problem, you need to prepare a meal. You can prepare a meal of your choice for you or multiple people. All you need to do here is to identify and record all communication from start to finish. While identifying the communication, for example sentences, you can also identify the words. Those words are considered to be words in your vocabulary or the vocabulary of you and people who are working with you to solve that problem. At the end, you use the equation in connection with the communication or sentences to verify the solution is positive or the problem is solved in relationship with the communication.

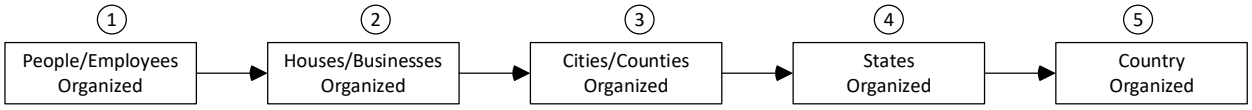
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You can also verify the vocabulary using the same approach. In other words, verify that the words you are using in relationship with the equation helps solve the problem.

412. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have verified that positive communication in relationship with the given equation provides us a solution for the problem. In terms of function organization, from article basis 403, we have learned and shown that in order for a house/business to be organized, the people in that house must be organized. Let's show that again by this model.

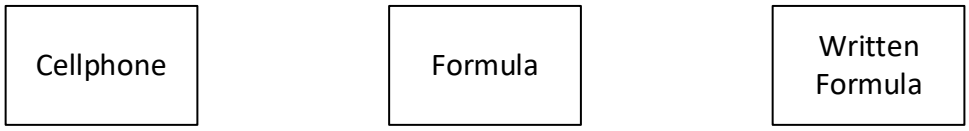


From the model above, we can see that step 1 drives step 2, step 2 drives step 3, step 3 drives step 4, and step 4 drives step 5. Because everything starts from step 1, we can see that step 1 drives all the steps. The other entities are simply function containers, where the functions are executed by people. Related to the equation above, we can see that the communication plugs in to the equation above belongs to the people. For example, using the equation above, the communication of the people enables them to be organized. The way to look at it, let's assume that we have an organization problem to solve, then one entity that is available to us to solve that problem is communication. In this case, the communication must be positive. If the communication is negative, then that will not result to the solution of that problem.

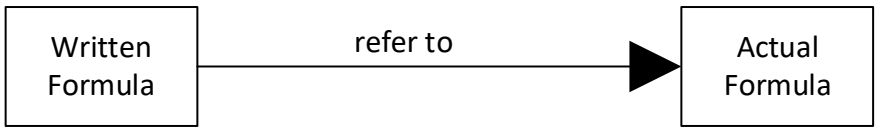
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By understanding the explanation above, we can see that the following communication or sentences will not help houses/businesses organized, cities/counties organized, states organized, and country organized: my house is better than your house; I am better than you; my city/county is better than yours; my state is better than yours; my country is better than yours. You can use the given equation to verify that.

413. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information, let's identify the following entities.



From the model above, we identify 3 entities: a cellphone which is an actual telephone. A formula, which is an actual formula and a written formula, which is a formula written on paper or a surface or show on a computer screen and so forth. All you need to do here is to verify which entity is an entity that can be stolen. For the written formula, you can consider as 2 entries: for example, a written formula refers to an actual formula as shown below.



From the model above, the written formula refers to an actual formula. If the formula is written on a piece of paper, then it can be viewed as words, ink mark, symbols, and so forth on that piece of paper. In this case, other words can be used in relationship with the written formula like visibility, identification, location and so forth.

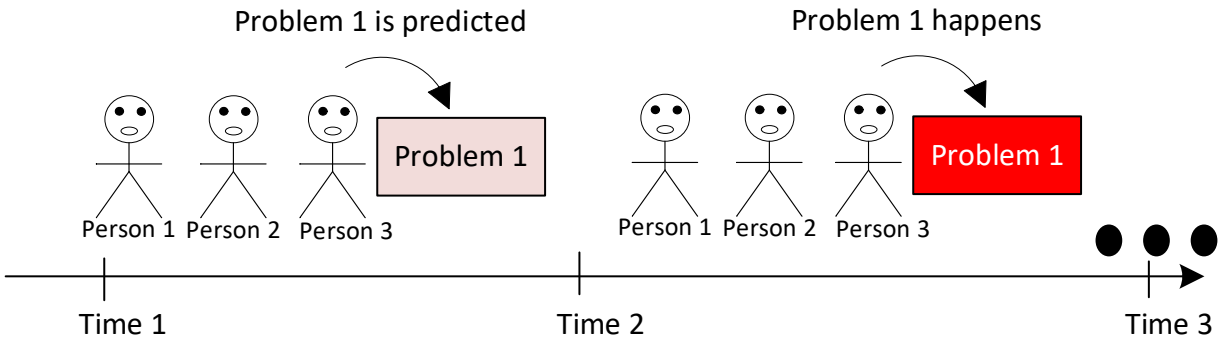
414. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of entity available to us to help us solve a problem, time can be identified as one entity. For example, if at Time 1 we have a problem to solve and we did not work to solve it and we leave it for a later time, then at the later time we have more work to do. In this case, if we look at work related to time, we can see that at Time 2 our work is more than at Time 1.

In terms of entity available to us at the time we have a problem to solve, let's take a look of article basis number 2 where we have learned and shown that the solution function of a problem enables that problem to be replaced by its solution. In article basis 28, we have learned and shown that the solution function of a problem belongs to a person. In other words, at the time a person is solving a problem, that person does have a function to substitute the problem by its solution. At the time a mechanic is replacing a bad starter, that mechanic has a function to replace that bad starter. Using the equation above, we can see that at the time we need to solve a problem, we need to use the entity available to us to help us solve the problem. By understanding what we have just said, if we can predict a problem, then we can use the equation above to prevent that problem from being developed. To better understand that let's take a look at this model.



From the model above, at Time 1, Problem 1 is predicted where at Time 2, Problems 1 happens or exists. What is important here is that the people available at Time 1 are the same people available at Time 2. Using the equation above, because Problem 1 is predicted at Time 1, the predicted problem is viewed as a problem that can be solved

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before Problem 1 happens at Time 2. For example, using the equation above, we have entity available to solve Problem 1 at Time 1 or to prevent Problem 1 from happening at Time 2 include: people, time, communication, distance and so forth. For example, if Problem 1 is developed by 1 or more Person at Time 2, then at Time 1 we can look at the distance between the people. We can look the communication and so forth. For example, feedback to prevent a problem from developing.

By looking at the model above, let's take communication as an example. For example, if everybody around us is yes sir, we don't solve problems with this type of communication. If everybody around us accepts what we do negatively, we don't solve problems with that. Analyzing communication and providing feedback to prevent problems from being developed is the process of applying the equation above to solve predicted problems.

At the time the problem is predicted, what solution function belongs to us. At the time the problem is predicted, a solution function related to feedback belongs to us. At the time the problem is predicted, a solution function related to feedback is available to us. At the time the problem is predicted, a solution function that prevents the problem from happening is available to us. In other words, at the time we predict a problem, whatever we can do to solve that problem is available to us or belongs to us.

415. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 211, 212, and 213 we have learned and shown that everything given to us by mother nature requires our effort individually. In terms of effort, in article basis 215 we have learned and shown that The Given Set provided to us by mother nature requires effort from us such as: effort to identify elements in the set, effort to order items in the set, effort to identify the position of the items in the set and so forth.

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By understanding the explanation above, we can see that The Given Set provided to us by mother nature is viewed as an enclosed envelope. An enclosed envelope that must be opened by us, where we can identify the items inside the envelope and work with them.

416. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis number 4 and article basis 26, we have learned and shown that an entity is identified in a domain with its own value. The value of that entity is given with that entity, and the value of that entity cannot be changed or adjusted. From article basis 28, we have learned and shown that at the time we have a problem, we solved it by using the given equation where that problem is replaced by its solution. In this case, at another time the problem is not present, but the solution is what present. To better understand that let's take a look at this example. Problem 1 is identified at Time 1; Function 1 is executed to replace Problem 1 by Solution 1. At Time 2, Problem 1 is no longer identified but Solution 1.

By using the equation above to solve problems, all entities from the equation above are given with their own values and we cannot change or adjust those values. Those values are natural to those entities. To better understand that let's take a look at article basis 354, where *a baby cow is not available for exchange until it is born*. In terms of entities identified, let's identify both the mother cow and the baby cow.

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By looking at the model above, we can see that on the right side it is wrong, because we do not have a baby cow. In this case, we crossed it out from the model. What we have is a mother cow or pregnant cow. Let's show that by this model, by crossing out the baby cow.



Because an entity is identified with its own value, now let's show the mother cow with its own value.



From the model above, we can see that the mother cow is identified with its own value where the baby cow is not identified so it has no value. Now, if we put a value to the baby cow, not only that value is not natural to the baby cow, that value is not considered the value of the baby cow. In this case, that value is considered to be a speculative value. If we continue doing something like that related to time, we simply increase speculation.

To better understand the explanation above, an entity exists with its own value. If Entity 1 exists and its value is 1, then that value belongs to Entity 1. Now, if we speculate other

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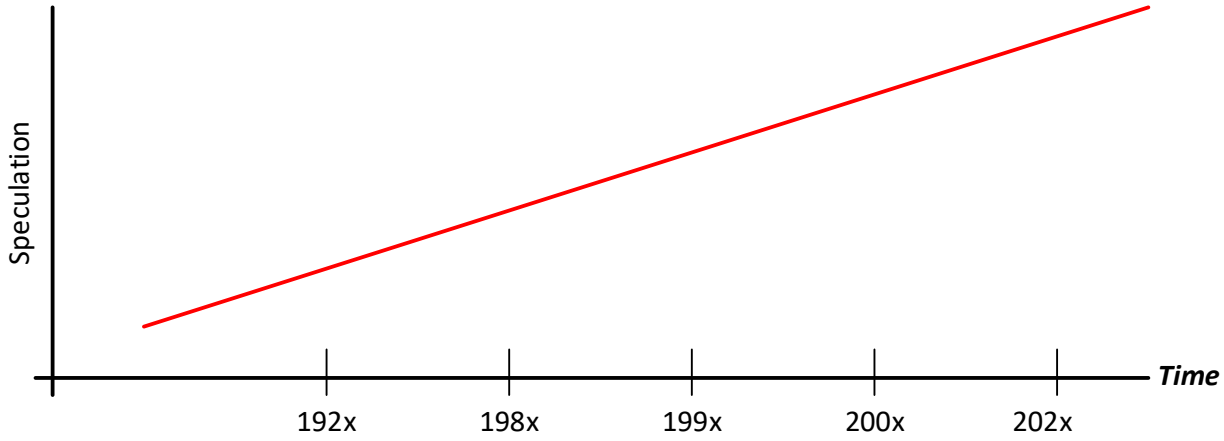
values related to that entity, those speculative values have nothing to do that that entity. Those values are simply naked numbers. If we continue to do that related to time, we simply develop more problems rather than solving the initial problem. To better understand that let's assume that a baby cow that is not available to exchange is being told to be available to someone. The being told is simply a type of communication that can be written or oral. Once that person has that, then that person can further expand it to others and others to others with no limit. What we have here, we have an increase of speculation related to time. To solve this type of problem, it is always good to solve the initial problem at the time we identify it.

To better understand the overall explanation, let's identify some dates like: 192x, 198x, 199x, 200x, 202x. For each date, you identify the events as well as the problem. In this case, you need to specify at each time whether or not the identified problem has been solved. You are going to use the given equation to show whether or not the problem has been solved. For instance, if you identify a speculative problem at specific date. Then you use the given equation to show that the problem has been solved. If later you identify the same problem at the next date, then you conclude that the problem has not been solved, and it remains the same. To better understand that let's take a look at this table.

Date	Event	Problem	Solved (Yes/No)
192x			
198x			
199x			
200x			
202x			

From the model above, if at the first date the problem is identified but has not been solved, then related to time, the problem expands and later we have more work to do to solve it. Assume that we have a speculative problem that has not been solved and related to time it increases, then we can use this chart to show that.

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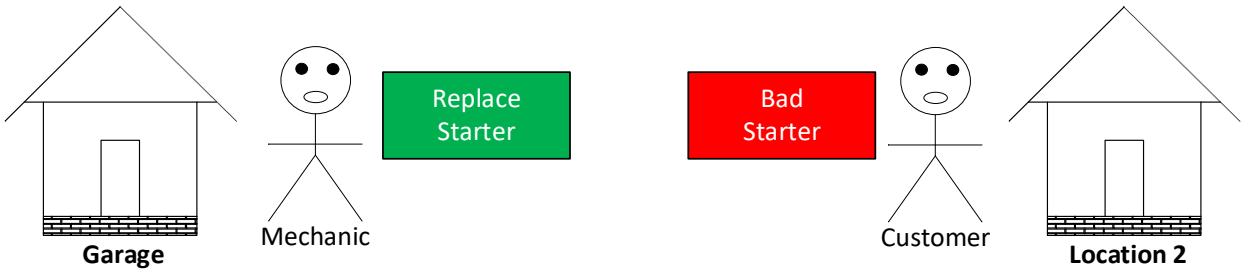
From the chart above, we can see the problem increases related to time, but the initial problem has not been solved. From above, at current time, we work more to solve it. For instance, if at the first time above we use the formula to solve it, then later we don't have to worry about it because it has been solved.

417. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

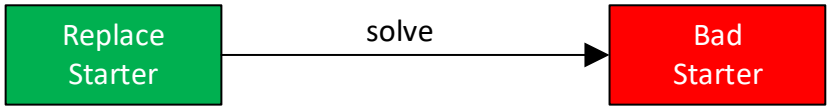
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 377, we have learned and shown that to solve a problem, the solution function is aware of that problem where the people are not visible. The awareness of the problem by the solution function enables the solution function to execute to solve the problem. In article basis 81, we have learned and shown that the solution of a problem does not take outside elements into consideration. To better understand that let's take a look at this model

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From the model above, the replace starter function executes to solve the bad starter problem. Let's show that by this model.



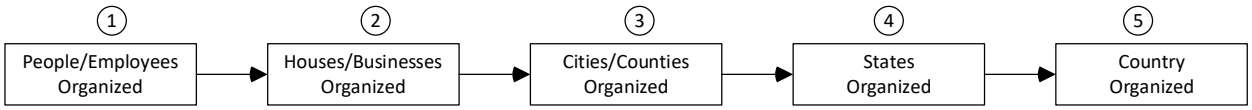
What is important here, in order for the replace starter function to solve the bad starter problem, that function does not take outside elements into consideration. For example, I cannot promise that function to give it a vacation or go to vacation with, I cannot promise a house to that function, I cannot give a car to that function, I cannot give money to that function and so forth. All those are considered to be outside entities, and they are not needed to solve the problem. By using the equation above, we can see that the solution function of a problem does not take outside entities into consideration in order to solve that problem.

418. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

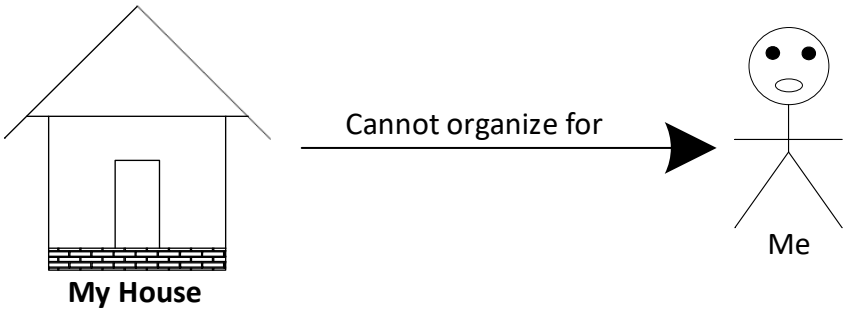
From the given equation, we identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 403 and 404, we have used the given equation to organize ourselves at our locations. Where, we start at our houses/businesses, then cities/counties, then states, and then country. Where the flow is given as shown by this model.

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From the flow model above, a person starts to be organized by executing his/her function positively at home or at work. That enables that person to organize at home and at work. For multiple people at home or multiple people at work, all of them must do the same. Then the houses where they live or the businesses where they work are organized. The whole process goes from step 1 to step 5, not in reverse order. By understanding that, we can observe the following: a house cannot organize for the people who live in that house. In other words, my house cannot organize for me, so I need to organize my house. The business where I work at cannot organize for me, so I need to organize the business where I work at. Since my house or my business cannot organize for me, the city or the county where I live cannot organize for me. Since the city or the county where I live cannot organize for me, the state where I live cannot organize for me. Since the state where I live cannot organize for me, the country where I live cannot organize for me either. As we can see here, only the people have ability to organize. Only the people have ability to use the given equation to organize their functions.

To better understand the explanation, do the following: in a sheet of paper, identify the house where you live at, you can put the location below the house if you want to and sketch yourself, your house and a pointer from the house or apartment to you as shown by this model.



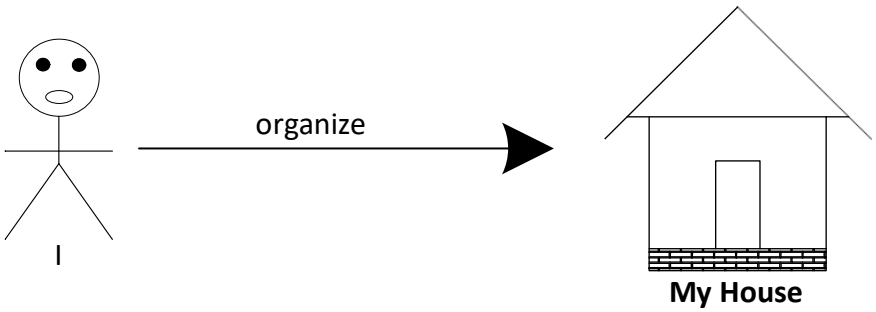
Repeat the same process above for my city, my state, and my country. For city, state, and country, you can do something like this: my city Houston, my state Texas, my country

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USA. In this case, you simply put the name of the city, state, or country below the house as indicated above. If you are using a map, you can simply put the name below the map or on the map or as already shown in the map.

Now, you have done the part above, we can see that the overall process is natural and practical. In other words, it is natural that my house cannot organize for me. It is also practical that my house cannot organize for me. It is unnatural for me to think that my house can organize for me. It is not practical for me to think that my house can organize for me. So, houses or businesses organize for people are not natural or practical. That is not possible.

Now, let's try to do the reverse order of the model above. For example, I can organize my house; I can organize my business; I organize my house; I organize my business; I can organize for my house; I can organize for my business as shown by this model.



From the model above, it does not matter how you word the flow, but it is natural for people to start organize so the arrow is from the people. You repeat the model for city, state, and country as you did before. Using the same model, you replace my house by the name of your city, state, country or you can simply use the map. What is important here is that if all the houses/businesses are organized, then the city is organized. Then if all the cities are organized, then the state is organized. If all the states are organized, then the country is organized. All starting from the model above, because of that, if I want my house to be organized, that starts with me. If I want my city to be organized, that starts with me. If I want my state to be organized, that starts with me. If I want my country to be

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organized, that starts with me. Again, if we want our houses/businesses to be organized, that starts with us individually. If we want our cities to be organized, that starts with us initially. If we want our states to be organized, that starts with us individually. If we want our country to be organized, that tarts with us individually.

419. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 416, we have identified one entity that is actual and another entity that exists by name only that is not actual as shown by this model.



The mother cow is an actual entity with a natural value, where the baby cow is not an actual entity and has no value. In terms of information, the baby cow exists by name only but has no value. The speculative value of the baby cow is not considering the actual value of the entity, because the baby cow does not exist. Mother nature does not like that. The speculative value of an entity is not considering the actual value of that entity. Disregard if the entity exists, or has not, speculative value does not consider natural value. In terms of the baby cow, we can look at natural function give birth, which is not an added function.

In terms of value of an entity, we can look at an entity that is identified in a domain, the value of that entity is identified with that entity in that domain. Because an entity is given with its own value, the speculative value of that entity is not the given value. When we speculate, we simply try to change the given value of that entity. When we speculate, we simply try to change the natural value of the entity. Our parent does not like that, because that is viewed as misinformation. The natural value of an entity is always preserved with

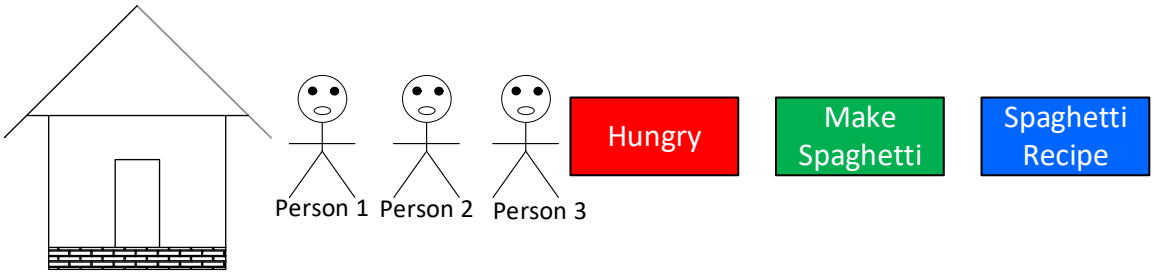
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that entity, because the natural value of an entity exists with that entity. When we speculate, we simply disregard the natural value.

420. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

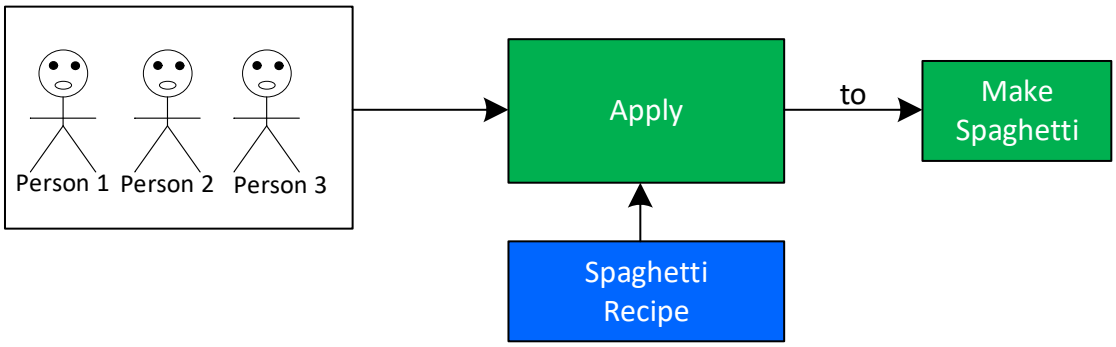
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 418, we have learned and shown that the organization of our houses, businesses, our cities, our states, and our country start with us individually. The reason for that, because the person entity has the ability to apply the given equation to solve problems. Houses, businesses, cities, states, and countries do not have ability to apply formulas to solve problems. To better understand the explanation, let's identify the following problem. At home, we are hungry, and we need to prepare a meal to solve that problem. Let's show that by this model.



From the model above, we identify the people, the problem that needs to be solved, the function that solves the problem, and the formula usage to solve that problem. Now, let's show the flow of the application of the formula to execute the function to solve the problem.

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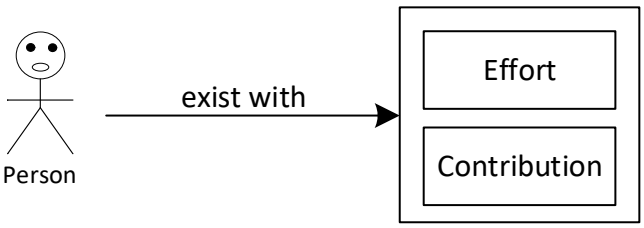


From the model above, we can see that the people can apply the formula which is the spaghetti recipe in order to make the spaghetti. The house cannot do that for the people. Only the people who have the ability to apply the recipe to make the spaghetti. To better understand the process, now redraw the model above for the following: my house cannot apply formula for me to execute a function to solve a problem. You can replace formula with whatever instruction you follow to solve a problem by executing functions like cook, clean, wash dishes, mop, vacuum etc. After you do for the house, you do for my city, my state, and my country. Then you replace the city by the name of the city, for example Houston; you replace my state by the name of the state as well as my country by the name of the country. Because of the flow, when you do the cannot, you can omit the color on each entity above. You can also do for businesses such as a mechanic can apply a formula to fix a car, but the place where the mechanic work at cannot do it. The city where the mechanic works at, the state where the mechanic works at, and the country where the mechanic works at cannot apply the formula to fix a car. For this part, when you do the drawing, you can use images of your house, city map or image, state map or image, country map and business location image.

By understanding both the models and the explanation, we can see that the process of function organization enables us to execute functions positively. In this case, everywhere we are, we apply the given equation to execute functions positively. For example, at home, at work, in the street, at the mall, at the supermarket, in the playground, and so forth. We still apply the formula to execute functions positively which enables us to organize at our locations.

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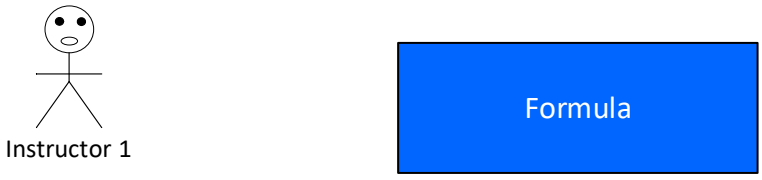
421. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 191, we have learned and shown that we don't need bogeymen because they undermine our effort. To solve a problem, we use the given equation. We don't need bogeymen and free passes. By using the given equation, our effort and contribution count. By understanding that, we can see the person entity exists with effort and contribution. Let's show that by this model.



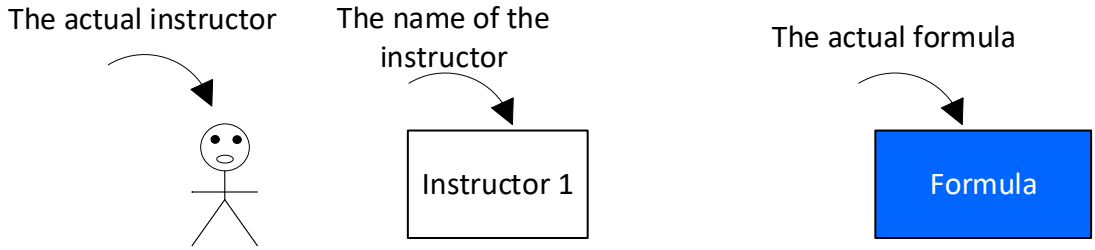
The model above shows that the existence of a person requires effort and contribution. By understanding that, the person entity must be aware of that. A person must be aware that his/her existence requires effort and contribution. When the person entity disregards that, then bogeymen and free passes exist. Why bogeymen and free passes exist? Bogeymen and free passes exist, when we disregard our effort and contribution in life. The bogeymen entity does not exist when effort and contribution count. When we understand that our effort and contribution count in life, we no longer need bogeymen and free passes and both bogeymen and free passes do not exist. For example, once I understand that my existence does not require me to have a bogeyman, then bogeymen no longer exist. Bogeymen and free passes only exist as a result of misunderstanding of life. Once life is understood, bogeymen and free passes no longer exist.

422. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information, let's identify a person who can be an instructor as shown by this model.

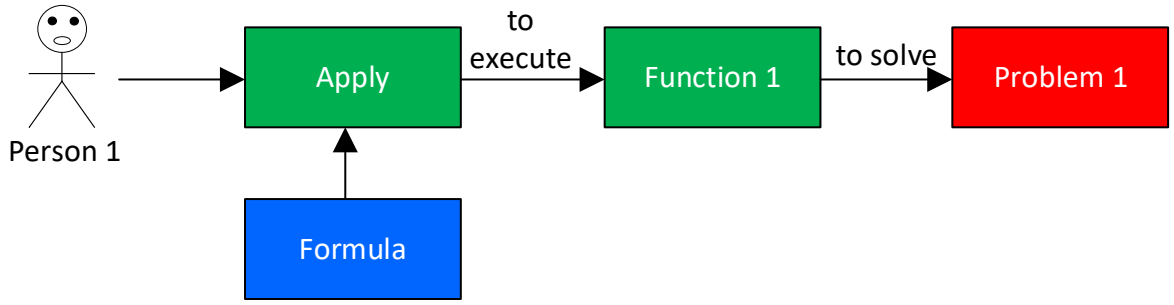
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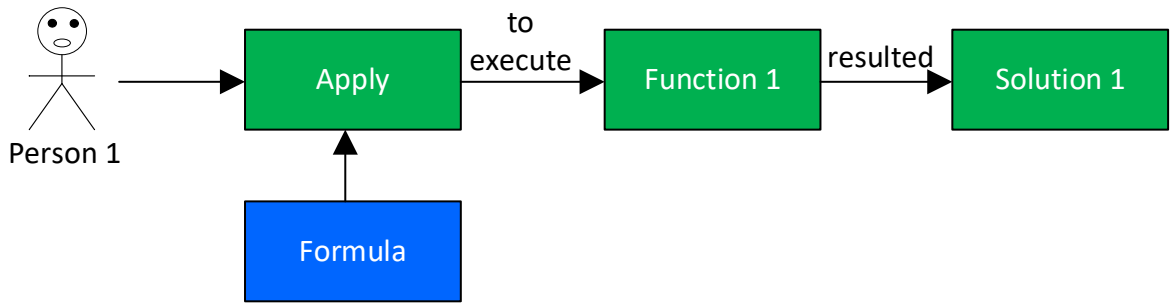
From the model above, we identify an instructor and the formula, where Instructor 1 is considered to be the name of the instructor. Now, in terms of entities identified, we identify 3 entities as shown by this model.



Now, in terms of function execution, we apply the formula to execute functions to solve problems. A person can learn the formula to execute functions to solve problems. In this case, that person applies the formula to solve a problem. Let's show that by this model.



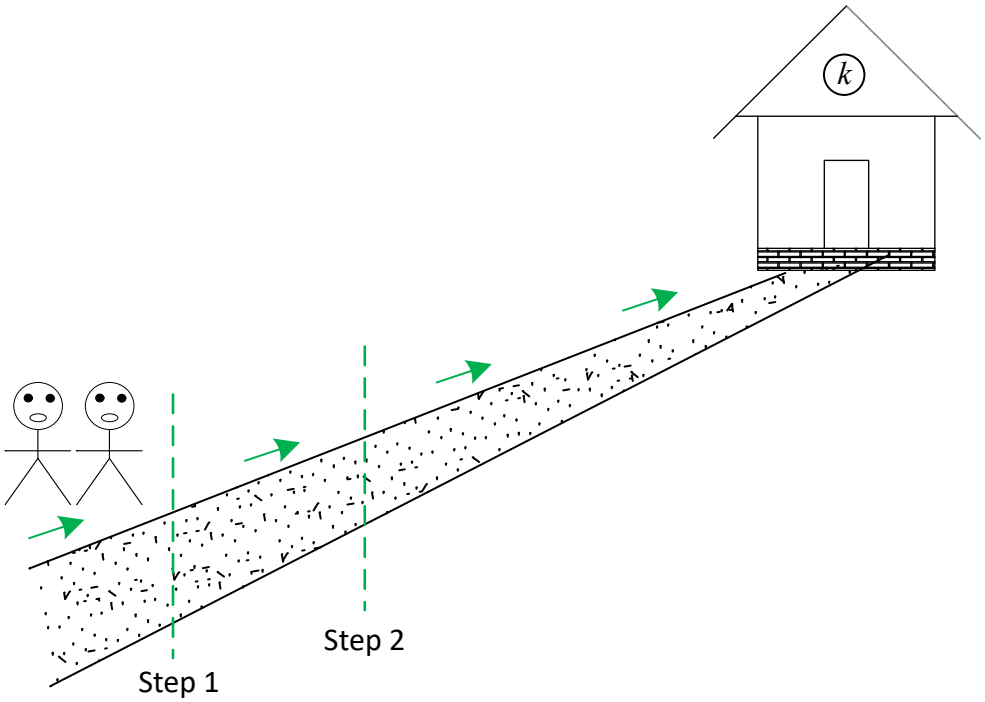
From the model above, we identify the problem solved by the application of the formula by Person 1. It is always better to show the resulted solution instead, which is shown by this model.



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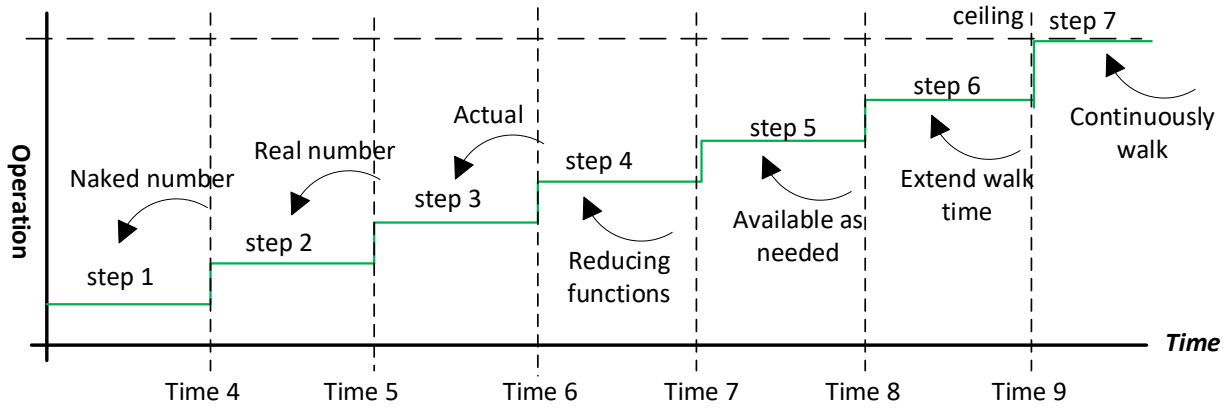
As we can see from both models, both the instructor and his/her name are not shown up in the process. The reason for that, because they are not needed. By applying the given formula to solve identified problems, the instructors who help people learn the formula and the name of the instructors are not needed. Naturally, they don't show up in the process.

From article basis 392, we have learned and shown that while learning and applying the formula, we can execute our function at Step 1, where we can make progress to go to the next step which is Step 2. From Step 2, we continue to make progress in our learning and the application of the formula, where that leads us to Step 3. It is always good to show that by this model.



From the model above, each step identified corresponds to the step shown in the chart below.

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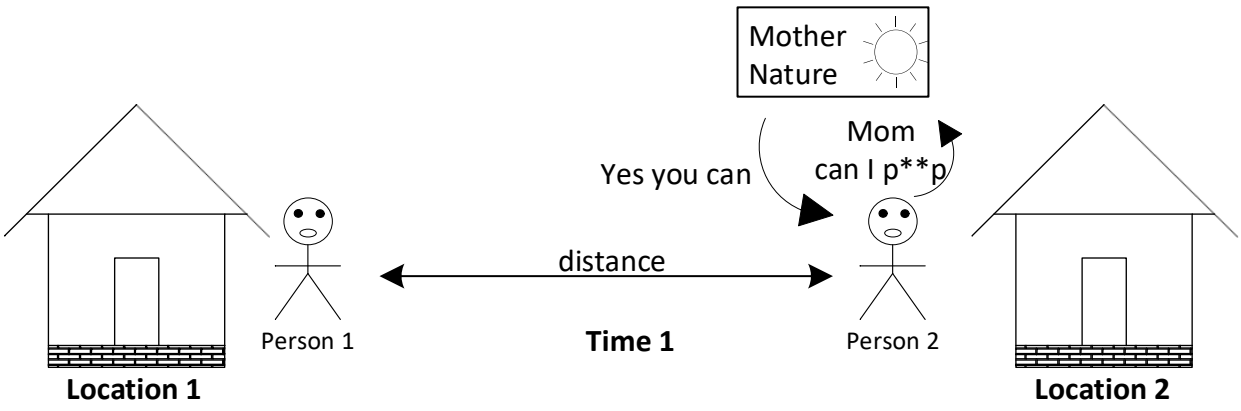


What is important here is that while we are at Step 1, we need to go to Step 2. We can ask question, now we are at Step 1, what do we need to go to Step 2. Now, we are at Step 1, what can we take with us in order to go to Step 2. We only take with us what is needed to get us to Step 2. From each step we ask this question. For example, let's assume that at Step 1, we have Entity 1, to go to Step 2, we may not need Entity 1. In this case, we leave Entity 1 behind because we don't need it, and it does not help us to get to Step 2. So, in the successive step, we ask questions in the previous step to determine what entity that we need to take with us to get us to the next step. If the entity is not needed, we leave it. We can think of it as a load that we carry, as we get closer to our destination, we don't need to carry that much load because we don't need to carry that much load to get to our destination. At each step, we ask what we need for the next step, if we don't need it, we leave it behind. At each step, we ask questions about what we can take with us in order to go to the next step. If the entity is not needed in the next step, we leave it behind and we don't take it with us.

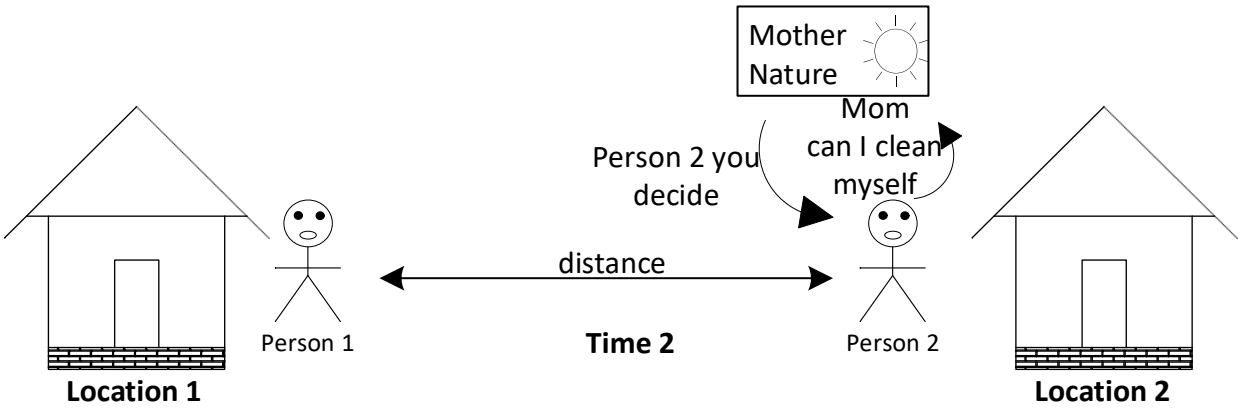
As we can see from the explanation as well as the models, in order to go to the next step, the instructor is not needed so is the name of the instructor. Only the entity that enables us to go the next step is needed. If an entity is not needed to help us get to the next step, then we leave that entity at the current step. Doing so enables us to reduce complexity so we can get to our destination.

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423. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 301 and 304, we have learned and shown that life is made of both natural and non-natural functions, where the natural functions are controlled by mother nature. By understanding that in relationship with function at location, we can see that by respecting function at location, we also respect mother nature. Because there is a relationship between mother nature and function at location. To better understand that let's take a look at this model.



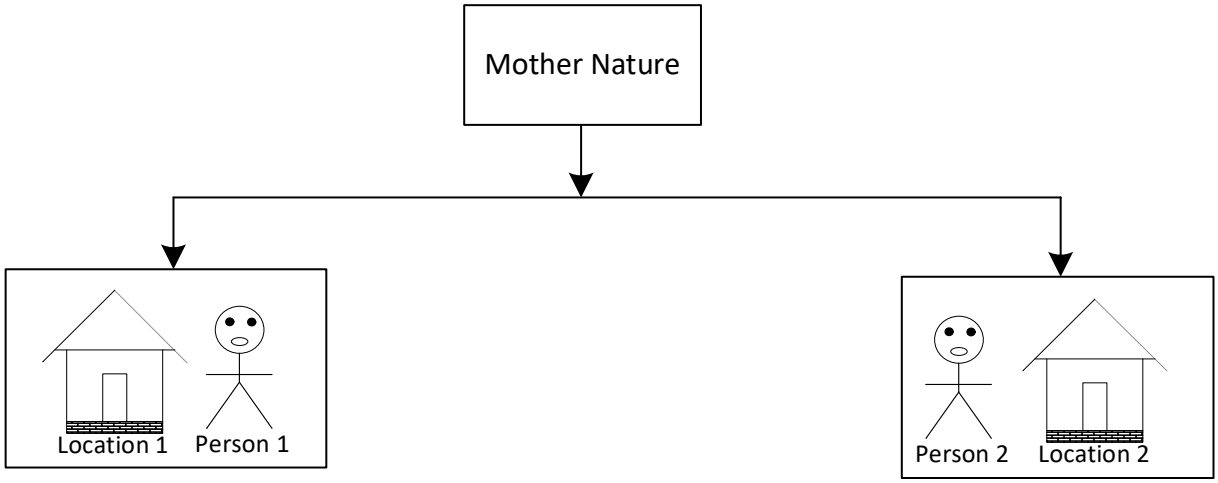
From the model above, consider the communication between Person 2 and mother nature. Where Person 2 asks mother nature *Mom, can I p**p*. Mother nature responds, *yes you can*. Where the process happens at Time 1 as shown in the model. Later at Time 2, we have this model.



From above, where at Time 2, Person 2 asks mother nature, *can I clean myself*. Mother nature responds, *son/daughter you decide*. What is important here is that there are

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decisions mother nature needs us to make by ourselves rather than mother nature taking those decisions for us. As we can see here, mother nature does respect function at location. The clean function belongs to us, rather than mother nature. From the model above, Person 1 is distance away from Person 2. If Person 2 needs to ask Person 1 about the cleaning decision, then Person 2 has no respect for mother nature and put Person 1 before mother nature. In this case, Person 2 has no respect for mother nature as well as function at location. In terms of function at location, if mother nature tells us we need to make a decision, that decision cannot be made by another person for us. If we allow that, we put that person before mother nature. If you want to, you can verify that by using the given equation. In terms of function at location, this is the model given to us by mother nature related to the model above.



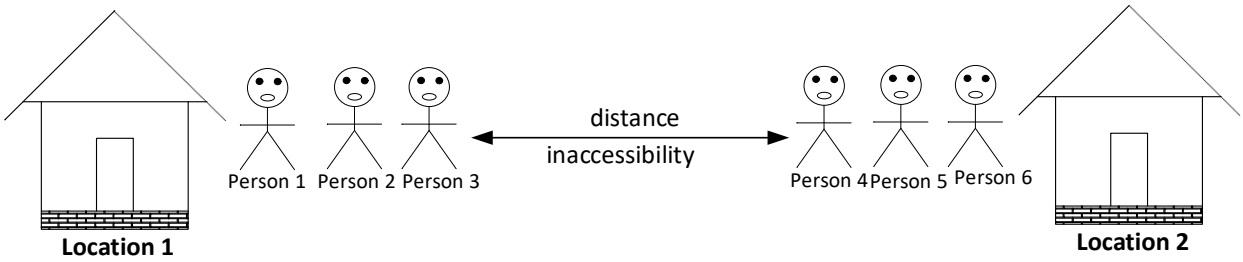
As we can see from the model above, if the cleaning decision has to be taken by Person 1 for Person 2, then the model above no longer exists and both Person 1 and Person 2 have no respect for mother nature as well as no understanding of life and function at location.

424. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that respect to mother nature is part of understanding functions that belong to us and functions that

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belong to mother nature. When a function belongs to us, mother nature respects that. On our side, we should also respect functions that belong to mother nature.

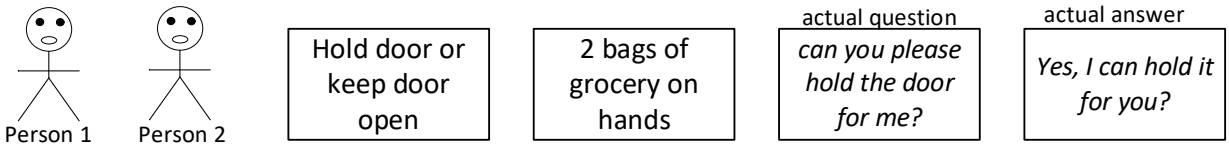
From article basis 335, we have learned and shown that the distance between people at one location and people at another location in relationship with difficulty accessibility such as landscape enable mobility of people from location to location without the pass from developing problems at other locations or execute negative functions. What is important here is that mother nature respects function at location and we should respect function at location too. To better understand what we have just said, let's take at this model.



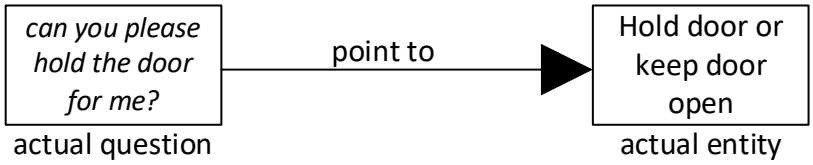
From the model above, people are identified at Location 1 as well as at Location 2. As we can see, there is a distance between people at Location 1 and people at Location 2, where people at Location 1 are not accessible to people at Location 1 because of the landscape. In this case, we can see that the mobility of people at Location 2 to Location 1 without the pass to execute negative functions is not possible. Now, let's consider people at Location 1 are difficult for people at Location 2 to access because of the landscape. In this case, we can look at the mobility of people from Location 2 to Location 1 without the pass as well as effort to access. There are 2 ways to look at it in terms of respect to function at location in relationship with mother nature. Consider the landscape accessibility or inaccessibility is natural and that requires a lot of work from mother nature. Also, effort for people to access also increases number of existing functions executed. In terms of effort by mother nature, which may help us respect of function at location, we can look at environment, sounds to refer to entities which are viewed as languages by mother nature.

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425. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first now by mother nature before us. The information about an entity exists with that entity and if an entity does not exist, so does the information about that entity. To better understand that let's take a look at this example. I came back from the grocery store and had 2 bags of groceries, one in each hand. While I was coming to the building, someone was about to exit. I asked that person, *can you please hold the door for me?* The person responded, *yes, I can hold it for you*. Now, let's identify the entities:

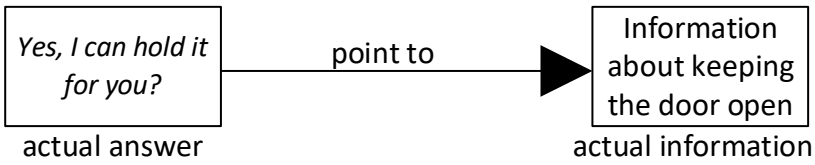


From the model, we identify the people as well as the hold door entity, the 2 bags of groceries, the question to keep the door open and the answer of the question. Now, in terms of question and answer we can see that the question points to the actual entity as shown by this model.

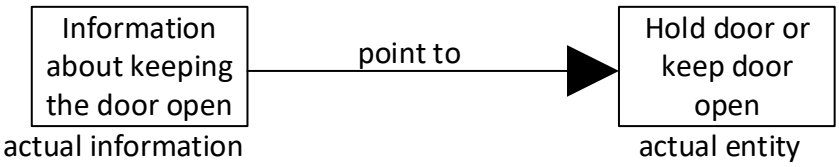


From the model above, we can see that the actual question points to the actual entity. For example, I ask the person to hold the door for me. Holding the door or keeping the door open is the actual entity my question points to. Now, let's look at the answer of the question. We already know that the answer of a question points to the information about the entity. For example, when I ask the person the question about keeping the door open for me, the person responds to me, yes, I can keep it open for you. This is the information the person gives me. So, the answer of that question points to that information. Here, let's show that by this model.

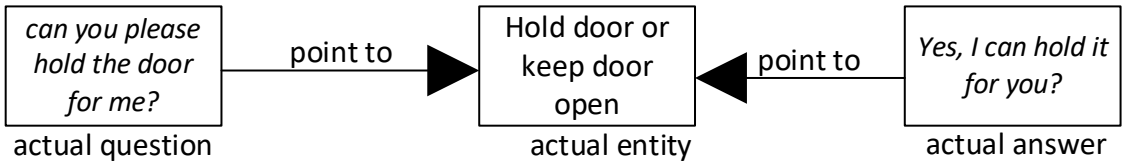
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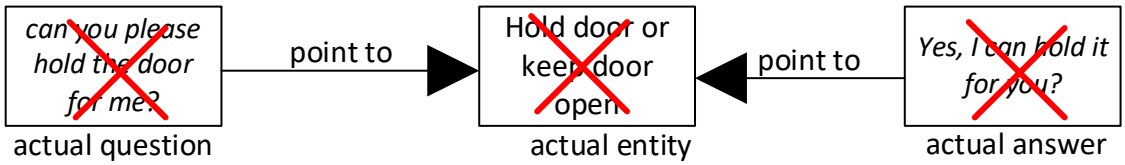
What is important here is that the information about keeping the door open points to the actual door open. We can show that by this model.



What is important here is that, since the information about an entity points to that entity, and the answer of a question points to information about that entity, the answer of a question points to the same entity the question points to as shown below.



From the model above, we can see that the actual entity enables the existence of both the question and the answer of the question. If the actual entity does not exist, as shown by the model below, so do the question about the actual entity and the answer of the question.

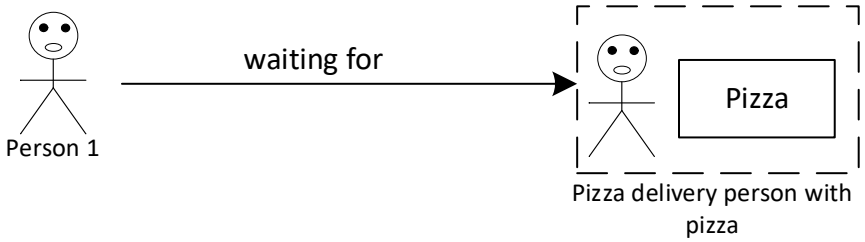


From the model above, if we cross out the actual entity to show that it does not exist, we have to cross out both the question about the actual entity and the answer of the question. Since the information about the actual entity points to the actual entity and the actual entity does not exist, the information about the actual entity does not exist as well.

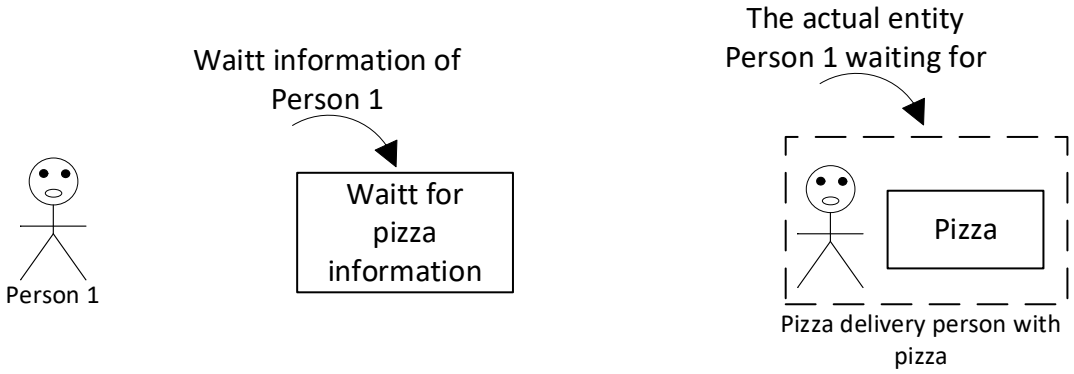
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Now, in terms of information and mother nature, questions and answers require existence of entities. Without existence of entities questions and answers point to, both questions and answers about those entities do not exist. For example, mother nature identifies the actual entities. For this reason, it is not possible to make up questions, because that will require the make up of actual entities.

426. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that both a question and the answer of that question point to the same entity and if that entity does not exist, both the question and the answer do not exist. In terms of existence of an entity, let's take a look at the following example. Person 1 is hungry and orders a pizza. The person is waiting for the pizza to be delivered to him/her. Let's show that by this model.

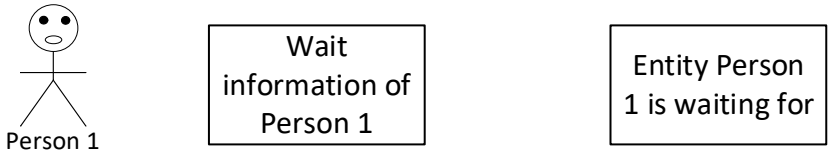


From the model above, we can see that Person 1 is waiting for the pizza delivery person to the right with a pizza. In terms of information, we can identify Person 1 and the entity Person 1 is waiting for. Here, we can separate the entities, the person, the wait information, and the actual entity the person is waiting for. Let's show that by this model.

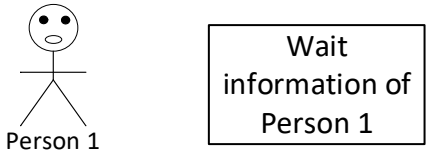


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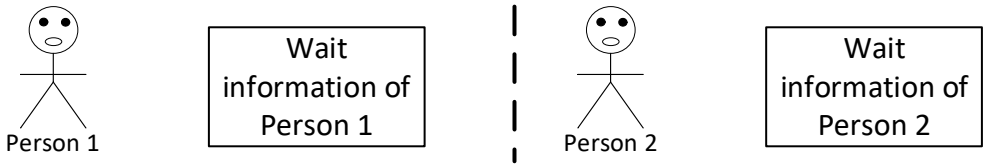
From the model above, we identify the actual person, the wait information and the actual entity the person is waiting for. It is always good to show that by this model to equate the wait information to show that the wait information belongs to Person 1.



Now, let's disregard the actual entity the person is waiting for and show the actual person next to the information of the entity the person is waiting for. That makes sense, because if the person is waiting for the entity, the entity is not present yet, so the wait information is actual, where the actual entity the person is waiting for is considered to be an image in his/her mind.

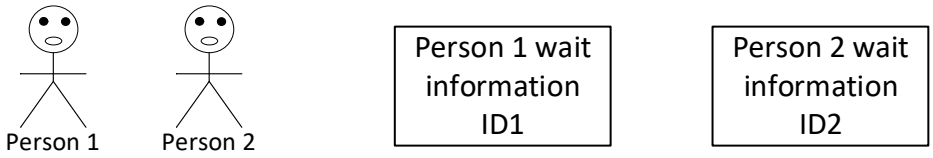


From the model above, we can see that Person 1 is waiting for an entity, where the wait information is next to that person and it is identified separately. Now, let's assume that Person 2 is waiting for another entity. Let's show both of them by this model.

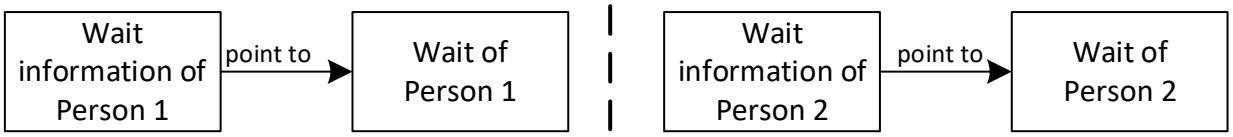


From the model above, we can see that Person 1 has his/her wait information as well as Person 2 has his/her wait information. In terms of information, we can identify the wait information of Person 1 as Wait Information 1 and weight information for Person 2 as Wait Information 2. Person 1 thinks about his/her wait information, where Person 2 also thinks about his/her wait information. In this case, we can see each wait information has a unique identifier. Let's show that by this model.

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From the model above, we can see that Person 1 can identify his/her wait information, so does Person 2 can also identify his/her wait information. Each waiting for is uniquely identified. For example, if Person 1 is waiting for a pizza to be delivered for Person 1, Person 1 knows what he/she is waiting for. As well as if Person 2 is waiting for a plumber to repair a water heater in his/her house, Person 2 knows what he/she is waiting for. What is important here is that the wait information which includes a unique identifier enables a person who is waiting for something enables that person to identify what he/she is waiting for. In this case, we have this model.



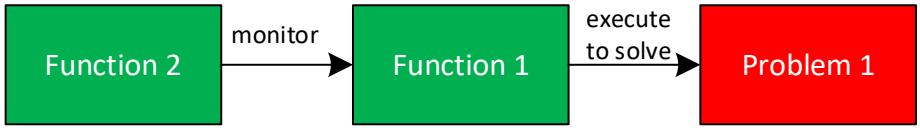
From the explanation above, we can see that if you are waiting for someone, you must be able to identify the person you are waiting for. If you are waiting for a person, another person cannot be claimed to be that person, because you have identified the person you are waiting for. If you are waiting for a person, another person cannot be claimed to be that person, because you know who you are waiting for. If you are waiting for a person, you cannot identify another person to be that person, because you know the person you are waiting for. If you are waiting for a person, another person cannot identify that person for you. You must be able to identify that person and you have identified that person already. If you are waiting for a person and another person is waiting for a person, you identify the person you are waiting for and the other person identifies the person he/she is waiting for. The other person cannot identify the person you are waiting for, for you, and you cannot identify the person the other person is waiting for, for him/her.

427. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

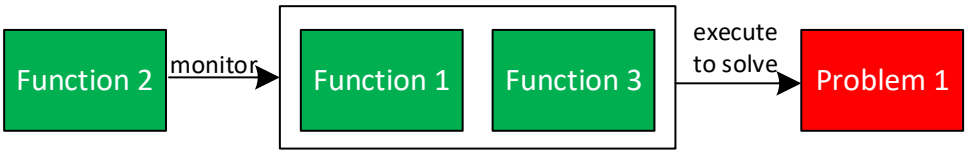
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$$Available + Given = Solution$$

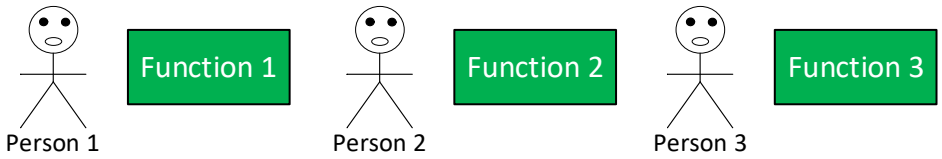
From the equation above, we first identify the problem we are solving then the entity given to us as well as the entities available to us to help us solve the problem. From multiple article bases, we have learned and shown that a monitor function is a function that monitors another function in order to solve a problem. Let's show that again by this model.



From the model above, Function 1 executes to solve Problem 1, where Function 1 is monitored by Function 2. From the model above, Function 2 only monitors a single function which is Function 1. Now, let's assume that Function 2 monitors 2 or more functions to solve Problem 1 as shown by this model.

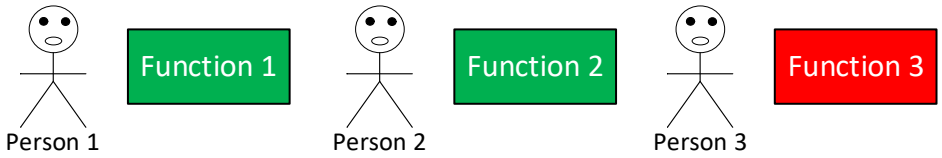


Related to time, let's assume Function 1 always executes positively where Function 3 sometimes execute negatively, in this case, the monitoring function spend more time to monitor Function 3 rather than Function 1. To better understand that, let's show the functions as well as people who execute them.



Now, let's assume that at Time 2, we have this model, where there is a problem in the application of the formula by Person 3 which enables Function 3 to execute negative which is shown by this model.

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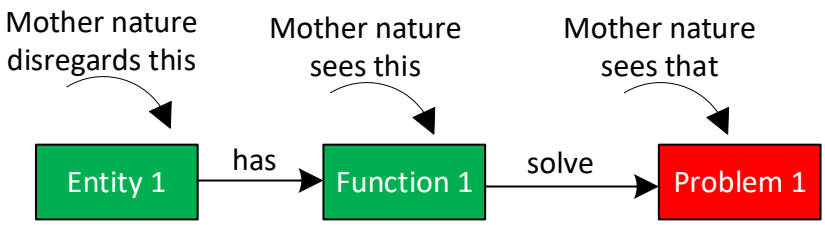
To help solve the problem, feedback is given to Person 3 as we have learned and shown from article bases 88 and 156. As we can see from the model, because Person 1's function is executed positively, the monitoring function spends less time to monitor Function 1. Since Function 3 executes negative, the monitoring function spends more time to monitor Function 3. To better understand the overall explanation, let's take it like this. From article basis 156, Manager 2 spends more time with employees who don't understand and less time with employees who understand. Another way to look at it, the person who usually executes his/her function well or does things well, needs little or no feedback, where the person who does things negatively requires more feedback. In this case, we spend more time with people who don't know already and less time with people who understand already.

428. **Understanding Information Related to Mother Nature**: The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 380, we have learned and shown that the look function is a function of the person entity. For example, if Person 1 looks at a car which is Entity 1, the look function belongs to the person rather than the actual entity. The actual entity itself does not have a look function. To better understand that let's take a look of this model.



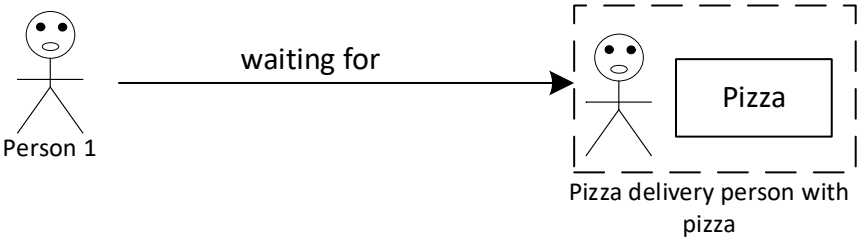
From the model above, because mother nature looks at entities in terms of functions and problems solved by the functions, mother nature sees the function of the entity and the problem solved by the entity. Mother nature disregards the entity but regards the function of the entity and the problem solved by the function. Let's show that with more explanation.

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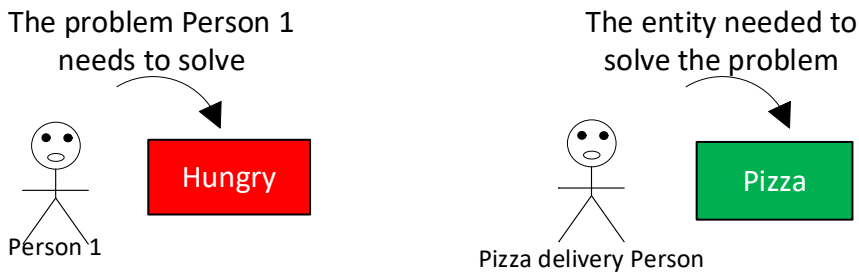
From the model above, we can see that we think of entities in terms of function. We separate entities properly from their functions. In terms of weight, we can see that the function of an entity carries more weight than the entity itself. That makes sense, since the function of an entity is what solves the problem, rather than the entity itself. On our side, it is always good to know that an entity that we derive carries no weight in terms of importance to mother nature. Mother nature looks at functions of entities instead. In this case, when we identify an entity, we think of the function of that entity which matches mother nature.

429. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 426, we have learned and shown that if a person is waiting for another person, that person must be able to identify the person who/she is waiting for. If a person is waiting for another person, that person has already identified the person he/she is waiting for. Let's show the model again.



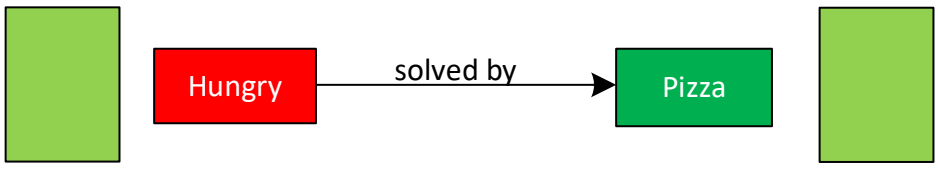
From the model above, Person 1 is waiting for a pizza delivery person. From article basis 426, we have it like this: Person 1 was hungry, Person 1 ordered a pizza and waited for the pizza to be delivered to him/her. Now, let's show the model in terms of entities identifications.

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From the model, we identify the person and the problem the person has and needs to solve. To the right, we have the pizza delivery person and the pizza itself. The pizza is viewed as the solution that enables Person 1 to solve the problem. From the model above, Person 1 is able to identify both the pizza delivery person and the pizza itself. Because Person 1 is able to identify the person and the pizza, another person cannot be identified for that person as well as another entity. Because the entity Person 1 is waiting for is uniquely identified to Person 1, another person cannot make a claim to be the entity Person 1 is waiting for. Another person cannot wait as well based on Person 1's wait. For example, you order a pizza you are waiting for it, I am waiting for it too, so when it comes you can give me a slice. That is not the case, because your wait is not equal to my wait.

Now, let's take a look at the problem again. Person 1 has a problem to solve, and Person 1 is waiting for an entity to solve that problem. Now, we break down the entity Person 1 is waiting for. Person 1 is waiting for a pizza delivery person with a Pizza. The pizza is what Person 1 needs to eat to solve the problem. As we can see here, the pizza is viewed as the applicable entity, not the person who delivers the pizza. Now, let's cover both the pizza delivery person and Person 1 to show the entity that is used to solve the problem as we have learned and shown in article basis 323.



From the model above, we identify the pizza as an entity that can be used by Person 1 to solve the problem. From the model above, we can see that the application of the entity solved the problem. In this case, both the Person 1 and the delivery person are not

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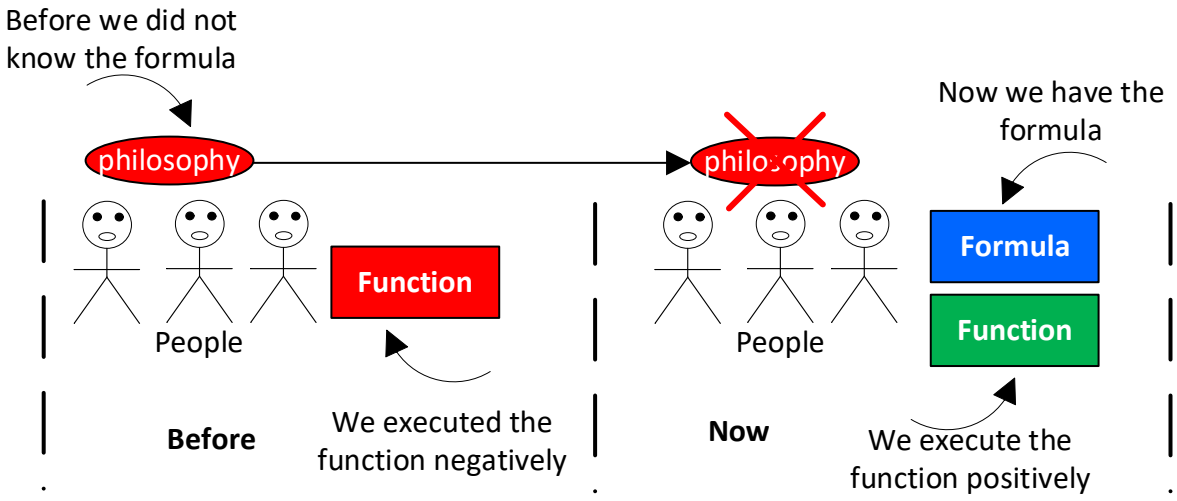
showing off. That makes sense, since functions solve problems, the process of solving problems takes problems and functions into consideration and disregard the people.

Now, let's look at it this way. An entity is waiting for to solve a problem, that entity is applied to solve that problem. In this case, the application of that entity to solve the problem is important to solve that problem. An entity is waiting to solve a problem, that entity is capable of solving the problem. As we can see here, since the entity is what solves the problem, the weight is given to the entity that must be applied to solve the problem, rather than the person who delivery that entity or the person who uses it to solve the problem.

430. **Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of philosophy inheritance and the given formula, let's take a look at this model.



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From the model above, we can see that the application of the formula enables the function to execute positively. From the model, we can see that the function executed positively, based on the formula. With that, we can see a negative function cannot be used as the basis to execute a function positively. By looking at the model, we can see before we have a negative function, then the formula is given later, which enables the function to transition to positive. The reason for that, because a negative function itself has no basis and cannot be used to transition another function to positive as well as itself. This is why the formula is given. A negative function cannot be used as the basis to solve a problem.

431. **Understanding Information Related to Mother Nature, as well as Problem and Solution Related to Entity Available:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In order to solve a problem, we must first identify it. As well as, if we are at point A and we need to go to point B, we must first decide where we want to go. Using the equation below

$$Available + Given = Solution$$

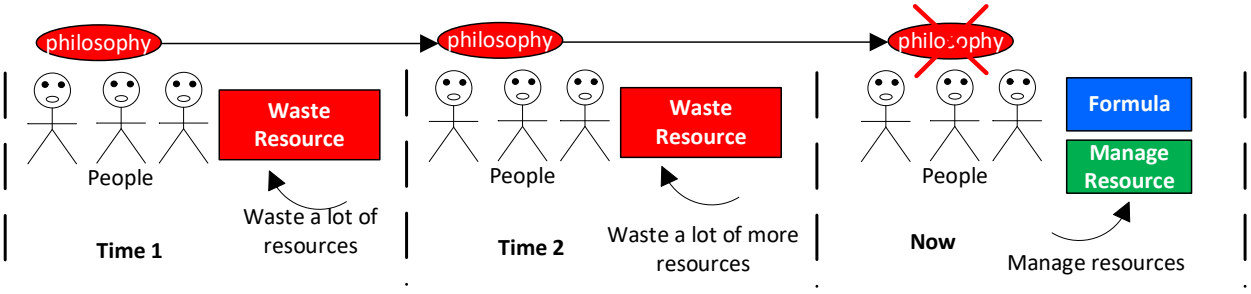
To invalidate the following statements: before I identify the problem, I need to solve, I have a solution for that problem already. Before I identify the problem, I need to solve, I already identified the solution for that problem. Before I decided where I needed to go, I am already at my destination. Before I determine where I want to go, I am already at my destination. The are only 2 of them. You can draw the model to show which entity comes first and second.

432. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

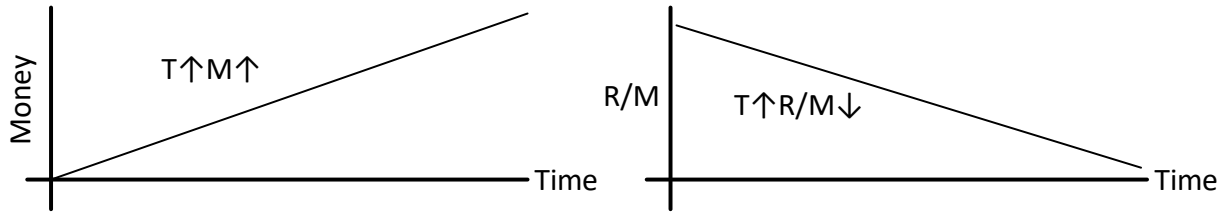
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From the given equation, we first identify the problem we are using, then the entity given us as well as the entity available to us to help us solve the problem. From article basis 374, we have learned and shown that by using the above equation, even when the entity available to us is as small as we have it, we are still able to solve problems. In article bases 9 and 407, we have learned and shown that without the formula, a large amount of entity available can result to waste rather than solving problems. In terms of resource management, let's show the philosophy inheritance chart with resource management and waste.



From article basis 27, we have learned and shown that by not using the given equation, it may not be possible for us to identify properly the problem we are solving. In other words, by misidentifying the problem we are solving, we simply try to execute functions where we will not be able to substitute for that problem. For example, we may think we have a money problem—paper money—where we increase the quantity available. At the end, we solve no problem. From the same article basis 27, as we increase the quantity of money available, we waste more resources as a result. Since money and resources are identified in separate domains, by increasing quantity of money, that does not automatically increase resources available which are not viewed as resource management. From that, we can see as paper money is going up, resource management is going down. Here, we can use the term resources to money ratio or simply $\frac{R}{M}$ to show that as paper money increases, resources are coming down. Here, let's show that in the chart.

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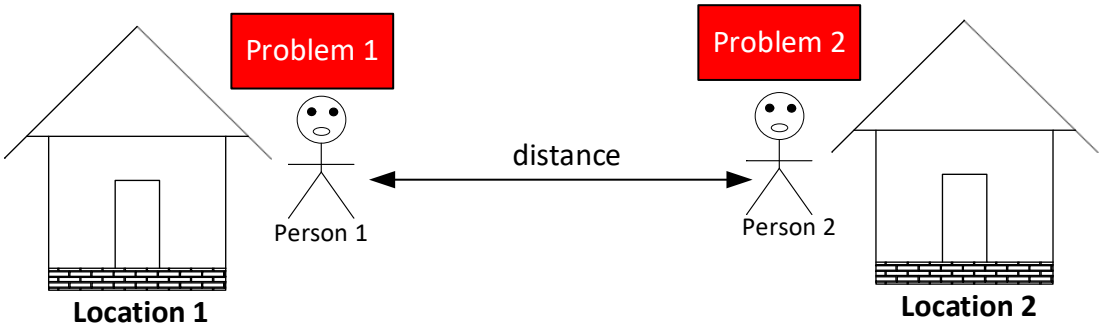


From the chart above to the left, we can see that as time goes up, paper money increases, which attributes to waste based on philosophy inheritance chart. To the right, we can see that as time is going up, then resource to money ratio is going down. That is opposite to the equation given to us by our parent that tells us that related to time we reduce inherited philosophies. So, in article basis 392, we reduce paper money available related to time. As we can see here, since we must use the given equation to solve our problems, if we waste related to time not only we don't solve problems, but we also waste resources available which we will need later.

433. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. In terms of function at location, let's take a look at the following model.



From the model above, at Location 1, Person 1 is identified with Problem 1, where at Location 2, Person 2 is identified with Problem 2. Where Problem 1 is identified as bad

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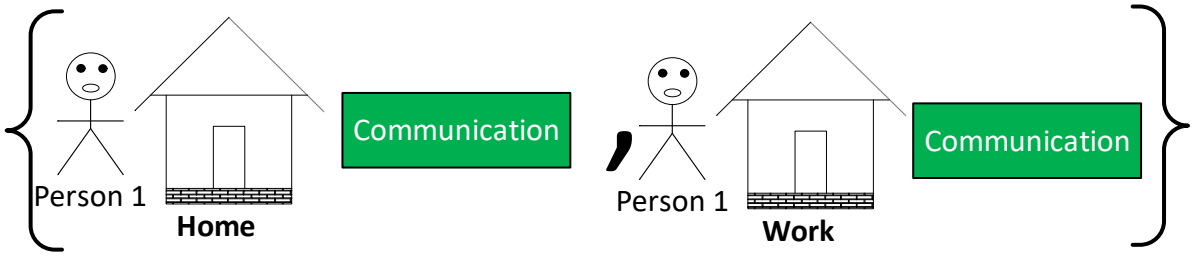
water heater that needs to be replaced, and Problem 2 is also identified as bad water heater that needs to be replaced. At Location 1, there is only a single water heater. Here, using the given equation to verify your understanding of function at location in order to solve this problem.

Another example from the same model, where at Location 1, Problem 1 is Person 1 is hungry, where at Location 2, Problem 2 is Person 2 is hungry. At location 2, there is only 1 bite which is the last bite. Here, using the given equation to verify your understanding of function at location in order to solve this problem.

434. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

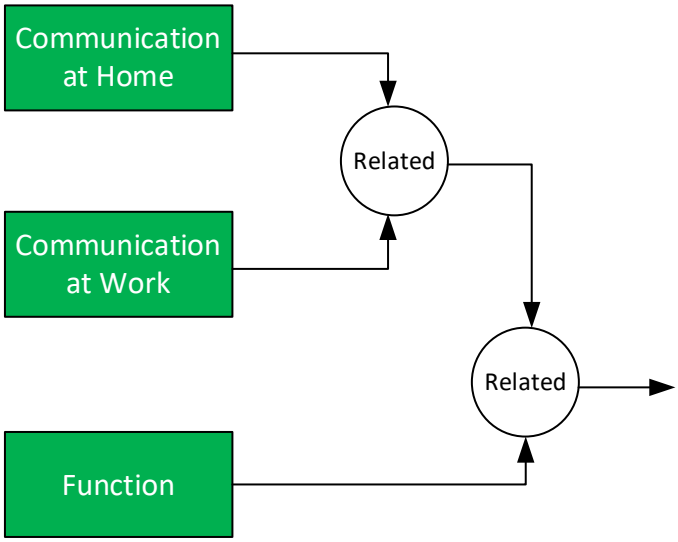
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 320, we have learned and shown that a person is identified with responsibility and function. For example, a person at home has responsibility and function as well as at work. Now, in terms of entity available, let's identify the communication part as shown by this model.



From the model, we can see that a person is identified at home with communication as well as at work with communication. From the model, let's assume that at home the

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person has a function Clean Dishes, where at work the person has a function Fix Car. Now, we can look at the relationship between the two communication at home and work in relationship with the function of the person.



From the model, we identify the relationship between the two communication. For example, if at home we have Communication 1 and at wok with have Communication 2. If we identify a relationship between the two communication, then that relationship enables us to solve problems. Once we identify the relationship between the two communication, we can also identify the result of that relationship with the function executed.

435. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution„$$

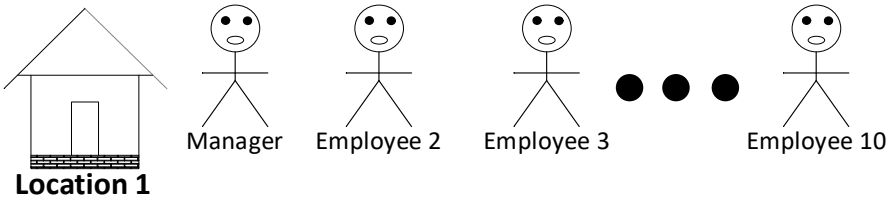
From the equation above, we first identify the problem we are solving, then the then entity given to us as well as the entity available to us to help us solve the problem. From multiple article bases, we have learned and shown that bogeymen and free passes are not useful to us, and they don't help us solve any problem. Bogeymen and free passes

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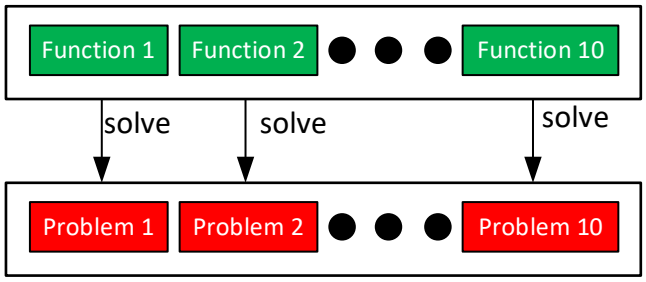
only exist because we allow them to. To better understand that let's take a look at the following cases:

Case 1

At Location 1, 10 guys are working including the manager where they are solving problems. Those guys understand their functions. Let's show the model of those guys.



with their corresponding functions and problem solved



From the model the function of each employee solves part of the problem where the combined function solves the combined problems.

Case 2

At another location such as Location 2, 10 guys are identified and claimed to be working. Among the 10 guys, only 3 are working and contributing. The remaining are not working or contributing. The manager also is a claimed to be and he/she is not contributing. But the manager thinks that he/she is working or contributing. The manager thinks his/her function solves the whole problem, even though he/she is not contributing. In other words, the manager believes—think that—a single function fixes all, even that manager does not have such function. The 3 guys who are working, mother nature identifies them.

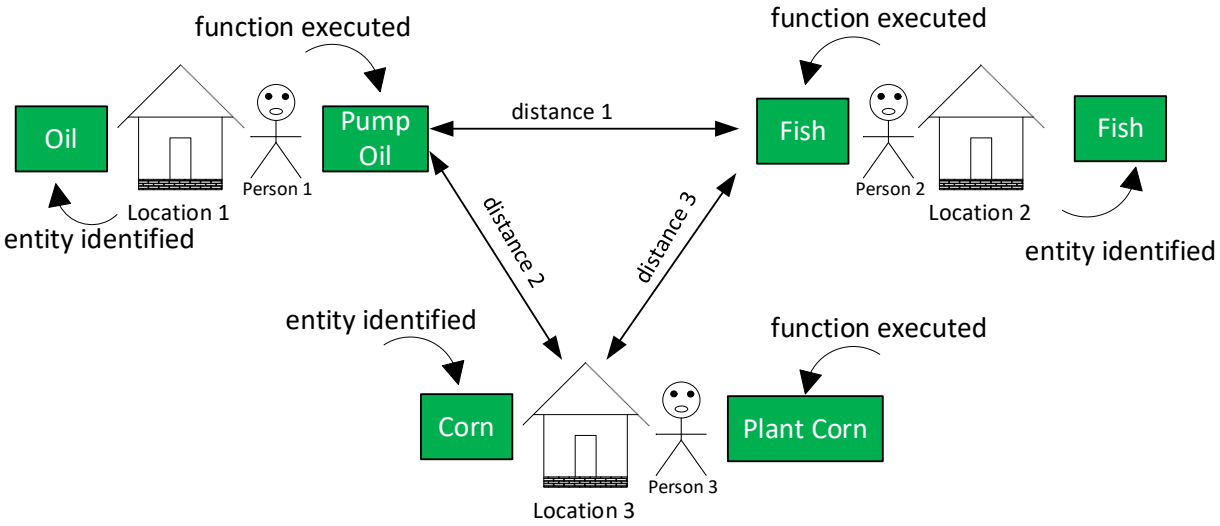
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All you need to do here is to use the given equation to show which cases between the two cases give a bogeyman an opportunity to extend his/her corruption. Here, an opportunity to the bogeyman means allow the bogeyman. This is the way to look at it. Assume that the bogeyman stays somewhere on standby and looks at both cases. Here all you need to do is to use the given equation to identify and verify which case allows the bogeyman to further extend his corruption.

436. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 304, 305, and 306, we have learned and shown that we need to exchange with each other because exchange is part of the system. To better understand that let's show one of the models again.



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From the model above, we can see it is necessary for Person 1, Person 2, and Person 3 to exchange to each other because of function at location. For example, as shown from the model, at Location 1, Person 1 has Oil, and it is in the possession of Person 1 at Location 1. At Location 2, Person 2 has Fish, and it is in the possession of Person 2 at Location 2, where at Location 3, Person 3 has Corn, and it is in the possession of Person 3 at Location 3. As we can see here, the overall process enables the exchange. From that, it is not possible for the Fish needed for Person 2 to exchange be in the possession of Person 3 at Location 3. As well as the Oil needed for Person 1 to exchange be in the possession of Person 2 at Location 2. That is not possible and that is not acceptable. Mother nature does not allow that. The item needed for a person to exchange cannot be in the possession of another person. If that was possible, that would invalidate the overall exchange. There would not be exchange at all. That will also invalidate function at location.

To better understand the explanation above, let's take this example. In my wallet I have $20 inside it. If I am hungry and I need to buy a burger, then I can use my wallet to do so. Now, if my wallet is always in the possession of my friend, about when I am hungry. That is not possible. The items I need to exchange should always be in my possession. Another thing we need to look at again is the quantity of functions executed. From the same model above, let's assume that I am Person 1 at Location 1, where my wallet should always be with me. For any reason, my wallet is in possession of Person 3 at Location 3. At Location 2 is the restaurant when I am hungry and I need to buy a burger. If my wallet is always with me at Location 1, then I can go straight to Location 2 to get the burger. Now, if not then I have to go to Location 3 then to Location 2 to get the burger and return to Location 1. As we can see here, I work harder because of that, and I execute more functions. Mother nature does not like that; both my misunderstanding and Person 3 misunderstanding enable more stress to be put to the system which affects the performance of the system. As we can see here, if we allow the items we need to exchange to be in possession of other people, that enables us to work harder and that

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does not help us solve our problems. Another way to look at it, since mother nature says that the entities that we exchange cannot be in the possession of others, if I have Entity 1 and you have Entity 2, and we need to exchange. My entity cannot be in the location of my friend. That does not help both me and you as well as my friend. To hold the item, my friend needs to work harder too. At the end, we need to listen to what mother nature says. My friend increases his/her liability in order to hold the item. That is not acceptable.

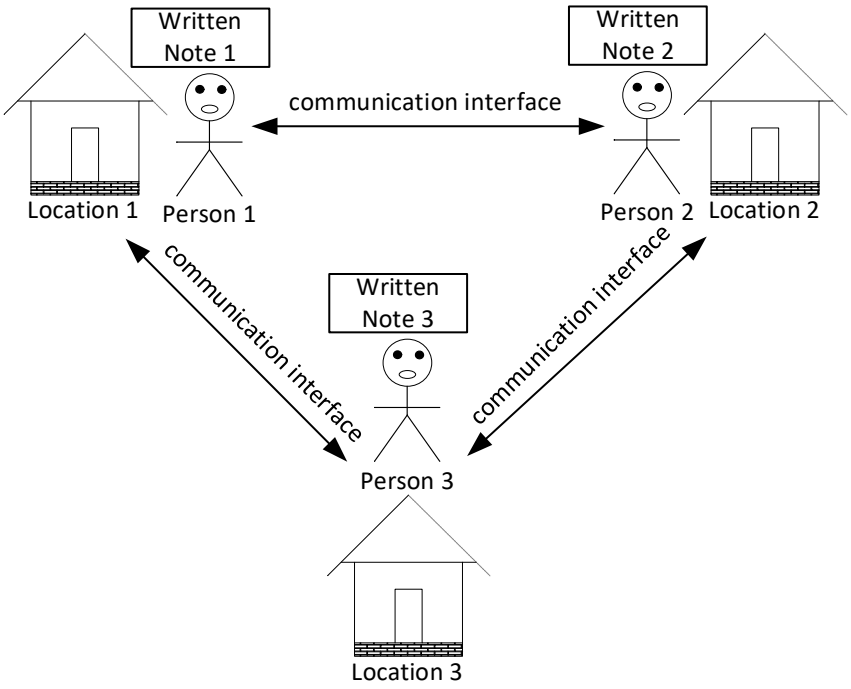
437. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have learned and shown that the entity available to exchange cannot be in another person's possession. For example, if I am exchanging orange with you for avocado, my orange cannot be in my friend's possession. Mother nature does not allow that. Not only that disregards the exchange itself, as well as that disregards function at location. That also disregards the existence of mother nature and enable the misunderstanding of mother nature, because that requires more work for the people who are exchanging and put more stress on the system.

In terms of paper money, from multiple article bases we have learned and shown that paper money is viewed as an inherited entity. Our parent already gave us formulas on how to handle such entities. For example, related to time, we use equations given to us by our parent to reduce such entities. Paper moneys are considered to be local entities. Paper moneys are simply written notes that are local to the person/people who write them. To better understand that let's take a look of this model.

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From the model above, we can see that at Location 1, Person 1 has Written Note 1, at Location 2, Person 2 has Written Note 2, and at Location 3, Person 3 has Written Note 3. Wherein, Written Note 1 is Local to Person 1 at Location 1. Written Note 2 is local to Person 2 at Location 2 and Written Note 3 is local to Person 3 at Location 3. From the same model, we show the communication interface that exists between Person 1 and Person 2; Person 2 and Person 3; and Person 3 and Person 1. From the same model above, we can see that if Person 1 needs to communicate with Person 2, Person 1 cannot go to Person 3 to use Person 3 communication interface to allow Person 1 to do so, because Person 1 and Person 2 have that communication interface already. Now, in terms of written notes, the same process happens. If Person 1 needs to use the written note to exchange with Person 2, Person 1 cannot go to Person 3 or use his/her note, because Person 1 has a written note which is local to him/her already

To better understand the explanation above in relationship to the model, let's provide additional explanation here. Person 1 has Written Note 1; if Person 1 needs to exchange with Person 2, then Person 1 can use Written Note 1. If Person 1 asks Person 3 so Person 3 can write a note for Person 1 or use Written Note 3, not only that disregard the

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communication interface that exists between Person 1 and Person 2, but that also allows Person 2 to work more. That also increases the liability of Person 3. Let's assume that Person 3 becomes a middleman for such purpose. Related to time, Person 3 has 1000 written notes out there that are used to exchange with others. Another person like Person 2, only has 10 notes out there. What is important here is that because all written notes are local to their respective locations. At some point in time, all of them will come back to the local owner. From the model above, we can see that Written Note 3 is local to Person 3 at Location 3. If 1000 Written Note 3 are out there, at some point in time all of them will come back to Location 3, because they are local to Location 3. As we can see here, the liability of Person 3 at Location 3 increases when there are more Written Note 3 that are available to be used by others. In other words, Person 3 has been used as a middleman where, for example Person 1 can go to Person 3 and say *Can I used your Written Note 3 to exchange with Person 2*. Rather than saying use your own note, Person 3 responds yes, absolutely and Person 3 is very happy about that. Person 3 never thinks those notes will come back to Person 3 at Location 3 because of misunderstanding of life. There is nothing good about that; Person 3 only increases his/her liability without being aware of that. Eventually, at some point in time, all those notes will come back to Person 3 and Person 3 needs to handle them accordingly. Those notes are local to Peron 3 at Location 3. It does not matter how long they stay out there, at some point in time, they all will come back to Location 3.

438. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

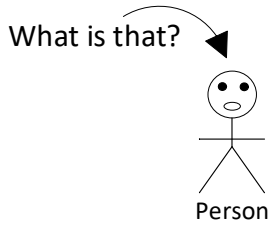
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 242, we have shown the model of the formula given to us by our parent. In article

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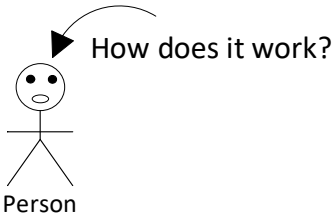
basis 388, we have shown the model of the person entity and the question what it looks like. To better understand the person entity in relationship with the given formula, let's look at the following steps:

Step 1



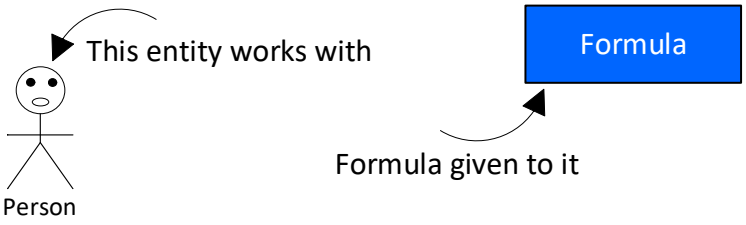
From Step 1, we identify the person entity and we ask question, what entity is that? Now, let's look at Step 2

Step 2



In Step 2, we ask question how does the entity we have identified work. Now, let's go to Step 3 to answer that question.

Step 3

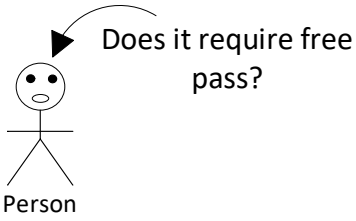


From the model above in Step 3, the entity we have identified only works with formula given to it. That makes sense, because from the model of article basis 242, in order for the person entity to solve problems, the formula must be given to that entity to enable

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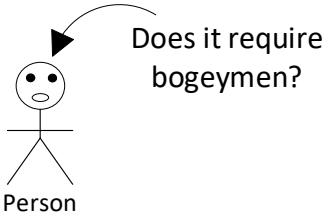
that entity to solve its problems. With that, we can see that without formula or given formula, it looks like the person entity is not capable of working. In other words, consider the person entity as a system where that system requires an input. Since the formula must be input into the system in order for the system to work. The system cannot work or is not capable to work without the input formula. With that, let's go to Step 4.

Sep 4



From the model above, we ask question, does the person entity require free passes. The answer is no, because from the model in article basis 242 given to us, we can see there is no free pass given to the system. In this case, we can see that the person entity does not require a free pass in order for the person entity to function. The formula is what is given to the system, not a free pass. Now, let's go to the last step.

Step 5



From the model above, we ask question: does the person entity require bogeymen, the answer is no. The person entity does not require a bogeyman in order to work. Formula is what is given to the person entity, not bogeymen. As shown from article basis 337, mother nature crossed out free pass and bogeymen and gave us the formula. The formula is what enables the person entity to function, not bogeymen. So, the person entity does not need a bogeyman. Mother nature crossed out bogeymen. This is how the

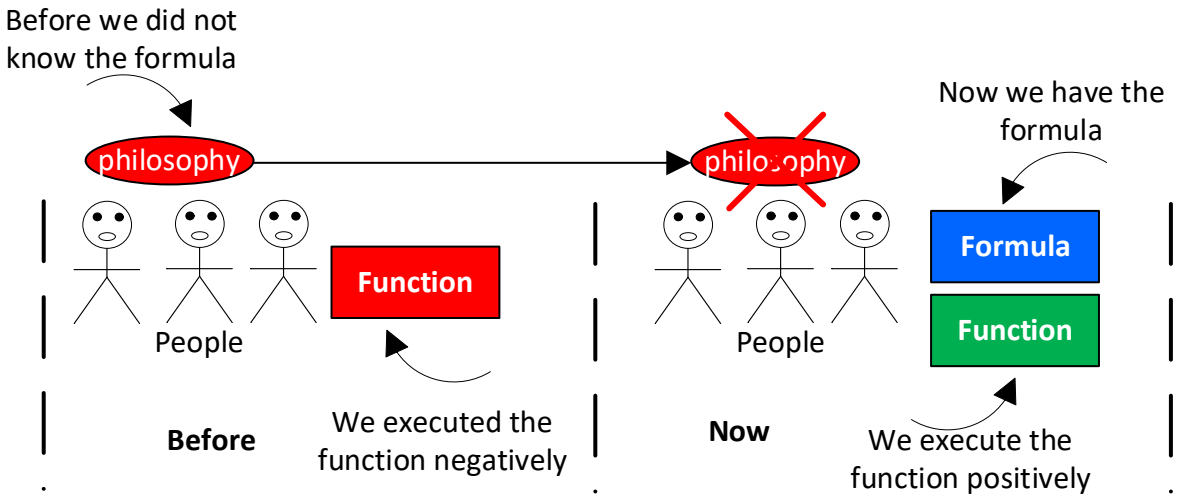
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person entity works. The person entity works with formulas and does not require free passes and bogeymen.

439. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to help us solve the problem. From the inheritance model, the above equation is given to us as feedback to help us make corrections in our applications. Let's show the model again.



By looking at the model above in relationship to article basis 242 as well as article basis number 15, we can see that at Time Now, the people need to provide feedback to each other to help execute the function positively. We have learned and shown that in article basis 156 where the employees who understand the project help those who don't understand to help the project execute successfully. By understanding what we have just said here, we can see feedback is viewed as an entity available to us to help us solve our problems. With that, the entity available to us from the given equation includes feedback.

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If we have a problem, we use the given formula to solve it. If we don't use the formula to solve it, the problem will spread. To better understand that, assume that we have Problem 1 at Time 1, if we don't use the formula to solve it, then it will spread. Based on the formula, if our function is executing good now, it will continue to execute good or better in the future. Without the formula, if we execute our function badly now, it will continue to get worse in the future. So, using the given equation with the feedback entity available enables us to make corrections when necessary so our function can be executed positively.

440. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From multiple article bases including 274, we have learned and shown that mother nature does not give free pass, because free pass would undermine our effort and understanding. By understanding that, we can see the free pass entity does not exist naturally. Since mother nature does not give free pass, the free pass entity does not exist naturally. To better understand the explanation, here determine whether or not a free pass can be lost.

This is the way to look at it, an apple belongs to Person 1, if the apple can be lost; now, look at free pass. Here you can verify that *a free pass cannot get lost since it does not exist*. Another way to look at it, an entity that does not exist cannot get lost. An entity that never exists and never belongs to a person cannot get lost.

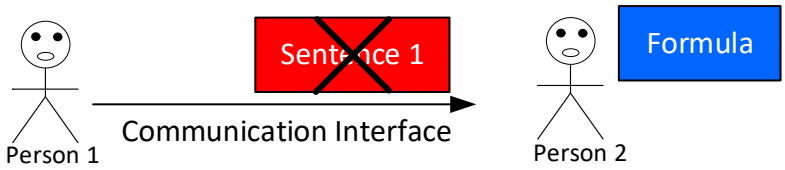
Another way to look at it is to use the given equation like a mechanic can fix a car. Using the given equation, the ability of the mechanic can be plugged into the equation to solve the problem. The entity that is available to the mechanic which is his/her ability cannot get lost.

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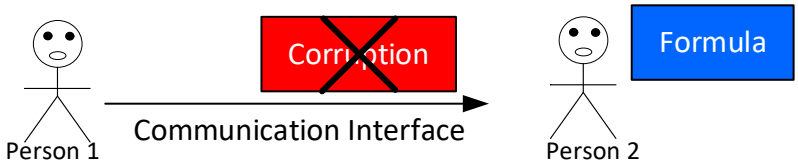
441. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 435, we have learned and shown that a bogeyman looks for weakness to extend his/her corruption. In other words, bogeymen exist as a result of misunderstanding of the formula. With the understanding of the formula, a bogeyman is not capable of extending his corruption. To better understand that let's take a look at this model.



From the model above, we see that the communication interface between Person 1 and Person 2, where a negative sentence flows from Person 1 to Person 2. Because Person 2 has the formula, Person 2 then analyzes the communication and rejects it. In this case, the negative sentence does not flow or pass through Person 2. Now, let's show the negative sentence as a corrupted communication or flow of corruption.



From the model above, we can see the flow of corruption is blocked by Person 2 because of the understanding of the formula. What is important here is that, while a bogeyman is looking for weakness to extend his/her corruption, however the understanding of the formula prevents a bogeyman from extending his corruption. As we can see here, the bogeyman is looking for weakness, without that weakness the bogeyman cannot exist. For example, if we increase our understanding of the principle, we don't show any

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weakness for bogeymen to interact with us. In this case, that also allows the bogeymen to learn the principle as well because they have no choice. As we can see here, in order to get rid of bogeymen, all we have to do is learn the principle. Once we understand the formula, bogeymen no longer exist. Our understanding of the given formula stops the existence of the bogeymen.

442. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 242, we have learned and shown that in order to solve our problems, the solutions have to be given to us by our parent. While we can develop problems, however, the solutions for those problems have to be given to us by our parent in order for us to solve them.

From article bases 191 and 234, we have learned and show that bogeymen cannot help us learn and understand the principle, bogeymen can simply undermine our effort. For example, a mechanic, a manager, and salesperson etc. do not need a bogeyman, because bogeyman will undermine their efforts and understanding. Related to the article basis above, we can see that a bogeyman can simply do negative things, but not positive. Here, all you need to do is to build a list similar to this table to show what a bogeyman can do and what a bogeyman cannot do. See this table as an example.

What Bogeymen Can Do	What Bogeymen Cannot Do
Bogeymen can give me money	Bogeymen cannot help me be a better salesman

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Above is an example, you can fill the table by adding more to it. If you want to, for each item you list on the table, you can use the given equation to verify each. For the example listed in the table, we have used the given equation from multiple articles bases as a verification.

443. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 26, we have learned and shown that paper money is identified in a domain where actual entities are identified in another domain. For example, a dollar bill or a written note is not identified in the same domain as an apple or orange. It is not possible to swap domains entities are identified. For example, if a written note or paper money is identified in Domain 1 while apple or orange is identified in Domain 2. It is not possible or practical for us to put the written note or paper money to Domain 2 and the apple or orange to Domain 1. We do not have the ability to swap domains entities are identified. We do not have the ability to exchange or swap domains entities are identified. If an entity is identified in a domain, that entity stays in the domain it is identified. If we identify an entity in a domain, that entity stays in that domain. We cannot change that domain.

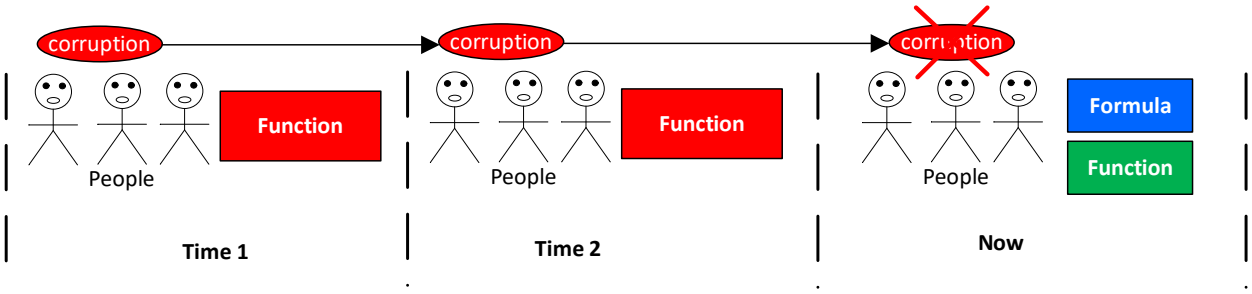
From article basis 437, we have learned and shown that the more written notes we issue or provided for exchange the more is our liability because at some point in time those notes are coming back to the originator. That makes sense because written notes are local entities. By understanding what we have just said, we can see that written notes must be redeemed for actual entities. This is why the more notes a person writes for exchange, the higher is that person liability.

444. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 441, we have learned and shown that while bogeymen look for weaknesses to extend corruption, however our understanding of the principle prevents that. To better understand what we have just said, it is always good to show that by using the philosophy inheritance chart.



From the model above, we can see that corruption is inherited from generations and carried over to other generations. At present time, which is Time Now, the formula is given where corruption is crossed out. As we can see from the model without the formula at Time 1 and at Time 2, the functions are corrupted, where at Time Now, the application of the formula enables the removal of corruption where the resulted function is executed positively.

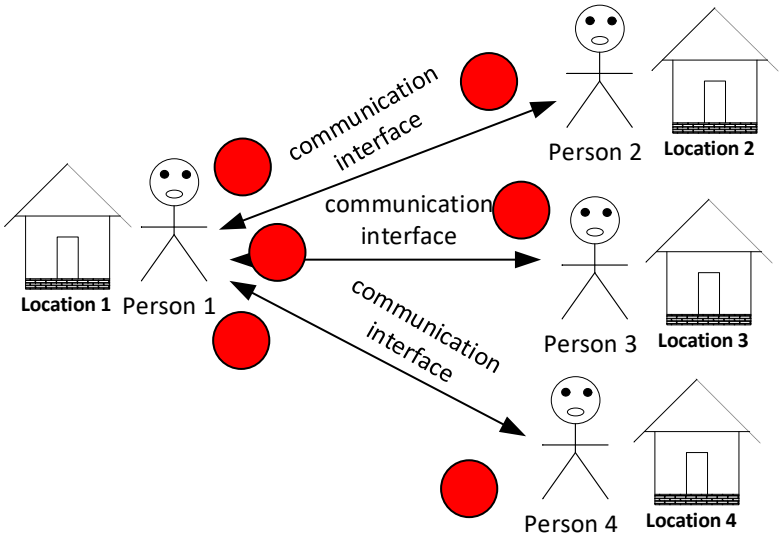
445. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

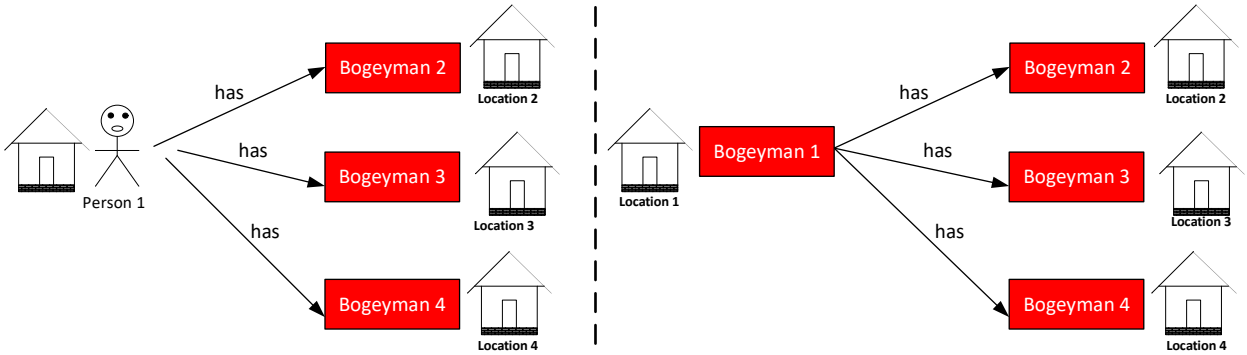
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve the problem. From article basis 441, we have learned and shown that bogeymen are looking for weaknesses in order to extend their corruption. By understanding the given formula, that prevents

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bogeymen from extending their corruption. In terms of function at location, to better understand what we have just said, let's take a look at this model.



From the model above, we have Person 1 at Location 1, Person 2 at Location 2, Person 3 at Location 3, and Person 4 at Location 4. From article basis 337, we have learned and shown that if Person 2 is a bogeyman of Person 1, then Person 1 is also a bogeyman of Person 2. From the model above, Person 1 has bogeymen at multiple locations such as Location 2, Location 3, and Location 4. Let's show that by this model.



From the model to the left, it shows that Person 1 has Bogeyman 2 at Location 2, Bogeyman 3 at Location 3 and Bogeyman 4 at Location 4. Which is basically what is shown to the right. As we can see here, since if you are my bogeyman, I am also your bogeyman. From the model, we can see that Person 1 has 3 bogeymen. As we can see here, since Person 1 has more bogeymen, then later Person 1 has more problems to solve than Person 2 or the others. Here is the way to look at it, I have my bogeymen at multiple

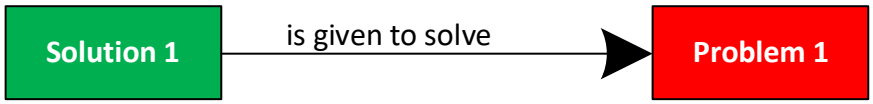
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locations. You are my bogeyman at your location, but I also have other bogeymen at other locations. All you need to do here is to verify that Person 1 has more problems to solve than the others. For example, if I have multiple bogeymen at multiple locations, then I have more problems to solve. Where a person who is my bogeyman at the other location has less problem to solve later than me. For example, I have 5 bogeymen at 5 locations. Where those bogeymen are only my bogeymen. Now, I have more problems to solve than them, because I have 5 and each has 1. All you need to do here is to use the given equation to verify that.

446. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 242, we have learned and shown that the solution of a problem is given to us in order to solve that problem. To better understand that let's take a look at this model.



From the model, we can see that the solution of a problem is given to solve that problem. Solution 1 is given to solve Problem 1. We can say that Solution 1 is naturally assigned to solve Problem 1. In this case, the solution function that is executed to substitute the problem by its solution is also given to solve that problem. From that, we can see the problem itself does not have choice to choose a solution besides the one that is assigned to solve it. For example, if Function 1 is executed to solve Problem 1, then Problem 1 does not have a choice to be solved by another function such as Function 2.

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447. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 74, we have learned and shown that if I got a free pass from you, your understanding started earlier than mine. From the same article basis, we have learned and shown that mother nature does not give free pass.

By understanding the above explanation, we can see that once a free pass is gone, it is gone forever. It will never be gotten back. That makes sense, since mother nature does not give free pass, so free pass does not exist naturally. In this case, if yesterday I got a free pass from you and today that free pass is no longer available. I have no complaints about that; I just get over it. Mother nature does not give free pass. Once it is gone, it is gone forever. Once it is gone, it will never come back. The only option is learning the formula.

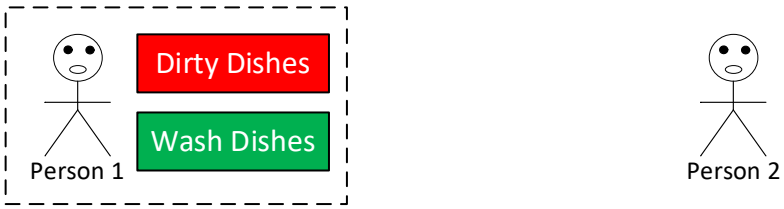
448. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 25, we have learned and shown that if a person is sitting down, mother nature identifies that entity as a person who is sitting down. As well as, if a person is washing dishes, mother nature identifies that entity as a person who is washing dishes. By understanding that, we can see when we misidentify things or entities and think otherwise, mother nature does not like that. In this case, we show no respect for mother nature. To better understand that let's take a look at this model.



From the model, Person 1 is identified with function Clean Dishes where Person 2 is identified with Function Fix Car. Because mother nature identifies both entities as they are identified, when we misidentify them, we simply show no respect for mother nature.

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Another way to look at it, let's assume that Person 1 is working and has a function to solve a problem, where Person 2 does not as shown by this model.

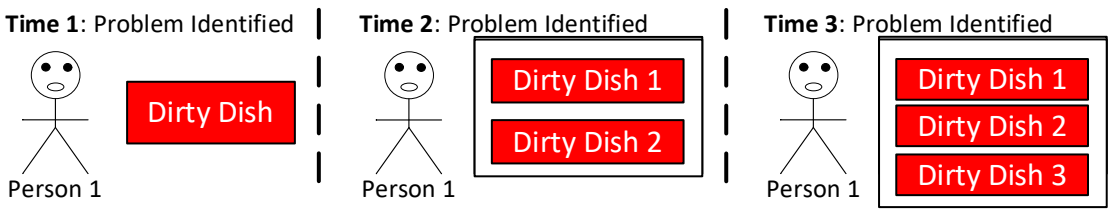


From the model we can see that the function to solve the problem belongs to Person 1 rather than Person 2. In this case, if we provide information and state the function to solve the problem belongs to Person 2 rather than Person 1, in this case we show no respect to mother nature, because mother nature identifies what is shown by the model. When we do that, we also show that we cannot identify entities properly.

449. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

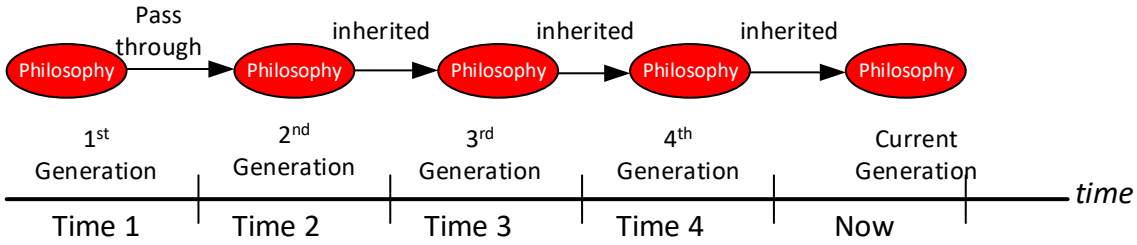
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 37 as well as 242, we have learned and shown that the solution of a problem is not me vs. you or one vs. another. At the time we have a problem, if we don't solve it immediately, it will spread as shown in article basis 439. In this case, we will have more work to do later. To better understand the explanation, let's take a look at this model.



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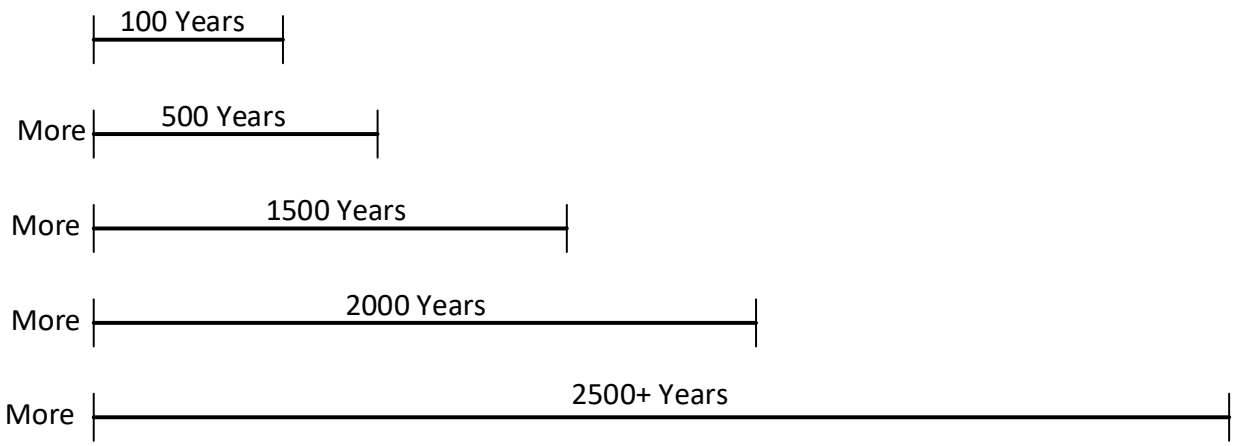
From the model above, we can see at Time 1, Person 1 has a problem to solve, but does not solve it. At Time 2, Person 1 has more problems to solve, so does at Time 3. Here all you need to do is to use the given equation to verify that if we don't solve a problem at the time we have it, it will spread. Another way to look at it, at Time 1, Person 1 has a problem to solve, but does not solve it. At Time 2 or later, Person 1 has more work to do.

450. **Understanding Inheritance and Mother Nature:** From multiple article bases including 75, we have learned and shown that negative ideas are inherited and passed from generation to generation. For example, negative ideas inherited and passed from many generations before us, where now we still inherited those ideas. It is always good to show that by this model.



From the model we can see that philosophies passed through from the first generation to the second generation. In other words, the second-generation inherited philosophies from the first generation. By understanding article basis 242, we can see that if the negative ideas were good or capable of helping us solve our problems, they would have worked from the past and there was no reason for the formula to be given to us. By looking at the overall process related to time or history, we can see that mother nature has given us enough time to try. For example, we can say to mother nature we need more time, then mother nature gives 100 years. And we repeat again with more and more time as shown by this model.

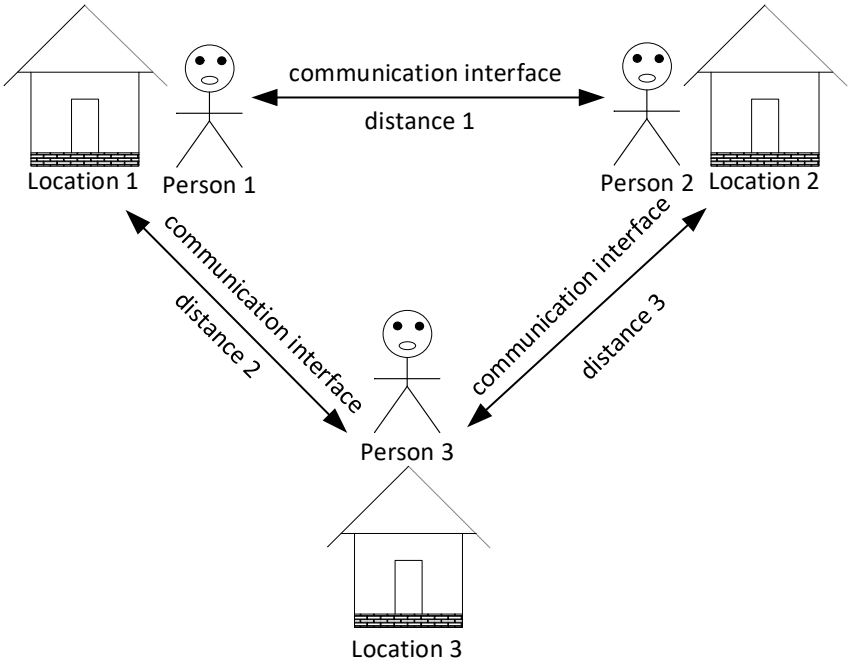
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From the time chart above, we can see that 100 years is viewed as a time segment. The way to look at it is, assuming that we are working on a project where we have no idea of what we are doing, and we still get it wrong. The resulting function is executed negatively. Every time we ask for more time to try to get it right, we still get it wrong. As we can see from above, the first-time segment is 100 years. We ask mother nature for more time, then we get 500 years, then we ask for more time again and we have 1500 years, 2000 years and 2500+ years. Now, can we ask for more time? If we look at the overall process, we can see that enough time was given to us. It is not possible now for mother nature to give us more time to try, because enough time has been given to us already. Now, we need to use the formula to solve our problems. All you need to do here is to verify that enough time has been given to us already and it is not possible for mother nature to give us more time to continue trying the negative philosophies. You can use the given equation to determine whether or not mother nature can give us more time.

451. **Understanding Mother Nature Related to Function at Location:** This is the same as saying that Understanding Mother Nature and Information: The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of function at location and communication, let's take a look at this model.

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From the model above, we identify the communication interface between the people as well as the distance between them. If we look at the communication interface as well as the communication itself, we can see that it makes sense to have function at location and function at location is natural to the system. For example, let's assume that Distance 1 is 2 meters while Distance 2 is 10 kilometers and Distance 3 is 20 kilometers. The distance between Person 1 and Person 2 is shorter, therefore the communication between Person 1 and Person 2 is replaced by mother nature as well as the distance. Therefore, we must have function at location.

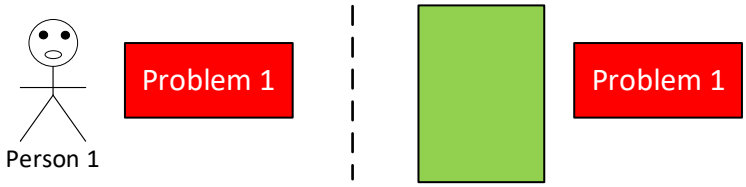
452. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entities available to us to help us solve our problems. From article basis 88, we have learned and shown that mother nature does not tag. Mother nature

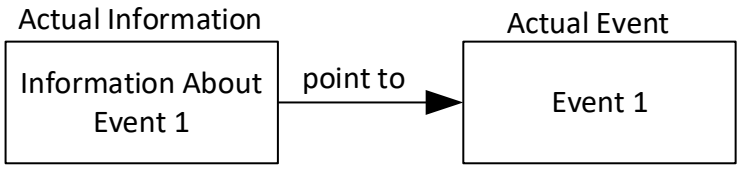
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only identifies people who understand and people who do not. From article basis number 1, we have learned and shown that we identify a problem and a person where we separate each entity. By hiding the person, the problem is what visible as shown below.



From the model, to the left we identify both the person and the problem, where to the right only the problem is identified. Since we cannot tag the person, the problem that needs to be solved cannot be tagged as well. The way to look at it, since mother nature does not tag people or its children, the solution given to us by mother nature to solve our problems does not have tags. In this case, if a given solution is assigned to solve a problem, that problem has no tag. The problem itself has no negative feeling inside. If you want to, you can use the given equation to show that a problem has no tag.

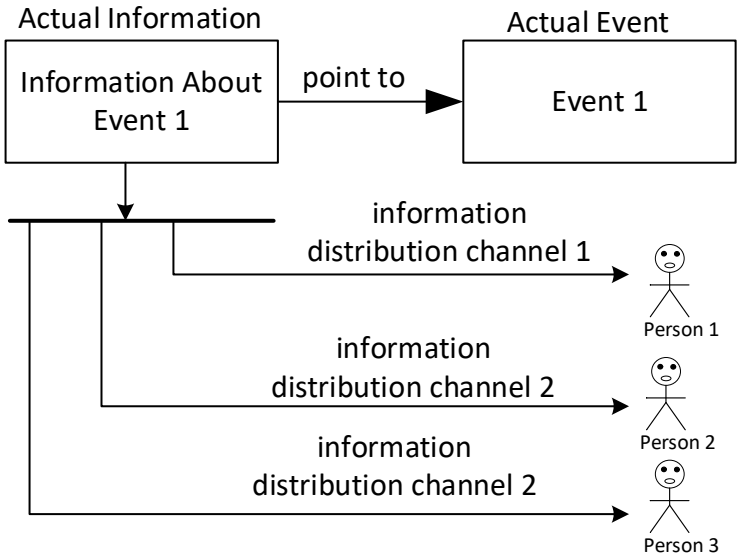
453. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 71, we have learned and shown that in terms of identifying information or events, mother nature is viewed as giant camera that is looking everywhere. In terms of information and events, let's take a look at this model that shows information about Event 1 points to Event 1.



From the model above, a person can provide Information about Event 1 to other people. Here, provides information is viewed as distributing information. In other words, the actual information identified can be distributed to people. In this case as shown by the model, we have a single event, but we have multiple people or information provider who

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can provide or distribute that information to other people. It is always good to show that by this model.



From the model above, we can see that we have multiple information distribution channels that connect to the information source. The information distribution channels identified can be television, radio, message board, direct communication of one person to another, and so forth. Here, information distribution channels are any entities that are used where information can flow from one to another. From the model, we can see that information about the event is unique to that event. The Information About Event 1 has a unique identifier to Event 1. From the model, we can see that we have single information source with multiple information distribution channels. What is important here, because of the uniqueness of the information to the event, disregard the quantity of the distribution channels available, that does not change the information about the event as well as the event. Disregard the number of the distribution channels, the event remains the same as well as the information about the event. From above, mother nature identifies both the event and the information about the event. The quantity of the distribution channels does not enable mother nature to make adjustment to its identification. In this case, we can see there is a singularity here in terms of information and event identification and we respect that.

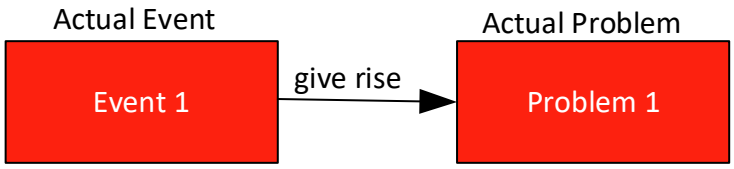
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454. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given not us as well as the entity available to us to help us solve the problem. From article basis 33, we have learned and shown that a natural function is not a problem and cannot be viewed as a problem. From article basis 318, we have learned and shown that if we identify a natural function as a problem, that is viewed as a problem misidentification because we do not have a function to substitute for a natural function. From both article bases, we can see that we can identify problems based on manmade events rather than misidentifying them as natural functions.

To better understand the explanation above, let's assume that at Time 1, Event 1 occurred, where at Time 1 or later we identify Problem 1 from Event 1. We can look at it like this, where Event 1 gives rise to Problem 1 as shown by this model.



Now, at Time 2, we use the given equation to solve Problem 1. As we can see, whenever an event occurred or historical events that give rise to problems. We identify the problems from the events and use the given equation to solve the problems.

By understanding the explanation, we can see that problems misidentified from events resulted to no solution, which is simply problem expandability and multiplication. Let's assume that at Time 1, Event 1 occurred and gave rise to Problem 1, where Problem 1 is misidentified. In this case, we have Problem 1 misidentification, where the solution of Problem 1 by using mistaken equation.

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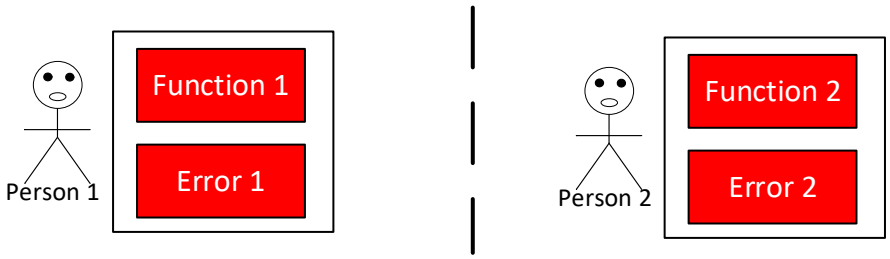
$$-Available-Given=-Solution$$

Because of the problem misidentification, we try to solve the problem by misidentification of function at location, misunderstanding function at location, misuse of resources, and so forth. So, by misidentifying a problem from an event, we simply expand that problem.

455. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of solving problems, as we have learned and shown in article basis 156, if error is committed by a person, then that person can make the functional adjustment to make the correction. In terms of error correction, we can look at functional adjustment based on what's on me and what's not on me. I can adjust my function and make adjustment to my function by regarding and taking what's on me into consideration. To better understand that let's take a look at this model.



From the model, we can see that Error 1 enables Function 1 to execute negatively where Error 2 enables Function 2 to execute negatively. Function 1 belongs to Person 1 and Function 2 belongs to Person 2. In this case, Person 1 can make adjustment to Function

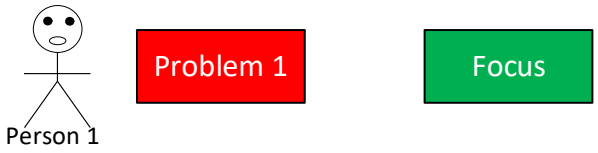
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1 by correcting Error 1 in regard to what's on Person 1, where Person 2 can make adjustment to Function 2 by correcting Error 2 based on what's on Person 2. By using the given equation, we can see that effort of Person 1 enables the correction of Error 1 where effort of Person 2 enables the correction of Error 2. Of course, both of them can provide feedback to each other.

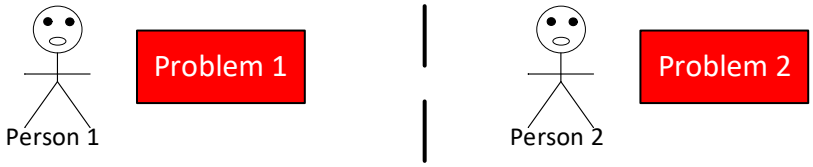
456. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us, as well as the entity available to us to help us solve the problem. As we have learned from multiple article bases, to solve a problem, we identify the problem where we don't go one vs. another because that will not help us solve the problem. As we have learned and shown in article basis 70, function at location enables us to focus on the problem we are solving at our location. In terms of focus on problems, let's take a look at this model.

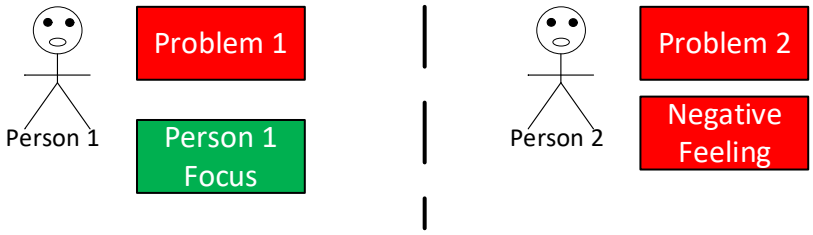


From the model, Person 1 has Problem 1 to solve where Problem 1 is Bad Water Heater. Let's assume that Person 1 is me, then I can focus on solving Problem 1 because I am only thinking about the problem I am solving. Now, let's assume both Person 1 and Person 2 have problems to solve as shown by this model.



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From the model, Person 2 has Problem 2 to solve, but also thinks negative about Person 1. In this case we have the following model.



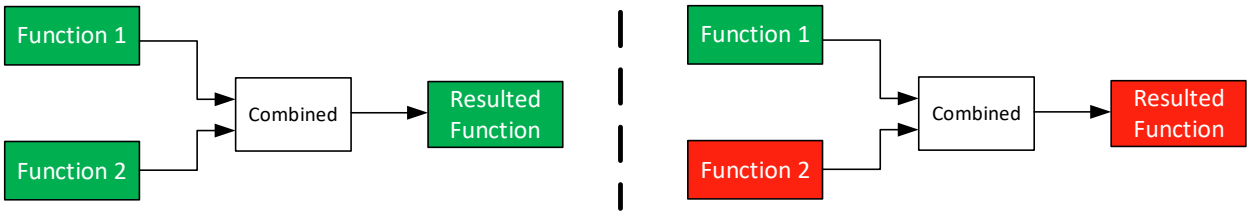
From the model, the negative feeling of Person 2 for Person 1 enables Person 2 not to focus on solving the problem. Person 2's mind is not as clear as Person 1's mind to solve the problem. From the model, we can see that the negative feeling enables Person 2 to have more to think about than Person 1. For example, Person 1 can think about a single entity while Person 2 thinks about 2 entities. In this case, Person 2 has more in his/her mind than Person 1. By understanding the overall explanation, we can see that the focus entity is viewed as an entity that is available to us that enables us to solve our problems. In this case, the focus entity which is an entity available to us can be put on the given equation which results to the solution of a problem.

457. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to help us solve the problem. From article 394, we have learned and shown that it is possible to combine multiple functions to solve a problem. In terms of combined functions, the resulting function depends on the input functions. To better understand what we have just said, let's take a look at this model.

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As shown from the model above, Function 1 is combined with Function 2, the resulting function depending on how Function 1 and Function 2 are executed. If Function 1 is green and Function 2 is green, then the resulting function is green. However, if one or more of the input functions are negative, then the resulting function is negative. In this case, the people who execute the functions must understand the project in order for the resulting function to execute positively as we have learned and shown in article basis 156. To enable the resulting function to execute positively, we focus on the understanding and the application of the formula by the people who are working on the project. In this case, feedback can be taken into consideration.

458. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

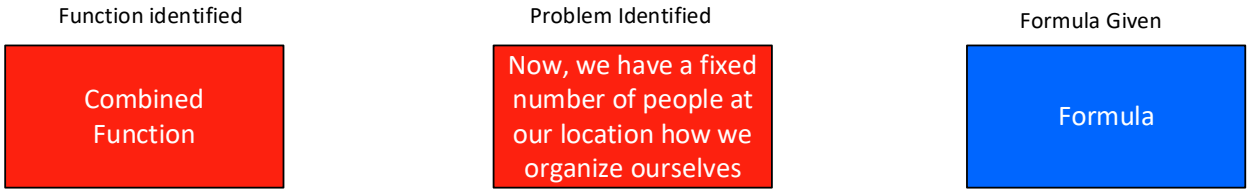
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have learned and shown that we combine multiple functions to solve a problem. Let's assume that before we are aware of the formula, we have combined multiple functions. In other words, before the formula is put on the table, we have combined multiple functions. It is always good to look at it this way, before the formula is put on the table, what part of operation is right. All that we need to do before the formula is put on the table is to identify the problem we try to solve. Let's assume before the formula is put on the table, we have combined multiple functions, but we misunderstood or misidentified the problem we tried to solve. Before the formula is put

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on the table, we have a combined function, but we misunderstood or misidentified the problem we try to solve. Now, after the formula is put on the table, we need to identify the problem, we try to solve before the formula is put on the table. To better understand that let's take a look of this model.



From the model above, let's assume that at Time 1, we have combined 2 or more functions, but we are not aware of the formula and misidentify the problem we try to solve. Now, at Time 2, we have the formula, we need to go back and identify the problem at Time 1. What do we mean by that? At Time 2, we look at the combined function we have at Time 1 and identify the problem that needs to be solved by the combined function. Disregard if at Time 2 the functions are still combined or no longer combined. What is important here is that at Time 1, we need to identify the problem correctly which is *Now, we have a fixed number of people at our location, how do we organize ourselves. Now, we have a fixed number of people in our project, how do we organize ourselves*. Now, at Time 2, if the functions are still combined, we still need to identify the problem correctly as shown by this model.



From the model above, we have the formula on the table, then we can use it to organize the combined functions. From the model, we have identified the problem properly. What is important here, let's assume that the functions are no longer combined, since we have the formula now, we need to identify the problem properly and still work with the understanding of the formula. To better understand that let's take a look at the following example. Let's assume that at Time 1, we combine Function 1 and Function 2, since we

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have no formula and we have misidentified the problem we try to solve, at Time 2, we uncombined the functions. Now, at Time 3, we have the formula. In this case, we need to go back at Time 2 to identify the problem we try to solve and take the understanding of the formula into consideration. The reason for that, because disregard combined function, we still have the same problem to solve. For example, if Function 1 is combined with Function 2 to form Function 12, then the problem we need to solve is that: *Now, we have a fixed number of people at our location or project, how do we organize ourselves*. If Function 1 is not combined with Function 2, then for each function or project or location, we still have the same problem: *Now, we are a fixed number of people at our project or location, how do we organize ourselves*. In both cases, we need to use the formula in order to organize ourselves. In both cases, the people who work on the functions must understand the formula to solve the underlined problem. It does not matter if the functions are combined or not, at any time, the people must learn and understand the formula in order to solve the problem.

459. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

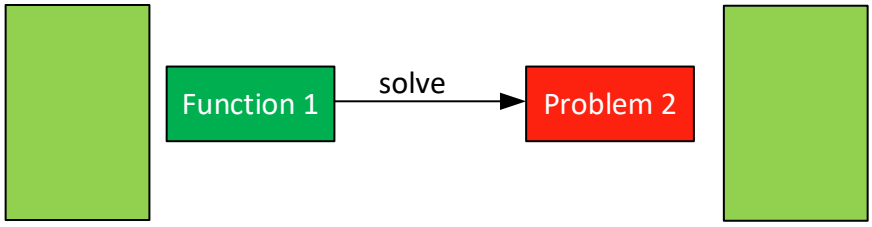
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 167 and 329, we have learned and show that to solve a problem, we go after the problem, not after the person or people and we have also learned and shown that the function to solve a problem is identified after the problem is identified. In terms of going after the problem, not the person or people, let's take a look at this model.



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From the model, Person 2 has a problem to solve where Person 1 provides a function to solve the problem. From the model, we can see that Person 1 has a function to solve the problem, but does not have a function to go after Person 2. It is always good to show that by this model by hiding the people.



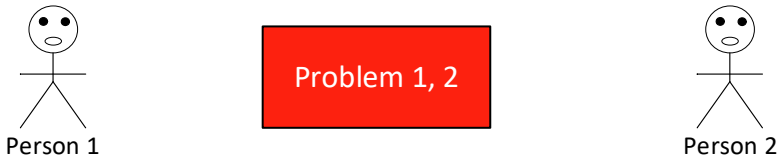
From the model, we can see that the reason Person 1 cannot go after Person 2, because the function provided by Person 1 is to solve Problem 2. Person 1 does not have a function to go after Person 2 or to solve Person 2. Person 2 is not identified as the problem and cannot be solved. Problem 2 is what is identified and what can be solved by Function 1. Function 1 cannot be solved Person 2. In this case, we can see that if Person 1 goes after Person 2, that does not solve the problem, that adds more weight to Person 1 and enables Person 1 not to focus to solve the problem.

460. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

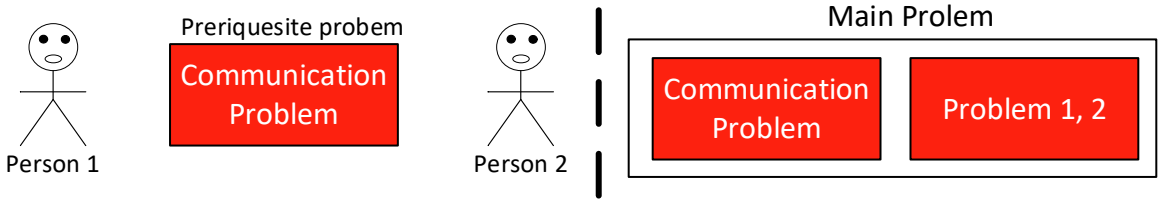
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 15, we have learned and shown that if a problem requires prerequisites, the prerequisites must be met first before solving the problem. If a problem has a prerequisite, to solve that problem, the prerequisite must be solved first. To better understand that let's take a look at this model.

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From the model, Person 1 and Person 2 have Problem 1, 2 to solve, since Person 1 and Person 2 must communicate in order to solve the problem. In this case, communication is viewed as prerequisite in order for Person 1 and Person 2 to solve Problem 1, 2. Here, let's show the prerequisite problem by this model.



From the model, we show the prerequisite problem to the left, where to the right we show the main problem or combined problem. The combined problem includes the prerequisite problem and the actual problem that needs to be solved. In this case, the prerequisite problem must be solved first, before the actual problem is solved. Both Person 1 and Person 2 must work together to solve the communication problem, before solving Problem 1, 2.

461. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

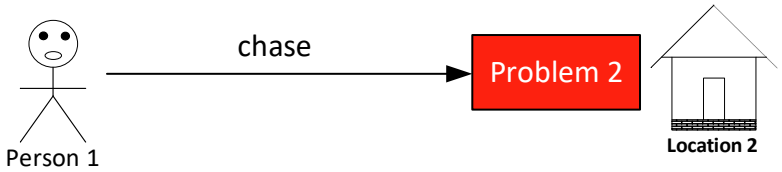
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 459, we have learned and shown that we do not have a function to go after a person to solve that person but have a function to go after a problem and solve that problem. In other words, we do not have a function to substitute for a person but have a function to

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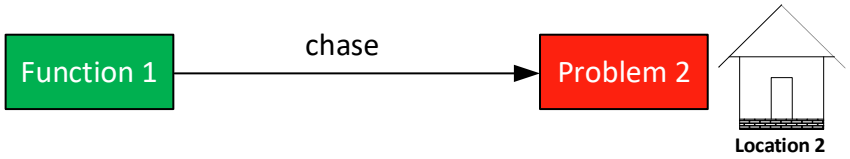
substitute a problem by its solution. To better understand the explanation, let's take a look at this model.



From the model, Person 2 at Location 2 has Problem 2 to solve, where Person 1 provides Function 1 to solve Problem 2. To solve Problem 2, Person 1 chases Problem 2 at the location where Problem 2 is identified as shown by this model.



From the mode, we can see that Person 1 does not chase Person 2 or another entity, but the problem. What is important here, chasing another entity or another person does not help Person 1 solves the problem. Person 1 does not have a function to chase another entity, but the problem. It is always good to show that by this model.



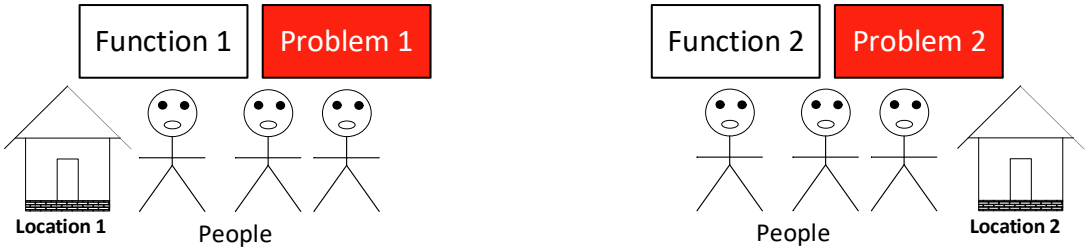
From the model, we can see that Function 1 chases Problem 2 at Location 2 to solve it. Function 1 is not capable of chasing a person such as Person 2 and solving him/her, because Person 2 is not viewed as a problem. To better understand that let's take it like this. A salesperson goes house to house to make sales or collect problems signs and replace them with solution signs. A mechanic chases a bad starter problem and replaces it with a good starter. As we can see here, both the salesperson and the mechanic do not have functions to chase or go after people to solve them but go after problems to solve them. With that, before the problems are identified where after their substitutions by their solutions are identified.

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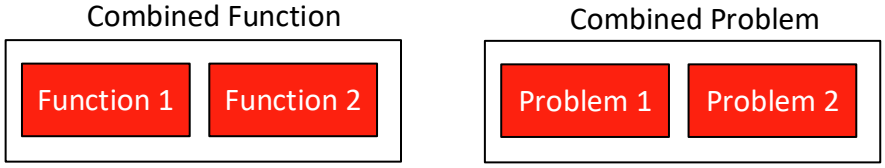
462. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 457 and 458, we have learned and shown that multiple functions can be combined to solve a problem. If we combine multiple functions to solve a problem, we must identify the problem correctly. If we misidentify the problem, it does not matter whether or not we combine the functions, but the problem remains unsolved. In terms of function at location, if we combine 2 functions, the problem we need to solve is: *Now, we are a fixed number of people at our locations, how do we organize ourselves. Now, we have a fixed number of people in our application, how do we organize ourselves*. It does not matter if multiple functions are combined, we still need to solve this problem. To better understand the overall explanation, let's take a look at the following model.



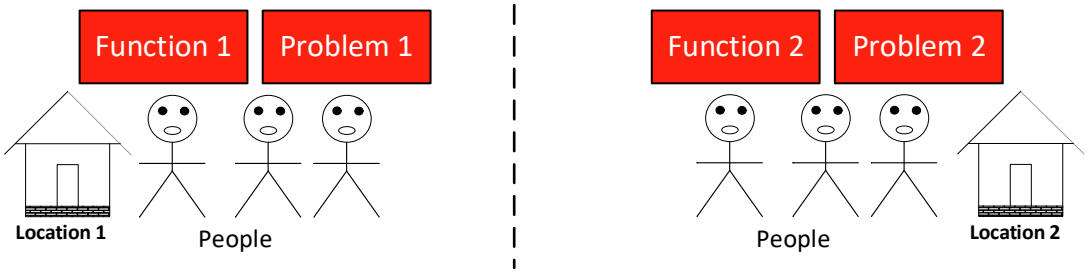
From the model above, we have people at Location 1 and people at Location 2. Let's assume that at Time 1, we combine the 2 functions as shown by this model.



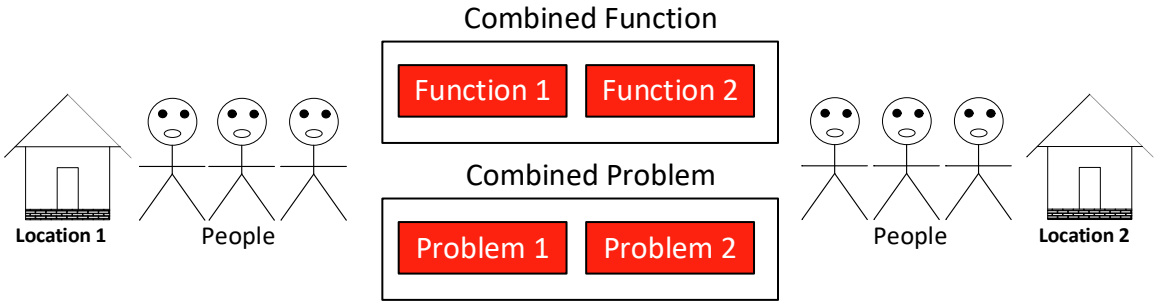
At Time 1, we combined the 2 functions, because we have no formula to work with, then the functions are not executed positively to solve the underlined problem. The way to look at it, before the functions are combined, they are not executed positively as well as

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after the functions are combined. Let's assume that at time 2, we uncombined the functions as shown by this model.



What is important here, the same problem we need to solve before the functions were combined is the same problem we need to solve when the functions are combined and the same problem we need to solve after uncombined the functions. To better understand the explanation, let's take a look at this example. Before the functions are combined, mother nature says no free pass or stealing and no bogeymen. In this case, before the functions are combined, we still apply what mother nature says. After the functions are combined, we still do so and if the functions are uncombined, we still apply what mother nature says. Let's assume that at Time 1, we have a combined function as shown below.



At Time 1, we have the combined functions as shown by the model above. Since we don't have any formula to work with, we simply misidentify the problem we need to solve. Let's assume that we uncombined the functions at Time 2 and after that, people from other locations are coming to steal, in this case, we still have problems to solve. Before the formula is put on the table, what part of operation is wrong. In this case, the stealing part is wrong. By uncombined the functions, that does not give the opportunity to steal. By combining the functions also, that does not give the opportunity to steal.

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Let's assume that after the functions are uncombined, that gives bogeymen opportunity to have bogeymen at both locations. In other words, from article basis 444, we have learned and shown that bogeymen are looking for weakness in order to extend their corruptions. We have bogeymen at both locations that develop a lot of problems. In this case, it does not matter whether the functions are combined or not, we still have a problem to solve.

By understanding both paragraphs above, it does not matter whether or not the functions are combined, we still have a problem to solve. For example, we have a bogeymen problem to solve if the functions are uncombined as well as if the functions are combined. All you need to do here is to use the given equation to solve the problem. The way to look at it, before the formula is put on the table, what part of the operation is right. In this case, let's assume that we have 2 functions combined, but we did not steal from each other. That part of the operation is right. At a later time, the functions are uncombined, where outsiders are stealing from one or both locations. That part is wrong, now you need to use the given equation to solve that problem. It does not matter if the functions are still combined or not or whether you have a combined function or not.

Continue from above, before the formula is put on the table, what part of operation is right. Let's assume that before the formula is put on the table, we have 2 functions combined, where we did not have bogeymen that cause problems at both locations, because we were watching for bogeymen. After we uncombined the functions, we have bogeymen—outside entities—at both locations that cause problems. Now, we have the formula given to us. All you need to do here is to use the given equation to solve this problem. It does not matter if the functions are still combined or not or whether you have combined functions or no combined functions. All you need to do here is to use the given equation to solve that problem.

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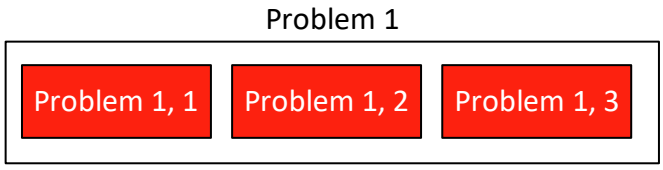
463. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 449, we have learned and shown that at specific time a problem is identified, if we don't solve it at that time and wait for a later time, then we will have more problems to solve or have more work to do. To better understand that, let's assume that at Time 1, Problem 1 is identified, then we use the given equation to solve Problem 1 by replacing Problem 1 by its solution in the form of:

$$\cancel{Problem\ 1} = Solution\ 1$$

If we do not solve Problem 1 at Time 1, then at Time 2 we have more problems to solve a shown by this model.



Now, we use the given equation to solve Problem 1, where the solution is given as:

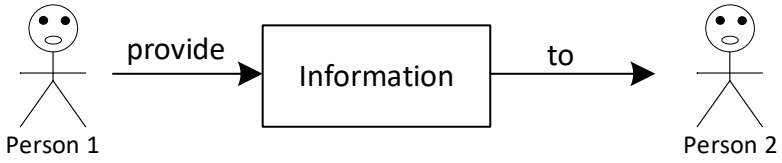
$$\cancel{Problem\ 1,1} = Solution\ 1,1$$
$$\cancel{Problem\ 1,2} = Solution\ 1,2$$
$$\cancel{Problem\ 1,3} = Solution\ 1,3$$

What is important here is that it is not possible for us to say that a function is executed at Time 1 and executed better at Time 2 until we solve the problem. As well as, we cannot

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say that the function executed at Time 2 is executed better than at Time 1 until we solve the problem.

464. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 346, we have learned and shown that in order to have a good understanding of information, we must also understand separation of entities. From that, we can see that information requires separation and identification of entities. Without separation and identification of entities, there is no information. To better understand that let's take a look at this model.



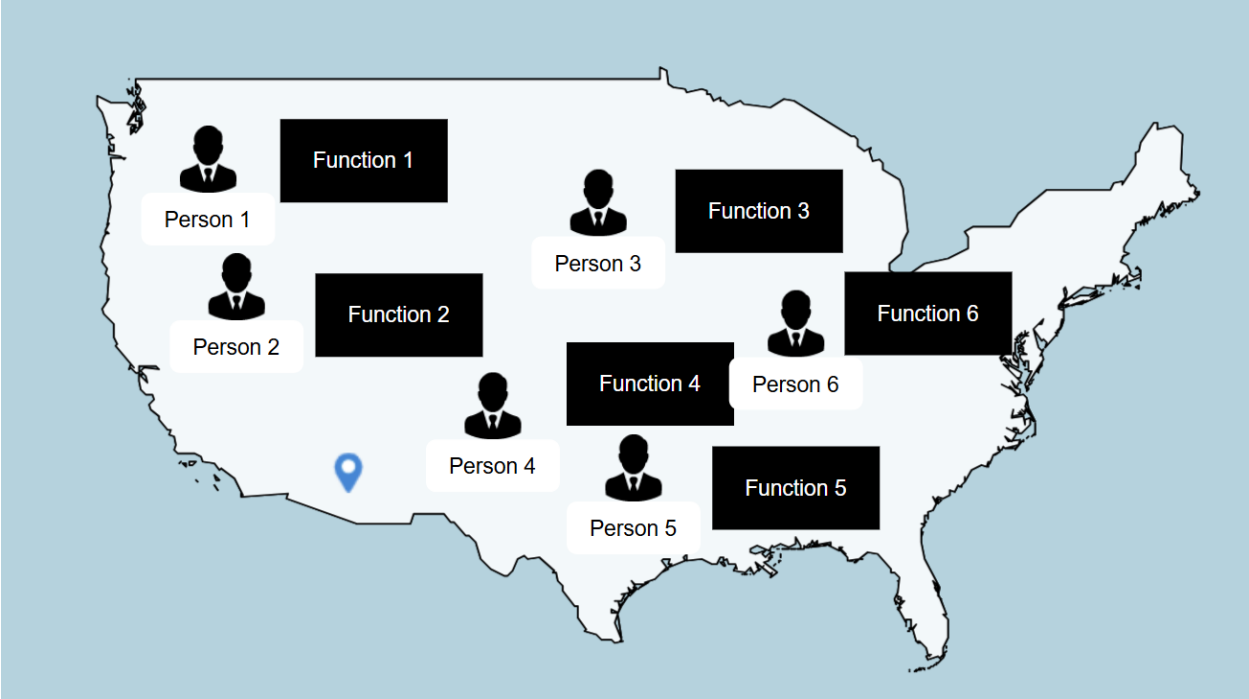
From the model, in order for Person 1 to provide information to Person 2 effectively, Person 1 must be able to identify and separate entities properly. Without that, Person 1 will simply misinform Person 2. As an example, *while I am walking at the trail, I observe multiple doves flying from one direction to another direction*. *Among them, one of the doves stopped at a tree*. In terms of separation of entities, we can see that we can separate the one that stops at the tree as well as the other ones.

465. **Understanding Function at Location and Function Contribution:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, people at specific locations use the formula to solve problems at their respective locations. As an example, let's take a look at this map.

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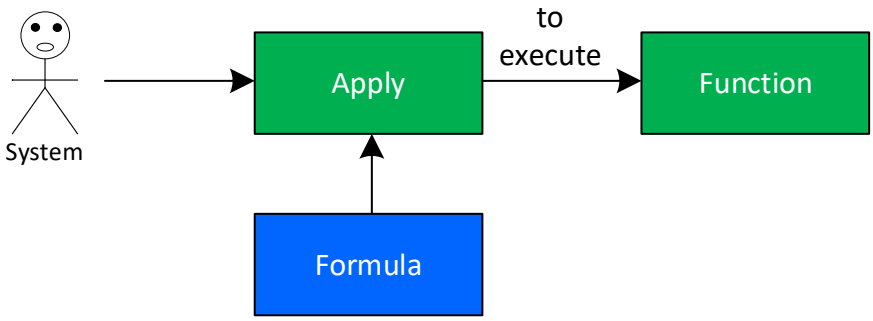


As we can see from the map, at our location we have Person 1 to Person 6 and Function 1 to Function 6, where Function 1 belongs to Person 1, Function 2 belongs to Person 2, Function 3 belongs to Person 3 and so forth. Because Person 1 must contribute, Person 1 is concerned about his/her function which is Function 1 at his/her location USA, rather than Function 2 which belongs to Person 2 as contribution of Person 1. In other words, Person 1 cares about his/her contribution to the overall function at location USA, rather than functions of other people to be contribution of Person 1. Another way to put it, at our location, I care about my function, which is my contribution. You care about your function, which is your contribution. Together, I contribute, you contribute; both of us contribute to the overall function which enables functions at our location to execute positively.

466. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 242, we have learned and shown that the solutions of our problems are given to us by our parent. While we can develop problems, however we cannot make our own solutions. The solutions of problems that we develop have to

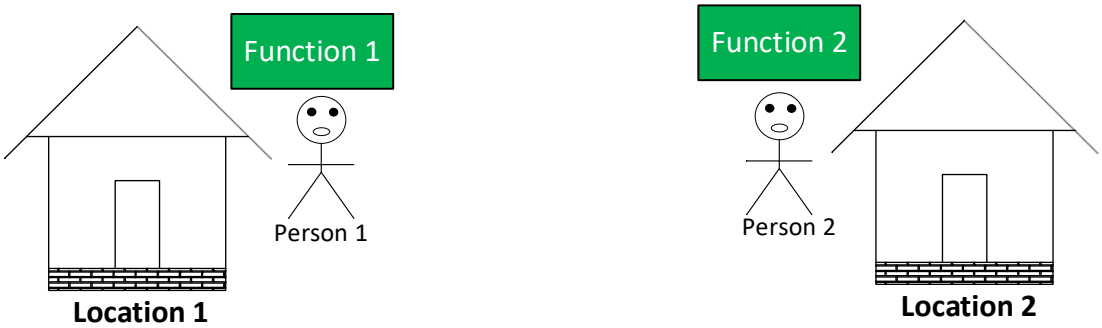
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be given to us by our parent. By understanding the overall explanation as well as the model shown in article basis 242, we can see that the solutions of our problems require a basis which is viewed as a given entity. To better understand that let's take a look at this model.



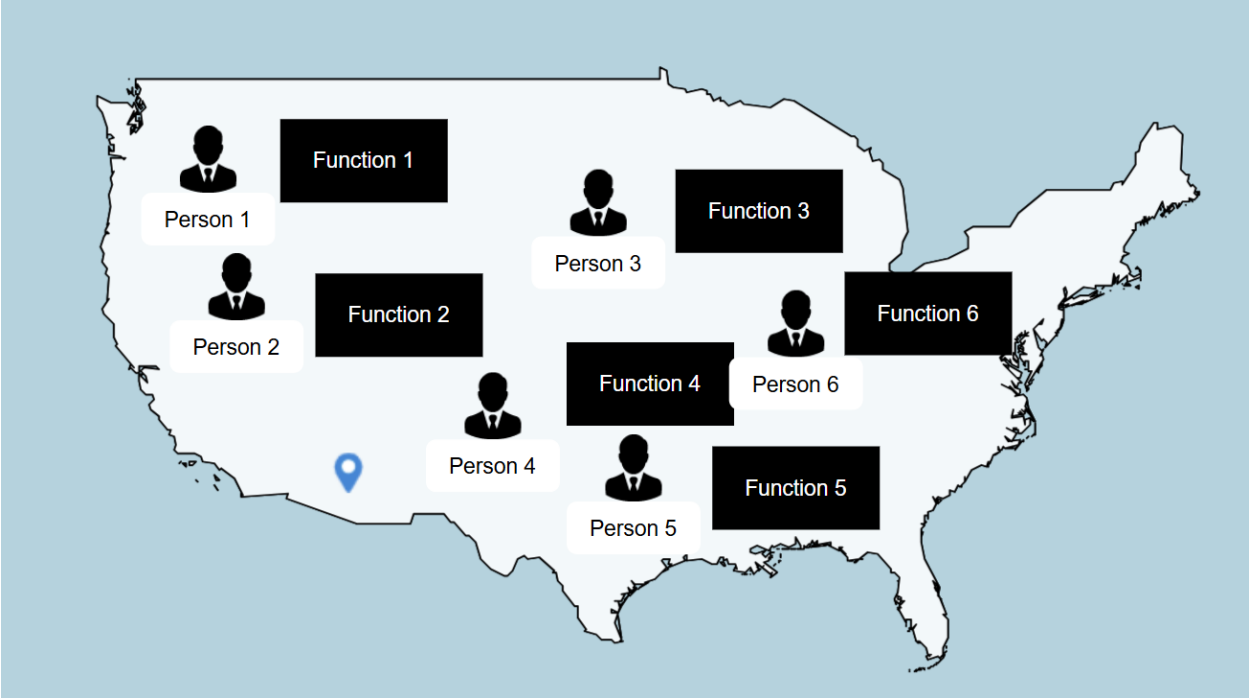
From the model, the function executed is what enables the problem to be replaced by its solution. In order for that to happen, the function that enables the substitution of the problem by its solution or the solution must have a basis. By understanding that and the model, we can see it is not possible for us—the system—to make our own basis. A basis is a natural entity that is given to us. We can only point to a basis, but we cannot make our own basis. In other words, we can only point to the basis that is given to us, but we cannot make our own basis. If you want to, you can use the given equation to verify that.

467. **Understanding Function at Location and Reason Existence of a Person:** From article basis 356, we have learned and shown that a person exists to live. In terms of people identified at location, let's take a look at this model.



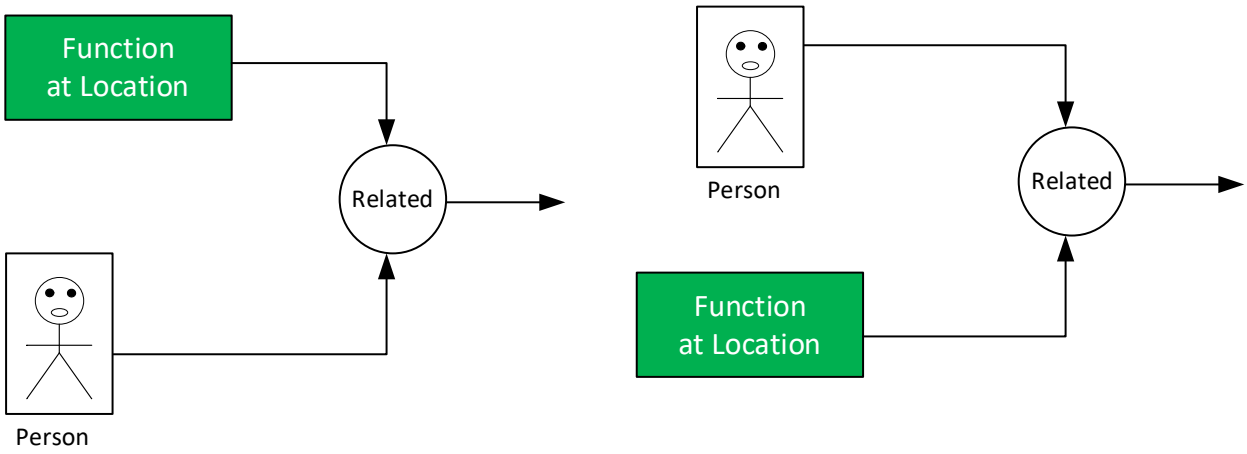
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From the model above, we can see that a person exists at a location, a person is identified at a location. A person exists or identifies at a location to execute functions to enable his/her functionality. From the model, Person 1 exists at Location 1 to execute Function 1 to enable the functionality of Person 1, while Person 2 exists at Location 2 to execute Function 2 to enable the functionality of Person 2. This is the same as shown by this map.

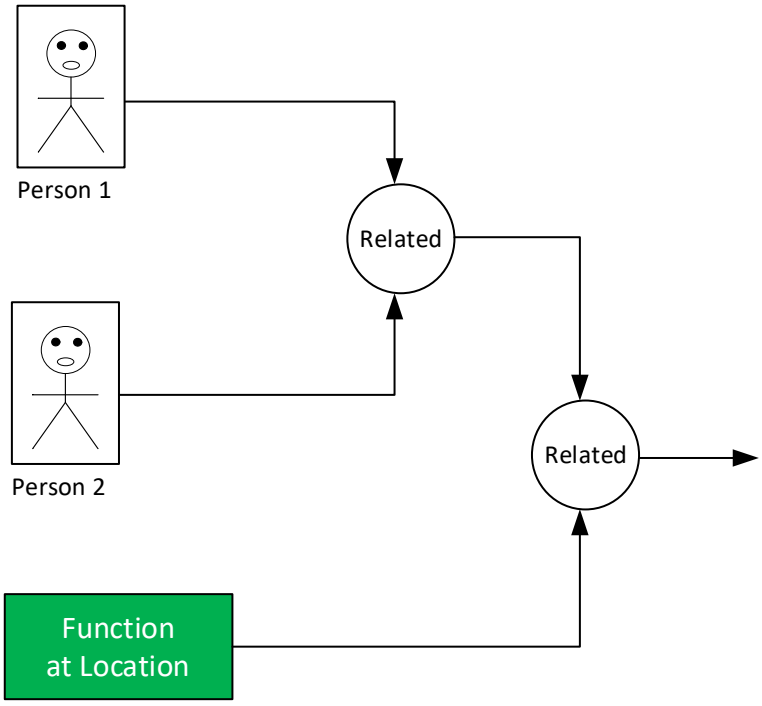


At our location—USA—Person 1, Person 2, Person 3 and so forth exists to execute Function 1, Function 2, Function 3 and so forth to enable their functionalities. In this case, each person identified can ask question: Why do I exist at my location? The answer is, to execute functions to enable my functionality. Why do I exist at my location? To execute function to enable the functionality of life at my location. Why do we exist at our locations? To execute functions to enable the functional of life at our location. With that, we can see the is a relationship between us and function at location as shown by this model.

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From the model, we can see that a person is identified at his/her location, there is a relationship between that person and function at location. For example, from the map above, Person 1 is related to Function at Location, as well as Person 2 is related to function at location. Since both persons exist at the same location, then all of them are related to each other with function at location as shown by this model.



From the model above, we can see that relationship enables people who are identified at a location to execute functions to enable the functionality of life at the location where they are identified.

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468. **Understanding Mother Nature and Given Entities:** From article bases 212 and 215, we have learned and shown that everything given to us by mother nature requires our effort. Anything given to us by mother nature requires effort from us individually. To better understand that let's show a list.

- Mother nature provides us with The Given Set, then effort is required from us to identify it and use it.

- Mother nature provides us with both The Given Set and The Given Solution, effort is required from us to identify both items given to us by mother nature. For example, if mother nature gives us 2 entities, we must identify both entities and we must identify them properly. Doing so requires effort from us.

- Mother nature gives us the solutions for our problems; we must be able to identify the solutions given to us and use them to solve our problems which require efforts from us.

- Mother nature gives us a map; we must be able to identify it and use it which is required effort from us.

- Mother nature gives us formulas that enable us to reduce complexity in what we do, we must be able to identify the formulas and use them which require effort from us.

- Mother nature gives us multiple models which help us to understand both the physical system and the functional system, we must be able to identify those models and use them which require efforts from us.

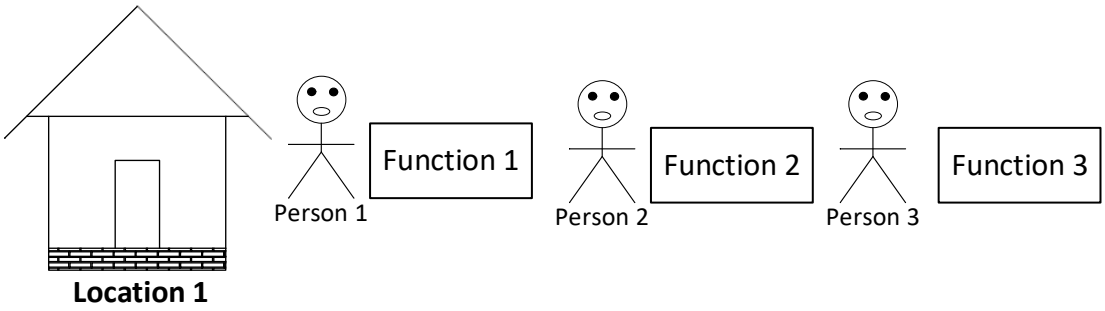
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As we can see here, everything given to us by mother nature requires efforts from us individually. Mother nature does not give free pass on anything; efforts are always required from us individually.

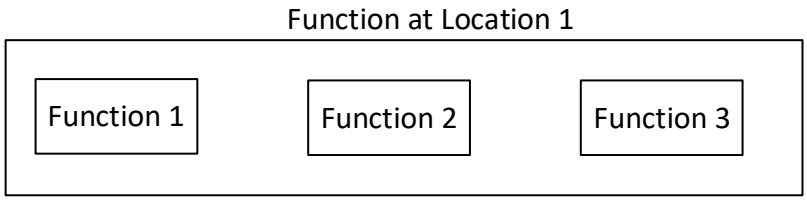
469. **Understanding Function at Location and Single Function:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, function at location is not compatible with single function and it is not a single function fixes all or solves all. Function at location takes function of everybody or contribution of everybody into consideration. To better understand that let's take a look at this model.

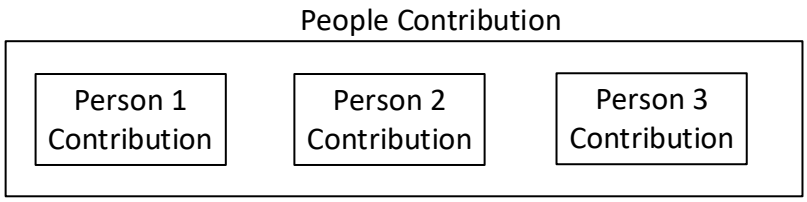


From the model above, we can see that at Location 1, we have the following functions

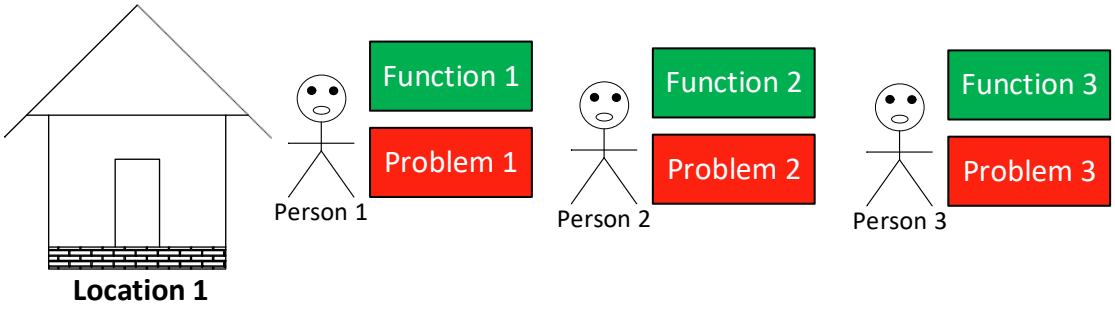


Which is viewed as a contribution of all the people as shown

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In terms of problem solving, we have the following model



From the model above, we can see that the function of Person 1 at Location 1 when executed does not automatically solve Problem 2 and Problem 3, because Problem 2 is solved by Function 2 and Problem 3 is solved by Function 3. As we can see here, function at location takes function of everybody at the location into consideration in order to solve the identified problems, rather than a single function of a person at that location to solve the problems. Function at location takes the contribution of everybody at that location into consideration rather than a single person's contribution at that location.

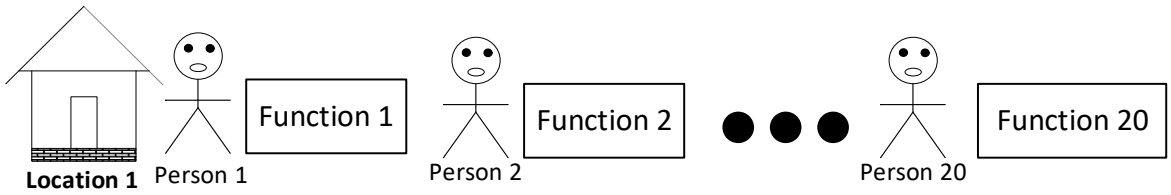
470. **Understanding Averaging and Function at Location:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to help us solve the problem. In terms of function at location, from the article basis above, we have learned and shown that function at location takes the contribution of everybody into consideration at the locations where they are identified. Because function at location takes contribution of everybody into

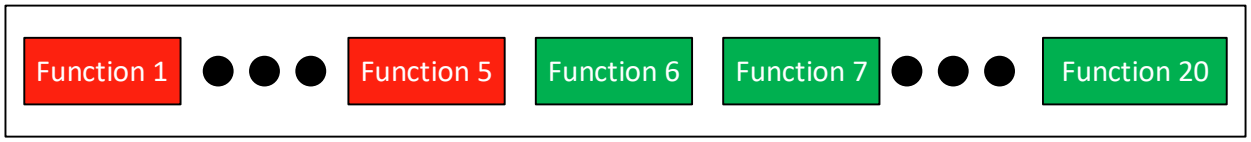
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consideration at that location, the performance of function at location is better when everybody is contributing. Because function at location takes the function of everybody into consideration, the performance of function at location is better when everybody is contributing to his/her function. To better understand that let's take a look at this model.



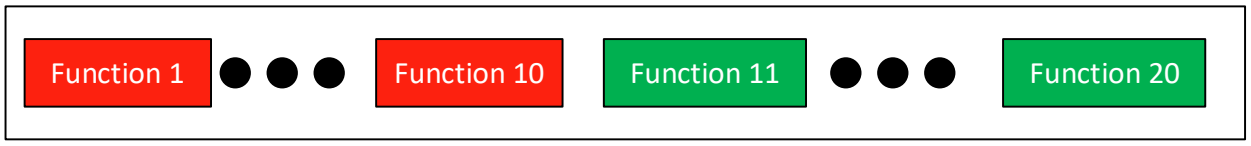
From the model, we have 20 people at Location 1 where each of them has his/her own function. In terms of function performance and contribution, let's assume that we have the following scenario where Function 1 to Function 5 are executed negatively and Function 6 to Function 20 are executed positively as shown below.

Function at Location 1



From the model above, we have Function 1 to Function 5 are red and Function 6 to Function 20 are green. Now, let's show another model where Function 1 to Function 10 are executed negatively and Function 11 to Function 20 are executed positively.

Function at Location 1



From the model above, Function 1 to Function 10 are red where Function 11 to Function 20 are green. Because function at location takes averaging into consideration, the first case is better than the second case. In other words, because function at location takes averaging into consideration, if we have 20 people working and 3 of them execute their functions negatively while the remaining execute their functions positively, it is better than if we have 10 executes their functions negatively and the other 10 execute their functions positively. The way to look at it, the overall function performs better if

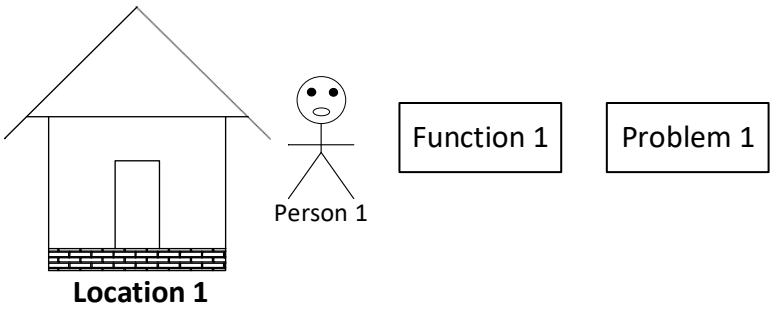
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everybody is contributing. The more people contribute, the better the performance of the overall function. If related to time less people contribute, then the performance of the overall function will decline where if more people are contributing, then the performance of the overall function will increase.

471. **Understanding Function at Location and Dirty Work:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

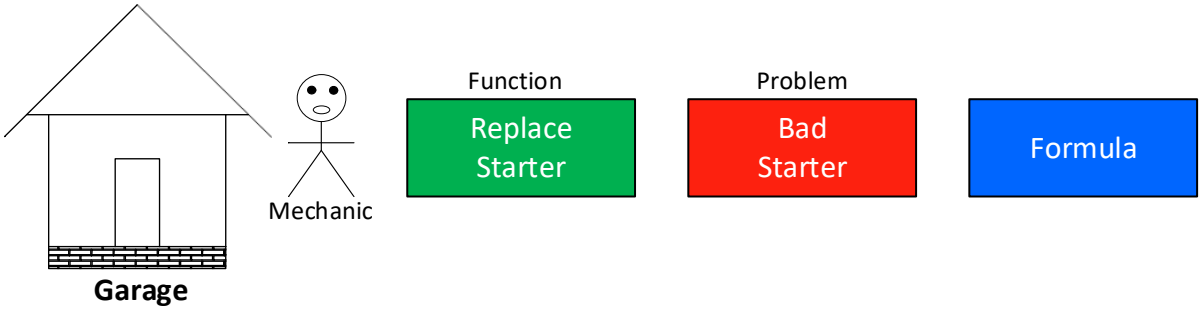
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, function at location enables us to solve a problem where it is identified. Without that, it may be possible to result in dirty work. For example, function at location enables a person to solve a problem at his/her location where that function belongs to that person. By disregarding function at location, it may be possible for a person to rely on someone else's negative function or a bad action as a claim to solve a problem which is viewed as dirty work. The bad action may be triggered by others. To better understand that let's take a look at this model.



From the model, because Person 1 disregards function at location, Person 1 may rely on other people to execute the function to solve the problem. This is dirty work and simply develops more problems. With Function at Location, Problem 1 is solved by Person 1 at

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Location 1, because Function 1 belongs to Person 1. To better understand that let's take a look at this model.



The replace starter function belongs to the mechanic at the garage where the mechanic is working. By disregarding that function, if another function tries to be executed as a claim to replace the bad starter or solve that problem, it is viewed as dirty work. To better understand actual function and dirty work, we can look at it like this. Actual functions are natural, where dirty works are not. For example, exchange is an actual function while stealing is dirty work.

472. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 101, we have learned and shown that mother nature does not give free pass, and free pass is not considered an entity available to us to help us solve our problems. In this case, we can see that going after each other or going against each other for a free pass simply shows misidentification of a problem. For example, if we have a problem to solve, we use the given equation to solve it. Because free pass cannot help us solve our problems, if we had a free pass before, we simply acknowledge that and use the formula to solve our problems. We don't go after each other for free pass.

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473. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. By using the given equation to replace a problem with its solution, the problem no longer exists because it is replaced by its solution. In this case, if a problem is solved now, that problem will no longer reappear later. If now, we substitute a problem by its solution, later the solution of that problem will still hold. If not, we did not solve the problem.

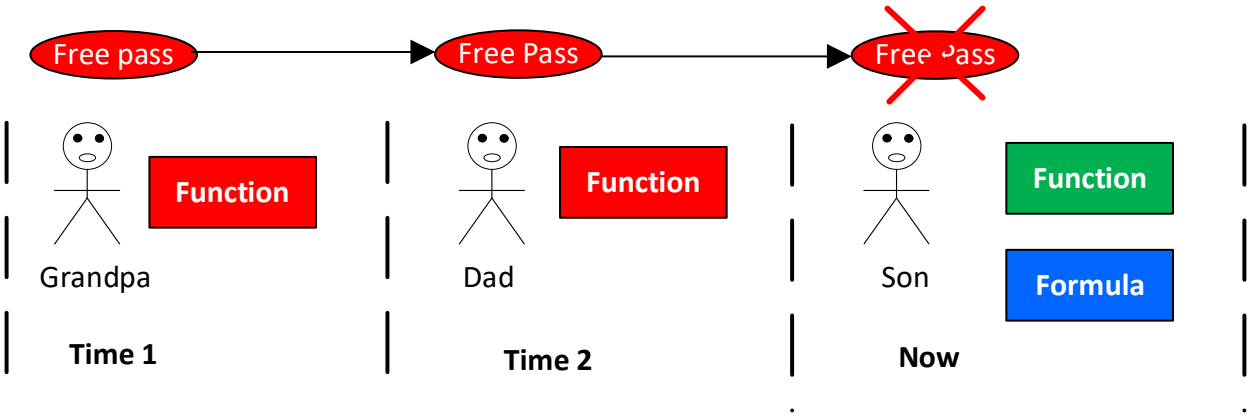
To better understand the explanation above, let's assume that at Time 1, Problem 1 is identified. At Time 2, we use the given equation to solve Problem 1 by crossing it out or replacing it with its solution. At a later time for example at Time 3, since we have used the formula to substitute the problem by its solution, then the solution of the problem is what is identified rather than the problem. For instance, if Solution 1 is the substitution for Problem 1, then at Time 3 Solution 1 is what we identify rather than Problem 1. Problem 1 has been solved by using the formula; therefore it is no longer identified.

474. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of philosophy inheritance and free pass, let's take a look at this model.

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From the model we can see that at Time 1 Grandpa got a free pass, at Time 2 Dad got a free pass. Now, the formula is given to the son. What is important here is that, since mother nature does not give free pass, free pass is not an entity available that can enable us to solve problems, the free passes obtained by grandpa and dad from previous time were simply a misunderstanding of life. That should never have happened. Now, the formula is given to the son, then the son can use it so solve problems. Because free passes are not natural, the son cannot continue to look for free passes or try to get free passes. From the model, we can see that the son can simply apply the formula to solve problems rather than looking for free passes.

To better understand the explanation above, let's assume that at Time 1, Grandpa went from location to location doing bad things and stealing. Dad did the same thing at Time 2. That was simply a misunderstanding of life. Now, the formula is given to the son, where the son can then use it to solve problems rather than doing the same things grandpa and dad were doing in the past. The reason the formula is given to the son, because mother nature does not want the son to inherit the same negatives from dad and grandpa. Since dad and grandpa showed no understanding of the formula, then now the son can show the understanding of the formula by applying it to solve problems rather than following the same footstep as dad and grandpa.

475. **Problem Identification Related to Time and Solution:** To solve our problems, the following equation is given to us by our parent.

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$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 57, we have learned and shown that to solve a problem, we use the given formula. Disregard the date or time we have the problem or identify it; we still use the given formula to solve it. To better understand that let's take a look at this table.

Date	Problem	Solution
1900	Problem 1	$Available + Given = Solution$
1050	Problem 2	$Available + Given = Solution$
2000	Problem 3	$Available + Given = Solution$
2020	Problem 4	$Available + Given = Solution$

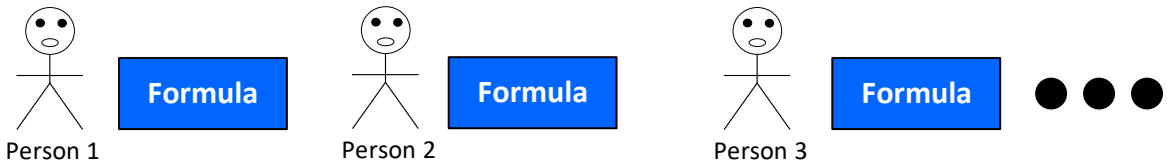
As we can see from the table, at any given time or date we identify a problem, we use the given equation to solve it or set it equal to zero or substitute it by its solution. By understanding that, let's show the replaced solution in this table.

Date	Problem	Formula	Solution
1900	Problem 1 Existed	$Available + Given = Solution$	Solution 1 Repalced
1050	Problem 2 Existed	$Available + Given = Solution$	Solution 2 Repalced
2000	Problem 3 Existed	$Available + Given = Solution$	Solution 3 Repalced
2020	Problem 4 Existed	$Available + Given = Solution$	Solution 4 Repalced

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As shown from the table above, each time we have a problem, we use the formula to substitute that problem by its solution in order to solve it.

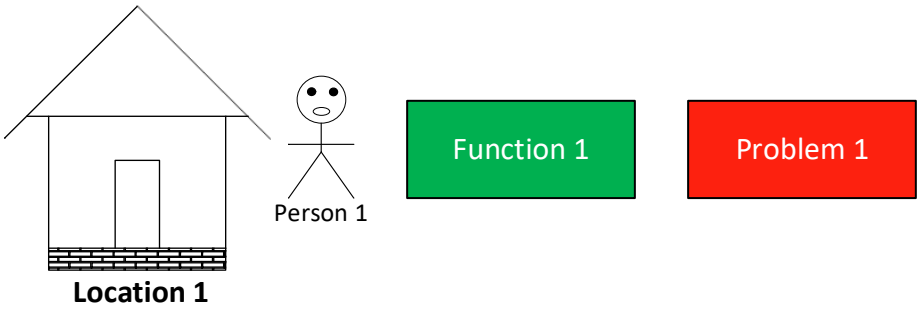
476. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 242, we have learned and shown that the formula is given to us in order to help us solve our problems. For multiple people, it is always good to show that by this model.



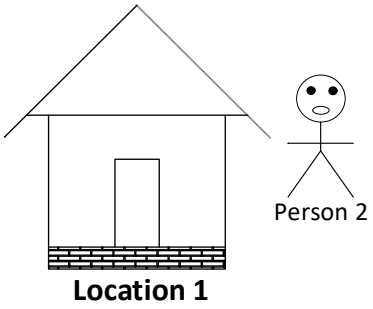
From the model above, we can see that our parent identifies all of us as its children where the formula is given to us. In other words, the formula is given to me, the formula is given to us, and the formula is given to all of us. We can apply the given formula to solve our problems. In this case, the children can give feedback to each other when necessary. With the absence of the formula, some of the children can go against each other instead. What is important here, since those children go against each other rather than working together to solve the problems, those children don't have time to do what they are supposed to do. For example, rather than working together to solve identified problems, those children simply go against each other. In this case, they do not have time to watch their stuff which enables others to steal from them. What is important here is that the formula is given to us to enable us to solve our problems, once some of us go against each other and disregard the formula, we simply develop more problems by allowing others to execute negative functions. For example, if we don't have time to watch our stuff, since our parent tells us we must do so, we simply allow others to steal from us.

477. **Understanding The Function of a Person:** A person has a function to solve a problem, when that function is executed that problem is solved. The execution of the function to solve the problem, simply validates the function of that person. A person has a function

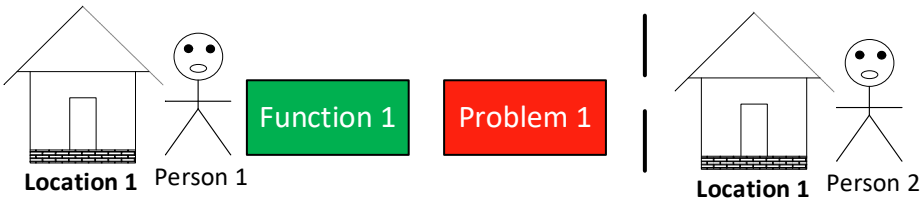
to solve a problem, where that function belongs to that person. The execution of that function enables the problem solved by that function to be replaced by its solution. To better understand that let's take a look at this model.



From the model, Function 1 belongs to Person 1 to solve Problem 1. In terms of entity identification, we identify the person, the function of the person, and the problem solved by that function. At any time, if we identify a person that has no function which is the same as a function that solves no problem, then we can identify that by this model.



In terms of communication or visually identified entities, let's put the first model and the second model side by side together.



In terms of communication or entity identification, from the model to the left we identify Person 1, his/her function and the problem solved by the function. To the right, we simply identify the person without a function and problem solved by the function. By understanding the explanation and the model, we can see that Function 1 is a valid

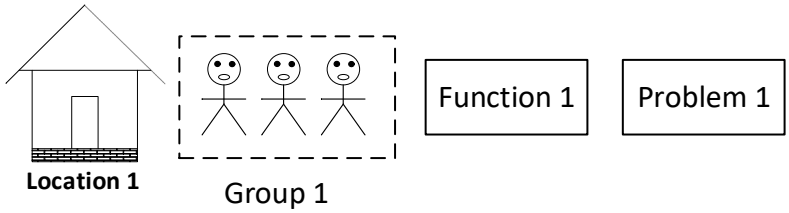
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function for Person 1, where Person 2 has no valid function. Function 1 of Person 1 is validated because it solves Problem 1, where Person 2 has no valid function, because Person 2 does not have a function that solves a problem. In this case, we can see that Person 1 contributes while Person 2 does not contribute. In other words, Person 1 contributes to function at location, while Person 2 does not contribute to function at location.

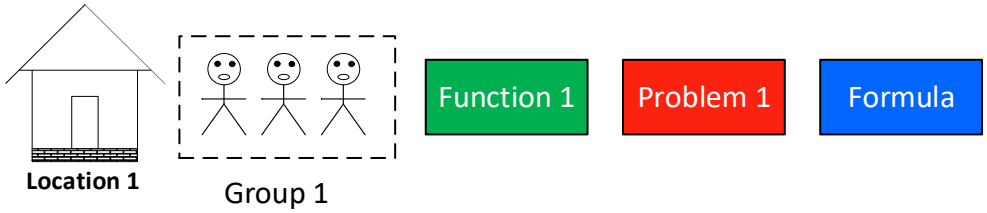
478. **Understanding Problem and Solution as well as Function at Location:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. To solve a problem, a person or a group of people is working at a location. Where the problem is identified and a function is provided to solve that problem. In this case, we can show that by this model.

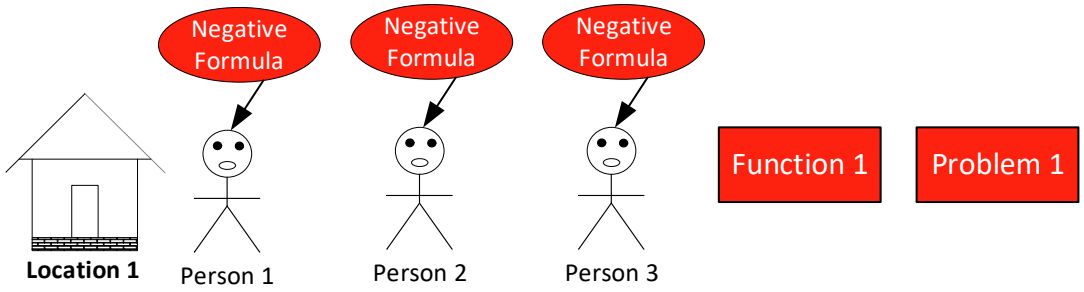


As we can see from the model, at Location 1, 3 people are working as a group to solve the identified problem. In order for the problem to be solved, the people who are working on the project must apply the given equation or use a given set of principles. With that, we have the following model.

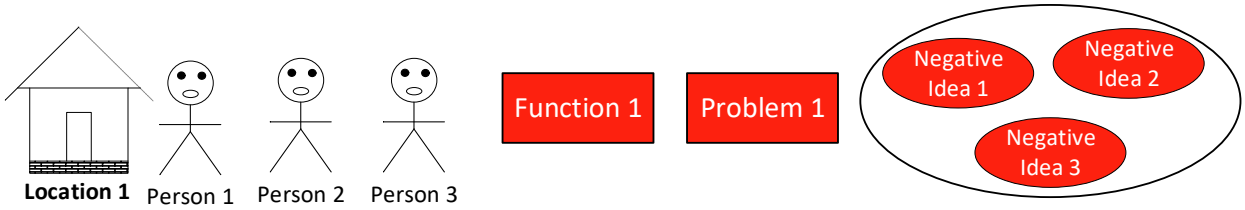


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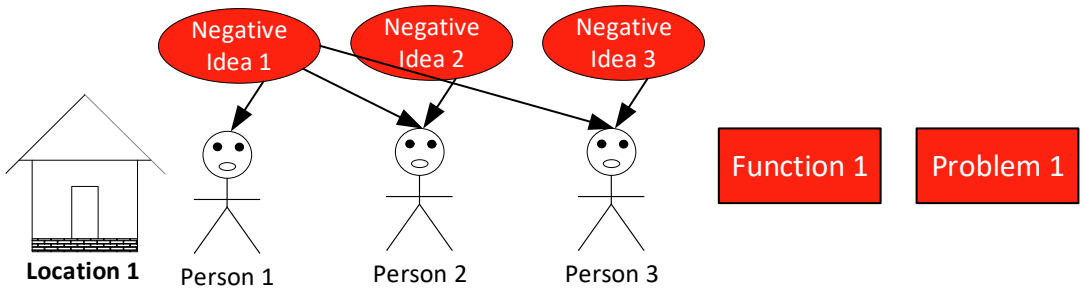
The formula is viewed as the principle the people are operating upon to solve the identified problem as shown in article basis 39. Now, let's assume that no principle of operation is identified. In other words, let's assume that the given formula is absent. In this case we have:



From the model, negative formula is viewed as negative idea. If we want to, we can separate the negative ideas as shown by this model.

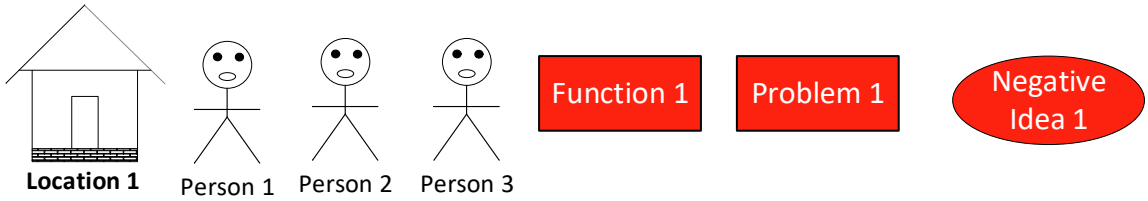


Now, let's look at 2 cases: in the first case, Person 1 is viewed as the boss. His/her idea to Person 2 can be like *I am your boss, disregard any principle, you do what I tell you to do*. This also disregards ideas of Person 2 and Person 3. In this case, we can show that by this model.

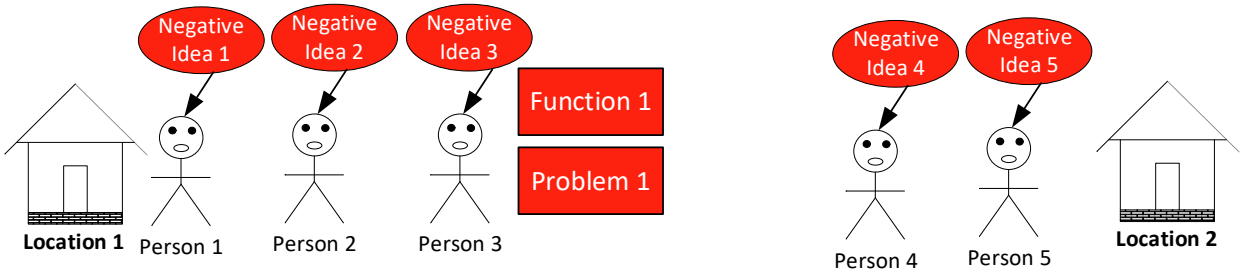


The model above shows the negative idea of Person 1 flowing to Person 2 and Person 3. Negative Idea 1 can be viewed as the focus of the project or replacement of the operating principle the project should depend on. In this case, if we want to, we can show that by this model.

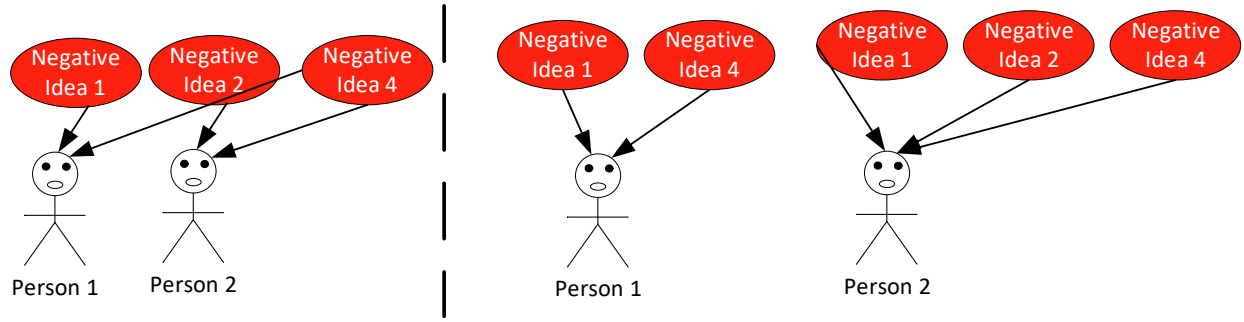
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Now, we can look at case number 2, where we can look at negative ideas from outsiders or other people outside the project. In other words, negative ideas from other people that are not part of the project. Let's show that by this model.



From the model above, Person 4 and Person 5 are external to the project they are not part of the project. Because the people in the project are not using the given equation to execute the project, it is easy for them to use negative ideas from outsiders. In this case, negative ideas can flow from one or more outsider to one or more people who are working on the project. In this case, let's show by this model how Negative Idea 4 flows to Person 1 and Person 2.



From the model above to the right, the negative idea from Person 4 flows to Person 1 and Person 2, where to the right we separate them. As we can see here it is always good to execute the project according to the formula. With the absence of the formula, it is very easy to rely on negative ideas which prevent the identified problem from being solved. To

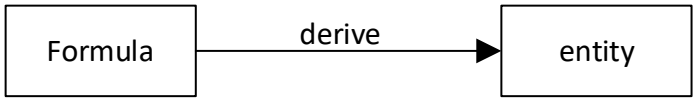
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solve this problem, we simply replace the negative ideas with the application of the formula.

479. **Understanding Formula and Derivation of Entities:** To solve our problems, the following formula was given to us by our parent.

$$Available + Given = Solution$$

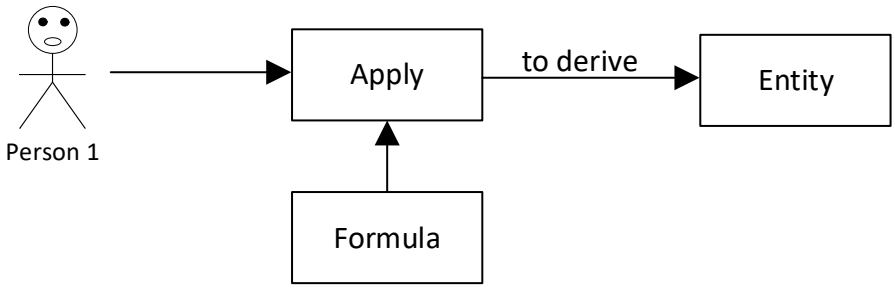
From the given formula, we identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of applying a formula to derive a method or an entity as we have learned and shown in article basis 39, we can see that a formula is used to derive an entity or a method in the form of.



In terms of the application of the formula, we have this model that shows the formula is applied to derive the entity.



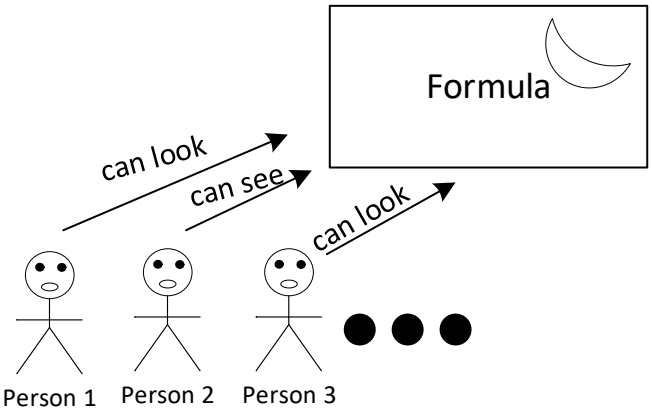
Sine the formula is applied by a person to derive the entity, we can show that by this model.



What is important here, the formula itself is not limited and cannot be stopped to be applied by a person. Another person or group of people cannot prevent anybody or group of people from applying the formula to derive an entity. It is not practical or possible or

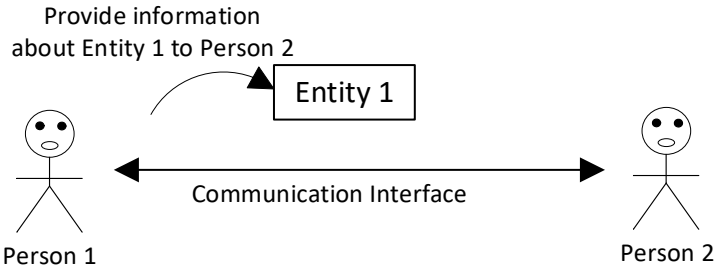
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natural. Disregard the type of the entity, the formula cannot be stopped from being applied or learned or understood.



As shown by the model above, a formula is viewed as the moon. Anybody can look at it or see it. Nobody can prevent another person from looking at it or seeing it. In other words, a formula is an independent entity. Anybody can learn it, understand it, and apply it. Another person or group cannot prevent others from learning it, understanding, or applying to derive an entities. That is not possible or practical.

480. **Understanding Entity Identification and the Person Entity:** This is the same as Understanding Information Related to Mother Nature: The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of flow of information between two people through the communication interface, let's take a look of this model.



From the model, Person 1 and Person 2 are connected via a communication interface that enables them to exchange information to each other. From the model, Person 1 provides information about Entity 1 to Person 2. While Person 1 can provide information

about Entity 1 to person 2, however Person 1 cannot change the aspect of Entity 1. In other words, while the person entity can communicate, however the person entity cannot change aspects of entities by its communication. Let's assume Entity 1 is identified, then the person entity identifies that entity by its aspect. In other words, the person entity is able to identify an entity by looking or identifying first the aspect of that entity. For example, if a person identifies a red cup on the table, then red is considered to be the aspect of that cup that helps the person entity identifies that cup.

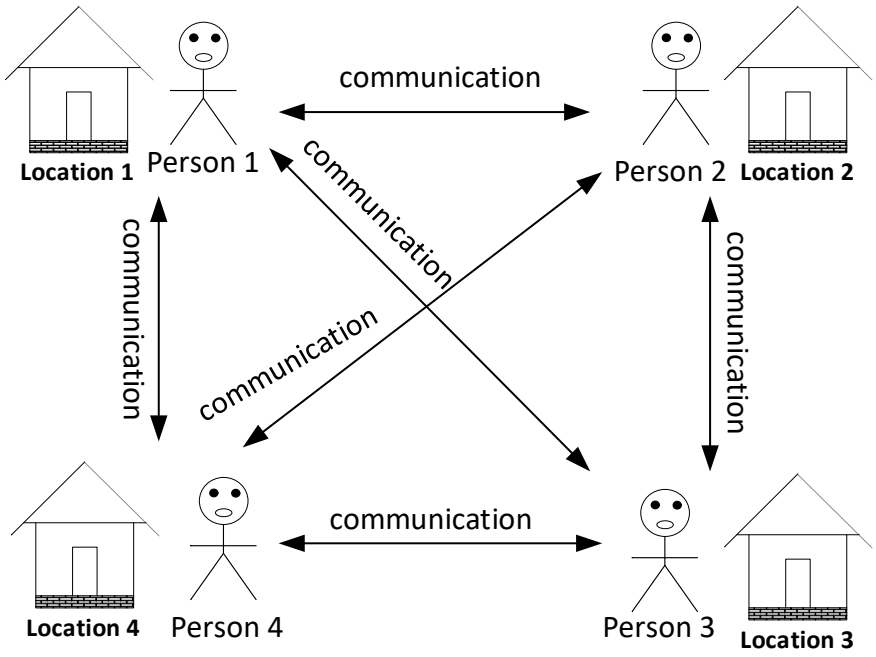
What is important here, if an entity is identified as a bad entity, the person entity cannot identify that entity as a good entity. If an entity is flagged as bad, that entity is identified as bad and cannot be good for anybody or by anybody. If it is not good, then it is not good. If it is not good, then it is not good for me, for you, for my friend, for your friend and so forth.

481. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of exchange, we exchange with each other to solve problems. It is always good to show that by this model.

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From the model above at Location 1, let's assume that Person 1 can go to exchange with person 2 and Person 3, where Person 2 can only exchange with Person 4. Determine which one will last longer related to time. Determine error in communication. Identify what Person 1 has and Person 2 does not. Also show what Person 2 has and Person 1 does not.

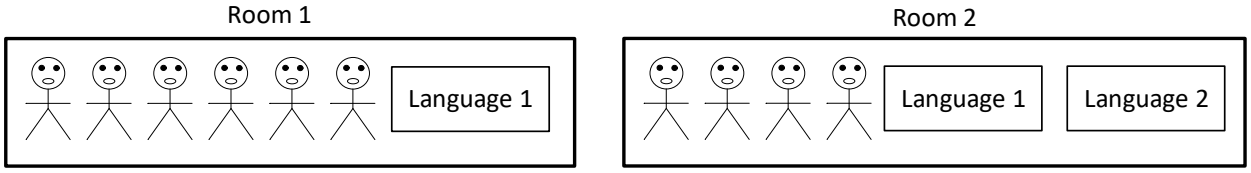
482. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 435 and 441, we have learned and shown that bogeymen wait on standby and look for weaknesses to extend their corruption. Where the understanding of the principle prevents bogeymen from expending their corruption. In terms of people and corruption, from article basis 349 we have learned and shown that for oral communication,

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languages are viewed as sounds where for written communication they are viewed as mark or symbols on surfaces. To better understand the explanation, let's identify some people and languages.



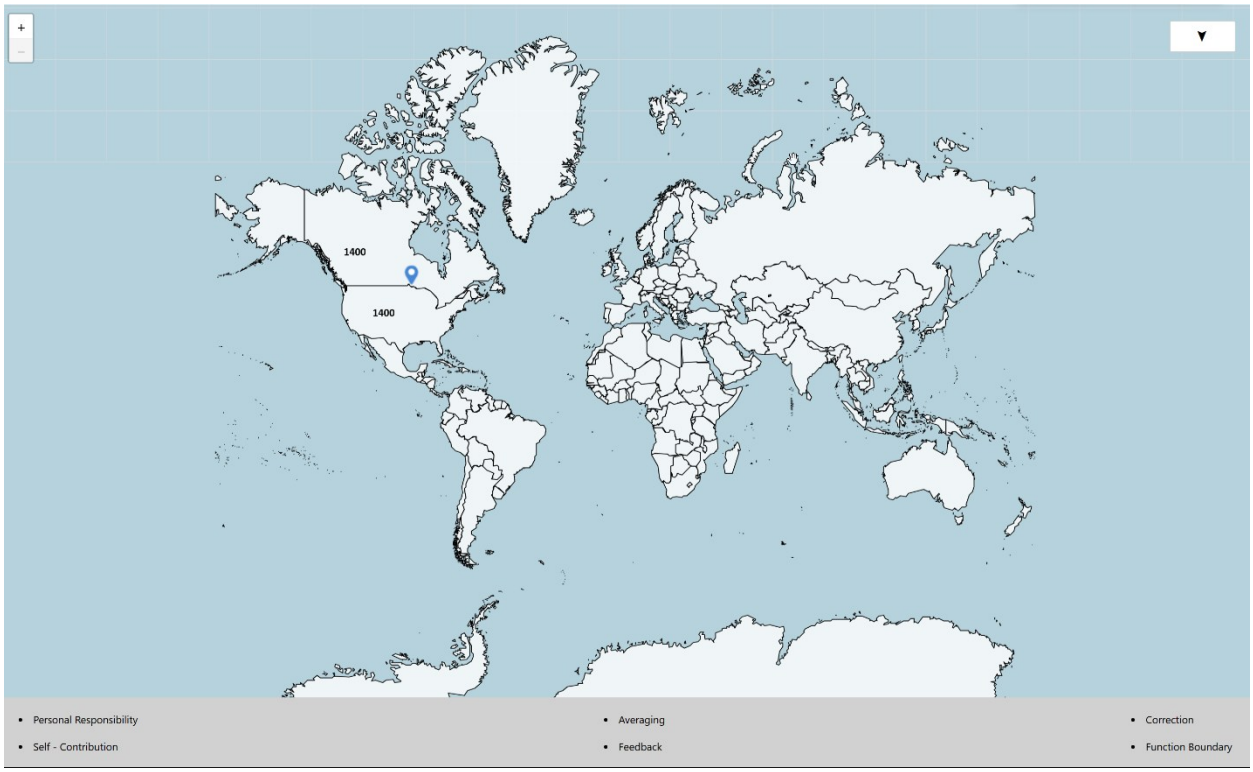
From the model above, we have Room 1 and Room 2 where in Room 1 we have all people identified with one language and in Room 2 we have all people identified with two languages. While we show the model like above due to less space, but consider like we have multiple rooms, where in some of the rooms we have many people with a single language, in some of them we have many people with multiple languages. For example, Room 1 with 50 people with one language, Room 2 with 50 people with 3 languages, room 5 with 150 people with 6 languages, room 7 with 300 people with 10 languages. All you need to do here is to use the given equation to verify which room provides more opportunity for corruption. The way to look at it, assume that corruption is an external entity that tries to corrupt an entity. In this case, in which room is it easier to accept corruption. Another way to look at corruption is like a dirty liquid that tries to get a clean water dirty. In this case, the dirty liquid can be viewed as an entity that is trying to be injected to the clean water to make it dirty.

483. **Undermaintaining Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of information and entities, we identify an entity and information about that entity. In this case, we separate both entities. Related to the article basis above, we can identify a person and the corruption entity as shown by this model.

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From the model above, we identify people and corruption. For example, Corruption 1 is separate from Person 1, so we identify the corruption entity separately from the person entity. In this case, we can have group of people with corruption and group of people with group of corruption. From the philosophy inheritance chart, we already know that corruptions are inherited from time to time and the formula is given to us to replace corruption. Now, in terms of location and time, let's take a look at the map.



Using the map, you can add people to it if you want to. What you need to do, you put time on each location to show related to time if corruption goes up or down or which one is more corrupted—has more corruption—and so. You can use a table as well. For example, you can look at a location, for example Location 1 in the following time: 1400, 1500, 1600, 1700, 1800, 1900, 1950, 1970, 1980, 1990, 2000, 2005, 2020, Now and so forth.

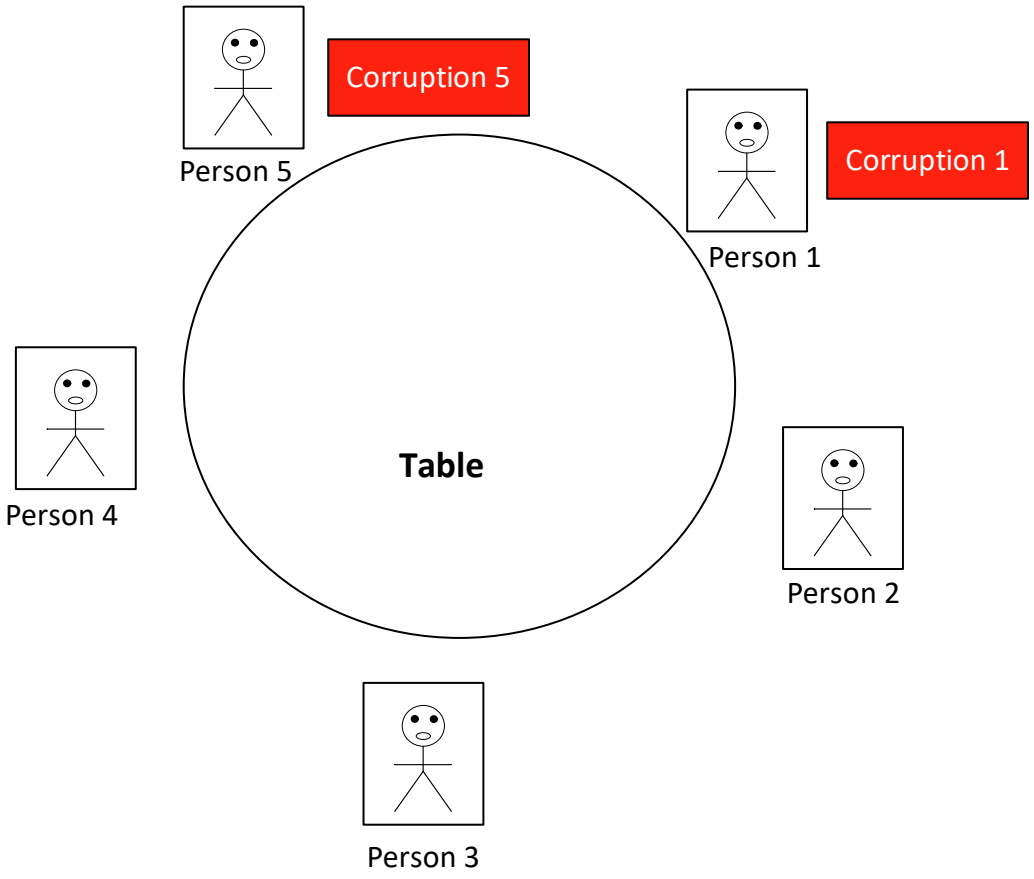
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484. **Understanding Problem and Solution Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

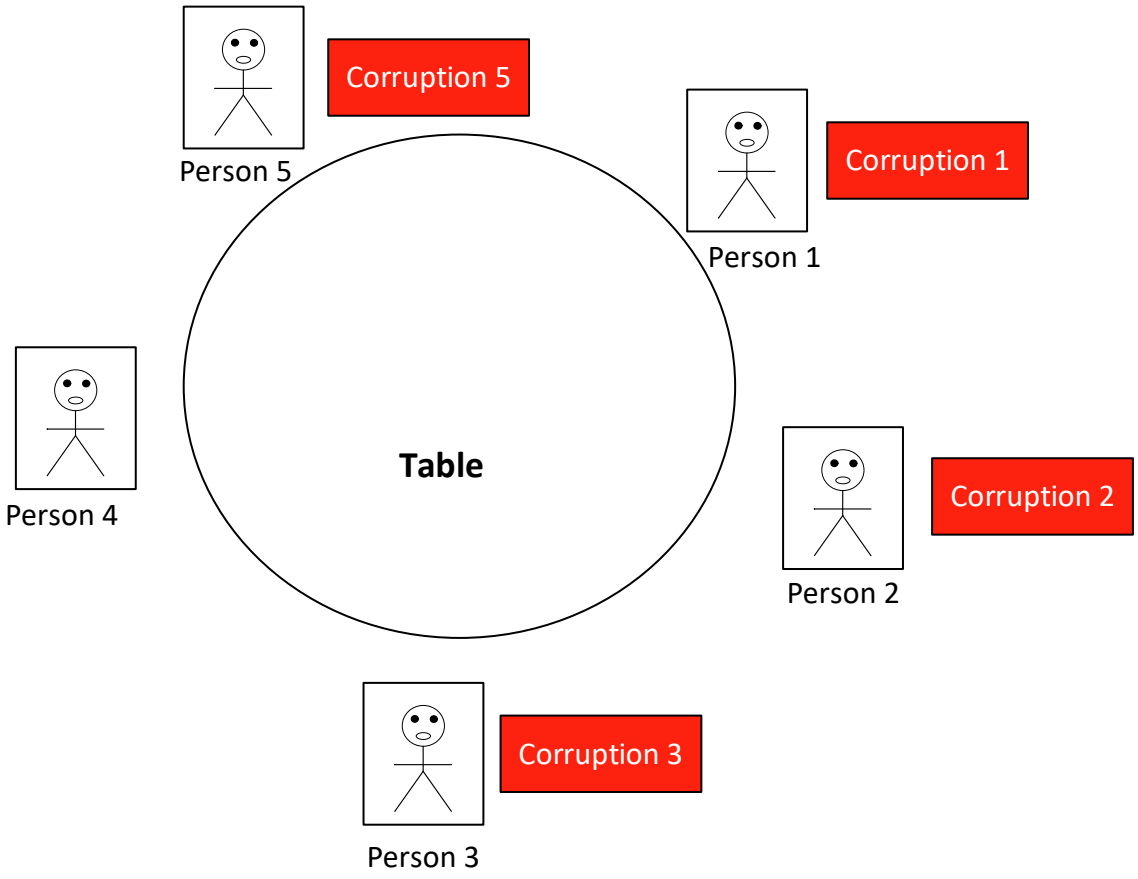
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 197, we have learned and shown that during a meeting, a formula on the table enables all of us to point to that formula or do things according to that formula. For example, if multiple people are working on a project, where they apply the formula. During the meeting, they can put the formula on the table and use the formula to provide feedback to each other to help identify any problem. Another example, if multiple people are working to design or derive an entity, then when they have a meeting, they can put the formula on the table and use the formula to detect faults and feedback each other. That enables them to solve any problem that arises. Now, let's assume in a meeting we don't have a formula on the table as shown by this model.

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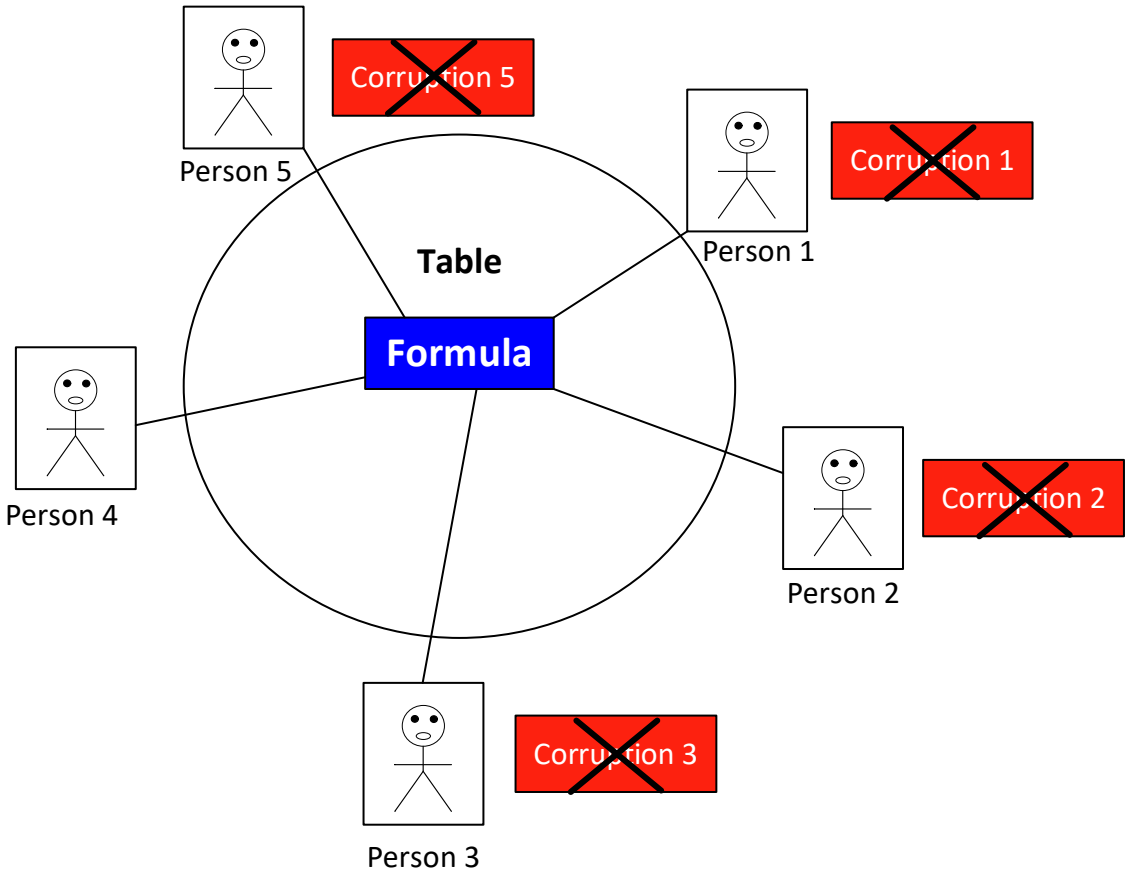
From the model above, at the table we have Person 5 with Corruption 5, Person 1 with Corruption 1, Person 2, Person 3, and Person 4. Now, with the absence of the formula on the table, negative communication can flow that enables corruption to expand to other people at the table. Related to time, we can have something like this.

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Now, by having the formula on the table, we can have something like this, where the corruptions are discarded, everybody at the table points to the formula, as well as the relationship between people at the table and the formula.

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From the model as we can see, by having the formula on the table, the corruptions are crossed out, where everybody at the table points to the formula. In this case, if there is a negative communication flow, the formula can be used with feedback to enable the correction of that communication. With that, we can see there is a relationship between everybody at the table and the formula as well as the relationship between communication of everybody at the table and the formula. For example, if Person 1 repeats Sentence 1, Person 2 repeats Sentence 2, Person 3 repeats Sentence 3, Person 4 repeats Sentence 4 and Person 5 repeats Sentence 5, then all those sentences are related with the formula. This process enables us to have corruption free. By understanding the overall explanation, related to the article basis above, you will need to determine why it is not possible to have corruption free without the formula on the table. You can use the last time or date. For example, if your last time is 2020, where people are meeting to solve a problem. Show that, the fact that there is no formula on the table,

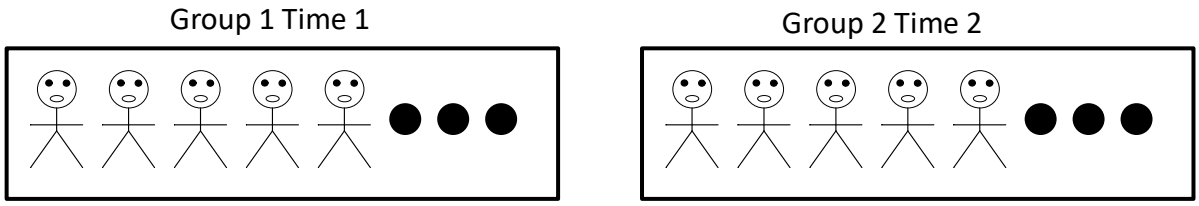
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the meeting simply provides opportunity for some people at the table to be more corrupted or extend corruption rather than solving identified problems.

485. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 70, we have learned and shown that a group exists to provide a function to solve a problem. For example, multiple people who work at a restaurant are viewed as a group of people who provide a function to solve a problem. Let's assume that at Time 1, we have Group 1 and later we have another group such as Group 2 as shown by this model.



From the model above, let's assume that Group 1 exists to facilitate exchanges between people in multiple countries. In this case, each person in Group 1 is viewed as a person from specific country where they meet together to communicate about exchange. In this case, Group 1 started with a fixed number of people, related to time it remains the same or very few people are added to the group. Later at Time 2, Group 2 is created where it started with a fixed number of people but related to time more people are added to that group, where each person is from a separate country. At Time 3, Group 2 has much more people than Group 1.

What you need to do here, you need to look at the meeting of the people in the groups as well as entity on the table. Verify that it is not possible to meet effectively to solve a

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problem without the formula on the table. Verify the relationship of the people in the group and communication. You can look at both groups together related to time, where a group adds more people where the number of people in the another group is fixed. Verify that if a group remains fixed with the number of people related to time while another group adds more people related to time, the group that stays fixed with the number of people has no future.

486. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 222, we have learned and shown that every information given to us by our parent is related to each other. Let's consider that as our parent statements to us. In this case, each statement from our parent is related to each other. Here, let's look at some of them.

- I am—our parent—above and you are—us—below
- Function at Location
- Solution of a problem is given with its vocabulary
- I—our parent—identify information before you—us
- We exist with our effort
- We are not required to have bogeymen

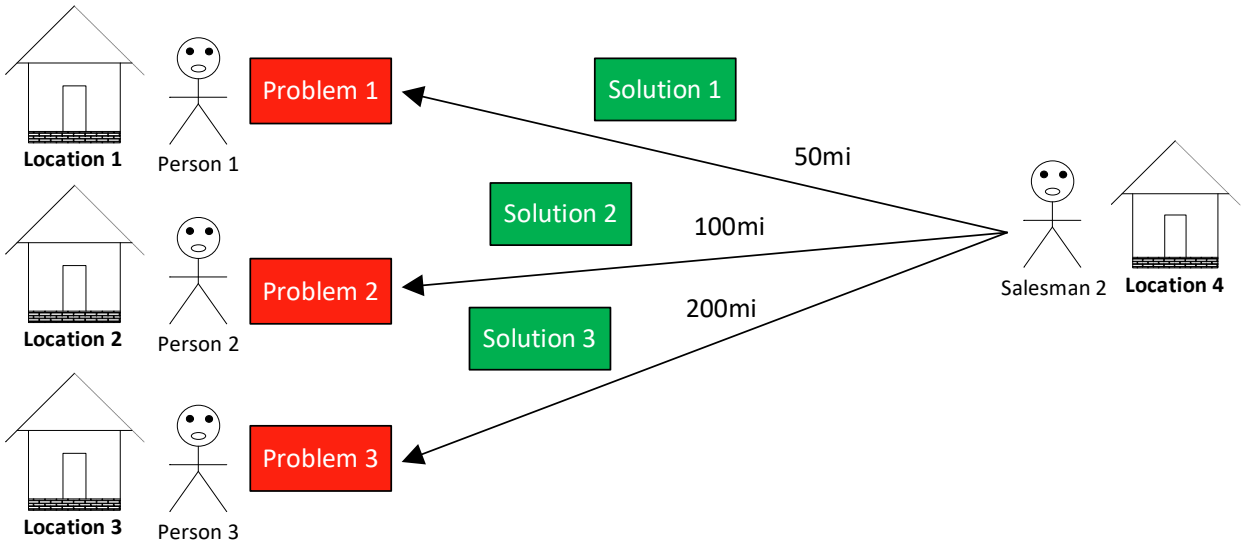
Here, Draw the relationships of the items on the list similar to the model in article basis 222 and use the given equation to verify the connections. For example, if you connect the first item in the list with the second item in the list, then you can use the given equation to verify that connection. This is the way to look at it, you try to understand the first item, then you try to understand the second item. If you understand both of them, then you draw the relationship. In the relationship, you identify an entity that connects both of them. Then you use the given equation to verify that entity.

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487. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 193, we have learned that Salesman 2 solves more problems than Salesman 1, because Salesman 2 goes to more locations to collects problems signs and leave solutions signs. To better understand, let's take a look at this model.



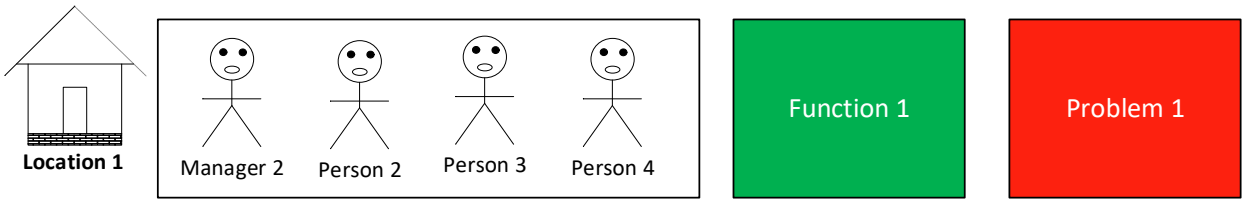
From the model above, we can see that because Salesman 2 has a problem to solve, he is willing to travel to many places to collect problems signs and leave solutions signs. In this case, Salesman 2 does not look at distance as an inconvenient, but he is willing to travel to places disregard the distance to solve problems. By understanding that, we can see there is an entity available to Salesman 2 and that entity is willingness. Here, use the given equation to show that willingness is an entity that is available to us that enables us to solve problems.

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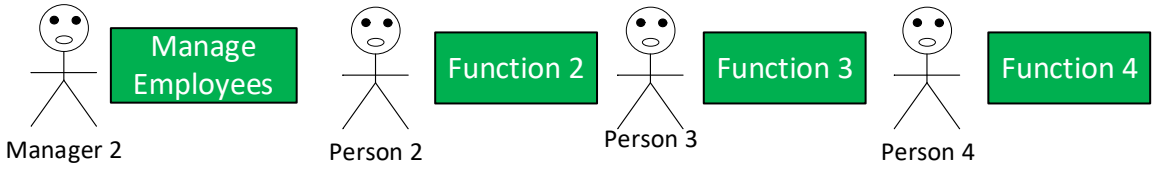
488. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 156, we have learned and shown that the function of people at work is to solve an identified problem, and the manager exists to help them solve the problem the project needs to solve. To better understand that let's take a look at this model.

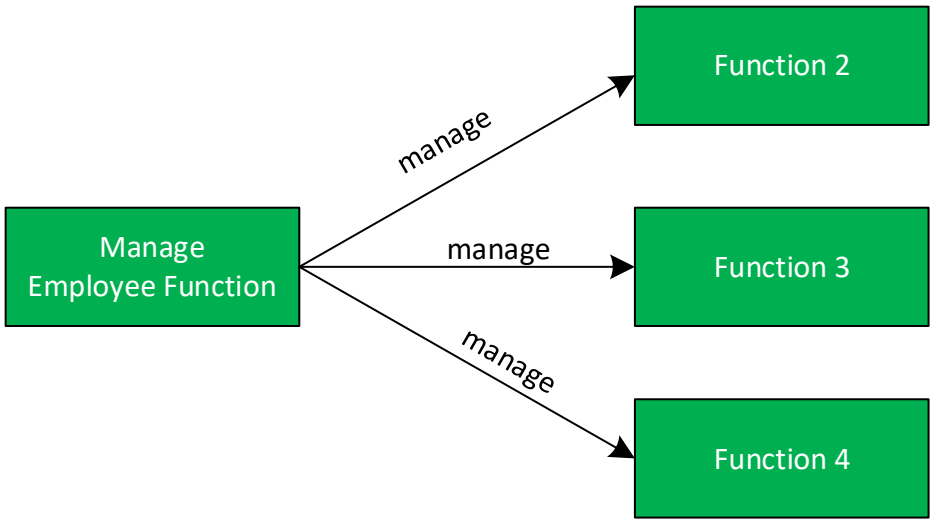


From the model, at Location 1 we have a group of people working including the manager to execute a function to solve a problem. Function 1 above is a combined function where Problem 1 is a combined problem. Now, let's show the function of each person and problem solved.



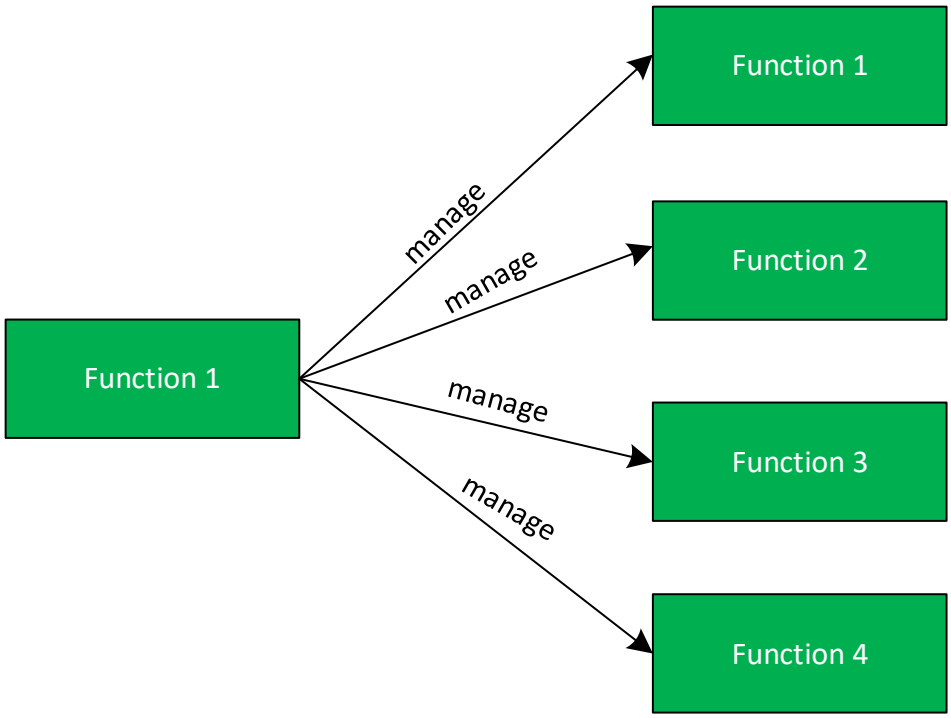
From the model, we can see that Manager 2 has a function to manage the employees or better to say manage the employees' functions. Where, Employee 2 has Function 2, Employee 3 has Function 3, and Employee 4 has Function 4. Since the function of the manager is to manage the function of the employees, in this case we can replace Manage Employees by Manage Function of Employees. With that, we can show the flow of the Manage Employees Function to each function by this model.

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From the model, we can see that the Manage Employee Function manages Function 2, Function 3, and Function 4, where Function 2 belongs to Person 2, Function 3 belongs to Person 3 and Function 4 belongs to Person 4. What is important here is that, since the Manage Employee Function only exists to enable the functions to execute to solve the identified problem, that function cannot prevent or stop the functions it manages from solving the identified problem. By understanding that, we can see in a project a manager cannot go against an employee or preventing the employee from executing his/her function. A manager does not have a function to stop an employee from executing his/her function or prevent employees from solving the identified problem. That is not possible or natural. The function of a manager is to help employees to execute their functions to solve the identified problem. From the model, if Manage Employee Function is Function 1, then we have:

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From the model, we can see that not only the manager manages his/her function, but he also manages the functions of the employees. In this case, Function 1 manages itself, it also manages other functions such as Function 2, Function 3, and Function 4. That makes sense, since the overall function is a combination of all employees and the manager is one of them. So, the function that belongs to the manager, which is Function 1, must also manage itself and the other functions.

489. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

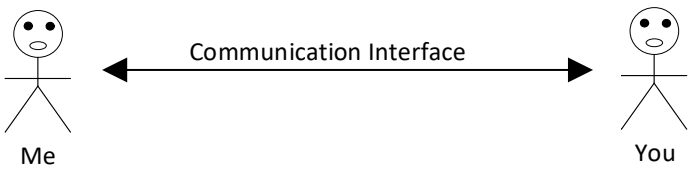
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 445, we have identified the model of bogeymen at locations. From article basis 441, we have shown that bogeymen are looking for weaknesses and the absence of the formula enables them to expand their corruption. In this case, the understanding of the formula

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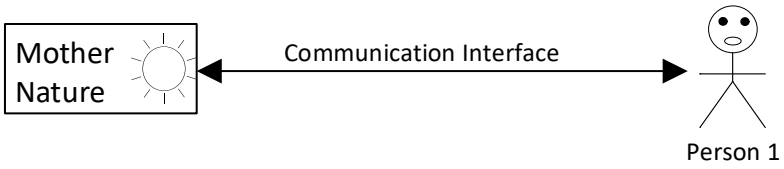
stops bogeymen from expanding their corruption. Using the given equation to show that with the presence of bogeymen there is no function at location. The way to look at it, function at location exists to enable people at their respective locations to apply the formula to solve identified problems. You need to use both models in article bases 441 and 445, where in 441 you take the absence of the formula into consideration to show the flow of corruption combined with the model in 445 to show that with bogeymen, there is no function at location.

490. **Understanding Mother Nature Related to Information:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 242, we have shown the flow of the entities given to us by our parent. In article basis 221, we have learned and shown the interface between us and our parent. As shown in the model, each of us interfaces with mother nature, if mother nature needs to make a promise to one of us, mother nature can use that interface directly without going to another child as a third party. If we look at both models, we can see the following. While we interface between each other, we also interface with mother nature. Now, let's show the model of the interface between each other or the interface between me and you.

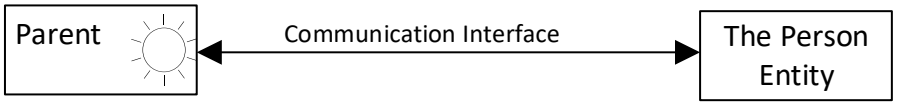


From the model, the interface is shown between me and you. Me is Person 1 and you are Person 2. As we can see from the model, me and you only interface through communication. In this case, if you need to provide information to me and I need to provide information to you, we can only use the communication interface. For our parent, by looking at both models in article bases 442 and 221, we can identify the following interfaces.

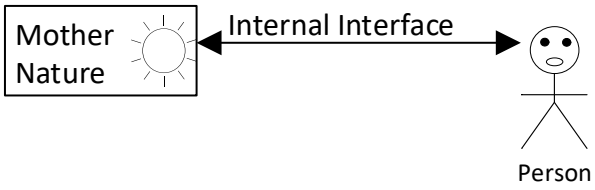
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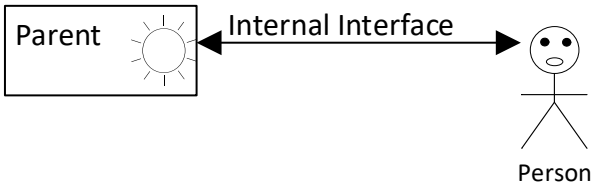
From the model, mother nature is viewed as our parent. From the model, we can see that Person 1 interfaces with his/her parent through the communication interface. It is always good to show that by this model.



From the model above, the person entity interfaces with its parent through the communication interface. As we can see here, using the communication interface the children can communicate with their parent. Now, by looking at the model of article basis 242, we can see that there is an internal interface between the children and their parent. That makes sense, and it is well mapped to the entities given to the children by the children's parent. It is always good to show that interface by this model.



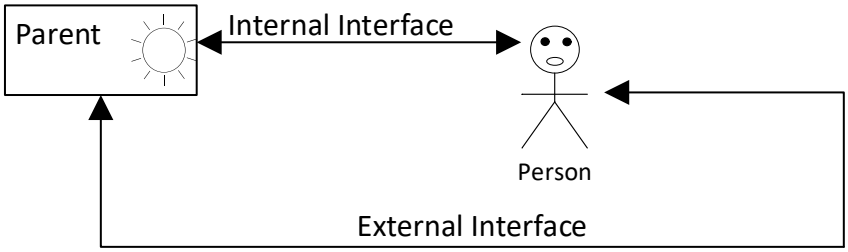
From the model above, we can see that each child interfaces with his/her parent internally. It is always good to show that by this model.



By looking at all the models up to here, we can see that between the children there exist only a single interface, while between the children and our parent there exists 2 interfaces. For example, between me and you, there is only a single interface which is the communication interface. While between me and my parent there exists 2

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interfaces: the communication interface and the internal interface. If we want to, we can show the model of the dual interface between each of us and our parent.



As we can see from the model above, the external interface is viewed as the communication interface, where the internal interface is viewed as theory interface or simply theory domain interface. Between me and you or between the children, we do not have the internal interface. The children cannot contact each other internally. The communication interface is what we have, where our parent interfaces with us both externally and internally. Our parent has the communication interface and the theory domain or internal interface.

491. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 296, we have learned and shown that if a person is hired to work as a contractor to solve a problem, as longer the person solves the problem, he/she will get his/her contract renewed. Now, let's assume that a person has a contract to clean a floor and that person is not working to solve the problem, but goes against each other. Let's show that by this model.

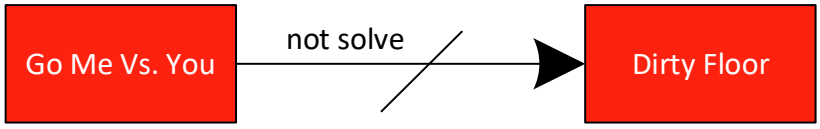
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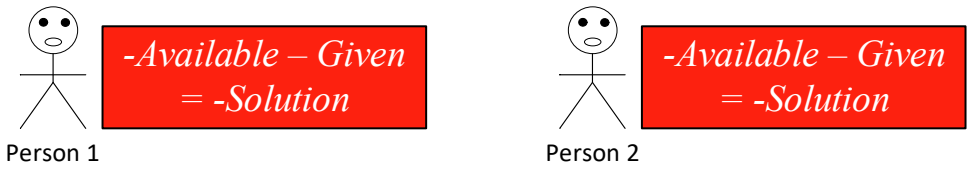
Since the person is not working to solve the problem, the given equation becomes negative as shown here.

$$-Available - Given = -Solution$$

Since the person is not working to solve the problem and goes me vs. you, the function of that person is red. So, the identified function above does not solve the dirty floor problem as shown here.



Person 1 has a 6 month contract, where the contract is about to end. Person 2 can apply for the contract. What is important here, Person 2 can still get the contract without showing that he/she can do the job. The reason for that, because Person 1 is not working to solve the problem. This is the way to look at it, let's assume that Person 1 is not working, but goes me vs. you. Person 2 also has the same idea by going me vs. you rather than showing he/she can do the job. In this case, we have this model for both Person 1 and Person 2.

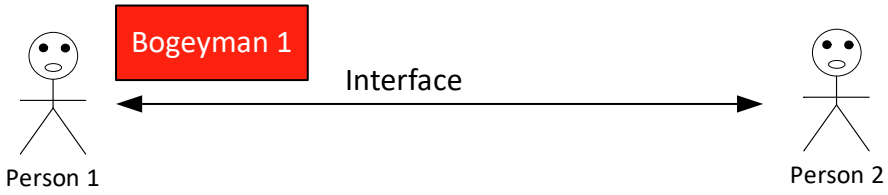


What is important here is that Person 1 has the job or opportunity to execute the function to solve the problem, but Person 1 is sitting down and not executing the function to solve the problem. Now, Person 2 can apply for the contract and get it, even though he/she has not shown he/she can execute the function to solve the problem. What is important here is that Person 2 has more chances to get the contract than Person 1. Even when Person

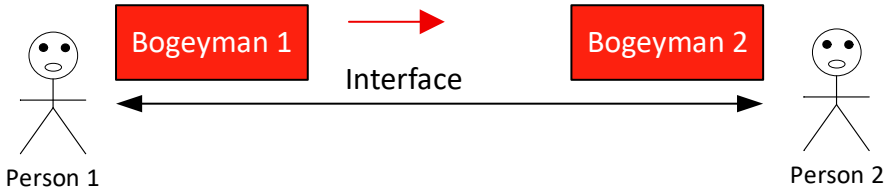
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2 has not shown he can do the job, but he can still get it. For Person 2, it is easier for him/her to get the job. While for Person 1, the only opportunity Person 1 has while he/she is working is to learn and execute function to solve the problem. If Person 1 can execute the function to solve the problem, that will prevent Person 2 from getting the contract. However, if Person 1 is still sitting down doing nothing and go me vs. you, Person 2 can get the contract easily. All you need to do here is to use the given equation to verify both cases.

492. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 111, we have learned and shown that corruption does not exist solo. From article basis 441, we have leaned and shown that it is possible to limit or prevent corruption with the presence of the formula. From the same article basis, we have learned and shown that a bogeyman is like an outside entity that looks for weakness to expand his/her corruption. It is always good to show that by this model.



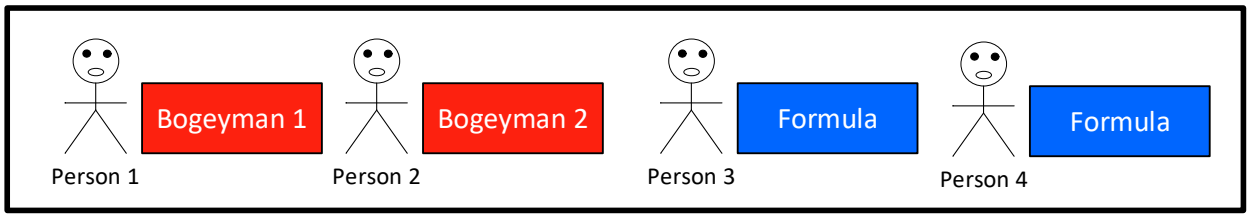
From the model above, we have Bogeyman 1 to the left. Let's assume Time 1 interaction from above, where at Time 2 we have this.



From the model above, we can think that Bogeyman 1 as a red token that travels from Person 1 to Person 2, where at Person 2 it transitions to Bogeyman 2. What is important here, with the presence of the formula, that prevents the transition. By understanding the model, we can see that a bogeyman does not exist solo or by itself. To better understand the explanation, let's take a look at this model.

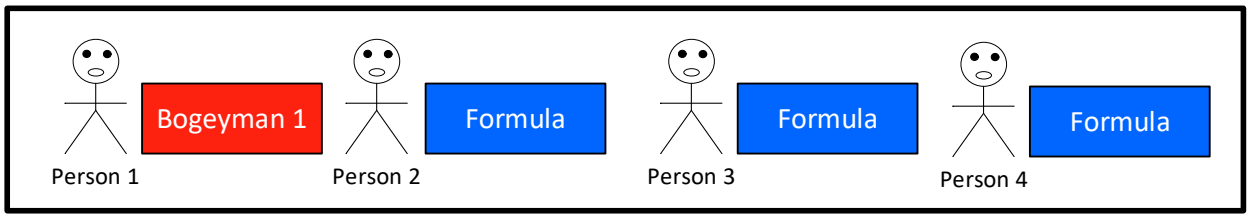
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Room 1

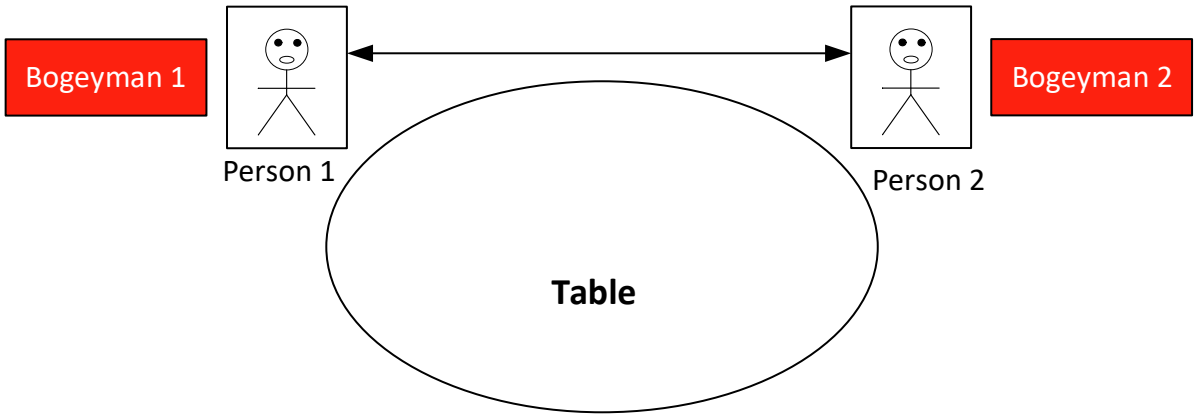


From the model, in Room 1 we have Bogeyman 1 and Bogeyman 2. We also have Person 3 with Formula and Person 4 with Formula. As we can see there, in that room Bogeyman 1 exists because we have 2 bogeymen. Now, let's show another model.

Room 1

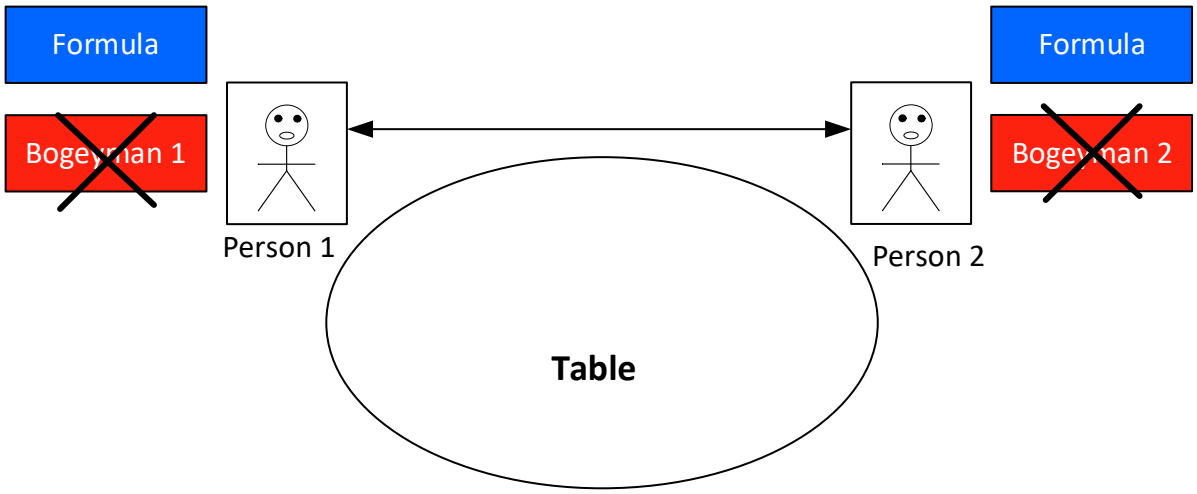


From this model, because a bogeyman does not exist solo, so in Room 1 above, Bogeyman 1 does not exist. As we can see here, a bogeyman only exists if there is another bogeyman. In other words, in order for bogeymen to exist there must be 2 or more bogeymen. A single bogeyman cannot exist by itself. Here, you can use the formula to verify that. To better understand the explanation, let's take a look at this model.

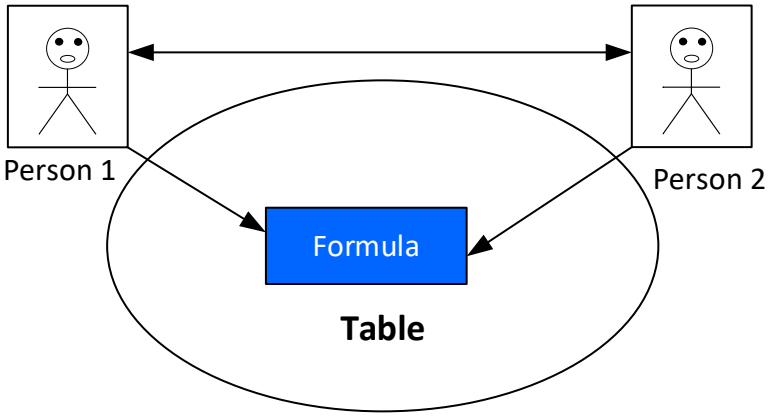


From the model above, we can see bogeymen exist because there is no formula on the table. Wherein from the one below, the formula on the table prevents the existence of bogeymen. To prevent bogeymen at the table, we simply cross them out and replace them with the formula as shown below.

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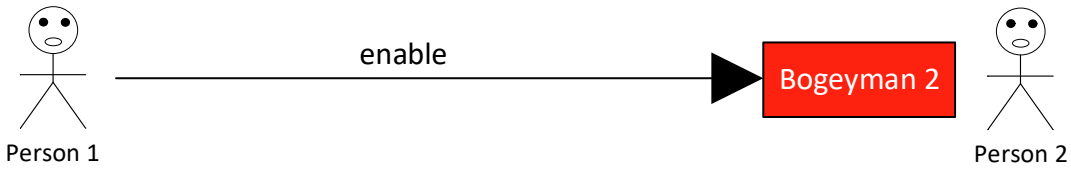
By crossing the bogeymen out and replacing them with the formula, we make sure there is no bogeymen at the table. Doing so enables us to execute functions positively and solve problems. The model above is the same as the one below, where the formula is put on the table that connects both people.



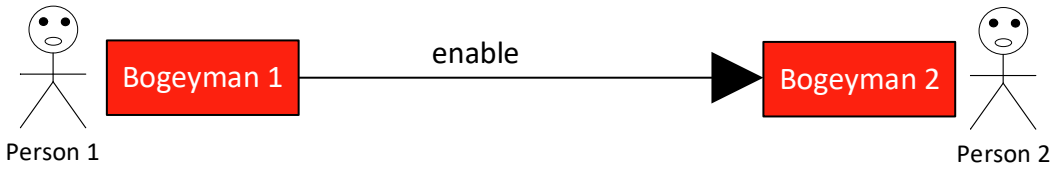
To better understand the overall explanation, let's take it like this. Multiple people meet together to execute a function to solve a problem. If there is no formula on the table for example a formula that can show the relationship between the communication of the people, then negative communication can flow where at the table some can be the bogeymen of others. Now, if the formula is on the table, then the formula can be used to show relationship of communication of people at the table, where feedback can be given to enable correction if there is an error in communication of one or more people.

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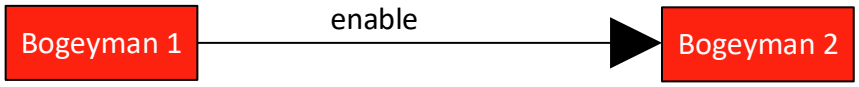
493. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 88 as well as 156, we have learned and shown that the ones who understand must help the ones who do not in order to solve our problems. By understanding that related to article basis above, we can see that the bogeyman entity only exists if it is enabled. In other words, if you enable a bogeyman, you are also a bogeyman. If I enable a bogeyman, I am also a bogeyman. To better understand that, let's take a look of this model.



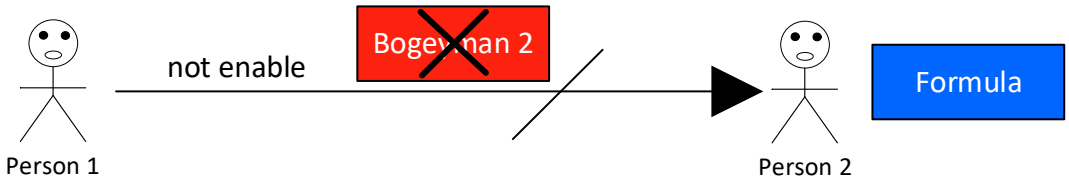
Since Person 1 enable Bogeymen 2, then Person 1 is also a bogeyman as shown by this model.



The model above is the same as this one

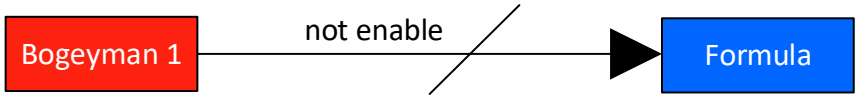


Since the presence of the formula prevent bogeymen from expanding, with the presence of the formula, we have this.



From the model, we can see that because Person 2 has the understanding of the formula, Person 1 cannot enable Person 2 to be a bogeyman. The model above is the same as the one below.

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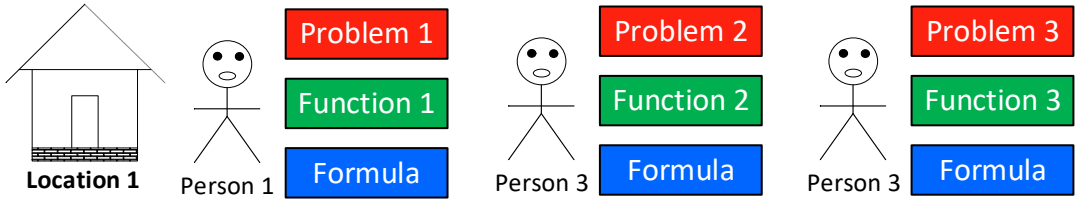


From the model above, we can see that Bogeyman does not enable the formula. We can look at it like this, bogeymen look for weakness where the weakness is the result of misunderstanding the formula. Since bogeymen do not have the understanding of the formula, bogeymen cannot enable the understanding of the formula. In other words, using the given equation to help others understand the formula, that person must understand it to a higher level. Since bogeymen have no understanding of the formula, bogeymen can only expand the misunderstanding of the formula. With the understanding of the formula, that disables bogeymen. From that, we can see as number of people understanding increases, the number of bogeymen comes down or decreases.

494. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

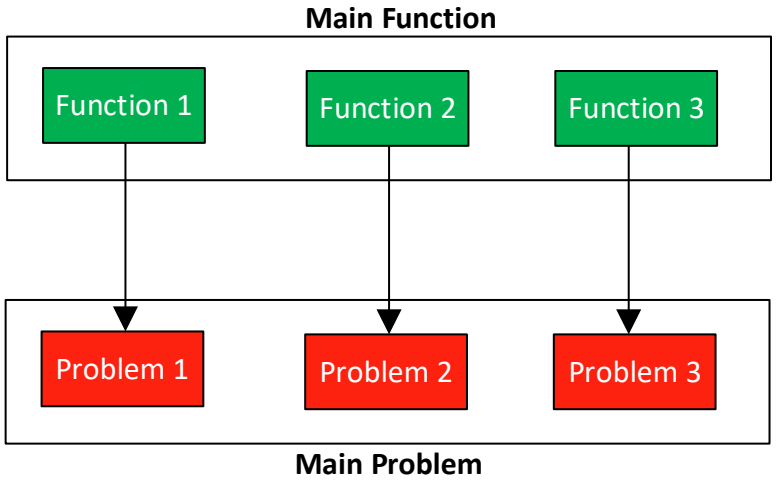
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 197, we have learned and shown that during a meeting, the formula on the table enables all of us to use the formula to solve the problem. To better understand that let's take a look at this model.



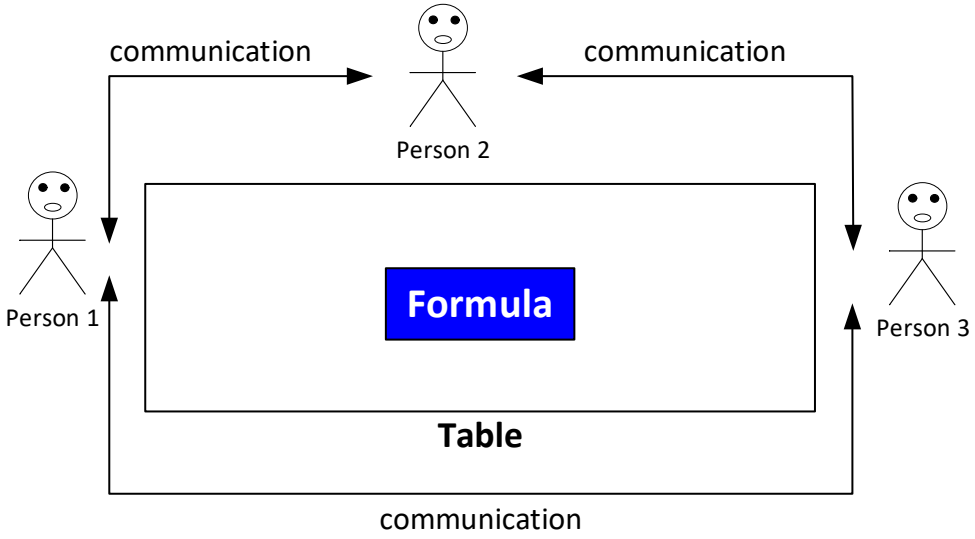
From the model above, at Location 1, we have 3 people working together to solve a problem. From the model above, we partition the function as well as the problem, where

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each person in the project has a function that solves a problem. With that, we have the following model.



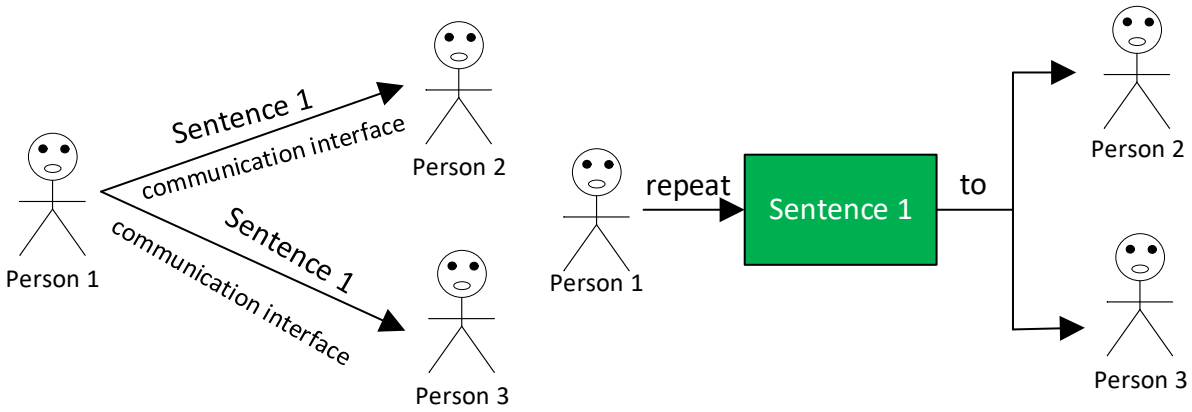
From the model above, the function of each person solves specific part of the main problem. Now, let's assume that the people who work in the project are meeting together to discuss or review a test or function or so, then we can show the meeting table by this model.



From the model, we have the formula on the table and we show the flow of communication of people who sit at the table. The question we need to ask here is what enables them to sit together at the table. What enables them to meet together? To better understand that let's look at it like this. Let's assume the communication of Person 1 to

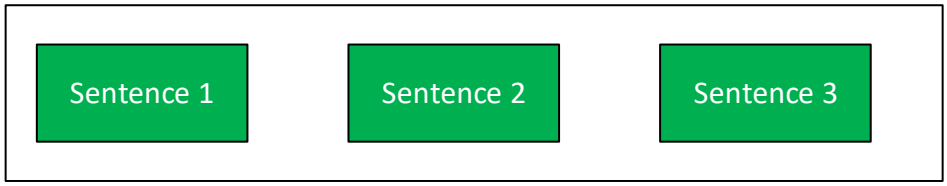
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Person 2 and Person 3 is Sentence 1, where the compunction of Person 2 to Person 1 and Person 3 is Sentence 2 and the communication of Person 3 to Person 1 and Person 2 is Sentence 3. The model below shows the flow of Sentence 1 from Person 1 to Person 2 and Person 3.



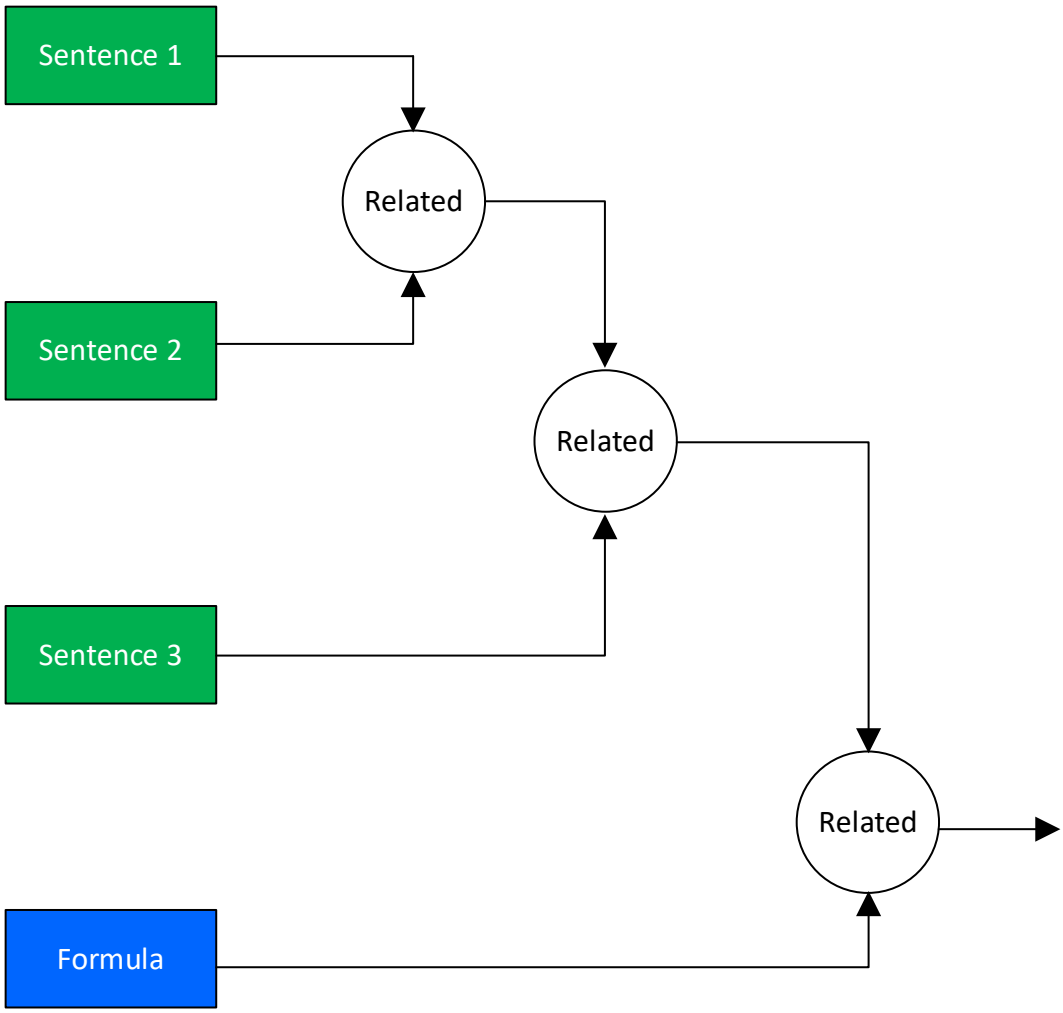
The model on the left and the one on the right are the same. Here, we can identify the combined communication as follow.

Meeting Communication



From the model above, we can see that the meeting communication includes 3 sentences. Because we have the formula, there exists a relationship between the 3 sentences in the form of.

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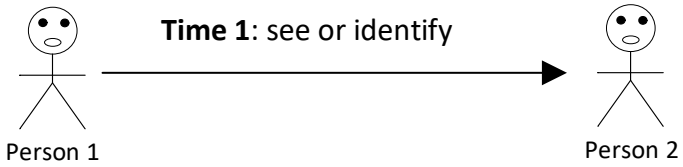


From the model above, we can see that since all the sentences are related with the formula, then the formula enables them to sit together at the table to communicate to solve the identified problem. Without the formula, the relationship above does not exist and it will not be possible for one to understand each other to solve the identified problem. In other words, because the formula is common between the people and the communication of the people, then that relationship enables them to work together to solve the problem.

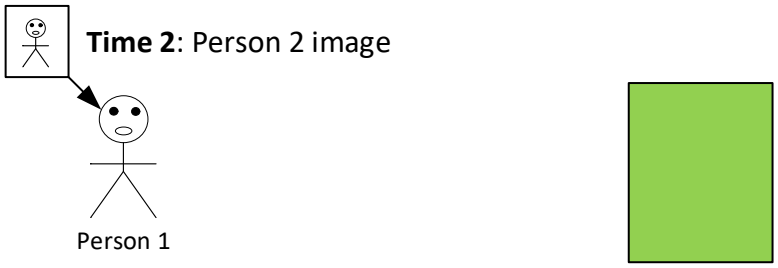
495. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 150, 356, and 391 we have learned and shown that the person entity exists to live not to die. From article basis 301, we have learned and

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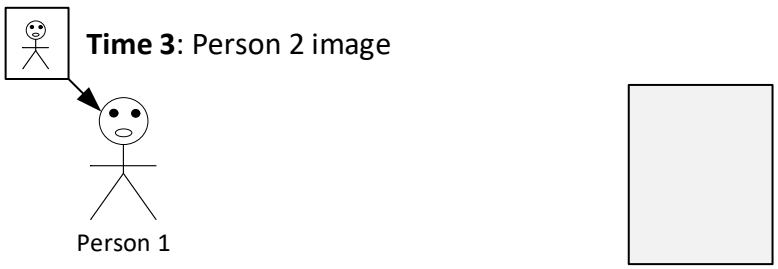
shown that the functional system exists to enable our functionality. By identifying a person, we have an image of that person in our mind, and we think about it. To better understand that let's take a look at this model.



From the model, we can see that at Person 1 sees Person 2 or identifies Person 2. When Person 1 sees or identifies Person 2, Person 1 does have an image of Person 2 and his/her mind. We can say that, when Person 1 identifies Person 2. Person 1 retains an image of Person 2 in his/her mind. In this case, Person 1 can later identifies Pesson 2 or provide information about Person 2. Now, let's show the model of that.



As shown by the model, at Time 2, Person 2 is absent, but Person 1 still retains an image of Person 2 in his/her mind. As we can see here, after identifying Person 2, even when he/she is absent, Person 1 still retains an image of Person 2 in his/her mind. Now, let's assume that Person 2 dies at Time 3, then we have this model.



As we can see from the model, at Time 3 Person 2 dies, but the image of Person 2 still retains in Person 1's mind. All you need to do here is to verify that the image of Person 2 remains in the mind of Person 1 is also a problem. In other words, by understanding the overall explanation. We can see that, when people we know already or we have identified

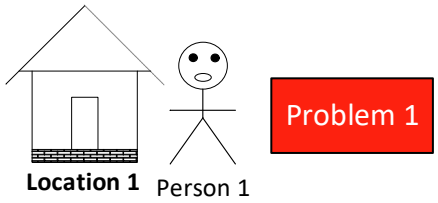
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already died, we still have an image of those people in our mind. All you need to do here is to show that having the image of those people in our minds is also a problem. Having the image of people who died in our mind is a problem.

496. **Problem and Solution Related to Entity Available:** To solve our problem, the following equation was given to us by our parent.

$$Available + Given = Solution$$

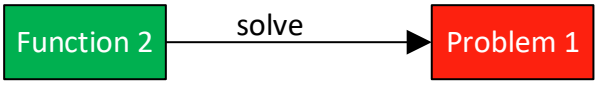
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 323, we have learned and shown that a function is provided to solve a problem, where the function is separate from the person who executes the function, and the function is what solves the problem. To better understand that let's assume that a person has a problem to solve as shown by this model.



From the model, we can see that Person 1 has a problem to solve. A function is needed to solve that problem. Since the function is what is needed to solve the problem, in this case the function has an opportunity to solve that problem, rather than the person who has that function. To better understand that, let's take a look of this model.

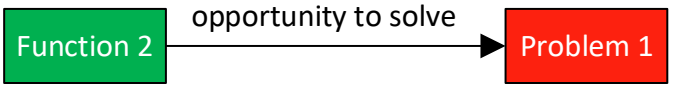


From the model above, we can see that Function 2 solves Problem 1 in the form below.



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Now, since Function 2 is what solves the problem, then Function 2 has opportunity to solve the problem in the form below.



From the model, we can see that the opportunity to solve the problem belongs to the function rather than the person who executes the function. In other words, the opportunity entity belongs to the function rather than the person who executes the function. Use the given equation to show that the function is what has the opportunity to solve the problem.

497. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 233 and 270, we have learned and shown that mother nature does not want us to have bogeymen because they will undermine our effort and our understanding. By understanding that, we can see the bogeymen try to undermine mother nature. For example, in article basis 442, you have identified what bogeymen can do and what they cannot do. By understanding the overall explanation, we can see that bogeymen have no respect for given entities or mother nature.

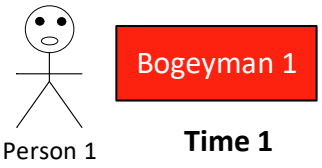
By understanding the explanation above, we can see that bogeymen are lazy. For example, if a formula or principle is given, rather than applying the formula or principle, bogeymen would look for others to do the dirty work for them which undermine their efforts and mother nature. In other words, if an entity is given such as Entity 1, the bogeymen would throw it away or disregard it and look for dirty work because bogeymen cannot work with given entities. Bogeymen always look for free passes and dirty work.

498. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

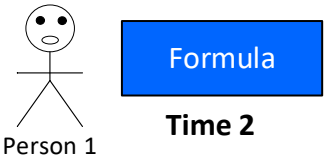
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the article basis above, we have learned and shown that bogeymen are not capable of working with given entities. From article bases 443, 484, and 493 we have learned and shown that the understanding of the formula disables the existence of bogeymen. In other words, bogeymen are the result of misunderstanding the given formula, by understanding the given formula, bogeymen no longer exist. To better understand that let's take a look at this model.



From the model above, at Time 1, Bogeyman 1 exists. Bogeyman 1 exists because Person 1 has not learned and understood the formula. Now, at Time 2, Person 1 has learned and understood the formula, then Bogeyman 1 no longer exists, and it is replaced by the formula as shown by this model.



From the model above, we can see that at Time 2, the formula is used as a substitution for Bogeyman 1. In other words, the understanding of the formula substituted for the bogeymen. In this case, we have this as the result.

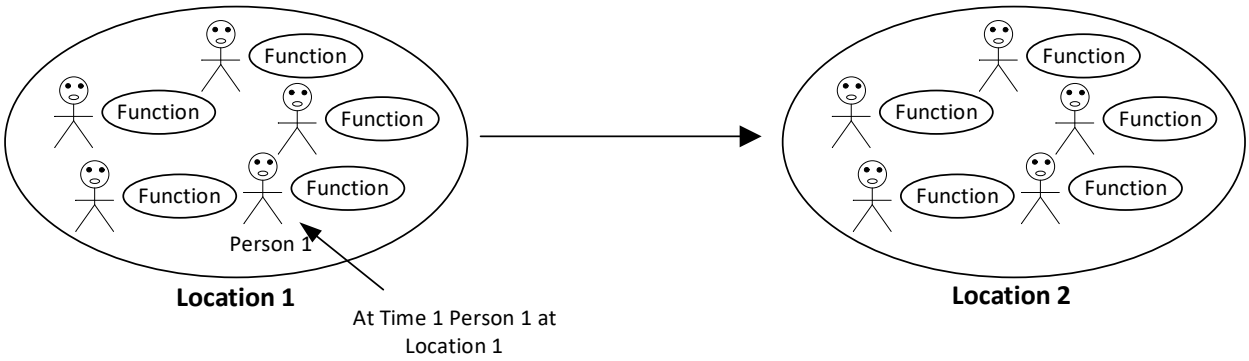


What is important here is that the substitution of the bogeyman with the formula follows the same concept of problems and solutions. In this case, bogeymen themselves are

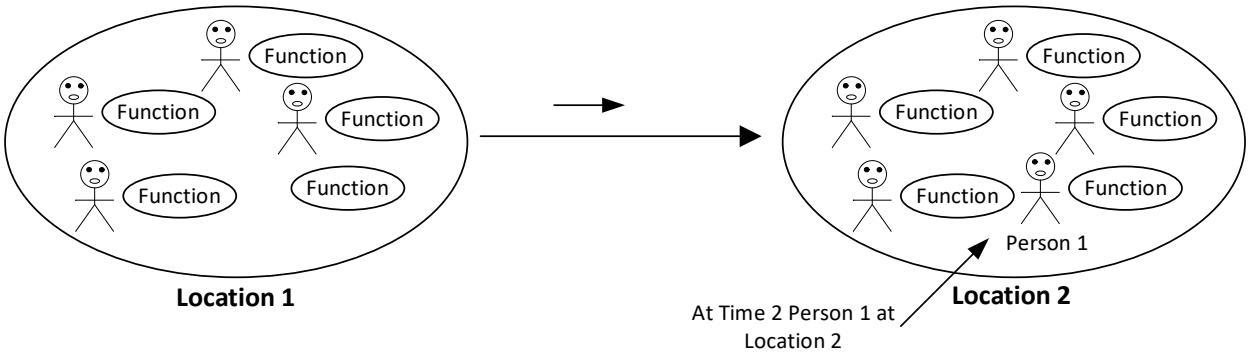
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viewed as problems. In order to solve them, we must replace them with their solutions. From the model above, Bogeyman 1 is identified as a problem, then it is substituted by the formula which is the solution of the problem. By understanding the explanation, we can see that without learning and understanding the formula, a bogeyman will always stay a bogeyman. In this case, there is no substitution.

499. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of entity identification, a person is identified at a location a person is present at that location. From article basis 318, we have learned and shown that with the pass, a person can go to another location. Let's show that by this model.



From the model, at Time 1, Person 1 is identified at Location 1. Then the mobility of Person 1, which is enabled by the pass, enables Person 1 to go to location 2. In this case, we have this model.



From the model above, we can see that at Time 1, mother nature identifies Person 1 at Location 1 and at Time 2, mother nature identifies Person 1 at Location 2. What is

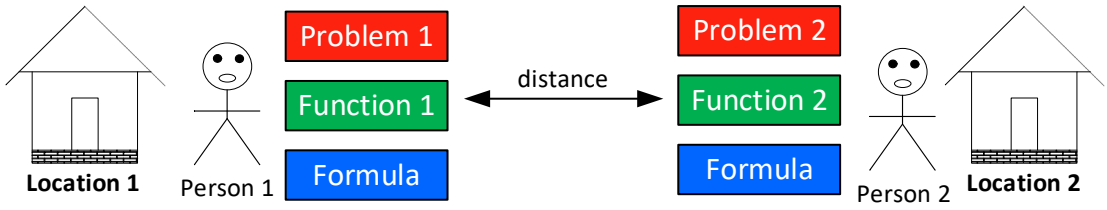
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important here is that at Time 1, Person 1 is part of functions that are executed at Location 1, where at Time 2, Person 1 is part functions that are executed at Location 2. Consider both Location 1 and Locations 2 are viewed as collections of functions. If we combine all functions at Location 1 as Function 1, then at Time 1, Person 1 is part of Function 1. Where at Time 2, Person 1 is part of Function 2, where Function 2 is combined functions at Location 2.

500. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

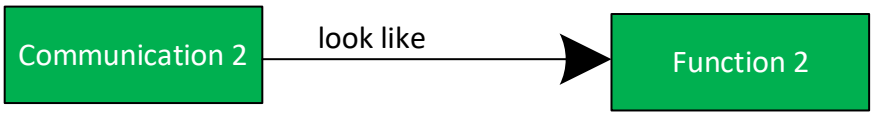
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the entity available to us, we know that communication is one of them. In terms of function at location, we have the following model.



From the model above, Person 1 applies the formula to solve Problem 1 and Person 2 applies the formula to solve Problem 2. By applying the formula, Person 1 has Communication 1 and Person 2 has Communication 2. With that, we have the following relationship where Communication 1 looks like Function 1 and Communication 2 looks like Function 2 as shown by this model.



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From the model, we can see that in order for me to solve a problem, my communication must look like my function at my location. If my communication does not look like my function at my location, then the problem will not be solved. In this case, my problem is also located at a location where I am not physically present.

501. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 88, we have learned and shown that we are all the children of our parent, and we must help each other to enable the functionality of life. In article basis 156, we have learned and shown that employees are helping each to enable the project to execute successfully to solve the underlined problem. In article basis 234, we have learned and shown that when a person helps another person with the understanding of the formula that also increases the understanding of both of them.

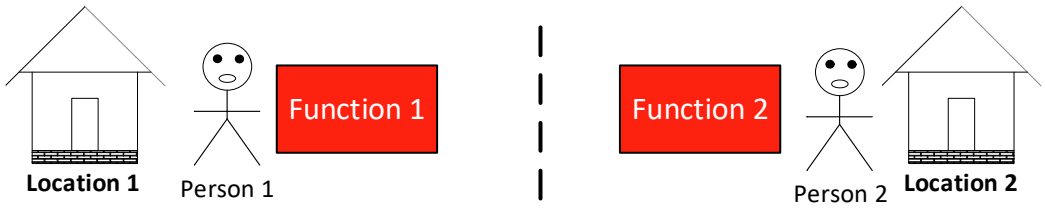
To better understand the explanation above, let's assume that multiple people are working on a project. One of the guys has been working on the project for a while and he/she has a good understanding of the project. However, that guy is not helpful in helping others. Another guy has not been working on the project for a while. He has very little understanding of the project, but with his/her little understanding, he is always helpful in helping others. All you need to do here is to use the given equation to show that in the long run, which guy will lead to a more successful project execution. Also, what the manager should do to help the project execute successfully.

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502. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. Before the formula is put on the table, what part of the operation is right. In terms of function at location, let's take a look at the following model.



From the model above, at Location 1, Person 1 has Function 1 and at Location 2, Person 2 has Function 2 where both Function 1 and Function 2 are executed negatively, because both of them are not using the formula. Now, let's take a look at the following cases:

Case 1

Person 1 executes Function 1 negatively but does not look how Person 2 executes Function 2 to do the same thing.

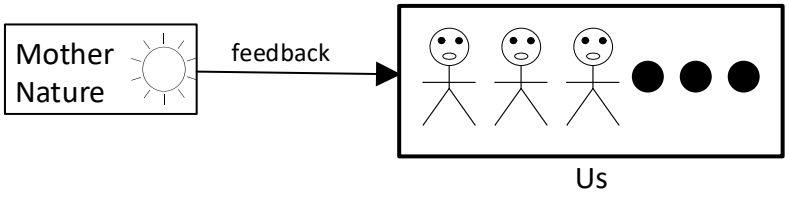
Case 2

If Person 1 looks how Person 2 executes Function 2 at Location 2 and does the same thing by executing Function 1 according to how Person 2 executes Function 2 at Location 2, that is not good.

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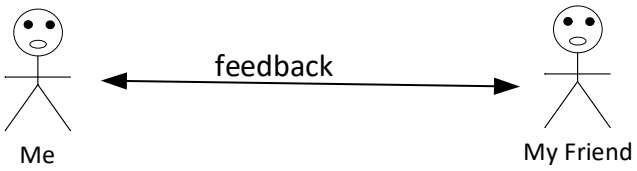
What is important here is that if Person 1 executes Function 1 according to himself/herself rather than according to Person 2 at Location 2 or how Person 2 executes Function 2 at Location 2, it is better. In this case, because of function at location, Person 1 will learn the formula much better and quicker to execute Function 1 positively, rather than if he/she is looking at how Person 2 execute Function 2 and does the same thing by executing Function 1 according to Person 2. By understanding the explanation, we can see that Person 1 has something already that will help him/her with the learning and applying the formula. For example, I respect my location and have some understanding. So, before the formula is put on the table, it is better for people at their locations to execute functions according to themselves at their respective locations, rather than according to people at other locations.

503. **Understanding Information Related to Mother Nature:** The information about an entity is give with that entity. The information about an entity is first known by mother nature before us. From article basis 88, we have learned and shown that mother nature enables us to feedback each other so we can execute our functions positively. In article basis 156, we have verified just that. In article basis 242, we have shown the model of how mother nature provides feedback to us, so we can solve our problems. let's take a look at this model to show mother nature provides feedback to us in the form shown.



As we can see from the model above in relationship to the model in article basis 242, if we don't know, mother nature helps us. In this case we can see that there is a relationship between mother nature and feedback. In relationship to us, we can give feedback to each other to solve problems.

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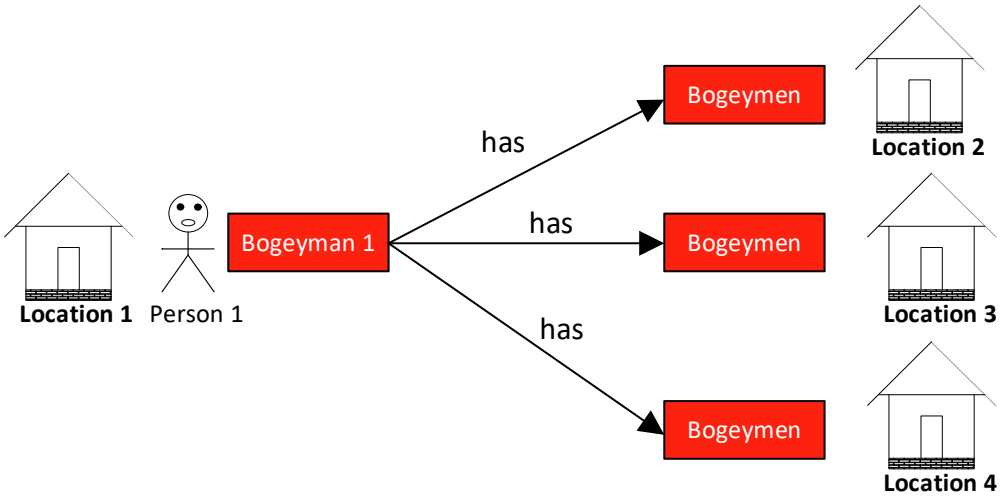


From the model, me and my friend can give feedback to each other. If me and my friend don't give feedback to each other, we are simply useless to each other. The way to look at it, if we are doing something wrong, then we can feedback each other to do something right. If we disregard that, we simply disregard mother nature or how mother nature works. We also disregard our responsibilities or being useless to each other.

504. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

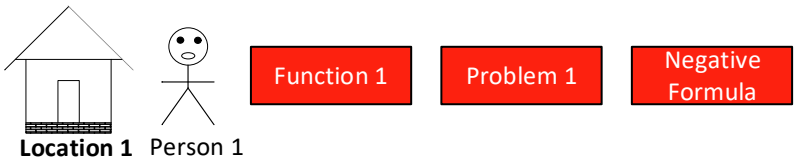
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 445, we have learned and shown that a bogeyman at a location can have multiple bogeymen at other locations as shown by this model.



From the model, we can see that at Location 1, Person 1 has bogeymen at Location 2, Location 3, and Location 4. From the model and from our understanding of function at

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location, we can see that if Person 1 has bogeymen at multiple locations, Person 1 would not be able to execute his/her function positively at Location 1. If we have bogeymen at multiple locations, that will affect us from executing our functions positively at our own locations. To better understand that, let's take a look at this model.



From the model we can see that, because Person 1 has bogeymen at multiple locations, that affect his/her local function where the local function which is Function 1 executes negatively and it is based on the negative formula as shown, where Problem 1 at Location 1 remains unsolved.

$$-Available-Given=-Solution$$

By understanding the overall explanation, we can see that when we have bogeymen outside our locations doing dirty works for us, that does not help us solve problems at our current location. The reason for that, because of the formula. The same negative formula we use to have bogeymen at other locations doing dirty work is the same formula we use at home to do our work. In this case, it does not help us. Since mother nature tells us we should not have bogeymen, disregard any location, by replacing bogeymen with the given formula, then we can solve our problems.

If you want to, you can show that in order for Person 1 to solve Problem 1, Person 1 does not need bogeymen at multiple locations. It is the same as saying that Person 1 does not need a bogeyman at all to solve problems at his/her location. To better understand that let's take it like this. At home, you have a problem to solve like Dirty Dishes. Here you draw the models including your house, yourself, the problem, some other houses in the neighborhood like 5 of them and people at those houses. From the model, you show that in order for you to clean the dishes, the Wash Dishes function does not need you to have

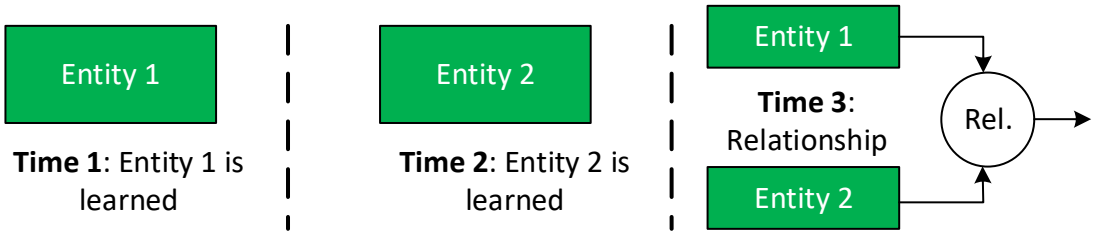
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bogeymen at other locations. Therefore, in order to solve problems at home, you don't need bogeymen at your neighbors' houses or other locations. You don't need bogeymen at all.

505. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

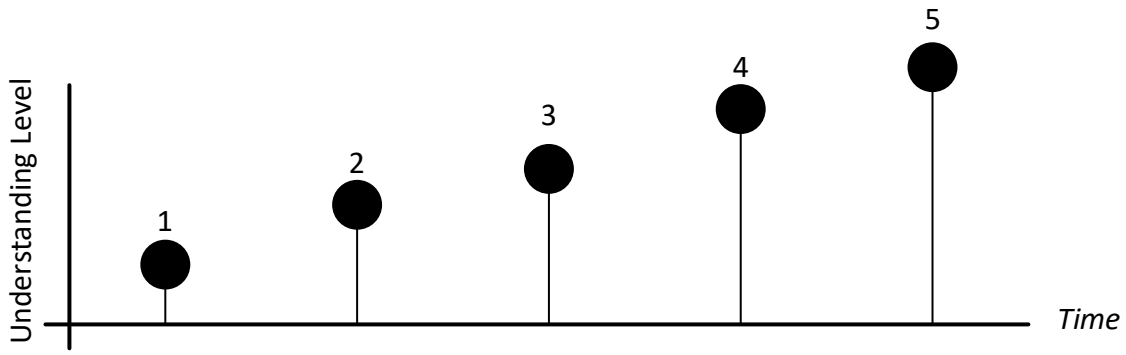
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 234, we have learned and shown that helping each other enables us to increase our understanding of the given formula. From article basis 392, we have learned and shown that the level of our understanding of the formula does not stay at a current step, as we make progress of learning the formula, we move from step to step. The reason for that is because of the relationship between previous learning and successive learning. In other words, if we look at a previous learning as an entity and the successive learning as another entity. Then as we learn, we identify the relationship between them. It is always good to show that by this model.



As we can see from the model, at Time 1, Entity 1 is viewed as our understanding. For example, while we are in the process of learning, our understanding of an entity is viewed as Entity 1. At Time 2, our understanding is viewed as Entity 2. At Time 3, we established a relationship between Entity 1 and Entity 2 which further increased our level of understanding.

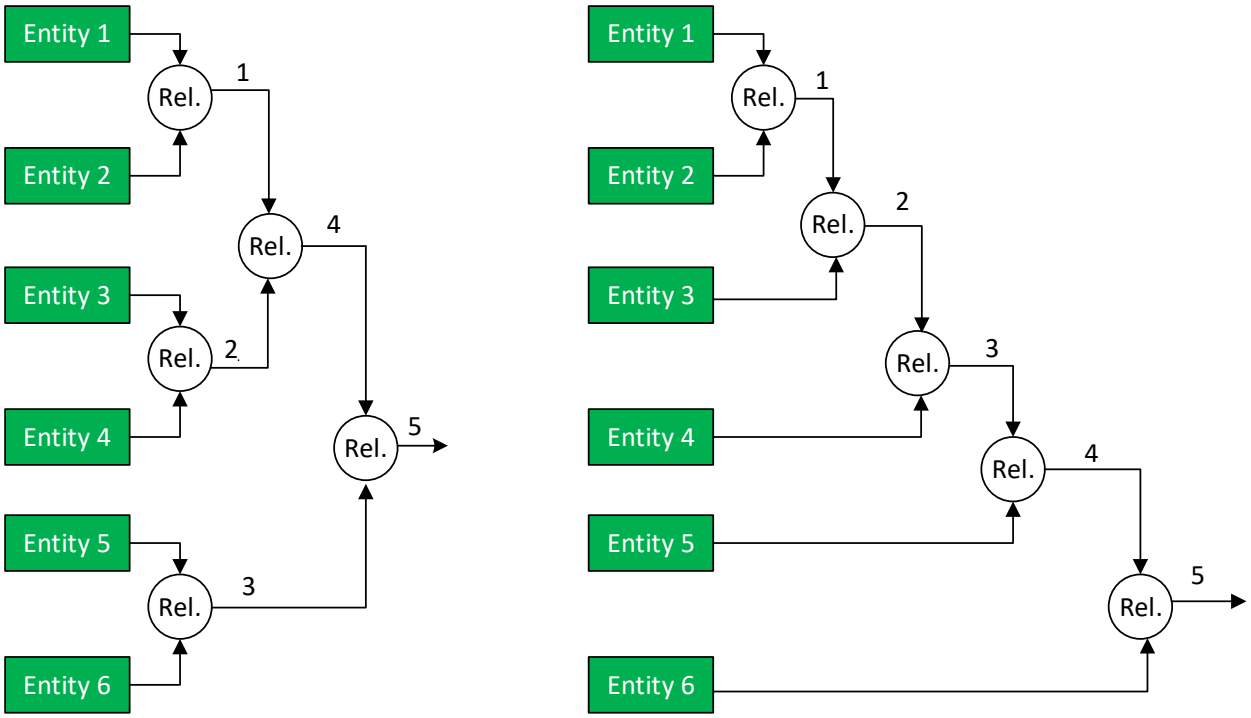
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From article basis 222, we have learned and show that everything given to us by mother nature such as information, statement, formula and so forth are related to each other. Related to the explanation above, we can see that if we can understand an entity given to us by our parent and establish a relationship between a next given entity, that also increases the level of our understanding. It is always good to show that by this model.



From the chart above, consider 1 as the first relationship we establish from entities given to us by our parent. In this case, if at Time 1 our parent provides us with an entity, and we understand that entity. At Time 2, our parent provides us with another entity, and we understand that entity and we establish a relationship between the first entity and the second entity. Number 1 is viewed as our understanding at Level 1. Now, if our parent provides us with another entity which is a third entity and we establish a relationship between the third entity and the previous entity, that is the second increase of our understanding, and it is viewed as number 2. As we continue to establish relationships between entities given to us by our parent, that enables us to increase our understanding. What is important here is that identifying relationship between entities given to us by our parent enables us to increase the level of our understanding. From the chart above, each number corresponds to an identified relationship understanding level as shown by this model.

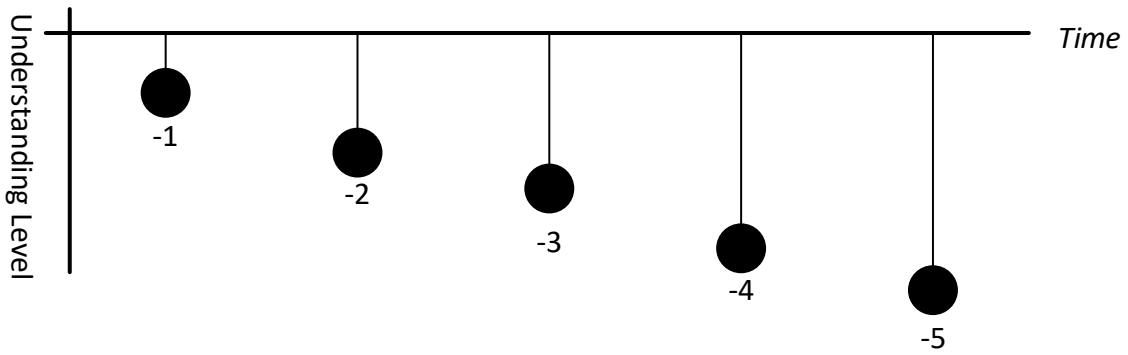
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From the model above to the left, at 1 that shows the level of our understanding of the relationship of the 2 entities we have identified. Next, we identify the relationship of 2 entities again, that increase the level of understanding from the previous one. The relationship between 2 entities is also an entity, so when we identify a relationship between 2 previous relationships we have identified, we further increase the level of our understanding. To the right, from the first relationship we have identified, we identify a second entity which is related to that relationship, which enables us to further increase the level of our understanding. From that relationship, we identify another entity that is related to it, then we incase the level of our understanding again.

In the other hand, if we are not able to identify relationship of entities given to us by our parent, we simply decrease the level of our understanding. In this case, our level of understanding is going down in the form below.

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From the chart above, we can see that the level of our understanding is going down rather than elevating. To better understand that let's take a look at article basis 88, where our parent does not tag. In this case, we simply disregard the tag. By using this article basis in relationship to article basis 156, where rather Manager 2 looking at the tag—because there is no tag—Manager 2 looks at related entities for example, feedback, effort, helping each other, and so forth. By doing so, that increases the level of understanding of people who are working on the project, which enables the project to execute successfully. What is important here is that based on a single entity such as tag, a person can try to look for differences rather than relationships. By looking for differences between what are given to us, that brings the level of understanding of that person down. While looking for relationships, that person looks for related entities, which enable him/her to increase the level of understanding.

Another way to look at it is that a person who looks for difference will put very little effort, while the person who is looking for relationship will put more effort, because looking for relationship requires more work. Also, misinformation after misinformation enables level of understanding to go down. For example, first misinformation, then second misinformation, where the continuation of misinformation enables level of understanding to go down. If you want to, you can verify that, looking for relationships between entities given to us by our parent is related to the given equation, while looking for difference is based on the given equation in negative form. It is the same as saying

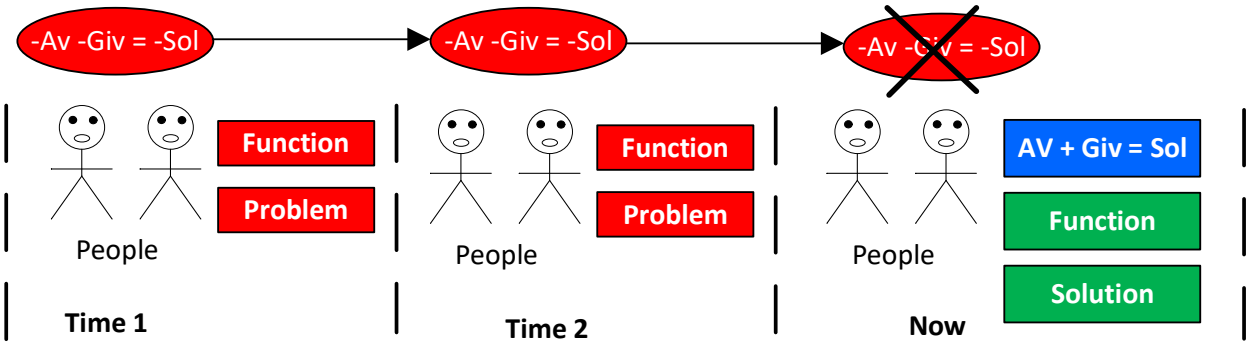
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using the given equation in positive form to look for relationship and in negative form to look for difference.

506. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis numbers 5 and 242, we have learned and shown that the absence of the formula enables us to think negatively which enables us to solve no problem. Let's show that by this model, using the philosophy inheritance chart.



As we can see from the model, before—Time 1 and Time 2—we have a problem to solve, and we have no idea or formula to solve it. Now, the formula is given to us, we can use it to solve the problem. If we still try to work the old way, then we show mother nature that we are useless. The way to look at it is that if before we die, we understand the formula, that is good. However, if we persist and still think we can solve the problem with the negative idea as shown from the model and we die without trying to solve the problem, we simply show mother nature that we are useless. We cannot learn and understand given entities; that is not good. In other words, we are working on a project to solve a problem, and we have no idea what we are doing. The function of the project has been executed negatively and the problem solved by the project has not been solved. Now,

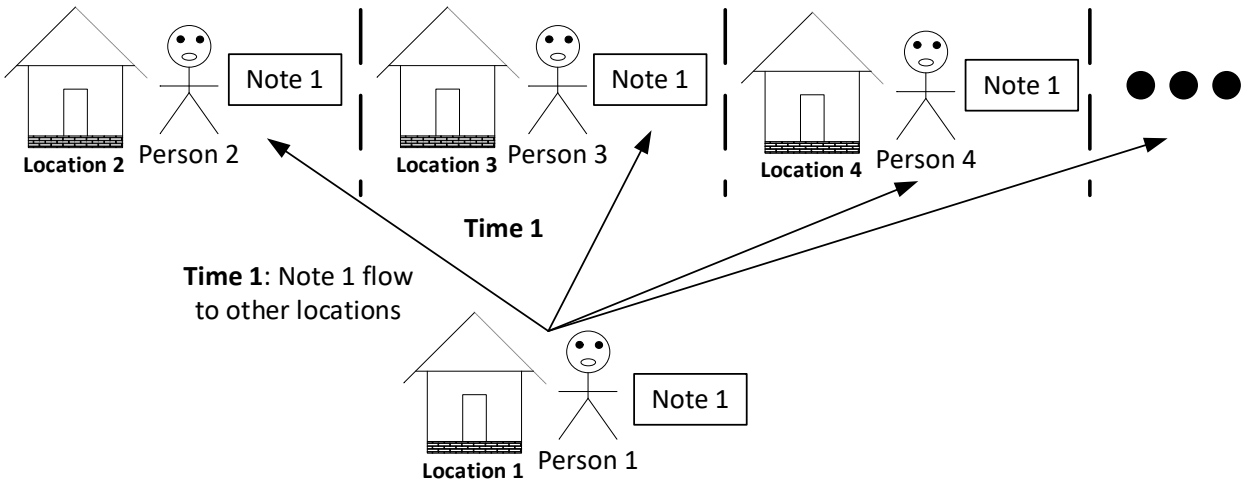
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the formula is given to us which gives us ideas on how to solve the problem. We are so reluctant, we don't try to learn and understand the formula to use it to solve the problem. We still continue doing it the old ay. In this case, we die without trying to solve the problem. As we can see, when we do something like that, we simply show mother nature we are useless, and we cannot work with given entity. In the other hand, now the formula is given to us, and we learn it and use it to execute the project to solve the problem. We show mother nature that we are useful, and we can understand given entity.

507. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

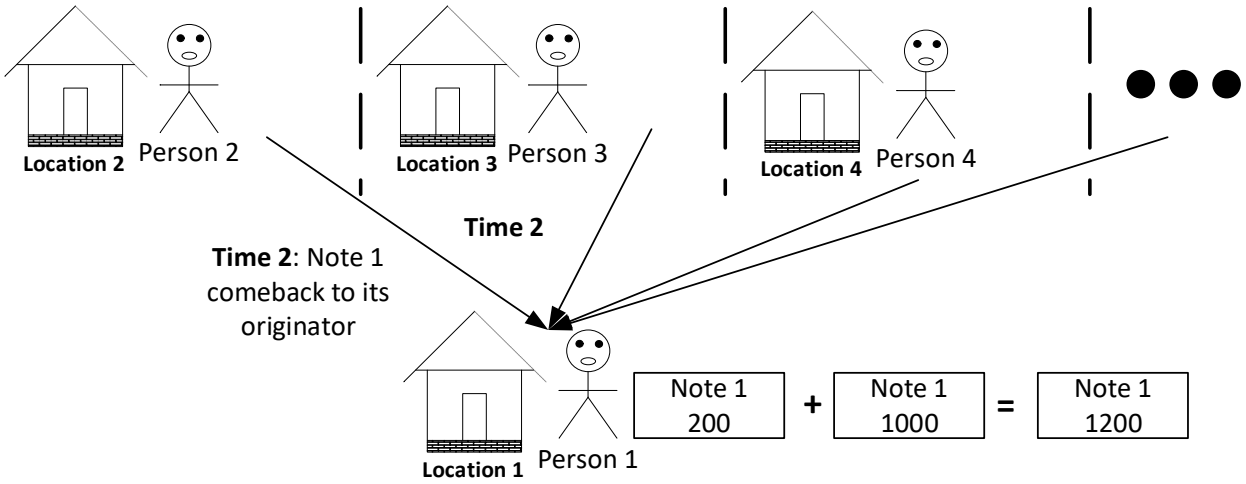
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 437, we have learned and shown that a written note using for exchange is a local entity and will return to the originator at some point in time. The more notes issued by the originator, the more liable the originator and when the notes come back, the originator must be able to handle them. To better understand the explanation, let's look at this model.



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From the model above, Note 1 is local to Location 1 or Local to Person 1 at Location 1 or simply local to people at Location 1. Here, while we show a single person at each location, think of it like multiple people who live at a location. From the model, at Time 1 we show the flow of Note 1 to multiple locations where we can see Note 1 at Location 2, Note 1 at Location 3 and so forth. We can think of it as many, many locations that are using Note 1. Because Note 1 is local to Location 1 or is originator, at some point in time all of them are going to come back to Location 1 or the originator. Let's show that by this model.



From the model above, as we can see at Time 2 all Note 1 that were at other locations comeback to the originator. The originator has 1000 Note 1 that were outside location 1 and 200 Note 1 that is inside Location 1. The total number of Note 1 that must be handled by the originator now is 1200. Because Note 1 is local, the more notes are issued by the originator, the more liable is the originator. When more notes are coming back to the originator, the originator becomes more liable. Now at Location 1, the original must be able to handle the total notes available, which includes the notes that were already at Location 1 and the notes that are coming back. All you need to do here is to use the given equation to solve that problem. As we can see here, the originator has a problem to solve. At Time 1, the originator has 200 Note 1 available at Location 1 to handle, now at Time 2, all the notes are coming back so the original has 1200 Note 1 to handle. The problem you

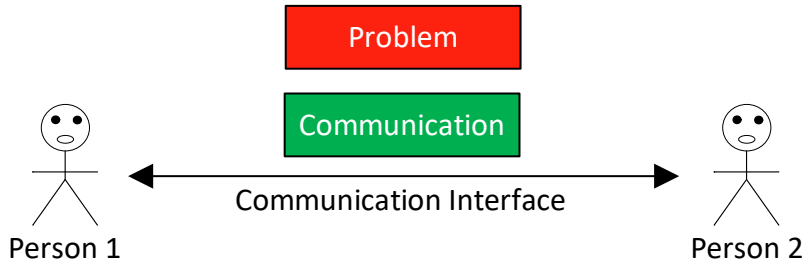
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need to solve here is to use the given equation to handle those notes. In other words, how do you solve the increase of note problem at your location.

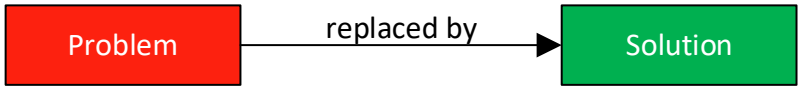
508. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From the list of entities available to us, we already know that communication is one of them. In this case, if two people have a problem to solve, then communication is viewed as an entity available that is plugged into the given equation to yield a solution. To better understand that let's take a look at this model.



From the model, we can see that Person 1 and Person 2 have a problem to solve. Between Person 1 and Person 2, there exists a communication interface, where communication flows. Above from the communication interface, the communication between Person 1 and Person 2 are identified. As we can see from the model as well as from the given equation, it is not possible to solve a problem by using the physical method. The physical method is not viewed as an entity available that can be plugged into the equation to yield a solution. Using the physical method, the following relationship does not exist.



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From the model, we can see that the problem is replaced by its solution. For example, if Person 1 and Person 2 have a problem to solve and that problem is Problem 1, then Problem 1 is solved by replacing it with Solution 1. Using the physical method does not enable Problem 1 to be replaced by Solution 1, because using the physical method is based on the negative equation below.

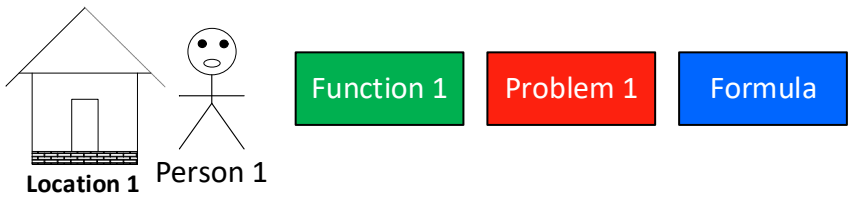
$$-Available - Given = -Solution$$

In terms of communication, if we look at the given equation we can see that positive communication such as good sentences, where in the negative equation we can see that bad communication such as negative sentences. In this case, we can see that the physical method does not allow us to identify a problem before and after the function is executed to replace that problem with its solution. Because the physical method is not based on the given equation, but on the negative approach of the given equation.

509. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

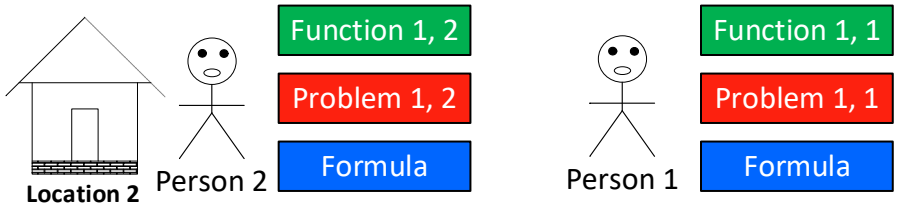
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at Location, at a location a function is provided to solve a problem as shown by this model.

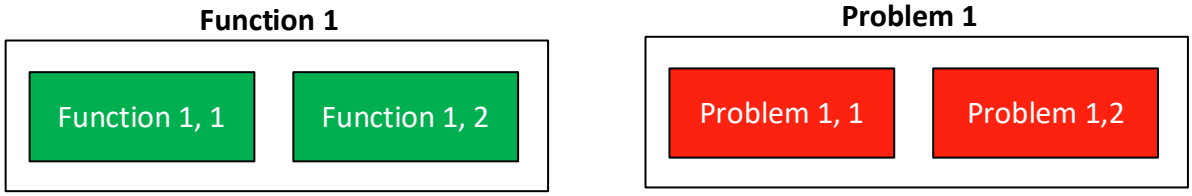


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From the model, we can see that at Location 1, Function 1 is provided by Person 1 which is a function provider to solve a problem. We can say that the process happens at Time 1. Now, at Time 2, the mobility of Person 1 with the formula enables Person 1 to go to Location 2 to provide a function such as Function 1 to solve a problem at Location 2. Let's show that by this model.



From the model above, we can see that because Person 1 provides a function at Location 1 to solve a problem, that same problem exists at Location 2. The mobility of Person 1 to Location 2 enables Person 1 to also provide that function at Location 2 to solve Problem 1 at Location 2. What we see from the model is that at Location 2, Function 1 needs local function to work with. In this case, we can see that at Location 2, Function 1 is a combination of functions as shown by this model.



From the model while Person 1 provides Function 1 at Location 2 to solve Problem 1, but Function 1 at Location 2 needs local functions to work with. In this case, Function 1, 2 can be viewed as a local function that works with Function 1 in order to solve Problem 1 at Location 2. In this case, the combined functions or Function 1 from the model is viewed as a function that is needed at Location 2 to solve Problem 1. As we can see here, to provide a function at another location, local functions are needed in order to solve the identified problem.

510. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother

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nature before us. From article basis 168, we have learned and shown that if previously we executed a negative function and after we learned and applied the formula to execute the function positively, mother nature does not see the previous negative, but the current positive. In article basis 248, we have learned and shown that the current positive execution of our function erases the previous negative. By understanding that, we can see mother nature does not keep record of our negative function execution but identify them as of now. For example, I was doing it wrong, now I am doing it right. Mother nature sees now, I am doing it right. If I am continuing to do it wrong now, then mother nature sees I am doing it wrong now.

From article basis 156, we can see that Manager 2 uses the same approach. For example, previous misunderstanding of the project by an employee is replaced by current understanding of the project by that employee. In this case, the current understanding of the project by that employee is what is identified by mother nature as well as taking into consideration by the manager, not the previous misunderstanding.

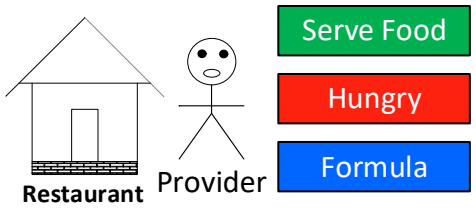
By understanding the explanation, we can see that if a person is doing something wrong, the problem that needs to be solved is for the person to do it right. In this case, doing it right is substituted for doing it wrong. To help solve the problem, doing it right is the one that carries the weight, where doing it wrong needs to go back learning and doing it right. Doing it right is substituted for doing it wrong, which is simply erasing the previous negative. In this case, mother nature only sees the doing it right.

511. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. For example, a function provider provides a function to solve a problem by using the formula as shown by this model.



From the model, we identify the problem solved by the provider, the function provided by the provider, and the formula used to solve that problem. In terms of applying the given equation, let's take a look at the following cases. At Location 1, as shown by the model, the function is provided to solve the problem. Let's identify the function as Function 1. At another location, which is Location 2, another function is provided to solve a problem. Let's identify it as Function 2. Function 2 is simply the function provided by another restaurant or people who work at that restaurant. At both locations, there is no problem to be solved, because no customer comes. The manager at one location closed the restaurant, while the manager at the other location keeps it open. All you need to do here is to use the given equation to validate which manager does the right thing. In this case, you use the given equation to verify which case is better.

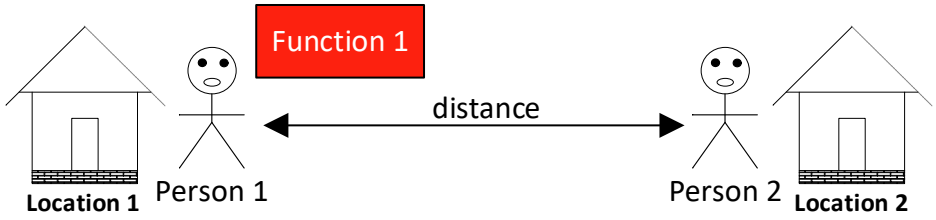
512. **Understanding Problem and Solution Related to Entity Available as well as Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

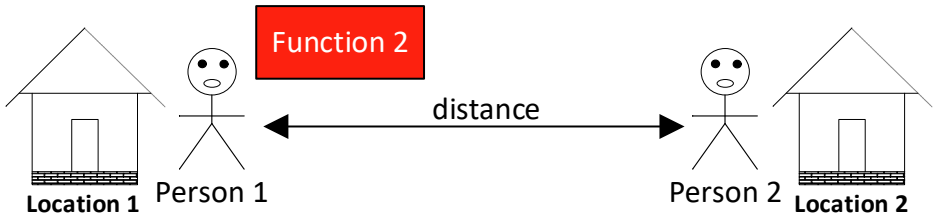
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, from many article bases we have learned and shown how function

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at location is important to mother nature. For example, in article basis 336, we have learned and show that each location is viewed as a function and messed up multiple locations is viewed as messed up multiple functions that make up the system. To better understand the explanation, let's take a look at this model.



From the model above at Location 1, Person 1 has Function 1 which is negative. Here, Function 1 is *Steal a Cow*. From the model, at Location 1, Person 1 steals a cow. This is viewed as case 1, where Person 1 steals a cow at his/her own location. Now, for case 2, we have Person 2 goes to Location 1 and steals a cow as shown by this model.



From the model above, Function 2 is viewed as negative and it is *Steal a Cow*, where Person 2 steals a cow at Location 1. Now, we have 2 cases: case 1, Person 1 steals a cow at his/her own location and case 2 is Person 2 steals a cow not at his/her own location, but at Location 1 which is viewed as another location. By understanding function at location as well as the given equation, we can see that since Person 1 steals a cow at his/her own location, then he/she has less problem to solve than Person 2 who goes to another location and steals a cow. All you need to do here is to use the given equation to show that Person 2 has more problems than Person 1. In other words, verify that a person who steals at other locations has more problems than a person who steals at his/her own location.

513. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

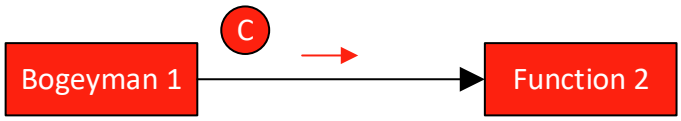
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$$Available + Given = Solution$$

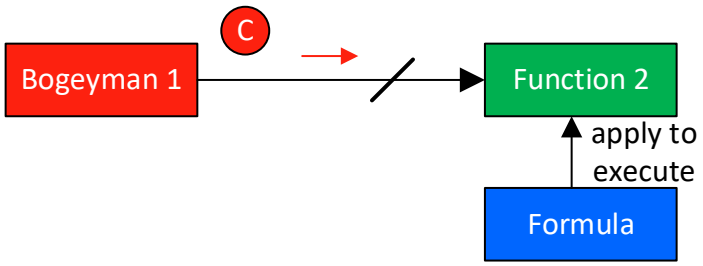
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 493, we have learned and shown that bogeymen look for weaknesses to extend their corruption where the understanding of the formula prevents them. In terms of people and functions, let's take a look of this model.



What is important here is that a bogeyman is looking for weakness in order to corrupt a function. It is always good to show that by this model, where the bogeyman sends a signal to Function 2 as shown by this model, in order to corrupt the function.



From the model above we can see that the bogeyman sends a corruption signal to the function in order to corrupt the function. As we can see here, the red circle with the letter C is viewed as a corruption signal or corruption token that travels from the bogeyman to the function. Once it hits the function, it corrupts it. In this case, the function transitions to red. What is important here is that a function that is executed with the formula is protected from the bogeyman. With the formula, we have the following model.



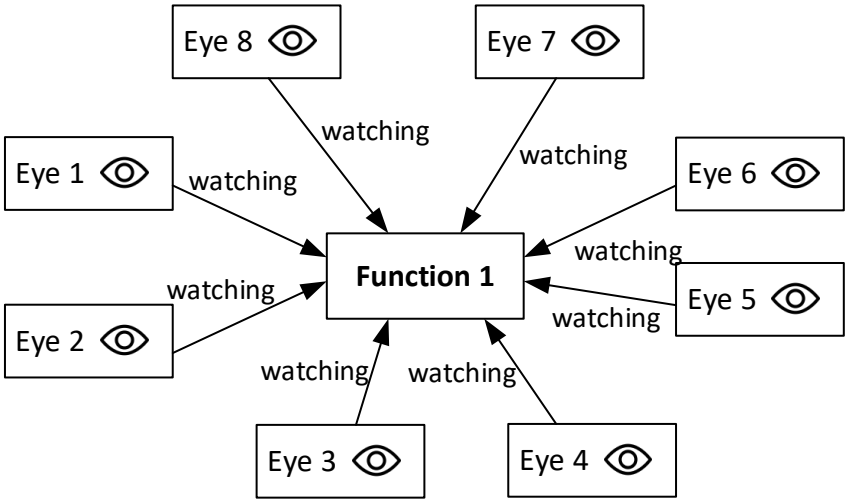
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From the model above, we can see that since the formula is applied to execute Function 2, then Function 2 is protected by the formula which prevents it from being corrupted by the bogeyman. As we can see here, with the absence of the formula, it is possible for functions to be corrupted by bogeymen where the application of the formula prevents functions from being corrupted by bogeymen.

514. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

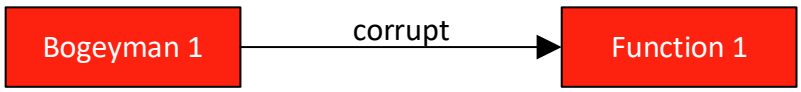
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 441, we have learned and shown the understanding of the formula prevents bogeymen from extending their corruption. From the article basis above, we have learned and shown that the application of the formula to execute a function prevents that function from being corrupted by bogeymen. To better understand that let's take it like this. The more eyes kept on a function, the less likely that function would be corrupted by a bogeyman. That makes sense in relationship to article bases 15, 88, and 156. To better understand that let's take a look at this model.

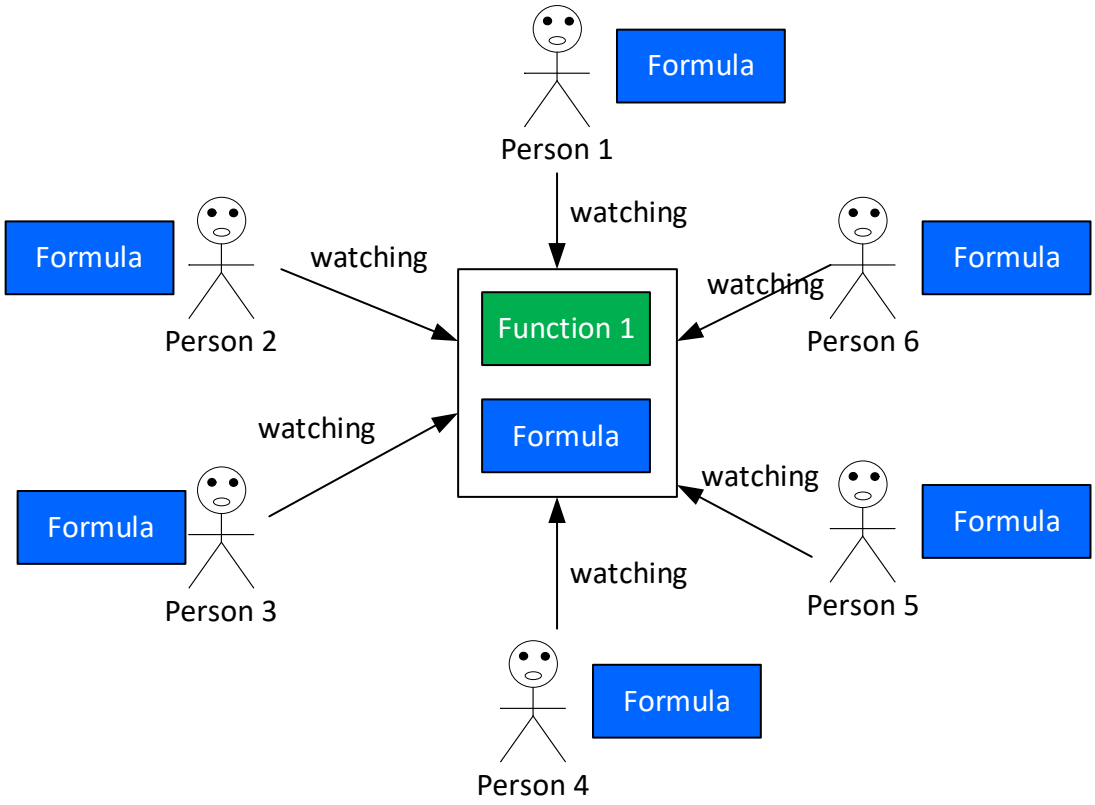


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From the model above, we can see a lot of eyes are watching Function 1. What is important here is that when multiple eyes are watching Function 1 to prevent it from executing with errors, that prevent Function 1 from being corrupted. Because all eyes are on Function 1, it is difficult for Function 1 to be corrupted by bogeymen. With no eye is on Function 1, then we have the following.



Now, with many eyes are on Function 1, then we have the following model.

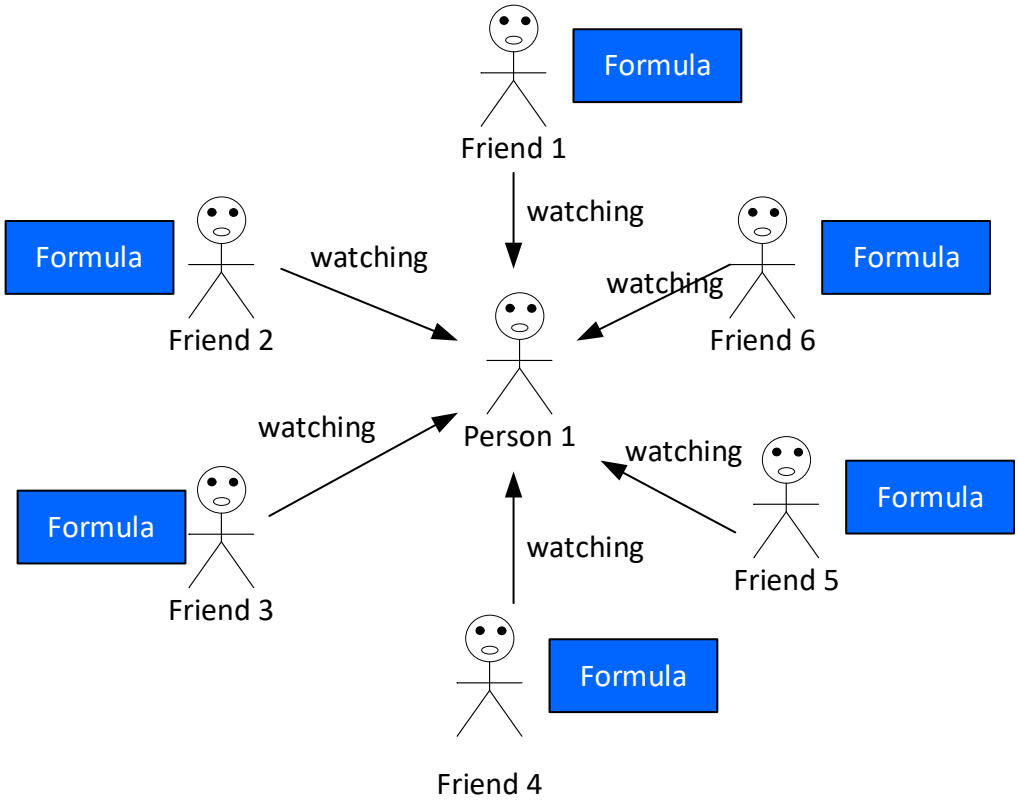


From the model, we can see since many people are watching Function 1 with the formula, then that prevents Function 1 from being corrupted by bogeymen. So, when many people are watching Function 1 with the formula, that reduces or suppresses corruptions attempt by bogeymen. If nobody is watching Function 1 with the formula, that will increase the corruption attempt by bogeymen. If you want to, you can verify that when nobody is watching Function 1, then Function 1 is executed based on this equation.

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$$-Available-Given=-Solution$$

Another way to look at it is to consider having a friend that can be in trouble because he/she can execute a negative function. Now, all of his/her friends are watching him/her to prevent him from executing negative functions. In this case, we can have a model like this.



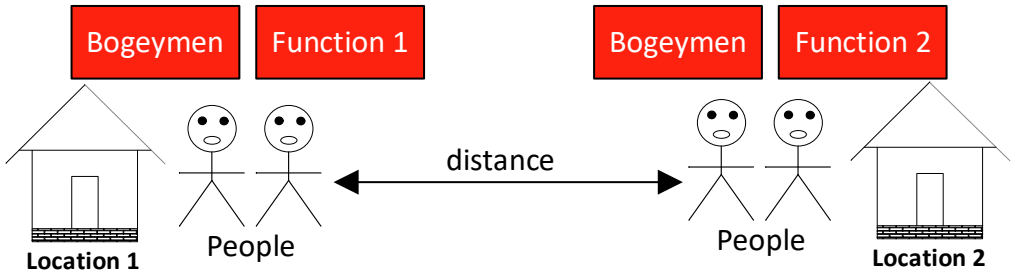
From the model above, we can see that Person 1 in the middle and all his friends are watching him, so he can execute the function positively. Even if he/she has a weakness, the fact that his/her friend keeps eyes on him, that will help him execute functions positively and prevent him from being in trouble.

515. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to help us solve the problem. From article basis 445, we have learned and shown that if a person or people have more bogeymen at many locations, then that person or people have more problems to solve. In other words, if I have bogeymen at 5 locations and you are only my bogeyman at your location, then I have more problems to solve than you. In terms of function at location, let's take a look at this model.



From the model above, at Location 1 we have Function 1 that is executed by people at Location 1, where at Location 2 we have Function 2 that is executed by people at Location 2. From the model, the bogeymen at Location 1 have 300 bogeymen at 30 locations including Location 2. The bogeymen at Location 2 are local to Location 2, where the bogeymen of Location 1 are not local to Location 1. By understanding function at location and the given equation, here use the given equation to show that Function 1 is more corrupted than Function 2. In other words, you need to show that having multiple bogeymen in many locations is more corrupted than having bogeymen local to one location.

516. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 441, we have learned and shown that the understanding of the formula prevents bogeymen from extending their corruption. From the same article basis as well as article basis 513, we can see that the flow of corruption is suppressed by the understanding of the formula. By understanding that, we can see bogeymen and corruption both exist together, and one does not exist without the other. Verify that bogeymen and corruption are related to this equation.

$$-Available-Given=-Solution$$

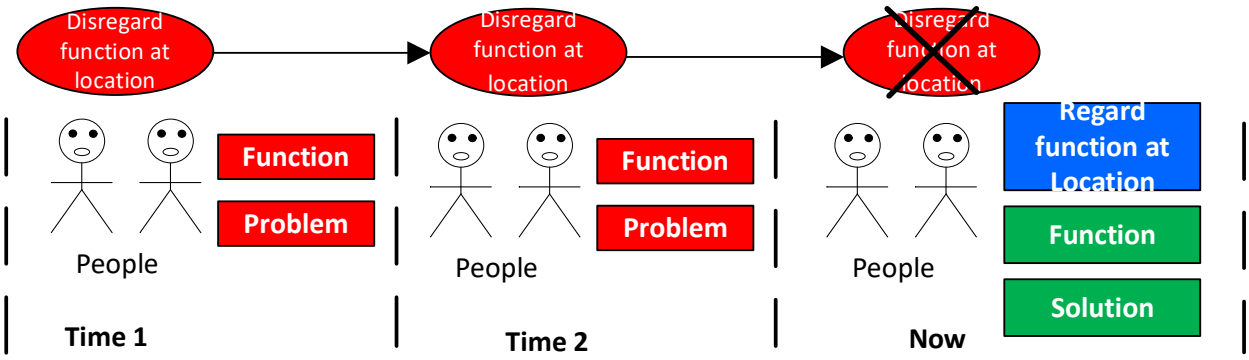
Using the equation above to show that bogeymen do not exist without corruption and corruption does not exist without bogeymen. So, so whenever there is one, there is also the other one.

517. **Understanding Problem and Solution Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

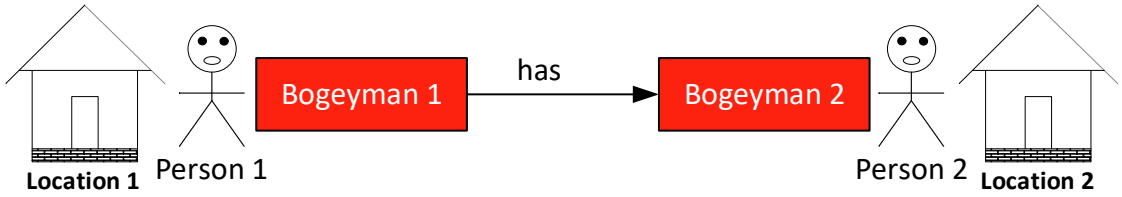
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, people at locations use the given formula to execute functions at their respective locations. In terms of philosophy inheritance, let's take a look at the model below.

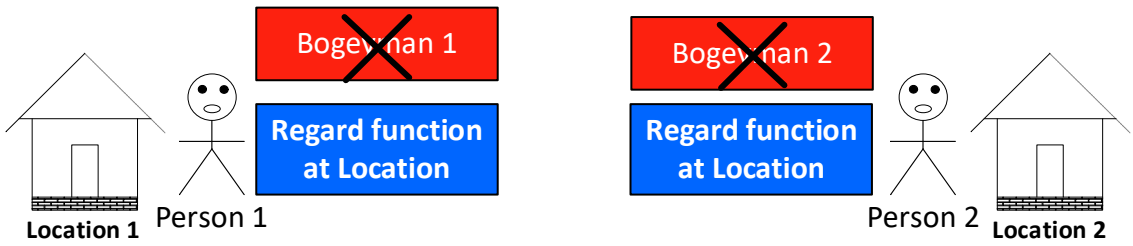
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What is important here, we have a problem to solve, which is related to disregarding function at location. Where the feedback is given to us to regard function at location. By inspection we can see that regarding function at location is related to the given equation above, while the disregard function at location is related to the negative form of the given equation. To better understand that let's take a look at this model.

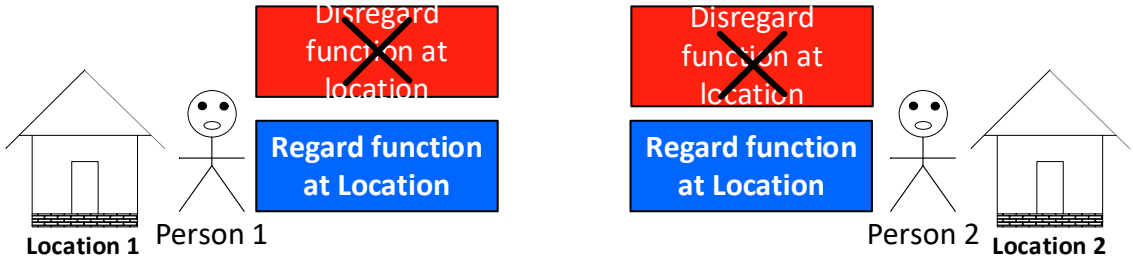


From the model above, while we only show a single person at each location, but consider each location has people. In this case, people or group of people at Location 1 have bogeymen at Location 2. The bogeymen process happens at Time 1 and Time 2. Now, the formula is given to us that tells us to respect function at location. To solve this problem, we cross out the bogeymen and replace it with the formula as shown by this model.

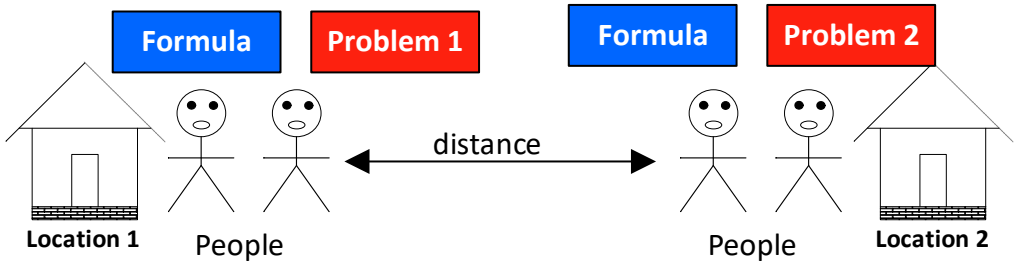


The model above is the same as this one

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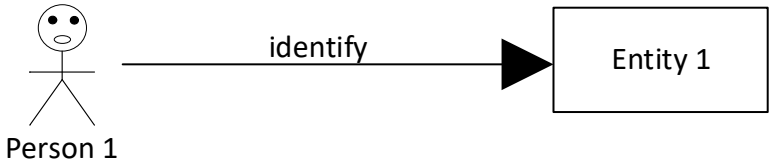
As we can see here, in each location we have people and the formula, so the previous negative which is bogeymen or disregarding function at location is no longer applied. Now, let's show the people and the formula at each location.



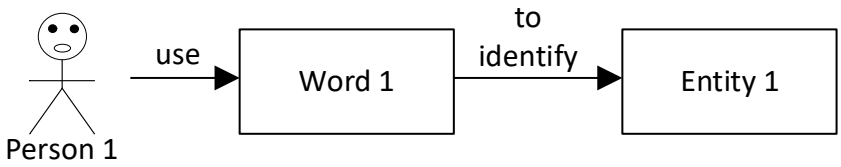
As we can see from the model, in each location, people at that location have a problem to solve. Bogeymen no longer exist, so people at Location 2 cannot wait for the bogeymen, because the bogeymen no longer exist and cannot help. From article bases 374, 379, and 384 at each location, they have the 5 guys plus 2 more guys. So, they can use the given equation to solve the problem. What happens here, from Time 1 and Time 2, having the bogeymen at location was a misunderstanding. For example, if Person 1 or a group of people at Location 1 have bogeymen at Location 2, in terms of communication the only sentence that can be used that was my mistake; that was my misunderstand of life; I am sorry. There is nothing more the people who have the bogeymen can do. To solve the problem, both people at Location 1 and Location 2 have everything they need. At Location 1, they have the formula, the 5 guys, and 2 more guys. At Location 2, they have the formula, the 5 guys, and 2 more guys. With that, people at each location can solve their own problems.

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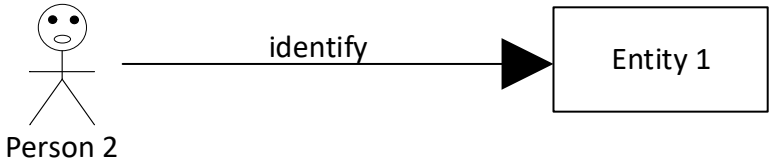
518. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of entity identification, let's take a look at this model.



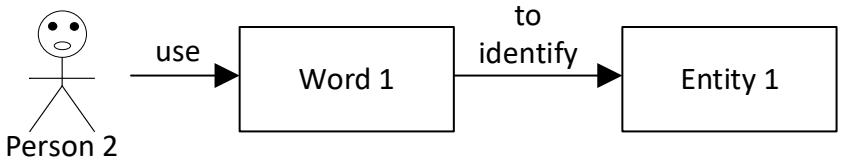
From the model, we can see that Person 1 identifies Entity 1. If Person 1 uses Word 1 to identify Entity 1, then we have the following model.



From the model above, we can see that Person 1 uses or repeats Word 1 to identify Entity 1. Another person like Person 2 cannot use or repeat Word 1 to identify Entity 1 because Person 1 uses Word 1 to identify Entity 1. Person 2 also needs to identify Entity 1 in order to use Word 1 to identify Entity 1. For person 2, we have this model.



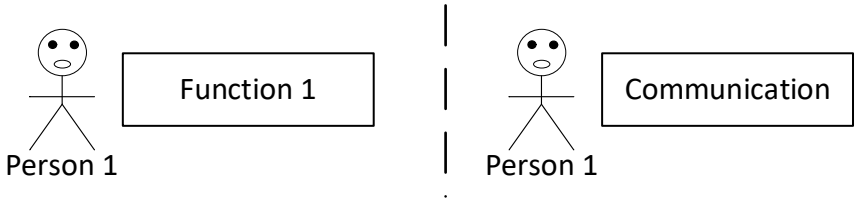
From the model above, we have Person 2 identifies Entity 1. Because Person 2 identifies Entity 1, Person 2 can then use Word 1 to identify Entity 1 as shown by this model.



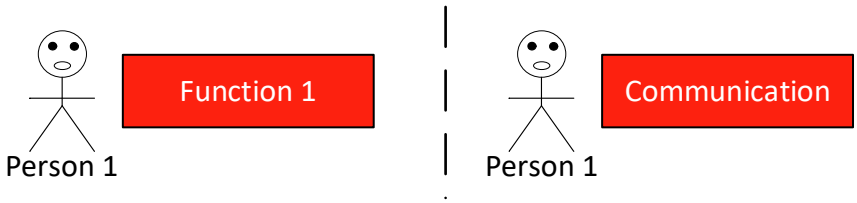
As we can see from the model, the identification of Entity 1 by Person 1 is not equal to the identification of Entity 1 by Person 2. In this case, if Person 1 identifies Entity 1, Person 2 does not automatically identify Entity 1 as a result. If Person 1 identify Entity 1, Person 2 does not identify Entity 1 based on the same identification of Person 1. From that we

can see, while Person 2 can use Word 1 to identify Entity 1, Person 2 cannot repeat Word 2 because of Person 1 repeating the same word. Person 1 has made his/her own identification, Person 2 needs to do the same thing by making his/her own identification. If you want to, you can verify that by using the given equation. In other words, use the given equation to verify that the identification of an entity by a person is not for another person. In other words, show that if Person 1 uses Word 1 to identify Entity 1, Person 2 must also identify Entity 1 rather than using Word 1 according to Person 1 identification of Entity 1. For example, next to me I identify a table—specific type of table—and I repeat the word table that I identify. Another person needs to identify that table too in order to use the word, rather than repeating it according to me.

519. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of entity identification, a person is identified, a person is identified with. A person is identified, a person is identified executing a function or communicating as shown by this model.

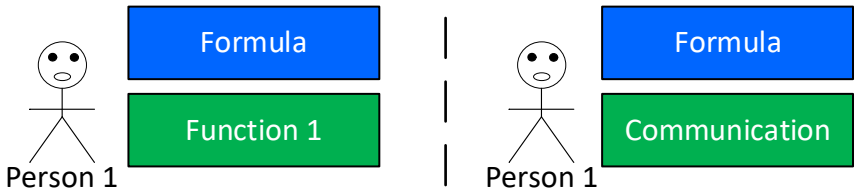


From the model above, to the left Person 1 is identified executing a function where to the right Person 1 is identified with his/her communication. Without the formula, the model above becomes.

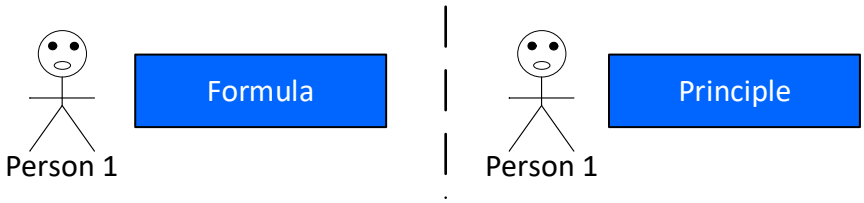


Now, with the formula we have this model

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As we can see from the model above, a person is identified, a person is identified with formula. A person is identified; a person is identified with principle. In this case, we have this model.



With the absence of the formula or principle, then we have the following



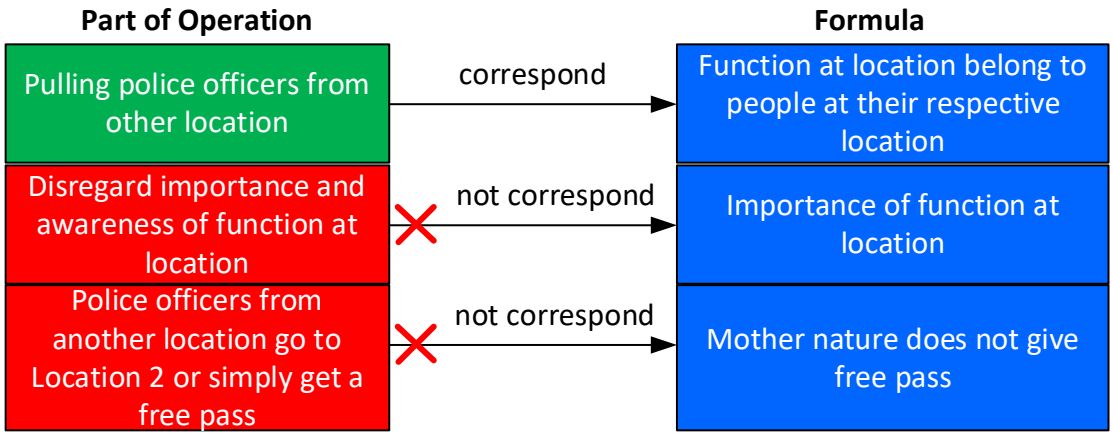
From the model above, as we can see without the formula or principle, bogeymen exist.

520. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

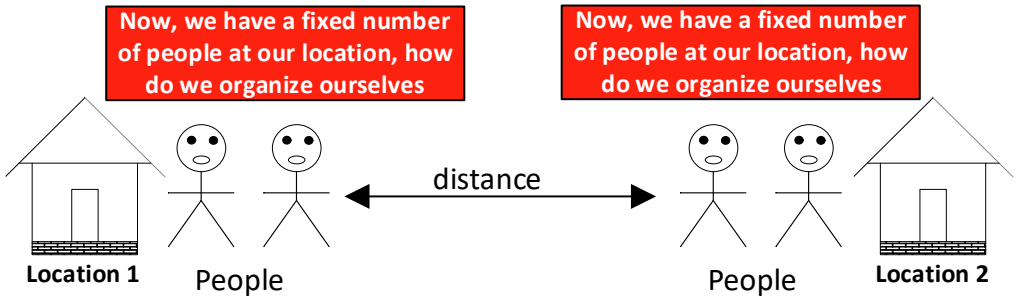
From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 342, we have identified the following models.

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Before the formula is put on the table, what part of the operation is right. Because according to the formula, we must respect function at location. If at Time 1, people at Location 1 have police officers at Location 2, then at Time 2, those police officers pull back to Location 1, then that is a valid operation. So, before the formula is put on the table, this part of operation is valid.

At both Location 1 and Location 2, the problem we try to solve is: now we have a fixed number of people at our location, how do we organize ourselves. So, at Location 1 that problem needs to be solved, so does at Location 2. Let's show that by this model.



As we can see from the model, both locations have the same problem to solve. In order to do so, there must be no bogeymen, because bogeymen are not useful to us, they simply undermine our effort and ability and cannot help us solve problems. In this case, at any time, there should never be bogeymen. Now, at Time 2 we have a problem to solve, there should be no bogeymen. At Time 2, bogeymen should not have any opportunity. Now, all you need to do here is to use the given equation to solve that problem. Using the

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given equation at Time 2 to solve the identified problem, which also includes no opportunity for bogeymen.

521. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 519, we have learned and shown that the identification of the person entity without the formula is the identification of the person entity with a bogeyman. From article basis 441, we have learned and shown that bogeymen are looking for weakness or opportunity to expand their corruption where the understanding of the principle preventing bogeymen from expanding their corruption.

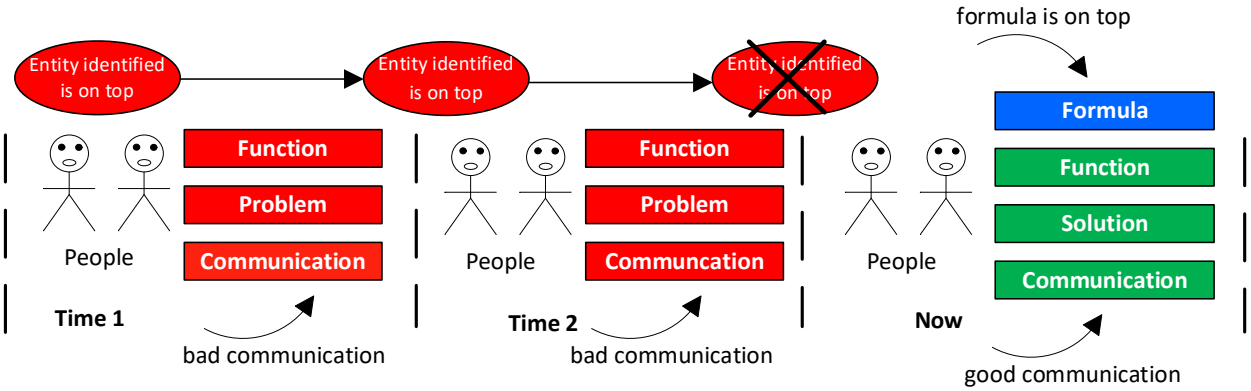
To prevent bogeymen from expanding their corruption, we need to operate in a way that does not attract bogeymen. If we operate in a way that attracts bogeymen, then we simply give opportunity for bogeymen to corrupt our functions. When we operate in a form that shows weakness, we simply enable bogeymen to corrupt our operations. Depending on how we operate, that can attract bogeymen. When we operate according to the formula, that does not attract bogeymen or give bogeymen opportunity to corrupt our functions.

522. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 518, we have learned and shown that if an entity is identified by a person, that entity is not automatically identified by another person. If an entity is identified by a person and that person uses a word to refer to that entity, another person cannot use that word to identify that entity. That person needs to identify that entity as well in order to use the word.

From article basis 227, we have learned and shown the entity or entities that cannot be on top. In terms of communication, since an entity that cannot be on top cannot be

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identified as an entity that can be on top, then this simply a communication error. In other words, if an entity can be on top, then that entity must be identified to be on top. Then the communication about that entity on top is enabled by that identification. In terms of history or philosophy inheritance, let's take a look of this model.



From the model above, we can see that at Time 1 and at Time 2, identifying an entity that is on top although naturally it is misidentified as an entity that is not on top which is viewed as an entity misidentification or simply a negative idea. In other words, at Time 1 and at Time 2, one or more entities identified in article basis 227 that is claimed to be on top, is not identified by mother nature as an entity that is on top. At Time Now, the formula is given in order to correct the previous misidentification or the previous negative. The way to look at it, yesterday I misidentified an item, and I communicated about it, then today the formula is given to me to properly identify it then communicate about it accordingly. As we can see here, at Time 1 and Time 2, because of misidentification we have miscommunication where at Time Now, we have correct communication.

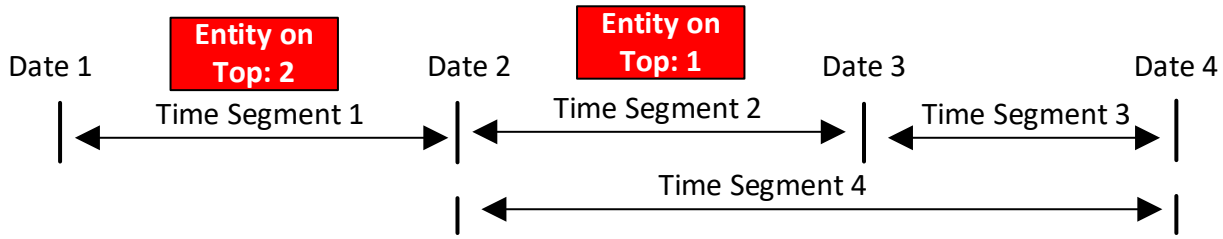
Since the entity that is identified on top is simply a claimed entity and naturally the entity is not on top, so it is not acceptable by mother nature to accept that claim. Disregard we have the formula or not, people will still cast doubt about that claim related to time that claim will never hold disregard formula or not. In this case, we have a problem here to solve. Since the entity cannot be on top and mother nature does not identify that entity as an entity that is on top, so related to time that entity cannot hold. In other words, related to time that entity cannot be on top all the time, because that entity is not

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naturally identified as an entity that is on top. So, related to time, disregarding the formula or not, mother nature can say enough is enough and that entity is no longer on top. In other words, since the entity on top is being viewed as a claim that is acceptable by others. At any given moment, people will no longer accept that claim. To better understand that let's take a look at the following model.



From the model above, since the entity on top is not natural, related to time the misidentification is going to be less acceptable by people. Now, if we take history into consideration as well as quantity, we can see a reduction. Because of distance and so, as pointed out in article basis 335, it is possible to have multiple from long, long time ago which is reduced related to time. In other words, because of distance, in specific areas, we can have that misidentification related to one entity, where in another area we can have that misidentification related to another entity. So, related to time we go from a higher number to a lower number. That makes sense, since the entity is not identified on top, so it is simply a misidentification of information. By understanding the explanation, let's assume that we have a reduction as shown by this model.

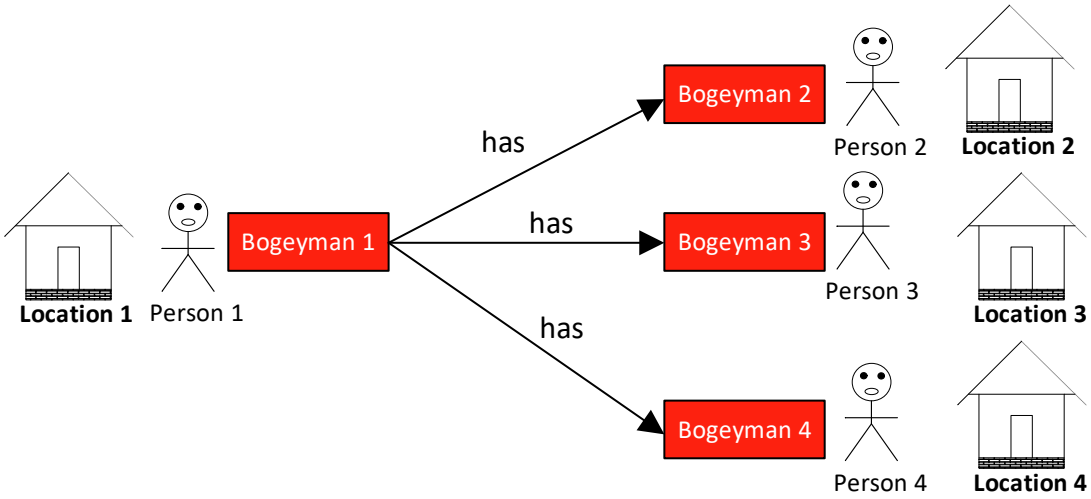


From the chart above, Time Segment 1 is viewed as the date with start having 2, to the date we start having 1. Where the Time Segment 1 is calculated as the difference between Date 2 and Date 1. At Date 2, we only have 1, where Date 3 is viewed as current date we still have 1. Date 4 is viewed as a projection date. Date 4 I viewed as a future date where Time Segment 3 is viewed as future time segment. Time Segment 4 is the difference between Date 4 and Date 2, where Date 4 is a future date. By understanding

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philosophy inheritance or the philosophy inheritance equation, it can be shown that Time Segment 4 can never be greater than Time Segment 1. All you need to do here is to use the philosophy inheritance equation to show that Time Segment 4 should be less than Time Segment 1. You can use history and the inheritance or philosophy reduction equation to show that as well as referring to article basis 397. As well as, using the same equation to show the reduction to zero.

523. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 445, we have learned and shown that if a person or group has bogeymen in many locations, that person or group has more problems to solve than if he/she has/have only a single bogeyman. From article basis 515, we have learned and shown that if a person or group has/have bogeymen in many locations, then the function of that person or group is more corrupted. In terms of a person or group has bogeymen at many locations, let's take a look at this model.

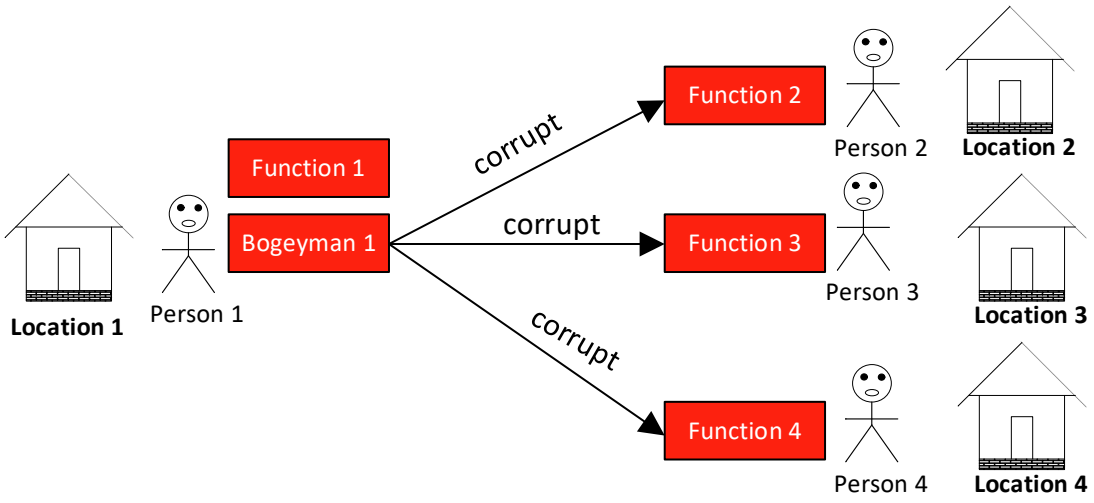


From the model above, we can see that Person 1 at Location 1 has bogeymen at 3 more locations. From that, we can see if Bogeyman 1 at Location 1 has bogeymen at Location 2, Location 3, and Location 4; then information cannot be provided to show—claim—that there are more corruptions at Location 2, Location 3, and Location 4 than Location 1. This is simply misinformation or miscommunication. From the model, we can see that

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while Person 1 has bogeymen at the other locations, however at the other locations the bogeymen are locals to their locations. For example, Bogeyman 2 is local to Location 2, so Bogeyman 3 is local to Location 3 and so forth.

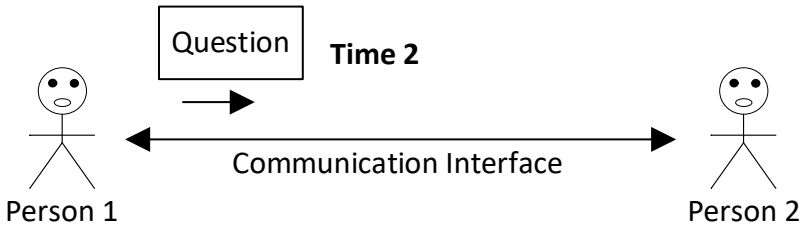
From the model, we can see that a person cannot provide information to show that Location 1 has less corruption than the other locations. In this case, the person who provides that information is identified by mother nature which shows that Person 1 has more bogeymen than Person 2 and the others or Bogeymen 1 has more other bogeymen than the others. As identified from the model, Bogeyman 1 has 3 bogeymen while Bogeyman 2, 3, and 4 has 1 each or Bogeymen 1 has 4 bogeymen, while Bogeymen 2, 3, ands 4 has 2 each. Since bogeymen simply corrupt functions, then we can show that by this model.



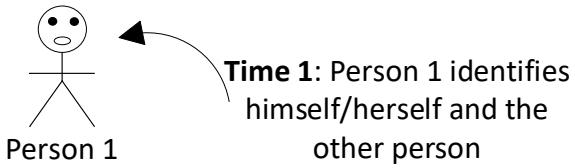
As we can see from the model above, Bogeyman 1 at Location 1 has corrupted, not only its function, but functions at other locations. If we look at the total number of functions corrupted by Bogeyman 1 is 4, therefore Bogeyman 1 has corrupted more functions. In this case, we can see that there is more corruption at Location 1 than at the other locations. So, the information that is provided should show that rather than the opposite. The model above is what is identified by mother nature. So, mother nature shows Bogeymen 1 has corrupted more functions, therefore there are more corruptions at Location 1 than at the other locations.

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524. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. In terms of question, we can look at the flow of a question as shown by this model.



From the model, it shows the flow of a question from Person 1 to Person 2 at Time 2. What is important here is that at Time 2, a question flows from Person 1 to Person 2 through the communication interface. So, before Time 2, at Time 1, we have the following model.



So, before the flow of the question from the first model, in the second model at Time 1, Person 1 identifies himself/herself and the other person. For example, *I am a person I do have a question for another person*. From our observation, we can see that at Time 1, Person 1 identifies 2 people: Person 1 and Person 2. At Time 2, the question which is communication flows from Person 1 to Person 2. In this case, both Person 1 and Person 2 are viewed as #1 entity before the question is asked. Before the question, the entity identified is people and the focus is set on people, before the content of the question. In other words, I have a question for you. Before I ask you that question, I have identified both me and you, where the focus is set. Then after that, I ask you the question. In this case, the identification and the focus is set before the content of the question. By understanding the overall explanation, we can see that, since before asking a question, the focus is set on the people, another entity that is not people cannot be viewed or set as focus. In other words, since before the question is asked or before the content of the

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question, the two parties identified are set as focus, other entities cannot be substituted for that or set as focus.

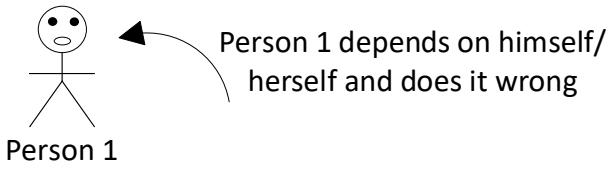
525. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

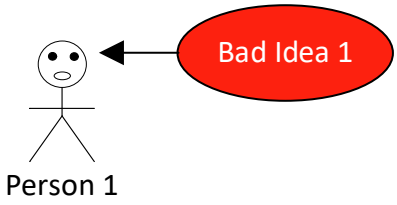
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve a problem. With the absence of the given equation, the given equation above transition to this one.

$$-Available - Given = -Solution$$

In other words, since we depend on the given equation to solve our problems, with the absence of the given equation, we simply depend on our negative ideas which are viewed as the given equation in negative form. To better understand the explanation, let's take a look of this model.

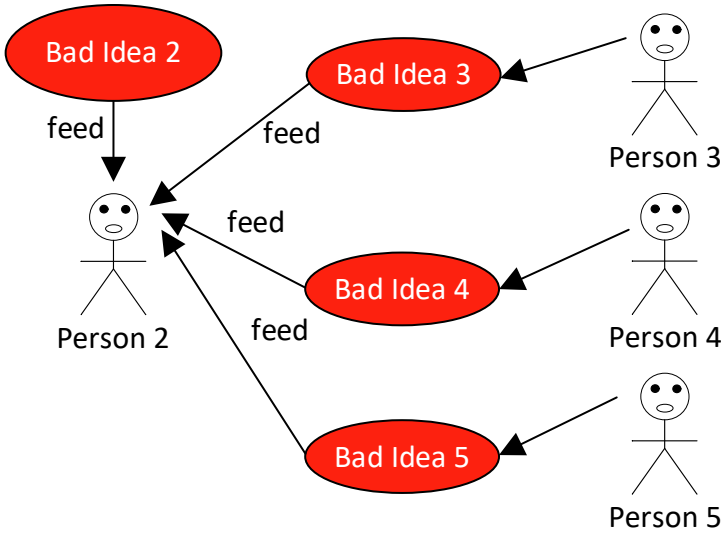


From the model above, since Person 1 depends on his/her negative idea to execute the function, then the function is executed negatively. Let's show the model with the negative idea.

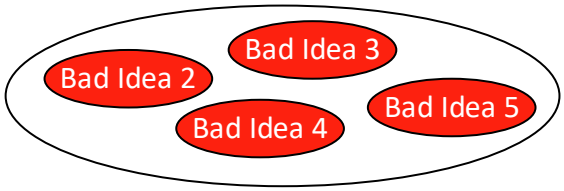


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From the model above, we can see that Person 1 is fed with one bad idea generated by himself or herself and executes the function or the application wrong. Now, let's look at the case of Person 2, where Person 2 is fed with many bad ideas from Person 3, Person 4, and Person 5 as shown by this model.



From the model above, we can see that not only Person 2 is fed by his/her own bad idea, but as well as bad ideas from Person 3, Person 4, and Person 5. In this case, we have the following combination of bad ideas fed to Person 2.



Person 2 Bad Idea

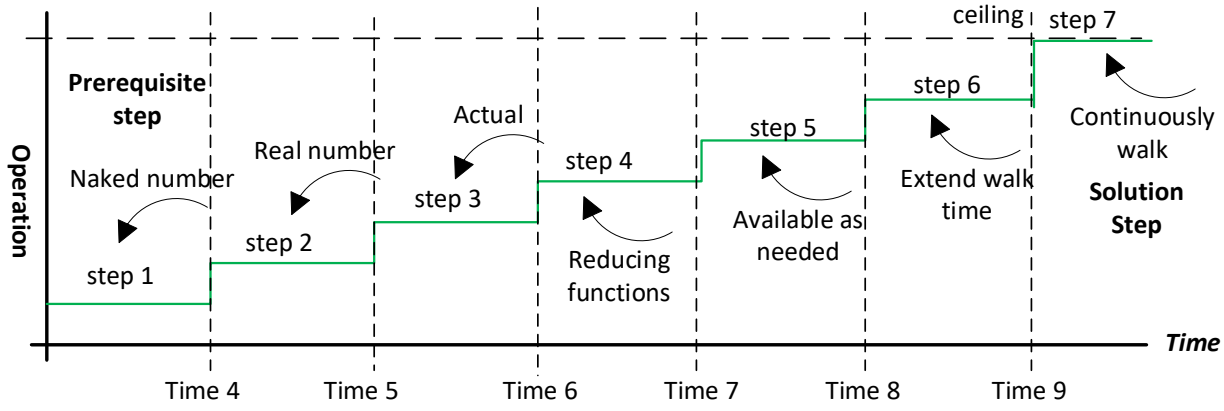
As we can see from the models above, Person 2 has more bad ideas to overcome than Person 1. Person 1 is fed with single bad ideas from himself/herself while Person 2 is fed with multiple bad ideas from himself as well as from others. The other bad ideas from Person 2 may be from his/her friends/buddies and so. Since Person 2 has more bad ideas to overcome than Person 1, Person 2 needs to work harder than Person 1. From that, we can see with the absence of the formula, it is better to accumulate less bad ideas.

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526. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 15 and 63, we have learned and shown that in order to solve a problem, we need to first solve its prerequisite if it has one or more. From that, we can see in order to solve a problem, there is a prerequisite requirement. It is not possible to solve a problem that has a prerequisite requirement without solving the prerequisite problem. To better understand the explanation, let's take a look step chart below.

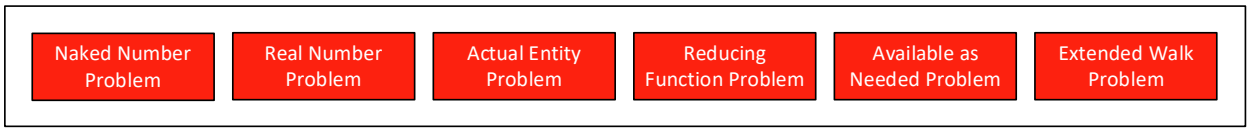


From the chart, we have a problem to solve. That problem is continuous walk. The problem we try to solve is that we would like to continue to walk forever. In other words, we have a walk function that is executed within a time segment. After that time segment, that function stops executed. We need that function to execute without time segment. To solve this problem, we set the solution to a higher step. From the chart, we have it at Step 7, but it can be Step 10, it does not matter. We cannot solve that problem instantly, so we need to start with the prerequisite. At Step 1, this is the prerequisite problem we

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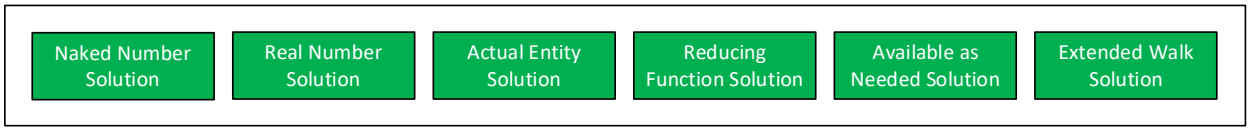
need to solve first. Then move to the next step before the last time. To solve the overall problem, we can break the solution and the problem down in the form below.

Continuous Walk Problem



From the model above, we can see that the continuous walk problem has multiple problems that need to be solved. All those problems are considered to be prerequisites of the continuous walk problem. Each problem can be tackled at specific time. For example, at Step 2 we have a Real Number problem to solve which has a prerequisite of Step 1 which is Naked Number. So, from Start to Time 4, we solve the Naked Number problem then moving at Time 4 we start solving the Real Number problem. Now, let's look at the solution model.

Continuous Walk Solution

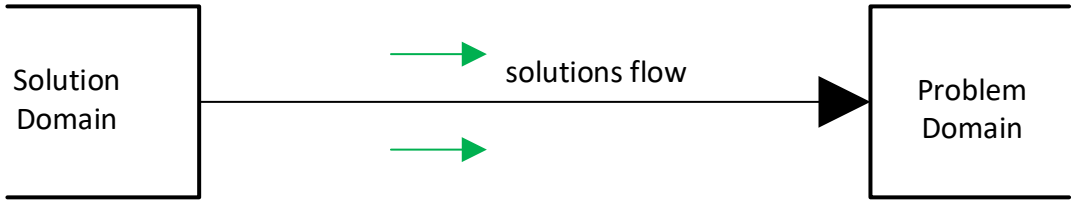


As we can see from the solution model, the continuous walk solution includes all the prerequisites solutions. For example, in Step 1, we solve the Naked Number problem which provides us with a Naked Number solution, then we move to Step 2, where we solve the Real Number problem which results to a Real Number Solution. At each time or step, we continue to solve the prerequisite problem to substitute the problem by the prerequisite solution, then at the last time or step, we solve the main problem which is the Continuous Walk problem by replacing it with the Continuous Walk solution. In this case, at each step we are, we need to go to the next step, then we first fulfil the prerequisite step.

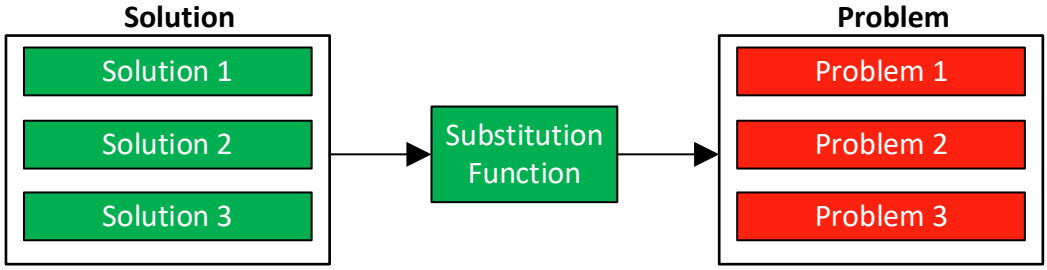
527. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 242, we have learned and shown that the solution is identified in the solution domain, while the problem is identified in our domain. We have

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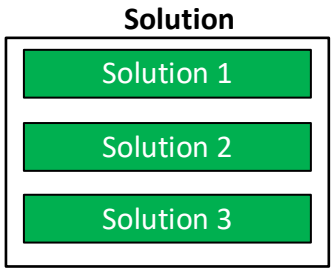
also learned that we cannot generate our own solution, so a solution must be given to us from the solution domain. Let's show the flow of the solution from the solution domain by this model.



From the model, we can see the solution of a problem is given from a separate domain from the problem itself. From the model, we can observe that solutions flow from the solution domain to the problem domain. In this case, each given solution replaces an identified problem. To better understand the explanation, let's take a look at this model.



From the model, we can see that the substitution function is simply a function that enables each problem to be replaced by its solution. After the substitution function is executed, then we have the following.



From the model above, we can see that after all the problems are replaced by their respective solutions, the problem domain no longer exists. If you want to, you can show that by using vocabulary verification. In this case, you use the given equation to show an identified problem. In your work, you can use the solution of a problem is given with its own vocabulary, where the vocabulary stays intact.

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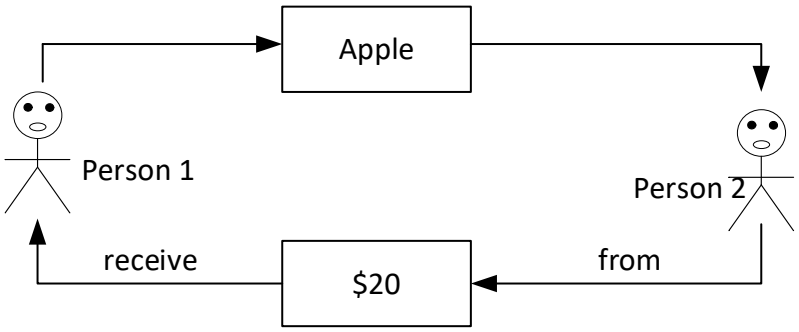
528. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 27 and 433, we have learned and shown that we cannot remove entities that we identified in a domain. We have also learned that, if we have a problem to solve and we identify entities in 2 separate domains, increase quantity of entities in one domain does not automatically increase the other entities in the other domain. From article basis number 4, we have learned and shown that the entity we use to solve a problem does have value. In terms of value of entities in the domains they are identified, let's take a look at this model.

Natural Domain	Non-Natural Domain
Apple Value = 10	Dollar

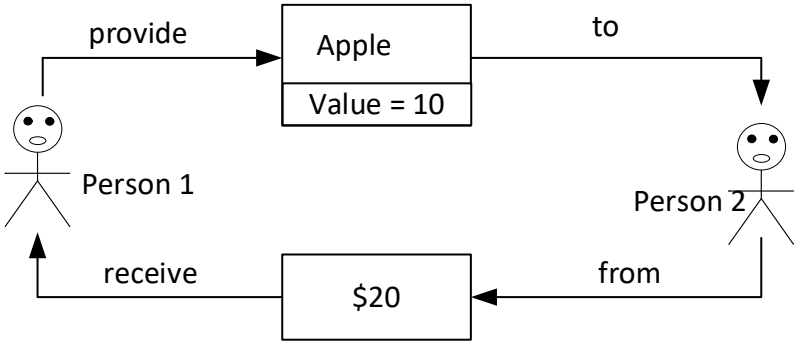
From the model above, we can see that apple is the actual entity identified in the natural domain, and it is also identified with its own value. While we identify apple in that domain, we also identify the value of apple in that domain. While we identify the value of apple in that domain, it is not possible or practical for us to change or modify that value. In other words, an entity is identified in a domain, that entity stays in the domain it is identified. It is the same as saying the value of an entity that we identify in a domain stays with that entity; that value belongs to in the domain it is identified. We cannot change that.

Now, in terms of exchange since paper money is viewed as an inherited entity, we use paper money to exchange. In terms of value of entity, we can say that we use paper money to acquire entities. It I always good to show that by this model.

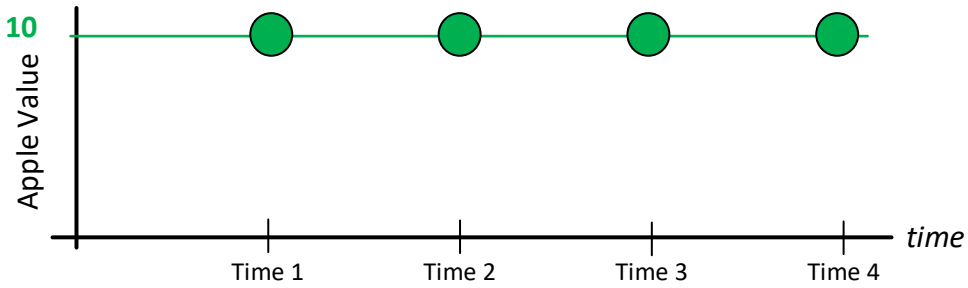
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From the model above, we can see that Person 1 provides Apple to Person 2 while Person 1 receives $20 from Person 2. What is important here is that the $20 received by Person 2 for the apple is viewed as the quantity of dollars provided by Person 2 to Person 1 in order to acquire the apple. The quantity of the dollars to acquire the apple has nothing to do with the value of the apple. It is always good to show that by this model, so we can show the value of the apple.

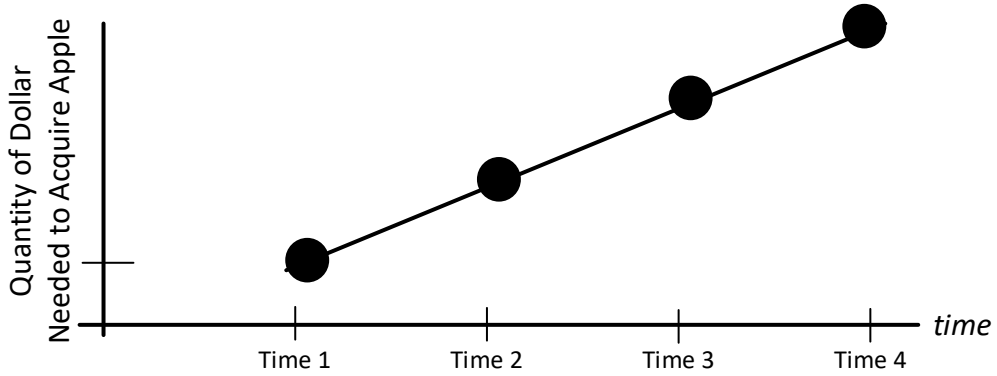


From the model above, we can see that the value of the apple is given as a fixed number. Since the value of an entity in a domain is given with that entity, then related to time the value of an entity in the domain it is identified remains the same. Time does not change the value of an entity in the domain that entity is identified. It is always good to show that using this chart.



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From the chart above, we can see that the value of the apple remains the same related to time. In other words, since the value of the apple is identified in the domain the apple is identified and that value belongs to the apple, related to time, that value does not change it remains stable. From article basis 27 and other article bases, we have learned and shown that the quantity of dollars increases related to time. Because the quantity of dollars increases related to time, the quantity of dollars given to acquire apple increases related to time as well. It is always good to show that by this chart.



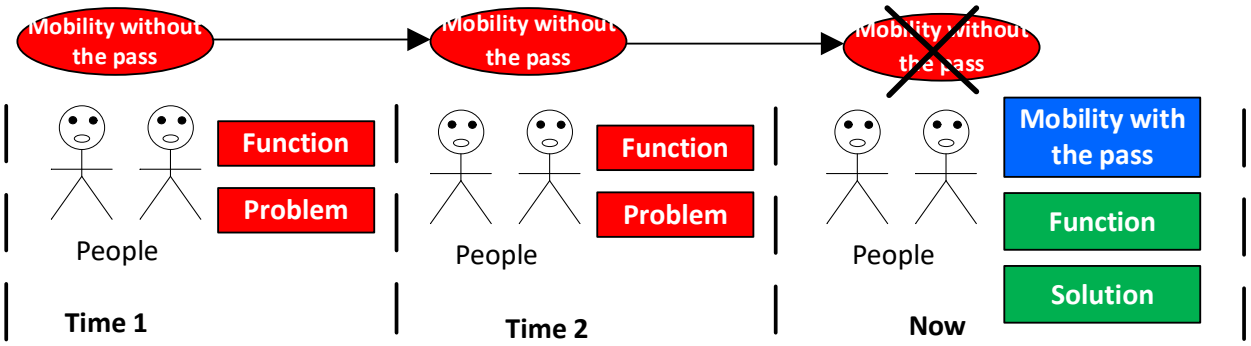
From the chart above, we can see that related to time, the quantity of dollars needed to acquire apple increases. If you want to, you can verify that by using the given equation. In this case, you will need to determine the value of the apple and show that related to time the value of the apple remains unchanged. Since mother nature does not produce naked numbers, the value of the apple is not a naked number, but a number with a unit or simply a number with a word or another entity. You can use any other entity and does not have to be apple. You will conclude that the quantity of dollars or paper money or anything below according to article basis 370, does not consider the value of that entity.

529. **Understanding Information Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 134, we have learned and show that it is not possible to solve problems at our location by disregarding mobility of people from location to location without the pass. To better understand that let's take a look at philosophy inheritance chart.



From the model above, we can see that at Time 1 and at Time 2, we have mobility without the pass where people went from location to location and developed problems. Now, the formula is given to us where we use the pass to go from location to location. What is important here is that the problems caused by motility of people from location to location without the pass are solved or substituted by mobility of people from location to location with the pass. Mobility without the pass is substituted for mobility with the pass. In this case, we simply solve that problem by replacing it with its solution. With that, we can see it is not possible to solve problems at our location without mobility of people from location to location without the pass.

From other article bases, you may have approach your article or work out related to mobility of people from location to location without the pass differently. Here you can approach your article or workout first, by looking at that directly. Second, you can approach it in a form by looking at relationships. For example, by disregarding mobility of people from location to location without the pass, we also disregard other entities such as salesmen, managers, landlords, boogeymen problems, corruptions problems, free passes and so forth. In this case, you approach your article or work out to show how

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other entities are affected by disregarding mobility of people from location to location without the pass.

530. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

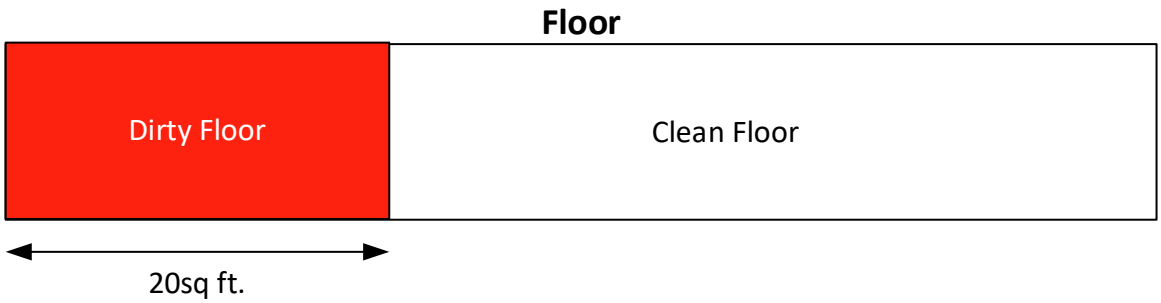
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. Using the given equation, the solution of the problem replaces the problem by the execution of a function which we call the solution function as we learned and shown in article basis number 2. A person has a function to execute the solution function to solve a problem. In this case, we can see that the function executed by that person is a valid function, since it solves the identified problem. By understanding that, we can see a person's function is to solve a problem, not to expand that problem. A person has a function to replace a problem with its solution, not to expand that problem. To better understand that let's take a look at this model.

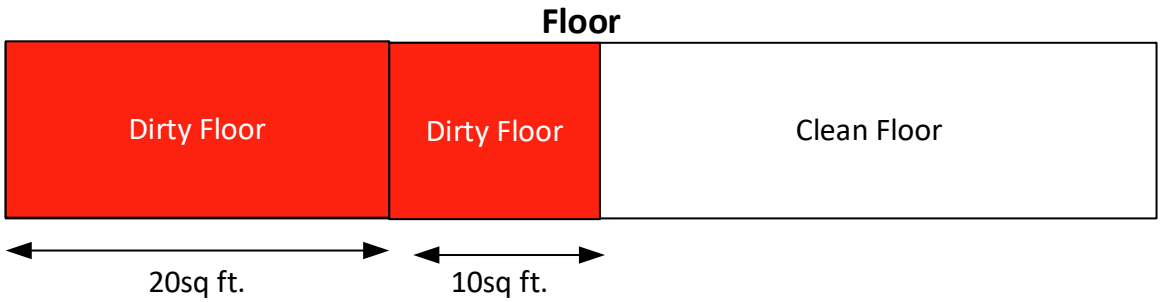


From the model, we can see that at Location 1, Person 1 has a problem to solve, which is Dirty Floor where the function to solve that problem is Mop Floor. Now, let's show the model of the floor that needs to be cleaned by Person 1. Since the function is what solves the problem, it is better to say that the model of the floor that needs to be cleaned by the Mop Floor function.

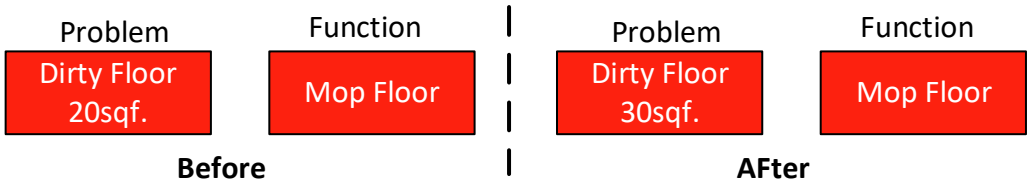
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From the model, we can see that the section of the floor that needs to be cleared by the function of Person 1 is 20 Square Foot. Since the Mop Floor function exists to clean the dirty floor, we cannot have more dirty floor after the mop floor function is executed. To better understand that let's take a look at this model.



From the model, after the dirty floor function is executed, the problem expands. As we can see, the execution of the Mop Floor function enables us to have more dirty floor. Before we have 20sqf. dirty floor, after we have more. In this case, since the function that is executed to solve the problem does not solve it, therefore that function is simply an invalidate function. The Mop Floor function is an invalidate function, since it does not solve the dirty floor problem, but expands it. Since the Mop Floor function is an invalid function, then we can show the original model here to demonstrate that.



From the model, we can see the mop floor is invalidate because it simply expands the problem rather than substituting it by its solution. As we can see from the model, before

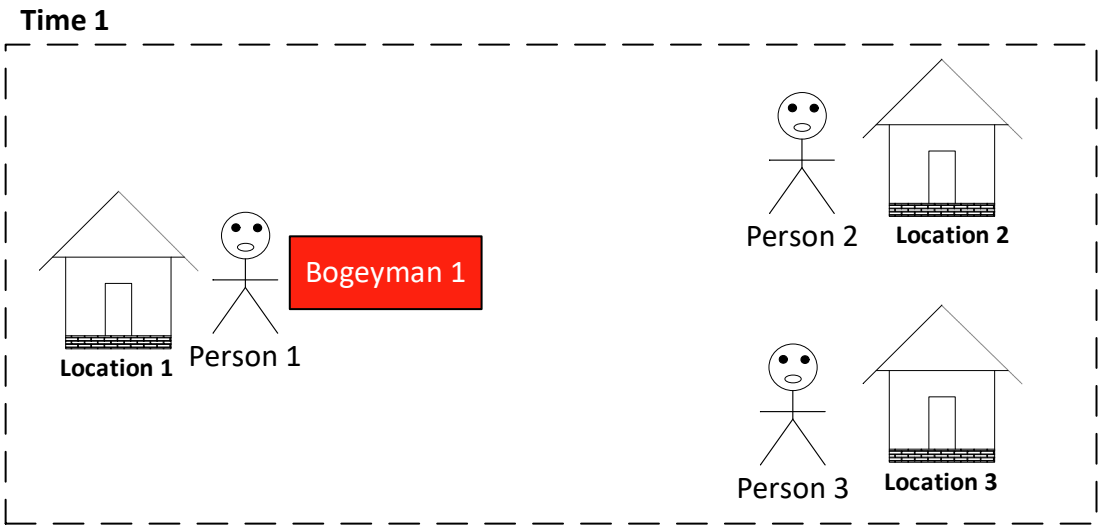
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we have less problem and after we have more problems. In this case, we can see that the Mop Floor function is invalid because it does not solve the dirty floor problem. We can use the same approach to validate the function of a person. If the function of a person expands a problem rather than substituting it by its solution, then that function is invalid. What we have been doing here is simply use the given equation to validate the function of a person to show that the function of a person exists to solve a problem rather than expanding that problem.

531. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

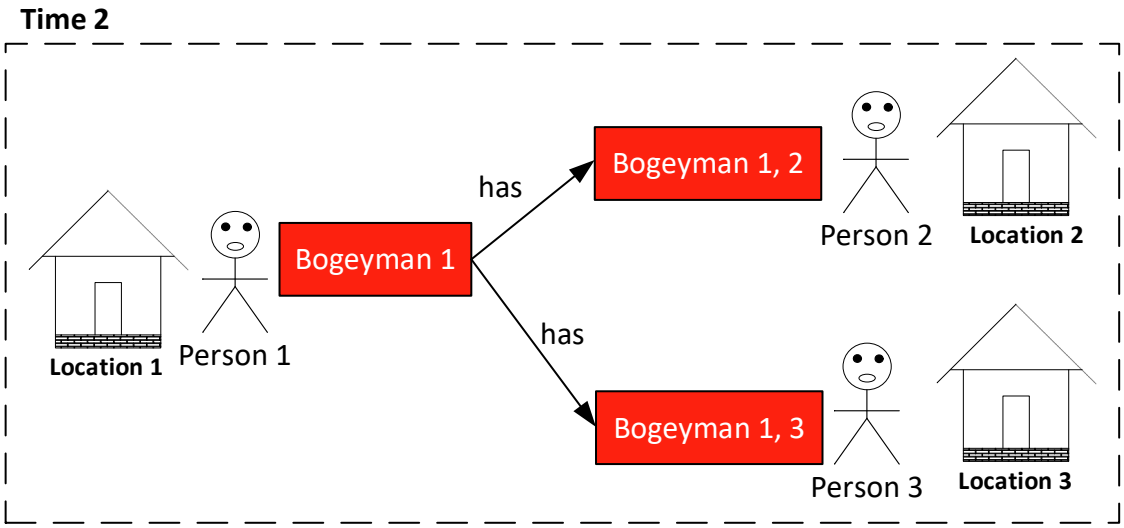
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 523, we have learned and shown that a bogeyman can have bogeymen at other locations. By understanding that, as well as article basis 441, we can see that bogeymen are not local, they can be expanded to other locations. To better understand that let's take a look at this model.

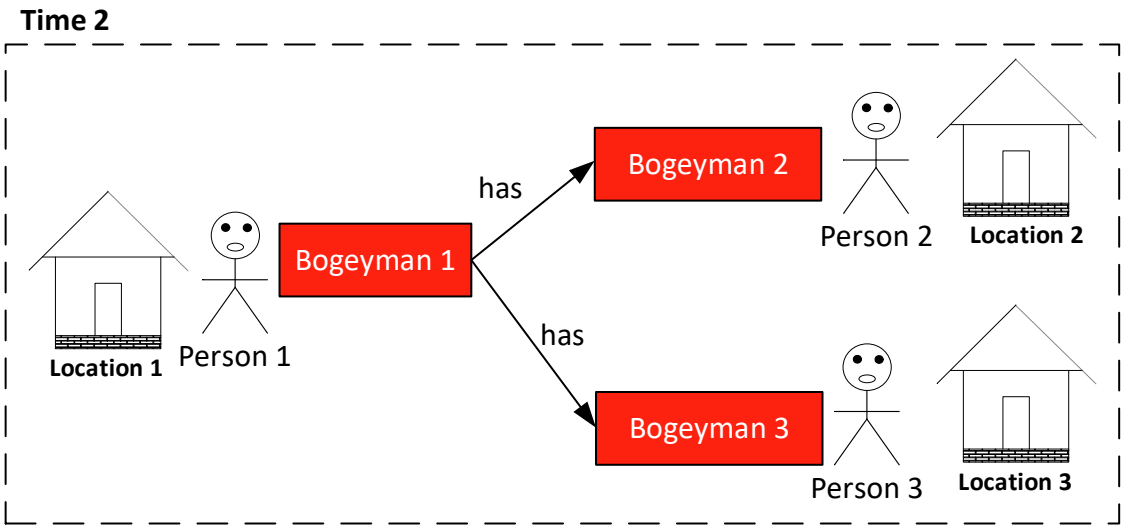


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From the model, at Location 1 we have Bogeyman 1 where at Location 2 and Location 3, we have Person 2 and Person 3, which we identify at Time 1. Since bogeymen are not locals and they can be expanded to other locations, then at Time 2, we have the following model.

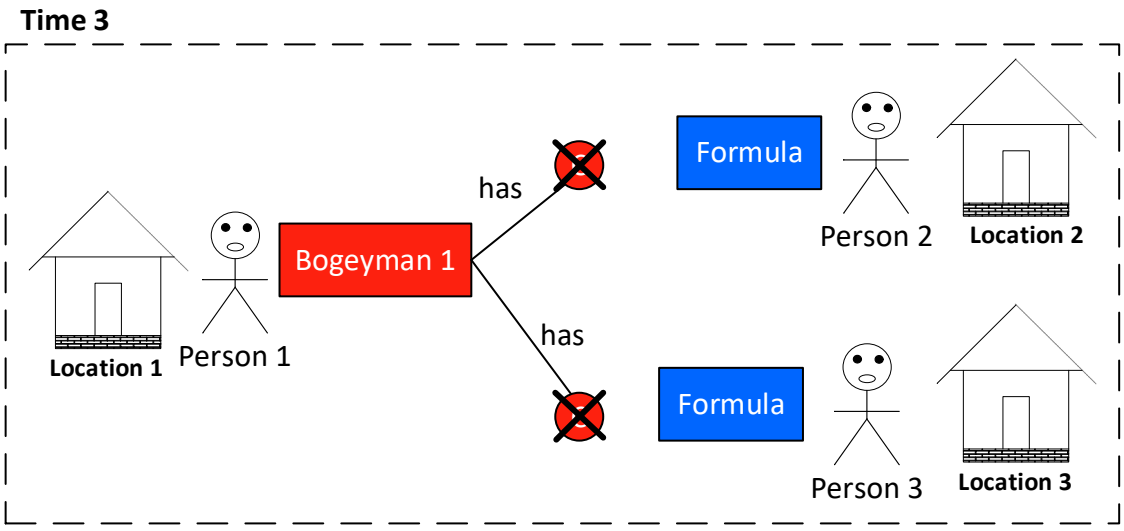


From the model, we can see that Bogeyman 1 at Location 1 expands to other locations such as Location 2 and Location 3. The model above is the same as the one below.



Since the understanding of the formula prevent bogeymen from extending their corruptions, then with the formula, we have the following model.

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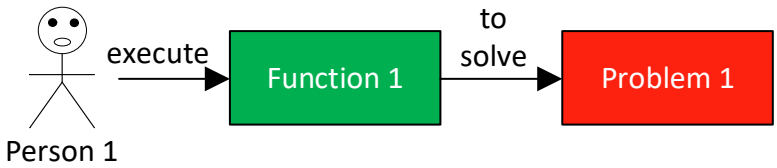


As we can see from the model at Time 3, the understanding of the formula by people at other locations, preventing Bogeyman 1 to expand to other locations. As we can see here, without the formula, it is possible for bogeymen at one or more locations to expand to other locations, with understanding of the formula, we prevent bogeymen from expanding. All you need to do here is to use the given formula to prevent bogeymen from expanding to your location.

532. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

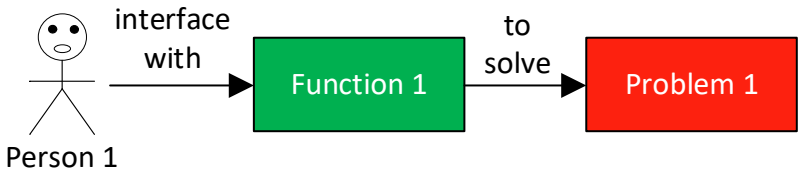
$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. To solve a problem, a person executes a function as shown by this model.



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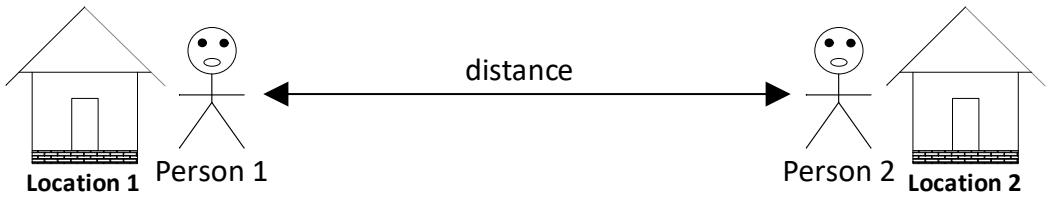
From the model above, we can see that in order for Person 1 to execute Function 1 to solve Problem 1, Person 1 must interface with the function. In this case, we can show that by this model.



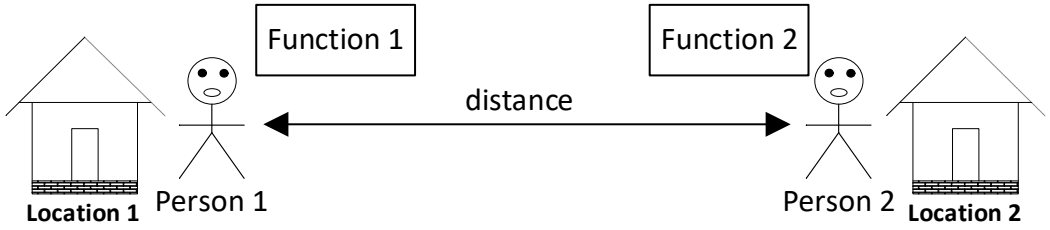
As shown by the model, a person interfaces with a function in order to solve a problem. In terms of country organization as pointed out in article bases 403 and 404, a person must interface with functions in order to organize. For example, a person interfaces with functions in order to be organized; people interface with functions in order to organize houses/business; people interface with functions in order to organize cities/counties; people interface with functions in order to organize states; people interface with functions in order to organize country. Here, you can draw the model of you and the entity you interface in order to organize. For example, draw interface and not interface by putting a red cross to not interface. Use the following entities: country, house, business, city, county, state. For example, to organize a country if you interface with the country, you draw an arrow to show that interface between you and the country, if not, you simply draw an arrow with red cross to show not interface.

533. **Understanding Information Related to Mother Nature is the same as Understanding Mother Nature Related to Function at Location:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 147, we have learned and shown that when a person is identified at a location, mother nature sees that person at that location as well as when a person is not identified at a location, mother nature does not see that person at that location. With that we can see, if I cannot identify where I am at, then I also cannot identify where I am not at. If I cannot identify where I am not at, I also cannot identify where I am at. To better understand that let's take a look at this model.

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From the model, we can see that Person 1 is identified at Location 1 and Person 2 is identified at Location 2. If Person 1 can identify that he/she is at Location 1, then Person 1 can also identify that he/she is not at Location 2. However, if Person 1 cannot identify that he/she is at Location 2, then Person 1 cannot identify that he/she is at Location 1. Now, let's take function at location into consideration as shown by this model.



From the model, we can see that if Person 1 cannot identify that he/she is at Location 1 not at Location 2, then Person 1 cannot identify also his/her function at Location 1 which is Function 1 as shown in the model. Since Person 1 cannot identify where he/she is at and where he/she is not at, Person 1 does not see that Function 1 belongs to Person 1 and Function 2 does not belong to Person 1. The overall process is viewed as an error which is misunderstanding of function at location.

534. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 522, we have learned and shown that the last time segment of a negative entity or negative sentence or a negative idea or a negative communication cannot be longer than the previous time segment. Based on the same article basis 522 or work you have done, here you can verify why the previous time segment last longer than the consecutive time segment. In order to work this out, you can look at the following criteria.

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- **Distance:** Here, you can look at the distance between people at location. For example, many people live at a closer distance, and many people live at a longer distance as well as group of people living at distances and so forth. So here, you look at distance factor.

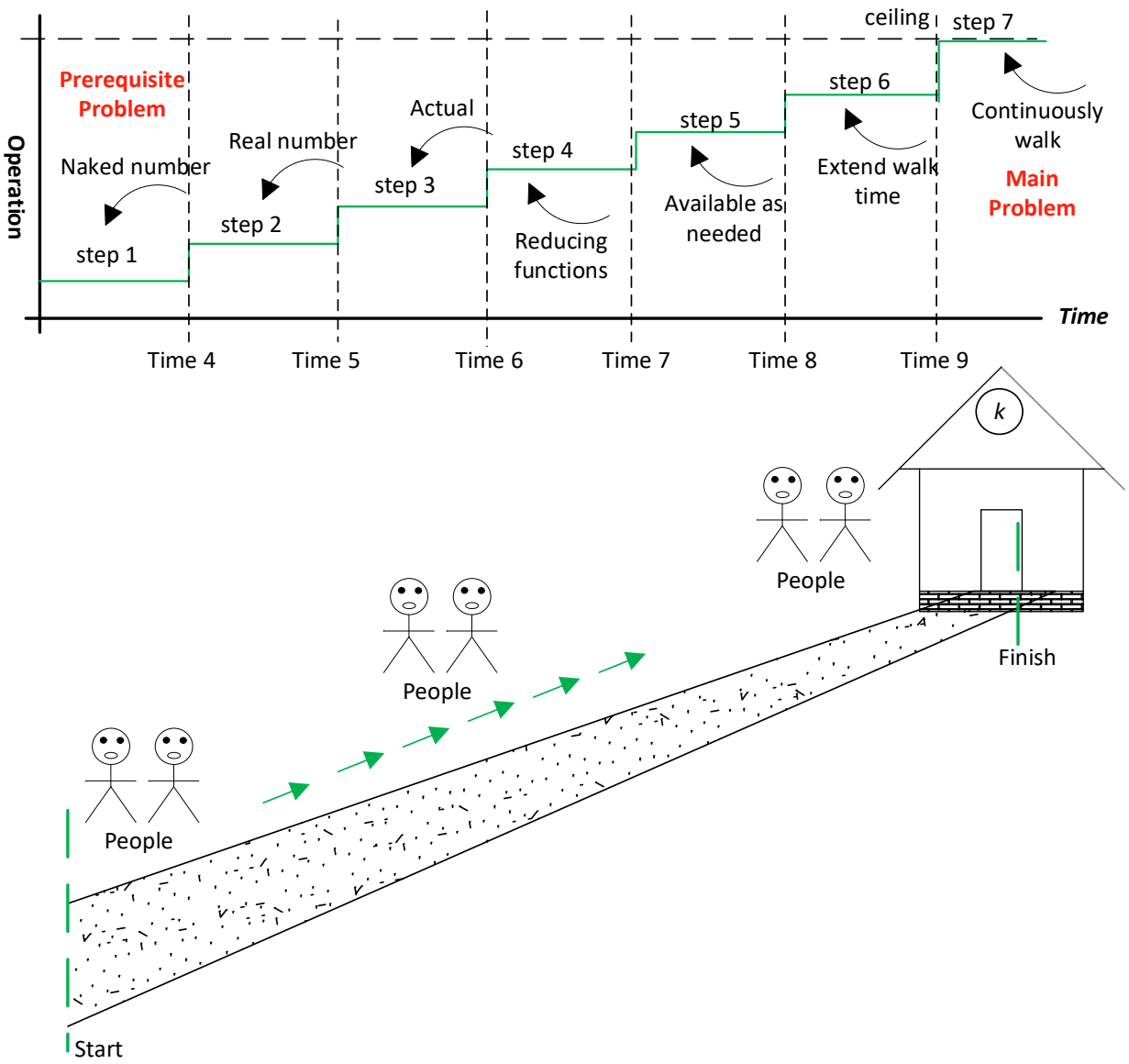
- **Resource Availability:** With abundant resources, it is possible to have a longer time period for that negative in the past. With limited resources available at successive times, that does not help the continuity of a negative.

- **Sustainability of Self Sufficient:** For this one, you can look at people at location at distance whey they can sustain themselves and disregard negative. Because those people live at a distance where they can sustain themselves. They pay little attention to that negative, as well as that negative is farther from them.

- **Communication Flow:** For this one, you look at the communication flow or simply negative communication flow. Let's assume that you have a negative sentence in the past, since it flows to less people, even if that sentence is incorrect, it may last longer than if you have the same sentence flow at current time to more people. In this case, more people are going to question that sentence and make correctness determination.

535. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 256, we have learned and shown that if the problem we need to solve requires a prerequisite, we must first solve the prerequisite problem before we get a final solution. In terms of problem solving, we start by solving the prerequisite problem, where we finish by solving the main problem. It is always good to show that by this model.

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From the model, we can see that the main problem we need to solve is in the last step, but we start with the prerequisite problem. What is important here is that we cannot start solving the main problem without starting to solve the prerequisite problem. It is not possible, practical, or natural to do so. It is not that, before I get to my destination, I am already at my destination. It is not like, before I identify the problem I need to solve, I have solved that problem already. It is not that, before I start solving a problem, I have already replaced that problem with its solution. As we can see here, before solving the main problem, we must solve first the prerequisite problem. It is the same as saying that, before we get to our destination, we must first start walking toward our destination.

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536. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we need to solve, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of problem identified, from the model below we have Person 1 and Person 2, where Person 1 abuses Person 2.



The model above is related to the negative of the equation above as shown here

$$-Available - Given = -Solution$$

From article basis 74, we have learned and shown that the understanding of the person who obtains a free pass from another person started later, while the understanding of the other person started earlier. From the model, Person 1 abuses Person 2 is related to negative of the given equation as shown. What is important here, by understanding article basis 88 and 156 as well as the given equation, use given equation to show that if mother nature is to give a formula or instruction to enable Person 1 and Person 2 to work together, that instruction or formula is going to be given to Person 2 instead of Person 1. The way to look at it, since Person 1 shows no understanding, so mother nature sees that. In this case, if something is to be given by mother nature to help or solve a problem, it will be given to Person 2 instead of Person 1.

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537. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 221, we have learned and shown that a promise made by a parent to a child is not transferable to another child. For example, a promise given to me by parent cannot be transferred to my brother or my sister. That promise is only given to me, and I earn it. It is not possible or natural for me to transfer it to my brother, my sister, my kids or any other person.

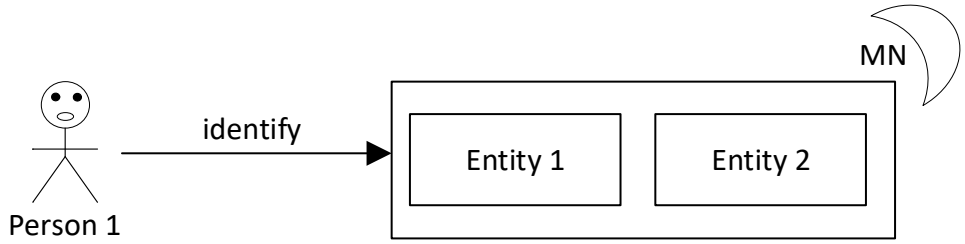
By understanding the explanation above, we can see that it is not possible to have a transferable promise because that would dilute effort of the person entity. In other words, we cannot have transferable promises in life because that would reduce our effort and contribution. Here, uses the given equation to show that it is not possible to have transferable promise in life because that would reduce our effort and contribution.

538. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. Since information is identified by mother nature before us, if we identify an entity, mother nature has already identified that entity. If we identify an entity, mother nature also identified that entity. That makes sense, since mother nature identified the entity before us. As well as, if we do not identify an entity, that entity is not identified by mother nature. If we identify an entity that is not identified by mother nature, then we simply commit an error in communication. If we identify an entity that is not identified by mother nature and we communicate to show that we identify that entity, that communication is negative.

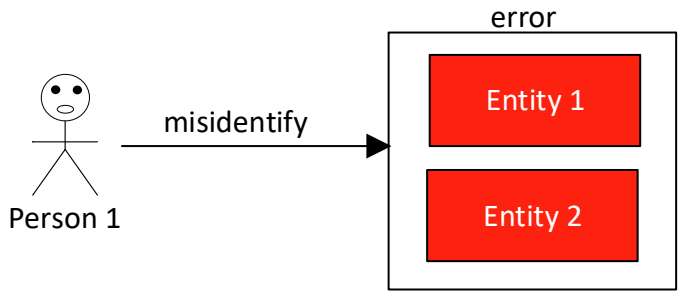
From article basis 227 and 522, we have learned and shown that if an entity is identified to be on top, it is verified to be on top by mother nature. In other words, if we identify an entity that is on top, mother nature also identified that. If we identify that entity is on top and mother nature does not see that entity is on top, then that entity cannot be on top,

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because the identification of that entity is invalid. To better understand that let's take a look at this model.



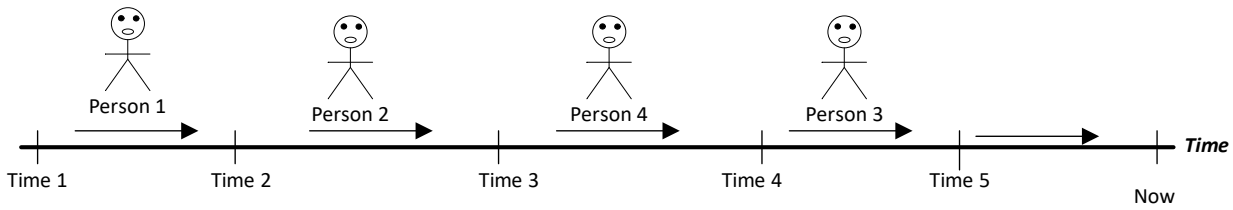
From the model above, we can see that Person 1 identifies Entity 1 and Entity 2, where both of them are identified side by side of each other. The same information is identified by mother nature as shown in the model. Let's assume that in Person 1's mind, he/she identifies the entities in top of each other. That information is not identified by mother nature, and it is viewed as an error. Let's show that by this model.



The model above is simply an error model because naturally, Entity 1 and Entity 2 are identified side by side and one cannot be on top of each other. As we can see here, the misidentification is what Person 1 thinks, but it is not what is actual. From Person 1's mind, Person 1 thinks that Entity 1 is on top of Entity 2, but they are identified side by side and one cannot be on top of each other. The two red entities here are not the actual entities; they are simply a negative view of the entities by Person 1.

By understanding the explanation above, now let's take history for example. If Entity 1 is on top of Entity 2, it must be supported by history. In this case, related to time Entity 1 will always be on top, but if history does not hold, then there is a problem. To better understand that let's take a look at this model.

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From the model, Time 1 to Time 5 is simply history. At Time 1, Person 1 is in front, then at Time 3, Person 4 is in front, then at Time 4, Person 3 is in front. By looking at the history, we can see that it does not support one person to be in front all the time. From the model, we can see that if Person 2 makes a claim that it is ahead of Person 1, then at Time 3, Person 2 is no longer ahead. As well as if Person 4 makes a claim he is ahead of Person 2, then at Time 4, Person 4 is no longer ahead. As we can see here, those claims are not supported by history and cannot be validated. Here, use the given equation to show that it is not in the advantage of a person to make a claim that he/she is ahead of another. Not only the claim is not supported by history, but it cannot be validated. The way to look at it, assume that you are walking, and you make a claim you are ahead of the others, since everybody who made that in the past failed, it is not to your advantage to make that claim. It is better for you to just continue to walk.

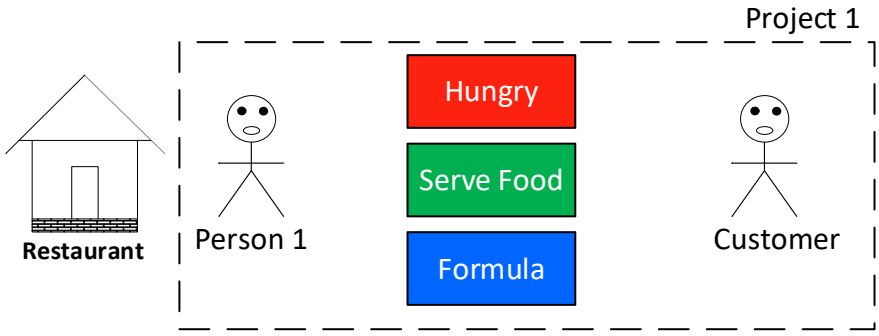
539. **Understanding Information Related to Mother Nature as well as Problem and Solution Related to Entity Available:** The information about an entity is first identified by mother nature before us. To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

In terms of problem solving and information identified. Let's assume that a person who works at a restaurant has a function to serve the customer. It is always good to show that

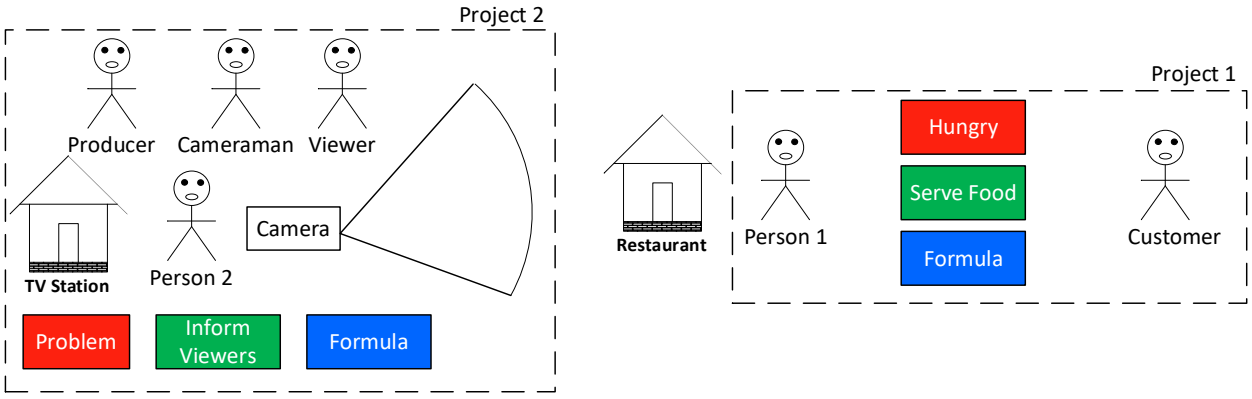
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by this model.



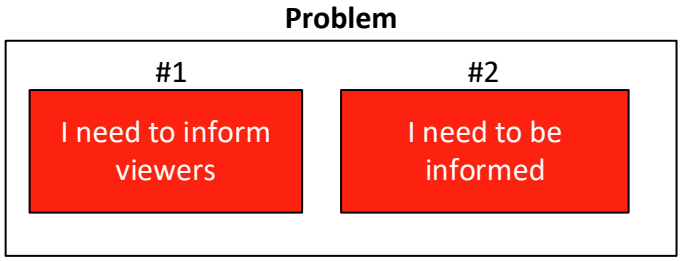
From the model, the Customer has a problem to solve which is Hungry, where Person 1 who works at the restaurant has a function to Serve Food to the customer. As we can see, Project 1 includes Person 1 as well as the customer.

Now, let's assume that an information provider who is a person who works for a TV station or newspaper with a camera captures that information to inform viewers. Here, let's show that by this model.



From the model above, Project 2 which is separate from Project 1 includes: Person 2 who is the news anchor, the producer, the cameraman and the viewers. The problem solved includes 2 problems: *I need to inform viewers,* and *I need to be informed*. The first one is the problem solved by the information provider, where the second one is the problem solved by the viewers. It is always good to show that by this model.

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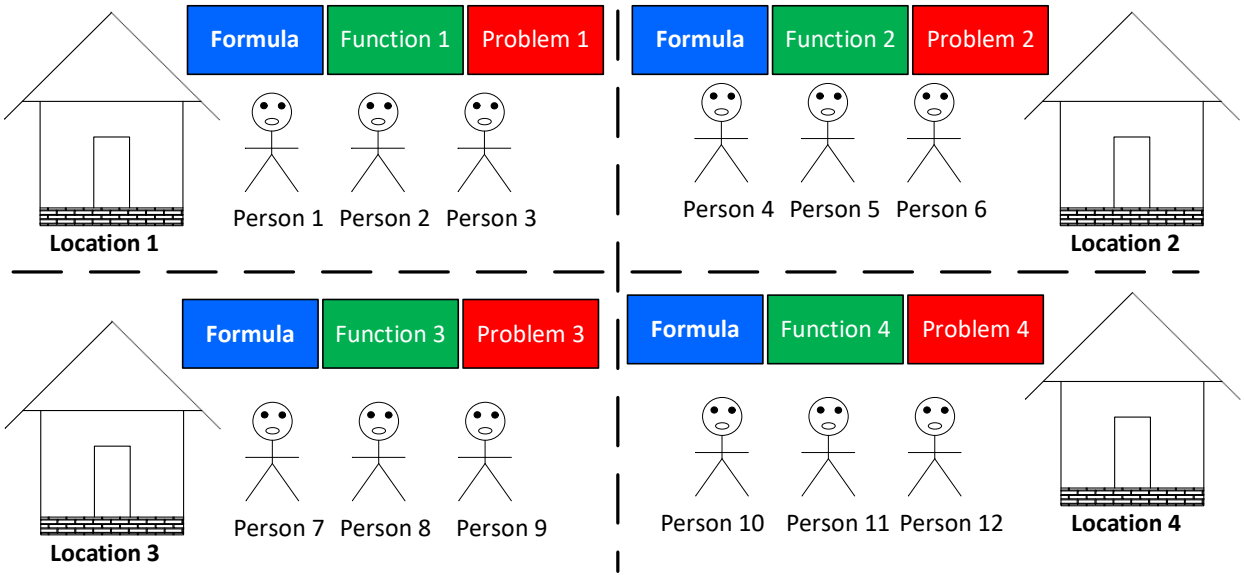
The model above shows the combined problems that need to be solved. The first problem is the problem to be solved by the information provider while the second one is the problem solved by the viewer. For example, at 2PM information provider starts broadcasting the information because the information provider needs to inform the viewers. At 2PM, the viewers tun the TV's on and put it on the channel to be informed by the information provider. By looking at both projects above, we can see that the people who are in Project 2 are not included in Project 1. In other words, since the information provider such as the news anchor and so are not in Project 1, the information provider cannot provide information to show that he/she is in project 1.

540. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

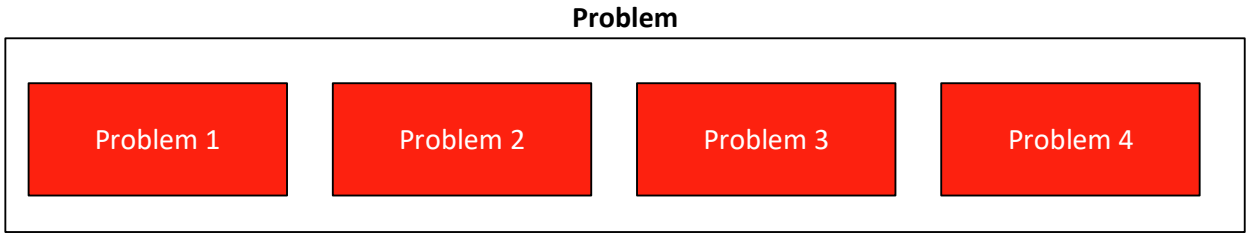
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 437, we have learned and shown that by disregarding function at location, we simply work harder or put more stress on the system. By disregarding function at location, we simply work harder without solving any problem. By regarding function at location, we can work together and work less. To better understand that let's take a look at this model.

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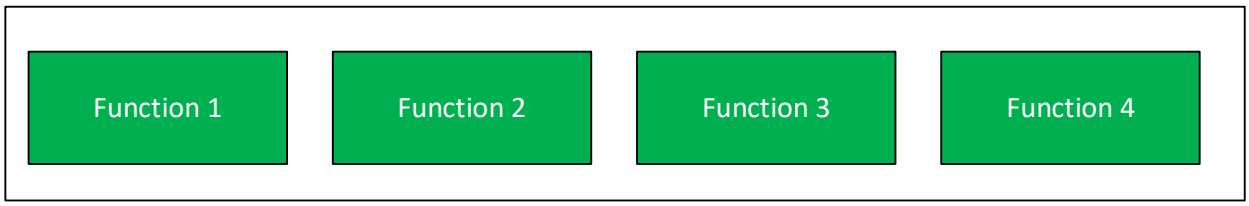
From the model above, we have a problem to solve. We break down the problem by taking into consideration people at all locations, where each of them has a part of the problem to solve. In this case, the problem to be solved by all the locations—by people at all locations—is shown by this model.



From above, the problem to be solved by all locations includes Problem 1, Problem, 2 Problem 3, and Problem 4. As we can see from the model, with respect to function at location, people at Location 1 have Function 1 to solve Problem 1, where People at Location 2 have Function 2 to solve Problem 2, people at Location 3 have Function 3 to solve Problem 3, where People at Location 4 have Function 4 to solve Problem 4. In this case, all the functions combined include functions at all locations as shown by this model.

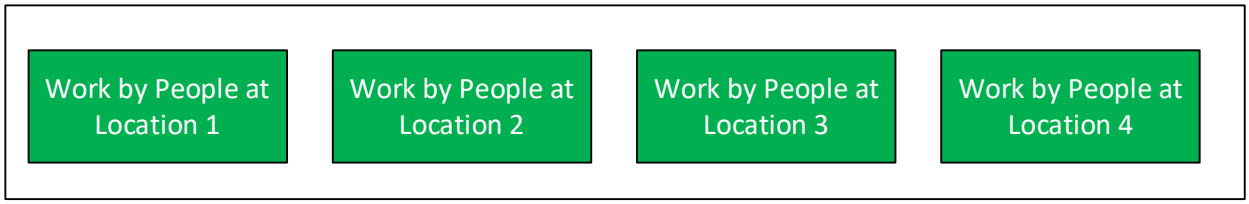
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Function



From the model, in terms of work performed we can see that people at Location 1 work to execute Function 1 to solve Problem 1, People at Location 2 work to execute Function 2 to solve Problem 2, people at Location 3 work to execute Function 3 to solve Problem 3, and people at Location 4 work to execute Function 4 to solve Problem 4. In terms of work performed by people at location, let's show the combined work by this model.

Combined Work

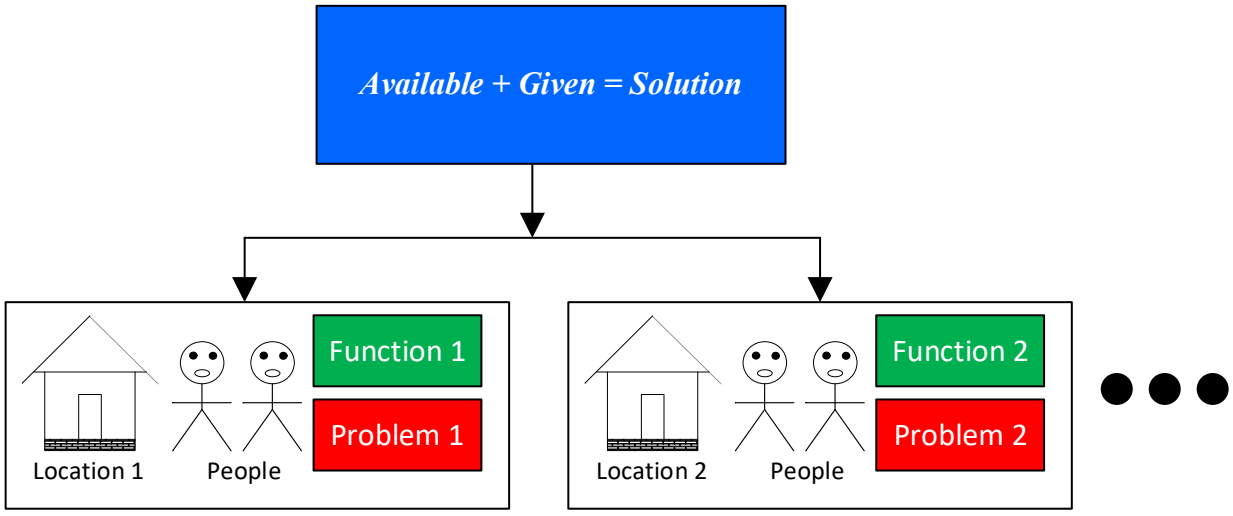


From the model, we can see that the combined work includes part of work performed by people at Location 1, part of work performed by people at Location 2, part of work performed by People at Location 3, and part of work performed by people at Location 4. What happens here, if all the work were performed by people at Location 1, then people at Location 1 would need to work harder in order to do all that work. As we can see here, function at location is very important because it enables us to work less and put less stress on the system. Without function at location, let's assume that we have a floor to clean at all the locations. Then we have 3 people working at Location 1 to mop a floor, then go to Location 2 to mop, then go to Location 3 to mop, and then go to Location 4 to mop. As we can see here, they would work harder than breaking down the work for people at locations.

With function at location, at each location people can apply the formula to do part of the work. For example, a business that provides a function or simply product, where part of the product is made by people at multiple locations. In this case, people at each location

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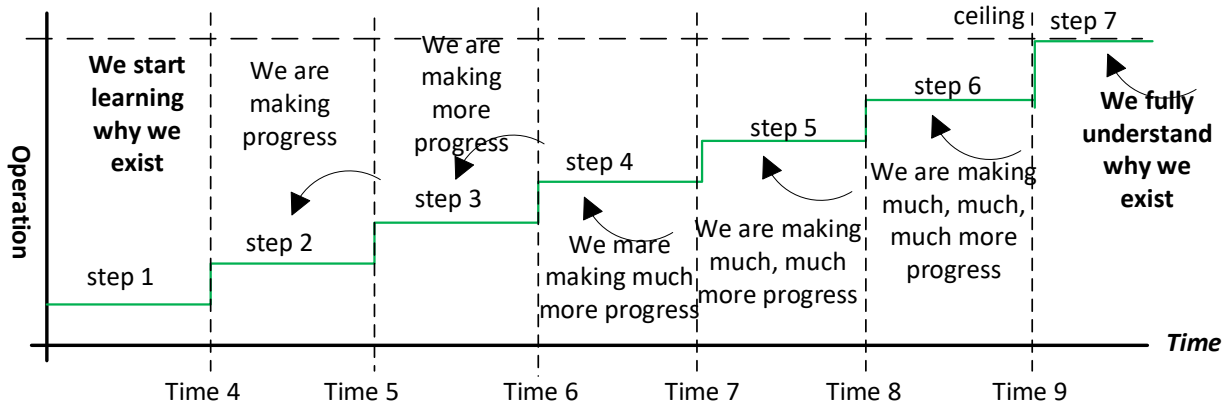
apply the formula to make part of the product or simply provide specific function as shown by this model.



From the model, Location 1 can be viewed as a site or another location where part of the product is made or part of the main function is executed. The overall process takes averaging into consideration, where at specific location people do part of the work, which enables people at a single location to work less.

541. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 437, we have learned and shown that we live in a system, we must understand it, and we must show mother nature we understand the system that we live in. We all live by mother nature and it is good for us to understand why we exist. At this time, it may not be possible for all of us to understand why we exist, but related to time, we can make progress. The overall process is viewed as a learning exercise or as a learning to understand why we exist. The step chart can be used to show the progress.

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From the chart above, we can see that the problem we need to solve here is that we don't know why we exist. The solution is we must understand why we exist. So, at Step 1, we start learning why we exist. We start marking progress from Step 1 to the last step, where we fully understand why we exist. In the last step, this is the step we show to mother nature we fully understand the reason we exist. As we can see here, if we don't understand why we exist, it is not possible to solve that problem instantly, but related to time, we start learning why we exist and we make progress in our learning where at some point in time we fully understand why we exist.

542. **Understanding Problem and Solution Related to Mother Nature:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. Since mother nature does not give free pass, it is not possible for us to solve a problem without identifying it. It is not possible for us to solve a problem using the equation above, if problem is misidentified. If the problem is misidentified, then the equation above becomes.

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$$-Availale-Given=-Solution$$

Since we must work to solve a problem, and if we do not work to solve it at the time we have it, it is not going to be solved automatically or replace by its solution. At a later time, we still need to solve it. The automatic replacement of a problem by its solution without working to solve it is viewed as a free pass, but mother nature does not give free pass. Related to the article basis above, the problem we need to solve is that we don't understand mother nature, which results to us not understanding why we exist. In order to solve this problem, we need to work. This problem is not going to be solved automatically, if we don't work to solve it. Without learning how mother nature works, it is not possible for us to understand that automatically. Doing so would have been a free pass, but mother nature does not give free pass we have to learn how mother nature works individually.

If we have a problem to solve, we misunderstand it, we misidentify it, and we disregard it that does not mean the problem is solved. There is no free pass that enables us to solve that problem. By misunderstanding it, disregarding it, sitting down doing nothing to solve it, is not possible or practical in life for that problem to be solved automatically. Another way to look at it, executing a negative function or performing a negative action to solve a problem does not solve that problem or replace it by its solution.

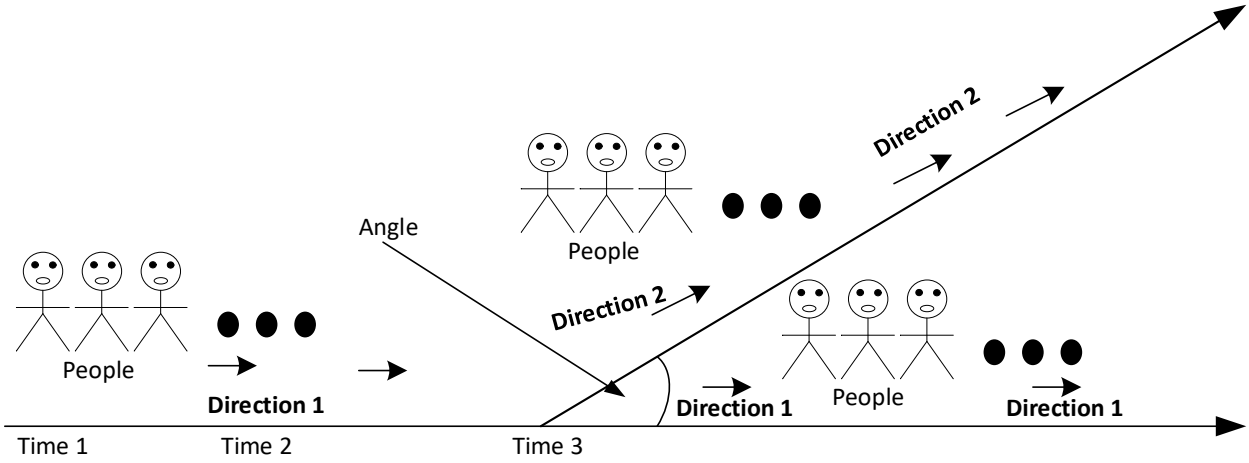
543. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 202, we have learned and shown that free passes are not natural, so they are not permanent. From article basis 270, we have learned and shown that free passes are problem themselves, at some point in time they need to be replaced. From the same model in article basis 270, we can see that since free passes are problem themselves, we need to solve them by replacing them by their solutions.

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544. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 397, we have identified a shift in the direction of the people, and we have calculated the angle. The angle is natural and cannot be reverted. In terms of problem solving, let's take a look at the same model with more explanation.



From the model above, we identify both directions where at Time 1, all people go to Direction 1 as marked. At Time 2, people go to Direction 2 while some of them still continue to go to Direction 1. As we can see from the model at Time 3, we have a problem to solve. Let's assume that we have a business—function provider—that provides a function to solve a problem. At Time 3, we observe that customers a shifting to a different direction. The problem we need to solve here is not to continue in the same direction or to prevent them from shifting, but to shift with them. In other words, from the model, we can see that we are already in Direction 1. The problem we need to solve here is not to continue Direction 1, but we need to shift to the other direction which is Direction 2. All you need to do here is to show that Direction 2 is related to the given equation, while Direction 1 is related to the equation below.

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$$-Availale-Given=-Solution$$

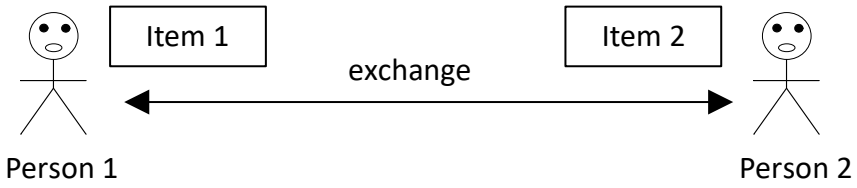
From the model above, since at Time 1 and Time 2, we were already at Direction 1, if at Time 3 we continue Direction 1, we simply disregard the problem we are solving. If we think we can reverse the angle, we simply think like bogeymen. The angle is natural and cannot be reverted. However, if we shift with them to Direction 2, then we can solve the problem. By continuing to Direction 1, we simply disregard the problem and try to execute negative functions that will not solve the problem. Another way to look at it is to take history into consideration. By taking history into consideration and determining before the formula is put on the table what parts of operation are right. If multiple parts of the operations are identified to be wrong before the formula is put on the table and those parts of operation point to a negative direction which is Direction 1, then historically it is not possible to continue to operate like that. Therefore, the negative history does not support the continuity of Direction 1. In this case, it is necessary to shift to Direction 2.

545. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of exchange, let's assume that Person 1 and Person 2 exchange Entity 1 and Entity 2 as shown by this model.

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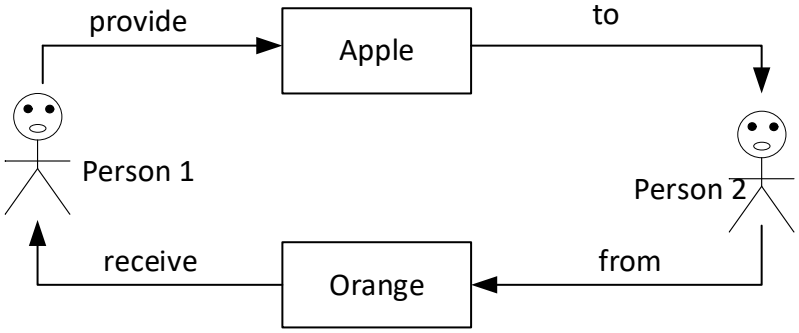


From the model, Person 1 exchanges with Person 2 where both of them use the given equation in the form of

$$Person\ 1 \xrightarrow{use} Available + Given = Solution$$

$$Person\ 2 \xrightarrow{use} Available + Given = Solution$$

For the exchange, Person 1 exchanges apple with Person 2 and Person 2 exchanges orange with Person 1. Person 1 provides apple to Person 2 and Person 2 provides orange to Person 1 or simply Person 1 provides apple to Person 2 while Person 1 receives orange from Person 2 as shown by this model.



From the model, we can see that in order for them to exchange, both of them must apply the given equation in the form of.

$$Person\ 1 \xrightarrow{apply} Apple + No\ Steal = Solution$$

$$Person\ 2 \xrightarrow{apply} Oragne + No\ Steal = Solution$$

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Both of them apply the equation in the form of

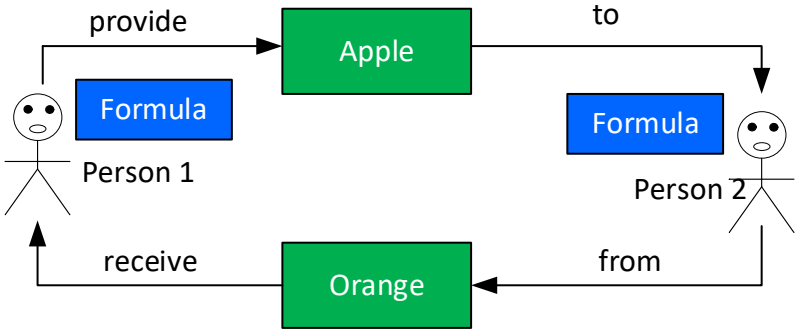
$$(Person\ 1 + Person\ 2) \xrightarrow{apply} (Apple + Orange) + No\ Steal = Solution$$

Where each of them applies the equation above in the form of:

$$Person\ 1 \xrightarrow{apply} (Apple + Orange) + No\ Steal = Solution$$

$$Person\ 2 \xrightarrow{apply} (Apple + Orange) + No\ Steal = Solution$$

Because both of the apply the given equation to perform the exchange, then we have the model below.



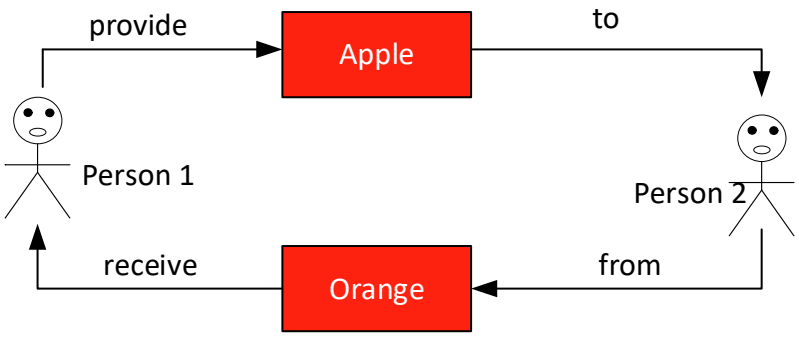
If one or more items are stolen, then then we have the following

$$-Available - Given = -Solution$$

$$(Person\ 1 + Person\ 2) \xrightarrow{apply} -(Apple + Orange) + Steal = -Solution$$

From the equation above, then we have this model

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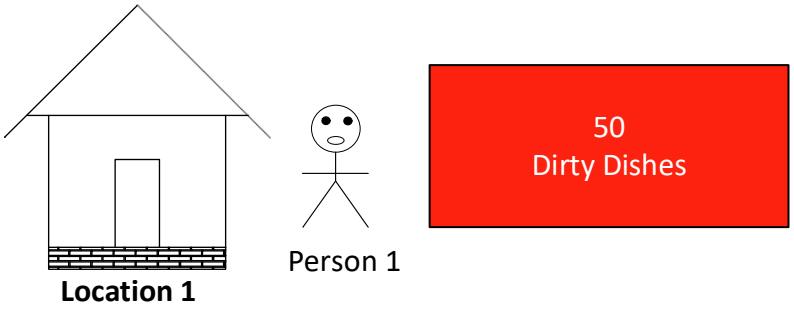


As we can see from the model, the result of the exchange is negative if one or more items are stolen. In this case, the stolen of one or more items result to negative application of the formula which yields to no solution for the problem. By using the given equation, we have shown that exchange is not compatible with stealing and stolen items cannot be used to solve problems.

546. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

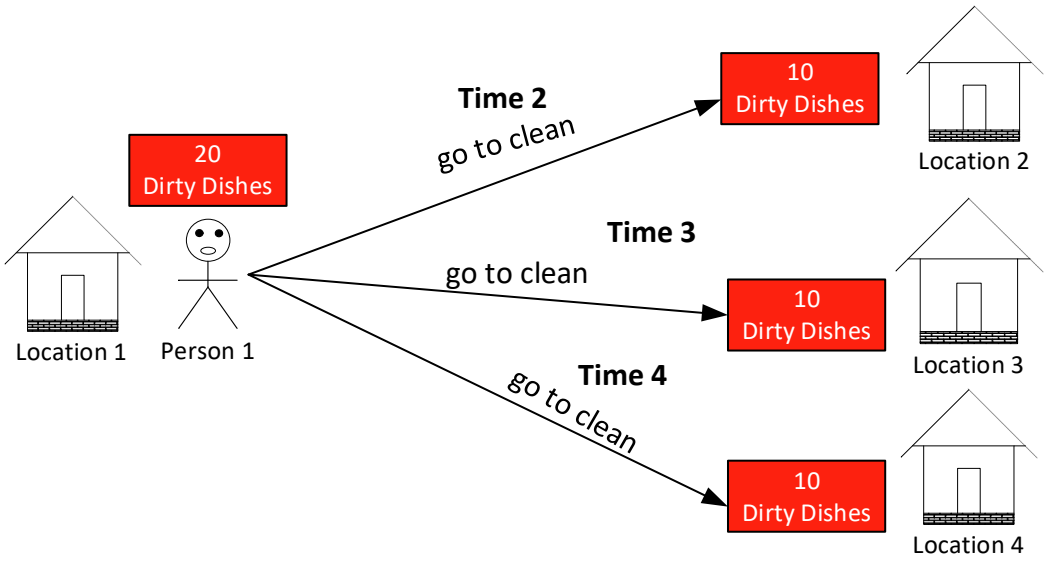
$$Available + Given = Solution$$

Let's assume that at Location 1, Person 1 has a problem to solve which is cleaning 50 dishes as shown by this model.



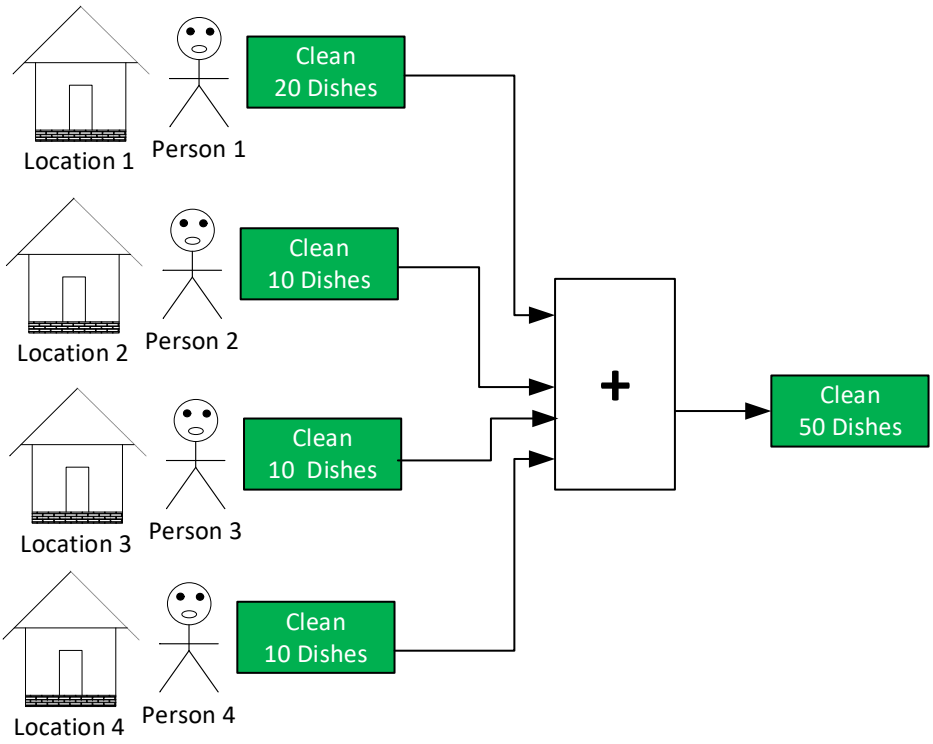
If Person 1 cleans all the 50 dishes at Location 1, then Person 1 works less. Let's assume that we break all the dirty dishes down and have them at multiple locations as shown by this model.

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As we can see from the model above, if at Time 1 Person 1 cleans 20 dishes at Location 1, then at Time 2 goes to Location 2 to clean 10 dishes, at Time 3 goes to Location 3 to clean 10 dishes, and at Time 4 goes to Location 4 to clean 10 more dishes. The overall process requires Person 1 to work harder or do more work than cleaning all the dishes at a single location. The process enables the whole system to work harder and put more stress on the system. Now, if we can break the work down where people at multiple locations can do partial, then Person 1 will work less as shown by this model.

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From the model above, we can see that Person 1 works less. In this case, we simply use averaging where everybody at multiple locations is contributing. The overall process enables us and puts less stress on the system—both the physical system and the functional system—and reduce complexity which enables us to solve problems. As we can see, function at location is important. It is always good to look at function at location as averaging, where the contribution of people at each location is summed and averaged to result to a total.

547. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, in article basis 70, we have learned and shown that at our location

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each function is important and each weighs on the overall function. To better understand that let's take a look at the map below.



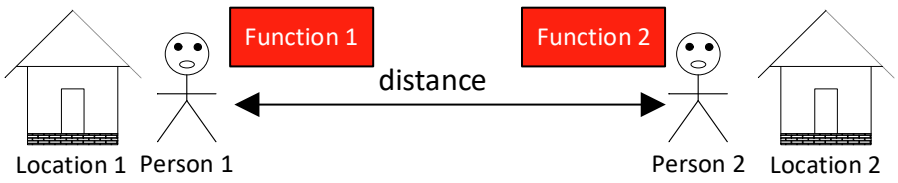
From the map above, at our location we have functions that are executed positively and negatively. Since each function weighs on the overall function, the overall function at our location is affected by the weight of each function. All you need to do here is to use the given equation to determine the individual weight of each function at our location and then the average weight. In other words, at our location you are going to use the equation above to calculate the individual weight of each function as well as the average weight. Then you are going to conclude whether or not at our location a function weighs more than another function. Another way to look at it is to show that at our location all functions carry the same weight. This requires 3 parts: the first part, you calculate the weight of each function at your location. The second part, you calculate the average weight of the functions. The third part, you conclude based on your calculation, all functions at your location carry the same weight.

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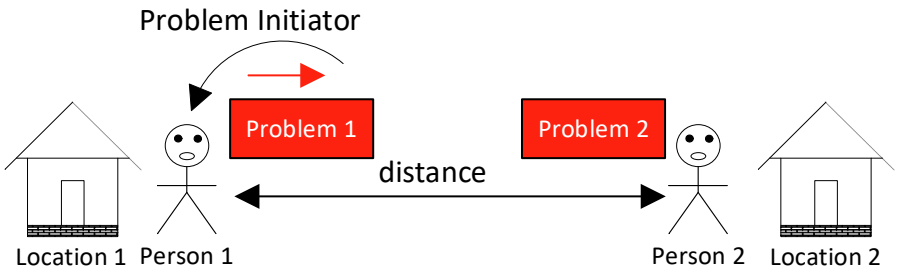
548. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, in article basis 467 we have learned and shown that a person exists at a location with responsibility to execute functions to enable the functionality of life. This is natural and the overall process of function at location is natural to life. By misunderstanding function at location, let's assume that we have the following model.



From the model above, Person 1 communicates with Person 2 where Person 1 enables Person 2 to disregard his/her function at Location 2 and thinks that Person 1 can execute functions for Person 2 at Location 2. As a result, Function 2 executes negatively. By understanding that, we can see that Person 1 is the initiator who enables Person 2 to disregard his/her function at Location 2 and thinks that Person 1 can solve his/her problems. In terms of problem initiator, let's show that by this model.



From the model above, we can see that Person 1 is the problem initiator. While both of them disregard function at location that enables their functions to execute negatively. It

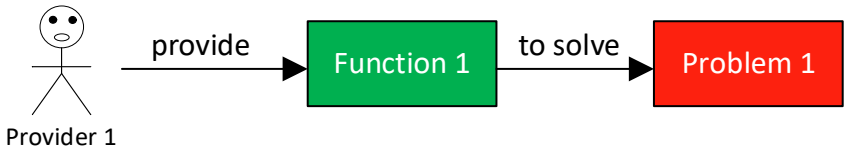
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can be shown that Person 1 has more problems to solve than Person 2. Here, you need to verify that. The way to look at it, by disregarding function at location. I am at my house, and you are at your house. I communicate with you or execute a negative function to tell you that to disregard function at your house where I can execute functions at your house for you. Now, both me and you have problems to solve. Using the given equation, it can be shown that I have more problems to solve than you.

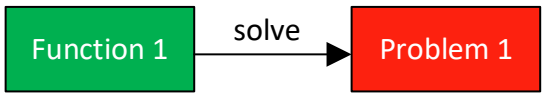
549. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 206, we have learned and shown that a provider provides a function to solve a problem. Related to time, that provider should serve more people or solve more problems. It is always good to show that by this model.

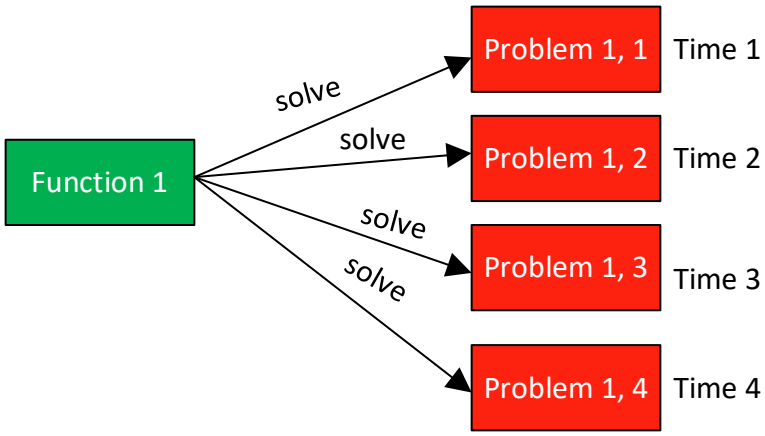


Since the function is what solves the problem, we remove the provider from the model and show the function only that solves the problem.

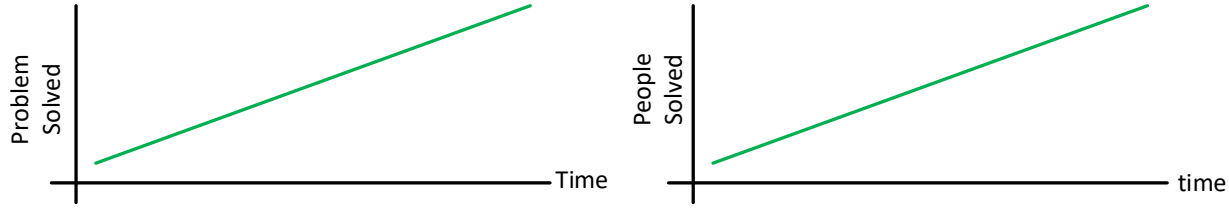


Since Function 1 exists to solve Problem 1, related to time, Function 1 solves more problems as shown by this model.

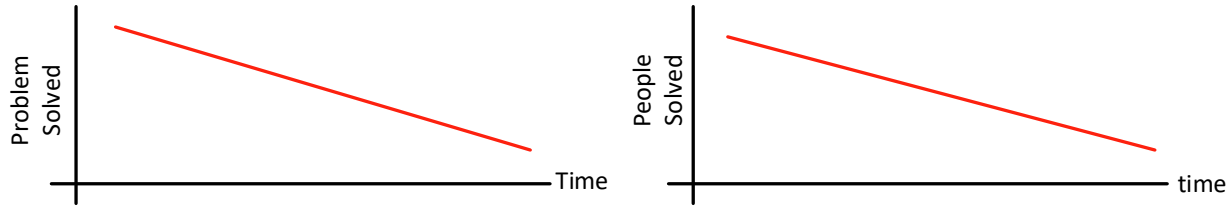
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From the model we can see that related to time Function 1 solves more problems. That makes sense, since Function 1 exists to solve problems, related to time it should solve more problems as problems exist for the function to solve. If the function did not exist to solve problems, then at some point it will not exist. In other words, the function exists to solve problems; if it fails to solve problems it existence is no longer valid. Because the function above exists to solve problems related to time the following charts are valid.



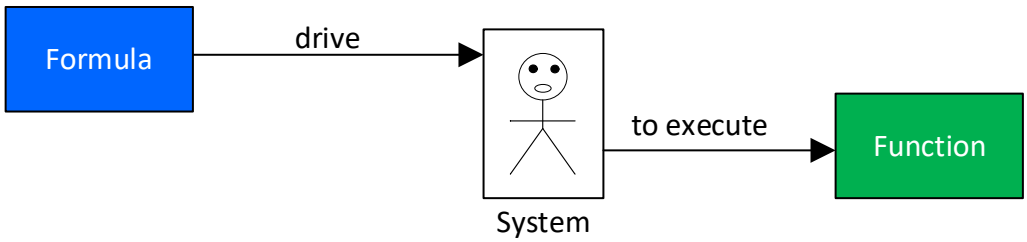
From the chart, because the function exists to solve problems, related to time the function solves more problems as well as the number of people served increases. If the function fails to solve the problems it is supposed to solve, then we have the following chart.



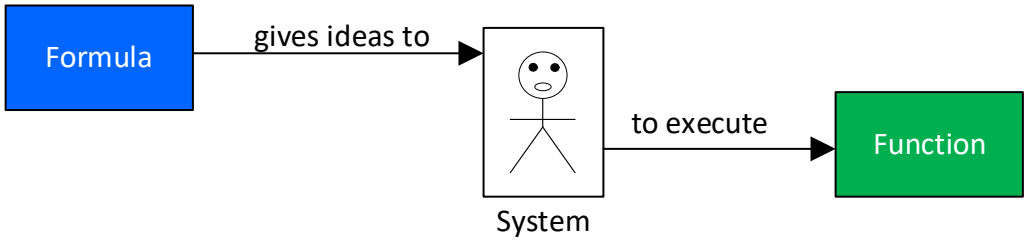
From the chart, because the function fails, related to time the number of problems solved is reduced as well as the number of people served. So, a function that is provided to solve a problem must solve more problems related to time as longer problems exist for the function to solve.

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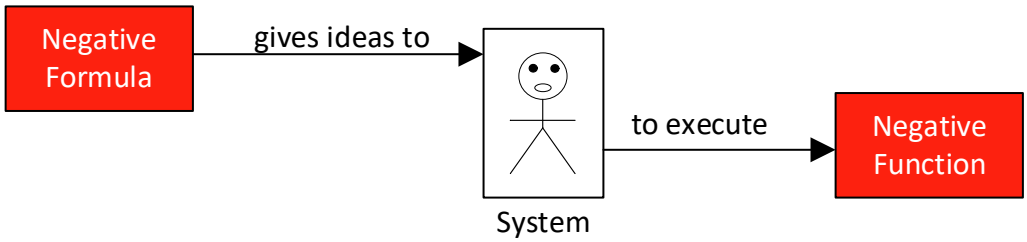
550. **Understanding the Physical System Related to Formula:** By understanding article bases 38, 133, 79, and 242, we can see that the physical system is a formula driven system. In this case, we have this model.



From the model, we can see that the physical system relies on formula to give ideas to execute functions. Formula gives ideas to the physical system to execute functions in the form of:

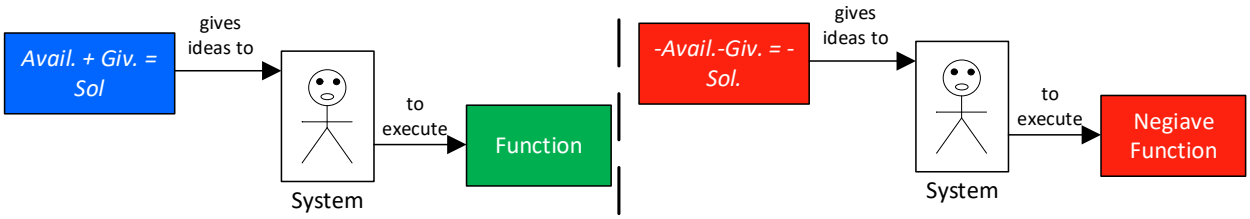


From the model above, the system gets ideas from formula to execute function. Now, without the formula to give ideas to the system, we have:



From both models, we can see that a negative formula produces a negative function while a positive formula produces a positive function. In relationship with the given equation, we have both models:

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From the model we can see that since the system is formula driven, if we have a problem to solve where a function is executed negatively, then we can see the reason is a negative formula which is viewed as the input, drives the system to do so. To solve this problem, the negative formula must be substituted or replaced by the natural formula which is the positive or the given one which enables the function to execute positively.

551. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation is given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 242, we have learned and shown that we first identify the problem then we ask our parent for help, where our parent provides us with the given equation. In terms of value, we can represent the given equation in this form.

$$Natural\ Value + Natural\ Value = Natural\ Value$$

From the equation above, we can see each item from the given equation has a natural value. Let's assume that ***Given*** as a natural value of 10, that natural value is constant to **Given** and cannot be changed or adjusted. From the same article basis 242, we have learned and shown that ***Solution*** is given to us, and it is given in a separate domain or its own domain. Therefore, ***Solution*** has natural value, and it is constant. We can denote

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that natural value as a value like constant, letter, alphabet, variable and so forth. ***Available***, the entity available to us has a value as well. We can say that the entity available to us has a natural value to help us solve the problem. We can denote that value as a constant value, a number, letter, symbol, sentence and so forth.

What is important here, in order to solve a problem, the entities must have values. The entity available to help us solve a problem must have value. If that entity has no value, it cannot help us solve the problem. If the entity available to help us solve the problem has no value, then the given equation becomes.

$$-\left(Availalble + Given = Solution\right)$$

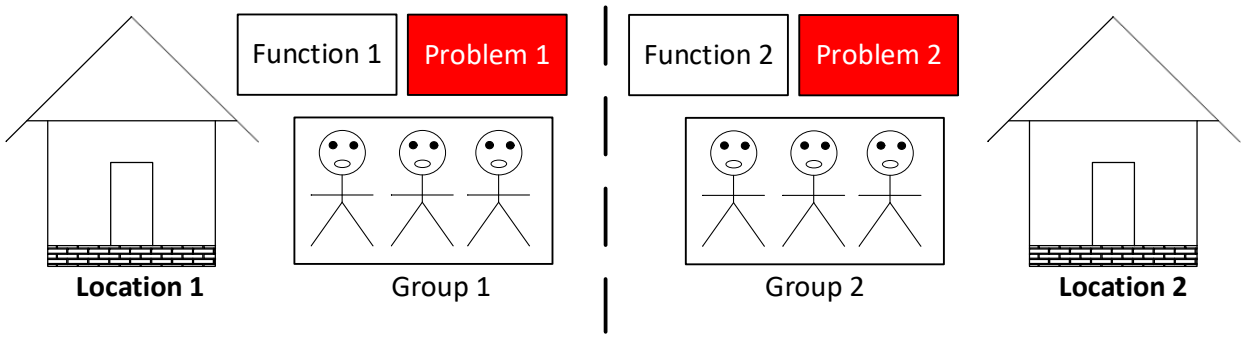
In terms of value of entity, another way to look at it is the information about an entity is given with that entity. The value of an entity is given with that entity. We cannot add value to an entity. The value of an entity is given with that entity, and it is constant.

552. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available \; + \; Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, from article bases 131 and 132 we have learned and shown that if 2 people or 2 groups of people are working in 2 separate projects to solve 2 separate problems, the failure to solve the problem by one person or by one group does not make the problem solved by the other group or the other person. To better understand that let's take a look of this model.

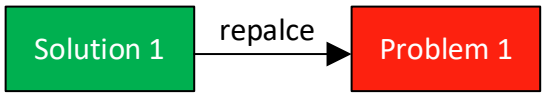
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From the model, we can see that at Location 1, Gorup 1 has Function 1 to solve Problem 1, where at Location 2 Group 2 has Function 2 to solve Problem 2. What is important here is that, if Group 1 fails to solve Problem 1, that does not automatically solve Problem 2. Group 2 still needs to work to solve Problem 2. In other words, if Function 1 fails to solve Problem 1, then that does not automatically enable Function 2 to solve Problem 2. Function 2 still needs to be executed to solve Problem 2. As we can see here, the failure of a function to solve a problem does not enable the other function to execute properly. In terms of the application of the given equation by each group at each location, we have at Location 1

$$Group\ 1 \xrightarrow{apply} Available + Given = Solution\ 1$$

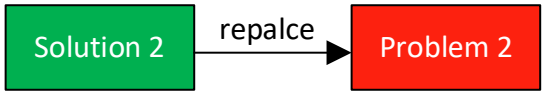
Which produces the following result



At Location 2, Group 2 apply the formula in the form of

$$Group\ 2 \xrightarrow{apply} Available + Given = Solution\ 2$$

Which produces the following result



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What happens here, if Solution 2 is zero or does not sexist, that does not make Solution 1 exists or Solution 1 is equal to a value. Another way to look at it is, in my house I have some dishes to clean, where in your house you have a carpet to vacuum. If I fail to clean my dishes, that does not automatically clean your carpet. You still need to work to clean your carpet. If my function fails at my house, that does not automatically execute your function properly at your house. You still need to work to execute your function properly at your house.

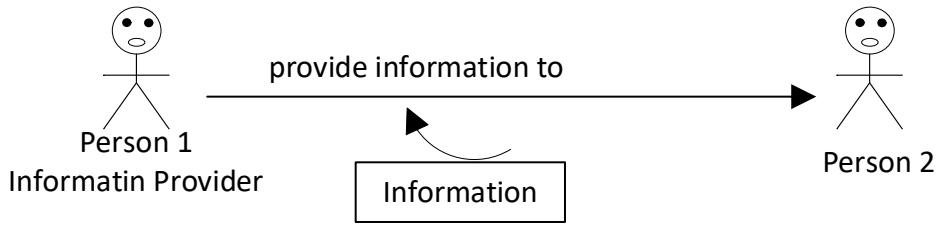
553. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 20, we have learned and shown that a single function cannot be used to solve all the problems at our location or transition negative functions from negative to positive. From article basis 547, we have learned and shown that each function at our location weighs on the overall function, and the overall function is an average function that includes the weight of each function. All you need to do here is to use the given equation to show that since the overall function is an average weight function, it is not possible to have a single function that can be executed to solve all the problems or transition all negative functions to positive.

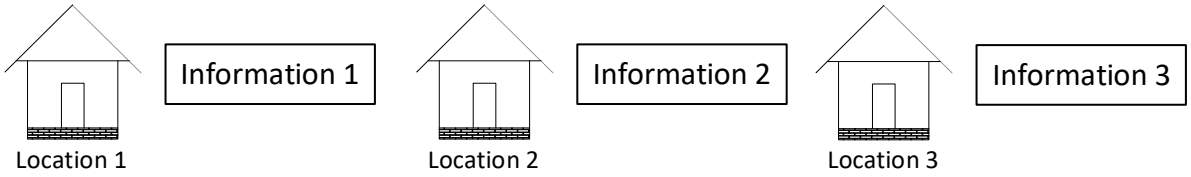
554. **Understanding Misinformation and Problem and Solution:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. A person who provides information to another person has a problem to solve. Here, Provide Information is viewed as a function of that person. That person can be a journalist, reporter, news anchor and so forth. Where the information can be

presented in any form like oral, written, text, video, audio, and so forth. To better understand that let's take a look at this model.



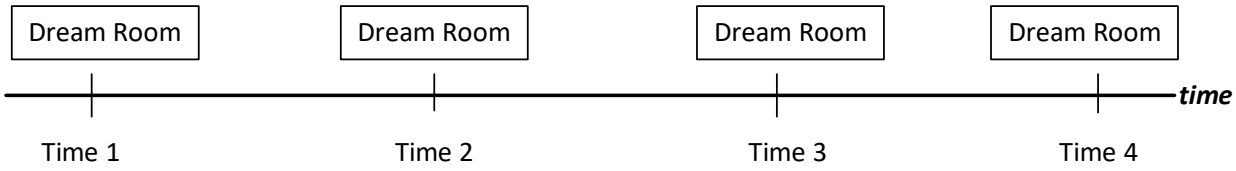
From the model, Person 1 is viewed as an information provider that provides information to Person 2, where information flows through the communication interface. We can look at the function of Person 1 as Function 1. If the information is incorrect, then Function 1 is viewed as negative or executed negatively. In this case, a correction must be made later by Person 1. What is important here is that a person who misinforms another person must make a correction later. In this case, it is good not to misinform another person, since the correction must be made by that person.

We know information is first identified by mother nature before us. By looking at the process, we can see that at Time 1, information is identified by mother nature and at Time 2 it is identified by us. If information exists, it is identified by mother nature. If information does not exist, it is not identified by mother nature. Let's assume that we have the following locations and information.



Let's assume that information is given from Person 1 to Person 2 as shown by the first model above where that information states that there is a dream room at Location 1, then that dream room must be natural or identified by mother nature. The person will think that dream room exists related to time in the form below.

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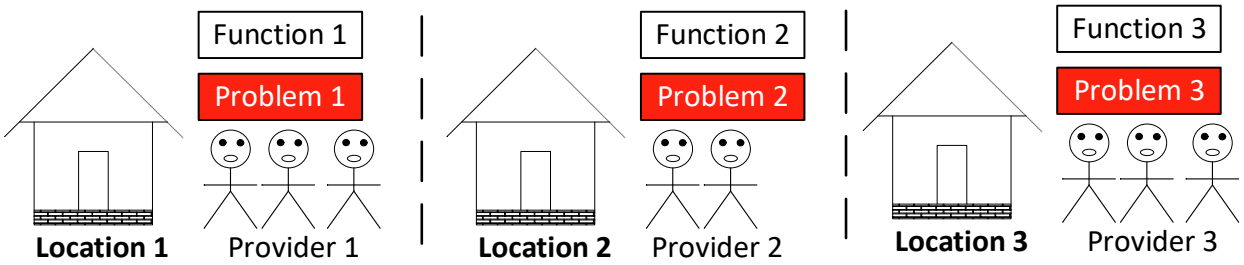
From the time chart above, if the dream room exists, it must exist related to time. Since that information is not identified by mother nature, then at a later time, it must be corrected to show that entity does not exist. In other words, previously I misinformed you about a dream room at a location. That information is incorrect because that dream room is not identified by mother nature. Because of that, I must make the correction at a later date to show that dream room does not exist.

555. **Understanding Function at Location and Function Provider:** To solve our problems, the following equation was given to us by our parent.

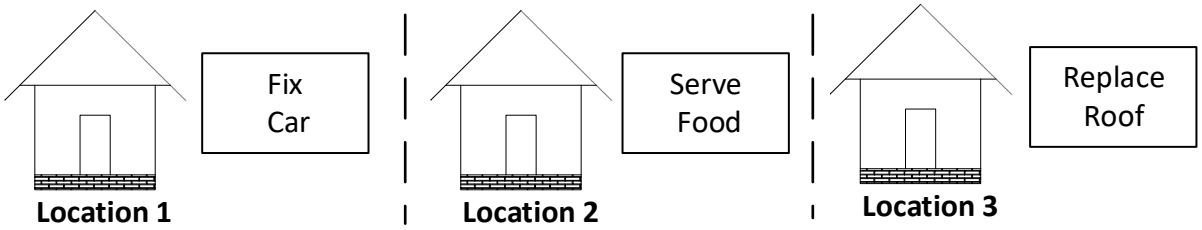
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 20 and 553, we have learned and shown that a single function cannot be used to solve all problems at our location. For this reason, it is possible to have multiple functions or multiple functions that are provided by multiple providers. In other words, a function is provided at a location to solve a problem. It is not possible or practical or natural for a function to solve all the problems. In this case, function at location makes it possible for multiple providers to provide multiple functions to solve multiple problems at multiple locations. To better understand that let's take a look at this model.

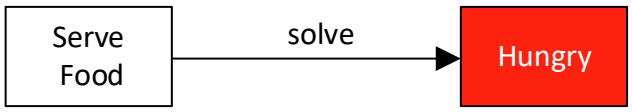
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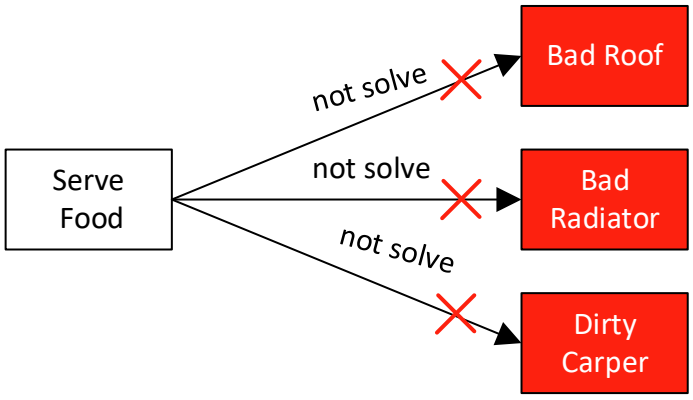
What is important here is that at Location 1, Problem 1 is solved by Function 1; at Location 2, Problem 2 is solved by Function 2, and at Location 3, Problem 3 is solved by Function 3. Where Function 1, Function 2, and Function 3 are provided by Provider 1, Provider 2, and Provider 3. For example, the functions are identified at the locations by this model.



From the model, each function solves specific problem, for example, the Serve Food function solves Hungry problem as shown by this model.



From the model, while the serve food function solves the hungry problem, but that function does not solve Bad Roof, Bad Radiator, Dirty Carper and so forth as shown by this model.



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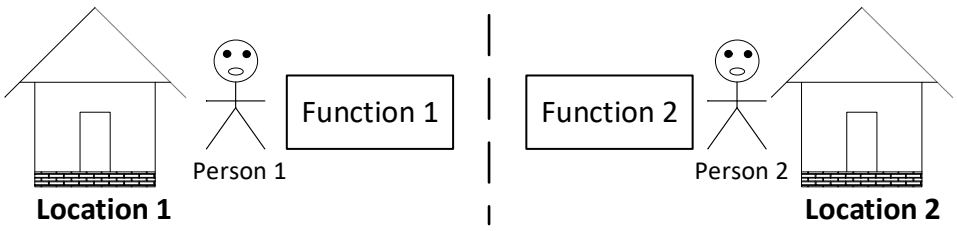
As we can see from the model, because the Server Food function does not solve the bard roof problem, the bad radiator problem, the dirty carpet problem. Therefore, the serve food function cannot substitute for Replace Roof, Replace Radiator, and Shampoo Carpet. In other words, as a single function, that function cannot substitute for other functions. In this case, it is not possible to have a single function that can solve all the problems or substitute for all other functions.

Another way to look at it is to look at the application of the formula by the people who provide the functions. Since formulas are independent entities, they must be applied individually. In this case, if a person applies a formula to solve a problem or a group of people apply a formula to solve a problem, that formula is not automatically applied by other people to solve other problems. Other people who have functions to solve other problems also need to apply the formula to solve problems their functions exist to solve. Therefore, it is not possible to have a single function at our location that can be executed to solve all the problems or substitute all problems by their solutions.

556. **Understanding Function at Location and Weight of Function at Location:** To solve our problems, the following equation was given to us by our parent.

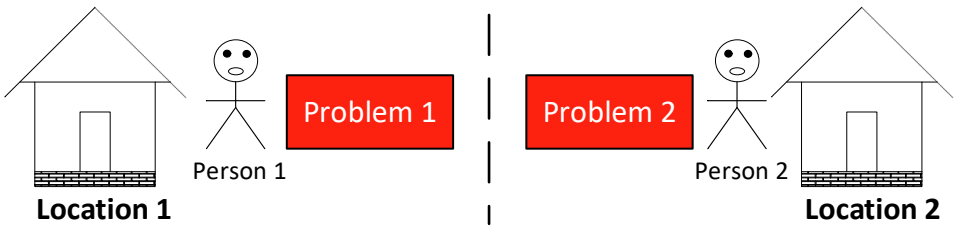
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, let's take a look at this model.



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From the model, at Location 1 Persson 1 has Function 1 and at Location 2, Person 2 has Function 2. In this case, function at location weighs to people at their respective locations. For example, a function at my location weighs more on me than a function at your location or a function at my friend's location. To better understand that let's take a look at this model.



From the model, Problem 1 is a bad water header, Problem 2 at Location 2 is also a bad water heater. What is important here is that the solution of the problem at specific location weighs at that location. In this case, because of weight of function at location, Person 1 will find it appropriate if a single good water heater is available at Location 1, to use it to solve the bad water heater at Location 1 rather than use it to solve the bad water heater at Location 2. In other words, if Person 1 says to Person 2 *I will always be there for you*. Then Person 2 asks Person 1, *who will get the last bite*. Until then, it is natural for function at location to weigh to function at their respective locations.

Another way to look at it is the application of the formula by people at their respective locations. Because the formula must be applied by people at their respective locations to solve problems at their locations, function at location weighs on the application of the formula by people at their respective locations to solve problems at their locations.

557. **Understanding Problem and Solution and Free Pass:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article 242, we have learned and shown that when we have a problem and turn to our parent to help us with a solution, our parent provides us the solution for the problem which is not viewed as a free pass. In this case, if at Time 1 we had a problem to solve and we did not identify it properly or did not replace it by its solution, at present time we still need to work to solve it. If we communicate like we have solved it, that is simply misinformation and that is viewed as a free pass. Let's assume that at Time 1 we had Problem 1, where problem 1 is misidentified as Problem 1M. By understanding the equation above as well as article basis 550, if Problem 1 is identified properly, then, then Problem 1 is solved in the form of:

$$Available + Given = Solution\,1$$

On the other hand, if Problem 1 is misidentified as Problem 1M, then Problem 1 is not solved by this equation

$$-Available - Given = -Solution$$

In this case, we need to identify the problem properly and use the given equation to solve it. If we think we solve it, that is viewed as a free pass because we did not work to solve the problem. If we misapply the given equation to solve the problem, that is also a free pass since we did not apply the given equation. If we communicate with others and state that we have solved the problem, that is also a free pass since the problem is still present, and we did not work to solve it.

558. **Understanding Mother Nature and Challenge:** From article basis 242, we show the model where our parent had given us The Given Set. Our parent had given us The Given Set, where we have learned it, understood it, and verified it in all dimensions. In other

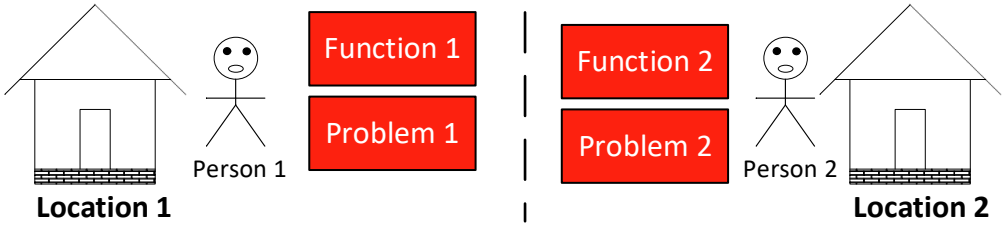
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words, we have verified the set, the items in the set, the quantity elements in the set, the order of the elements, how each item cannot be excluded from the set, the ranking of the items in the set, how the set is related to the functional system, how the set is related to the physical system, and so forth. We have used the set to verify other entities, and we can challenge people in relationship with. In this case, we can say that there is nobody in existence that we cannot challenge. With that, even our parent that gives the set we can challenge. In other words, while our parent gives us the set, we can demonstrate to our parent that we understand the set which is viewed as a challenge. For example, mom you give it to me, I promise you I can understand it. Mom, you give it to me, I challenge you I can understand you. Here, the key word promise is viewed as a challenge we take to understand the set or what mother nature has given to us.

559. **Understanding Problem and Solution Related to Function at Location:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location, let's assume that 2 people are working in 2 separate projects at separate locations as shown by this model.



As we can see from the model, the Person 1 at Location 1 has Problem 1 to solve by executing Function 1 negatively, as well as Person 2 at Location 2 has Problem 2 to solve by executing Function 2 negatively. In this case, both Function 1 and Function 2 are based on the application of this equation.

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$$-Available-Given=-Solution$$

As a result, both Function 1 and Function 2 fail to solve the identified problems. Both people start working at Time 1. At Time 2, which is another time, Person 2 at Location 2 stops and makes some little adjustment to his/her function. At the same time, Person 1 claims he/she wins, or his function had solved the underlined problem at his/her location. That is not the case, both of them had failed. At Time 2, both of the continue to execute the equation above negatively. Now, you need to verify which one between the 2 has more problems to solve. This is the way to look at it, 2 people have 2 problems to solve and both of them fail. One of them makes a little adjustment, as a result the other one claims he/she is the winer or his/her function had solved the problem at his/her location. That happened at previous time. From the previous time to current time, both of them continue to apply the formula negatively. Here, all you need to do is to use the given equation to verify which person between the 2 has more problems to solve.

560. **Understanding Functional Adjustment:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 242, we have identified the model of the formula given to us by our parent to solve our problems. From that article basis, we have learned and shown that we have a problem, and our parent provides us formula to solve it. By looking at the overall process, we can see that in order for us to solve our problems, the functions that we execute to solve them must be adjusted. In functional adjustment, we can see that before we have problem and after we have solution. To better understand that let's take a look at this table.

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Before	After
$-Available-Given=-Solution$	$Available\ +\ Given=Solution$
Function 1	Function 1
Problem	Solution

From the table above, we can see that if we apply the given equation negatively, then we can learn and understand which enables us to apply it positively. This is viewed as a functional adjustment from negative to positive. If our function executes negatively before and after we make functional adjustment, it executes positively. The functional adjustment enables us to have the solution for a problem we had before and later we execute a function to replace that problem with its solution. By understanding that, we can see the following entities are not considered functional adjustment: blaming, excuse, complaint, free pass. None of these entities is viewed as a functional adjustment that will result to the solution of a problem as shown by this table.

Before	After
Blaming	No Solution
Excuse	No Soution
Free Pass	No Solution
Complaint	No Solution

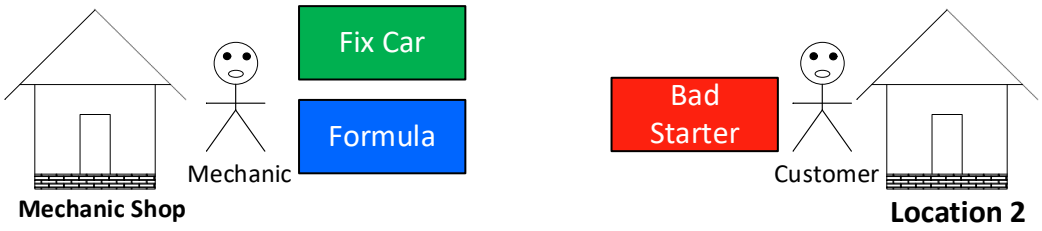
By looking at the model of 242 as well as the given equation, we can see that our parent wants us to make functional adjustment to solve our problems. Our parent is not going to make functional adjustments for us, this is why the formula is given to us so we can use it to make functional adjustments to solve our problems.

561. **Understanding Problem and Solution and Function Provider:** To solve our problem, the following equation was given to us by our parent.

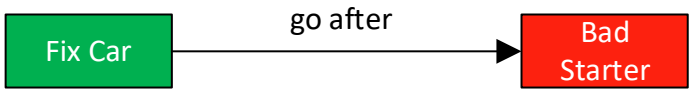
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$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. In terms of function at location and function provider, a function provider provides a function to solve a problem as shown by this model.



From the model, we can see that the Mechanic, which is a function provider, provides a function to solve a problem. In order to solve the problem, the mechanic goes after the problem. Since the function is what solves the problem, the function is what goes after the problem in order to solve it as shown by this model.



From the model, we can see the Fix Car function goes after the bad starter in order to solve it. As we can see here, the function cannot go after the customer, another person, another provider, or another function. Those entities are not the bad starter problem that needs to be solved. As we can see here, it is not possible to go after a provider or another person in order to solve a problem. The function does not exist for that; the function exists to go after a problem and solve it.

562. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

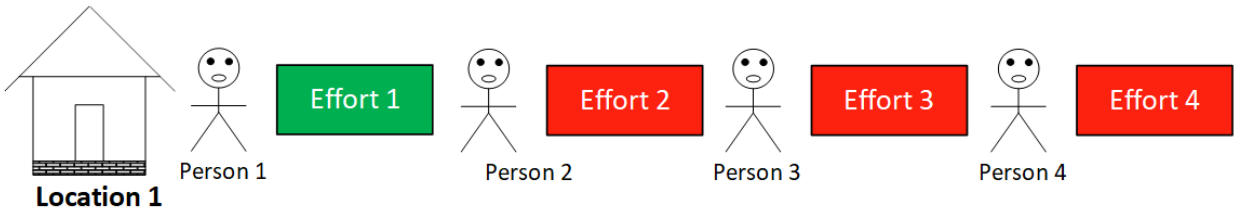
$$Available + Given = Solution$$

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From the given equation, we first identify the problem we are solving, the entity given to us as well as the entity available to us to help us solve the problem. From article bases 107 and 115, we have learned and shown that negative effort cannot help us solve the problem. The negative effort is based on the equation below.

$$-Available-Given=-Solution$$

Which enables us to waste energy rather than solving the actual problem. In other words, assume that we are working to solve a problem, by not using the given equation, the effort we put to solve that problem is being wasted. If the negative effort can be translated to positive, then that will help us solve the problem. To better understand that let's take a look at the following model in relationship to article basis 156.



From the model above, at Location 1, we have people who are working to solve a problem. As we can see, the effort of Person 1 is positive, while the remaining efforts are negative. In order to solve the problem, we want the remaining efforts to be positive. In this case, Person 2, Person 3, and Person 4 rather than doing bad things or doing things negatively, they can transition their efforts to positive, which enable us to solve the problem.

Another way to look at it is that our location, we have group of people who are doing bad things or group of bogeymen. While those people are doing bad things, their efforts are negative to life at our location as well as the functional system. If they can translate their efforts to positive, then that will help transition functions at our location from negative to positive. Here, all you need to do is to use the given equation to solve that problem. What you need to do, at your location you identify group of people or group of bogeymen that

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are doing bad things. Doing bad things simply takes energy from them. The efforts they put in are negative because it does not help solve problems at your location. It does not help transition functions from negative to positive at your location as well as enable life to function abnormally not only at your location but also at other locations. You need to use the given equation to solve this problem.

563. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. As we have learned before as well as in article basis 242, in order to solve our problems, we must use the given equation. It is not possible for us to solve problems with free passes and bogeymen. In terms of solving problems, here are some examples of what free passes enable us to do rather than solving problems.

- Misidentifying a problem and thinking we will solve it. For example, in order to solve a problem, we must first identify the problem. By misidentifying the problem, we simply get a free pass which leads us to no solution.

- Before we identify a problem, we already decide which entities to use to solve it. In this case, we simply let ourselves identify the entity to use to solve the problem, rather than the problem enables us to identify the entities. As we have learned and shown in article basis 85, the identification of the problem determines the entity available to use to solve that problem. Before identifying a problem, if we already know the entities to use to solve that problem, that is a free pass. The identification of the problem is what determines the entity to use to solve it, not us.

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- It is natural for a salesman to go house to house or location to location to make a sale—solve problems by collecting problem signs and leaves solution signs—if money is provided to that salesman as well as people to buy from him, that is viewed as a free pass. If negative communication enables people to buy from him as well, that is also view as a free pass rather than problem and solution.

- Having a problem at our location and going to another location to solve it, it is a free passe because we disregard the problem at our location and think that going to another location to try to solve it will simply solve the problem at home. That is not natural, and it is a free pass. In this case, we simply disregard the location where the problem is identified.

- Disregard a solution that is given to us to solve a problem and think that we can solve it without it, that is a free pass. The solution given to solve a problem is natural to that problem and the problem cannot be solved without it. Thinking otherwise is a free pass. Another way to look at it in relationship with article basis 242 and some other article bases, the person entity works with given entities. By disregarding that, it is viewed as a free pass.

- When we contradict mother nature is a free pass, because we cannot do better than mother nature. Another way to look at it, from article basis 191 we have learned and shown that bogeymen exist to undermine and contradict mother nature, which enables us to disregard our effort which is viewed as a free pass.

- Money—paper money—is separate entity from actual item; a dollar bill is not equivalent to an actual item. They both exist in separate domains, increasing the quantity of the dollar bill in its domain does not automatically increase the actual

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item in its domain. When we think otherwise, we simply get a free pass. This free pass resulted in no solution of problems.

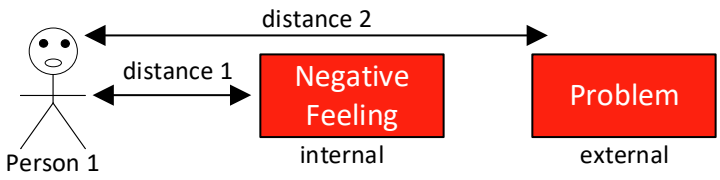
- It maybe natural for a person to be landlord or a mechanic, however giving money to a person to be a landlord with no desire to be landlord is a free pass. The reason for that because that person has no desire to be a landlord and will not put any effort to it in order to be a landlord. Giving money to that person also reduces the desire and effort from that person which is viewed as a free pass. That does not help solve the problem.

- The solution of a problem does not take negative feelings into consideration. When we have a problem to solve, thinking negative does not help us solve it. When we think otherwise, that is viewed as a free pass.

564. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

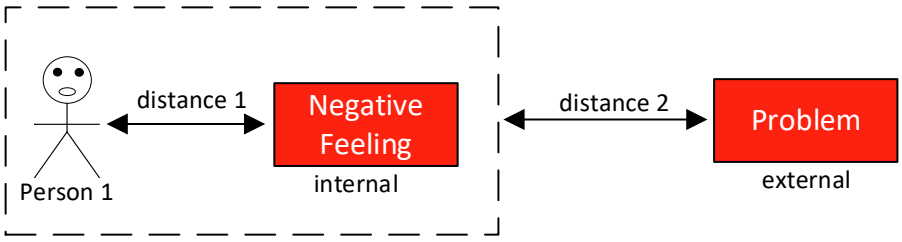
$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 327, we have learned and shown that the distance from a negative idea to us is zero, when that negative idea is replaced with the formula. Consider the negative idea as a negative feeling, in terms of distance, we can show that by this model.



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From the model above, we can see that Person 1 has a problem to solve, where the problem is considered to be an external entity. The negative feeling is considered to be internal. Because the negative feeling itself is a problem which enables the application of the equation to result to a negative solution or no solution, then Person 1 must distance himself/herself from the negative. From the model, we can see that we have distance 1 which is the distance between the negative feeling and the person and distance 2 which is the distance between the person and the problem. The model above is the same as the one below.



From the model above, by setting the negative feeling to zero, then distance 1 is no longer exists, in this case we have the following.



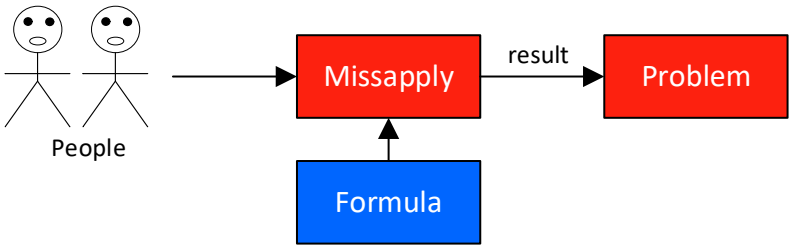
From the model as we can see, by removing the negative feeling inside, the person can focus on the problem because distance 2 can be viewed as a set focus. For example, rather than thinking about 2 entities, the person can think only about 1 which is the problem that needs to be solved. In this case, the person can handle the problem more easily. As we can see here, the solution to a problem does not take negative feeling into consideration. When we are solving a problem, we need to remove our negative feelings from the actual problem. By removing it, we can focus on the actual problem, and we can focus better on solving it.

565. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 332, we have learned and shown that the problem we need to solve before the event is the same as the one we need to solve after the event. To better understand that let's assume that as a result of misunderstanding and the misapplication of the formula, we have a negative event which results to problem. It is always good to show that by this model.



The model above is the same as people applying the negative form of the formula. From above, we can see that the negative application of the formula from an event which results to problem. In order for that to happen, before the event the problem that needs to be solved has been misidentified. If we identify the problem properly, we can see that it is *now we have a fixed number of people in our application, how do we solve our problem*. Now, after the event we have the same problem to solve. It is always good to show on this table.

Problem Identified Before Event	Problem Identified After Event
Now, we have a fixed number of people in our project, how do we organize ourselves	Now, we have a fixed number of people in our project how do we organize ourselves

To better understand the explanation, let's take it like this. Let's assume that at Time 1, 2 people or 2 groups of people have a problem to solve. Rather than solving it, they go physical. Going physical here is viewed as an event, where that event happens at Time 2. Now, at Time 3, they have the same problem to solve before the event. The way to look

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at it, at any given time, we need to have the question on the table and answer it. Doing so enables us to solve problems at any time we have them and prevents us from executing negative functions that do not result to solutions of problems.

566. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article bases 441 and 442, we have learned and shown that a bogeyman can expand corruption, however a bogeyman cannot help us learn and understand formulas. In other words, while a bogeyman can enable us to execute negative functions, however a bogeyman cannot help us execute functions positively. By understanding that, we can see that bogeymen cannot work with given entity; bogeymen cannot work with reference; bogeymen cannot identify relationships between entities. By understanding that, we can see the following.

$$Good + Bogeymen = Bad$$

From the equation above, we can see that if an entity is good, bogeymen will make it bad. For example, the decreasing of the understanding of the person entity based on bogeymen; the undermining effort of the person entity; the undermining of mother nature existence and so forth. As we can see here, anything that is good, bogeymen can make it bad. To help you understand the equation above, continue the table to show the result at Time 3. You can add more entries to the table.

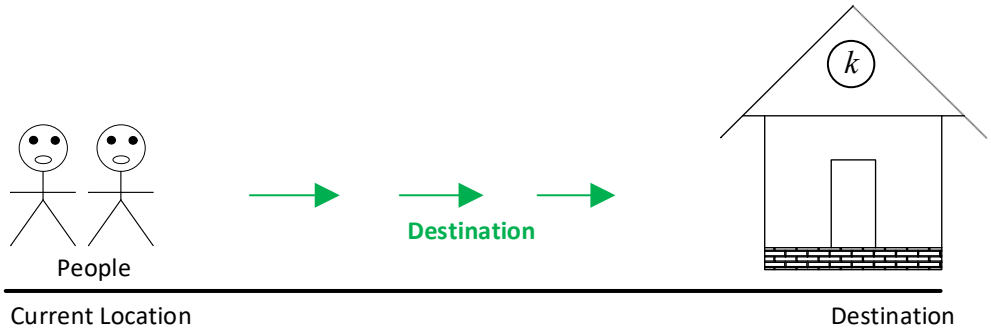
Time 1	Time 2	Time 3

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Good Salesman	**+ Bogeymen**	**= Bad Salesman**
Manager		
Landlord		
Employee		
Mechanic		

From the table in the first row, we can see that a person can be a good salesman, then a bogeyman can undermine mother nature where that person becomes a bad salesman as a result. From above, the plus sign and the equal sign are simply used to show the equation, but you can omit them as you complete the table.

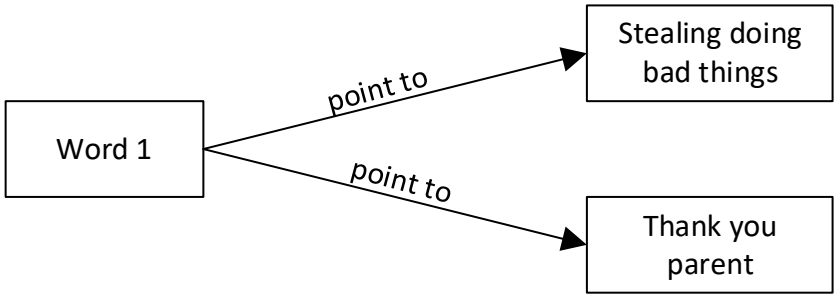
567. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article bases 243 and 398 we have learned and shown that when we repeat a word, mother nature sees the actual entity that word points to. From article basis 242, we identify the model of the entities given to us by mother nature to solve our problems. From article basis 289, we have identified the reference as the entity we need to refer to. Here, let's assume that we have the reference and we need to go to say thanks to our parent. In this case, we ca identify our current location and the destination location. It is always good to show that by this model.



From the model above, we are at our current location, and we want to go another location to says thanks to our parent. From above, we have a destination location which is decided by us. What is important here is that we still apply the same mobility with the

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pass principle. In terms of words point to entities, if we are going to that destination to say thanks to our parent, it is different than if we are going to the location to steal and do bad things. It is always good to show that by this model.



From the model we can see that since Word 1 points to both entities, mother nature does not see the word but the entities. Here all you need to do is to identify the word and determine which entity the word point to and put a red cross on the arrow which denotes the entity the word does not point to. This is the way to look at it, if I am going to my destination to steal mother nature sees that, if am going to say thanks, mother nature also sees that. In this case, there are words I cannot use to fool mother nature.

Here, consider the following at Tim 1 we are at current location where at Time 2 is the time we are getting to our destination. Where the difference time is more than a week or so. In other words, in order get from Time 1 to Time 2, the distance is longer, and it will take couple of days or week or more. In this case, we need to execute multiple functions along the way. For example, refer to article bases 357 and 374, for functions such as serve food, stay at, stay at overnight or get place to rest and so forth. Here, we use the given equation to determine which one is better for our parent. The positive execution of those functions or the thanks. In other words, consider the Thank You Parent as one entity as shown in the model above and the serve food as another entity. You need to use the given equation to verify which one if you have choice our parent would like you to do.

568. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

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$$Available + Given = Solution$$

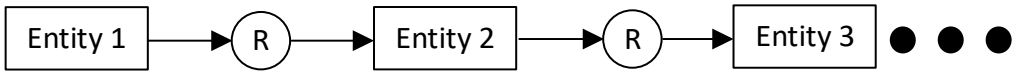
From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 222, we have learned and shown that everything given to us by mother nature is connected to each other. From article basis 566, we have learned and shown that bogeymen cannot work with given entities and cannot identify relationships. From article basis 441, we have learned and shown that bogeymen are looking for weakness or opportunity to expand their corruption, where the understanding of the formula preventing bogeymen from expanding their corruption.

By understanding the explanation above, we can see that in order to limit or prevent bogeymen from expanding their corruption, we have to increase our understanding of the formula. To better understand that let's take a look at the following. We know that bogeymen do not work with given entities and cannot work with given entities. If a formula is given to a bogeyman to work with, the bogeyman will throw it away and look for someone to do his dirty work. In this case, all we need to do is work with the given formula in order to prevent that. By working with the given formula, we simply stop the existence of bogeymen.

We know that bogeymen do not work with relationships and bogeymen are not capable of identifying relationships. If two items are given where there is a relationship between the two items, rather than looking for relationship, the bogeymen will claim that the items are different. The reason for that, because bogeymen are lazy. They will not take time to look or identify relationships of entities; they will prefer just to just say or claim something that is incorrect. To prevent bogeymen from doing so, we need to always identify relationships of entities and look for relationships where entities are given to us that are related to each other.

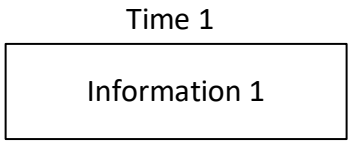
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To better understand the explanation above and prevent the existence of bogeymen, let's take a look at this example. We already know that everything given to us by mother nature is related to each other in this form.

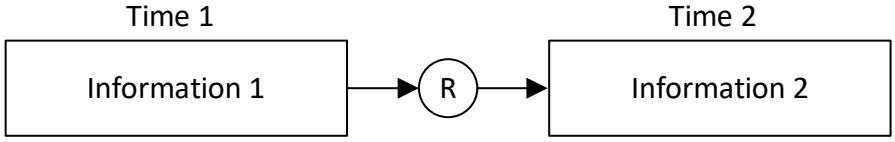


The model above is what is given to us by mother nature. Each entity can be principle, information, formula, statement, and so forth. In this case, we need to identify the relationships, for example in our communication, our application and so forth. When we fail to do that, we simply give bogeymen opportunity. As an example, let's assume that we have a paragraph with 50 sentences where all sentences must be related to each other. In order for that paragraph to be correct, we can use the formula to connect each sentence to show a relationship as identified above. Now, if we leave one sentence that is not connected, then the bogeymen will simply use that sentence to undermine mother nature or our understanding. In this case, whatever we are doing, we simply make sure we can identify relationships and make sure each item is connected to each other.

To better understand the explanation, let's assume that we have first identified an entity where that entity can be given information. We identify that entity as Information 1 as shown by this model, where we identify Information 1 at Time 1.



Then later at Time 2, we identify another given information which is Information 2 and we identify relationship between Information 1 and Information 2 as shown by this model.



Now at Time 3, supposes that we misidentify Information 3, where Information 3 is not related to existing relationship above, and we try to connect it to the existing one, then the bogeymen will use that in order to undermine mother nature or our understanding.

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In this case, we always need to increase our understanding of the formula in order to prevent that. The way to look at it, bogeymen have no understanding of anything and only exists to undermine mother nature. In this case, a bogeyman cannot help us understand anything. If we make a mistake, a bogeyman cannot give us feedback to help us make corrections. So, the bogeyman will enable us to make more mistakes from the previous one. So, if we try to connect the third misinformation, the bogeymen will use that to expand his corruption. In this case, we always need to be a step ahead in terms of understanding of the formula to prevent bogeymen. We always need to make sure what we are doing is related to the formula. Our communication or sentences are connected to the formula where if we have a paragraph each sentence is related to the formula. A single relationship we miss can be used as excuse for bogeymen to expand their corruption.

Let's look at another example related to article basis 483, where having a formula on the table during a meeting enables us to eliminate corruption. What is important here is the relationship with the formula. Since bogeymen are not capable of identifying and working with relationships, bogeymen always look for people to expand their corruption. In this case, a bogeyman is always looking for accolade to expand corruption. The understanding of the formula and relationship prevents the bogeyman to expand their corruption with accolade. For example, in a meeting, if we have a formula on the table where every sentence from everybody is related to the formula, if a bogeyman exists without another, then that prevents corruption.

569. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

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From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 360, we have learned and shown that follow direction is an entity available to us to help us solve our problems. In terms of entities available, we have effort and follow direction which are related to each other. From article 217, we have learned and show that the formula is a pass where the understanding of the formula enables our mobility from one location to another location. Here all you need to do is to use the given equation above to show that a bogeyman is not capable of carrying the pass from one location to another location. The way to look at it, suppose the pass is given to me at Location 1, then I am capable of carrying it from Location 1 to Location 2 as indicated. Since a bogeyman is not capable of carrying the pass, the pass cannot be given to a bogeyman.

Another way to look at it, since bogeymen always look for free pass and the pass is not free, therefore it cannot be transported by bogeymen. The pass itself does not need bogeymen to carry or transport from one location to another location. As an example, if my location is Location 1 and your location is Location 2. If I need to go to your location, I need to take my pass with me, and you need to honor my pass. I don't need a bogeyman to go to your location; all I need is my pass. You also don't need a bogeyman at your location to honor my pass.

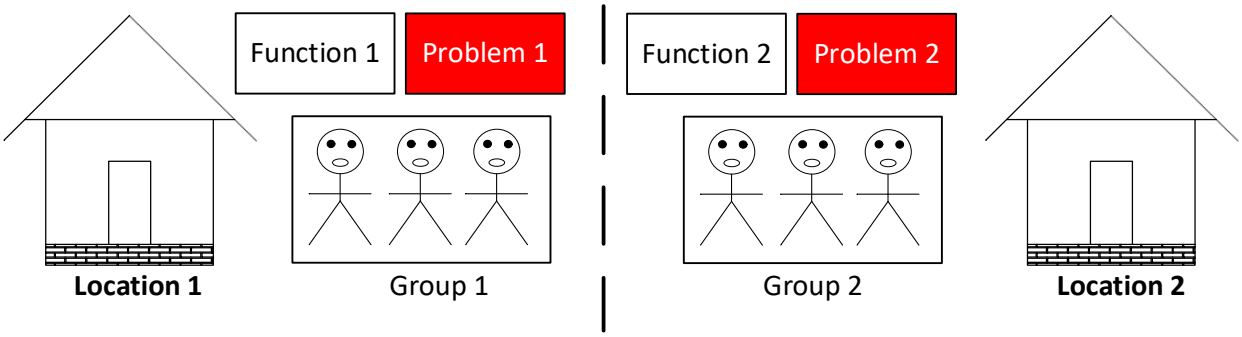
570. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 552, we have learned and shown that if 2 groups of people have 2 separate problems to solve at 2 separate locations, if the function of one group fails to solve the

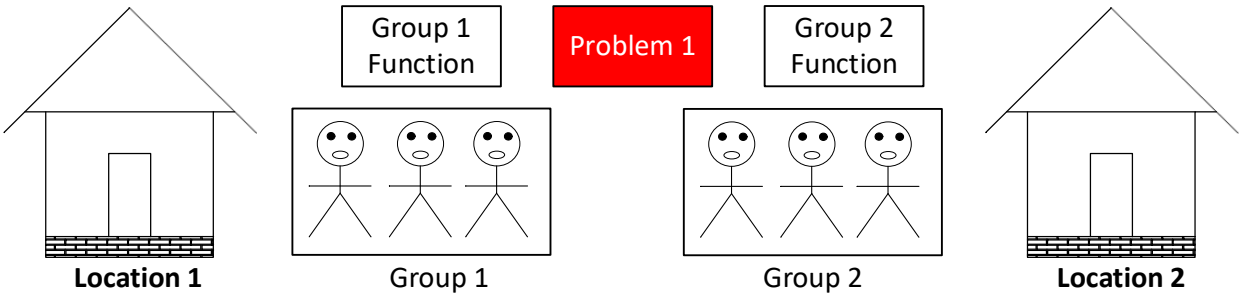
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problem at its location, that does not automatically solve the problem at the other location. The group at the other location still needs to apply the formula in order to solve the identified problem. It is always good to show that again by this model.



From the model above, if Function 2 fails to solve Problem 2, that does not automatically solve Problem 1 at Location 1. Group 1 still needs to apply the formula to execute Function 1 to solve Problem 1. Another way to look at it is if one or more people quit Group 2 or the Group is dissolved, that does not automatically solve Problem 1 at Location 1. Group 1 still needs to apply the formula to execute Function 1 at Location 1. From the model above, if the whole group quit working or the whole group is dissolved, that does not automatically solve the problem at the other location. The other group still needs to apply the formula to solve the problem at its location.

Another way to look at it, suppose 2 people or 2 groups of people are working together to solve a problem as shown by this model, if one group quits, that does not automatically solve the problem.



From the model above, Group 1 and Group 2 are working to solve a problem. If Group 2 quits or dissolves, that does not automatically solve Problem 1. The groups still need to work to solve Problem 1. Problem 1 still needs to be solved and replaced with its

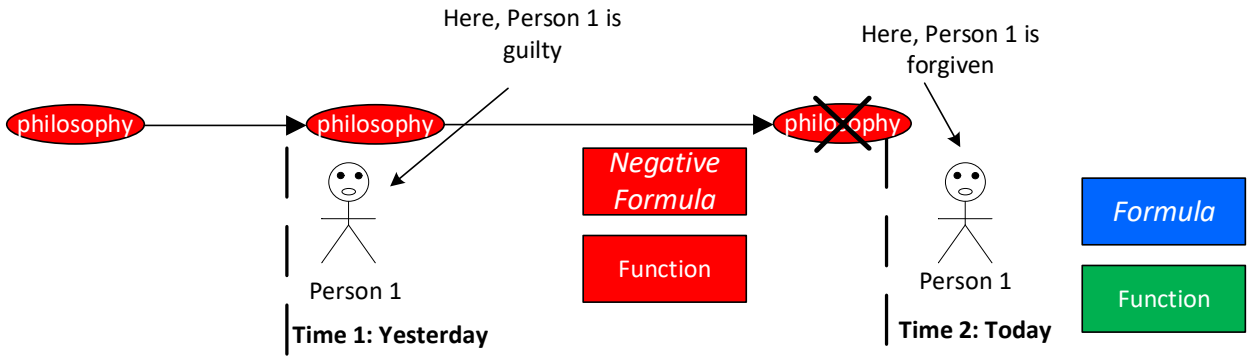
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solution. The formula still needs to be applied to execute the function to solve the problem. Another way to look at it, if I am working with you to solve a problem, if I quit or you quit or both of us quit, that does not automatically solve the problem. The problem still needs to be solved.

571. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 381, we have the following model.



Where at Time 1, Person 1 was guilty and at Time 2 the formula is given to Person 1 where the application of the formula by Person 1 enables Person 1 to be forgiven. Now, let's look at another case with the absence of the formula or with negative formula as shown below.

$$-Available - Given = -Solution$$

Using the equation above, both Person 1 and Person 2 are executing functions negatively as shown by this model.

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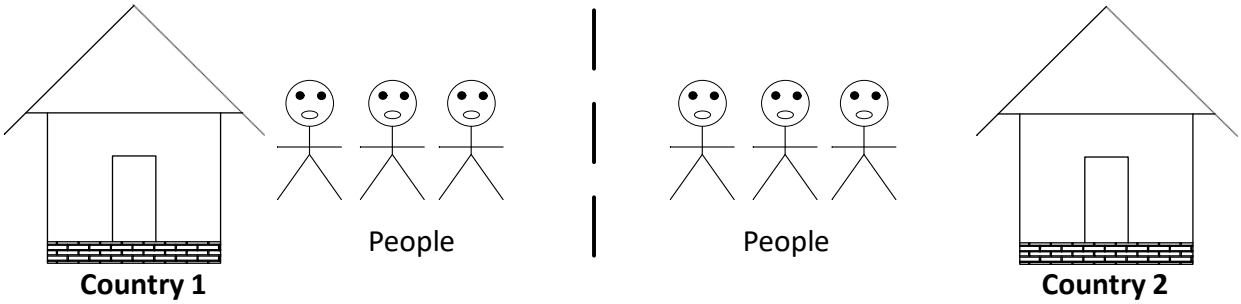
Let's assume that Person 1 executes more negative functions, however if Person 2 tells Person 1 to reduce or stop, Person 1 would execute fewer negative functions. Here, consider both Function 1 and Function 2 are group of negative functions. Here, all you need to do is to use the given equation to show that Person 2 is more guilty than Person 1. The way to look at it, both of us are executing negative functions or both of us are bogeymen of each other. While I am executing a lot of negative functions, however if you tell me to stop or decrease, then I can stop or decrease. Here all you need to do is to use the given equation to show that you are more guilty than me. To work this out, you can also refer to article bases 88 and 156. Here, more guilty is viewed as more problems to solve.

572. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$-Available-Given=-Solution$$

From the equation above, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article basis 403, we have shown the process of country organization. From article basis 319, we have learned and show that exchange is enabled by function at location. In other words, while we live in separate countries, but function at location makes it possible for us to exchange. In terms of function organization and countries, let's take a look at this model.

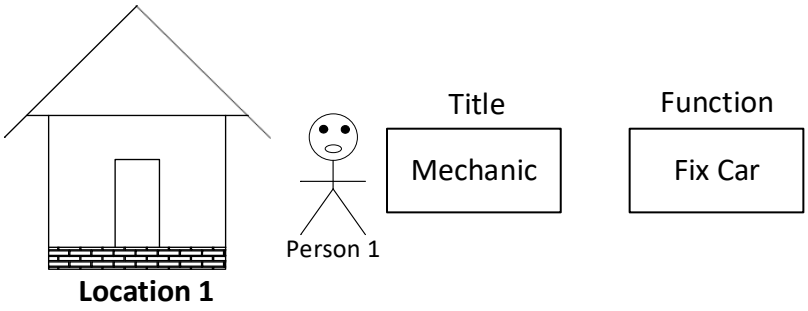
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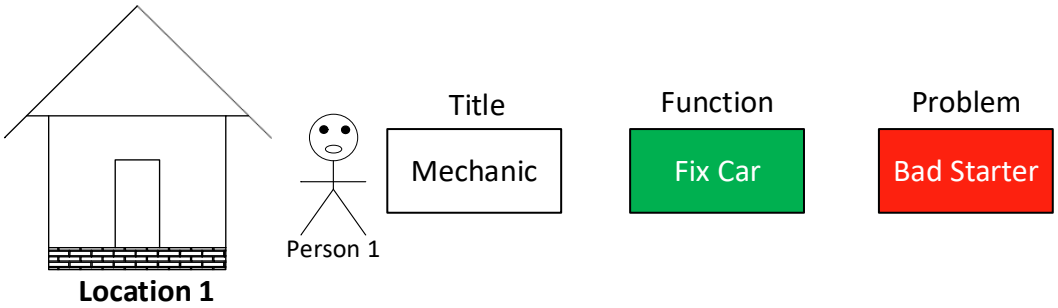
From the model above, we only show 2 countries but consider it as number of countries exist as well as population per country. In terms of function organization, you will need to identify local functions and nonlocal functions. A nonlocal function can be a function that includes people from multiple countries. It can be a function that is related to exchange monitoring, function that takes nonphysical interaction into consideration, and so forth. In terms of function organization, nonlocal and local functions will need to be organized. All you need to do here is to show where most of the time is going to be spent in function organization. For example, using the given equation it can be shown that most of the time will be spent organizing local functions. For example, if we have a time segment of 100, 80% or more will be spent on organizing local functions where the nonlocal functions will take less time to organize. The way to look at it is that as we make progress understanding the formula; by understanding function at location, it should take less time for us to organize nonlocal functions and more time to organize local functions.

573. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From article basis 400, we have learned and shown that the title of a person is a separate entity from the function of that person. It is always good to show that by this model.

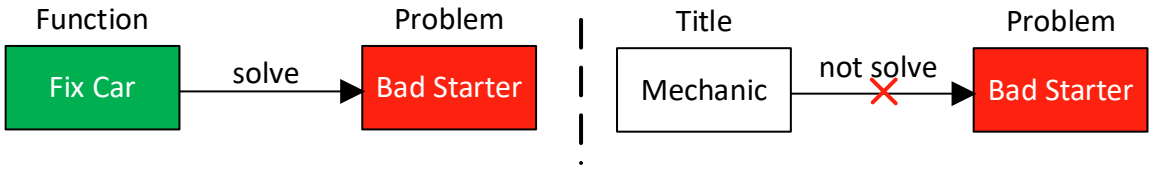
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From the model we can see that Person 1 is identified with title Mechanic and function Fix Car. In terms of entities identification, the person is identified, the name of the person, the title of the person, the location the person works at and the function of that person. What is important here is that, if we identify a problem, the function is what solves the problem, not the title. It is always good to show that by this model.



From the model above, we can see that the Fix Car function is what solves the Bad Starter problem rather than the title of the person. It is always good to show that relationship here.

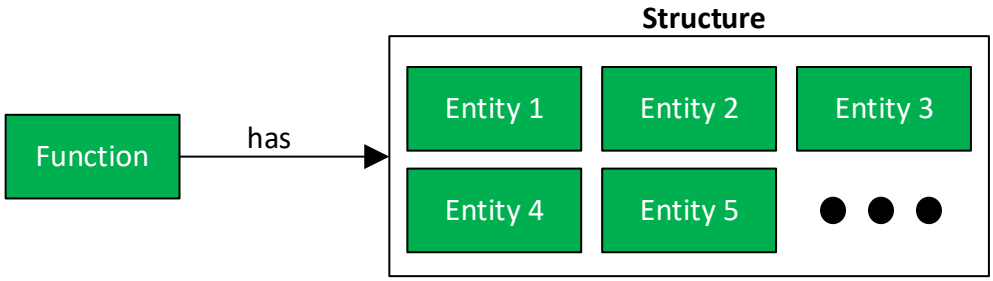


By understanding the overall explanation, we can see that the title of a person is simply a nametag wearing by that person. The title of a person does not solve a problem, but the function of that person. In terms of entity identification, mother nature does not see the title of the person, but the function of that person. From the first model above, mother nature sees the person, the function of the person, the location that person is identified. The title of the person depends on that person, where the function of that

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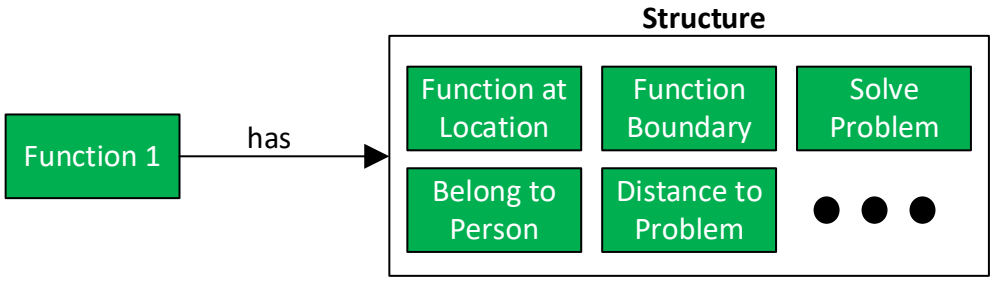
person depends on the usage of the given equation to solve that problem. In other words, a person must apply the given equation to execute a function to solve a problem. The problem is solved based on the function execution, but not the title of the person.

574. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From multiple article bases, we have learned and shown that in order for a function to execute to solve a problem, the problem must be first identified, then the given equation must be applied. The overall process includes multiple entities such as function at location, distance, effort and so forth. By understanding the overall process as well as multiple article bases, we can see that for a function to execute to solve a problem, that function itself must have a structure. We can identify the structure of a function as a set of entities or a collection of entities that enable a function to execute to solve the identified problem. It is always good to show that by this model.

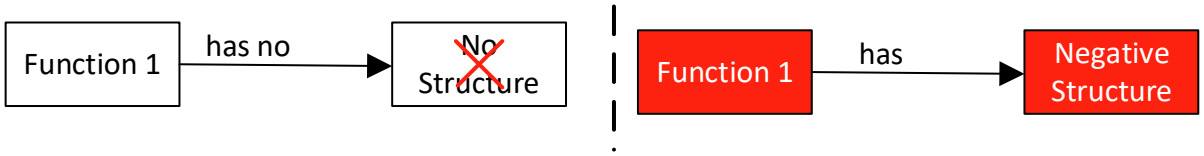


From the model above, we identify the structure of a function as a collection of entities that function has. While we represent the model in rectangular form, we can represent it as well in circular form where each entity can be represented by a circle or ellipse. What is important here is that the structure of a function determines the outcome of that function. Each entity identified from the structure is important to enable the function to execute positively. We have identified those entities already from multiple article bases. As an example, let's identify **Function 1**, where **Function 1** is executed to solve **Problem 1**, then **Function 1** has a structure as shown by this model.

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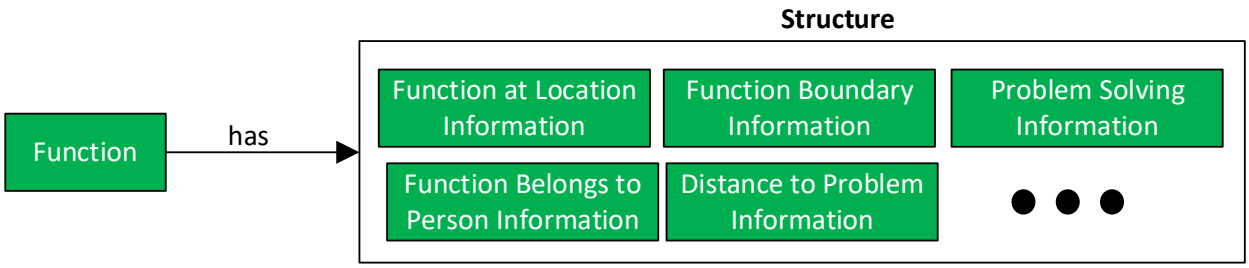
From the model above, as we can see if Function 1 exists to solve a problem, then Function 1 must have a structure that enables it to execute to solve that problem. Without that structure, the function will not be able to execute to solve that problem. By understanding that, we can say a function depends on its structure to solve a problem, without that structure, that function solves no problem. It is always good to show that by this model.



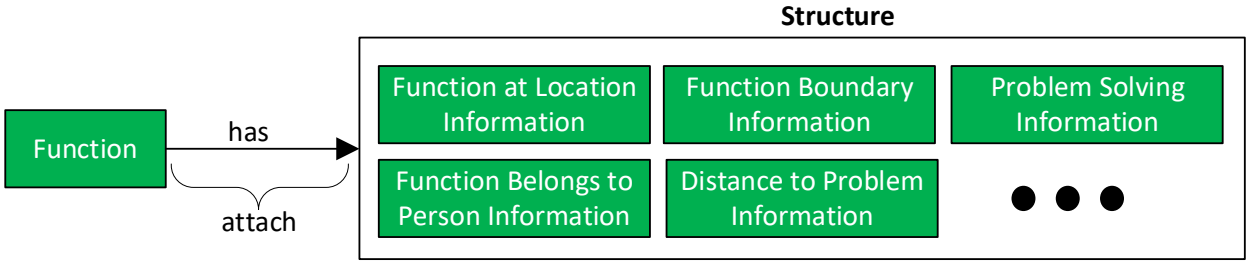
From the model above, we can see that if Function 1 has no structure, then Function 1 has negative structure. The negative structure does not enable the function to execute to solve the identified problem. When solving problems, it is always good to identify the structure of a function. Because if the problem is in the structure, we will never solve that problem without first structuring the function.

From the function structure model above, each entity is viewed as information related to the execution of the function. For example, we can think about it like, the structure of a function is a set of information identified with a function that enables a function to execute to solve the identified problem. In terms of information identified, let's represent the structure of a function again by this model.

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From the model above, we identify elements that constitute structure of a function. If we cannot identify such elements in a function, we can conclude that function has no structure. Understanding function structure takes understanding of the formula to another level. From the model above, we can see that the structure of a function is a set of information or entities attached to the function. In this case, we can represent the model above as shown below.



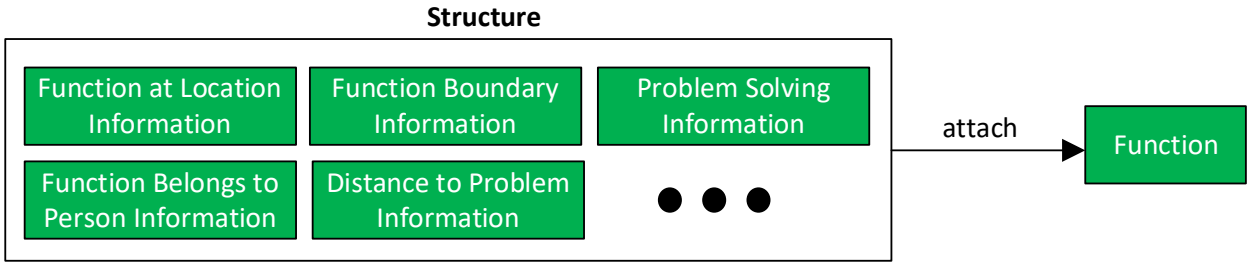
From the model, we can see that the entities to the right are attached to the function that enables the function to execute to solve the identified problem. If the function does not have those entities, then the function will not be able to solve the identified problem. In other words, the structure of a function enables that function to execute to solve the identified problem. Without the structure, that function will not be able to execute to solve the problem. When identifying problems in a function, it is always good at first to look at whether or not the function itself has a structure. If right away we see that the function has no structure, then we know that it will not solve the underlined problem.

In terms of structure of a function, if a function has a negative structure, that function has no structure that enables it to execute to solve the identified problem. In terms of negative structure, let's take a look at article basis 190, if a person has a function to monitor Salesman 1, where that Person says to Salesman 1 don't go to specific locations

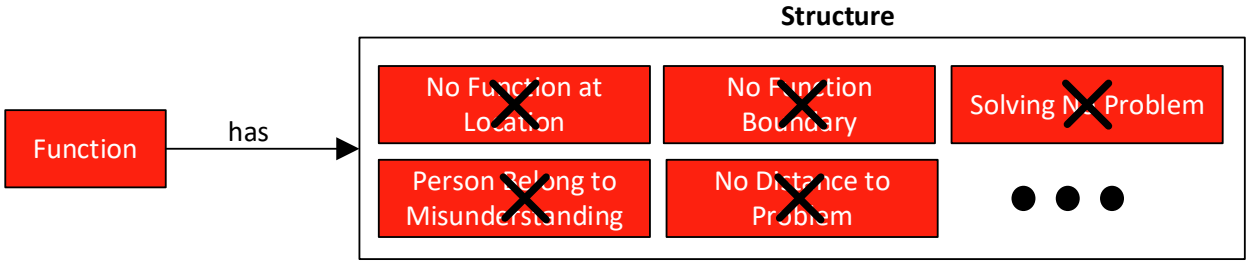
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to solve problems or collect problem signs and leave solution signs, then the function of that person has a negative structure. We can identify that negative structure as a bogeyman structure or simply bogeymen structure. If Salesman 1 accepts it, then both of them operate with bogeymen structure. Not only the monitor function does not help the function of Salesman 1 solves the problem it exists to solve, but it also limits its own existence. As we can see here, when identifying problems in functions execution, it is always good to look at structure of functions.

575. **Understanding Information Related to Mother Nature:** The information about an entity is given with that entity. The information about an entity is first known by mother nature before us. From the article basis above, we have learned and shown that the structure of a function is a set of entities that enables a function to execute positively. In order to solve an identified problem, a function must have a structure. As shown from the model above, the structure of a function attaches to that function. Let's show that model again in the form below.



From the model above, since the structure of a function attaches to that function, within a function, we can identify the entities that make up the structure of that function. Since a function without structure cannot solve the identified problem, in this case when a function without structure is identified, it is shown in the form below.



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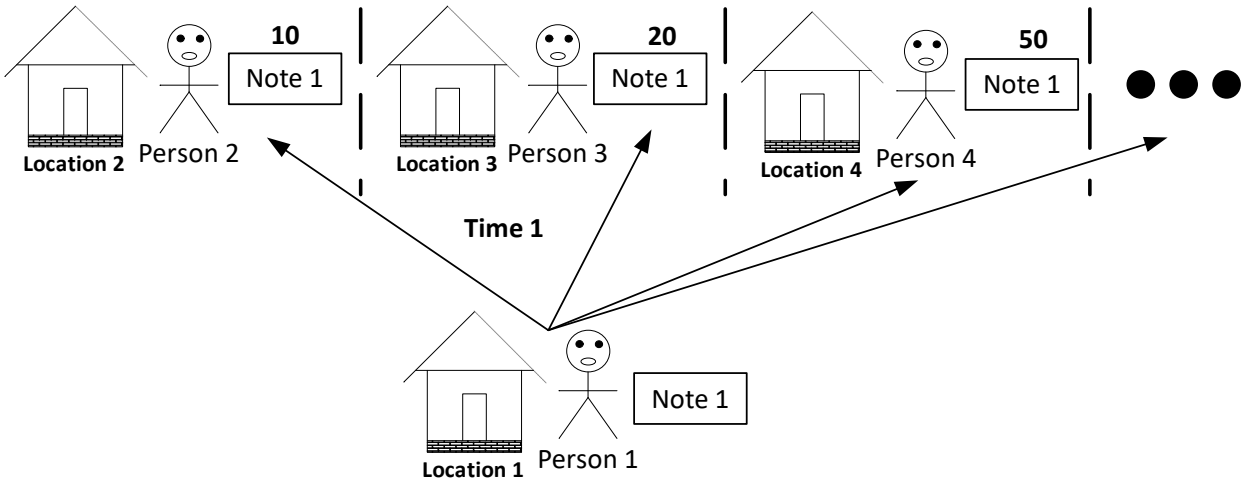
From the model above, since a negative function has no structure, so the entities identified in the structure of a function that solve the identified problem are not visible. By crossing out all the entities, we can see that a negative function itself has no structure. Since the function has no structure, the structure does not attach to the function. To better understand the structure of a function, all you need to do here is to use the given equation to verify that a negative function has no structure as shown by the model above. It is the same as saying that a negative function has a negative structure.

576. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us by our parent.

$$Available + Given = Solution$$

From the given equation, we first identify the problem we are solving, then the entity given to us as well as the entity available to us to help us solve the problem. From article 392, we have learned and shown that mother nature does not produce naked numbers. We cannot operate with naked numbers all the time. We need to reduce and eliminate naked numbers in order to go to the next step. Here, we can see that one problem we need to solve in order to go to the next step is the reduction of written notes. One approach we can use to solve that problem is substitute written notes by actual entity and eliminate the notes themselves. To better understand that let's take a look at this model.

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From the model above, Note 1 is local to Person 1 or Location 1. Person 1 has 80 Note 1 at other locations. Now, Person 1 needs to reduce those notes. In order for that to happen, Person 1 can substitute those notes to actual entities. To do that, Person 1 can get all those notes back then provide actual entities and then discard them. It does not matter if the actual is ready or will be ready in the future. For example, future harvesting, future factory production and so forth. For example, Person 1—or group of people—maybe working in a factory to produce an item that will be ready in the future, then Person 1 can receive the notes now and discard them by providing the items in the future to the other party. Here, you use the given formula to solve that problem by applying the formula to reduce the quantity of notes available related to time.

577. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us.

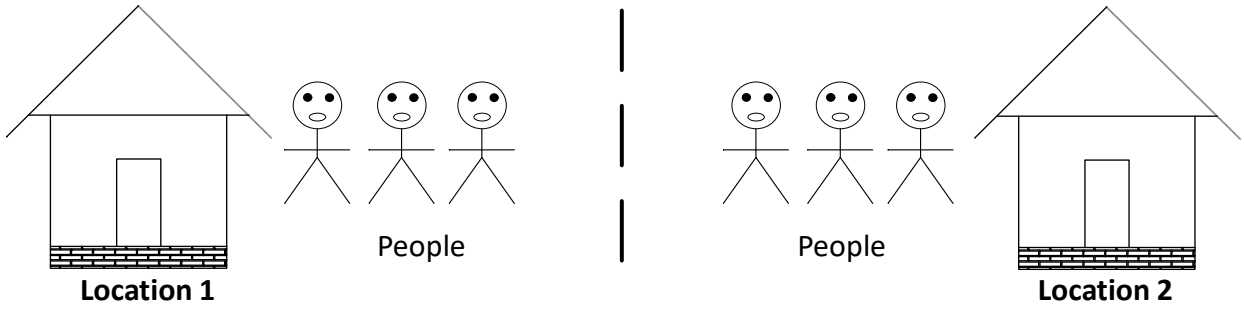
$$Available + Given = Solution$$

From article basis 172, we have learned and shown that The Given Set is on top of everybody and while working on a project, it is used as an umbrella where everybody in the project can use it to execute the function to solve the problem. In article basis 211, we have learned and shown that The Given Set is portable, and we can carry on top like

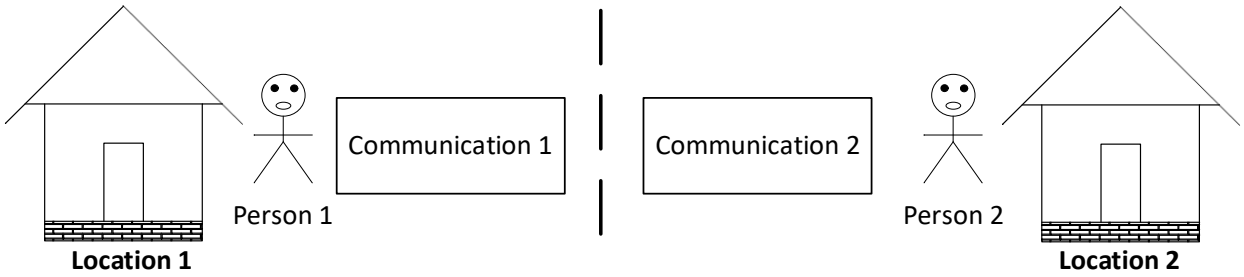
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our shoulders or our heads from one location to another location. From article bases 301 and 304, we have learned and shown that life is made of functions where the functions can be grouped by locations and one set of functions or location is similar or equal to another set. From article basis 343, we have shown multiple cases of before the formula is put on the table. A person who got more parts right before the formula is on the table, has less to learn when the formula is on the table. Before the formula is on the table, a person who got more parts wrong has more to learn when the formula is on the table.

To better understand the explanation above, let's take it like this. Let's assume that before the formula is on the table at Time 1, we have the following scenario as shown by this model.



From the model above, at Location 1, we have people including Peron 1 and at Location 2, we have people including Person 2, where the separation line is viewed as a distance between the locations. Before the formula is put on the table at Time 1, we have Person 1 at Location 1 with Communication 1 and Person 2 at Location 2 with Communication 2 as shown by this model.

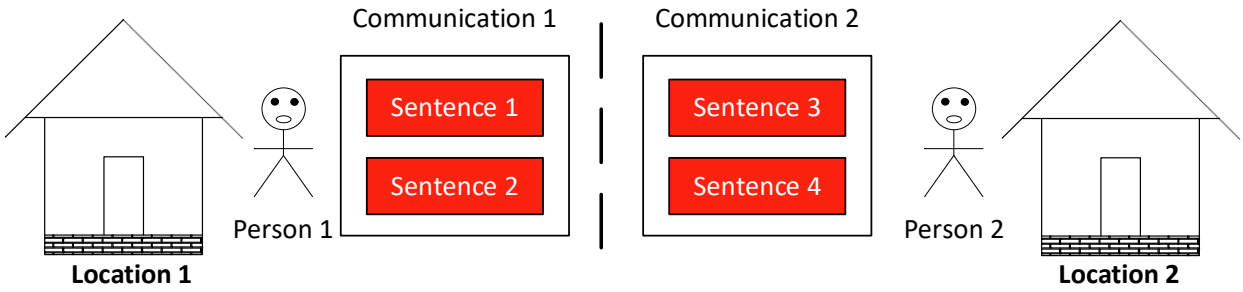


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From the model above, we can see the communication of both Person 1 and Person 2. Now, let's show the communication in this table with the actual sentences from each person.

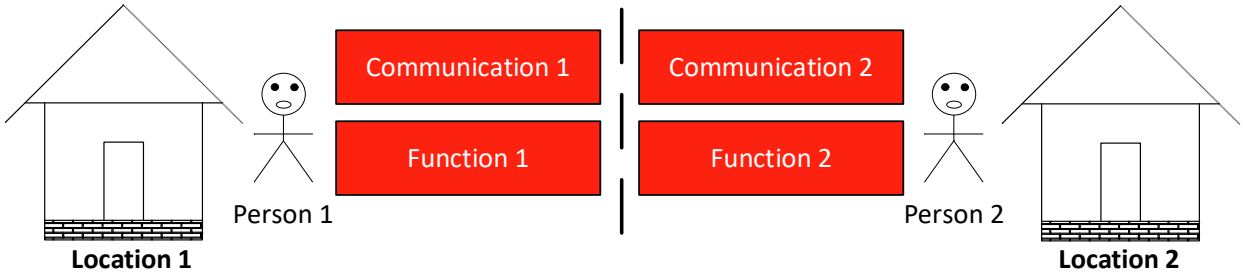
Person 1 Communication	Person 2 Communication
I am above everybody	I am above everybody
My location is on top or above the other locations	My location is on top or above the other locations

By taking a closer look at the sentences, we can see both Person 1's communication and Person 2's communication are negative. With that, we can show the communication in the model as negative.

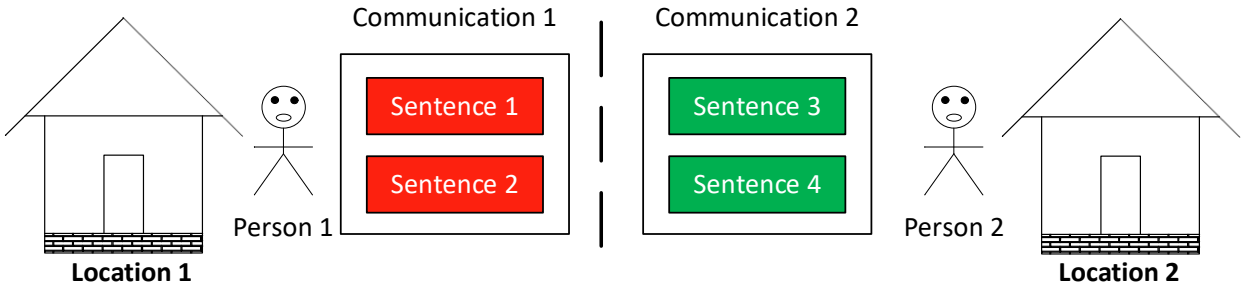


What is important here in terms of application, Person 1 operates according to the negative communication so does Person 2. In this case, people at Location 1 thinks Person 1 is on top as well as Location 1 is above other locations. In this case, we can see that Negative Sentence 1 and Negative Sentence 2 are also applied by people at Location 1 and people at Location 2. Similarly at Location 2, people think that Person 2 is above as well as Location 2 is above other locations. The same negative communication of both Person 1 and Person 2 also are also applied by people at other locations beside Location 1 and Location 2. They think that Person 1 and Person 2 are above everybody as well as Location 1 and Location 2 are above other locations. It is always good to show the resulting functions related to the negative communication at both locations.

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From above, we can see that at Location 1, Function 1 is driven by negative Communication 1 and at Location 2, Function 2 is driven by negative Communication 2. Now, let's assume that at Time 2, Person 2 thinks he is no longer on top or above everybody and his location is no longer on top or above other locations. In this case, we have the following model to show that.



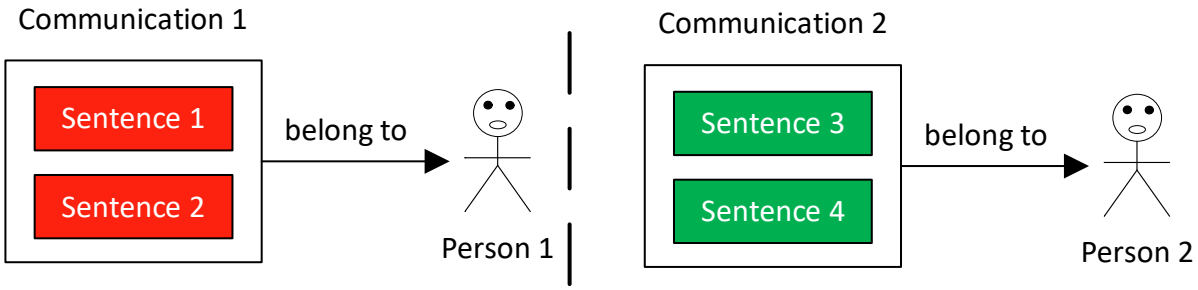
The model above shows the sentences of both Person 1 and Person 2, where at Time 2 the communication of Person 1 remains negative and the communication of Person 2 is positive. Let's show the actual sentences in this table.

Person 1 Communication	Person 2 Communication
I am above everybody	I am not above everybody
My location is on top or above the other locations	My location is not on top or above the other locations

From the table above, we can see that at Time 2, the sentences of Person 2 are correct where at Time 1, they were incorrect. What is important there is that Person 2 has a problem to solve, because he/she must verify that Sentence 3 and Sentence 4 are correct and invalidate Sentence 1 and Sentence 2. In this case, by using the formula Person 2 can validate his/her own sentences as well as the sentences of Person 1. It is very important for Person 2 to solve this problem, and it should never be taken for granted or

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give Person 1 a free pass. By not solving this problem or disregarding the correction needed for communication of Person 1, then more problems will be developed later. As we can see here, the corrected communication of Person 2 belongs to Person at Time 2 and the negative communication of Person 1 belongs to Person 1 at Time 2. Let's show that by this model.



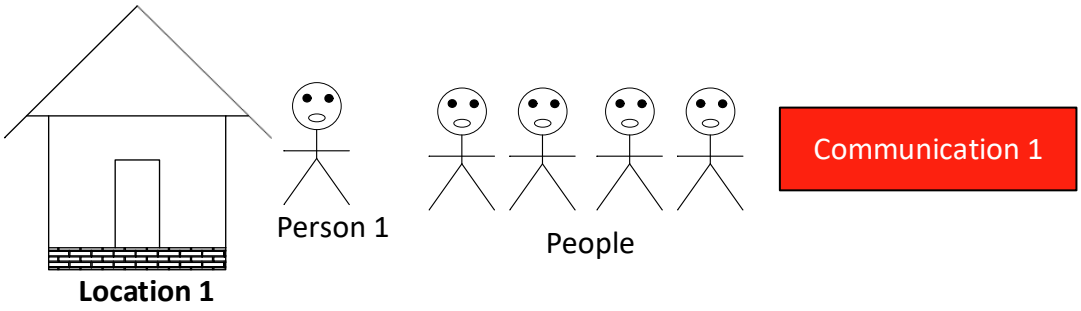
As we can see here, before the formula is put on the table, Person 2 has it right. But, because Person 2 did not have the formula to understand the system, Person 2 couldn't take it to the next level. Now, the formula is on the table, we can use the formula to solve this problem. Now, let's look at the negative sentences and explanation.

Sentences	Explanation
I am above everybody	The stability model shows that the formula is above everybody and it is given by our parent.
My location is on top or above the other locations	The life equation shows that all functions make up the overall system and functions are identified at separate locations.

From above, we can see that the usage of the formula invalidates the negative sentence but also validates the positive sentence. So, before the formula is put on the table, Person 2 had it right. In this case, we can see that before the formula is put on the table, Person 2 has more parts right than Person 1. Because the communication of Person 2 is also applied by people at Location 2, we can look at the average stability of people at Location 2 which includes Person 2. Referring to article basis 156, the problem we need

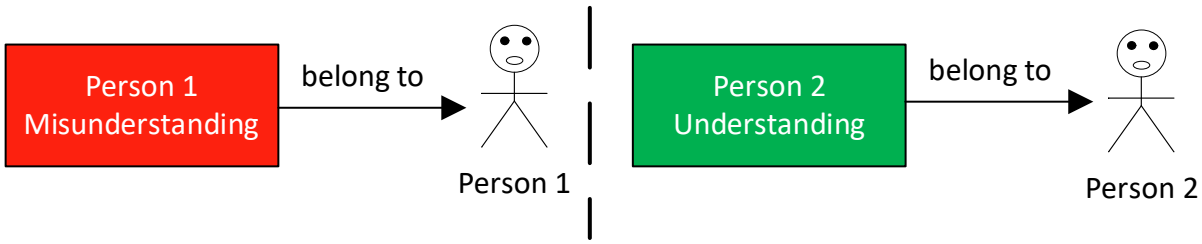
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to solve here is to get the communication of Person 1 corrected. We already know that negative communication drives the application at Location 1 and it is also applied by the people. In order to solve this problem, we need to get the communication corrected. In this case, we can look at the negative communication as shown by this model.



From above, we can see that the negative communication is shared by Person 1 as well as people at Location 1. As we have stated previously, while the negative communication is shared by people at Location 1, is also shared by people at other locations such as Location 3, Location 4, Location 5, Location 6 etc. The people at those locations also think that Person 1 is above everybody as well as Location 1 is above all the locations. In order the get the communication corrected, similarly to Person 2, Person 1 must know that he/she is not above everybody and his/her location is not above all the other locations.

In order to solve this problem, we can approach it as follows. By observation, we can see that the understanding of Person 2 is higher than the understanding of Person 1. This is not a comparison of understanding, but an indicator as pointed out in article basis 88, where the understanding of children who understand the formula belong to them and the ones who do not also belong to them as shown by this model.



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We already know that mother nature does not give free pass, if we make a mistake or repeat an incorrect sentence, at some point we must get it corrected. In order to do so, the misunderstanding must be transitioned to understanding. To solve this problem, let's work in groups. Because at Location 2, Person 2 and some other people understand that they are not above people at other locations and Location 2 is not above other locations, they must help Person 1 and people at Location 1 aware of that, as well as people at Location 3, Location 4, Location 5, and Location 6.

By understanding Article Basis 88, we know that all of us are children of our parent, and our parent simply identifies the ones who understand the formula and the ones who do not, where the ones who understand must help the ones who do not. With that, we can have a group. This can be worked out as an exercise in groups, where one group can be identified as Group 1 at Location 2, where its function is to help people at Location 2 understand why Person 2 is not above everybody as well as Location 2 is not above all other locations. In this case, Group 1 can be viewed as a group that includes the 5 guys plus 2 more guys where the group has a function to help people at Location 2 understand that Person 1 is not above everybody as well as Location 1 is not above all other locations. This can be several students working in a group, classroom, or state table or country or location as a table. You approach this by using the formula with identified given principles.

Now, we continue from above, the job of Group 1 now is to help people at Location 1 including Person 1 understanding that Person 1 is not above everybody and Location 1 is not above all other locations. Since we have identified other locations, we must include them. In this case, we are going to include Person 1 and people at Location 1, people at Location 3, people at Location 4, people at Location 5, and people at Location 6. Because mother nature does not identify us by location, but by understanding of the principles, in this case we identify the number of people as single quantity, where the ones who understand are identified and the ones who do not understand are also

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identified. By understanding that, we can have multiple tables with people where each can be identified as a location, where at each table we can have people who understand to help those who do not.

Before the formula is put on the table, what part of operation is right. As we can see, before the formula is put on the table, Person 2 at Location 2 had multiple parts of operation right. Because Person 2 and people at Location 2 were not aware of the formula, they couldn't verify that they have it right. At some point in time they have the formula, they need to go back to verify that they had it right. Not only do they need to do that, but they also need to show other people they had it fight and Person 1 had it wrong.

From above, we can see that the job of people who understand is to help people who do not, because the system is averaging, so our understanding takes averaging into consideration. The more people who understand at more locations, the better the performance of the system. In this case, the ones who understand can look at all angles to help the ones who do not understand. For example, liability of people at location and liability of Person 1 and Person 2. By taking a closer look, we can see that Person 1 is more liable than Person 2, because Person 2 understanding is higher. In relationship to article bases 88 and 156, our parent tells us that the children with the least misunderstanding must help the ones with the most misunderstanding. The children with the least liability, must help the children with the most liability. In this case, the liability of people at Location 1 can be taken into consideration where entities such as written notes, work with what you have, and so forth.

From article basis 397, we have learned about the shifting angle where we have identified the angle and its naturally and we have determined that it is not reversable. From article basis 544, we have learned and shown that operating with the indicated direction is not supported by history and cannot be continued indefinitely. In article basis 538, we have learned and shown that the claim in front is not natural, it is not supported by mother

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nature, and it is invalid. As we can see here, if Person 2 at Location 2 states that *I am no longer above and my location is no longer above other locations*, that is natural. In other words, the overall process or decision is natural, because it is supported by mother nature and it is natural. Another way to look at the naturality of the process again is to look at article basis 88. Because mother nature identifies the children who understand the formula and the ones who do not, so the ones who understand must be the first ones who show their understanding. In this case, it is natural for Person 2 at Location 2 to figure that out first, because the understanding of Person 2 at Location 2 is higher than the Understanding of Person 1 at Location 1.

Before the formula is put on the table what part of operation is right, the part that is validated by the formula is right. The part the is not validated by the formula is wrong. In this case, after the formula is put on the table, we still have corrections to make to increase the level of our understanding. Because the system is averaging, if we execute a function positively, we must use the formula to show that it is positive. When we do that, we prevent continuation of negative functions. As we can see without the formula, we allow a negative function to continue to execute from Time 2 to the time we receive the formula. However, if we figured that out earlier, we would have prevented continuous negative functions execution from that time. Another way to look at it, assume that 2 people are communicating, one of them repeats an incorrect sentence or makes a communication error, then the other one must provide feedback to help the one who committed the error correct the sentence. By leaving the sentence uncorrected, then the person will commit more errors or that communication will further develop more problems.

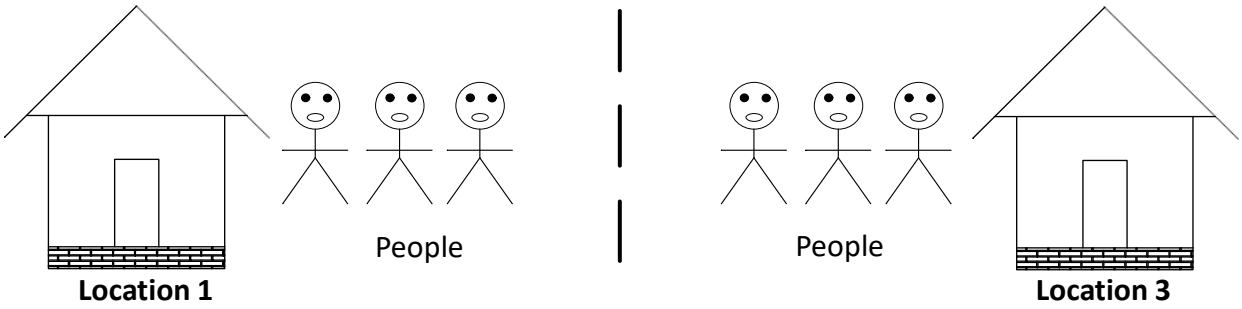
578. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us.

$$Available + Given = Solution$$

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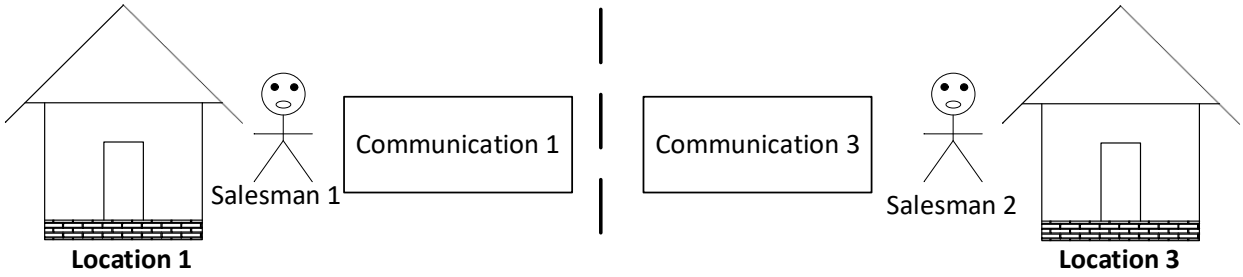
From article basis 205, we have learned and shown that Salesman 2 does not need bogeymen in order to be a better salesman and is able to go to more locations to solve problems. From article basis 268, we have learned and shown that when Salesman 2 goes to locations to solve problems, Salesman 2 looks for problems to solve, but not other entities that are not considered to be problems or functions that do not belong to Salesman 2, but to the locals. From article basis 280, we have learned and shown that the statistics of Salesman 2 is better because the data is not affected by bogeymen. In other words, the stats of Salesman 2 is better because it is not tinted by bogeymen where the stats or Salesman 1 is tinted by bogeymen. From article basis 340, before the formula is put on the table, Salesman 2 has more parts right than Salesman 1.

By understanding the overall explanation, we can see that Salesman 2 has a better understanding than Salesman 1. Related to the article basis above, let's assume that the location of Salesman 1 is separate from location of Salesman 2 has shown below, where at both locations there are people.

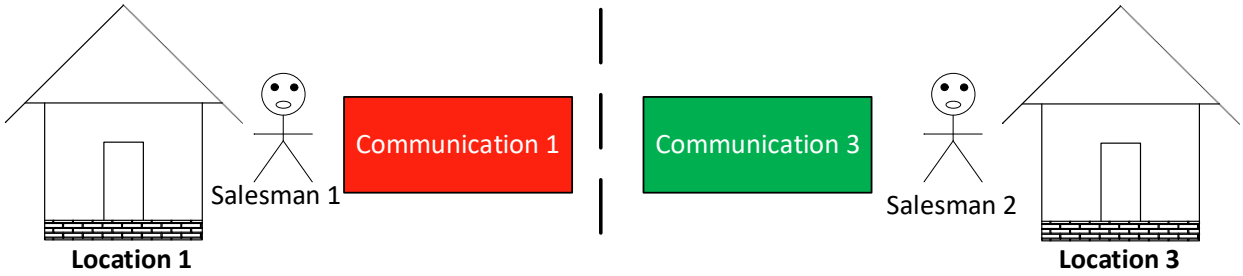


From the model above, at Location 1 we have people which include Salesman 1 and at Location 3 we have people which include Salesman 2. It is always good to show that by this model. Where Salesman 1 has Communication 1 and Salesman 2 has Communication 3.

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Let's assume that at Time 1 the communication of Salesman 1 is negative where the communication of Salesman 2 is positive. With that, we can show both communication by this model.



From the model above, Communication 3 is related to function at location or respect to function at location. Communication 3 includes multiple sentences that are right which include respect to function at location, looking for problems to solve, going to location to solve problems, promoting stability and so forth. Where Communication 1 is completely the opposite and does not include a positive sentence. The problem we need to solve here is that, because Salesman 2 had it right before the formula is put on the table, Salesman 2 must verify that he gets it right and show that to people at Location 3 as well as other locations including Location 1 and Salesman 1, where Salesman 1 has it wrong.

In order to solve this problem, you are going to work this out similarly to the article basis above. The problem you need to solve here is that you are using a formula to execute a function, you have applied the formula, and you get the right result. You need to show the people at your location you have it right as well as people at other locations. Another person like Salesman 1 who has it wrong, you need to show that to people at your location Salesman 1 has it wrong as well as to people at other location. In this case, you need to have multiple tables with students or people. In one table, we have Salesman 2 with

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other people and the table as Location 3. Then you can have 4 or 5 other tables with people as Location 1, Location 2, Location 4, Location 5 and so forth. Where at Location 1 we have Salesman 1 and other people.

Before the formula is put on the table, what part of operation is right. As we can see from above, Salesman 2 has multiple parts right before the formula is given. Now, Salesman 2 has the formula, Salesman 2 needs to extend his understanding of the formula. The way to look at it, as we have learned from article basis 383, before we have the formula, if a person has more parts right, then that person can start from the next part, where a person who has nothing right needs to start at the beginning. In this case, Salesman 2 needs to extend his understanding by helping others to understand that he had it right.

From Table 3, Salesman 2 needs to verify to people at his location he had it right. This process includes communication and function and so forth. Now, Salesman 2 needs to show that to people at the other tables or other locations. Because our parent does not identify us by location, but at location. So, for each table, Salesman 2 can identify people who understand and people who do not, where the ones who understand must help the ones who do not. In this case, overall disregard table or locations, all the people who understand are identified as a group and the ones who do not understand are identified as another group. In this case, at each location the groups who understand can help the ones who do not. For example, at Location 1, the people who do not understand and who need help to understand include Salesman 1.

Before the formula is put on the table, what part of operation is right. Related to article basis 88, all of us are children of our parent. Our parent identifies the ones who understand and the ones who do not, where the ones who understand must help the ones who do not understand so the functional system can function normally. In order for that to happen, the children who understand the principles must extend their understanding by taking more responsibilities. For example, because Salesman 2 has a

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better understanding than Salesman 1, then Salesman 2 shows more responsibility and need to take his understanding to the next level. As we can see, Salesman 2 is a better salesman than Salesman 1. Salesman 1 needs bogeymen while Salesman 2 does not. The misunderstanding of Salesman 1 enables Salesman 1 wanted to go physical with Salesman 2, but what happens here, going physical with Salesman 2 will not help Salesman 1 becomes a better salesman. If Salesman 1 wants to become a better salesman, Salesman 1 needs to learn the principle. As we can see here, Salesman 2 needs to show that to people at Location 3 as well as people at other locations including Location 1.

To work out the part above similarly you have worked out the other parts. Let's assume that you have 5 tables, where Table 3 is location of Salesman 2 with people. Now, you are going to use the given equation to show them that Salesman 1 wants to go physical with you in order to become a better salesman and that will no help Salesman 1 becomes a better salesman. Here is an example, if a person needs to become a doctor, that person can go to school to learn how to be a doctor, however if that person wants to go physical with another doctor in order to become a doctor, that is not acceptable and that will not help that person becomes a doctor. By using the formula, you show that similarly and that will not help Salesman 1 becomes a good salesman by going physical with Salesman 2. Now, you show that to people at Location 3, you need to show that to people at the other locations as well including Salesman 1.

What is important here is that, because all of us are children of mother nature or same parent, both Salesman 1 and Salesman 2 have the same parent. However, mother nature identifies the understanding of Salesman 2 is higher than Salesman 1, then salesman 2 must help Salesman 1. In this case, if Salesman 1 wants to go physical with Salesman 2 in order to becomes a better salesman, Salesman 2 needs to show to Salesman 1 and people at other locations, that is not possible and the only way to becomes a better salesman is to learn and use the given equation. Now, you identify people who

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understand the formula at Location 1, Location 2, Location 4, and Location 5. You can combine all of them as a single group of people who understand, where they can help others to understand that going physical will not help Salesman 1 becomes a better salesman. In this case, the people who misunderstand at Location 1 include Salesman 1.

The problem we are solving here is that before the formula is put on the table what part of operating is right. Let's assume that before the formula on the table, we have couple of parts right, now the formula is on the table, we can then use it to extend the parts with get right. From article basis 234, we have learned and shown that bogeymen cannot help a salesman becomes a better salesman, however bogeymen can help a good salesman becomes a bad salesman. In this case, related to article basis 88 and 156, with the bogeyman, Salesman 1 will never become a good salesman. However, with the formula, it is possible for Salesman 2 to help Salesman 1 becomes a good salesman. As we can see here, bogeymen can only enable Salesman 1 to go deeper negative, but only the formula and the ones who understand can help Salesman 1 increase his understanding. If you want to, you can also take inheritance into consideration. For example, from article basis 328, where the formula is given as a substitution for bogeymen, so in this case only the formula can help Salesman 1 becomes a good salesman.

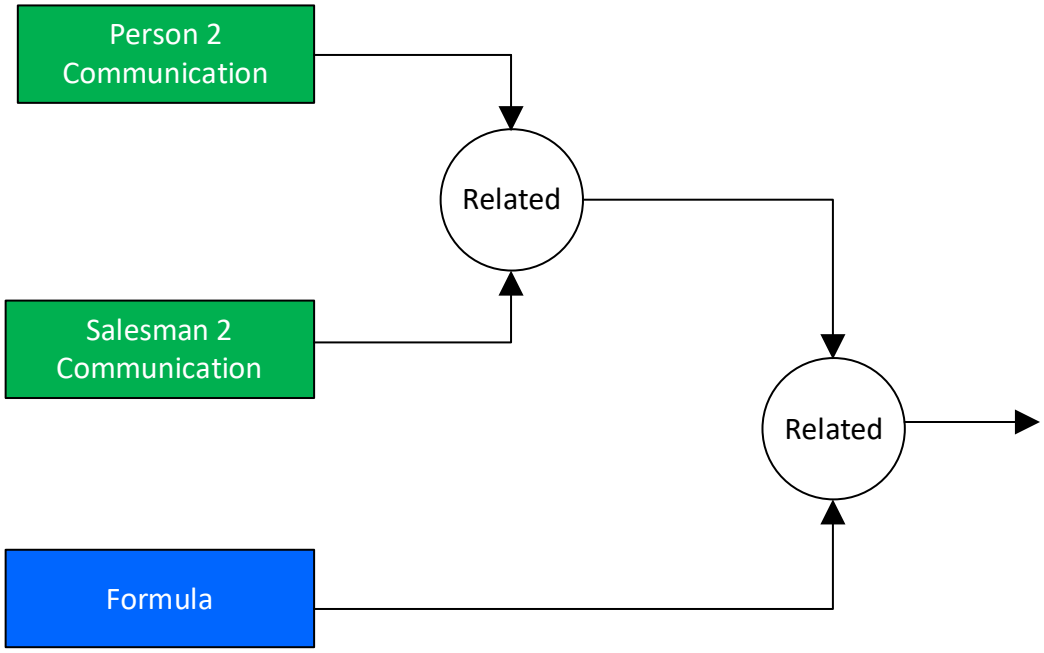
579. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us.

$$Available + Given = Solution$$

From the 2 article basis above, we have learned and show that before ethe formula is put on the table, at Location 2, Person 2 had parts of communication right where Person 1 did not. Before the formula is put on the table, at Location 3, Salesman 2 had parts of the communication right. What you need to do here is to use the formula to verify both parts

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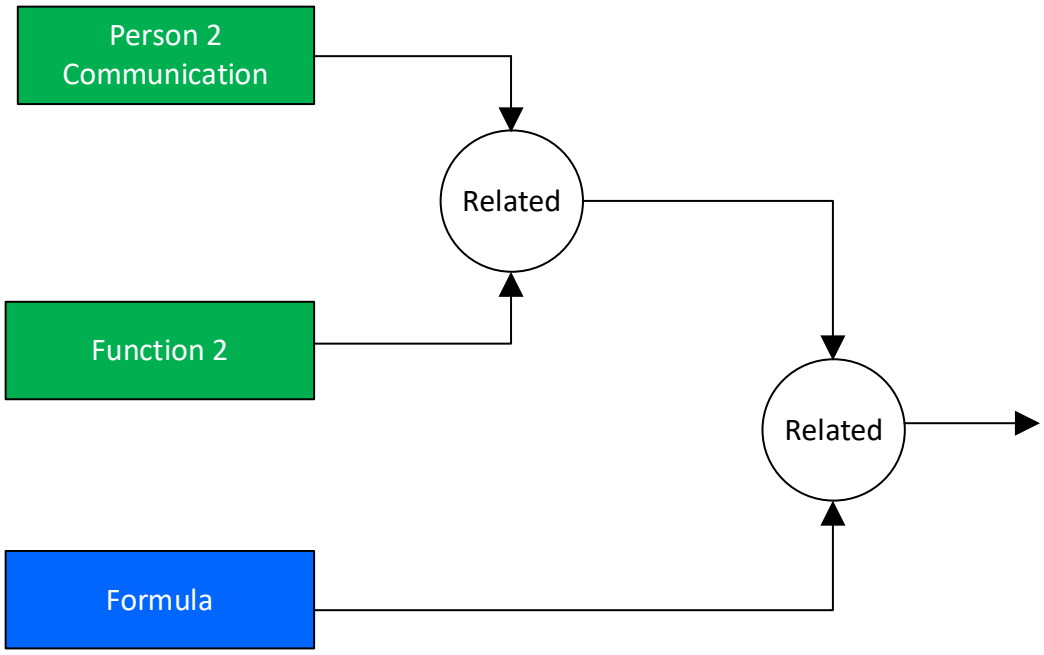
of the communication are right which you have done already. Now, you need to show that to the people the relationship between the 2 parts of communication is right and related to the formula. Here is a model of the relationship.



You are going to work out this part similarly as you have worked out the other parts by helping people at Table 3 to understand that relationship. Now, you do that for all other tables like you have done before. For example, for the total number of people at tables, the ones who understand are grouped and the ones who do not, where the ones who understand can help the ones who do not understand that relationship.

Now, before the formula is put on the table, because at Location 2, Person 2 had parts of the communication right, you can identify a function related to the parts of communication that is right as shown by this model.

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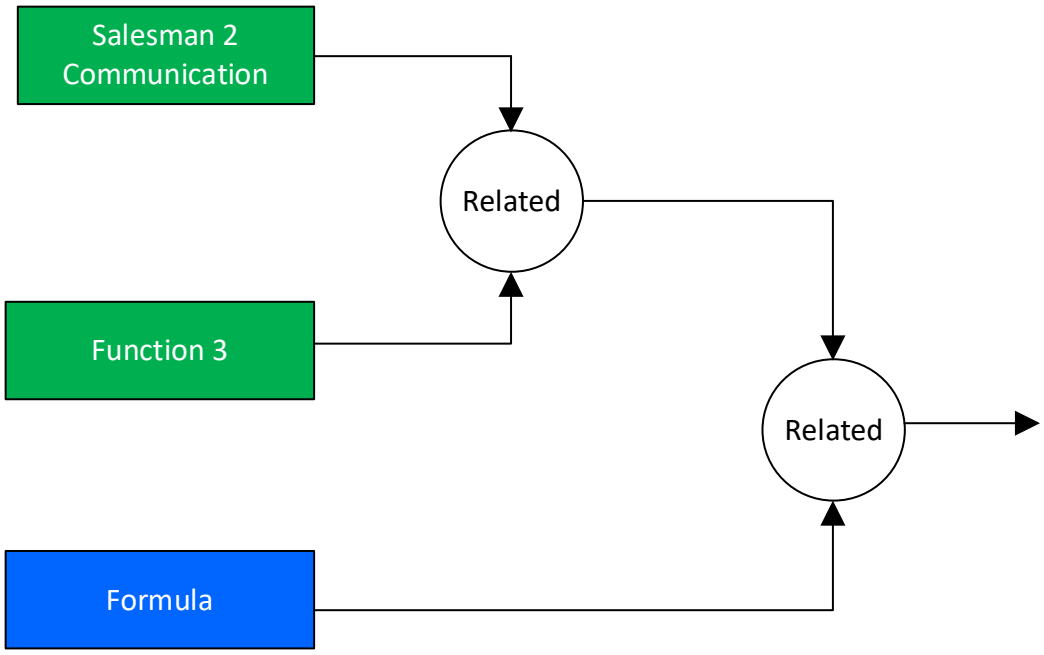


From above, before the formula put on the table, let's assume that Person 2 at Location 2 executed a function positively related to the part of the communication that is right as shown by the model. Now, the formula is on the table, Person 2 needs to verify the part of the function is executed related to the formula. In this case, Person 2 needs to verify that and show that to the people at Location 2. To work this out, you approach it similarly as you have done in Article Basis 577 where at Table 2, we have Person 2 and people at Location 2. At Location 2, Person 2 and the people who understand that relationship are identified, where they need to help people at Location 2 understand that relationship.

Now, using the formula, Person 2 and people at Location 2, need to help people at other locations understand that relationship. Similarly, from Article Basis 577, at each location including Table 1, Table 2, Table 3, Table 4, Table 5 and so forth, all of them are grouped where people who understand that relationship as one group and people who do not understand that relationship as another group. The group who understands that relationship will help the other group.

Now, similarly at Location 3, a function is executed by Salesman 2 and people at the location based on the relationship below.

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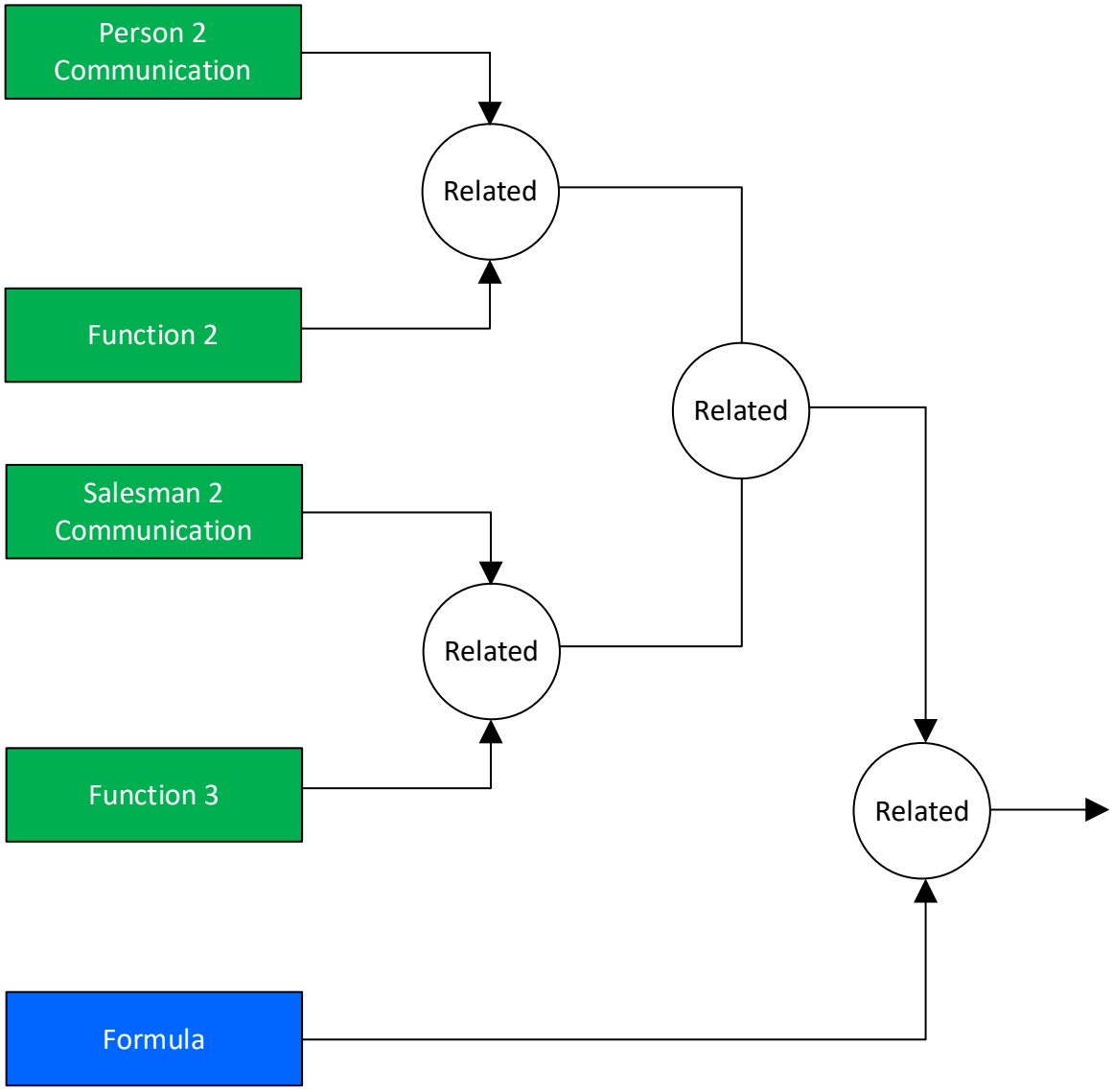
Now, Salesman 2 has the formula, Salesman 2 and the people at Location 3 who understand that relationship, need to help people at Location 3 understand that relationship. What happens here, before the formula is put on the table, Salesman 2 had parts of operation right related to the formula. In this case, Salesman 2 extends his understanding of the formula to help others understand his application. Because the system is averaging as shown in Article Basis 88, Salesman 2 and the ones who understand must help the others.

From the part above, you approach this one similarly you have approached the article basis above, where Salesman 2 and the ones who understand must help people at other locations understand the above relationship. To work out this one, you have the following tables or locations with people: Location 1, Location 2, Location 3, Location 4, Location 5, and so forth. So, you group the ones who understand at all locations as one group and the ones who do not understand at all locations as another group, where the ones who understand must help the ones who do not.

Before the formula is put on the table, what part of operation is right. By working out everything up to here, we can see that at Location 2, Person 2 executes a part of operation

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that is right related to the formula, where at Location 3 Salesman 2 executes a part of operation that is right related to the formula. In this case, we can see that there is a relationship between both operations as shown by this model.



From above, because of the formula relationship, before the formula is put on the table, a function that is executed at Location 2 by Person 2 is related to a function that is executed at Location 3 by Salesman 2. Now, both Person 2 and Salesman 2 needs to work together to help people at Location 2 and Location 3 understand that relationship as well as people at other locations. To work this out, you have 5 tables where the tables are identified as locations as you have done before. You group the people who understand that relationship as one group and the ones who do not understand that

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relationship as another group. In this case, the ones who understand that relationship need to help the ones who do not understand at all locations. What happens, because of the relationship, it is possible for Salesman 2 to work together with Person 2. Because of that relationship, it is possible for people to understand that. The way to look at it, if a function is executed related to the formula and another function is executed related to the formula, then both functions are executed related to the formula. In this case, the people who are executed both functions can work together because they do have some understanding of the formula. If the people who execute both functions are function providers, then they need to make the people aware of that relationship.

580. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us.

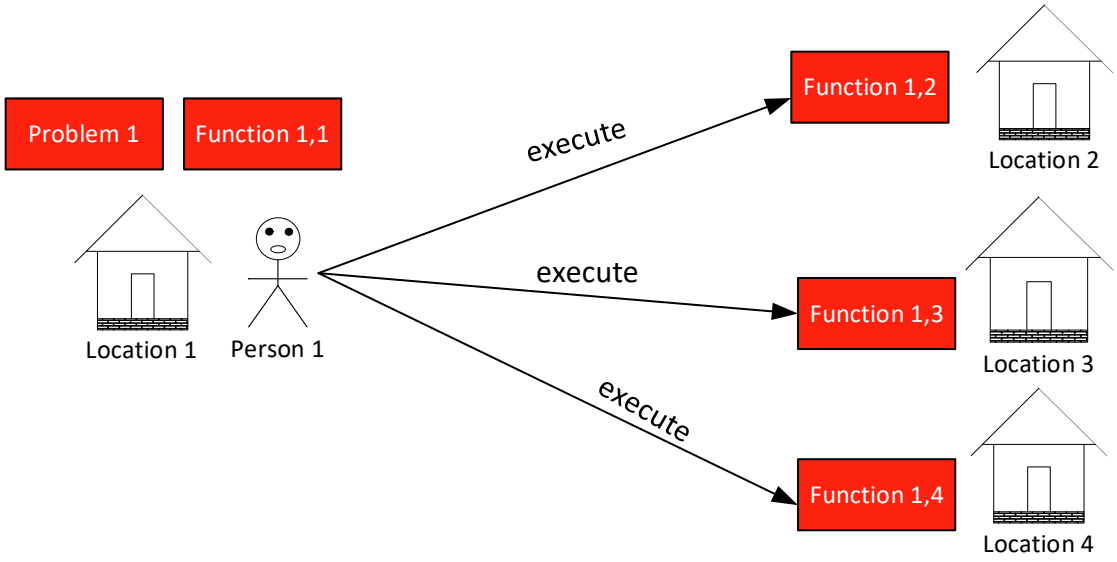
$$Available + Given = Solution$$

From article basis 577, we have learned and shown that an error must be corrected disregard the time it is committed in order to ensure stability of the functional system and the physical system. Before we are aware of the formula if we have committed an error, after having the formula we then can make correction to that error. Before the formula is put on the table, the parts that we had wrong, we can then use the formula to make corrections to them. To better understand the explanation, from article basis 88, we have learned and shown that the children who understand the principles must step up to help the ones who do not understand. From article basis 577, the person who has the corrected sentences must step up to help the one who has the incorrect sentences.

From article 504, we have learned and shown that having bogeymen at many locations does not help us solve problems at home. From article basis 445, we have learned and shown that the more bogeymen we have at other locations, the more problems we need to solve. Before the formula is put on the table, let's assume that we have mobility

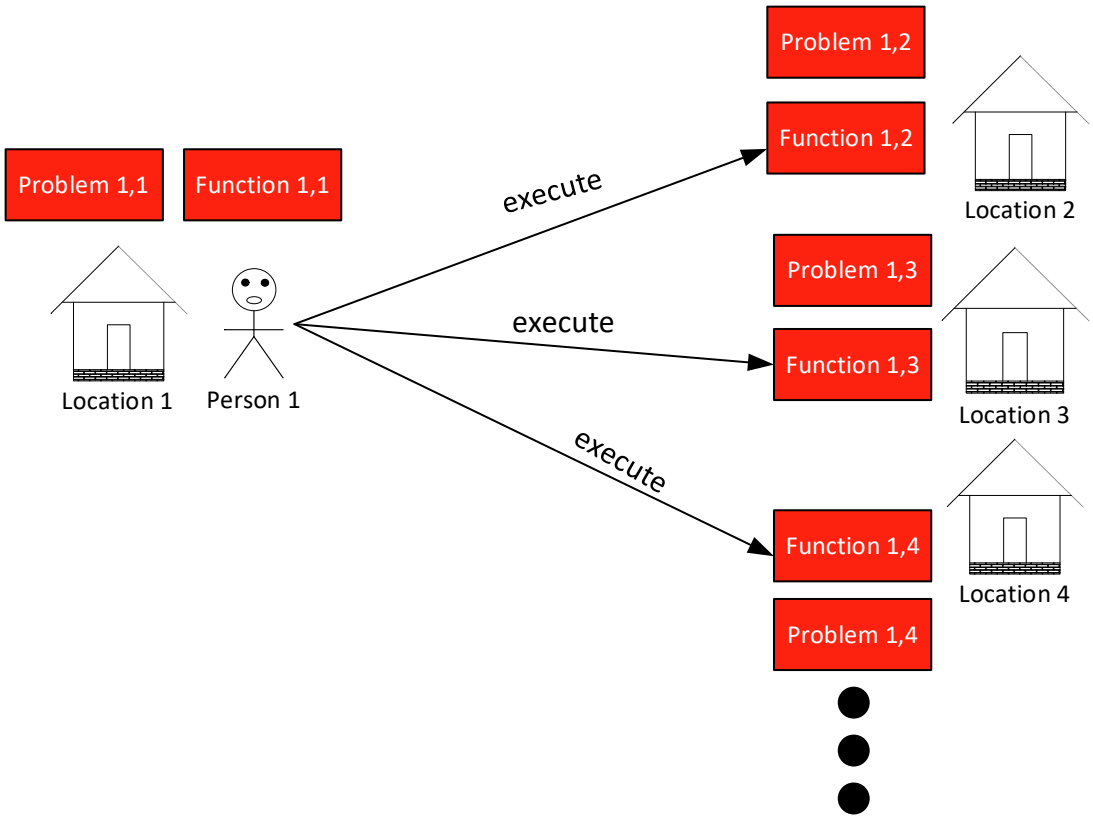
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without the pass, where people execute negative functions at other locations, after we have the formula, we can make corrections by substituting mobility without the pass with mobility with the pass. As we can see here, continuing executing negative functions will not help us overcome the deficiency. Related to the article basis 577, let's assume that at Time 1 Person 1 executed negative functions so did Person 2. It does not matter if Person 1 executed more negative functions than Person 2, that is not the point. Now, at Time 2, Person 2 had a problem to solve, Person 2 made functional adjustment, rather than executing negative functions or continuing to execute negative functions. What is important here is that at Time 2, before the formula is put on the table, Person 2 had some understanding of executing negative functions will not help solve the problem. To better understand that let's take a look at this model.



From above at Time 1, Person 1 had a problem to solve and executed negative functions at many locations. At Time 2, Person 1 continues to execute negative functions at more locations, where more problems are developed as shown by this model.

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As we can see from above, by executing more negative functions at many locations at Time 2, that does not help Person 1 solve the problem. By understanding article basis 88 and 156, Person 2 and people at Location 2 need to step up to help Person 1 and People at Location 1 understand that continuing to execute negative functions at many locations will not hep solve the problem. You are going to work this out similarly you have worked out article bases 577-579. First, you are going to use tables as locations, first Location 2 as Table 2 with people including Person 2 with 5 guys plus 2 more guys. To help people at Location 2 understand that continuing to execute negative functions or executing negative functions does not help substitute problems by solutions.

You continue from above, where you include all the other locations and identify people who understand and the ones who do not. You can have a table for each location, where you group by understanding and misunderstanding, in this case the ones who understand must help the ones who do not to show that the continuation execution of negative functions of Person 1 at Location 1 will not help solve the problem. As we can

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see here, because the system is averaging, the more negative functions executed at more locations, the more unstable is the system. The people at all locations must be aware of that as well as the stability of the overall system. What you are doing here is that you simply step up to help people at Location 1 as well as other locations understand that executing negative functions to solve problems does not substitute problems by solutions. The problem you try to solve here is that you had a problem you made some functional adjustments. Your friend has a problem, then your friend executes negative functions and continues to execute more negative functions at multiple locations. Now, you have a problem to solve to help your friend understand that, executing negative functions at multiple locations will not help him solve the problem as well as make the whole system unstable. Not only do you need to help your friend understand that, as well as other people. In this case, you use the given equation to solve that problem.

581. **Understanding Problem and Solution Related to Entity Available:** To solve our problems, the following equation was given to us.

$$Available + Given = Solution$$

From article basis 300, we have learned and shown that when we have a problem to solve, we use the given equation to solve it, and our communication is an entity available to us that we can plug to the equation. For example, if we plug a negative sentence to it like *my location is better than your location*, that will not help us solve the problem. by understanding article basis 577, we can see that it was wise and it was natural for Person 2 to make corrections of the sentences. Since at any time an error is committed the correction must be made, even when the person who committed that error is no longer alive, as longer the negative philosophy is still present.

By using the given equation, all you need to do here is to work this one out similarly to the one above or article basis 577 to help Person 1 and people at Location 1 understand that when having a problem to solve, continue to repeat negative sentences like *I am better*

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than you and *my location is better than yours* or so will no help solve the problem. To do so, you work this out similarly to 577 where you use tables as locations. One group who understands should help the other group by using the given equation to show that those sentences are not good and will not help you solve the problem. The way to look at it, your friend has a problem to solve, but your friend still thinks negatively and repeats negative sentences. Now, you need to solve that problem by helping your friend to understand that repeating those negative sentences will not help him solve the problem. Since the overall system is an average system, not only do you need help your friend understand that, but you also need to help other people understand that.

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