The
Speak Logic Project

We Promote Better Communication

Application Modeling ~~Tutorial~~ User Manual Theory Domain

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Problem Statement

After completed the project, we deliver it to our customers. The customers are very satisfied with our works. The customers have provided us 500 hours to complete the project and we have used it for the project then deliver the product. Now the customers tell us, they will provide us an additional 500 hours to provide them with a step by step instruction on how we have accomplished our works. In addition to that, the customers also tell us additional hours will be allocated and provided upon requested. The customer also tell us when we are done, we need to deliver all documentations necessary related to what we have done and provide a presentation of our work where questions can be asked about how we have developed the product.

Let's take another look of the paragraph above so we can understand it better. Our customers have provided us some hours to develop a product for them. We have used those hours to develop the product. We have developed the product and tested it, then verified everything is working accordingly, and then deliver it to the customers. The customers are very satisfied with what we have done, and then tell us they will allocate and provide us much more hours to tell them how we have put that product together. What do we mean by that? We have agreed with the customers to provide them with step by step instructions or set of principles used on how we have come up with the solution or develop that product.

Again, let's take another look of the same paragraph. While the customer tells us they will provides us additional times, which mean resources to provide them with some set of principles on how we have come up with that solution or develop that product, they did not need to tell us that after we deliver the product. They could have told us that in front. Since they provide resources to develop the product that is not a problem at all, the problem still remain the same. We need to provide some set of principles to the customers on how we have developed the product. The customers could have told us at the beginning, upon we deliver the product; we also need to deliver all the documentation and provides all set of principles that we have used to accomplished what we have done. Again, this is the problem that needs to be solved. We need to show the principles that we used to develop the product and how we have used those principles to come up with that product. That is the problem that needs to be solved here and it remains our problem.

To better understand the overall problem that needs to be solved, it is better to take it this. While we use the word customer and product here, it is the same as looking at the overall problem with the inclusion of both entities. The overall problem that needs to be solved is that, we have done something, we need to provide some set of principles we use to develop them and how we used them. We have developed and application, we need to show some set of principles we have used to come up with that application and how we have used them. This is basically the problem that needs to be solved and it is always good to take it that way.

Introduction

In the communication domain, we model our application related to communication, while in theory domain we model our application related to theory. What we mean by that, in the communication domain, our application is a function of our communication; while in theory domain the function produced by our application is a result of us applying theory. We can also say in the theory domain, the function produced by our application is a result of principles that we use to derive an instrument that produce that function.

The communication domain enables us to model our application in a communication approach. What do we mean by a communication approach? We mean that we model our application by our communication. It is very important to understand the difference between the communication domain and the theory domain. In the communication domain, our communication is visible. To better understand the difference between the communication domain and the theory domain, it is always good to look at the physical system and have a very good understanding of it. What we mean by difference, we mean difference in term of mode or mode of operation. The physical system is related to two domains or two modes or two modes of operation. We can say theory mode or theory domain. We can also say communication mode or communication domain. By understanding what we have said previously, we can see that the communication domain is related to the external visibility of the physical system, while the theory domain is related to internal visibility. In this case, we can say that the theory domain works internally and it is not visible externally. This is what we mean by that, the theory domain works with set of principles. Principles are invisible entity outside the person who they are visible of. In other words, a principle is only visible to a person, if that person understands that principle. We already known that theory are hidden elements of communication. They are not visible until they are understood. This is a quick way to look at it, while in communication domain a person can talk to another person about executing a function; however the execution of that function always depends on that person internally. From what we said, we can see that as the communication domain is important for the physical system, the theory domain is also very important for the system. Since one can talk to each other about executing a function and that function is not actually executed until it is personally executed by that person, it is very important to understand that the theory domain modeling provides a mechanism, where the functions that are executed are related to people who involve in the project personally and individually. We can also say that the theory domain enables us to model our project related to the way we think about principles that we learn. In the theory domain, we model our projects related to the principles that we learn and the way we think about those principles. It is very important to understand that.

As in the communication domain, we have used diagram to model our application. We call each diagram entity that we connect together to show the flow of our communication related to the function of the communication and the people who involved the communication related to the project. The theory domain model provides us similar mechanism, where we can connect entities together to model our project related to application of theory by the people who involved in the project.

Since the function that we execute in life depends on us applying theory, the theory domain model can be used to model any application. For instance, we use the theory domain model to show an instrument that we develop that produces a function. It can also be used to model services, which are basically functions that we add to life, but those functions may not be executed by instruments that we derive explicitly. Related to the communication domain, an organization can also use the theory domain model to show how it is organized.

This ~~tutorial~~ provides us with instructions about how to use diagrams which we call entities to model our application or what we do in the theory domain. It assumes that we already have a good understanding of theory. For instance, the usage of this ~~tutorial~~ assumes that *Fundamental of Communication* is well understood and various exercises have been worked out. Given that the entities represent by the diagrams are not application specific, the objective of this ~~tutorial~~ is not to connect the entities for us. Depend on our applications; we need to connect our own entities together accordingly. Although the entities provide us with the simplicity to analyze or model our application in the theory domain, however it does not carry any weight in terms of error analysis and correction. Error analysis and correction depends on how well we understand and apply theory, but neither on the entity nor the modeling. If we have a good understanding of a theory and apply it positively, we expect a positive result. As well as, if we don't have a clue about a theory, we don't expect any positive result about the application of that theory. It is very important to understand that. The result of our application depends on us and how well we understand the principle. While we can use a computer to model our application in the theory domain, however we can also use this ~~tutorial~~ to represent a visual aspect of our application in theory domain on a drawing board or a piece of paper.

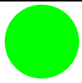
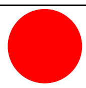
Understanding the Theory Domain

The theory domain enables us to model our application related to what we think. What we mean related to what we think? We mean that we model our application related to our understanding and the usage of the principles that we learn. We can also say that we use the theory domain to show how we do what we do or our work. In communication domain, we model our application related to what we see or say, while in theory domain we model our application related to what we think. The similarity between the communication domain and the theory domain is that, the communication domain tells us what we do, while the theory domain tells us how we do it. The communication domain tells us what we do, based on communication. The theory domain tells us how we do what we do, based on principles that we apply to do it. It makes sense to understand both the communication domain and the theory domain. Since we are communication enabled and associative, this characteristic enables us to work together and do what we do relate to communication. For instance, we can communicate to do our work. In the other hand, since we are theory dependable and self controllable, each of us need to apply theory individually to do what we do. So by understand that, we can see that there is a need to model our application in both theory domain and communication domain. It is very important to understand the way we have described here.

To better understand the communication domain and the theory domain, we can take it like this. The communication domain tells us what we do, while the theory domain tells us how we do it. We can also say that the theory domain is what enables us to do what we do. This is the same as how we do what we do. In the communication domain, our communication drives our application, while in theory domain our ideas drive our application. We can also say that in the theory domain, the ideas we get from theory or the application of the principles drive our application. In communication domain, we work with our communications, while in theory domain we work with our ideas. We can also say that in the communication domain we work with our communication, while in theory domain we work with our ideas that we get from theory or application of the principles. By understand our constant characteristic; we can also say that in communication domain, communication enables us to do what we do. While in the theory domain, we depend on our ideas we get from theory to do what we do. We can also say that in the communication domain, we talk or communicate about what we do, while in theory domain, we think about what we do. In this case we can see that in the communication domain what we do is a function of our communication, while in the theory domain what we do is a function of what we think.

Theories are hidden from us and we can only identify them if we understand them. If we know or understand a theory or a theorem, we can say that theory or theorem is visible to us, in the other hand, if we don’t know a theory or theorem, we can say that theory is not visible to us.

We use theory to execute functions of life. If we understand a theory and apply that theory positively, then we expect a positive result. As well as, if we misunderstand a theory and apply that theory negatively, we produce a faulty function. From what we have jus said, we can see that we think accordingly to some set of principles to enable us to execute functions of life. We can also see that the flow of the principles from us enable us to execute functions of life. For instance, theory gives us ideas to executive functions of life. The ideas that we get from a theory depends on how we understand and apply that theory. As shown below, we use the green dot or the green token to denote the flow of positive application of theory, while we use the red dot or the red token to show the flow of our negative ideas or simply negative philosophy. The table below provides more information about the positive flow of theory and the flow of negative philosophies.

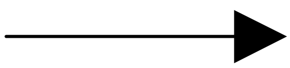
Signals Type	Explanation
	The positive application of a theory, this is the same as saying that positive application of theorems. The positive flow of theorems.
	The negative application of a theory, the flow of negative philosophies, application of negative philosophies

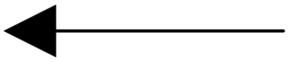
As shown by the table above, there are two types of signals send by the application of theory. The green signal is used to show the positive flow of a theory application related to a function execution. While the red signal is used to show the negative flow of a theory application related to a function execution. In this case, we can also say that the red token is used to show the flow of negative ideas related to function execution. From the same table above, we can see that if we apply principles positively, we get possible result as well as if we apply them negatively we get negative result. In the other hand, negative philosophies enable us to derive and execute faulty functions. All signals flow from the theory itself which is a separate entity related to the application of that theory by the physical system. It is very important to understand that. Since a theory is a separate entity and the physical system get ideas from theory to execute functions, the results of those functions are related to the flow of those ideas from the theory to the physical system itself. We use green or positive to denote the positive application of theory, while we use red or negative to denote the negative application of theory. We also use positive to denote the positive application of a theory while we use negative to show the application of our philosophies.

Entity Identification Section

In this section, we identify all the entities that are used to model our application in theory domain.

The Left and Right Signals Path





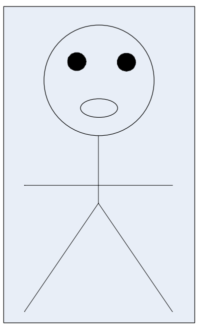
Description
The left and the right signal path are used to show the flow of our ideas. They can also be rotate to relate to the specific entity they connect to.

Available Option
Available options for the signals path include

- Left arrow
- Right arrow
- Left signal
- Right signal
- Etc.

The Physical System Entity

System, human, person, people, person name



Description
The physical system entity simply represents a person. We can also say the physical system entity represents a person that can apply theory. The person entity represents the physical system.

Usage
The person entity can be connected to the apply entity to show the application of a theory by the physical system. It can also be connected to any other entity that it can be used with. For instance, the person entity can be connected to the theory entity to show that theory gives ideas to the physical system.

Available Option
Available options for the person entity include

- Person
- People
- Person entity

- Physical system
- Person name
- I, Me, You, He/She, Him/Her
- Person name
- Human
- Employee, employee name, employee with index
- System with index or number like System 1, System 2, etc.
- Person with index like Person 1, Person 2, etc.
- S with index or number like S_1, S_2, etc.
- P with index or number like P_1, P_2, etc.
- x with index or number like x_1, x_2, etc.
- Etc.

The Communication Theory Entity

K_T

Communication Theory

Description
Communication is common among us, so communication theory is considered to be constant among theory. We use communication theory in conjunction with theory to do what we do. Although the communication theory entity may not appear within a model, however is already being a part of it. If we don't want, the communication theory may not appear within our application model.

Usage
We use the communication theory entity in conjunction with other theory entity to show how we execute or apply specific theory or theorem. Since theory communication is a part of all theories, it manages the execution of how theories are applied to result to specific function. The result of specific theory always depends on theory communication. The table below shows the result of what we do related to the application of theory of communication. Both of the tables below are the same.

Communication Theory	Application of Communication Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

K_T	$Tr\{K_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red

Red	Red	Red

Available Option
Available options for the theory of communication include:

- The Communication theory
- The theory of communication
- The given set of communication principles
- The principles of communication
- The given communication principles
- Etc.

The Power Theorem Entity

P_T

Power Theorem

Description
Refer to the power theorem and power definition form more information about the power theorem

Available Option
Available options for the power theorem include:

- The power theorem
- The power theorem entity
- The given set of power principles
- The given power principles
- Etc.

The Education Theory Entity

E_T

Education Theory

Description
Education is the process of learning and applying theory. Rather than using the word education by itself, it is always better to refer it as theory of education. Basically, theory of education is the process of learning an applying theory. Theory of education is considered to be a set of theory. Unlike the other theories, the theory of education is a set of theory. The theory of education includes other theory, so it can expand to show those theories. Refer to the entity usage section for more information about the theory of education entity.

Available Option
Available options for the theory of education include:

- Education theory
- The education theory entity
- The education theory
- The theory of education
- The given set of education principles
- The principles of education
- Etc.

The Instrumentation Theory Entity

I_T	Instrumentation Theory

Description
The instrumentation theory entity is the set of principles that tell us how to use instruments. Those instruments include both natural and non natural.

Usage
We use the instrumentation theory entity to show how to use our instruments to derive and execute functions of life. The table below shows the result of what we do related to the application of instrumentation theory.

Instrumentation Theory	Application of Instrumentation Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

I_T	$Tr\{I_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the instrumentation theory entity include:

- Instrumentation theory
- The instrumentation theory
- The instrumentation theory entity
- The set of instrumentation principles

- Instrumentation principles
- The principles of instruments
- The given set of instrument principles
- The given set of instrumentation principles
- Etc.

The Information Theory Entity

i_T

Information Theory

Description
The information theory is the set of principles that manage the flow of information. Since we interface together through communication and not everything that flow inside our communication link is considered to be information, information theory is the set of principles that is used to validate or manage the flow of information that flow between us.

Usage
The information theory entity is used to show the execution of the flow of information. The table below provides more information about what we do related to the application of information theory.

Information Theory	Application of Information Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

i_T	$Tr\{i_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the information theory include:

- The information theory
- The information theory entity
- The given set of information principles
- The set of information principles
- Information theory
- Information principles
- Etc.

The Marketing Theory Entity

M_T	Marketing Theory

Description
The theory of marketing is the set of principles that manage the process of providing information about goods and services. We can also say that the theory of marketing is the set of principles that is used to provide information about functions that we add to life.

Usage
We use the theory of marketing entity to market our goods and services; for instance after deriving an instrument, we then use the theory of marketing to make other people aware of that instrument so it can be useful to them. We can use the theory of marketing entity to provide information to other people about goods, services, instruments, and functions that we add to life. The table below shows the result of what we do related to the application of the theory of marketing entity.

Theory of Marketing	**Application of Theory of Marketing**	**Result or Output**
Green	Green	Green
Green	Red	Red
Red	Red	Red

M_T	$Tr\{M_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the theory of marketing include:

- Marketing theory
- Theory of marketing
- Marketing theory entity
- The theory of marketing
- Set of marketing principle
- The given set of marketing principle
- Marketing principles
- Principles of marketing
- The principles of marketing
- Etc.

The Exchange System Theory Entity

Es_T	Exchange System Theory

Description
The exchange system theory enables us to exchange goods and services in life. Since everything that we need to live does not locate at our residence, the exchange system theory entity is needed to enable us to exchange goods and services together.

Usage
After deriving an instrument or adding a service to life, we would need to use the exchange system theory entity to enable us to exchange the instrument and the service. In our application, we can use the exchange system theory to exchange goods and services that we produce in life. The table below shows the result of the application of the exchange system theory.

Exchange System Theory	Application of Exchange System Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

Es_T	$Tr\{Es_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the exchange system theory include:

- The exchange system theory
- Exchange system principles
- The exchange system theory entity
- The set of given exchange principles
- The exchange principles
- Principles of exchange
- Etc.

The Gaming Theory Entity

G_T

Gaming Theory

Description
The gaming theory is the set of principles that enable us to execute neutral function in life. Since most existing functions cannot be simulated, the gaming theory enables us to simulate some functions that do not enable the functional system to function abnormal.

Usage
We use the gaming theory to execute functions that are not harmful to each other. In other words, we can use the gaming theory to execute functions that do not enable the overall system to function abnormal. We can also say that we use the gaming theory to derive and execute neutral functions of life. The tables below show the result of the gaming theory related to the application of the gaming theory.

Gaming theory	Application of The Gaming Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

G_T	$Tr\{G_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the gaming theory include:

- The gaming theory
- The gaming theory entity
- The gaming set of principles
- The given set of gaming principles
- Gaming principles
- The principles of gaming
- Etc.

The Work Theory Entity

W_T

Work Theory

Description
The work theory is the set of principles that enables to interact and work together. Since we interact together to execute functions of life, the work theory enables us to manage our interaction to derive and execute functions of life.

Usage
We use the work theory to execute and derive functions of life. The work theory enables to manage functions that we add to life. The table below shows the result of our application of the work theory.

Work theory	Application of The Work Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

W_T	$Tr\{W_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the work theory include:

- The work theory entity
- Work theory
- The theory of work
- The given set of work principles
- The work principles
- The principles of work
- Etc.

The Reproduction Theory Entity

X_T

Reproduction Theory

Description
Given that the functional system is associative, every time we interact, there are principles that manager that interaction. Since life is an associative system, every time we interact, there are given set of principles that manage that interaction.

Usage
See the description above for more information

Available Option
Available options for the reproduction theory include:

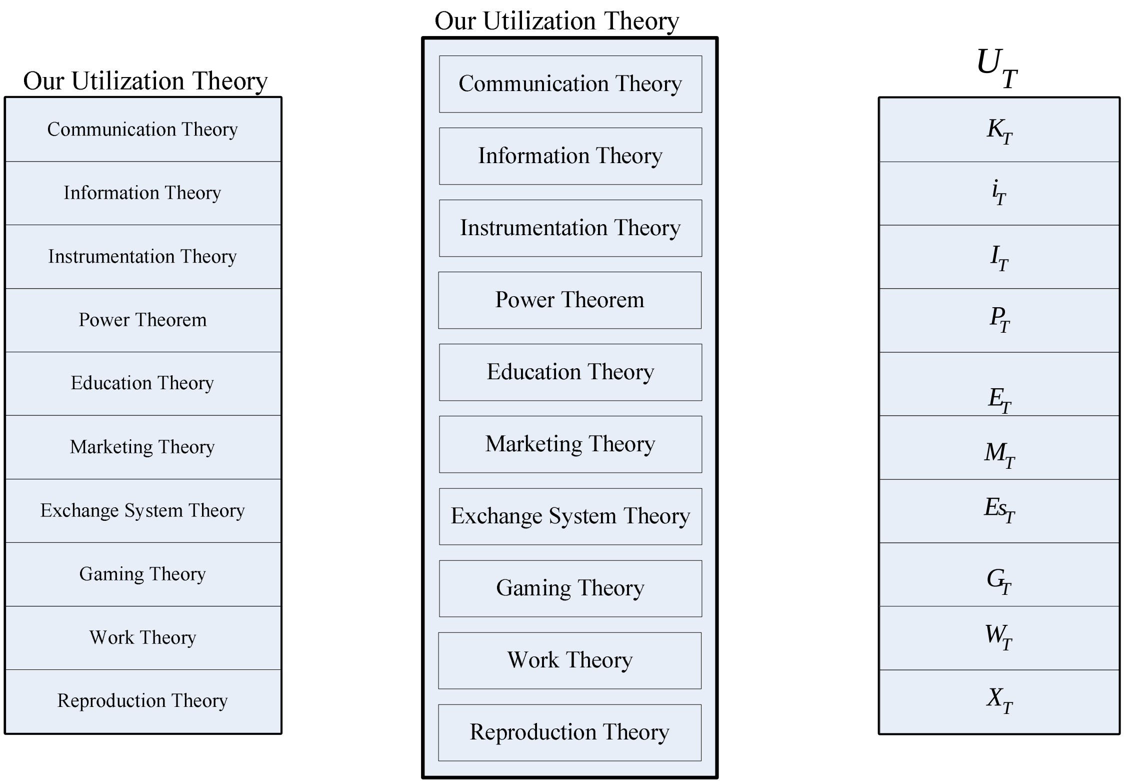
- The reproduction theory
- The reproduction theory entity
- The given set of reproduction principles
- The reproduction principles
- Reproduction principles
- Principles of reproduction
- The principles of reproduction
- Etc.

Our Utilization Theory Entity

U_T — Utilization Theory

Description
Our utilization theory U_T is the set of the given theory. Our utilization theory U_T includes all the 10 theories we have mentioned previously. The diagram below shows the expansion of our utilization theory U_T.

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



Since a theory is expandable, each theory in our utilization theory is also expandable. In this case, we can show the diagram of our utilization theory as set of theorem or principles. The diagram below shows our utilization theory includes theorems or principles.

Our Utilization Theory	U_T	Our Utilization Theory
Theorem 1	Th_1	Principle 1
Theorem 2	Th_2	Principle 2
Theorem 3	Th_3	Principle 3
Theorem 4	Th_4	Principle 4
Theorem 5	Th_5	Principle 5
Theorem 6	Th_6	Principle 6
Theorem 7	Th_7	Principle 7
Theorem 7	Th_8	Principle 8
Theorem 7	Th_9	Principle 9
⋮	⋮	⋮

Usage
We use our utilization theory to derive and execute functions of life. The result of those functions depends how we understand and apply the theory. Every time we interact, there is a set of principles that is used to manage that interaction; every time we interact, there is a set of principle that must be used to manage that interaction. Our utilization theory contains the sets of principles that enable us to mange our interactions. The table below shows the result of our functions depends on how we apply our utilization theory.

Utilization Theory	Application of The Utilization Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

U_T	$Tr\{U_T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for our utilization theory include:

- Our Utilization theory
- The given set
- The given set of theory

- U_T
- The given set of our parent principles
- The given set of principles
- The given theory
- The given theories
- Our utilization theory entity
- Our given set of principles
- Our functional set of principles
- The functional system principles
- The principle
- Etc.

The Theory Entity

T	Theory

Usage and Description
We use the theory entity to represent a set of principles. Usually we can use the theory entity to represent a set of principles that is not included in our utilization theory to some extent. The table below shows the result of what we do related to the application of the theory entity.

Theory	Application of Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

T	$Tr\{T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

We can use the theory entity below to show a theory with index. The word *number* in italic shows at the end of the word theory can be any number like 1, 2, 3 etc.

T_n	Theory *Number*

Available Option
Available options for the theory entity include:

- Theory
- Theory entity
- Set of principles
- Set of instruction
- Principles
- Instructions
- Etc.

The Theory Transformation Entity

$T_r\{\ \}$	Apply

Description
The apply theory entity is used to show the application of a theory. We can also say that the theory transformation or apply theory entity is used to show the application or theorems from a theory.

Usage
We use the theory transformation entity to show the application of theorems from a theory. This entity can be used to apply selected theorems from a theory to derive or execute a function. This entity can be connected to other entity to show the application of theory and the person who is applying the theory; refer to the entity usage section for more information. The table below shows the result of the apply theory entity.

Theory	Apply Theory	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

T	$Tr\{T\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the apply theory entity include:
- Theory transformation
- The apply theory entity
- The theory application entity
- The theory transformation entity
- Theory transformation
- Etc.

The Relationship Entity

α $\sim$ *Relation*

Usage & Description
The relationship entities above can be used to show the relationship and the similarity between two entities.

The Negative Philosophy Entity

Ph Philosophy

Description and Usage
The negative philosophy or simply philosophy is used to show an idea without a basis or baseline. The negative philosophy or simply philosophy entity is used to show negative ideas, which are simply ideas without basis or fundamental. Several of those entities can be packed together to show multiple negative ideas. They can also be associated with people to show who generate them or inherit them; see the entity usage function for more information.

Since the physical system is theory dependent, it always needs theory to maintain its functionality or stability. In the event that the theory that enables the system to function is disregarded by the system, the system would need to rely on its own ideas which are not related to the functional principle, since the functional principle is being disregarded. When that happens, all the principles that belong to the functional principles of the system are being looked negatively by the system. This process can be regarded as disregarding the existing functional principles of the system. Whenever the functional principles are being disregarded, the system relies on its own set of ideas which is the opposite of the functional system principles. Since those set of ideas enable the system to execute functions negatively, in this case we simply use the negative sign with theory or theorem to show them. Below we use the theory and the theorem entity with negative sign to show negative ideas or negative philosophies. All of our given theories can be represented with negative sign to show negative ideas.

$\overline{T}$ $-T$ $-Th$ $\overline{Th}$

The table below shows the result of applying negative philosophy related to the negative philosophy itself.

Philosophy	Application of Philosophy	Result or Output
Red	Red	Red

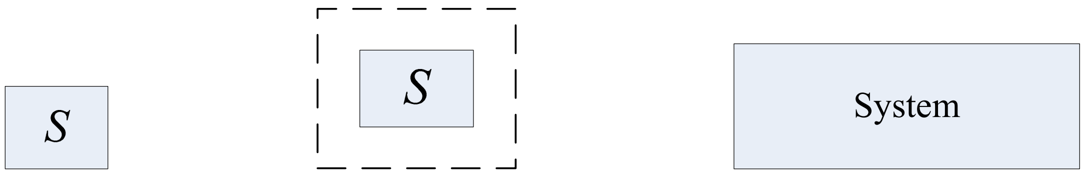
$\overline{T}$	$Tr\{\overline{T}\}$	$u(t)$
Red	Red	Red

$\overline{Th}$	$Tr\{\overline{Th}\}$	$u(t)$
Red	Red	Red

Available Option
Available options for the negative philosophy entity include:

- Philosophy
- Negative philosophy
- Negative ideas
- Philosophy with index or number like Philosophy 1, Philosophy 2 etc.
- Any theory name with negative sign in front
- Any theory name with bar on top
- Ph with index or number like Ph_1, Ph_2, etc.
- $-T$
- $\overline{T}$
- Etc.

The System Entity



Usage and Description
The system entity is used to represent the physical system. While it can be used to represent an instrument, but it is always better to use the instrument entity to represent an instrument instead. The system entity can be connected to other entities. For instance, the system entity can be connected to the apply entity to show that a theory is being applied by the system; see the entity usage section for more information.

Available Option
Available options for the system entity include:

- Physical system
- System
- Person

- People
- Person with index or number like Person 1, Person 2 etc.
- System with index or number like System 1, System 2 etc.
- S with index or number like S_1, S_2, etc.
- Etc.

The Fundamental of Theory Entity

f_T	Fundamental of Theory

Usage and Description

The fundamental of theory entity can be used to show the basis of a theory. We can also say that the fundamental of theory entity is used to show the baseline of a theory. We already know that in order for an entity to be considered as a theory, it must have a fundamental or basis. A theory does not exist without its fundamental. There is no theory without a fundamental; below is a list of the fundamental of our utilization theory.

f_{K_T}	Fundamental of Communication Theory
f_{P_T}	Fundamental of The Power Theorem
f_{E_T}	Fundamental of Education Theory
f_{i_T}	Fundamental of Information Theory
f_{I_T}	Fundamental of Instrumentation Theory

f_{M_T}	Fundamental of The Theory of Marketing
f_{Es_T}	Fundamental of The Exchange System Theory
f_{G_T}	Fundamental of The Gaming Theory
f_{W_T}	Fundamental of The Work Theory
f_{X_T}	Fundamental of The Reproduction Theory

Since our utilization theory is a set of theory, it must have its own fundamental as well. We use the entity diagram below to show the fundamental of our utilization theory.

f_{U_T}	Fundamental of Our Utilization Theory

Since we can use theory with index, it makes sense for us as well to show them with their own fundamentals with indices. We can use the fundamental of theory with index to show the fundamental of a theory that we use with index. The word *number* shows in italic below can be any number like 1, 2, 3 etc.

f_{T_n}	Fundamental of Theory *Number*

Available Option

Available options for fundamental of theory include:

- Fundamental of theory
- Fundamental of theory entity
- Basis of theory

- Baseline of theory
- Foundation of theory
- Roots of theory
- F “sub” theory name
- Fundamental of theory name with number like 1, 2, 3 etc.
- Etc.

The Theorem Entity

Th	Theorem	Some Types of Theorems

Usage and Description
The theorem entity is used to show a theorem from a theory. The theorem entity can be used with other entity like theory, person, apply theory entity etc. When using with apply entity, the result depends on how the theorem entity is being applied. The tables below show the result of the theorem entity related to the application.

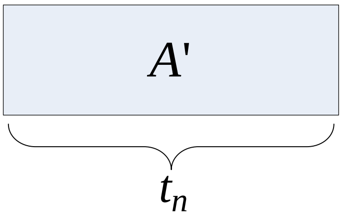
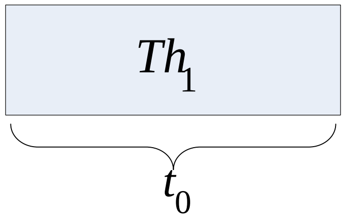
Theorem	Apply Theorem	Result or Output
Green	Green	Green
Green	Red	Red
Red	Red	Red

Th	$Tr\{Th\}$	$u(t)$
Green	Green	Green
Green	Red	Red
Red	Red	Red

Available Option
Available options for the theorem entity include:
- Theorem
- Principle
- Theorem entity
- Principle entity
- Instruction
- Some types of theorems
- Theorem with number
- Theorem with subscript number
- Some theorems
- Etc.

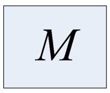
Theory and Theorem at a Given Time

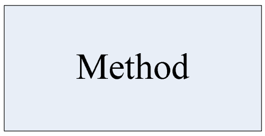
While it may not be important, but if necessary, we can use this form to show theory presented at specific time and theorem given at specific time. While we show the time at the bottom in the third column, we can also show it on the side, for instance the right side; it does not matter.

Theory Presented at Specific Time	Theorem Given at Specific Time
$A'\|_{t_n}$	$Th_1\|_{t_n}$
	

For instance $A'|_{t_1}$ is theory presented at t_1, the same as $A'|_{t_4}$ is theory presented at t_4. $Th_1|_{t_0}$ is theorem given at t_0.

The Method Entity





Usage and Description
The method entity is used to show a natural or a non natural method. The method entity can be used with other entity that can be connected to it. For instance, the method entity can be used with the derivative entity to show the derivation of a non natural method. We can also use the word function to show the method entity. Usually we use the method entity to show the actual method produced by the application of a theory or specific theorem from a theory. We can also say the actual method produced by the application of a theory related to the derivation of that method.

Available Option
Available options for the method entity include:

- Method
- Natural method
- Non natural method
- Function
- Natural function
- Existing function

- Existing method
- Added method
- Name of method
- Name of method with subscript ***m***
- Added functions
- Etc.

The Instrument Entity

I

Instrument

Usage and Description
The instrument entity can be used to show a natural instrument or non natural instrument. The instrument entity can also be used to show a non natural system. It is always preferable to use the instrument entity to show a non natural system. The instrument entity can be connected with the derivative entity to show the derivation of a non natural instrument. When connected to the derivative entity, the function of the instrument depends on the derivation and the application of theory that derives the instrument. Since we concern about the function of the instrument, in this case it is always good to refer the theory transformation entity section for more detail. See the entity usage section for more information. We can use the instrument entity to show an instrument that is being derived. We can also say we use this entity to show an instrument after being derived.

Available Option
Available options for the instrument entity include:

- Instrument
- Natural instrument
- Non natural instrument
- Non natural system
- Things
- Items
- Etc.

The Interpretation Function Entity

$Int\{\ \}$

Interpretation Function

Usage and Description
The interpretation function entity is used to show the interpretation of a theory, theorem, or principle. The interpretation function takes two input, the theory that is being interpreted and theory communication. The output of the interpretation function depends on theory communication, rather than the theory that is being interpreted. The function below shows the output of the interpretation function related to the theory that is being interpreted and the theory of communication.

Theory of Communication	Theory Being Interpreted	Result or Output
Green	Green	Green
Red	Red	Red

K_T	A	$Int\{A\}$
Green	Green	Green
Red	Red	Red

Available Option
Available options for the interpretation function include:

- Interpretation function
- Interpret
- The theory interpretation function
- The interpretation function
- The interpretation entity
- The theory interpretation function entity
- The interpretation function entity
- $Int\{\ \}$
- Etc.

The Interpreted Theory Entity

A	Theory A

Usage and Description
The interpreted theory entity is used to show a theory that is being interpreted. Since the interpretation of a theory happens internally, the interpreted theory entity can only be used for illustration purpose only. In other words, since the interpretation of a theory is personal, it is not possible for us to identify the interpretation of a given theory by someone; for this reason, the interpretation theory entity can be used for explanation only. Since a theory is being interpreted to present another theory, in this case, refer to the presented theory for more result about the interpreted theory entity.

Available Option
Available options for the interpreted theory include:

- The name of the theory
- Theory A
- A
- Etc.

The Presented Theory Entity

A'	*Theory A Prime*

Usage and Description
A theory is being interpreted to present another theory. Since the result of the interpretation depends on theory of communication, the presented theory always depends on the theory of communication. In this case, a positive theory of communication will lead to positive presentation while a negative of theory of communication will lead to negative presentation. The table below shows the result of the presented theory related to the theory of communication.

Theory of Communication	Theory Being Interpreted	Presented Theory
Green	Green	Green
Red	Red	Red

K_T	A	A'
Green	Green	Green
Red	Red	Red

Available Option
Available options for the presented theory include:

- The name of the theory with prime on it
- The prime version of the interpreted theory
- The prime result of the interpreted theory
- Theory A Prime
- A'
- Etc.

The Instrument Derivative Entity

$\frac{dI}{dT}$	Instrument Derivative

Usage and Description
The instrument derivative entity is used to show the derivation of an instrument with respect to some theory. We can also say the instrument derivative entity is used to show the process of deriving a non natural instrument. Since natural elements or natural resources are needed in order to derive a non natural instrument, those elements can feed the derivative entity to show the derivative process of the instrument. Since we are concerning about the function of the instrument, refer to the theory application entity and the instrument function entity to show the function of the derived instrument related to the derivative entity. For more information, see the entity usage section.

The instrument derivative entity is used to show the derivative of an instrument with respect to some theory. While in general we use theory rather than the name of the theory to show the underlined theory, it is also good to know that the derivative entity takes the name of the theory into consideration, even when it is not show. Since the underlined theory is related to the theory entity, we show the respective theory here rather than the name of the theory. For instance, assume that we use the instrumentation theory to derive an instrument, in this case rather than using $\frac{dI}{dI_T}$, we simply use $\frac{dI}{dT}$; refer to the example section for more information about using the instrument derivative entity.

Available Option
Available options for the instrument derivative entity include:

- The instrument derivative entity
- Instrument derivative
- Derivative of instrument
- $\frac{dI}{dT}$
- Etc.

The Method Derivative Entity

$\frac{dM}{dT}$	Method Derivative

Usage and Description
The method derivative entity is used to show the derivation of a method with respect to some theory. Usually, the method derivative entity is used to show the derivation of an entity that is not physical. For example, if we add a function to life and that function is not performed by an instrument that we derive, we can use the derivative entity as the

basis to show how we derive that method. Refer to the entity usage section for more information about the method derivative entity. If desired and needed, input elements and natural elopements can also be used to feed the method derivative entity.

The method derivative entity is used to show the derivative of a method with respect to some theory. While in general we use theory rather than the name of the theory to show the underlined theory, it is also good to know that the method derivative entity takes the name of the theory into consideration, even when it is not show. Since the underlined theory is related to the theory entity, we show the respective theory here rather than the name of the theory. For instance, assume that we use the theory of marketing to derive a method, in this case rather than using $\frac{dM}{dM_T}$, we simply use $\frac{dM}{dT}$; refer to the example section for more information about using the method derivative entity.

Available Option
Available options for the method derivative entity include:

- The method derivative entity
- Method derivative
- Derivative of method
- Method derivative entity
- $\frac{dM}{dT}$
- Etc.

The Derivative Entity

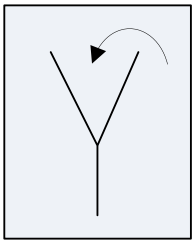
$\frac{d}{dT}$	Derivative

Usage and Description
While we use instrument and method with the derivative entity to show the process of deriving and instrument and the process of deriving a method, it can also be used with other name. For instance, if the word method and instrument are omitted, other name can be used in conjunction with the derivative entity.

Available Option
Available options for the derivative entity include:

- The derivative entity
- Derivative entity
- $\frac{d}{dT}$
- Etc.

The Natural Element Entity



NE   IE   E

Usage and Description
The natural element entity is used in conjunction with the derivative entity, instrument derivative entity, and method derivative entity to show the derivative process of a method or an instrument with respect to some theory. Refer to the entity usage section for more information about using the natural element entity.

Available Option
Available options for the natural element entity include:

- Natural element
- Input element
- Energy
- Natural resources
- Name of natural element
- Name of input element
- Name of natural resources
- Etc.

Other Relationship Entity

$\Leftarrow$ $\Leftrightarrow$ $\Rightarrow$

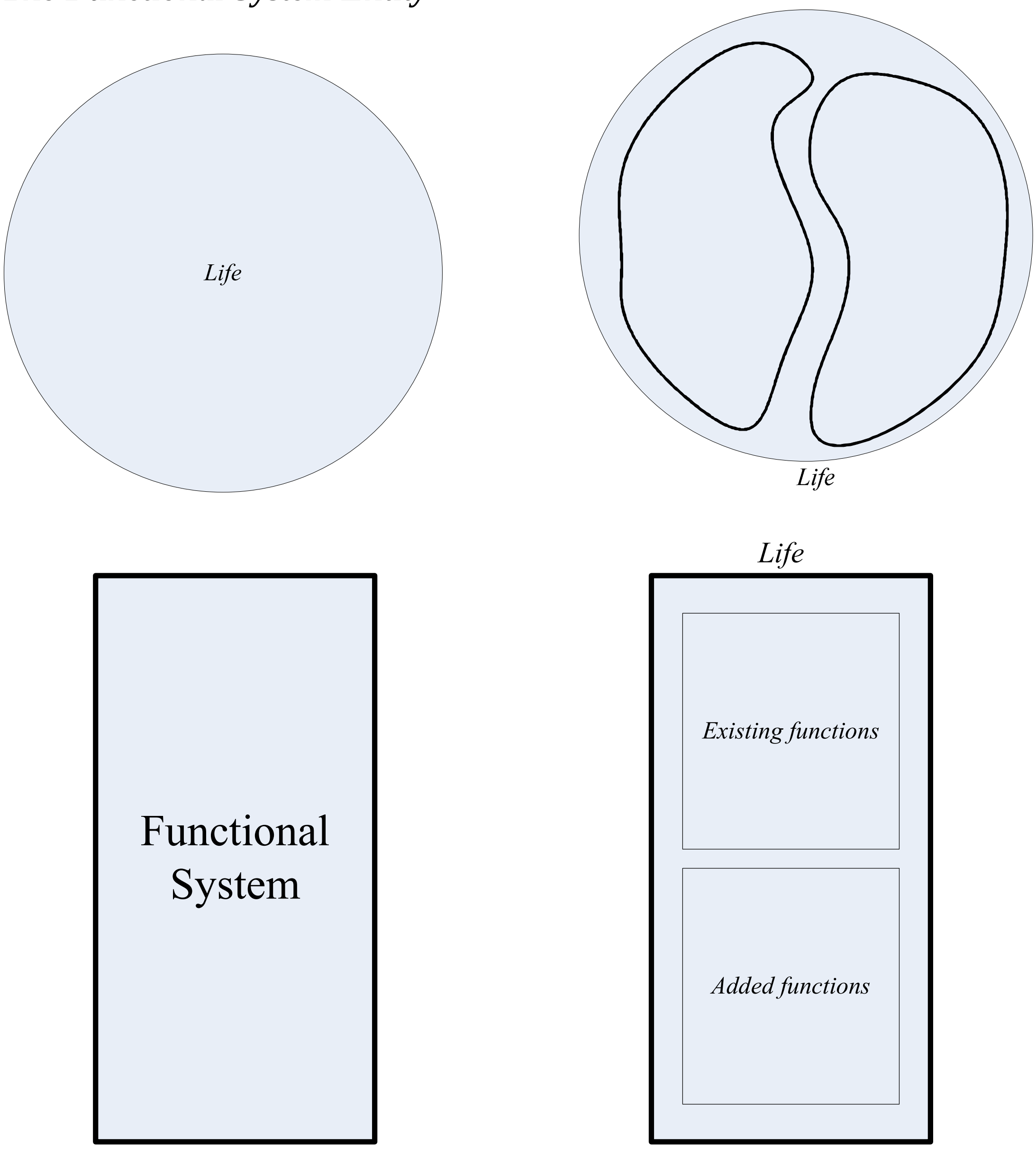
Usage and Description
The entities listed above can be used to show the relationship of two entities. For instance, we can use any of them to show the relationship of an entity and another entity. We can also use them to show result of an operation. For instance, since the application of a theory produce a function or an instrument, we can use that relationship to show that.

Available Option
Available options for the relationships entities listed above include:

- Produce
- Generate
- Give
- Equal

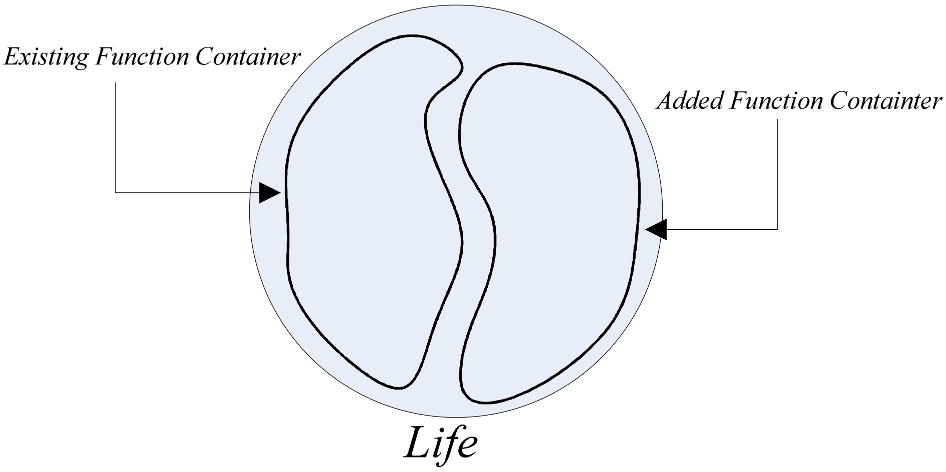
- Result
- Depend
- Output
- Etc.

The Functional System Entity



Usage and Description
The functional system entity is used to represent life. Life is made of two sets of functions: the set of existing functions, and the set of added functions. We can use the functional system entity to represent the functions that life is made up. Refer to the entity usage section for more information about using the functional system entity.

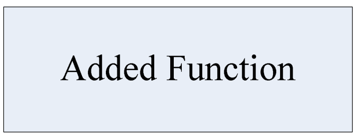
The functional system—life—can also be referred to as a function container. As we show it above, the functional system is made of both existing and added functions. As we can see from the diagram, there is an area for existing functions as well as an area for added functions. To separate the functions so we can better understand them, we provide a container to group those functions. The diagram below shows both the existing function area and the added function area. We can also say that, existing functions container and added functions container. Here the usage of word container and area have the same meaning.

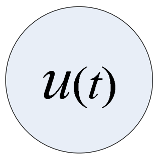


Available Option
Available options for the functional system entity include:

- The functional system entity
- Functional system
- $\mathscr{L}(t)$
- “L”, “T”
- Life
- Life of time
- Our life
- Etc.

The Added Function Entity





Usage and Description
The added function of life entity is used to represent a function added to life. Usually, we use the added function of life entity to represent a non natural function. We can use the added function entity with number or index to represent a non natural function of life.

Refer to the entity usage section to learn more about using the added function of life entity.

In an application or a project, the added function can be considered as the overall function of that project or a function of an organization. That function can make up of a lot of more functions. It can also be considered as the average function for the overall project or organization. In this case we can refer to it as the main function. In an organization, the added function can be considered as the average of the overall function of that organization. It can also be considered the function of a unit or simply a unit in that organization. From what we have just said, we can see the main function can be: a function of an organization, the overall function or the main function of an organization, the average function or the average function of entities that make up the main function, the average of all functions that enable the main function to work or execute.

Given that a function can depend on other functions, the underlined function or the main function can be considered the function of the overall entities that make up the main function. For instance, if we consider the underlined function as the main function, it includes the functions of the overall entities that make it. In other words, those entities also weight on the main function. Refer to the entity usage section for more information. The way to look at it, the main function includes the average of the overall function that make it or the average functions of entities that make up this function. In this case, we can simply look at the entities that make up the main function, and then take a look of functions of those entities. Then we can determine whether the function of those entities execute property. In other words, since the functions of those entities affect our function, relatively to them, we can determine if our function executes properly. If not, we can then provide a level in terms of weight for those functions, and then we can look at our main function related to that level. In this case, we can quickly see those function weight on our main function; see the entity usage section for more information on this topic.

Most of the time when we refer to an added function, we use the name of the entity that performs that function and the function name in subscript. For instance, we use this form $R_f(t)$ to show the flush of a radiator related to time. We can index that function to any number that we like, for instance if we assume number 2, we can index it to $u_2(t)$ or simply $fucntion2$. In addition to that, we can also use bracket to show that, if we want to, we can also us bracket with the name of the entity that executes the function to show that function. For instance, we can use bracket with the name and the function of the radiator to show that function. In this case we have $R\left[f(t)\right]$. We can also use this form with the index of the function like $R\left[u_2(t)\right]$. From the previous sentence, we simply show that the function with index 2 is executed by the radiator where we simply use the first letter of the name to denote the radiator. As a recap of what we have just said, let's list the following functions; all of them are the same.

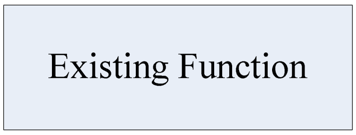
$$R\left[flush\right] = Radiator\left[flush\right] = R\left[function2\right]$$

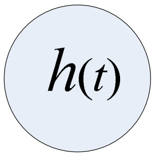
$$R_f(t) = R\left[f(t) \right] = R\left[u_2(t) \right] = u_2(t)$$

Available Option
Available options for the added function of life include:

- Added function
- Non natural function
- Added method
- $u(t)$
- Added function of time
- Non natural method
- *u* function
- *afunction* or *afunction* plus number
- The name of the function
- Non natural function with index
- The name of the entity with function in bracket
- The first letter of the name of the entity with the ***u*** function in bracket with index
- The first letter of the name of the entity, with function in bracket with index
- Added function with index or number like Function 1, Function 2 etc.
- Added function with index or number like $u_1(t)$, $u_2(t)$ etc.
- The name of the function in abbreviation
- The name of the function and the entity that performs the function in abbreviation
- Etc.

The Existing Function Entity





Usage and Description
The existing function entity is used to represent an existing function or life. We use the existing function entity to represent a natural function of life. We can use the existing function of life entity with the functional system entity to show existing functions inside the functional system. We can also use index and number with the existing function entity to represent an exiting function. If we want to we can also use the function name to represent the function. If we don't want to use index with the function name, we can also use the name of the entity that execute the function. Refer to the entity usage section for more information on using the existing function entity.

While we use the name of the entity that executes the natural function and the function name to show an existing functions, rather than using subscript, if we want to we can also use bracket and the entity name to show an existing function. For instance, for the whistle of a nightingale, rather than using $N_w(t)$, if we want to we can use the bracket to show the function. In this case we have $N[w(t)]$. If we want, we can use index of the function inside the bracket, which gives us $N[h_2(t)]$. The following functions are equivalent to what we have just said.

$$N\left[whistle\right] = Nightingale\left[whistle\right] = N\left[function2\right]$$

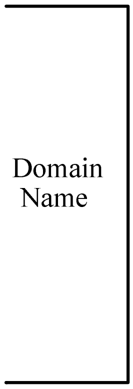
$$N_w(t) = N\left[w(t)\right] = N\left[h_2(t)\right] = h_2(t)$$

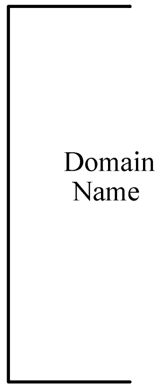
Available Option

Available options for the existing function entity include:

- Existing function
- Existing function entity
- Natural function
- Natural method
- Natural function with index
- Existing function with index number like Function 1, Function 2 etc.
- Existing function with index like $h_1(t)$, $h_2(t)$ etc.
- $h(t)$
- “H”, “T”
- Existing function of time
- The name of the entity with the function in bracket
- The name of the entity with function index in bracket
- The first letter of the name of the entity with the function index in bracket
- *h* function
- “efunction” or “efunction” plus number
- Function name
- The name of the entity that performs the function and the function name
- The name of the entity that performs the function and the function in abbreviation
- Etc.

The Domain Identification Entity





Usage and Description

The domain identification entity is used to show a domain. The domain identification entity is used to represent a domain. A domain is defined as an area with its own set of rule. A domain is an area with its own set of principles. A domain is an area of interest with its own set of rule. A domain is defined as an area of interest with its own set of principles. It is very important not to misinterpret the definition here. Here we provide two definitions of the word domain. Let's repeat it again: first, a domain is an area with its own set of rule or principle. Second, a domain is an area of interest with its own set of rule or principle. If we were going to use the *word points to arrow label* to show the entities the definitions point to, we should quickly realize that both definitions point to different entities. So the first definition will point to an entity, while the second one will point to a different entity. Refer to the entity usage section for more information about domain. The domain identification entity can be flipped or rotated to reflect the area that is being identified. While we show two of them above, we could have shown one. We can also think it that way as well, once a domain is identified, there must be another domain. For that reason, it is always good to show another domain after showing the first one. Another way to look at domain is that, if the principle of a domain is unknown and the domain is not of our interest, we simply disregard that domain. In other words, since we don't know the operating principles of that domain and it is not of our interest, there is no need and no reason to think or have interest in that domain. It does not make any sense at all. Since we are a theory dependable system, we need principles to enable us to understand entities, with the absence of a domain principles, there is now way we can understand that domain. Given that we generate negative philosophies when we misunderstand ourselves, in the even that we try to dig areas that we are not suppose to since we don't have any theory that enable us to do so, we simply develop problems. The domain entity can be positioned top, bottom, left, left and right to reflect the identification. It is very important to understand that; and it is very important to understand our theory dependable characteristic.

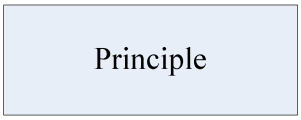
Available Option

Available options for the domain identification entity include:

- Domain
- Domain entity
- Domain identification

- Area
- Area of interest
- Region
- Region of interest
- Etc.

The Principle Entity

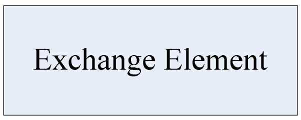


Usage and Description
Refer to the theory entity for more about the principle entity. The principle entity is the same as the theory entity. Whenever we use the word principle, to some extent we mean theory. Whenever we use the term set of principle we mean theory as well. Principle means theorem to some extent. We can also say theorem as well. Refer to the entity usage section for more information.

Available Option
Available options for principle include:

- Principle
- Principles
- The principle entity
- Theory
- Theorem
- Instruction
- Set of instruction
- Etc.

The Exchangeable Element Entity



Usage and Description
The exchangeable element entity is used for the entities that we exchange. In other words, the exchangeable entity is used to identify the entities that are exchangeable. In other words, we use the exchangeable element entity to show entities that are exchangeable.

Available Option
Available options for the exchangeable entity include:

- Exchangeable entity
- Goods
- Services
- Resources
- Money
- Non natural instrument
- Items
- Things
- Etc.

The Method Derivative Function Entity

MDF

Method Derivative Function

Usage and Description
The method derivative function is used to show the derivation of a method from a theory related to the application of that theory. Usually, the method derivative function tells us the reason we apply the theory with the natural element or input element to do what we do. The method derivative function simply describes the entity produced by the application of the theory related to the derivative. The method derivative function describes the entity that is derived related to the application of the theory. Usually, the method derivative function results to the entity that is produced by the application of the theory related to the derivative. For instance, the entity produced by the application of the theory related to the derivative from the natural element.

Available Option
Available options for the method derivative function include:

- Method derivative function
- Method derivative entity
- The method derivative entity
- MDF
- Etc.

The Method Function Entity

MF

Method Function

Usage and Description
The method function entity is used to show the function of a method. For instance, after we derive a method, we can use the method function entity to show the function of that

method. The method function entity is always attached to the method derivative function, to show where that method comes from. Usually the method function describes the method produced by the method derivative function. The method function is the function of the actual method. For instance, the method function tells us what that method is used for and what the function of that method is.

Available Option
Available options for the method function include:

- The method function entity
- Method function
- The method function entity
- Method function entity
- Method function name
- Etc.

The Instrument Derivative Function Entity

IDF

Instrument Derivative Function

Usage and Description
The instrument derivative function is similar to the method derivative function, except we use the instrument derivative function for instruments, while we use the method derivative function for methods. The instrument derivative function tells us the reason we apply theory to derive that instrument related to some input element or natural element. We use the instrument derivative function to show the derivative of an instrument from an input element or natural element related to the application of theory or theorem. Refer to the entity usage section for more information about the instrument derivative function.

Available Option
Available options for the instrument derivative function include:

- The instrument derivative function entity
- The instrument derivative function
- Instrument derivative function
- Instrument derivative entity
- Etc.

The Instrument Function Entity

IF

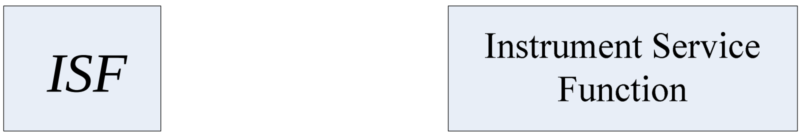
Instrument Function

Usage and Description
The instrument function entity is the function of the instrument produced by the instrument derivative function related to the application of theory. Usually the instrument function shows the actual function of the instrument that was derived from the application of the theory with the input or natural element. The instrument function is similar to the method function. Except we use the instrument function for instrument. Refer to the entity usage section for more information about the instrument function.

Available Option
Available options for the instrument function entity include:

- Instrument function
- The instrument function entity
- The instrument function
- Instrument function entity
- Etc.

The Instrument Service Function Entity



Usage and Description
We use the instrument service function entity to show the service of an instrument. Assume that we apply theory to service and instrument; we then use the instrument service function to show that. The way to look at it, we apply theory to produce or derive a service, and that service is the service of an instrument. For instance, we can use input element with the application of theory to service an instrument, in this case we can use the instrument service function to show that. The instrument service function is similar to the method derivative function or instrument derivative function, but the difference is that in this case we do not derive an instrument or a method, we simply service an instrument. The instrument service function connects as well to the instrument that is being serviced. Refer to the entity usage section for more information about the instrument service function.

Available Option
Available options for the instrument service function include:

- The instrument serviced function
- The instrument service function entity
- Instrument service function
- Instrument service function entity
- Etc.

The Service Function Entity

SF

Service Function

Usage and Description
The service function can be used to show the application of theory to service an instrument. For instance, a person can apply theory to service an instrument. In this case, the service function simply shows the function of that service. In other words, theory is applied to produce a service, and then the service function is the function of that service.

Available Option
Available options for the service function include:

- Service function
- The service function entity
- Service function entity
- Etc.

The Method Executed Function Entity

MEF

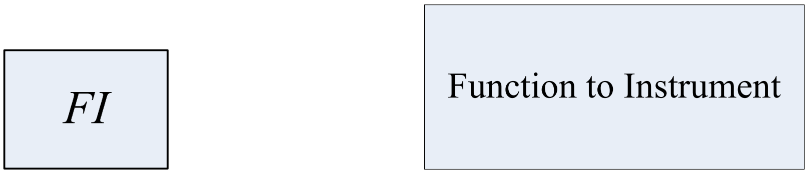
Method Executed Function

Usage and Description
The method executed function shows the function of a method after being executed. For instance, if the execution of a method produces a function, then the method executed function can be used to show the function produced by that method when it is executed.

Available Option
Available options for the method executed function include:

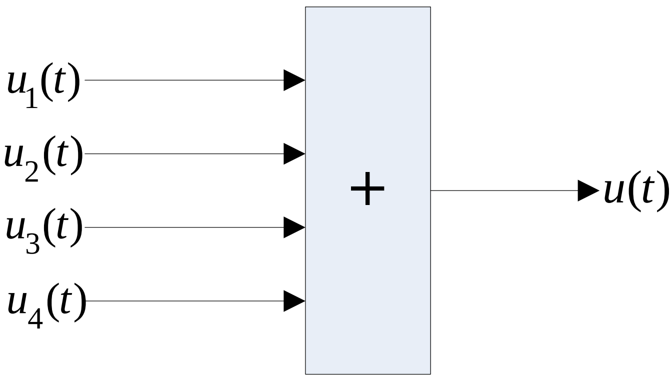
- The method executed function
- The method executed function entity
- Method executed function
- Method executed function entity
- Etc.

The Function to Instrument Entity

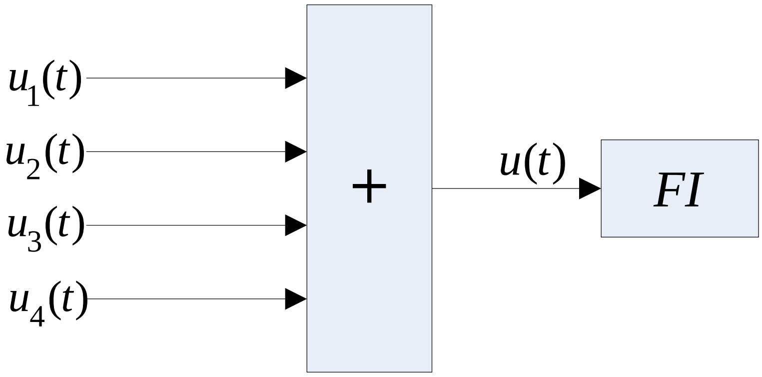


Usage and Description
The functions to instrument entity enable us to show the instrument the functions are a part of after being grouped. Assume that multiple people are working in a project to derive an instrument. Since each person works independently to derive specific function or part of that instrument, and then later group all the functions of the instrument together to produce the main instrument, the function to instrument entity enable us to do just that. The way to look at it, assume that five people are working together to derive an instrument where each person derives specific function of that instrument. The result will produce a main function for the instrument, where the grouping entity can be used to group the five functions to produce the main function. The output of the grouping entity can be attached to functions to instrument entity to show the instrument that results from the functions. Refer to the example section for more information about using the functions to instrument entity.

To better understand the usage of the function to instrument entity, let's look at it in the following form. Assume that four people are working together; they apply theory to derive an instrument. In term of the overall instrument derivation, each person has specific function. The resulting function will be the combination of four functions from four people. In regard to what we have just said, the output function can be presented as shown by the diagram below.



The diagram above shows the result of the output function. Now we have the functions of the four people, we must combine those functions to show the instrument. To do that, we can use the function to instrument entity as shown below.



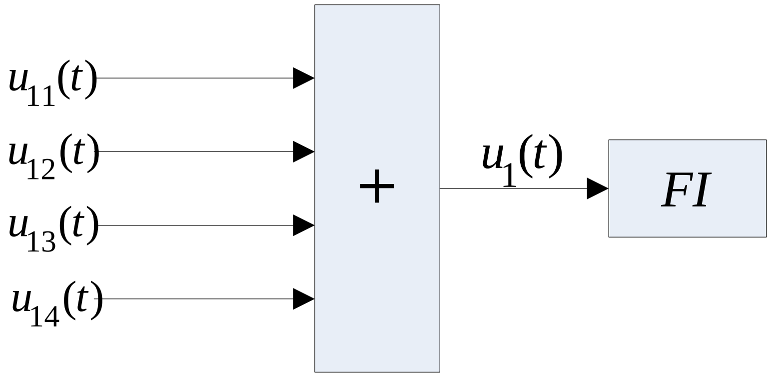
The resulting function above can be viewed in the following form

$$I_1[u_1(t)] + I_2[u_2(t)] + I_3[u_3(t)] + I_4[u_4(t)] = I[u(t)]$$

Where the terms are interpreted as follow

I_1	Part 1 of the instrument
u_1	Function of part 1 of the instrument
I_2	Part 2 of the instrument
u_2	Function of part 2 of the instrument
I_3	Part 3 of the instrument
u_3	Function of part 3 of the instrument
I_4	Part 4 of the instrument
u_4	Function of part 4 of the instrument
I	Putting together the instrument
$u(t)$	Function of the instrument together

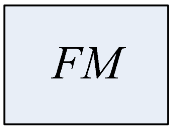
The function to instrument entity can be used depend on how we structure our application. For instance, assume that part 1 of the application is made of several other parts, which we can call sub parts, the function to instrument entity can be used to group those parts to show the output part. The diagram below shows an example, where it shows part 1 of the application is made of several parts.

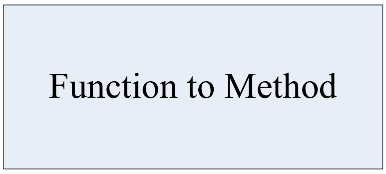


Available Option
Available options for the function to instrument entity include:

- Function to instrument
- Function to system
- Etc.

The Function to Method Entity





Usage and Description
The function to method entity is similar to the function to instrument entity; the only difference is the function to method entity is used for method rather than instrument. The function to method entity is used to show the method the resulting function is a part of. Assume that multiple people are working to derive a method. Each person derives a specific function to produce the main method. At the end, the main method will be the result of each method grouped together. After grouping all the methods together to produce the main method, then the function to method can be attached to the main method to show the method the main function is a part of. Refer to the example section for more information.

Available Option
Available options for the function to method entity include:

- Function to method entity
- Etc.

The Grouping Theorem Entity

{ }

Usage and Description
We can use curl braces to show the grouping of theorems in a theory. We know that a theory is a set of principles. According to our understanding of theory, since theorems in a theory can have some meaning, it may be possible for us to show a group of theorem in a theory. We can use the curl braces to show that group. The grouping approach of theorem requires a very good understanding of theory and fundamental of theory. Refer to the entity usage section to learn more about the using of curl braces to group theorems. While we use the grouping theorem entity to group theorem from a theory, while theorems cannot be identified by someone for someone else, they also cannot be grouped by someone for someone else as well. The way to look at it, the term grouping theorem is viewed as personal. While we use the tem *group theorems in a theory* here, the term *group theorems from a theory* is much, much better.

Available Option
Available options for the theorem grouping entity include:

- Theorem grouping entity
- The theorem grouping entity'
- Group of theorem
- Group of principles
- Principle grouping entity
- The principle grouping entity
- Etc.

The Stability Entity

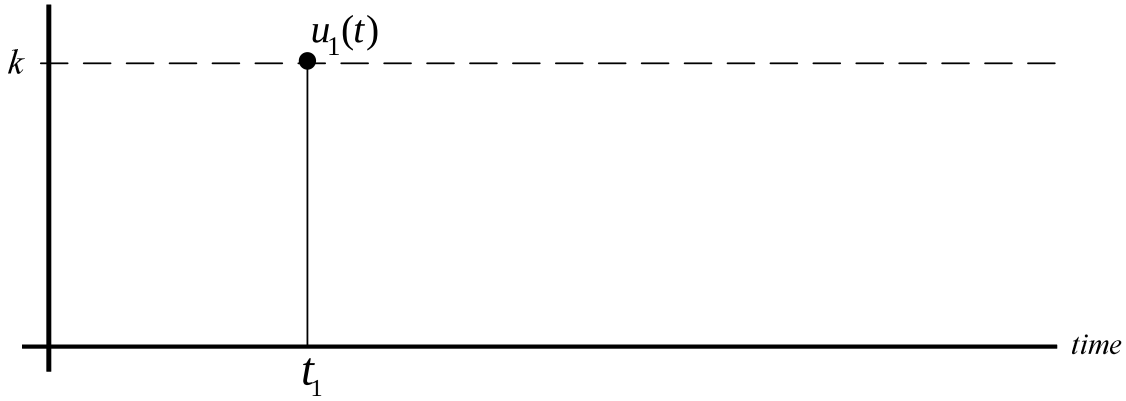
k —

k

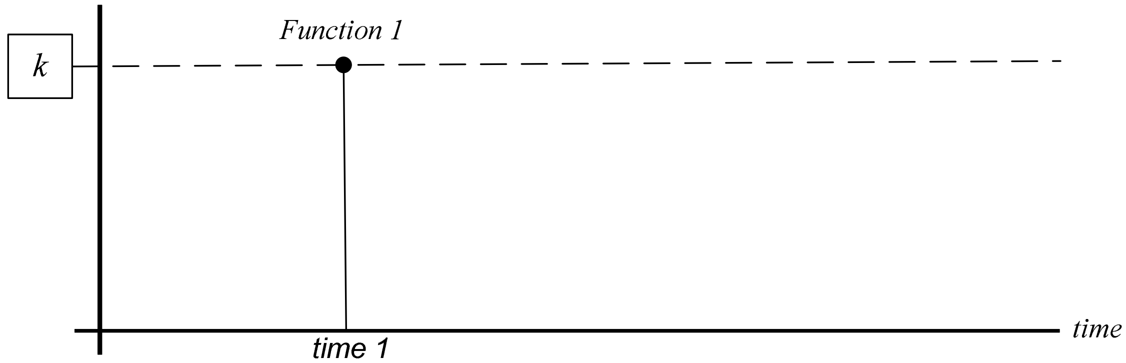
Usage and Description
In the theory domain, it is very important to be stable. In the theory domain, it is very important to maintain stability. Since theory gives us ideas to do what we do, without stability, we would not operate well. Since theory gives us ideas to do what we do, we want our ideas to be very stable relatively to what we do.

We know that our intelligence works in an increment/decrement basis. Relatively to our intelligence, we want the ideas we get from theory to be very stable. The stability entity enables us to operate inline with our basis. Basically, the stability entity is related to our basis and our understanding of what we do. We can also say that it is the fundamental of our understanding of what we do or theory that we apply to do what we do.

Usually, we use the stability line or the stability entity with graph to show our function execution related to our basis of operation. Rather than using the graph with the stability entity to show the performance of our function execution, we can also use tables to show that. For instance, relatively to our basis, our function executes normally. In this case, we can show that in a graphical format the function executes at the level of stability. In this case, we can say that the function is executed normally or at 100% stability, which is usually at ***k*** or at the ***k*** line as shown below.



The diagram below is the same as the one above



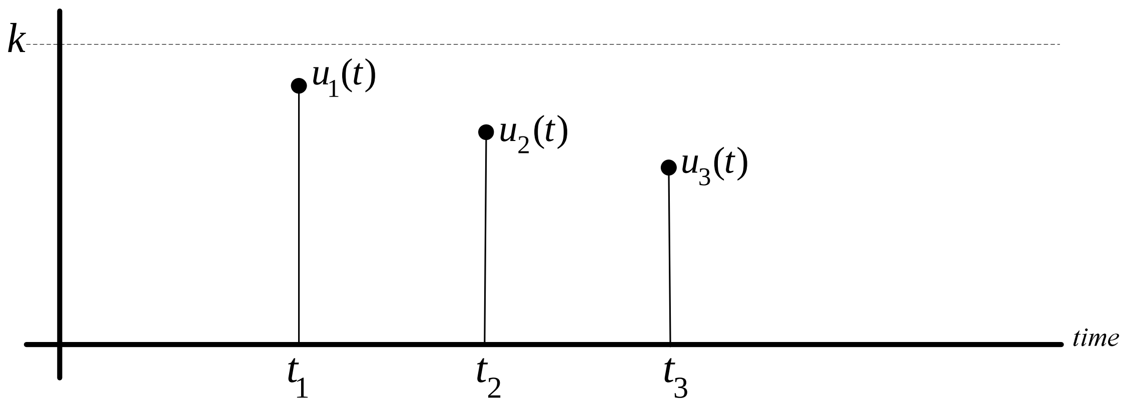
Now, we can also use a table to show the same information. For instance at time t_1 or at time equal to *time 1*, our function is 100% stable. We can also say that at that time, our function executes at 100% stability or normally. In this case, we have this table.

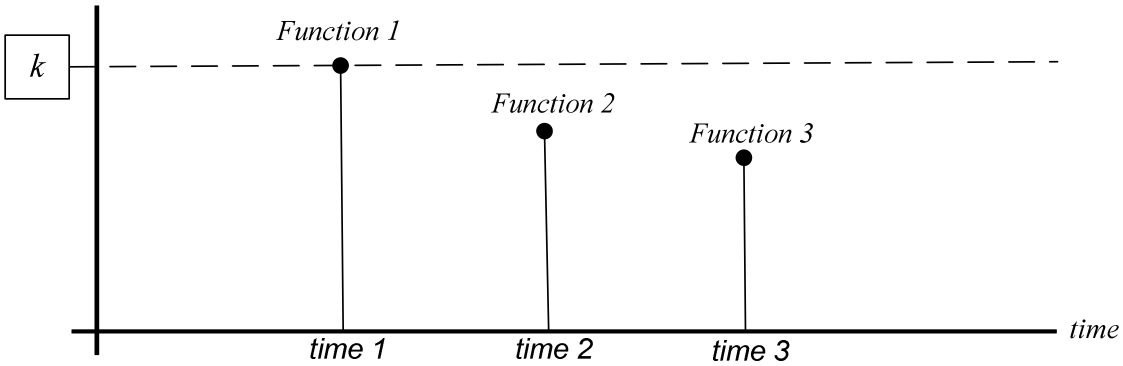
Time of Execution	Function Name	Value of Stability
Time 1	*Function 1*	100%

Now, assume that we are not operating at our basis or our fundamental, our function would be lagging. In this case, related to our understanding, our function is executed below the normal level. From what we have just said, we can use number below 100% to show that. For instance assume that within our works, we execute a function first at 90% stability, and the second time, at 80% stability, we can use a table to show that or a graph. From the same table above, we can add those values.

Time of Execution	Function Name	Value of Stability
Time 1	*Function 1*	100%
Time 2	*Function 2*	90%
Time 3	*Function 3*	80%

Both of the graphs below are the same



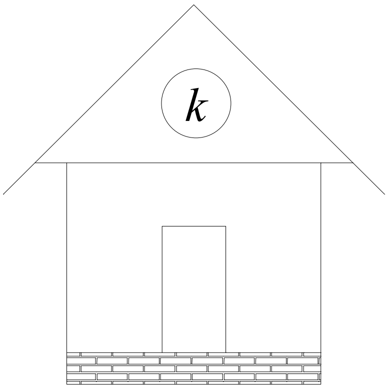


The stability line tells us if the function we execute is inline with our basis. It is very important to be stable in the theory domain. Refer to the entity usage section for more information about using the stability line. Keep in mind that the basis of our operation is considered to be the ceiling of our operation. In other words, the basis of our operation is considered to be where our functions point to. We can also say that the basis of our operation is considered to be where we point to.

Available Option
Available options for the stability entity include:

- The stability entity
- The stability line
- The stability line entity
- Our basis of operation
- Our fundamental of operation
- Our fundamental
- Our basis
- Basis of operation
- Function stability
- Application stability
- Project stability
- Stability of what we do
- Project basis
- Application basis
- Basis of what we do
- Function basis
- Basis of what we do
- Task basis
- Application basis
- Etc.

The Destination Entity



Usage and Description
It is very important in the theory domain to have a destination. Given that our intelligence works in an increment/decrement basis, we can only approach one destination at a time. Without a destination, we would not be able to operate property. Having no destination is like having no future. Having no direction is like having no guidance. It looks like we are going nowhere when we don't have a destination. Since our intelligence can only decrement and increment, without proper destination, we can only decrement or think negatively.

In the theory domain, it is very important to have a direction or a positive direction. We use the house to define our destination, which is the fundamental of our operation or the area we operate. Usually the house tells us where we operate. We always operate in the house. We should never leave our area of operation. Usually, the house is the entity we are looking at when we are operating. Another way to look at it, we think about that house when we are doing something; we usually think about it to do what we do. It gives us ideas or direction. Once we leave it, we no longer have a destination in mind.

The similarity between the house and the stability line is that we operate at the house where the functions we execute are inline with the house. We use the term inline to represent the function we execute at the house and the house itself to represent the area or the region of our operation. It is very important to understand the house, which is the destination entity. Any misunderstanding and misinterpretation will lead us to problem. Let's say it again; the house is our area of operation. We look at the house to do what we do. We think about it, when we do what we do. In the event that we are not at the house, we always look at it, and pursuing the direction to get to it. Let's repeat the similarity between the house entity and the stability entity. We operate at the house, where the functions we execute are inline with the house. In other words, we operate at the house where the functions that we execute executing according to the house. Those functions execute inline with the house; inline is referring to the stability entity. The stability line tells us whether or not our functions execute according to the house or inline with the house.

We use the house entity to define the basis of our operation. Basically the basis of our application is related to our operating principle, which includes the principle that we apply to execute or derive the function that we are working on. In this case, we can incorporate the basis of our application with road, graph, distance to monitor the performance of our function related to our understanding of the principle. We can also use time and the understanding of the principle as well. In this case, all those entities are related to our understanding and the applying the principle. We use the house basis to provide us direction of our understanding of the principle related to our application. We can incorporate the house with distanced to show us how far we are from our goal.

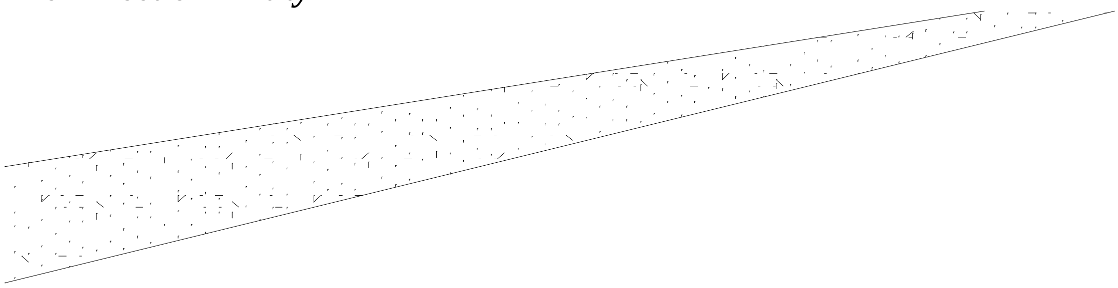
It is very important to have a destination in the theory domain. Given that we are a theory dependable system and the application of theory enable us to do what we do, we must have a destination related to what we do and theory that we apply. Since our intelligence works in an increment/decrement basis, we must have a destination related to our understanding of the principle that we apply. The house entity provides us with a destination related to our understanding of what we do. As a theory dependable system, without a destination our theory dependable characteristic would not be understood by us. Without a destination, we don't think as a theory dependable system. Without a destination, we would not think property about what we do. As a self controllable system, we must have a destination.

Available Option

Available options for the house entity include:

- The house entity
- The destination entity
- Our destination entity
- Application destination
- Project destination
- Destination of what we do
- Our direction
- Our basis
- Our home
- Our fundamental
- Our house
- Etc.

The Direction Entity



Usage and Description
The road entity is like a path that we take to the house. We use the road entity to go to the house. Assume that we are not operating at the house and we want to go to the house, since it is our home, we use that path to go there. That road is the only route that can take us to the house. There is no other road to go to the house. The road entity tells us where to go to the house.

Since we know it is very important to have a destination in the theory domain, it is also very important to follow the right direction in the theory domain. Given that our intelligence works in an increment/decrement basis, we can only follow one direction. Given that our intelligence works in an increment/decrement basis, we can only have one direction in mind to do what we do. The road entity provides us direction to the house, which is basically the direction of our principles of operation. By following that road, we always follow the principles that enable us to do what we do. Another way to look at it, assume that we are not operating at the house; assume that our functions are not executed normally at 100% stability. Now assume that we are below normal for instance at 50%. That means we are not at the house. We are in the road; we need to follow the road to the house. Since we cannot fly to the house, since our intelligence works only in an increment/decrement basis, we need to follow the path incrementally or in a timely manner until wet get to the house. In other words, we need to learn and apply the theory that enables our function to execute normally until we get to normal or stability. At the time we are in the road and our functions do not execute normally, we cannot jump to normal or 100% stability. It is not possible. It is very important to understand what the road is. That pathway is very important to us. It enables us to follow our principles of operation.

Since our intelligence works in an increment/decrement basis, we can only be in one direction at a time. Given that theory can only be applied individually by a person and that person is a single person, only one direction can be followed. We cannot have two directions at a time; it is not possible. In other words, since a person cannot be duplicated, only one direction can be followed. It is not possible to follow two directions or be in two directions at a time. This is the same as saying that, we cannot be in two locations at a time.

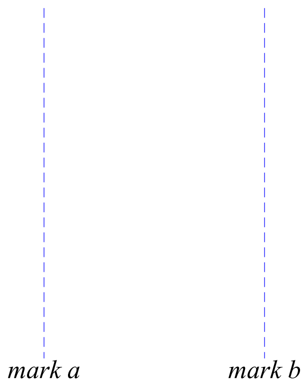
The road entity provides us the direction of what we do. Given that we cannot accomplish everything we are doing instantly; given that our intelligence does not allow us to do everything instantly in terms of learning and applying the principle, however by having a direction, we can incrementally do everything we need to do in a timely manner. Given that our intelligence does not allow us to learn and apply the principle instantly, however by having a direction we can incrementally learn and apply the principle in a timely manner. As a theory dependable system, we must have a direction. As a self controllable system, we must have a direction. Without a direction, we don't act as self controllable. Without a direction, we don't think as self controllable.

We can use arrow with the road entity to show where we are heading. For instance, we can use the up arrow to show that we are heading up to the house, while we can use the down arrow to show that we are heading to the opposite direction.

Available Option
Available options for the road entity include:

- The road entity
- The direction entity
- Our direction
- Application direction
- Project direction
- Direction of what we do
- Our pathway
- Our route to our house
- Route to our basis
- Route to our fundamental
- House direction
- Direction o our house
- Destination direction
- Direction of our destination
- Etc.

The Road Mark Entity



Usage and Description

We use the road mark or distance mark entity to show how far we are from the house. Since we are operating at the house and the house is our area of operation, if we are not at the house, we want to know how far we are from it. We use the road mark to show how far we are from the house. It is very important to understand the road mark and the distance mark. Since the house is our basis of operation, we always think about it and look at it. In the event that we are not operating at our basis, we always want to know how far we are from it. While we are pursuing our path on the road, by setting a mark at a specific point, as we continue, we can approximate our distance. For instance while we are in the path, we set a mark ***a*** at a point, then we continue and set another mark ***b*** at another point. Now we can approximate the distance and determine if we are farther or closer to the house. It is very important to understand the distance marks and their usefulness.

Since our intelligence works in an increment/decrement basis, we always need something to think about when we do things. In the event that we disregard our fundamental or our basis of operation, we simply disregard the house. Now, we simply move away from the house. Once we recognize we are not at the house, we need to move or walk to the direction of the house. Since we cannot fly to the house, we need to walk incrementally in order to get there.

The way to look at it is that if we are not operating in normal mode, the functions that we execute are not 100% at our basis. In this case, we need to work to enable our functions to execute at normal level. Now assume that we are at 50% normal, which is about half way from the house, we can set a point there, then continue. Now we do everything possible to learn the principle of our operation and apply it property. Later we can set another point which is related to functions that we execute at that time. We can then determine whether those functions approaching normal level or execute better than previously. Assume that we execute at 48% of the house, which mean we are closer to the house. In this case we are making progress. The 48% means we are at a closer distance to the house.

Available Option

Available options for the road marks entity include:

- The road mark entity

- The distance mark entity
- Road mark
- Point mark
- Mark name
- Distance name
- Points
- Distances
- Etc.

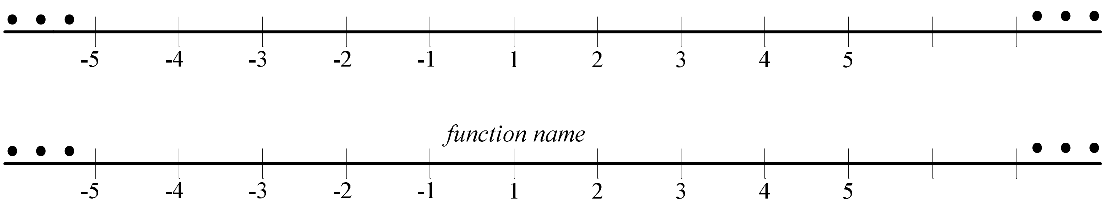
The Distance Entity

Usage and Description
The distance entity is the difference between two road marks. Refer to the usage of the road mark entity for more information.

Available Option
Available options for the distance entity include:

- The distance mark
- The distance entity
- Distance name
- D or d
- Distance mark
- Etc.

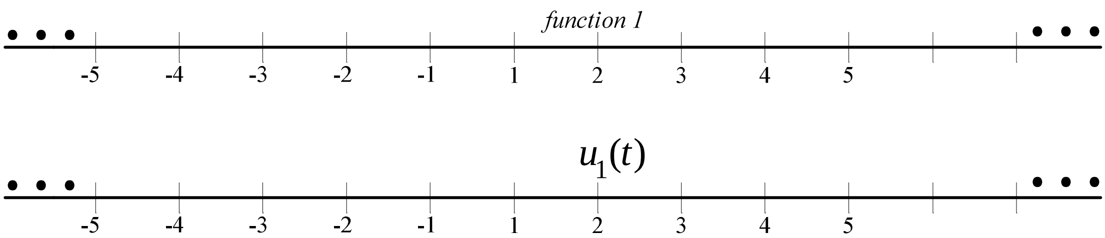
The Theory Scale Entity



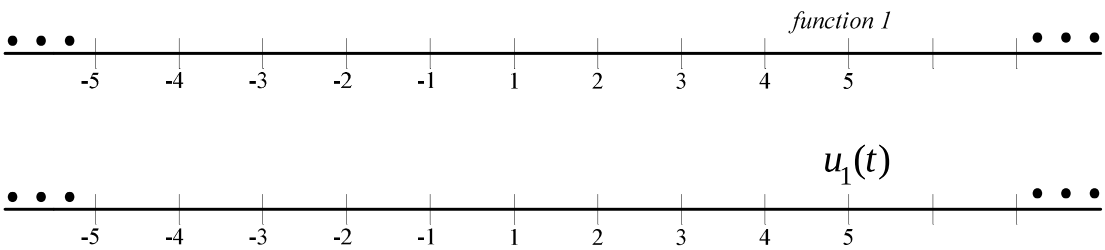
Usage and Description
Since a theory is an infinite set of principles and there is no limit in term of our learning ability. We can use the theory scale to show our function execution related to our understanding. In other words, we use the theory scale to show our function related to our application of theory.

Usually, the theory scale uses only positive number, but since we are a theory dependable system and when we disregard a theory we simply operate in the philosophy mode, so it makes sense to present the theory scale with negative numbers as well. In this case, the negative part is used for negative philosophies or negative ideas, where the positive part is used for theory.

We use the theory scale chart to show the level of our understanding related to application of theory. In other words, we use the chart to show the level of our understanding of the function that we execute. We can also say that we use it to show the performance of our function related to our understanding. For instance, assume that we are operating below stability. We realize that and we are in the process of learning and applying theory properly. Now, at the time we were operating below stability, we did not have a good understanding of what we were doing. For that reason, our function did not execute property. At that time, we can show our function at a level on the scale. For instance, assume that at that time we were at level 2 as shown below. Both of the charts below are the same.



Now we are making progress in learning and applying the theory that enable our function to execute. As we are making progress in learning and applying the theory, our function also executes better. We can adjust the chart above to show how our function moves with our level of understanding. In this case, we show the moving of the function related to our understanding. Now, our function execute better, because we have a better understanding of what we do. We show that on the chart below; both of them are the same.



We can approach the theory scale like shown by the table below. Since the theory scale shows the level of our theory application, we can use this table to show the result.

Theory	Apply Theory	Result or Output	Function on Scale
Green	Green	Green	Positive
Green	Red	Red	Negative
Red	Red	Red	Negative

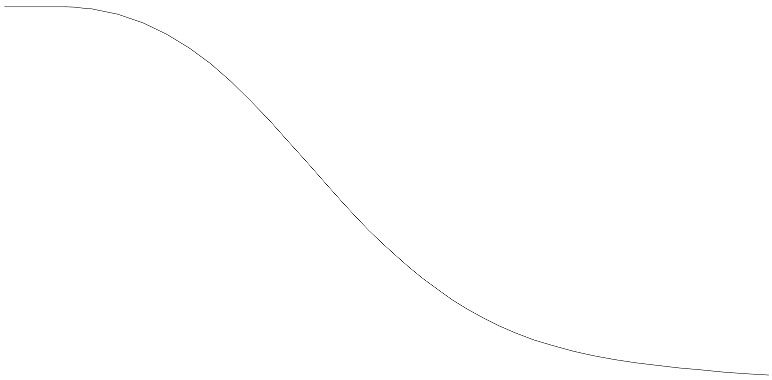
T	$Tr\{T\}$	$u(t)$	**On Scale**
Green	Green	Green	Positive
Green	Red	Red	Negative
Red	Red	Red	Negative

Available Option

Available options for the theory scale entity include:

- The theory scale entity
- Our level of understanding
- The scale of our understanding
- Our level of application of theory
- Our level of understanding of applying theory
- Level of theory application
- Level of function execution
- The level of what we do
- Level of understanding of what we do
- Theory scale chart
- Theory scale graph
- Application scale
- Project scale
- Function scale
- Function on theory scale
- Etc.

The Downhill Entity



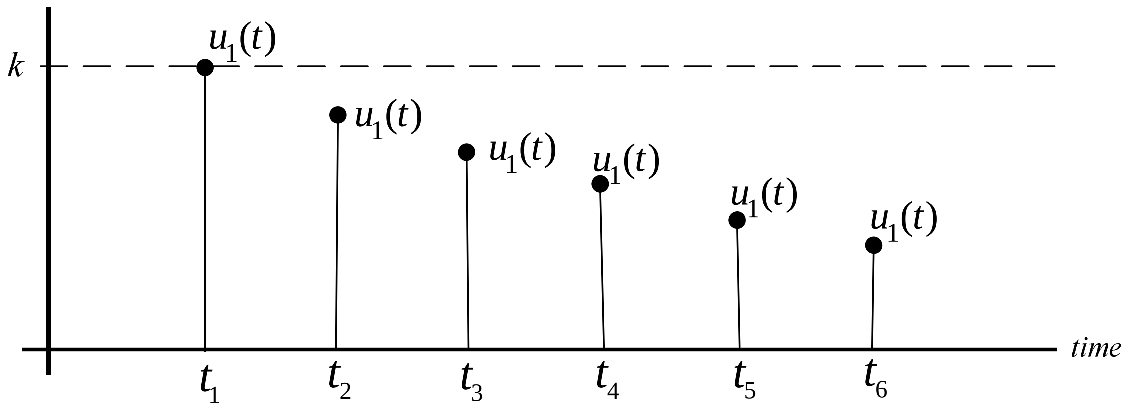
Usage and Description

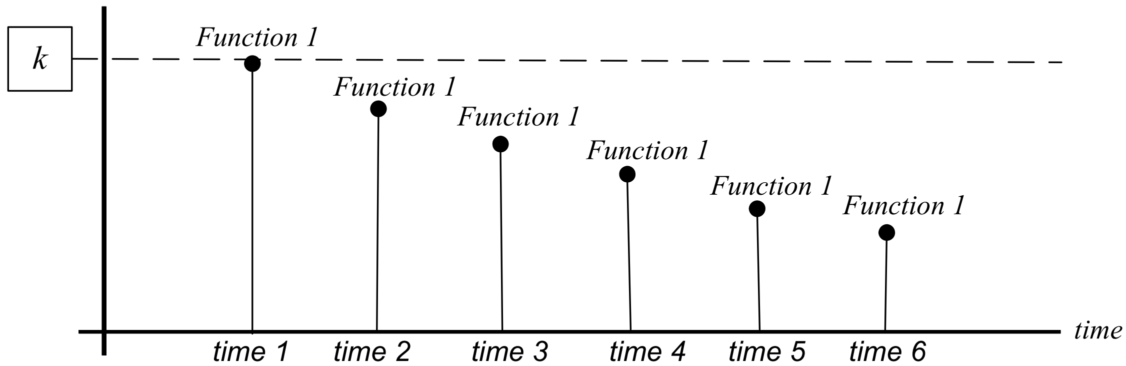
We use the downhill graph, which is basically the downhill process to evaluate the performance of our function. The downhill process is related to our function execution based on us applying theory. The downhill process shows our function execution related from our understanding. Since our intelligence works in an increment/decrement basis and our intelligence needs ideas from theory to work with in order for us to do what we do, any negative previous idea will lead us to continue do things negatively. In this case, the normality of our function execution related to time always lags the previous one. This process is known as the downhill in the theory domain. We can represent the process which is the downhill entity in a graphical format

Basically, the downhill process enables us to show our function related to time. We can also say that the downhill process enable us to show our average function execution related to time. Here is the way to look at it, assume that we are operating in the philosophy mode. The way to look at it, we start good with some principles, but we did not follow them. In this case, we drop the principles and rely on our own philosophies. Since the application of negative philosophies is also expandable negatively, the previous negatives lead us to more negatives. In this case, we can show our function execution related to time in a tabulated form and a graphical form as shown below. Both of the tables and the graphs are the same. They show the declining of the function from normal execution related to our understanding of the theory that enables us to execute the function.

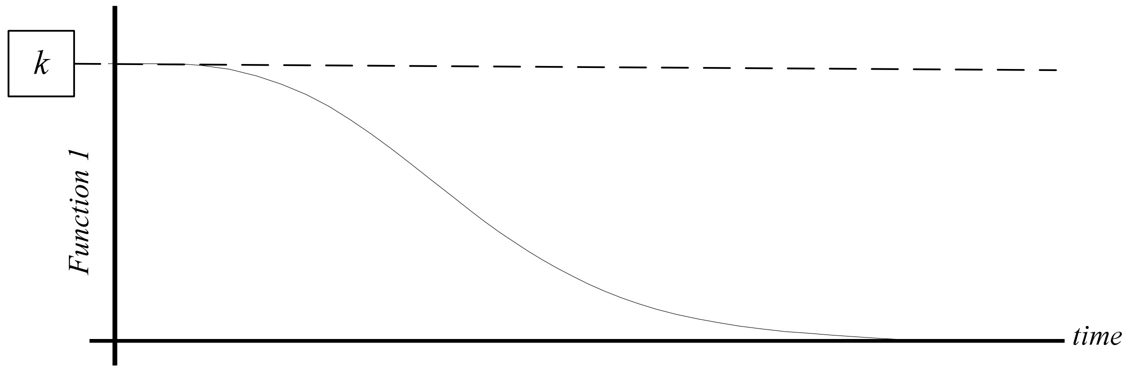
Time	Function	Percent of Normal
t_1	$u_1(t)$	100
t_2	$u_1(t)$	95
t_3	$u_1(t)$	90
t_4	$u_1(t)$	85
t_5	$u_1(t)$	80
t_6	$u_1(t)$	75

Time	Function	Percent of Normal
time 1	*function 1*	100
time 2	*function 1*	95
time 3	*function 1*	90
time 4	*function 1*	85
time 5	*function 1*	80
time 6	*function 1*	75





The way to look at it, since we get the same ideas from previous applications to execute the current function and the next function, we continue to operate abnormally as time goes. As shown above, we have used both a table and a graph to show that. The graph below is the same as the one above. All that we do use the downhill entity with graphical axis to represent the process.

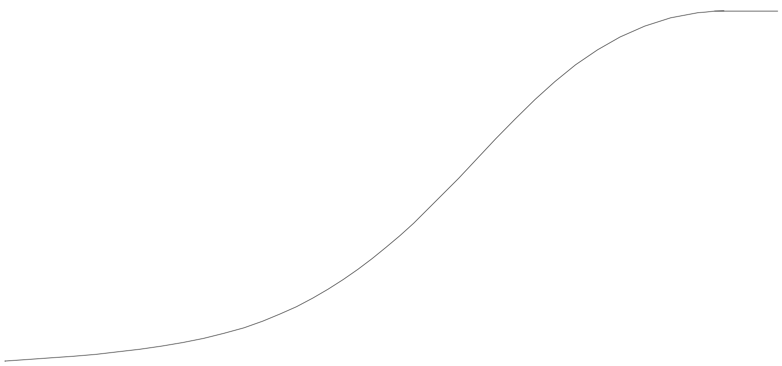


It is very important to understand the downhill process. Our intelligence works in an increment/decrement process and we need ideas to do what we do. Now when we disregard our operating principles, we simply disregard our basis of operation. In this case, we simply use negative philosophies as our operating basis. In other words, when we disregard our operating principles, we simply disregard the logic that enables us to execute functions normally. In this case, we simply operate negatively. This is basically what the downhill process is.

Available Option
Available options for the downhill entity include:

- The downhill entity
- The downhill process
- The downhill graph
- The downhill chart
- Downhill path
- Application declining
- Project declining
- Project Path
- Going down
- Downhill
- Declining
- Etc.

The Uphill Entity

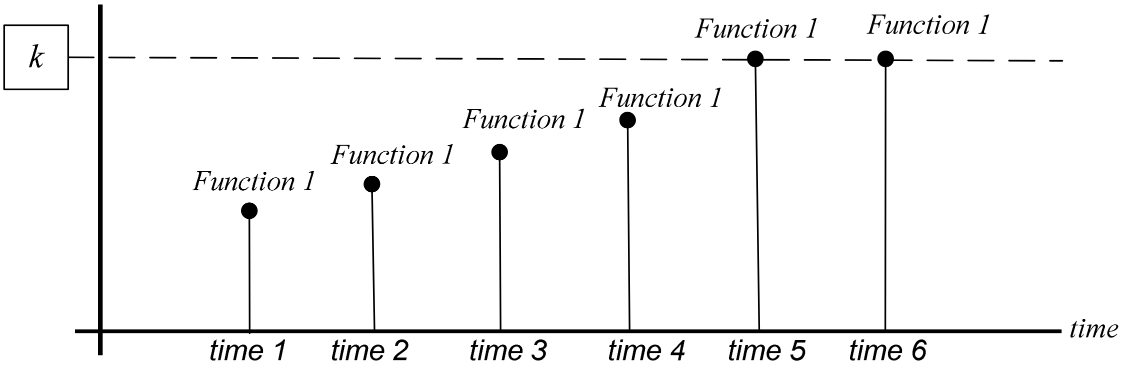


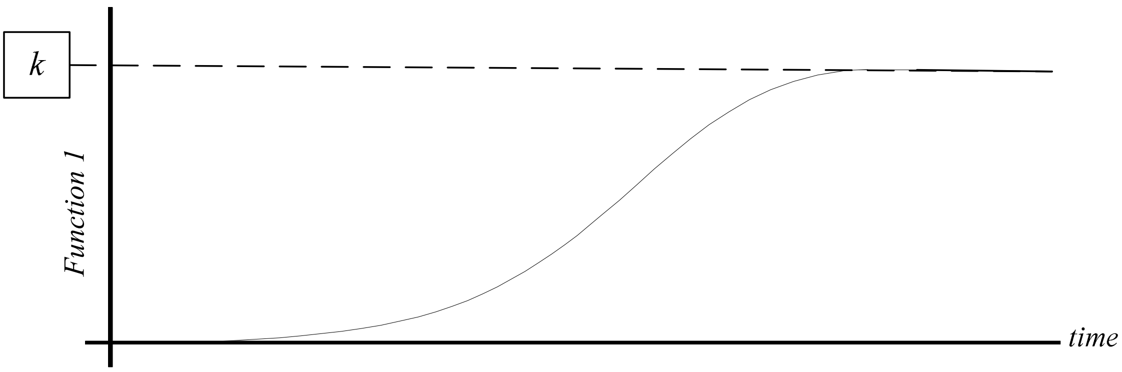
Usage and Description
The uphill entity is the process of executing our functions toward stability. Assume that we did not start to operate at normal level. In other words, at the time we start applying theory to execute our function; we did not rich normal level. At the time we start execute our function, we did not rich our stability level. Now, we need to learn and apply theory to enable to execute the function normally. Since our intelligence works in an increment/decrement basis, we cannot jump to stability instantly. However, related to time, as we keep learning and applying the theory, at some point of time we can reach stability. The uphill process enables us to show the progress of our function related to our understanding of applying theory. In other words, by using the uphill process, we can show the progress of our function execution related to time.

To better understand the uphill process, let's take it like this. Assume that at the time we realize that we are not operating properly; our function was executed about 60% of normal. Now that we realize that, we have taken all necessary steps by learning the principle and apply it property in order to execute our function property. As shown by the table below, we use some percent values of normal to show performance of our function. Both the table below and the graphs are the same.

It is very important to understand both the uphill process and the downhill process. We can use both the uphill and the downhill processes to approximate a lot of functions in life. We can also use them to approximate the performance of entities that make up a function and the performance of many functions that make up a main function. We use the downhill process to show the declining of our application performance or our project performance, while we use the uphill process to show the increase of our application performance or the increase of our project performance.

Time	**Function**	**Percent of Normal**
time 1	*function 1*	60
time 2	*function 1*	70
time 3	*function 1*	80
time 4	*function 1*	90
time 5	*function 1*	100
time 6	*function 1*	100

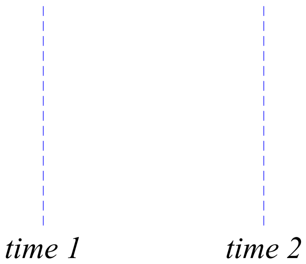




Available Option
Available options for the uphill entity include:

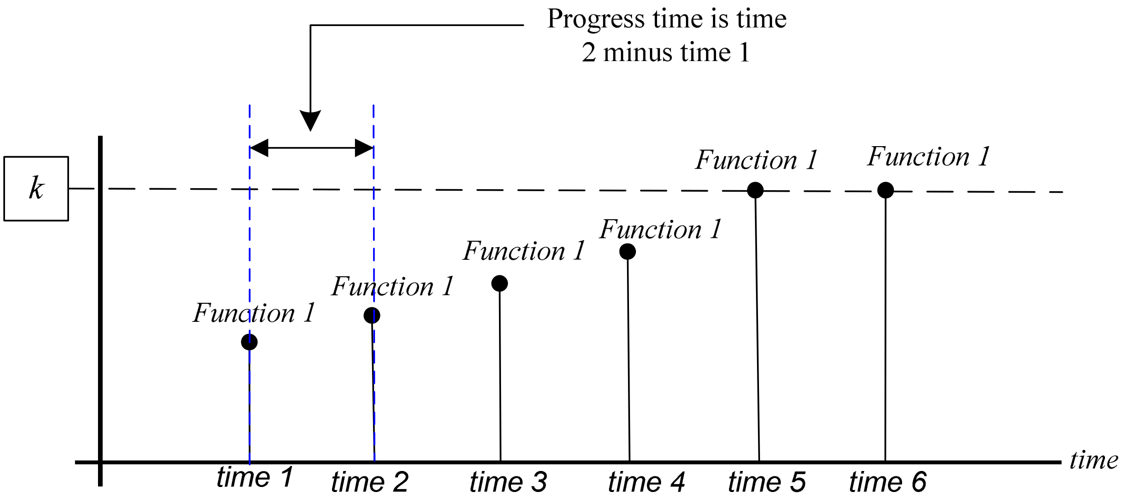
- The uphill entity
- The uphill process
- Uphill graph
- Uphill path
- Project path
- Increase of application performance
- Increase of project performance
- Uphill
- Climbing
- Going up
- Etc.

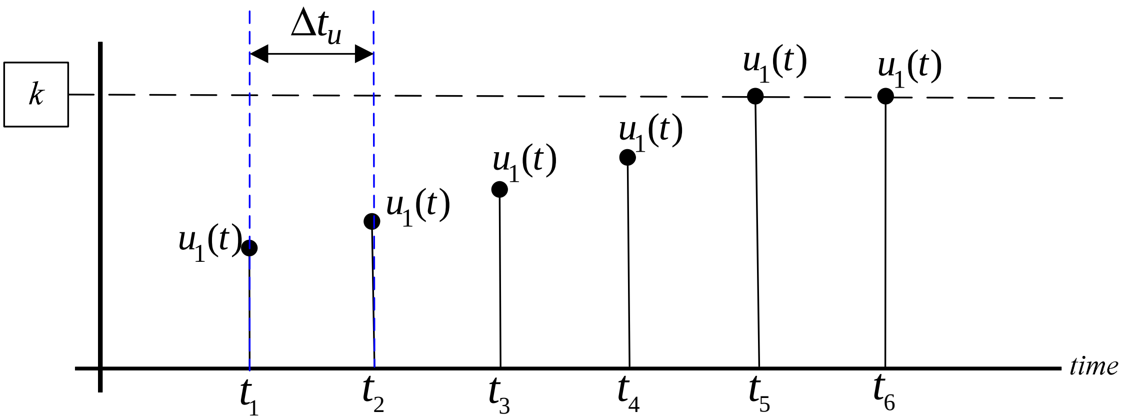
The Time Mark Entity



Usage and Description
Using the time mark entity, we can set a time at a specific point during our function execution to evaluate the performance of our function. Assume that we execute a function now, and then we can record the time. When we execute the same function later, we can also record the time, and then evaluate the performance of both executions. For instance, we can determine if we are making progress now, or we make more progress later. The time marks enable us to record our function execution related to time and determine the performance.

This is the way to look at it, assume that we are going uphill. We start at 50% normal and at the same time, we execute *function 1* and we record that time, *time 1*. Later again, we execute the same function, but at another time. Now, we can use the difference of time to determine our progress. For instance, if the second time we execute the same function, we get it to 60% normal, we can record that time and determine how long it takes us to get that 10%. We can use change of time with the time mark to evaluate the performance of our function. The graphs below show an example. Both of them are the same.





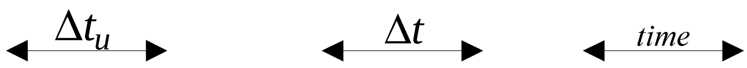
Let's review the difference between the uphill chart and the downhill chart again. We use the uphill chart to show the performance of a function that we add to life. In this case, we show the execution of the function in a timely basis. In other words, every time we execute the function, we show that on the graph related to our basis of operation. In the other hand, we use the downhill chart to show the declining of a function that we add to life.

Available Option

Available options for the time mark entity include:

- The time mark entity
- Time mark
- Time line
- Time line entity
- Date line entity
- Time
- Date
- Etc.

The Progress Time Entity

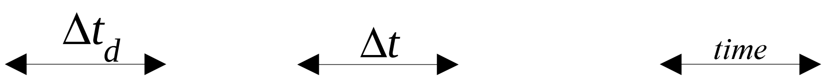


Usage and Description
The progress time entity is simply the difference between the two time marks. The progress time entity enables us to determine how long it takes us to make progress in our application. Refer to the time mark entity for more information. Usually, we use the term progress time during the uphill process.

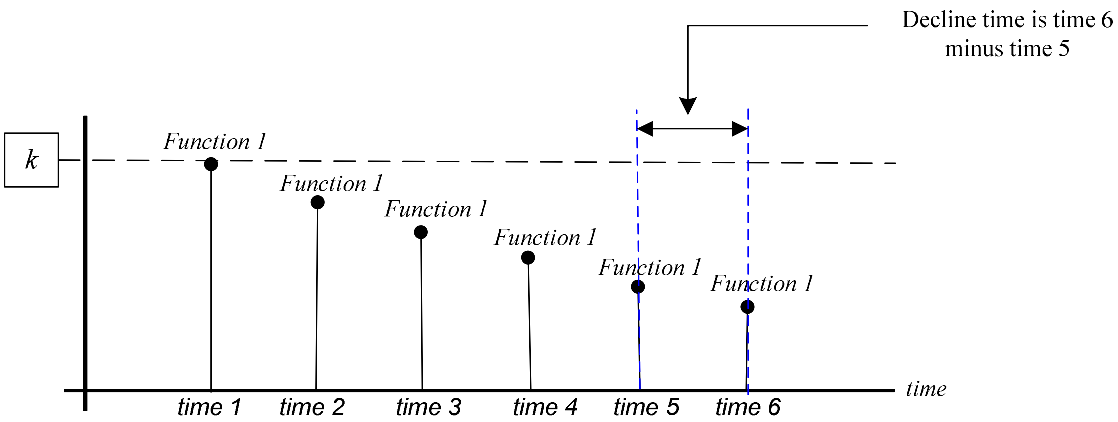
Available Option
Available options for the progress time entity include:

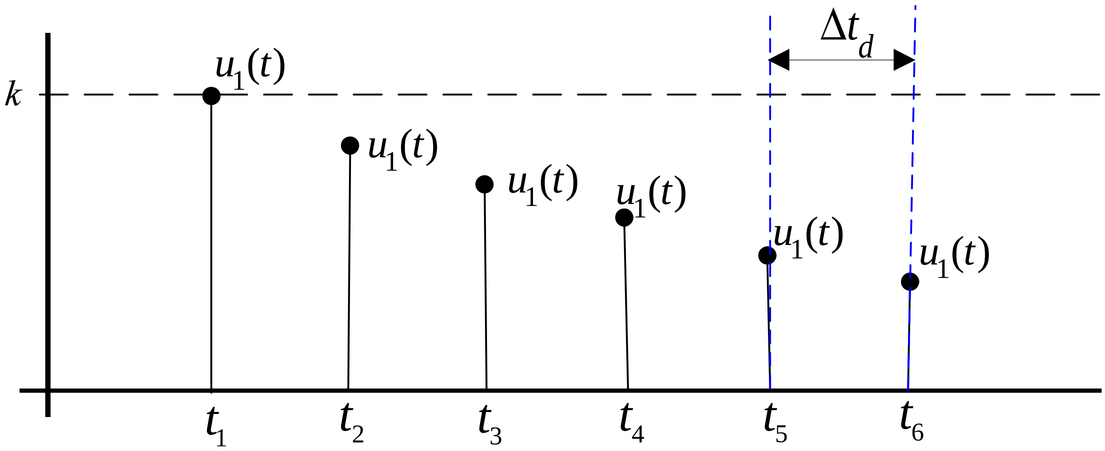
- The progress time entity
- Change of function related to application of principles
- The difference time
- Uphill time
- Climbing time
- Time
- Delta t
- Delta t uphill
- Delta time
- Delta time uphill
- Delta "t" 'u"
- Δt_u
- Etc.

The Declining Time Entity



Usage and Description
Usually we use the declining time entity in the downhill progress. Since in the downhill process we continue to execute our functions negatively, we can approximate the time it take to drop farther from normal. For instance, assume that we are operating in the downhill mode, and then we are at 60% off normal. Now, we can set a time mark at that point, and then continue farther. While we continue down, we rich 70% off normal, we then set another time mark and measure the time it take us from 60% to 70%. The graph below shows the usage of the declining time entity in the downhill process. Both of the graphs below are the same.



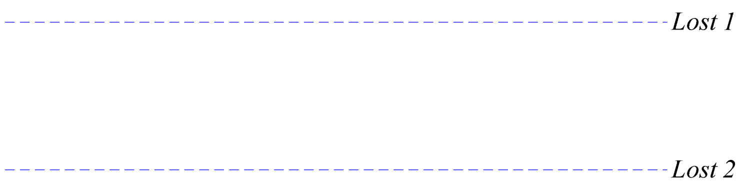


Available Option

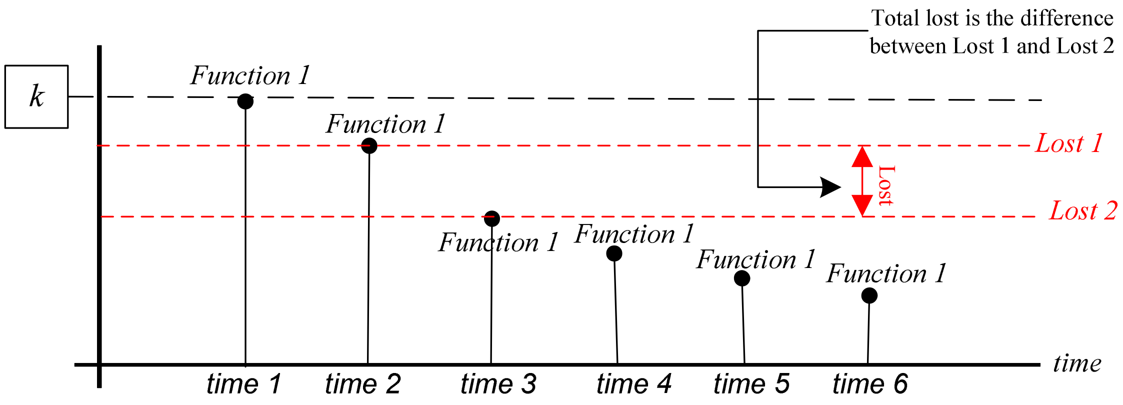
Available options for the declining time entity include:

- The declining time entity
- Change of function related to misapplication of theory
- Declining time
- Time lost entity
- Downhill time
- Delta t downhill
- Delta t
- Time
- Down time
- Delta “t” “d”
- Δt_d
- Etc.

The Lost Line Entity



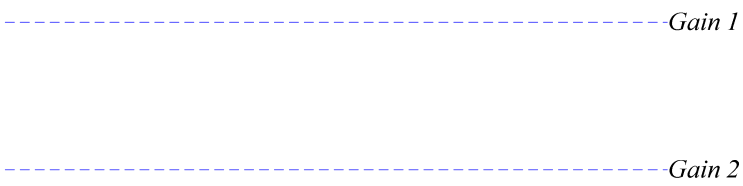
Usage and Description
We use the lost line entity to determine our lost from one point to another point. Assume that we are operating in the downhill mode, we first execute our function and we execute it at 90% of normal. We can put a line at that mark. Now, we continue down and we execute the function again at another time. Since we are in the downhill process, we can put another line at that point. The difference between the two lines is our lost. The graph below shows exactly what we have just said. By looking at the downhill graph below, we can see the total lost from time 2 to time 3 is the difference between the two loses. We can also use the lost line entity with the time mark to determine the time it takes for specific lost.



Available Option
Available options for the lost entity include:

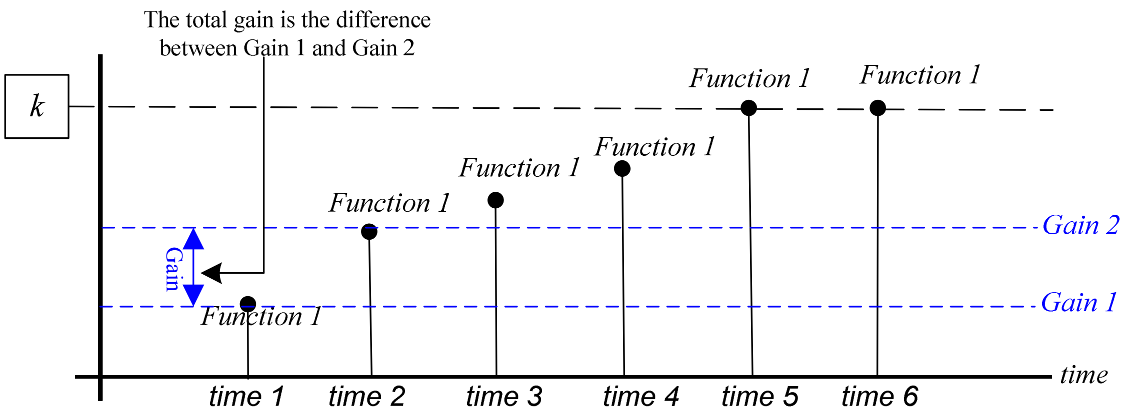
- The lost entity
- Lost line
- Lost mark
- The lost line entity
- Lost of function declining
- Lost of normal
- Lost of fundamental
- Lost of stability
- Lost of basis
- Etc.

The Gain Line Entity



Usage and Description

The gain entity is used to show our gain from specific point of a function execution to another point of a function execution. Usually we use the gain line during the uphill process to approximate the time it takes us to gain to our normal. For instance, since we are not operating are our basis, incrementally if we continue applying the theory to enable the execution of our function, we can make progress toward normal execution. Assume that we start at 50% of normal; we can set a gain line at that point. Then the next time we execute the function, we can set another line at that point and compute the gain from the two points. The graph below shows what we have just said. By looking at the graph below we can see our gain between time 1 and time 2. We can also use time mark with the gain entity to determine the time it takes for specific gain.



Available Option

Available options for the gain line include:

- The gain entity
- The gain line
- Gain
- Gain of our basis
- Gain of our fundamental
- Gain of stability
- Function gain
- Gain mark
- Etc.

The Lost Entity

Usage and Description
Refer to the lost line entity for more information about using the lost entity. More explanation has been provided in the usage and description of the lost line entity.

Available Option
Refer to the lost line entity for more option on the lost entity. In addition to that, we can add the following.

- Lost
- % Lost
- L
- %L
- Delta lost
- ΔL
- Etc.

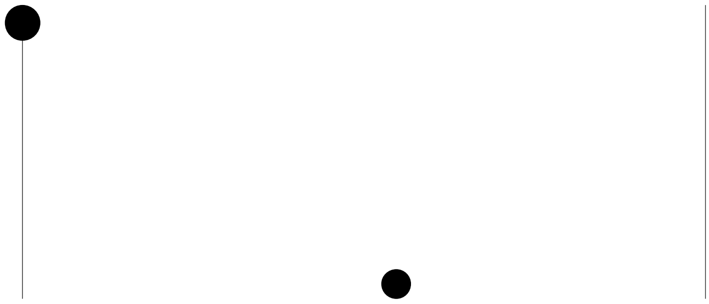
The Gain Entity

Usage and Description
Refer to the gain line entity to learn more about using the gain entity. More information has been provided about using the gain entity and the usage of the gain line entity.

Available Option
Refer to the gain line entity for more option on the gain entity. In addition to that, we can add the following.

- Gain
- %Gain
- Delta gain
- G
- %G
- ΔG
- Etc.

The Stability Point Entity



Usage and Description

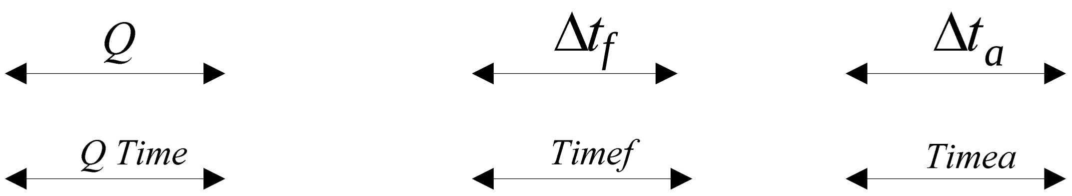
We can use the stability point entity with graphical axis to show the graphical representation of our function. Refer to the downhill and the uphill entities for more information about using the stability point. Rather than using the stability point entity as shown above, if we want to, we can use a point and a line to show our function execution at specific time. The stability point and the stability line can be used for both the functional and the physical system stability.

Available Option

Available options for the stability point entity include:

- Stability point entity
- Personal stability point
- Stability
- Stability amount
- Percent of stability
- Function execution point
- Etc.

The Generation Time Entity



Usage and Description

We can use the generation time entity with graphs to show the time of a generation. For instance, the generation time entity can be used with the downhill graph to specify a time for a generation. The Δt_a can be used for generation time after, while Δt_f can be used to show generation time before.

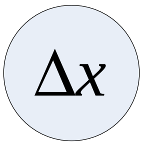
Available Option

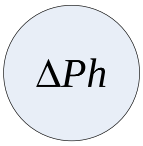
Available options for the generation entity include:

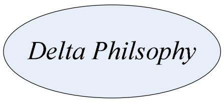
- Q time
- Q

- Δt_a
- Δt_f
- Delta “T” f
- Delta “T” a
- Time “f”
- Time “a”
- Generation after
- Generation before
- Etc.

The Delta Philosophy Entity



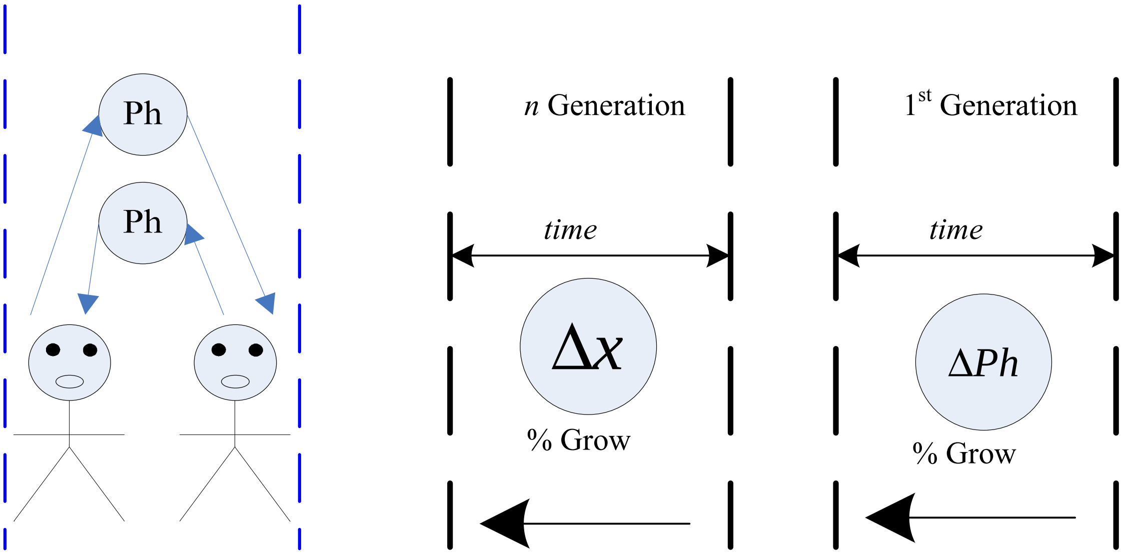




Usage and Description
We use the delta philosophy entity to show the adopted and inherited philosophies. For instance we can use the delta philosophy entity to show the effect of philosophies on a system. In this case the delta philosophy includes all inherited or adopted philosophies by that system.

Available Option
Available options for the delta philosophy include:
- Delta philosophy
- Effect of philosophy
- Change of philosophy
- Change related to effect of philosophy
- Etc.

The Philosophy Inheritance Entity



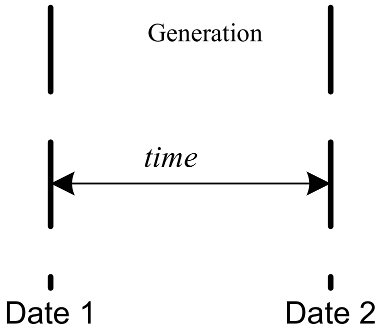
Usage and Description

We can use the philosophy inheritance entity to build a philosophy inheritance chart to show the inherited philosophies from generation to generation. In that chart, we can show a lot of details for instance, size of delta philosophy, percent grow, time, date, philosophy pass through, philosophy inherited, person with index, number of people per generation, philosophy with index etc. If we want to, we can also use the following entities to build a philosophy inheritance chart.

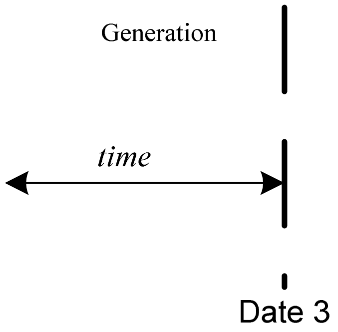
The inherited label shows how philosophies are inherited from one generation to other generations. In this case, it shows the direction of the philosophies from past times to present times.

The pass through arrow shows how philosophies pass through from one generation to other generation. This arrow is similar to the inherited arrow; however we can use it to show the first inherited philosophy. For instance, if the negative philosophy was generated at *time 1* and passed to another generation at *time 2*, we can use the pass through arrow to show that. In this case, the first arrow in the philosophy inheritance chart will be the pass through arrow. The pass though arrow shows the first inherited philosophies from one generation to another generation. For instance in our case, it shows the first inherited philosophy from *time 1* to *time 2*. This is basically philosophy inherited at *time 2* from *time 1*.

Below is simply an empty chart for one generation. In this case, we can put more data to it in order to build a philosophy inheritance chart.

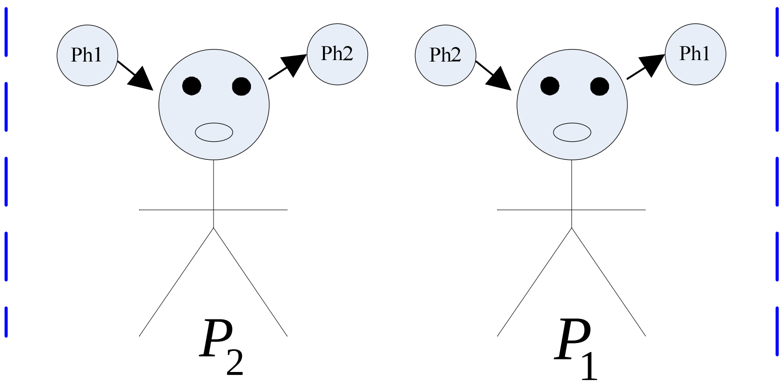


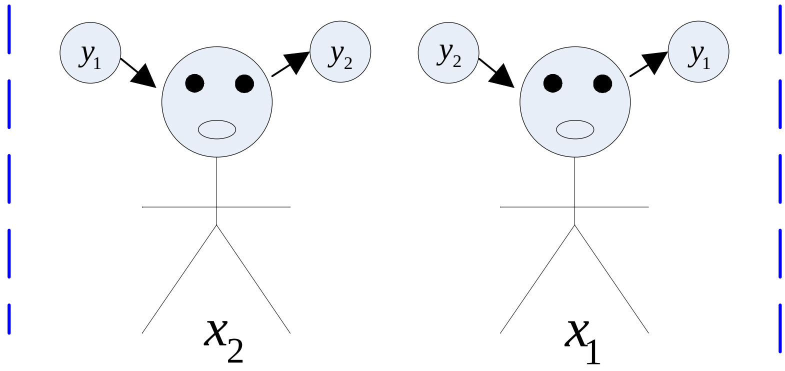
Below is an empty chart again. In this case it can be used for successive generation. For example, assume we are building a philosophy inheritance chart, we can use the empty chart above, then use that one for as many generation as we want.



In addition to what we have said above, we can use the time chart with the philosophy inheritance entity to show more information about philosophy inheritance. We can also use table to provide more information as well.

The philosophy inheritance chart can also be built in the following form. In this case, we use arrows with the philosophies to show more information about them and also the systems that adopt them; both of the diagrams below are the same.

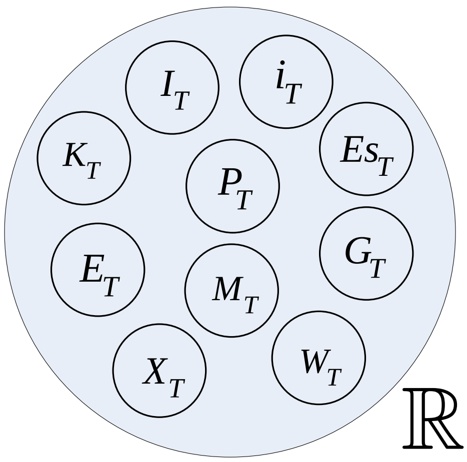


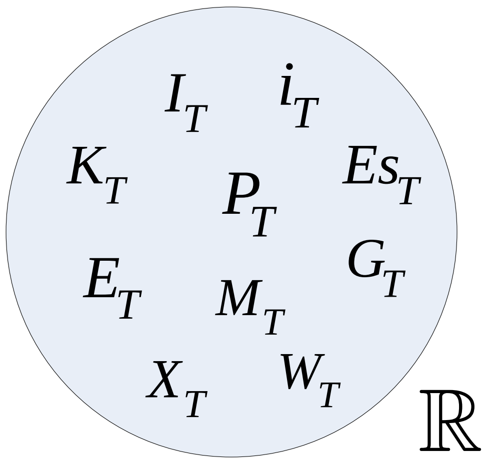


Available Option
Available options for the philosophy inheritance entity include:

- The philosophy inheritance entity
- Philosophy inheritance
- Philosophy inheritance chart
- Adopted philosophy
- Philosophy from generation to generation
- Etc.

The Given Reference Entity





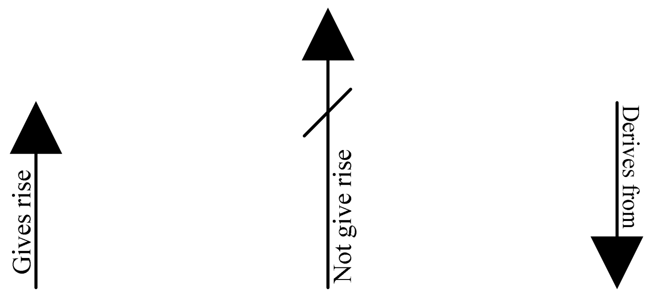
Usage and Description
The Given Reference Entity can be used to show the given reference. The given reference entity is a set that includes all principles that make up our utilization theory. The items that include in that set are shown in the given reference entity as there are. By understanding that, we can see that items cannot be added and removed from that set. The set is made of 10 elements. They cannot be reduced and other elements cannot be added as well. The 2 diagrams above show the given reference. Both of them are the same. We can use either one of them to show the given reference.

Available Option
Available options for the given reference entity include

- $\mathbb{R}$
- The given reference
- Our given reference
- A given reference
- Our reference
- Reference
- A reference
- The reference
- Etc.

Label Entity
We can use labels to describe or provide more information to an entity or action. For instance, we can use the give rise label to show a theorem comes from a theory. Here are the lists of many labels. They can be rotated or flipped to any direction we want.

The Give Rise Label
We use the give rise label to show an entity that gives rise to another entity. We can also use it to show an entity that comes from another entity. Depends what we want to show or the direction of the entity, we can also change the text on the label. For instance, we can use the give rise label to show that an entity gives rise to another entity. In the other hand, we can also change the text to *derive from* to show that the other entity comes from the entity that gives rise to it.



Available Option
Available options for the give rise label include

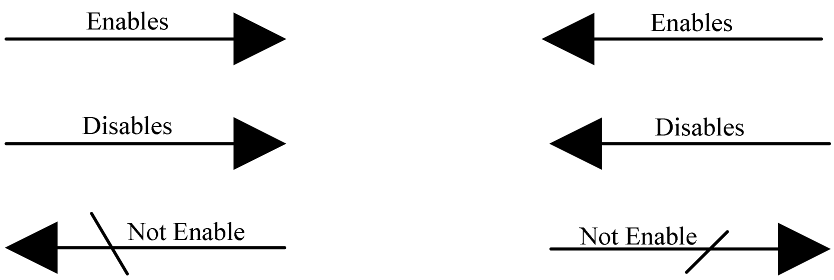
- Give rise label
- Give rise
- Give rise entity
- Derived from
- Produce from
- Made of
- Etc.

The Dependency Label
We use the dependency label to show an entity that depends on another entity. We can also negate it to show an entity that does not depend on another entity. This label can be rotated or flipped to reflect or desired direction.

Available Option
Available options for the dependency label include

- Depend
- Dependency entity
- Work with
- Part of
- Etc.

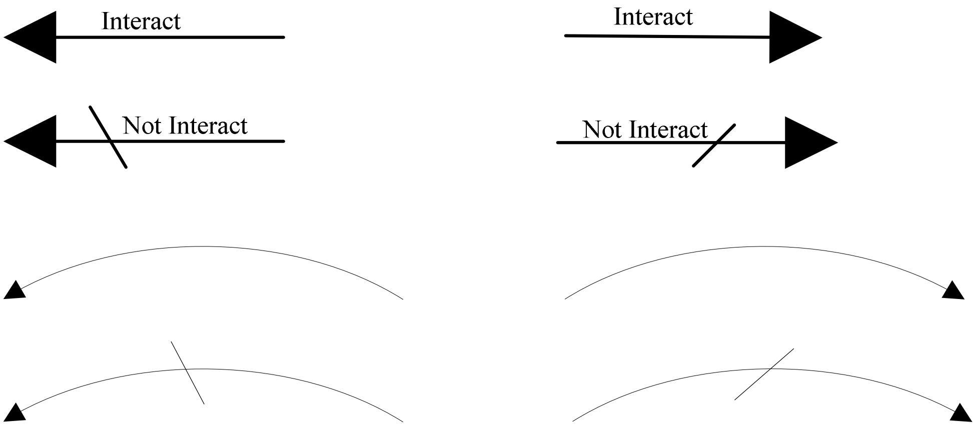
The Enable Label
We use the enable label to show an entity that enables another entity. We can also change the text on the label to show an entity that disable another entity or an entity that does not enable another entity. Below is the list of the enable label.



Available Option
Available options for the enable label include

- Enable
- Allow
- Etc.

The Interaction Label
The interaction label is used to show an entity that interacts with another entity. The text of that label can be changed to reflect what we are doing. For instance we can negate the interact word to show an entity that does not interact with another entity. The label can be rotated or flipped to reflect our desired direction.



Available Option

Available options for the interaction label include

- Interact
- Interaction
- Interaction entity
- Etc.

The Inheritance Label

We use the inheritance label to show an entity that inherits another entity. For instance, we can use the inheritance label to show philosophy inheritance. In this case we use it to show philosophies that come from other people at specific time or date. The label can be rotated or flipped to reflect our direction.

Available Option

Available options for the inheritance label include

- Inheritance
- Inherit
- Come from
- Pass through
- Etc.

The Allocation Label

The allocation label is used to show a theorem that is allocated in a theory. For instance in a theory, we can use the allocation label to indicate the theorem that we select to apply. Refer the entity usage section to learn more about the allocation label. Again, this label can be flipped or rotated to reflect our direction. We can also change the text on the label to reflect anything we want to say. For instance we can change the *allocate* word to *select*, *set*, *flag*, *flag to apply*, *select to apply*, *set to apply*. We can also negate it to reflect a theorem that is not allocated in a theory.

Available Option
Available options for the allocation label include

- Allocation
- Allocate
- Select
- Choose
- Etc.

The Push to Apply Label
The push to apply label is the same as the allocate label. It shows that in a theory, we push a theorem to apply. This is the same as saying that in a theory, we select specific theorem to apply. We use this label when a theory is connected to the apply entity. In this case, we can select specific theorem to push up to the apply entity so we can apply it to execute a function. The word in this label can be changed similarly to the allocate label to reflect what we wan to say. We can also flip it or rotate it to reflect our desired position as well.

The Symbol Identification Label
We can use the symbol identification label to show more information about a symbol. For instance we can use the symbol identification label with equation to show more information about the symbols use in that equation. Again we can flip it or rotate it to reflect our desired direction.

The Direction Label
We can use the direction label to show where we are heading. For instance, assume that we are in the downhill process; we can use the down arrow to show that we are heading the opposite direction of the house. In this case, we can use with the road entity to show that. If we are heading to the direction of the house, we can use the up arrow label with

the road entity to show that. We can also use the direction label with both the uphill graph and the downhill graph to show where we are heading.

While we use the direction label to show where we are heading, in terms of our direction and our destination, we can also use the direction labels shown below to show entities that go up and down. For instance, if an entity causes another entity to go down while that entity is going up, we can use the label below to show that.

The Association Label

The association label can be used to show an entity that associates with another entity. Given that a system must associate with a theory in order for the theory to work on that system. Given that a system must associate with a theory in order for that theory to be used for that system, we can use the association label for example to show a theory that associates with a system or a system that associates with a theory. The label can be rotated to our desired direction.

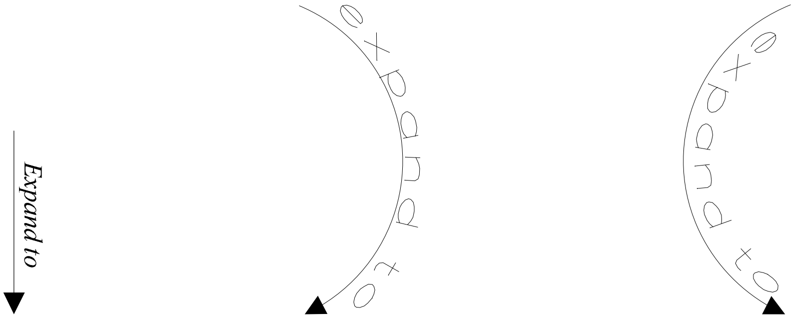
Available Option

Available options for the association label include

- Association
- Associate
- Related
- Relation
- Etc.

The Expansion Label

We can use the expansion label to show the expansion of an entity. For instance, we can use the expansion label to show how a theory expands to multiple theorems. The label can be rotated to reflect our desired position. The text on the label can also be changed to text that we would like to use.



Available Option
Available options for the expansion label include

- Expansion
- Expand
- Increase to multiple
- Etc.

The Continuity Entity
We can use continuity whenever it is necessary to show the continuity of an entity. For instance, we can use the continuity entity show a group of people. We can also use continuity to show the continuity of theorems in a theory. Whenever and wherever it is possible, the continuity entity can be used. As shown below, the continuity can be formatted however we want to reflect what we ware doing. For instance to show a group of people that apply theory to derive or execute a function, we can format the continuity in an arc form to show the continuity of the people or system applying theory.

The Grouping Entity

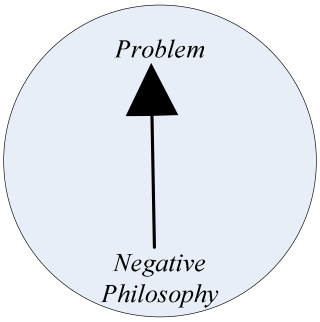
Usage and Description

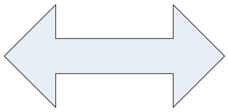
We can use the grouping entity to group entities. For instance, we can use it to group functions and other entities. Refer to the entity usage section for more information about using the grouping entity.

Available Option
Available options for the grouping entity include:

- Group
- Addition
- Etc.

The Problem Entity

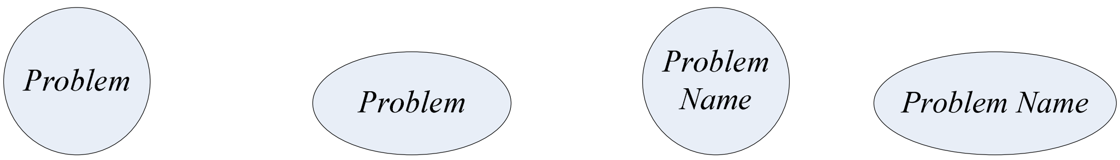




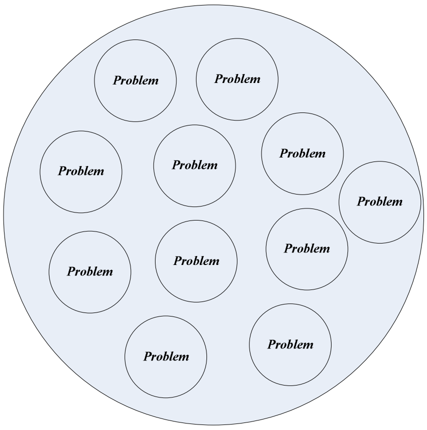
$$Tr\{\overline{T}\}=\overline{u}(t)$$

Usage and Description
While it may not be necessary, however it we want to, we can use the problem entity listed above to show the development of a problem from a negative philosophy. Since the applications of negative philosophies are problems, we can use the circle with the arrow to show a problem that is development from a negative philosophy. In this case, we can label the arrow; identify the problem, and the philosophy. For instance if negative philosophy one gives rise to problem one, then we can show the following in the problem entity: *negative philosophy one, gives rise, problem one*. The operation on the left is the same as the one to the right. It simply states that a faulty function is a result of application of negative philosophies.

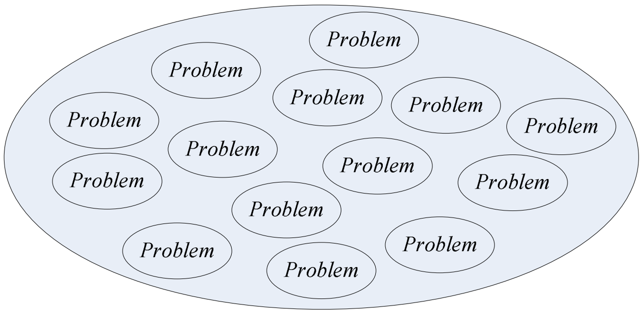
Since negative philosophies are problems themselves, the problem entity with the give rise arrow, the negative philosophy name, and the problem name can also be replaced by the name of the problem instead. In this case, we simply use a circle and put the name of the problem in it to show that problem. We can also use an ellipse as well. The diagram below shows what we have just said.



Since a group of problem is a problem, we can also use a circle to show a group of problem. In this case we can put each problem name in a circle inside another circle. We can also do it for ellipses as well. This is the way to look at it; we use the problem entity which is basically the negative philosophy to show a problem. Since many problems are also one problem, we can use the same entity to show one problem. In this case, we simply put many entities inside one entity. In other words, we use the problem entity to show many problems. The diagram below shows what we have just said.

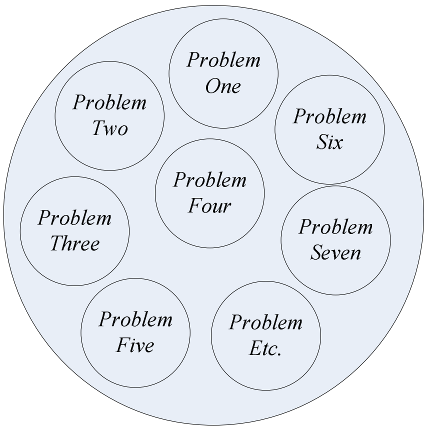


Problem

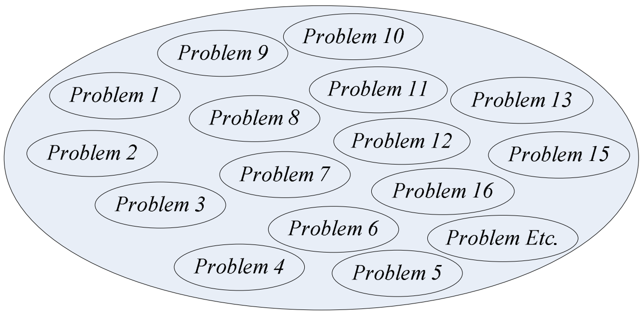


Problem

If we want to, inside the problem entity, we can also use the corresponding problem name to show each individual problem. We use the diagram below to show that. Rather using the name problem, we simple use the corresponding problem name. We can also use the word problem follows by the specific problem name.



Problem Name



Problem Name

If we want to, we can also provide a table with description for the problem. In the table below, we provide the name of the problem and the description of the problem.

Problem Name	Problem Description
Problem one	Description one
Problem two	Description two
Problem three	Description three

Problem four	Description four
Problem etc.	Description etc.

We know that problems happen as the result of negative philosophies. We also know that problems expand and they also multiply. In this case, we can use what we know about problems to show more information about our problems. We expand the table above by showing more information in the table below. In the table below, we show the problem names, the problem descriptions, and the locations they occur.

Problem Name	Problem Description	Problem Location
Problem 1	Description 1	Location 1
Problem 2	Description 2	Location 2
Problem 3	Description 3	Location 1
Problem 4	Description 4	Location 3
Problem etc.	Description etc.	Location etc.

We know that problems are the result of negative philosophies. In order for a problem to occur, a faulty function must be executed. In other words, a problem must have an origin and the origin is the application of negative philosophy by a person. In this case, we can call the origin of the problem the basis of the problem. We use the word basis to show the origin of the problem by a faulty function which is the result of negative philosophy from a person. In this case, we can say that the problem is generated by that philosophy. That problem is the initial problem by that philosophy. Since philosophies are problems themselves, we can say that philosophy is the initial problem. Since the solution of a problem is the application of our parent principle, which is the opposite of negative philosophies that develop it, we can also say that negative philosophy is the initial problem. In this case, we can use that information to show more information about the problem. The table below is an extension of the table above. It shows more information about the problems.

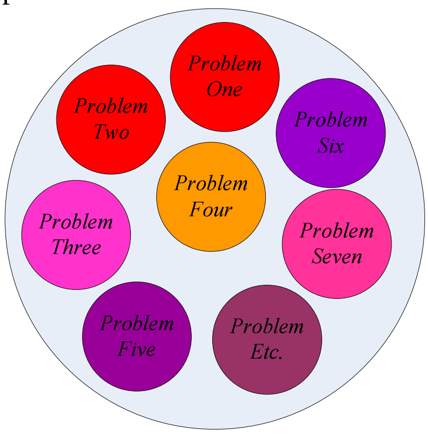
Problem Name	Problem Description	Problem Location	Initiated By
Problem 1	Description 1	Location 1	Philosophy 1
Problem 2	Description 2	Location 2	Philosophy 1
Problem 3	Description 3	Location 1	Philosophy 1
Problem 4	Description 4	Location 3	Philosophy 1
Problem 5	Description 5	Location 4	Philosophy 1

From what we know about problems, we know that problems multiply, but they also expand. In other words, a problem can expand to create other problems. In this case, we have an initial problem, but we also have other problem that are developed from problems that caused by the initial problem. From the table above, the initial problem was identified as philosophy 1. Now, to show the expansion of problems, let's provide more information from the same table above by expanding it to the table below. In this case, let's disregard the location of the problem, since it is not of our concern for now.

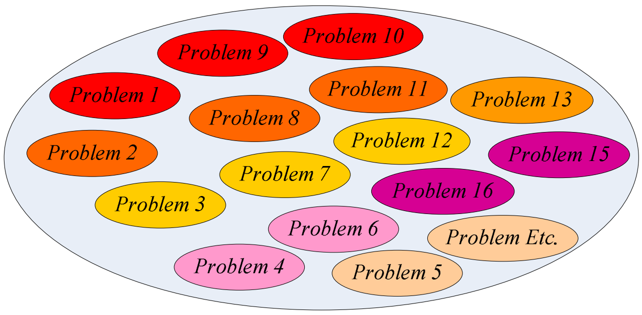
Problem Name	Problem Description	Initiated By	Other Philosophy

			Generated
Problem 1	Description 1	Philosophy 1	Philosophy 2
Problem 2	Description 2	Philosophy 2	Philosophy 3
Problem 3	Description 3	Philosophy 3	Philosophy 4
Problem 4	Description 4	Philosophy 4	Philosophy 5
Problem 5	Description 5	Philosophy 5	Philosophy 6

While we use the tables to show how problem can be expanded and multiplied, if we want to we can also use the problem entity with color to show that. In this case, we can use a constant color to show the initial problem, while we can change that color to show each other problem that is generated based on the initial problem. The diagram below use color to show the multiplication of the initial problem as well as the expansion of other problems caused by each other problem. We use the red color to show the initial problem.



Problem Name

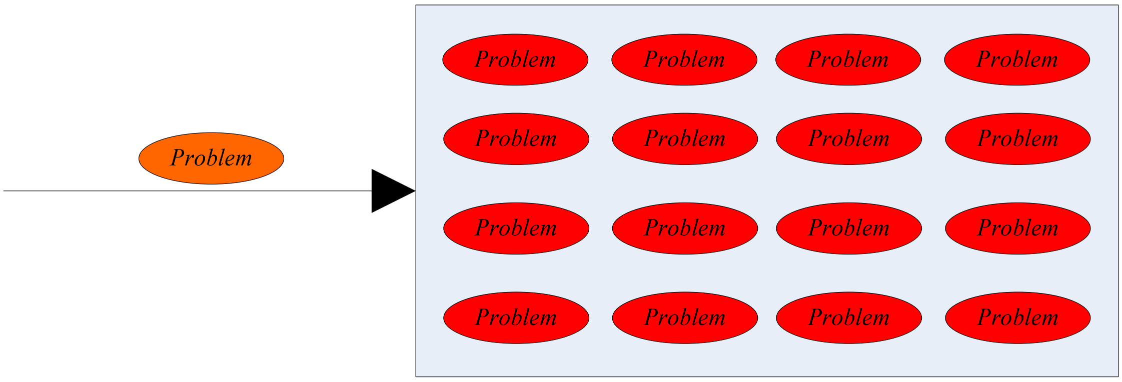


Problem Name

If we want to, we can expand the table to show the philosophy that generates a problem and the origin of that philosophy. The table below extend the above table by both showing the problems and the philosophies that generate them and also the origin of those philosophies.

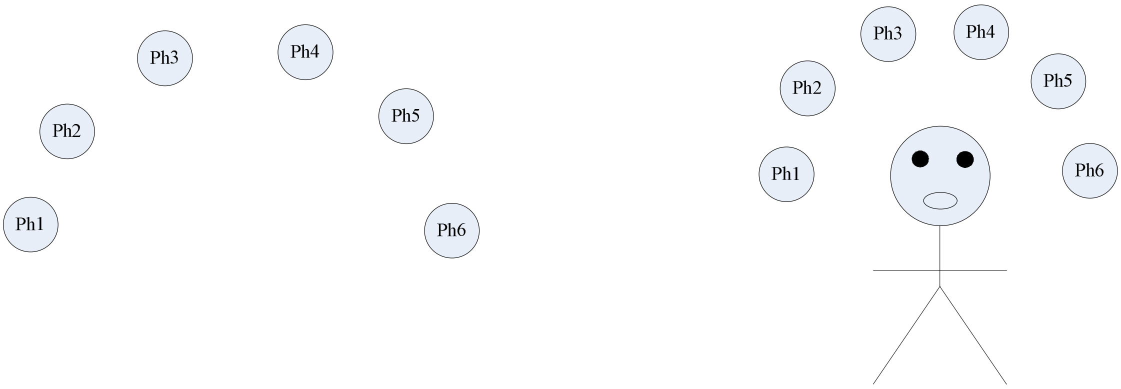
Problem Name	Problem Description	Generated by Philosophy	Origin of Philosophy
Problem 1	Description 1	Philosophy 1	Person 1
Problem 2	Description 2	Philosophy 2	Person 3
Problem 3	Description 3	Philosophy 3	Person 1
Problem 4	Description 4	Philosophy 4	Person 4
Problem 5	Description 5	Philosophy 5	Person 2

Since problems are multipliable and expandable, in addition to the way we show the problems above, we can also show them in a rectangular form. In this case, we can show the initial problem as the input to the rectangle, where all the other problems are considered to be derived problems as shown by the diagram below.

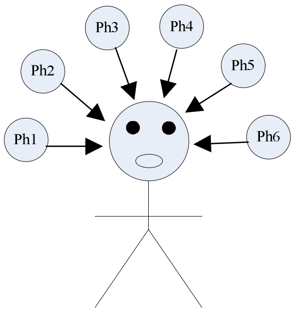


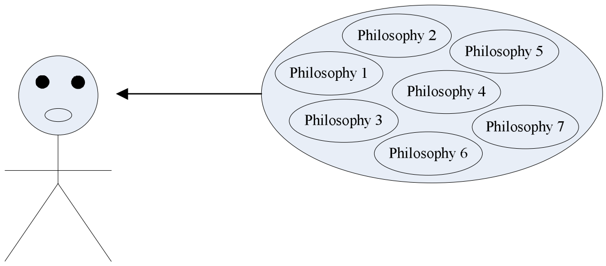
Problem Name

We have previously shown a group of problems as problems, here we provide another way to show a group of problem as philosophy. By using this form of grouping below, we can show a group of philosophies related to the person who adopt them. As shown below, we can also use names of those philosophies to replace them or use them win index.



If we wan to, we can also use arrow with those philosophies to show where they point to. In the diagram below, we use arrow with those philosophies to show where they point to. Both of the diagrams are the same, except in one of them we group all those philosophies into one group. We use arrow with the philosophies to provide more information on the underlined system. The arrows can point to any direction, which depends on the information.

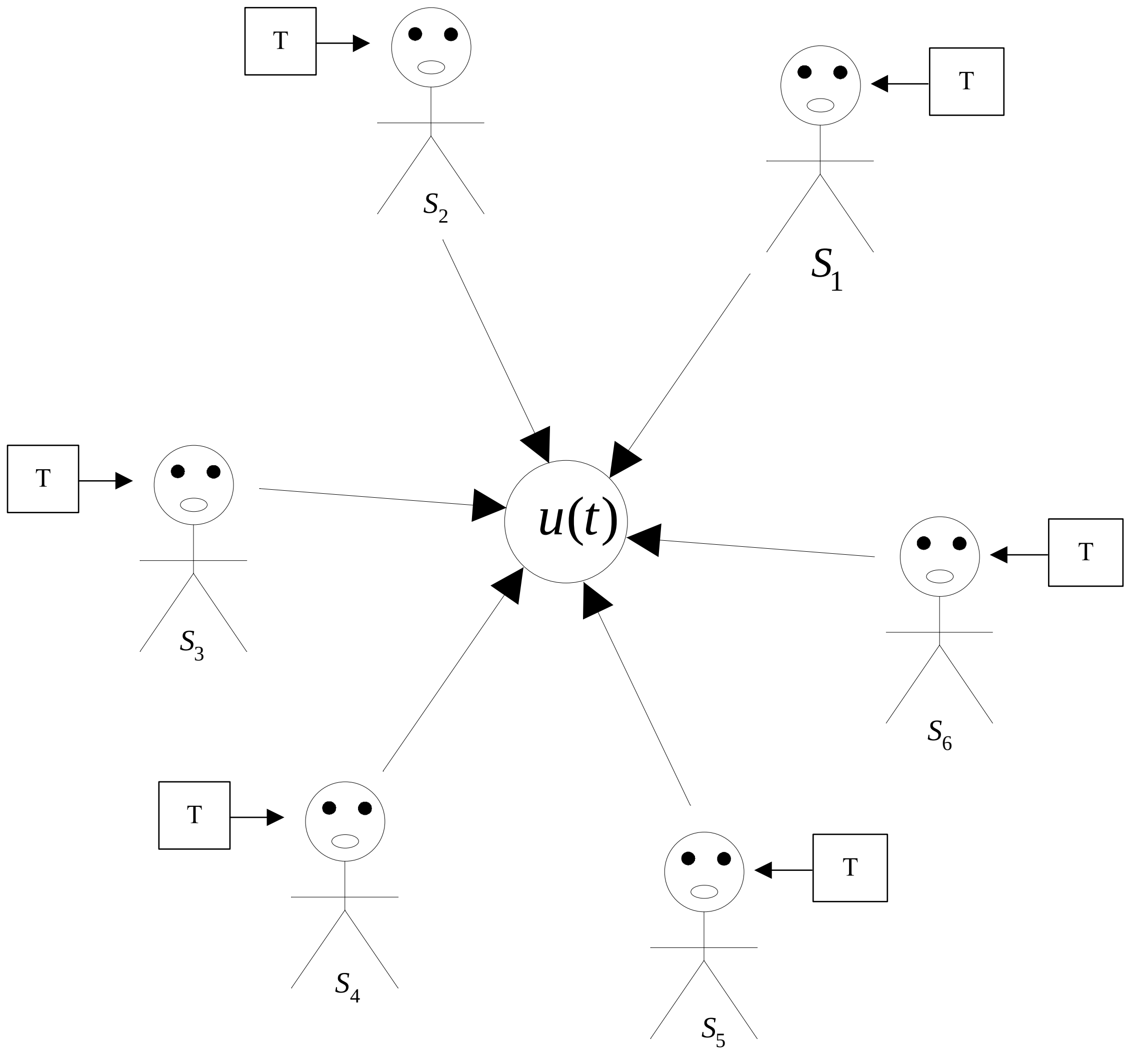


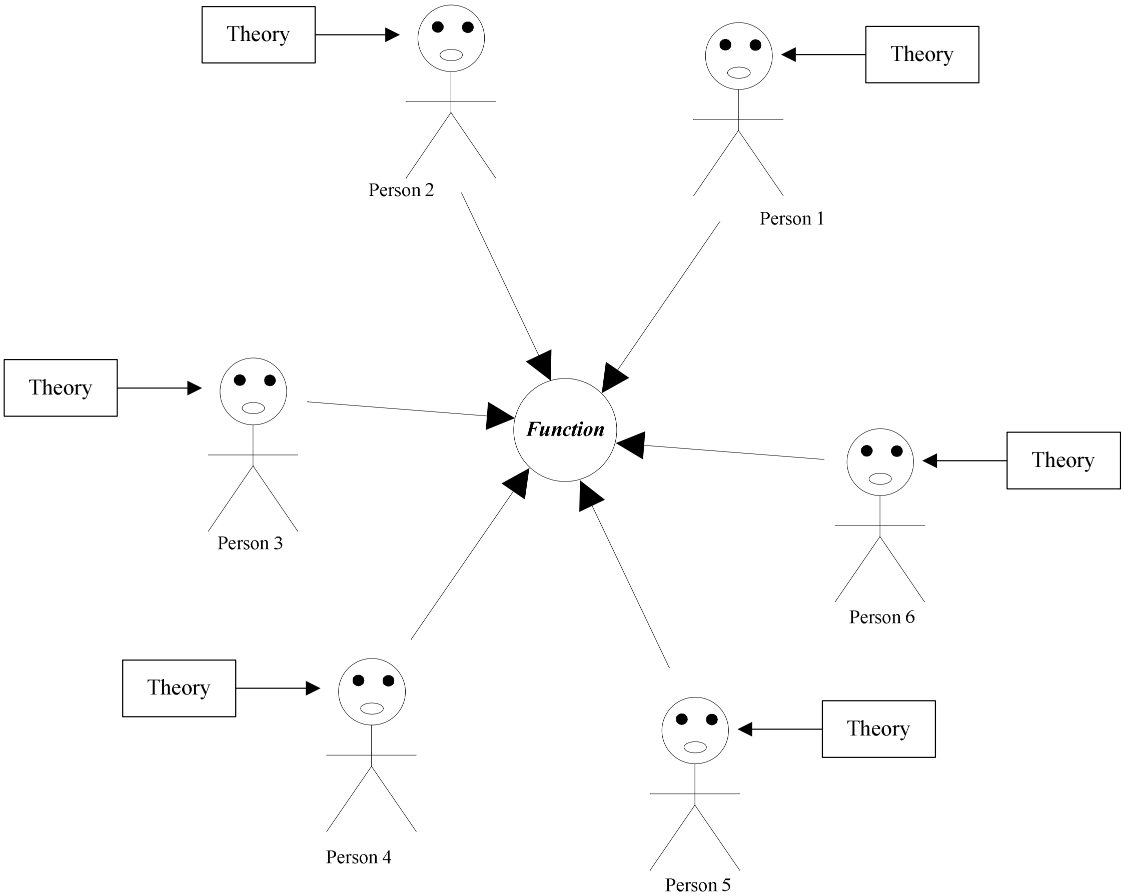


Group of People Applying Theory

Since life is an associative system, we work associatively to enable the functionality of life. The associativity relationship is also extended to our application or project we work on. For instance in an application or project, the function of one person can depend on function of another person in that project or application. In addition to that, if we look at the overall project or application, we can also see that it makes up of functions of the total people who are in the project or application.

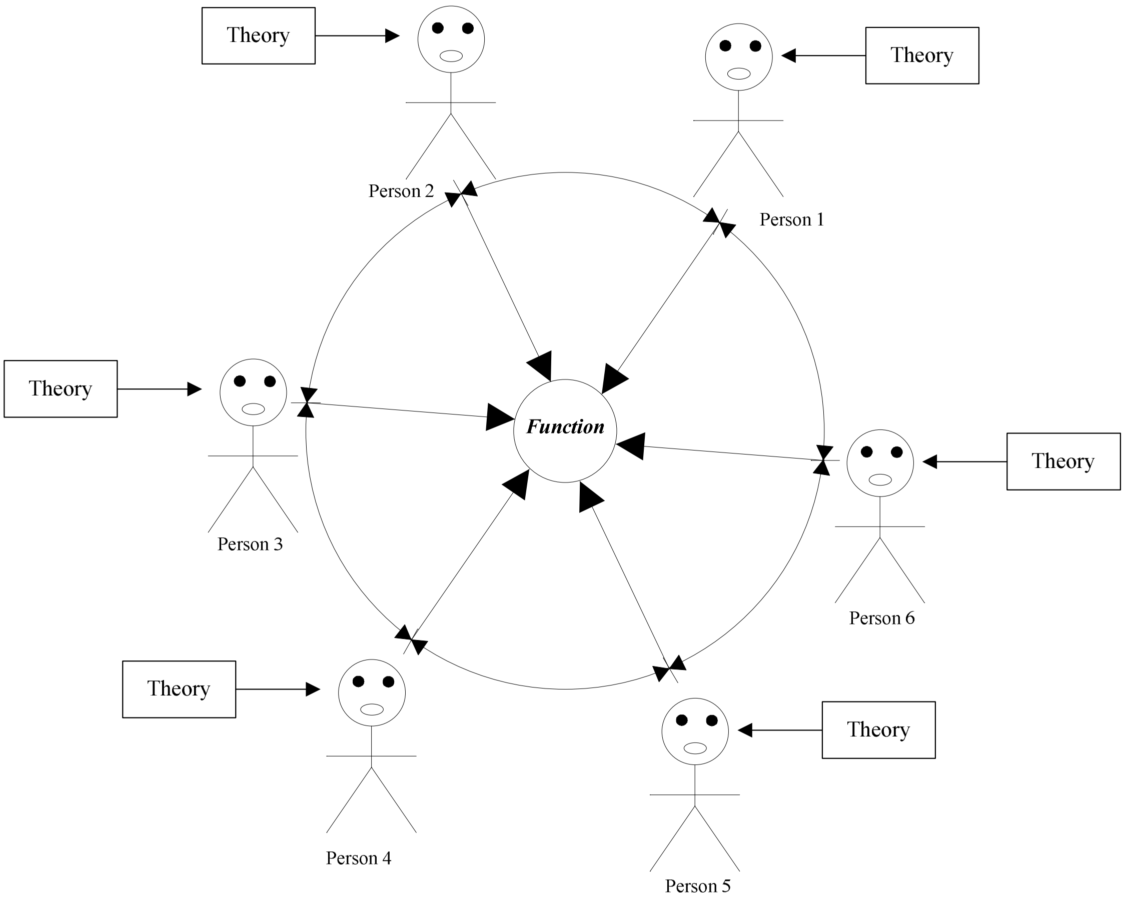
We know that the result of the project or application is a function of life. We use the linear form of system applying theory to show the application of theory by the group of people who are in the project to result to the function of that project. Since theory is independent entity, each person in that application or project must apply theory independently to execute functions that contribute the overall function of the application. From what we have just said, we can show those people in a circular form. The diagram below shows a group of people applying theory independently to result to the function of the application. The diagram below assumes that the project is made up of six people and theory gives those people ideas to execute functions of the application. Both of the diagrams are the same. The form below can also be used with continuity if space is an issue to show group of people applying theory.


T
T
T
T
T
T
S_2
S_1
S_3
$u(t)$
S_6
S_4
S_5



Since in the application the function of one person can depend to the function of another person, we can use we can use an arc with arrow to show that dependency. In other words, since in the application, the function can depend on the function execute by another person, we can use the arcs below to show that dependency.

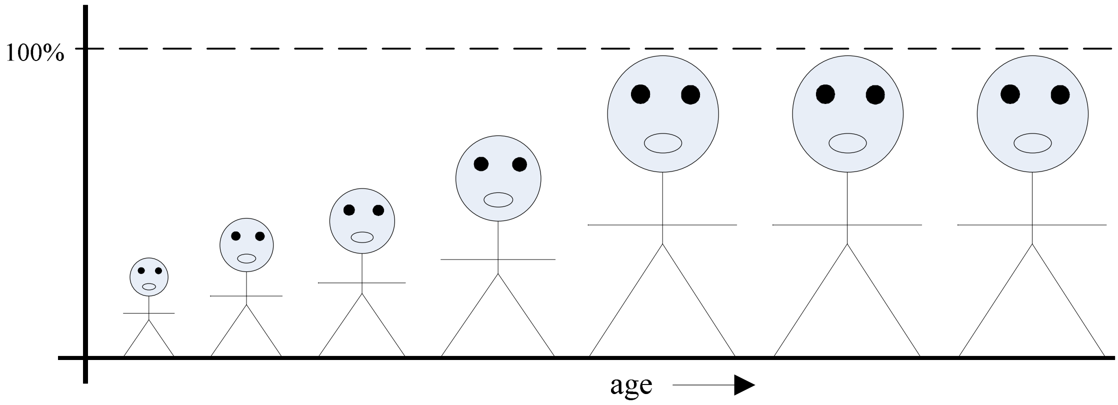
The diagrams below show the dependency in terms of functions; both of them are the same. If we want to, we can also interpret the arc as communication. We can also think it like that, while people in the project communicate together to execute functions of that project, however they apply theory independently.



Graph Axis

We can use the graph axis below to show the performance and the execution of a function. Previously, we have use the graph axis below for both the downhill and the uphill process.

Let's assume that as age increase, so doe's stability, we can use the axis above to show that. In this case, we can use the axis with people to show that. We can also use dot or line to show that. Below, we use the graph axis to show the increase of age related to the increase of stability. This is simply an assumption.



Function Termination

$\underline{u}(t)$

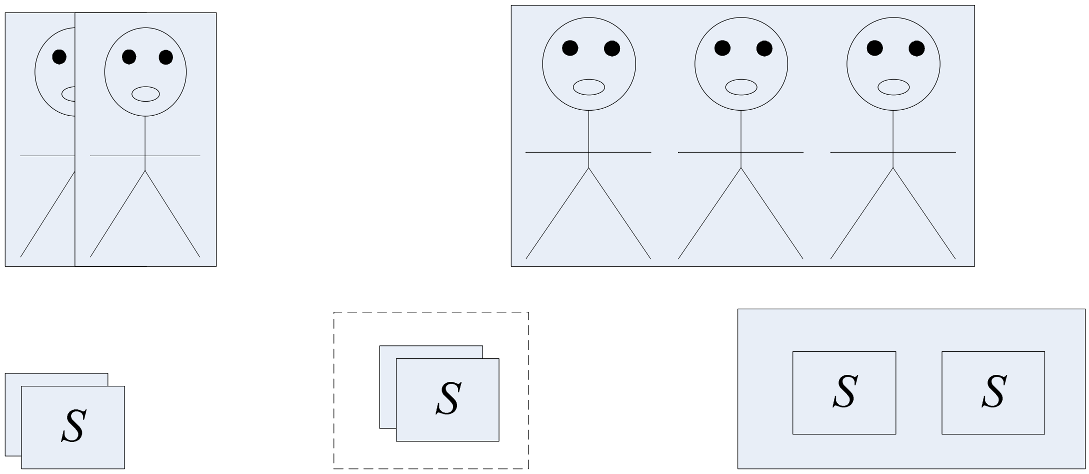
$\underline{Function}$

Usage and Description
The function termination entity can be used to show the termination of a function. In this case, we use the function termination entity to denote a function that is no longer executed. Assume that $u_1(t)$ used to be executed in the application by S_1, if S_1 is no longer in that application or $u_1(t)$ is no longer a part of that application, then it is possible for us to show the termination of $u_1(t)$ in the form of $\underline{u_1}(t)$. In other words, by putting a bar below a function, we can show the termination execution of that function.

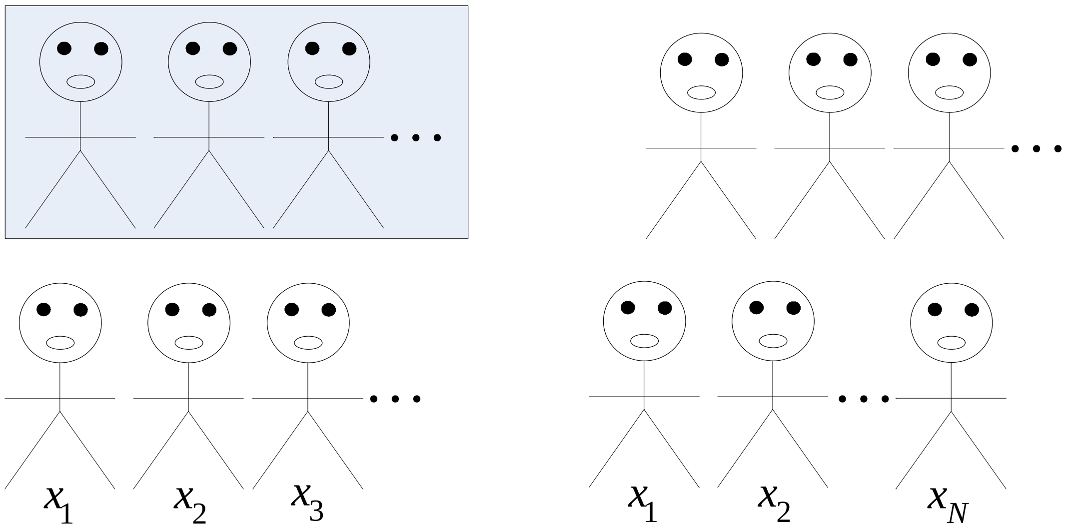
Available Option
Available options of the function termination entity include:

- Function termination
- Stop function
- Function under bar
- $\underline{u}(t)$
- Etc.

Grouping Entities
While we use the grouping entity to group entities, we can also show a group of entities in term of quantity next to each other. For example we can use two or three people next to each other to show a group of people. We can also use some quantities of the physical system to show a group of system. The diagrams below show some examples of grouping the physical system.

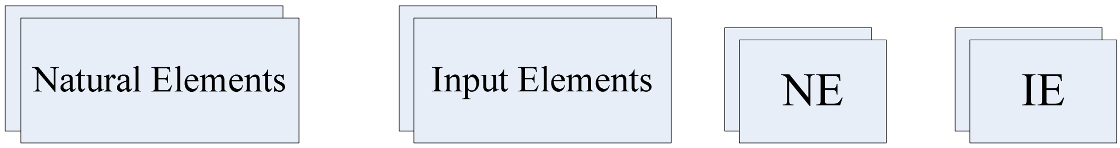


In addition to the way we show a group of people above, we can also use continuity to show a group of people. In this case, we don't have to show everybody in the group; see the diagrams below for the usage of continuity to show group of people.



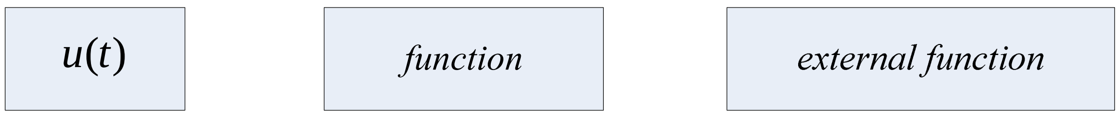
The diagrams above are similar to the ones below. In the diagrams below, we use continuity to show a group of system. There is no difference between the ones above and the ones below, except we use different system with continuity to represent a group of people. The way we represent the system below is very useful especially when modeling on a drawing board or a piece of paper.

In the diagram below, we show another way of grouping entities. Rather than using the grouping entity, we simply we simply use this form of grouping to group natural elements, input elements, and all other entities that can be grouped in this form.



External Functions

If needed and desired, the following entities can be used to show an external function in the project or application. An external function is considered to be another function from an application or a project that is a part of that function. An external function can also be considered an outside function that is a part of the current application. The external function can also be viewed as an outside function that is needed for the current application. We can use any of the entity below to show an external or outside function.

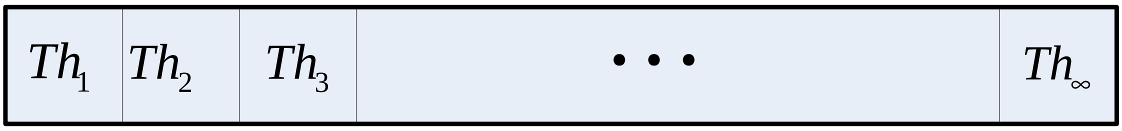


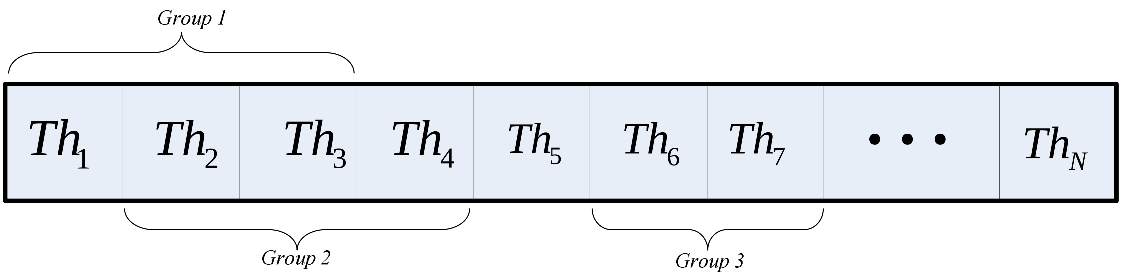
Function Container

The functional system, life is made of existing and added functions. As we have seen from the functional system entity, there is an area for existing function; there is also an area for added functions. We also use the word container to name the area that contains the functions. While we can use the grouping entity to group our functions, if desired we can also use container to group our functions as well. The diagram below shows a function container to the left and one to the right shows functions that include in that container. In this case we can say the container to the left is empty. Refer to the example usage section for more information about using function container.

Horizontal View of Theory

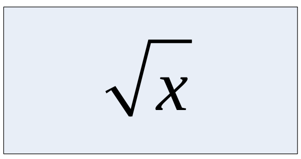
A theory can also be shown or viewed in horizontal form. For instance we can use the horizontal view of a theory for explanation purpose and depend on orientation where we model our application. The diagrams below show the horizontal form of a theory. Disregard the way we represent a theory, the theorems in that theory can be grouped or shown in group. The second diagram shows the view of a theory in horizontal form with the usage of grouping. Refer to the example section for more information about grouping theorems in theory.

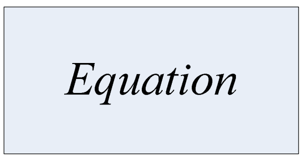




Equation Entity

The equation entity can be used to show an equation. In a computer screen, the equation entity can be used to show an equation. It may not be necessary, but if needed the equation entity can be used on a drawing board or a sheet of paper to show an equation while modeling a project.





Information Table

We can use information table to provide more information about our application. Assume that we are working in a project where we have multiple people applying theory to derive multiple functions. Where the main function of the project is the total functions of those people, we can then use the information table to show that. The diagram below shows the usage of the information table where the main function of the application is made of three functions. Each function is the result of a person applying theory. From the table, we show the name of the person, system with index equivalent, and the resulted function. Both of the diagrams are the same.

System	Person Name	Person Function
S_1	Name 1	*function 1*
S_2	Name 2	*function 2*
S_3	Name 3	*function 3*

System	Person Name	Person Function
S_1	Name 1	$u_1(t)$
S_2	Name 2	$u_2(t)$
S_3	Name 3	$u_3(t)$

In addition of using the information table, the node table can also be used to provide information for a node or specific link. In the theory domain, a node is considered to be an important point which is related to the flow of the principle. We can also say that a point of the flow of the principle related to the function of that principle.

While we use the information table above to provide more information about some of the entities we use to model our application. There is not limit in term of what type of entities we can use on the information table. For instance, we can use the information table if we want to with the derivative entity to provide more information about the function of that derivative in our project. Refer to the example section for more information about using the information table.

While we can use the node table to add a node on a link, we can also use a node next to an entity to provide more information about that entity. In this case, the node in that table can refer to that entity to give more information about it in the project. For instance, we can put a node next to the derivative entity to provide more information about that entity. In this case, we use the node table to show that node and the information about that entity.

Rather than using node table to show information on specific link, we can also use callout to show information on that link. For instance, we can put a callout between the theory entity and the apply theory entity to provide more information on that link. In this case, we mean the link that connects the theory entity and the apply theory entity.

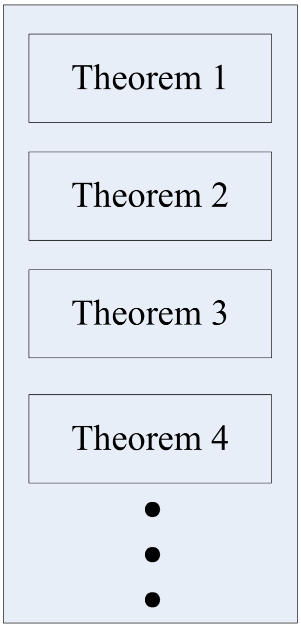
Some Entity Usage Examples

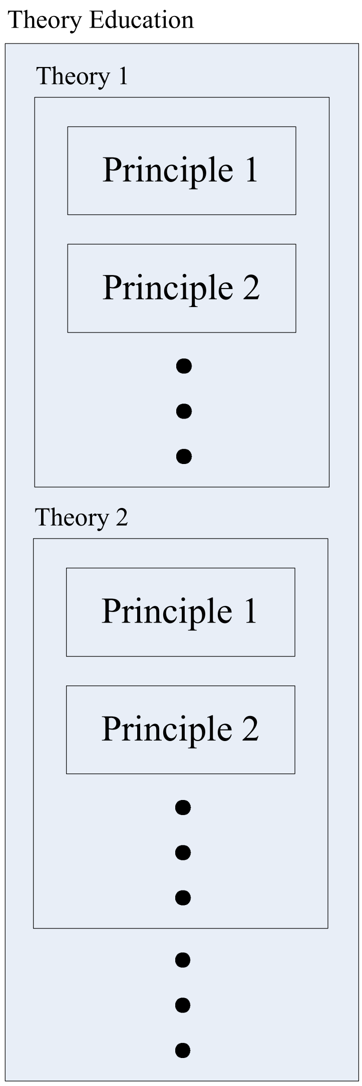
In this section, we provide some examples on how to use the entities. In some of the examples, we will connect some entities together to show how to use them.

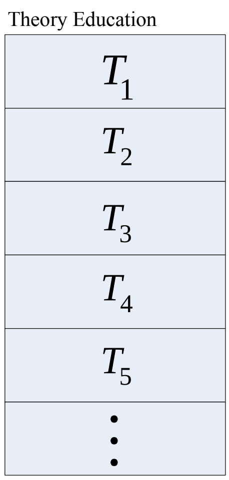
Example Number 1

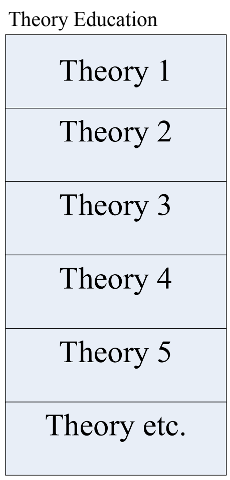
The theory of education is a set of theory; it is also a set of theorem. The first diagram below shows the theory of education as a set of theorem, while the second ones shows it is a set of theory and each theory in that set contains some principles. The last diagram to the right is basically the same as the first one, except it does not have the continuity and it shows a different view.

Theory Education

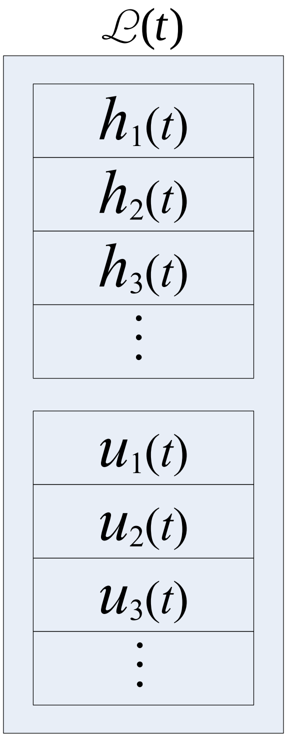


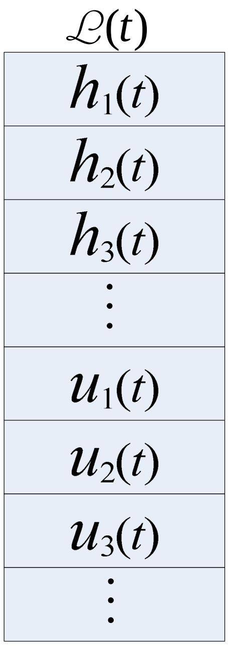

Theory Education
Theory 1
Principle 1
Principle 2
Theory 2
Principle 1
Principle 2


Theory Education
T_1
T_2
T_3
T_4
T_5

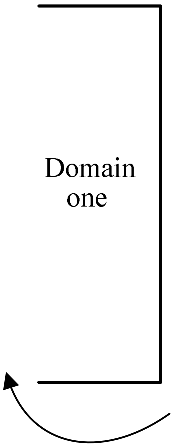

Theory Education
Theory 1
Theory 2
Theory 3
Theory 4
Theory 5
Theory etc.

Example Number 2
Below we show the expansion of the functional system in rectangular format. Both of the diagrams are the same. In the first diagram to the left, we show two areas: the existing functions area and the added functions area.

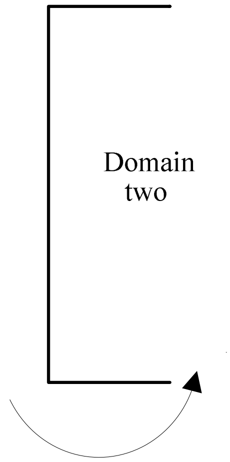




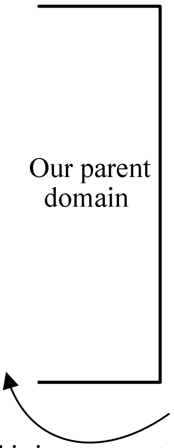
Example Number 3
The diagram below shows two domains identification: one domain to the left and one domain to the right. We use the information label to show more information about the domains. In the second diagram, we identify the domains as our parent domain and our domain. Again, we provide more information by using the information label. In the fourth and the fifth diagrams, we then provide more information about the domains. We show that our parent domain is connected to our domain through the flow of the principles. The way to look at it, in term of knowing or the principles, we don't know anything about our parent domain, except that we connect to our parent through the principles. We can also say the only connection we have with our parent in term of domain is the principles and the principles flow from our parent or our from parent domain to us. In the last two diagrams, we simply rotate the domains.



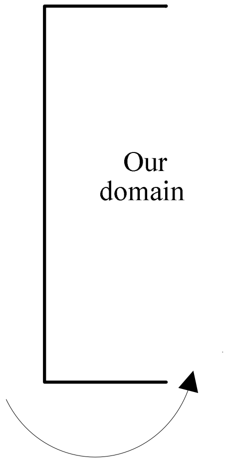
This is a domain



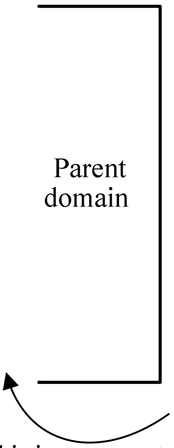
This is another domain



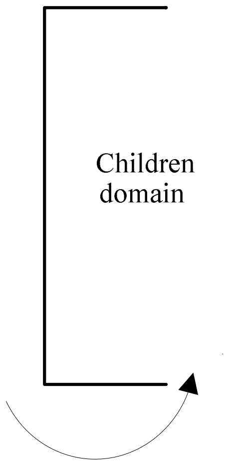
This is our parent domain



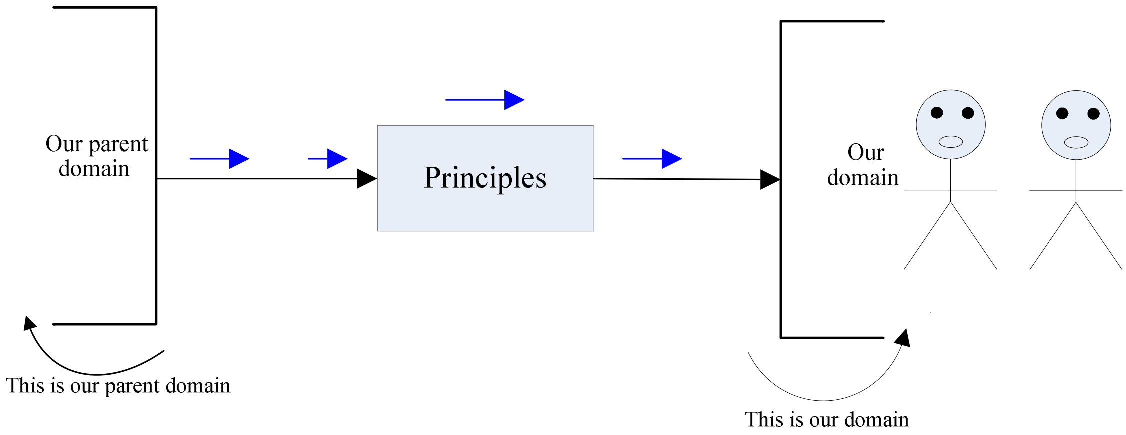
This is our domain

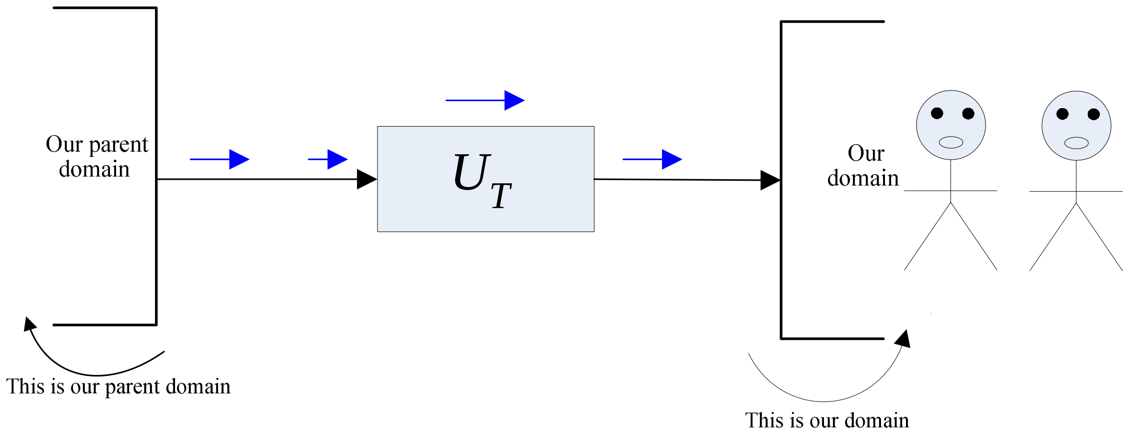


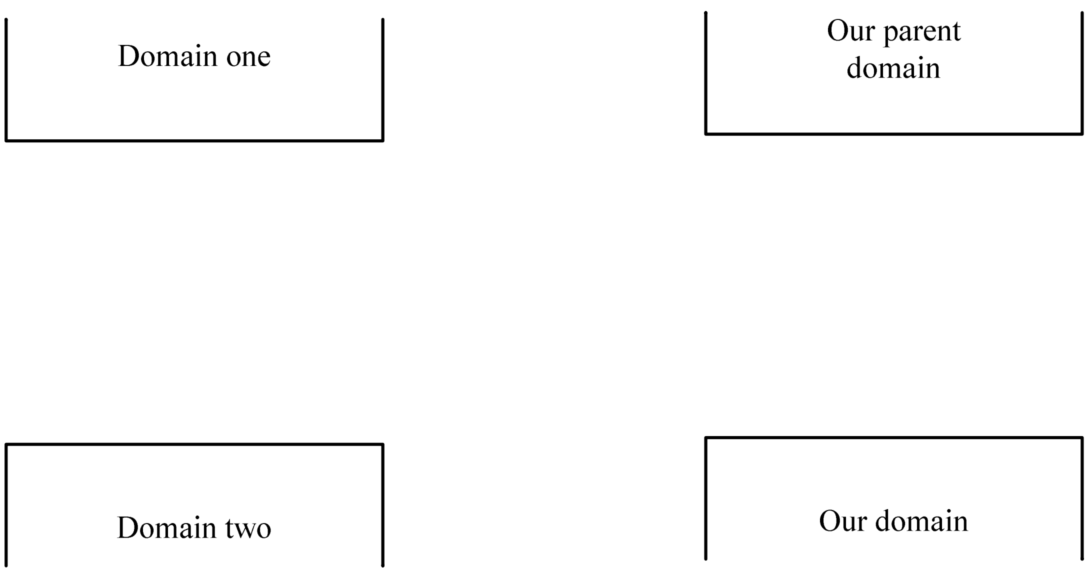
This is our parent domain



This is our domain

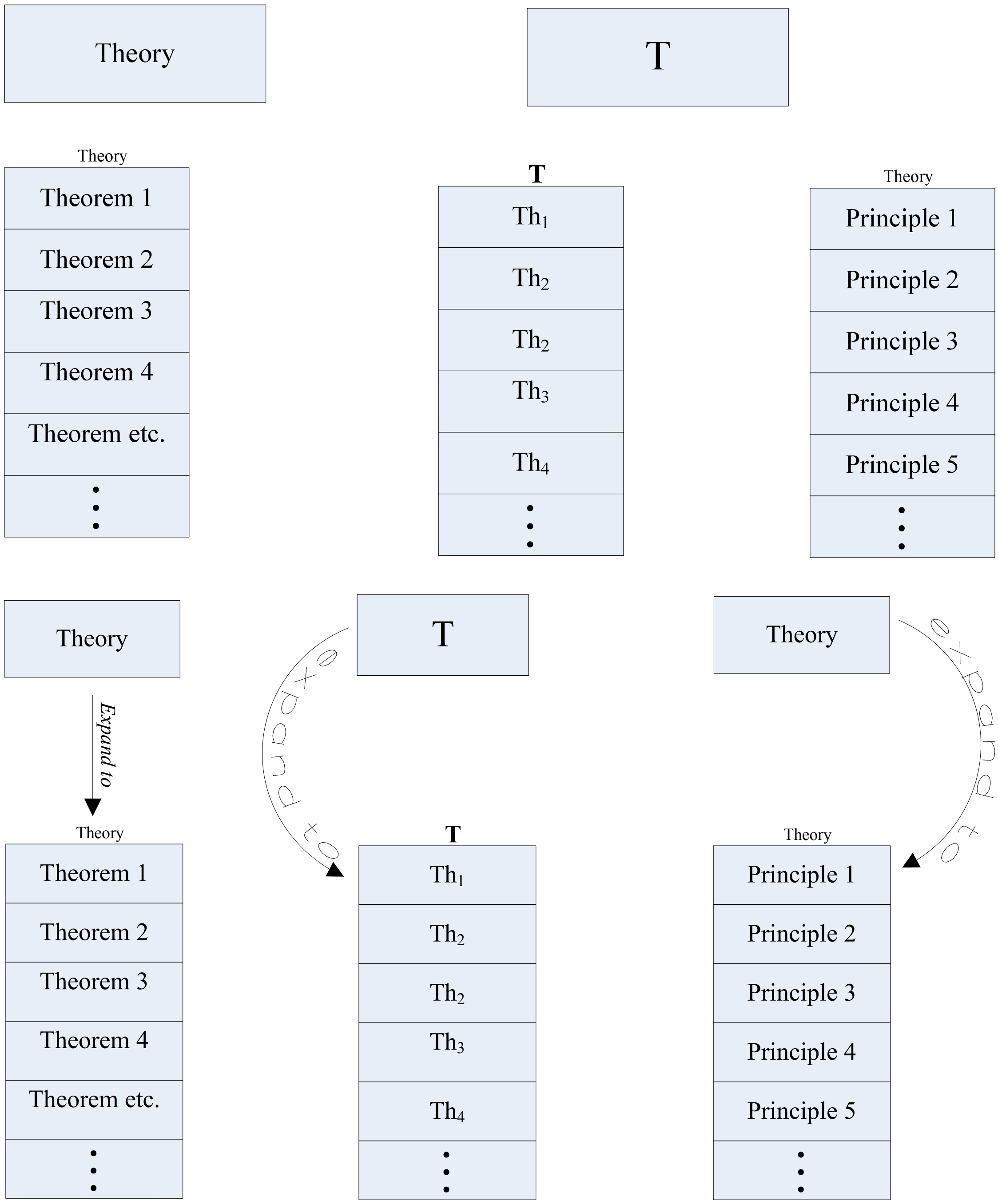

Our parent domain
Principles
Our domain
This is our parent domain
This is our domain


Our parent domain
U_T
Our domain
This is our parent domain
This is our domain


Domain one
Our parent domain
Domain two
Our domain

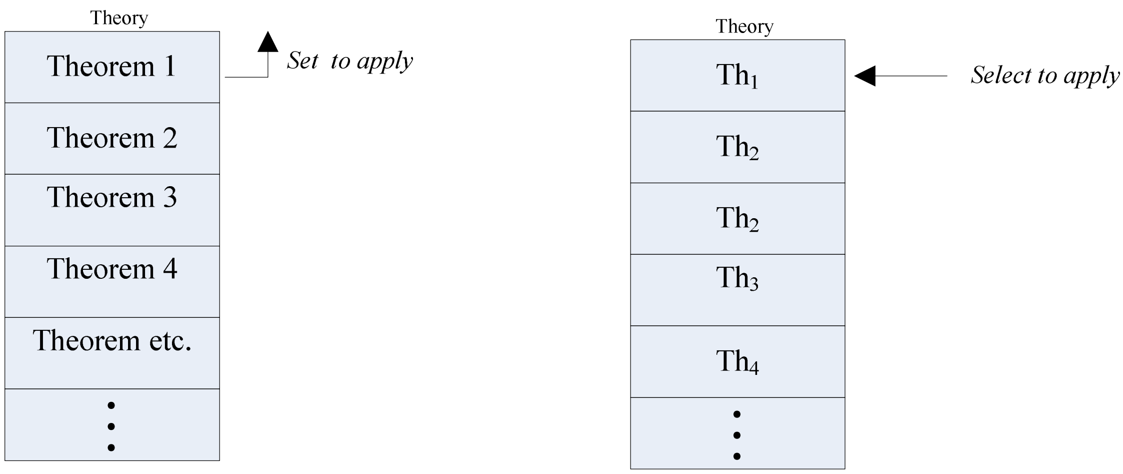
Example Number 4

The diagram below represents the theory entity. Below we show the usage of the theory entity. The theory entity is a set of theorems. Each theorem is considered to be an entity. From what we have just said, we can see that the theory entity is a set of entities, but those entities are theorems. In the second diagram, we simply show the expansion of the theory entity. The second set of diagram shows that the theory entity expands to theorems, which we can also call principles. In the third set of diagram, we use the expand label to show how the theory entity expands to theorems.



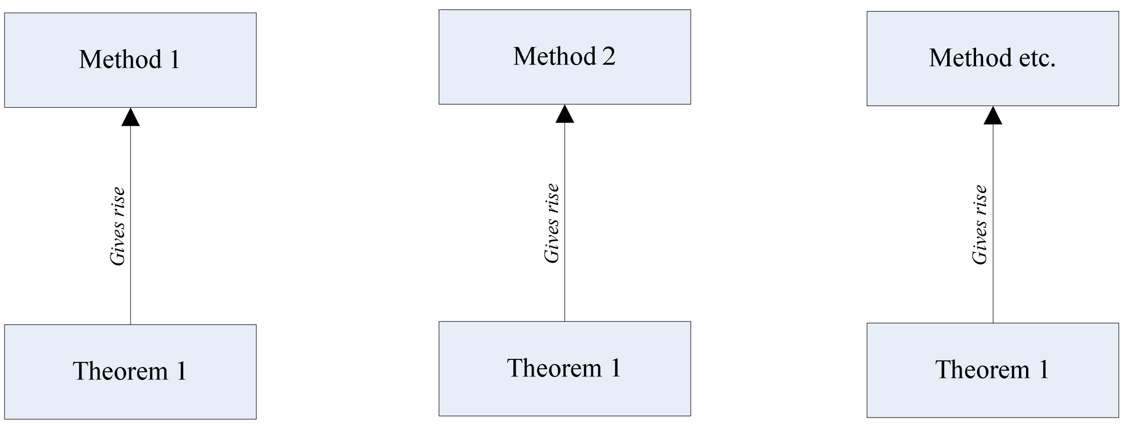
Example Number 5

In our application, we can show a list of theorem in the theory entity. Among those theorems in the list, we can select specific theorems to apply to execute specific function or derive specific method or instrument. We can use the allocate label or select to apply label to show theorems that we select from specific theory to use in our application. Below we use the select to apply label to select specific theorem to use in our application. From the diagram below, we can see that *theorem 1* is being selected to apply in our application.

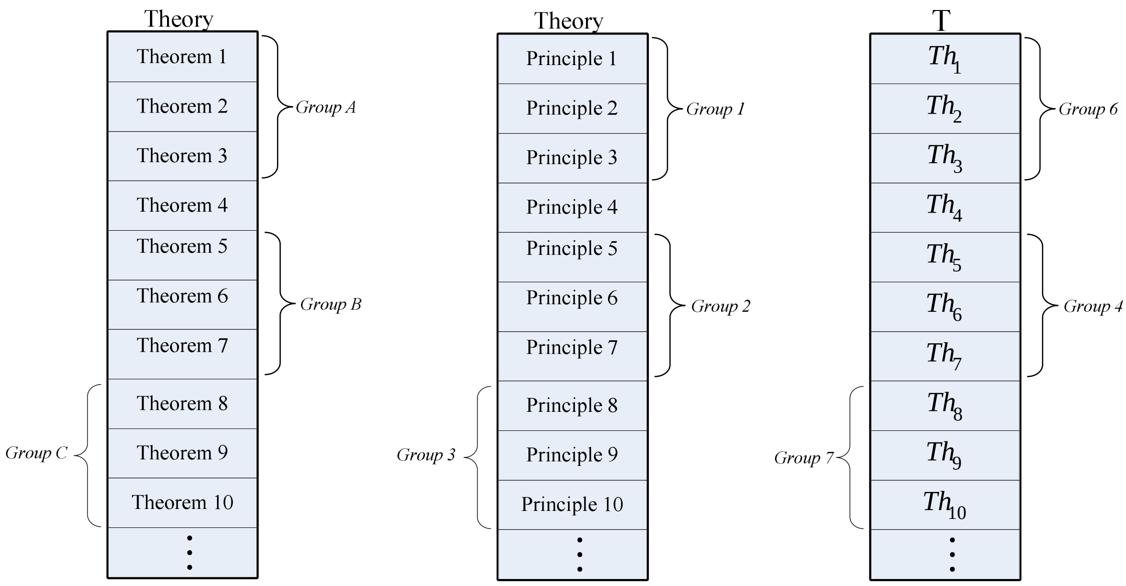


Example Number 6

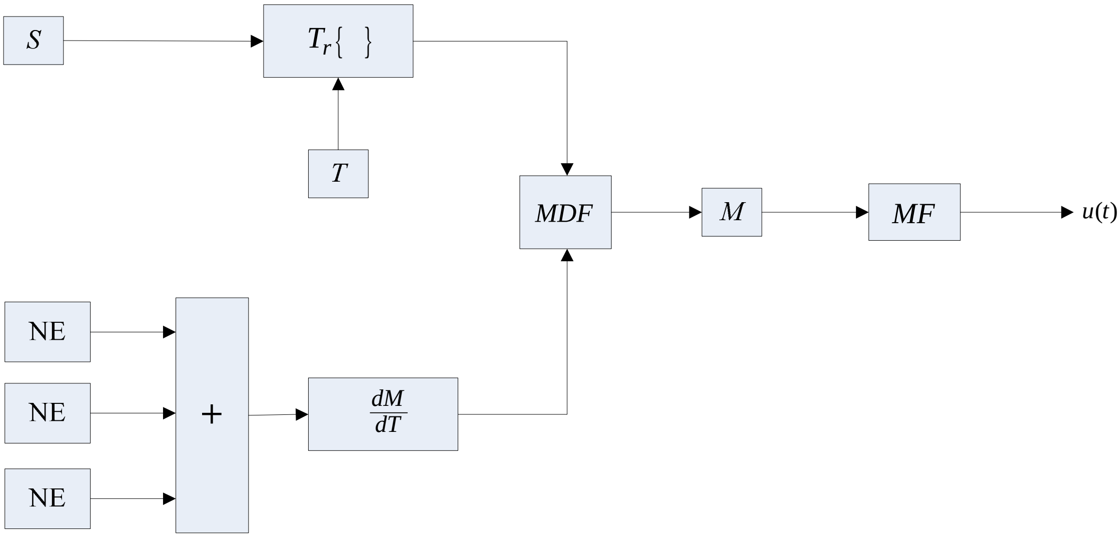
The theorem entity from the theory entity can give rise to multiple methods. In other words, from a theorem, many, many methods can be derived. We choose how to apply a theorem to get methods that we need from it. The methods we get from a theorem depend on how we apply it. The diagrams below show that *theorem 1* that we have selected to apply from the diagram above, gives rise to several methods. The way to look at it, from *theorem 1* above, we have *method 1*, *method 2*, etc.



Example Number 7
The diagram below shows the grouping of the theory entity. Since the theory entity is considered to be a set of theorems and those theorems are considered to be entities themselves, it might be possible for us to group theorems in a theory. The diagram below shows the usage of the grouping entity to show grouping of theorems in a theory. The group name does not matter. We can name the group the name we like. Refer to the group entity section for more information.

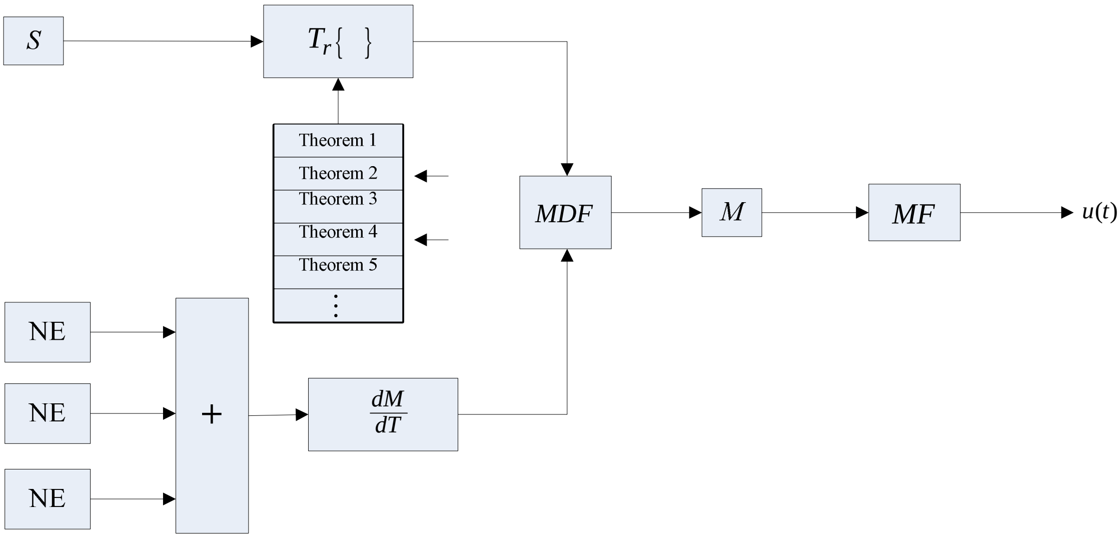


Example Number 8
In this example, let's assume that in our project, the function of one person is to apply theory to derive a method or instrument. Let's assume that the person applies theory to derive a method. From that application, the person applies theory to derive the method from natural elements. In other words, the person applies theory to derive a method from some types of natural elements. From what we have just said, we can draw the entity diagram as shown below. The diagram below is our application. In consists of three natural elements. Those natural elements are used to derive the method we are required to derive. The output function $u(t)$ is the function of the method produced by our application. We are going to continue this example to provide more information about each entity we use to derive the method. In other words, we are going to provide more information about each entity we use here.



Example Number 9

This example is a continuity of the above example. In this example, we are going to provide more information about the application of the theory by the physical system to derive the underlined method. To better understand this example, we have to provide another entity diagram to show the theorems in question that will be applied to derive the method. We know that a theory is a set of theorems and from a theory; we can select multiple theorems to use to derive an instrument or method. To better understand this example, let's expand the theory entity to see the selected theorems that will be applied to derive the method. From the diagram below, we can see that *theorem 2* and *theorem 4* have been selected by the physical system to apply the theory to derive the method. In other words, the person who works in that application will use *theorem 2* and *theorem 4* to derive the required method.



Example Number 10

This is a continuity of the example above. In this example, we are going to provide a table to list the entities that we use for the application and why we use them for.

Entity	Entity Name	Entity Description and Function
S	The physical system	The physical system is a theory dependable system. The physical system can apply theory to derive a method or instrument. In this example, we indeed verify the theory dependable characteristic of the system by showing that the system can apply theory to derive a method or instrument.
NE	Natural element	In order to derive a method or instrument, some types of input elements are needed. We can also say those input elements as simply inputs. Those inputs can be in the form of natural element, natural resources, inputs elements, parts, energy etc. What is important here to note, while the physical system is theory dependable, however the system cannot derive anything without some types of input. It is very important to understand the importance of this entity. We mean the importance of the natural element entity. The way to look at it, we can not derive or make anything without some types of inputs or natural resources/elements.
$\frac{dM}{dT}$	Method Derivative	The method derivative entity denotes the application of theory or theorem related to the input elements that use to derive the method. Now the theorems that will be needed to derive the methods have been selected, the person in question must show the usage of those theorems related to the selected natural elements. In other words, the derivative entity shows the usage of the selected theorems related to the selected natural elements. We can also say that the derivative entity shows usage of the natural elements with the theorems that derive the method.
T		While we have already provided more information about the theory entity from the previous example, nevertheless, it is worthwhile to provide some more explanation here. The theory entity provides us with the set of principle that will be used to derive the method. Since the physical system is theory

Theorem 1 Theorem 2 ← Theorem 3 Theorem 4 ← Theorem 5 ⋮	Theory	dependable, in order for the system to execute a function or derive a method, the system needs theory as input. In other words, in order for the system to execute or derive a function, the system needs theory to get ideas from. It is very important to understand the system itself related to theory.
+	Group	We simply use the grouping entity to group the natural elements that will be used to derive the method. While we group the natural elements in that form, we could have also grouped them in a form one on top to each other. Here, it does not matter the way we group the elements.
$T_r\{\quad\}$	Apply Theory	The apply theory entity tells us how we apply the selected theorems to derive the method in question. In this entity, step by step instruction can be provided on how the selected theorems were applied to derive the method in question. Since communication is not limited, there is no limit on how the application of the theorems in question can be described.
MDF	Method Derivative Function	From the entity diagram, we can see that the method derivative function has input from both the apply theory entity and the derivative entity. Usually, the method derivative function shows us the derivation of the method in question related to the application of theory. In this entity, we provide more information about the method that will be produced by the application of theory.
M	Method	The method entity is simply the method that is produced by the method derivative function related to the application of theory. Here, we can provide more information or description about the method that we produce.
MF	Method Function	The method function simply tells us the function of the method that we derive by applying the theory. Since we apply theory to derive a method, that method must have a function. If we have applied theory to derive an instrument, that instrument must have a

		function as well.
$u(t)$	Output Function	The output function simply tells us the function of the method that we have derived. Assume that we have applied theory to derive a function; we know that function is a function of life. So the output function is a function of life that tells us the function of what we have derived.

Example Number 11
In this example, we are going to make some assumptions. Assume that after applying theory to derive the method in question, and the result we get is not what we expect. Now we need to make some adjustments to our application. In term of making adjustment to our application, we have three areas to work on: the theory entity which includes the selected theorems that we used to apply to derive the function, the derivative entity that we use with natural element to derive the method, and the apply entity that tells us how we apply the selected theorems to derive the method. By looking at all those three entities, we can see that the theory entity is not adjustable. In other words, the theorems that we have selected to produce the methods cannot be adjusted by us. We cannot adjust theorems from a theory to produce result that we expect. We cannot adjust theorems from a theory to produce what we want. The theorems from a theory are not adjustable.

From the above paragraph, since theorems from the theory entity are not adjustable, we have left with two areas that we can adjust to provide the result that we might expected. Since the derivative entity enables us to use the selected theorems related to the input elements, depend on our result, the input elements that feed this entity can be adjusted to reflect our application. In this case, we keep the selected theorems fix, but we adjust the derivative entity related to the input elements.

Now, assume that the derivative entity is fine and we cannot adjust the theory entity, we can then move to the apply theory entity. The apply theory entity, is where we apply the theory to derive the method. In this entity, we show how we apply the selected theorems to derive the method. This entity is very adjustable related to ourselves. From what we know about theory, application of theory and the physical system, we can adjust this entity accordingly to provide us with the result we have expected. For instance, any error we make in the apply entity, would affect the result of our application. In this case, if we make an error in the application of the theory, we can then make changes to it to reflect the desired output function.

Example Number 12
From the previous example, we have learned that the theorems from a theory are not adjustable. It is very important to understand that. We can develop a lot of problems when we fail to understand that. By having a good understanding of the above example and also the previous two examples, we can see that the theorems that we select to derive the method do not decide the method. In other words, the application of a theorem is

decided by us, but not by the theorem. We can also say that the application of a theorem is decided by the application itself, but not by the theorem. The application of a theorem is not decided by the theorem itself, but by us and the application.

Here is the way to look at it, we know that a theorem can give rise to multiple methods. In other words, while we select a specific theorem to derive a method or instrument, nevertheless that theorem can be used to derive other methods and instruments. From what we have just said, we can see that the ability of the theorem to give rise or derive multiple methods is not from the theorem itself, but from the person who applies that theorem. For instance, while a person can apply *theorem A* to derive *Method A*, another person can apply *theorem A* to derive *method B*. If we look at the process, we can see that *theorem A* is not limited to how many methods it can produce. We can see that the application of *theorem A* depends on what is being used for or the person who applies it. It is very important to understand that. Since theorems are not application specific, in many instances we can treat them as generic entity. For instance, we can say that a theorem is generic to any method or application it is being used for. We can also say that, the theorems include in theory **T** look like theory **T** without any application. The theorems that are in theory **T** look like theory **T** without any application.

Example Number 13

From the two previous examples, we have learned that the theorems are not adjustable from a theory. The entities that can be adjusted are the apply entity and the derivative entity. By having a good understanding of theory, application of theory, and the physical system, we should have already known that the theorems entities or the theory entity cannot be adjusted.

Let's think about the above paragraph and provide more explanation here. We know that the physical system is theory dependable. In order for the physical system to execute or derive a function or an entity, the system must apply theory to do so. In other words, we can simply say theory gives us ideas to do what we do. In this case, we can also say that the theorems selected by the physical system to apply to derive the method, provide ideas to the physical system to enable the system to derive that method. Now, if we look at the overall process related to the physical system stability, we can see that adjusting the theorem entities to derive the method would require the system to adjust his/her ideas as well. In other words, if it would have been possible for the theorems to be adjusted, the person who applies the theorems to derive the method would need to adjust his/her ideas accordingly. That makes sense, since the selected theorems provide ideas to that person. Now, in order to look at the importance of not adjusting the theorems, we have to look at the stability of the system in this case. The selected theorems for that application are considered to be the basis for that application. In this case, the person in question thinks relatively to those theorems. Any fluctuation on those theorems would require fluctuation in that person mind. When we look at that process, we can see instability all over. For this reason, it is not possible to adjust the selected theorems. It is very important to understand that process; from what we know about theorems and theory as well, they are not adjustable entities.

By looking at the paragraph above, if the theorems were going to be adjusted, the possibility of error correction would be very difficult. Keep in mind that, every time we adjust the theorem, we would need to make changes in the derivative entity and also the apply entity. If we look at the overall process, we can see that it is much easier to adjust the apply entity and the derivative entity related to the input elements rather than adjusting the theory entity. It is very important to understand that. By thinking it that way—theory and theorem are adjusted—it can be very difficult or even impossible to derive an error free application.

Example Number 14

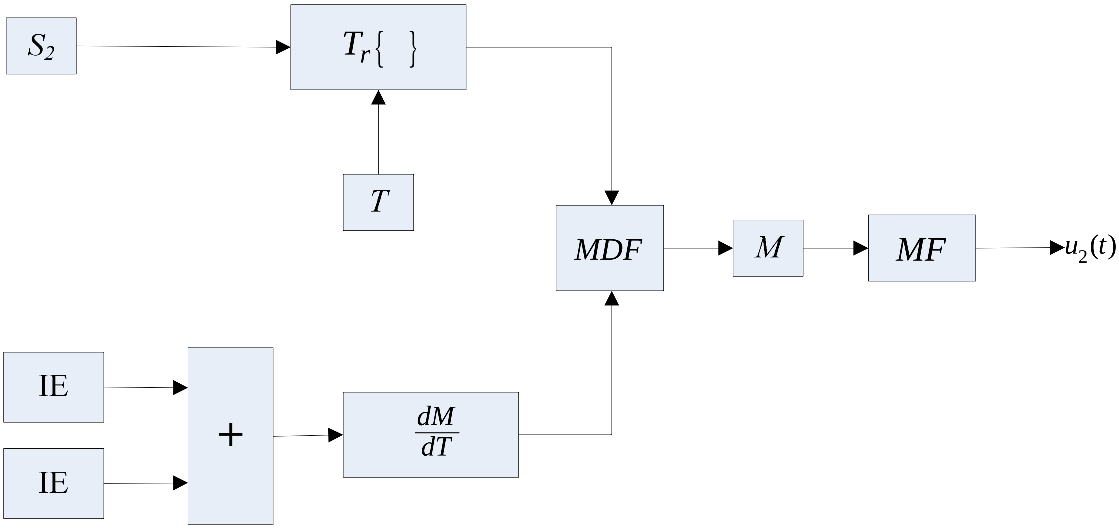
From example number 12, we have learned that the application of a theory is not decided by the theory, but the person who applies that theory. In other words, the application of theorems to derive a method is not decided by the selected theorems, but by the application or the person who select those theorems. It is very important to understand that.

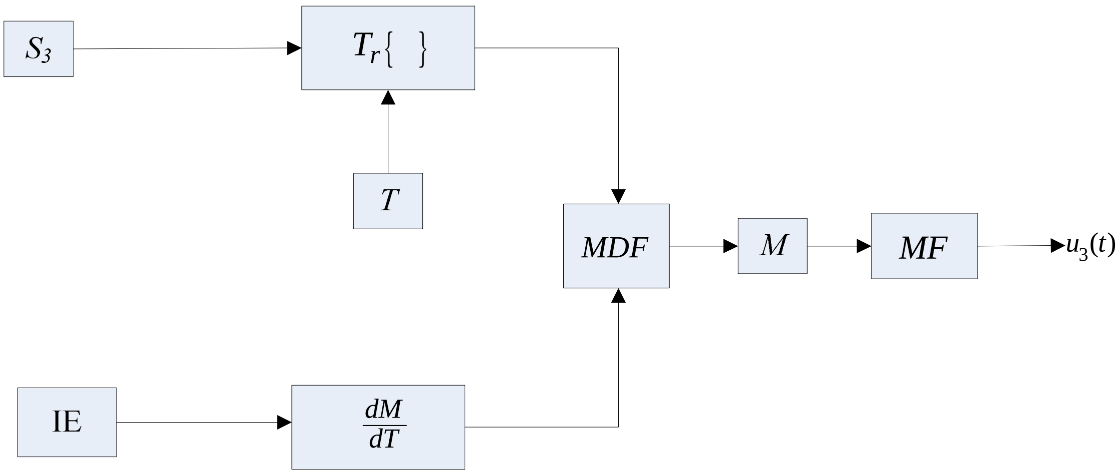
From the above paragraph, we can see that a theorem can be viewed as a generic entity. In this case, theorems from a theory are opened to any application. Those applications depend on the people who select those theorems to apply. It is very important to understand that. To better understand what we have said; to better understand whether or not theorems in a theory are generic, a better understanding of theory communication is needed. From what we know about the relationship of theory and theory communication, we know that in a theorem, there exist two parts: the theorem part, and the communication part. It is very important to understand the communication part of the theorem and the theorem itself. Whenever we use the word generic here, we mean that the theorem is presented in a generic form. With the relationship of theorems and theory communication, we know that the presentation of theory takes theory of communication into consideration as well. In this case, we can see that the generic of a theorem depends on the theory communication rather than the theorem itself. In other words, while the theorem can be generic, however it must be presented in a form to be generic. In other words, the theorem must be presented in a form, where the application of the theorem is not decided by the theorem. We can also say that, the theorem does not sense or looks like its own application. It is very important to understand that; that may require a very good understanding of presentation and interpretation of theory as well. Since a very good understanding of communication may be required to put a theorem in a generic form and our communication is very limited right now. For now, we don't have to worry about this topic or this example. This example can be simply disregarded or most of it can be disregarded.

Example Number 15

In this example, let's expand the previous diagram to include more people in the project applying theory. In this case, assume the application is made of three people and as usual each of them has his/her own function. From what we have just said, we can see that the overall result of the application will take the functions of those three people into consideration.

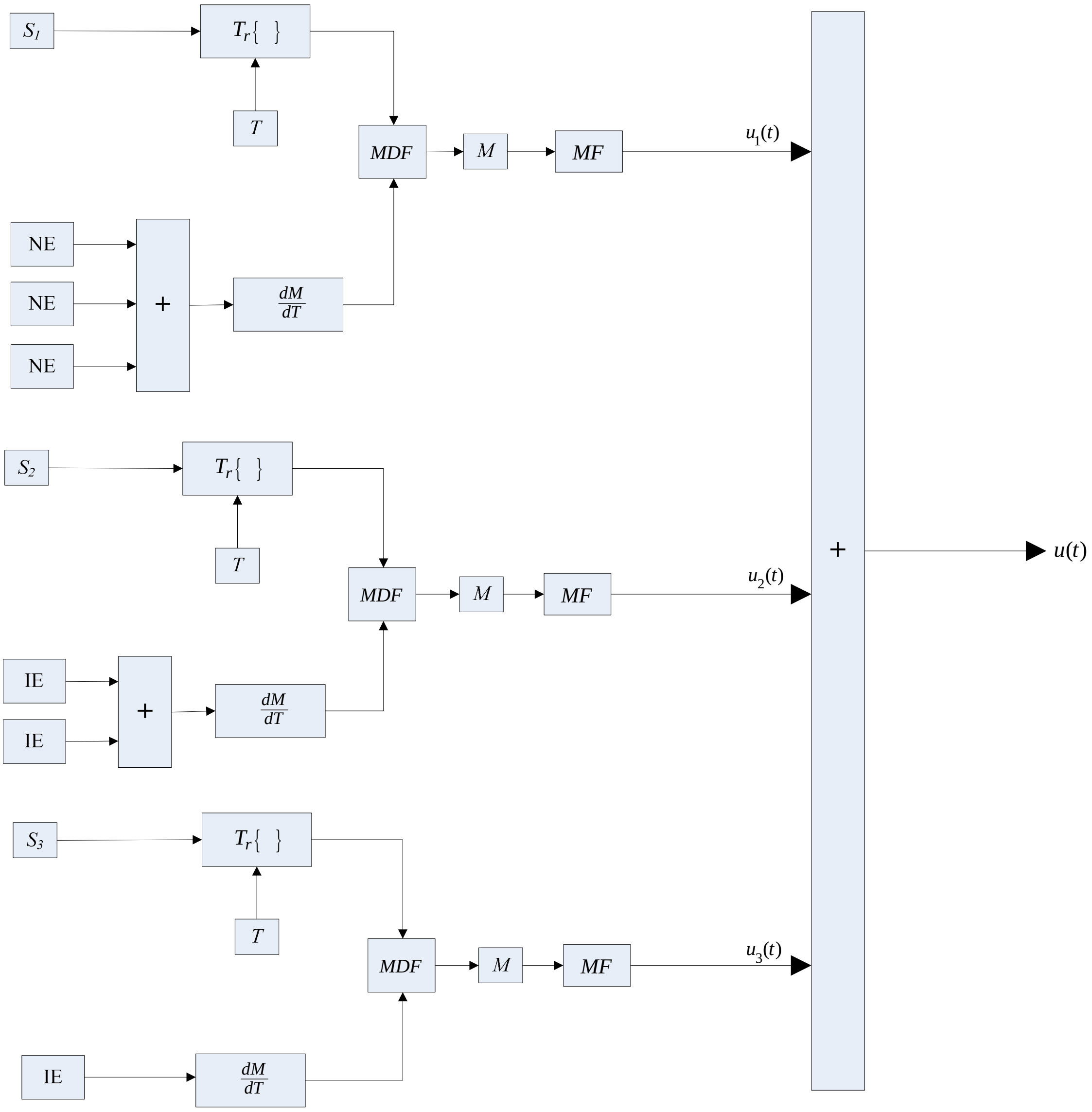
From the above paragraph, this is what we know. The first person applies theory to derive a method, which is a function of life. The function that is derived by that person takes 3 natural elements as input. Now, let's assume that the functions derived by the second person will take *two input elements* as input while the function derived by the third person will take only one *input element* as input. From what we have just said, below we show the diagram of the application for the second and the third person.





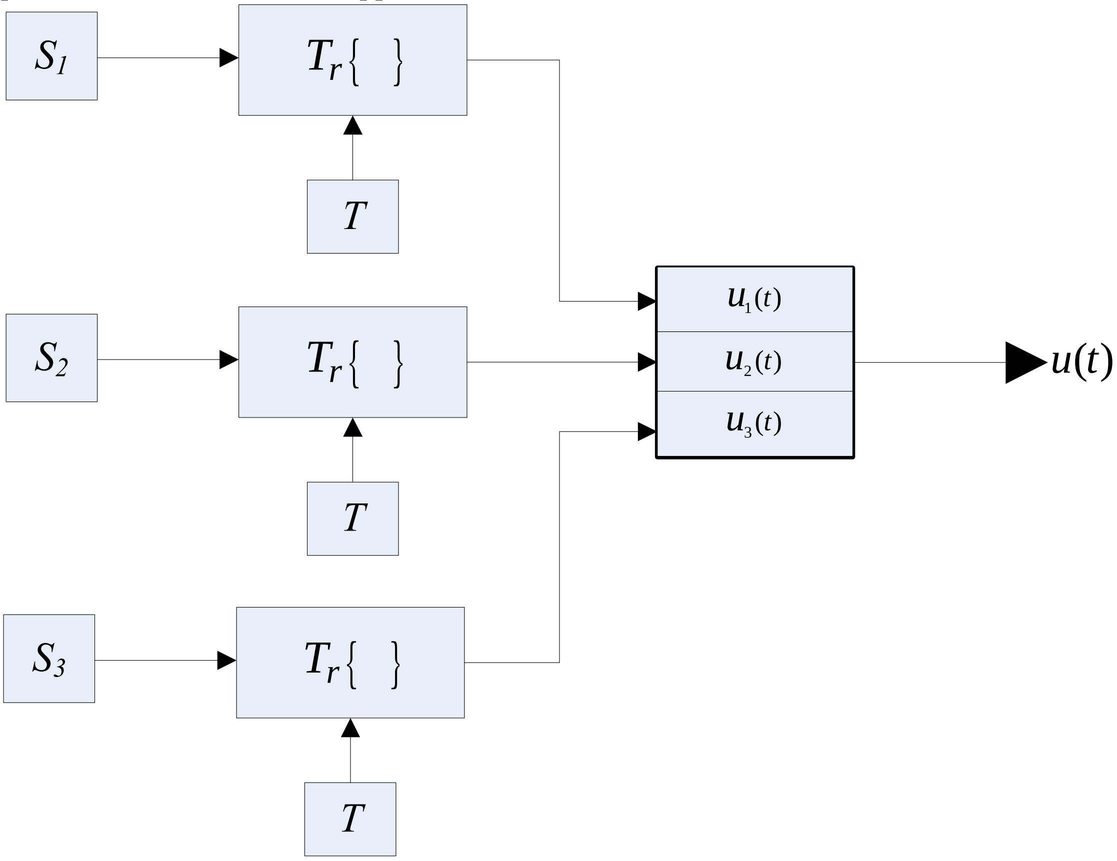
Example Number 16

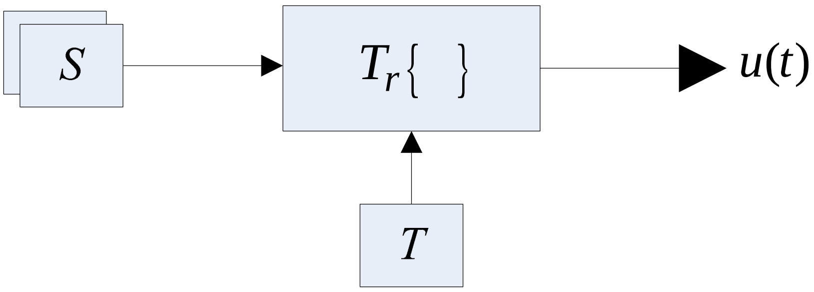
Now given that the function of thee people must be combined to produce the result of the overall function of the application, we can combine them together to show that. It is also good to note that the function of the first person is considered to be *function 1*, while the function of the second person is considered to be *function 2* and so forth. We can use the grouping entity to show the grouping of the three functions. We can also use function grouping similarly the way it is shown on the functional system diagram to show the grouping of the overall functions. The first diagram below show the grouping of all the three functions combined. This is simply a continuity of the previous example. All that we do here combining the functions of the three people to result the function of the overall application.



Example Number 17

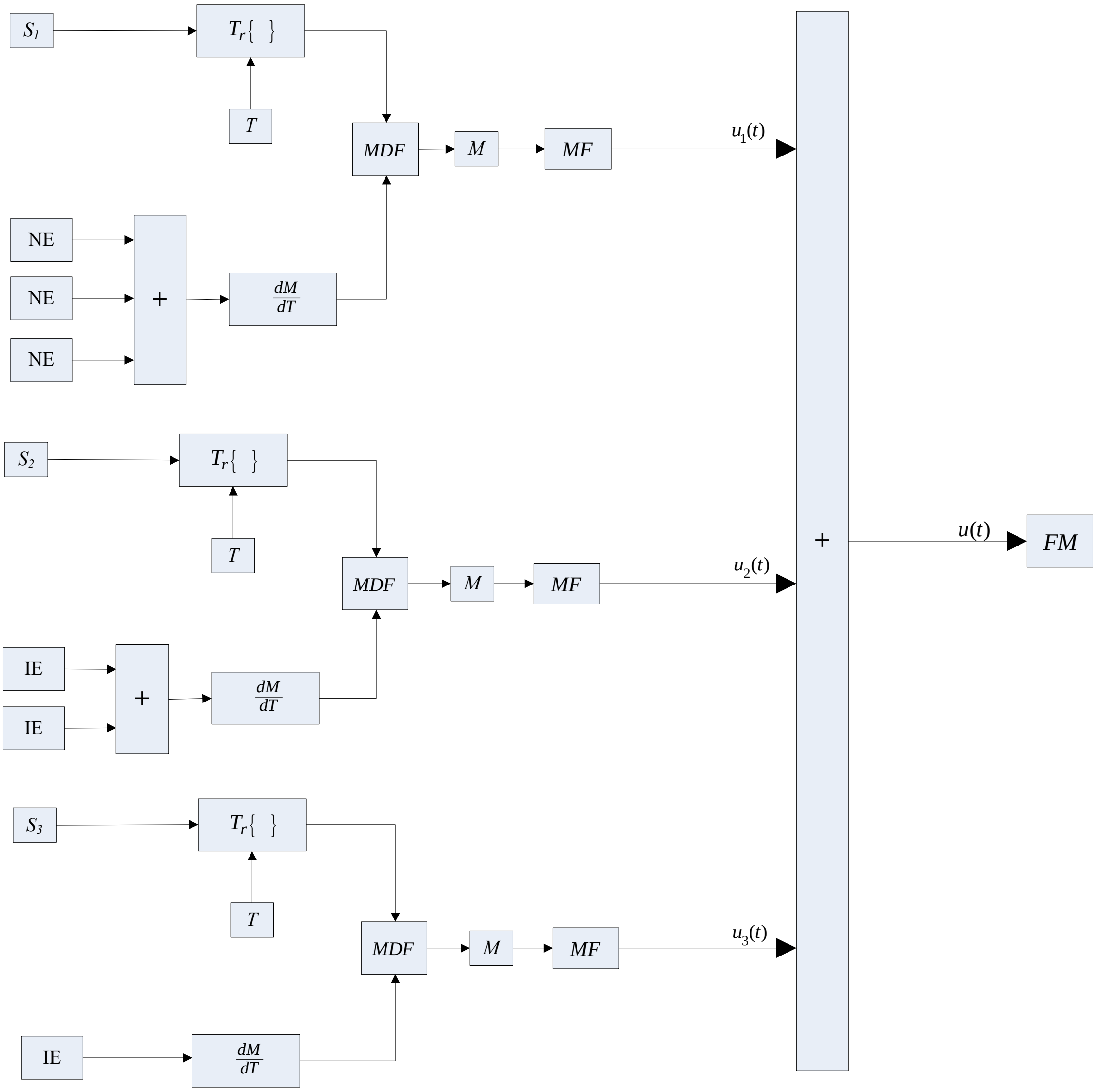
From the example above, we combine the function of the three people who apply theory to derive methods that combine to form the result of the application. Now by looking at the overall diagram above, we can see that grouping entities can also be used to reduce the size of the diagram. From the diagram above, if desired, the natural elements can be grouped and the input elements can also be grouped to reduce the size of the diagram if space is an issue. In addition to that, we can use the systems apply theory to derive functions to reduce the size of the diagram also. As well as, we can also group the people who apply theory to reduce the size further. On the diagram below, we use the systems apply theory with functions combination to reduce the size of the diagram. Both of the diagrams below are the same. The first one which is the same as the one above shows the resulting function is a combination of the three functions that make up the overall application. The last diagram shows the grouping of the three people who apply theory to produce the function of the application.





Example Number 18
From the previous example, we see that three people are working together to derive a method, where the resulting method constitutes a function of each person. From the diagram above, we show the output function. While the output function shows the function of the method, it is always good as well to show the actual method. By using the function to method entity, we can show the actual method that is produced from the

resulting function. The diagram below is similar to the one above, but it shows the resulting method after grouping.

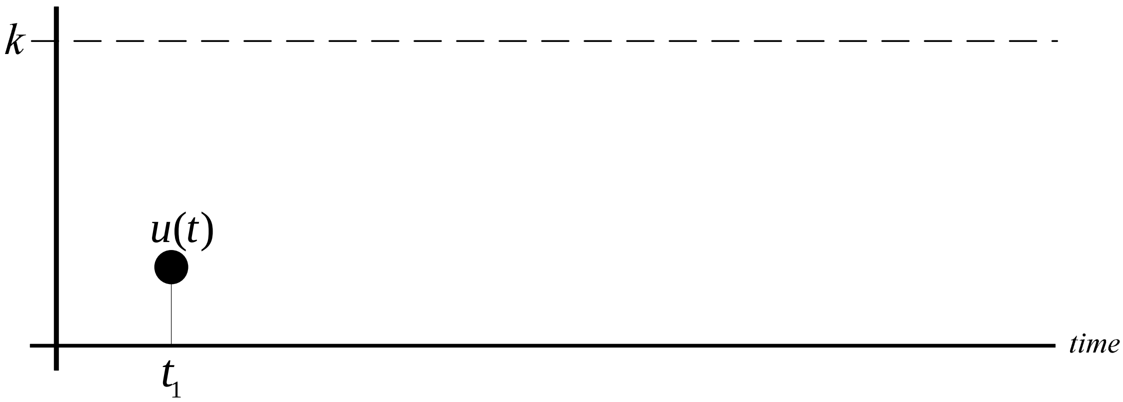


Example Number 19

We have defined our problem statement relatively to our operating principle. From our operating principle and our problem statement, we have defined our basis of operation relatively. In other words, our basis of operation is related to both our operating principle and our problem statement. Within this project, we are taking about the current project we are working on now; our basis is related to the execution of the overall function of the application. In other words, the output function shown on the diagram above.

While we are working on this project, we were not aware of our parent principles. In other words, while we were working on this project, we did not know much about our utilization theory—we mean the given set of principles that enable us to work together to enable the functionality of life. We did not know anything about the physical system and its constant characteristic as well. In addition to that, we did not know anything about theory and characteristic of theory. By understanding what we have just said here, we can see that we have been putting things together and assume that they would work, but we did not have enough confidence on the process of what we were doing. Assume that many questions were asked to us about the physical system, theory, application of theory, characteristic of theory, and the functional system, we would not be able to answer them, since we were not aware of the principles that enable us to understand those entities. Now that we are aware of those entities, now that we are aware of the existence of the principles that enable us to understand the functional system, what we do, the physical system, the physical system constant characteristic, theory, characteristic of theory, and application of theory, we must define our basis relatively to our understanding of those entities. In other words, we define our basis relatively to our understanding of our utilization theory relatively to what we are doing.

Now that we are aware of our utilization theory and we want to take it into consideration in what we are doing, we have to work things out according to our understanding. If we look at the overall process related to our understanding, we can see that we cannot jump to the level that we expected at this time and it is not possible. In other words, we expect at some point of time to be at 100% of our basis, but at this time, it is not possible or practical. We can also say that, our physical characteristic does not allow us to learn the principle instantly to be at the level that we expect, but incrementally, we can be at that level. For that reason, we assume that we are in the right direction to our basis and assume that our basis goes to 100, and then we can use a number in the range to define our current level. Don't worry about any number we choose, it does not mean anything on paper or on a computer screen, practically, we use this number to indicate our current level toward our basis. In term of number, let's use ½ or simply 0.5. In other words, from 0 to 100, we are currently at ½ or 0.5. We assume that at 100, we are going to be 100% stable. Let's show our current level related to our basis of operation graphically. It is very important to understand the ½ number related to 100. The ½ number is our instant goal, while 100 is our long time goal. From the chart below, ***k*** goes to 100.



Example Number 20

From the above example, we have defined ***k*** as our basis of operation and it goes to 100. While our long term goal is to rich number 100 at some time, but at present time we want to rich number ½. Basically, ½ is the number we are working on to be. Assume that our output function $u(t)$ is independent to any other function or any other entity, we would not need to go farther to rich that number, since there will be no other dependency. Since our function $u(t)$ requires additional entity or functions to enable us to execute our own function $u(t)$, we must take those entities or those functions into consideration in our model and analysis.

As stated above, our output function is not independent; it needs other external entities to work with. We must take those entities into consideration. In terms of entities, let's assume that our output function takes 5 additional entities into consideration. In other words, in other for us to execute that function, we need some external entities that enable us to do so. Without those entities, our function would not be executed or existed. To show that, let's use the table bellow to list those entities, their functions and their descriptions.

Entity Name	Entity Description	Entity Function
Entity 1	Description 1	Function 1
Entity 2	Description 2	Function 2
Entity 3	Description 3	Function 3
Entity 4	Description 4	Function 4
Entity 5	Description 5	Function 5

Example Number 21

From the above example, we have learned that our output function is not independent. In order for us to derive that output function, we need other entities that enable us to do so and those entities affect the derivation of our function. From the example above, we have listed those entities and their functions. It is very important to understand that, the list of functions on the table above is general functions of those entities. Those are not the functions we use the entities for in our application. In this example, we are going to provide more information about those entities and their functions in our application.

As we already known, in order for us to derive our function, we need those entities to work with. We can also say that those entities affect our function derivation or function execution. Here, let's provide a table for those entities and their functions in our application. In the table below, we provide a list of those entities, the description of those entities in our application, and their functions in our application.

Entity Name	Description in Application	Function in Application
Entity 1	Description 1	Function 1
Entity 2	Description 2	Function 2

Entity 3	Description 3	Function 3
Entity 4	Description 4	Function 4
Entity 5	Description 5	Function 5

Example Number 22
From the above example, we have learned that those entities affect our application. Since those entities affect our application, they affect our basis of operation as well. The fact that those entities weight in our application, we must include them in our basis as well. Since those entities affect our application performance, we must weight each of them in our application. In other words, we must define a weight for each entity related to the output of our function. The weight we give those entities must be related to the weight of our function, which we have identify in our goal. In terms of weights, let's provide a table of those entities and their weights in the application in terms of output function.

Entity Name	Function in Application	Weight on Output
Entity 1	Function 1	Weight 1
Entity 2	Function 2	Weight 2
Entity 3	Function 3	Weight 3
Entity 4	Function 4	Weight 4
entity 5	function 5	Weight 5

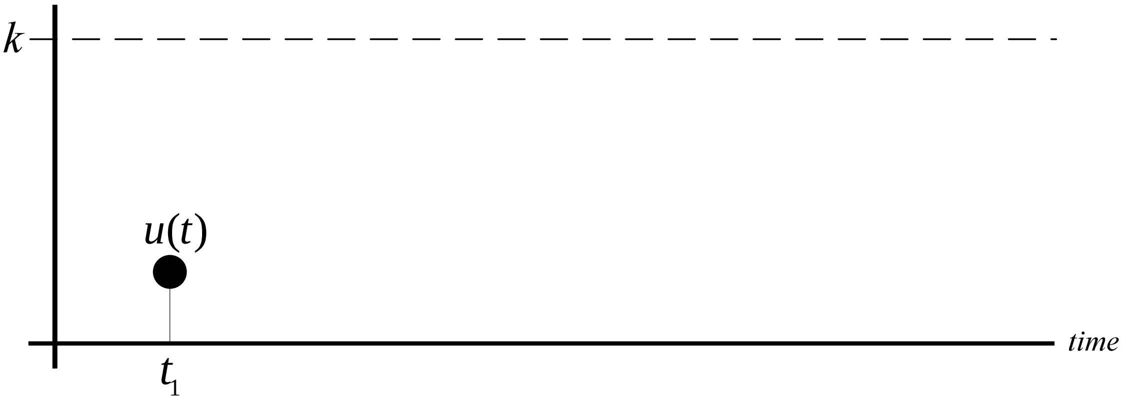
The table above provides the weights of those entities in our application. It is always better to define those weights in term of number related to the basis of the application. We use the word weight here as a number that affect the result of the application. For instance, assume that an entity can affect the result of the application for about 5%, and then we say this entity weight 5% in the application. The table below defines some constant weight of the entities related to the application.

Entity Name	Function in Application	Weight on Application
Entity 1	Function 1	5%
Entity 2	Function 2	2%
Entity 3	Function 3	3%
Entity 4	Function 4	7%
Entity 5	Function 5	3%

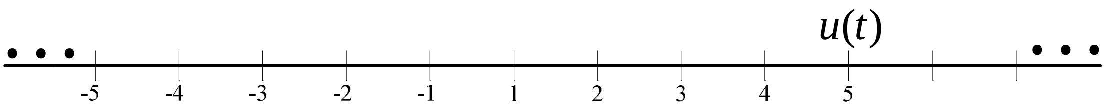
From the above table, if we look at the total weight of the entities in the application, we can see that they combine to a weight of 20%. In other words, those entities weight 20% on the application. The 20% number is how the entities can affect the application.

Example Number 23
Now that we know the entities weight on the application and they can affect the application up to 20%, we must include that weight in our basis related to our function. Our instant goal is ½, while our long time goal is 100%. The 20% number will affect our instant goal and we must take that into consideration as well. In term of our long time goal, those entities will be taken into consideration as well every time the function is executed. Now, let's include the 20% effect of the weight in our instant goal. Whenever

we use the term instant goal, it means that our current level of operation related to our basis. By taking the 20% number into consideration, we can represent our function related to the basis as shown on the graph below.



Example Number 24
Now that we execute our new function and we have a very good understanding of our basis, our principle of operation, and our application, we can then now show our function related to our level of understanding. In other words, it is worthwhile now to show our function related to our level of understanding in the theory scale. Using the diagram below, we show our level of understanding of theory application related to our function. We can use any number to show our understanding of what we are doing related to our function execution. We already knew that the theory scale does not have any limit, so we can use any number and they don't mean much on paper or computer screen. Below we simply use a number of 5, but any number we wish could have been use. Keep in mind that, this number is related to how well we understand our principle of operation related to our basis.

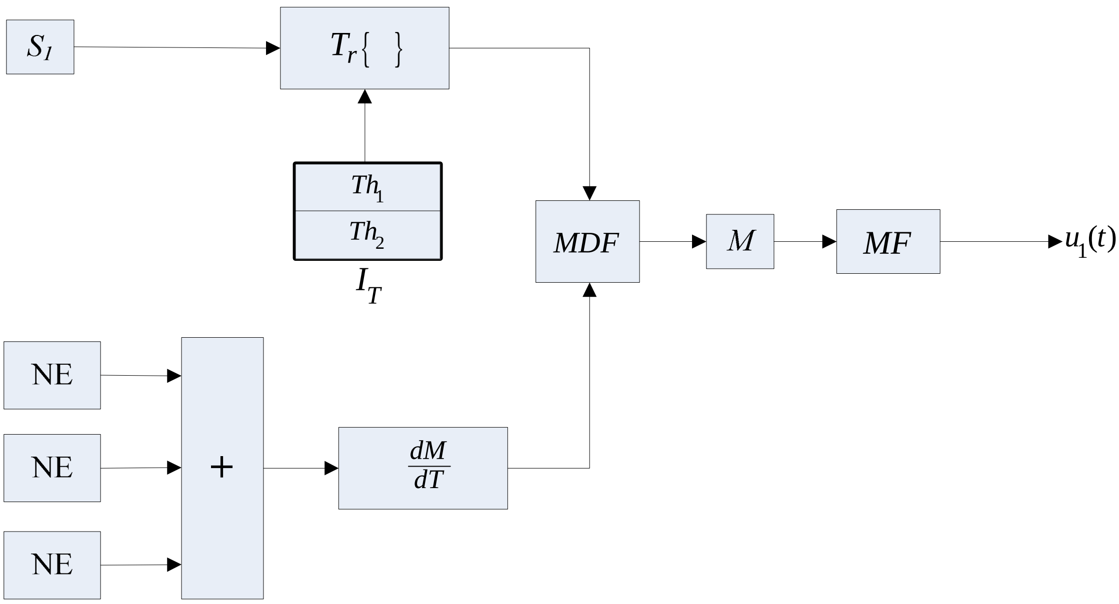


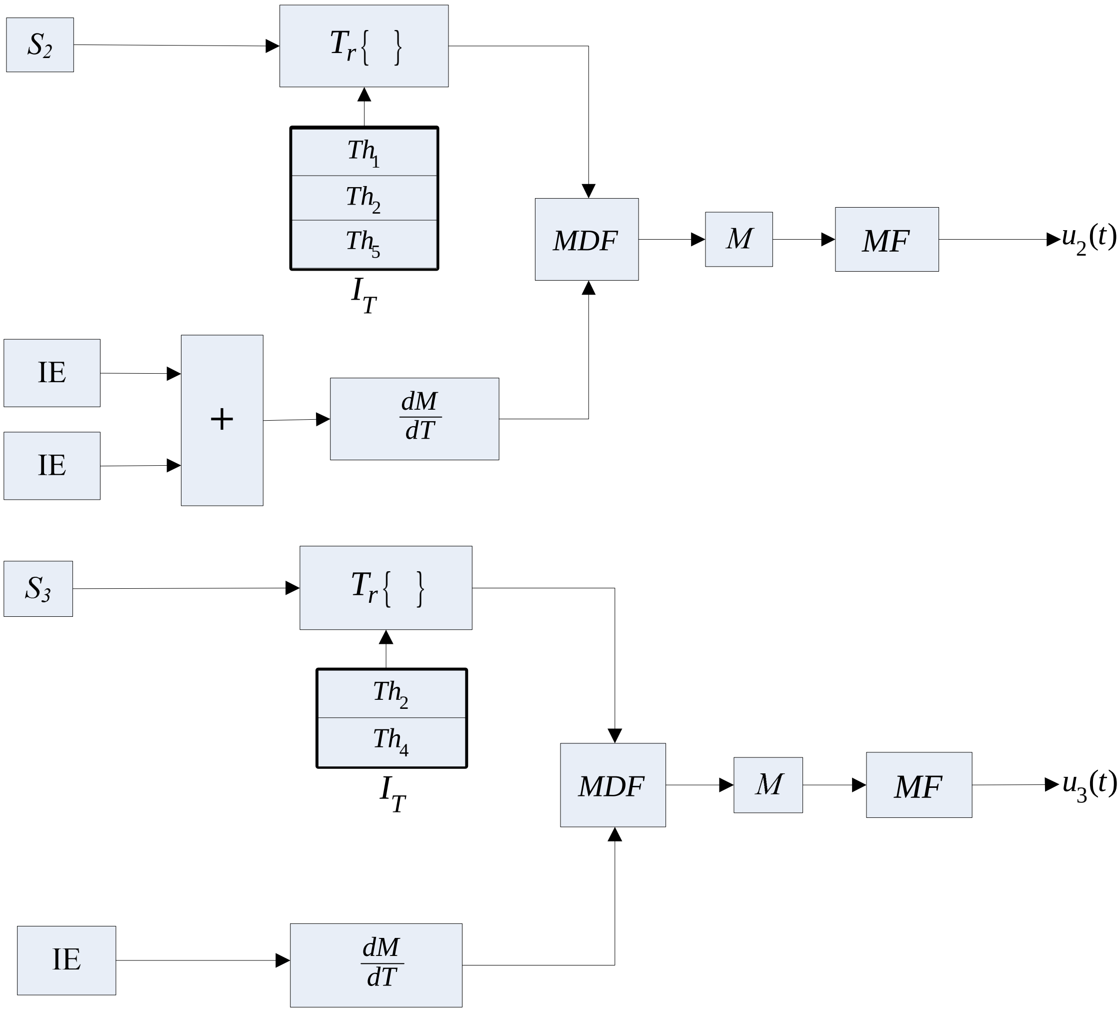
Example Number 25
While we have used T as our theory to derive the method, depend on how we looked at the theorems, I_T could have been used instead. The way to look at it; while we have used T as our baseline to get the theorems to derive the method, depend how we looked the theorems, we could have used I_T instead. In this case we could have simply used I_T to do the same thing. As we become familiar with theory in general and understand our utilization theory, we will see it is possible for us to do everything within the given set. Let's say it again; as we become familiar with our instrumentation theory for instance, we will discover that it is possible for us to derive methods from it by using it. The way to look at it, while we use the word theory in general to provide explanation, as we get familiar ourselves with theory and identification of theory, we would not have any

problem to refer to a theory by its specific name. In this case, we would not have any problem as well to identify theorems and determine which theories they belong to.

From what we have just said above, by using our instrumentation theory to derive the methods, the diagrams would have been changed to the following. In this case, we assume that the people in the project allocate theorems from the theory of instrumentation to derive the functions. The table below shows the allocated theorems and the function for each person. The diagram below shows the output function of each person resulted from the allocated theorems in instrumentation theory.

Allocated Theorems in I_T	System Applying	Output Function
Th_1, Th_2	S_1	$u_1(t)$
Th_2, Th_3, Th_5	S_2	$u_2(t)$
Th_2, Th_4	S_3	$u_3(t)$

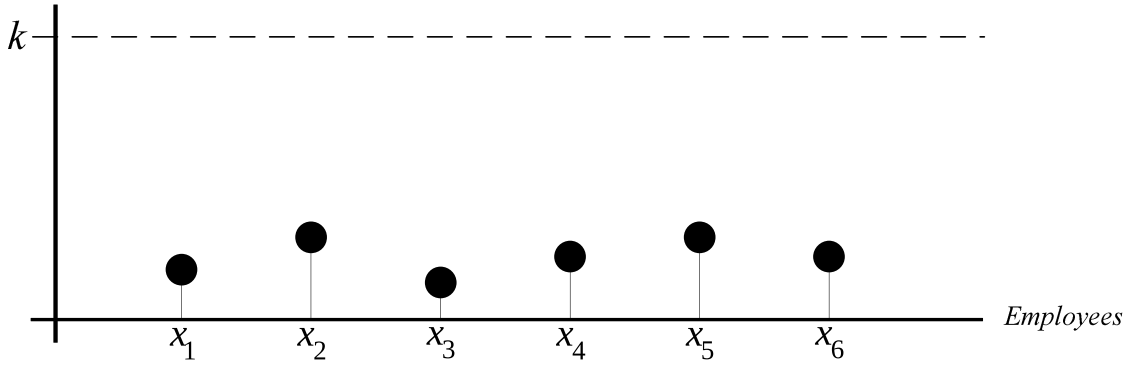




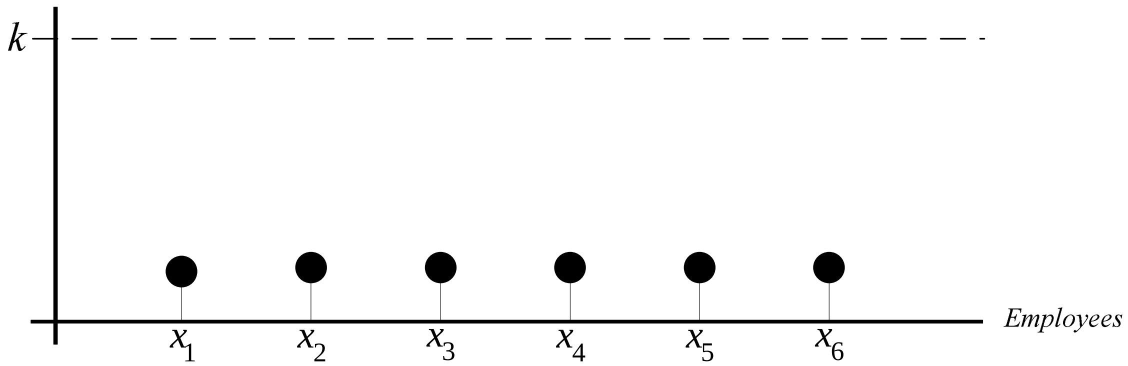
Example 26
Since our function execution is related to our understanding, we can look at our understanding related to our basis and function execution, which is related to our stability. In this example, we are going to look at the stability of people who work in the project related to functions execution in connection to our basis.

Let's repeat what we have said above again. Since our function executes related to our understanding of what we do, which is connected to our basis of operation, we can look at our understanding in term of stability.

To start, let assume that we have 6 people working in a project. While we show three of the people apply theory to derive a method, the other people apply theory to perform other function in the organization, but their functions are also connected to our functions, but we did not show a lot of information about that. Now, we want to show the stability level of those people related to what we are doing. In other words, we need to show the level of understanding of those people related to what we are doing. We can show that in a graphical form as shown below.



While we did not put a number for each employee, but we can see that the stabilities are not equally distributed. The way to look at it, our function execution is related to that stability level. To better understand the overall stability level, it is always good to look at the average stability for the overall employee. That makes sense, since the overall project depends on all employees and each of them contributes to the project, the success of the project depends on each employee individually. In this case, it is always good to look at the average stability for the overall employees as sown by the graph below.

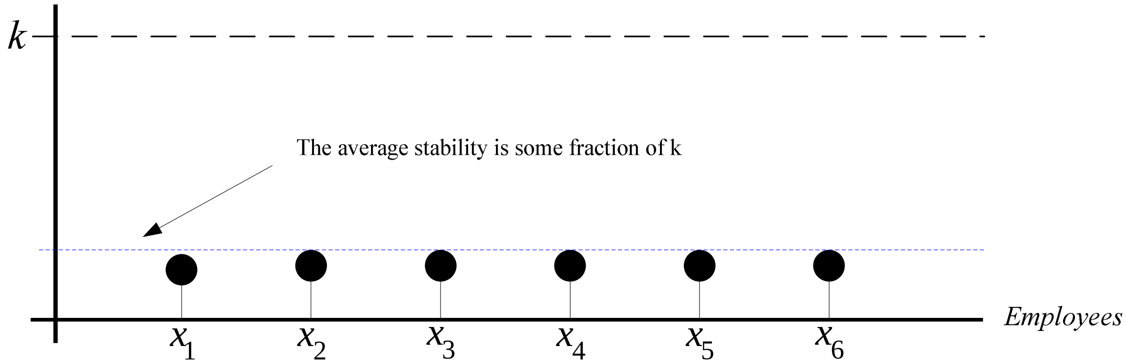


Now, let's use a table to represent the name of each employee relates to the symbol that we use to show them on the graph. It does not matter the way we show them on the graph in terms of name. We could have used person name, we could have also used **P** for person as well. The table below shows the function for each employee and symbolic equivalent. We could have also shown the stability in a tabular format.

Employee Name	Employee Function	Symbol Equivalent
Employee 1	$u_1(t)$	x_1
Employee 2	$u_2(t)$	x_2
Employee 3	$u_3(t)$	x_3

Employee 4	$u_4(t)$	x_4
Employee 5	$u_5(t)$	x_5
Employee 6	$u_6(t)$	x_6

As we ca see from the graph above, the average stability is some fraction of ***k*** as shown by the graph below. The average stability is very important to us as well as individual stability. We can use the individual stability related to our function execution to look at specific area of our interest. We can also use the average stability to look at the performance of our function. Keep in mind that the stability does not represent much on paper. It is always good to think that the stability entity is not a paper entity.



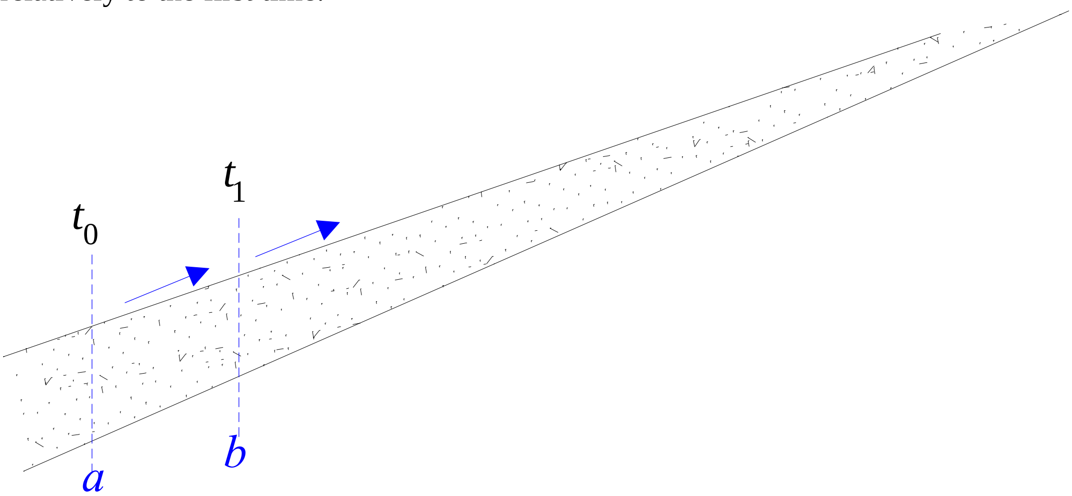
Example 27

From the previous example, we have shown the average stability of the employees who work in the project or the organization. Since we have defined our problem statement relatively to our basis and our principle of operation, it makes sense for us now to look at the direction of our project. Our project direction is also a part of our stability. In a long term, our project direction enables us to look at our future function execution. As shown from some of the previous example, we execute our function at a specific time. By having a direction for our project, we can look at and approximate our application execution in a future time.

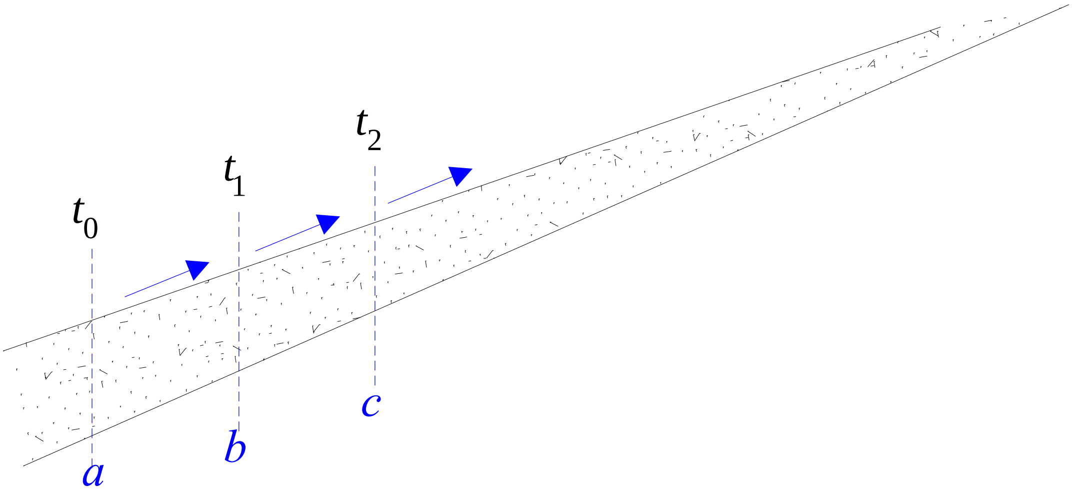
It is very important to understand our project direction. As a theory dependable system, it is very important for us to have a direction. Since we apply theory to execute functions of life, it is very important for our function to have a direction. Our project is considered to be our function. In other words, it is very important to have a direction for our project, since it enables us to continue execute our function related to our basis and our principle of operation.

It is very important to understand that all the stability entities we have looked and defined are not paper entities or computer screen appearances. In other words, those entities do not represent anything on paper or on a computer screen. It is very important to understand that. Now assume that the people who work in the project and the organization have a good understanding of what there are doing related to the principle of operation, the basis of operation, the function execution, and the problem statement. Now at time equals t_0, the function execute minimally. At time equals t_1 as shown from the previous example, the function executes much better. It does not matter the way we start or look at it; we can whatever time we wish. Here, we use the time we first execute the function and successive time. By understanding what we have just said, we can define our direction to point up. In other words, we have defined our direction which is related to our function execution from our basis, operating principle, problem statement, and our understanding of the principle that we apply to execute our function. In this case, we can show the direction of our project, which basically the direction of our function by the diagram below.

On the diagram below, we show our project direction from time t_0 to time t_1. Since we are looking at stability of our project in term of direction, it makes sense for us to use distance mark in our direction. As shown on the diagram below, we use mark ***a*** to show the first time we execute the function and ***b*** to show the second time we execute the function. As we can see from the diagram, we have a very good understanding of what we are doing on the first time we execute the function. On the second time, we did better relatively to the first time.



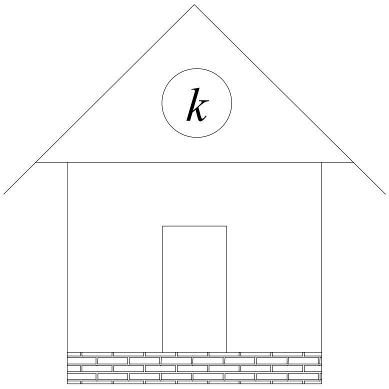
As shown on the diagram below relatively to the diagram above, the first time we execute the function, we have a very good direction of our project. We are doing better in term of our understanding of what we are doing and we continue to do better. Since we have a very good understanding of what we are doing, we expect to do better the next time we execute our function. Mark ***c*** represents an approximation of the third time the function will be executed. Since our function will be executed relatively to our understanding, we expect to do better next time. In this case, we can approximate our performance later.



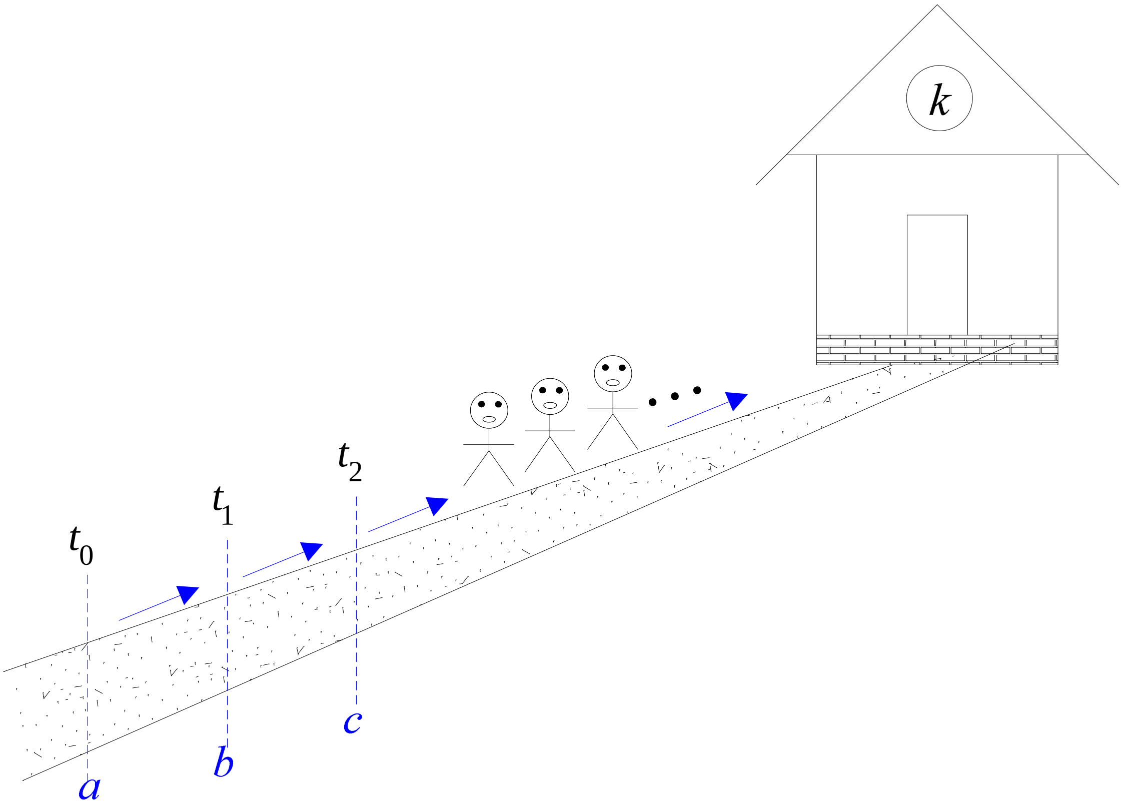
Example 28
A direction cannot exist without a destination. In order to have a direction, we must have a destination. While we have defined our project direction from the exercise above, it makes sense for us to define our project destination as well. Our project destination defines where our project is going, while our project direction defines the road we take to get to our project destination. It is very important to understand the similarity between project direction and project destination.

As a theory dependable system, it is very important for us to have a direction. As a theory dependable system as well, it is very important for us to have a destination. The destination of our project is related to our problem statement, our operating principle, our basis, and the understanding of principles that we apply to execute our function, which is our project. To better understand the similarity between our project direction and our project destination, it is better to take it that way. Our project destination defines the execution of our function as it should be, while our project direction defines what we do in a timely basis in order to execute our function. Let's repeat it again, assume that we are working on a project to execute a function, that function executes as it should be is considered to be our destination, while what we do gradually to get that function executed is considered to be our function destination. In term of our understanding, it is very important to take it this way. Our project destination is considered to be our goal, while our project direction is considered to be what we do to achieve our goal. Our project destination is considered to be our long term goal, while our project direction is considered to be what we should do continually to achieve our goal. In terms of our understanding of theory and application of theory, our project destination is considered to be our long term learning objective, while our project direction is considered to be our increment learning to get to our learning goal. In this case, learning goal means, at a time when our function executes as it should be, we will have a good understanding of the principle that enables us to execute that function. It is always better to take it like that, at a time when we have good understanding of the principle that enables our function to execute as it should be. The good understanding to enable the function to execute as it should be is considered to be our destination.

As we have learned above, our project destination is defined by our problem statement, our basis, our operating principle, and our understanding of theory that we apply to execute our function. In this case, we can use the destination entity to represent our project destination as shown below. Since our project destination is a part of our stability, and our stability is not a paper or a physical entity, it is always good to think that those entities are not defined on paper or computer screen. In addition to what we have just said, we can see that the direction entity is the continuous understanding of the principle that allows us to derive and execute our function. The direction entity enables us to continue understand the principle that we apply to do what we do. By continue understanding the theorems that we apply to do what we do, we can say that the direction entity provides us the direction to do what we do; it provides us the direction to our application.



Example 29
As we have said previously, in order to have a direction, we must have a destination. In order to have a destination, we must have a direction as well. For that reason, it is always good to show our direction and our destination together. Our project destination and direction are defined relatively to our understanding, our operation principle, our problem statement, and our basis. Since everybody who woks in the project contribute to the project, it is always good to show those people on the direction and the destination of the project. The diagram below shows our project direction and destination related to everybody who works in the project. As we can see from the diagram, we are moving up to our destination and we are in the right direction. We use the continuity mark after three people to include more people in the project. In this case, the continuity mark means everybody who work in the project is in the right direction to get the project executed as it should be.



Another way to better understanding the similarity between the direction entity and the destination entity is that, the direction entity points us to the destination entity. For instance, at the time we start our project or execute our function, we cannot get to our destination, but as we continue to execute the function, one day we expect to be at our destination. So the destination is where we want to be, and our direction is what we do to get us to our destination.

Our understanding enables us to look at our application in a long term basis. In a long term basis, we look at the normal execution of our application. In other words, in a long term basis, we look at our function execution in a normal approach. Our destination allows us to point to normal execution of our function. In order to have a destination, we must have a long term understanding of what we do. Without a long term understanding of what we do, there is no destination. Another way to say it, without a long term understanding of our application, our application has no destination. The usage of the destination entity enables us to look at our application in a long term approach.

While in a project we define our direction and our destination by identifying them, it is very important to understand the process. Practically, in real life, those entities cannot be identified by someone for someone. Those entities are viewed as personal entities or personally identified entities. It is very important to understand that and not to take that for granted. While we defined those entities in our project, but we should also keep in mind they are personal entities. In addition to that, we should not think differently compare to real life or outside, when viewing those entities. It is very important to understand that. The way to look at it is that while we may define and identify those entities in our project or in our organization by understanding the principle; nevertheless, outside our organization or in real life, the same principles applied, but to a higher level. It is very important to understand that and not to misinterpret it.

Example 30

The functions that we derive and execute are derived or executed according to our level of understanding. Those functions cannot be executed or derived above our level of understanding. That makes sense, since the theory that those functions depend on gives us ideas to derive and execute those functions, those functions cannot executed or derived higher than those ideas.

To better understand what we have said from the above paragraph, it is always good to explain it related to the theory scale. Let's assume that our level of understanding is 5, we cannot expect to derive and execute a function to a level of 10. It is not possible and practical. Assume that our level of understanding is minus 10, we cannot derive or execute a function to a level of 10; it is not possible and practical. We can only derive and execute functions according to our level of understanding. It is not possible for us to go above our level of understanding. It is very important to understand that. The functions that we derived and executed from the previous examples are derived and executed according to our level of understanding.

Conclusion

Usually we model our application while we are working on our project. The way to look at it, while the customers tell us they will provide us with additional time to tell them how we have completed the project, it assumes that we did not model our application while we were working on it. In this case, we can go back and model what we have done. It is always better to model the application while working on it than after. For instance, if we were going to do something, we document what we are going to do or what we are doing while doing it. While we can always analyze and model our application after execution, it is always better to model it before and during execution.

Since we model our application to make sure we are doing everything accordingly, during our application process, we can document everything that we do. For instance, if we apply a principle, we note it by putting it down and describe how we use it. During our application process, each instruction we apply, we put it down and describe how we apply it. It is very important to understand that process, especially when it comes to error and correction. By documenting and modeling our application, it is much easier for us to identify and correct error during the process rather than after execution.

Some Entity Characteristics Charts

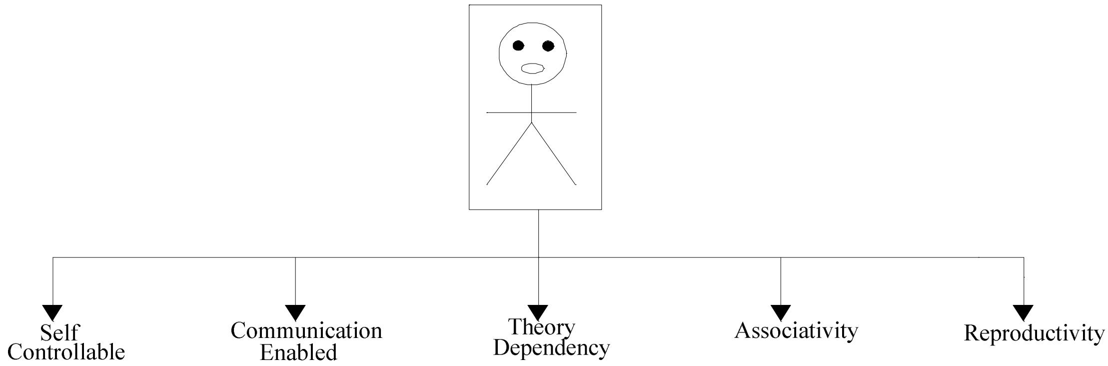
Characteristic of Theory

- Application
- Interpretation
- Relation with System
- Importance
- Comparison
- Expandability
- Relation with Theory Communication
- Limitation
- Presentation
- Portability
- Independency

Characteristic of Information

- Presentation
- Importance
- Relation with System
- Quality
- Quantity
- Application
- Defintion

The Physical System Constant Characteristics



Problem Development

Related to Theory

- Disregard Application of Theory
- Disregard Theory and System Relationship
- Disregard Importance of Theory
- Error in Presentation of Theory
- Disregard Relationship with Theory of Communication
- Error in Interpretation of Theory
- Disregard Independency of Theory
- Disregarding Portability of Theory
- Expandability of Philosophy

Related to Instrument

- Misapplication of Instrument
- Utilization of Bad Instrument
- Disregarding Instrument and System Relationship

Related to System

- Disregard System and System Relationship
- Disregard Function and System Relationship

Related to Method

- Misapplication of Method
- Application of Bad Method
- Disregard Method and System Relationship

Problem Solution

Related to Theory

- Regard Application of Theory
- Regard Theory and System Relationship
- Regard Importance of Theory
- Regard Presentation of Theory
- Regard Relationship with Theory Communication
- Regard Interpretation of Theory
- Regard Independencity of Theory
- Regard Portability of Theory
- Regard Expandability of Theory

Related to Instrument

- Regard Application of Instrument
- Regard Utilization of Good Instrument
- Regard Instrument and System Relationship

Related to System

- Regard System and System Relationship
- Regard Function and System Relationship

Related to Method

- Regard Application of Method
- Regard Application of Good Method
- Regard Method and System Relationship

Problem In Sentence

Related to Theory

- Disregard Application of Theory
- Disregard Theory and System Relationship
- Disregard Importance of Theory
- Error in Presentation of Theory
- Disregard Relationship with Theory of Communication
- Error in Interpretation of Theory
- Disregard Independencity of Theory
- Disregarding Portability of Theory
- Expandability of Philosophy

- Misapplication of Instrument
- Utilization of Bad Instrument
- Disregarding Instrument and System Relationship

Related to System

- Disregard System and System Relationship
- Disregard Function and System Relationship

Related to Method

- Misapplication of Method
- Application of Bad Method
- Disregard Method and System Relationship

Possible Correction

Related to Theory

- Application of Theory
- Theory and System Relationship
- Importance of Theory
- Presentation of Theory
- Relationship with Theory of Communication
- Interpretation of Theory
- Independencity of Theory
- Portability of Theory
- Expandability of Theory

Related to Instrument

- Application of Instrument
- Utilization of Good Instrument
- Instrument and System Relationship

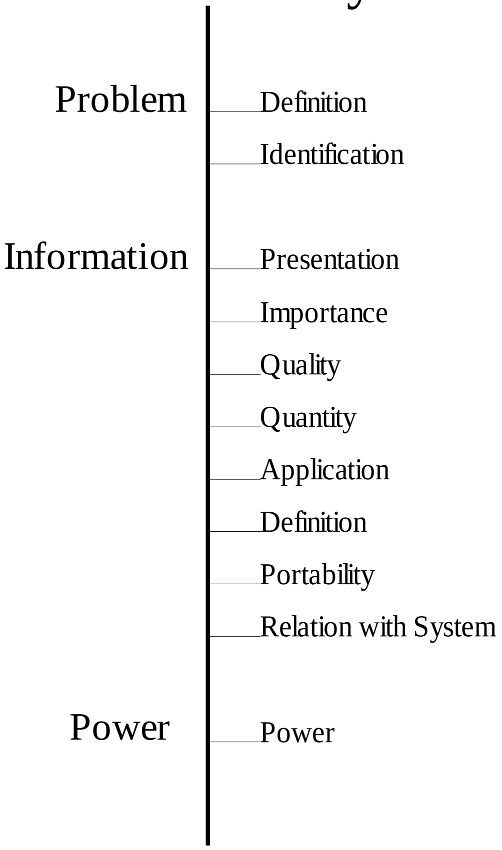
Related to System

- System and System Relationship
- Function and System Relationship

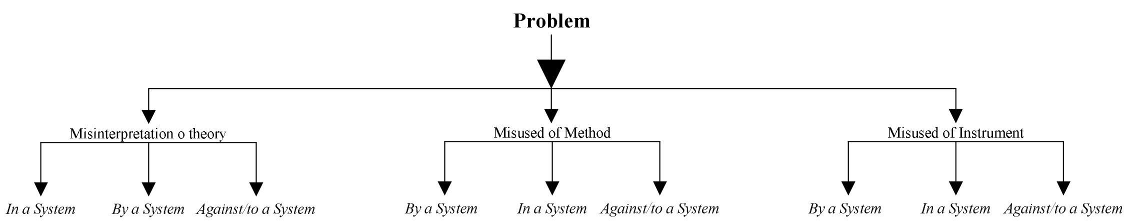
Related to Method

- Application of Method
- Application of Good Method
- Method and System Relationship

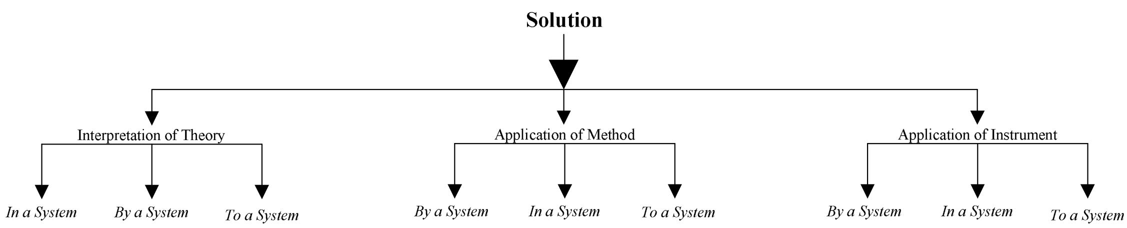
Sentence Analysis



Problem Development Chart



Problem Solution Chart



Characteristic of a Given Reference

- Must be applicable
- Must have a relationship with our system
- Must have a relationship with communication
- Must be incomparable
- Must be independent
- Must be interpretable
- Must be important
- Must be expandable
- Must be presentable
- Must be portable
- Must not be limited
- Must have a fundamental

Exercises

For some of us who may have questions about the warning messages, the following exercises can be used to verify our understanding of the principles. By having a good understanding of the principles, there should be no problem or ambiguity to verity the warning messages. Also, people who have a good understanding of the principles and who have worked out various exercise from the beginning to the end of the book, should have no problem with the error messages. The understanding of those error messages can be used as a verification to determine whether or not the principles is understood. For some of us who have some difficulty to understand those error messages, turn them off and start working some exercises from the beginning to the end of the fundamental of communication book.

Since any entity can be used according to any of us, the exercises are not in order in terms of weights. We can do whatever we think we understand and leave the rest later. As we make progress learning and understanding the principles, then we can move to do the ones that we have left out.

1. Verity that a theory cannot be deleted

2. Show that a theory cannot be copied

3. Show that a theorem cannot be deleted

4. Show that the given documentation of a system cannot be edited. This is the same as saying; verify that the functional principle of a system cannot be edited. So if you want to, you can work it out like that. Show that the functional principle of a system cannot be edited.

5. Show that a given system theory cannot be edited. You don't have to work this one out, depend how you have worked out the one above.

6. Show that a theory cannot be edited

7. Show that a theorem cannot be edited or deleted

8. Show that a domain cannot be deleted and copied

9. Verify that a domain cannot be rotated or flipped

10. Verify that the given set cannot be deleted or copied

11. Verify that the physical system cannot be deleted and copied

12. Show that a philosophy cannot deleted

13. Verify that a function cannot be deleted or erased after being added to life

14. Show that the fundamental of our utilization theory cannot be deleted or copied

15. Verify that a given destination cannot be deleted

16. Show that a given destination cannot be copied

17. Verify that a given direction cannot be deleted

18. show that a given direction cannot be copied

19. Verify that a reference cannot be edited. If you want to, you can provide a practical example.

20. Show that a theory cannot be composed

21. Show that a theory cannot be decomposed

22. Verify that a theorem cannot be composed

23. Verify that a theorem cannot be decomposed

24. Show that an instrument cannot be deleted or copied

25. Show that a theory cannot be rotated

26. Verify that a theorem cannot be rotated

27. Provide some explanation of your understand of instrument and rotation. From your understanding, you might need to look at rotation from your understanding of instrument determine whether or not an instrument can be rotated.

28. Show that an instrument cannot be composed. In this case, you might need to look at the process of deriving instrument and verify your understanding accordingly.

29. If you want to, you can use the above exercise as a baseline to determine that a method cannot be composed.

30. Depend how you do the two exercises above, if you want to you may need to do this one by showing your understanding of instrument and method related to the derivative entity and show whether or not instruments or methods can be composed or decomposed.

31. Show that the function of an instrument cannot be deleted or copied.

32. Verify that a function container cannot be deleted or copied

33. Show that the functional system cannot be deleted or copied

34. Show that the functional system cannot be composed and decomposed

35. Verify that the downhill process cannot be deleted or copied

36. Show that the uphill process cannot be deleted or copied

37. Determine that the uphill process and the downhill process cannot be rotated

38. Verify that the theory scale or the theory application scale cannot be deleted or copied

39. Show that the theory scale or the theory application scale cannot be composed or decomposed

40. Show that the basis of a function execution cannot be deleted or copied. This can be viewed as the same as saying show that the basis of our function execution or the basis of our operation cannot be deleted or copied.

41. Verify that the basis of a function execution cannot be composed or decomposed.

42. By understanding expandability of theory, it can be shown that the expansion of a theory cannot be deleted. Verify that statement; in other words, verify that the expansion of a theory cannot be deleted.

43. Show that the downhill time cannot be deleted or copied

44. Verify that the downhill time cannot be composed and decomposed

45. Show that the uphill time cannot be deleted or copied

46. Show that the distance mark cannot be deleted or copied

47. From the exercise above, you can also show that a distance cannot be deleted or copied. Also show that the distance cannot be composed or decomposed as well.

48. Show that a gain cannot be copied or deleted

49. Verify that a lost cannot be copied or deleted

50. Show that a gain cannot be composed and decompose

51. Verify that a lost cannot be composed and decomposed

52. Verify that a natural element cannot be copied or deleted

53. Show that a natural element cannot be composed and decomposed

54. Determine whether or not it is possible to group people with theory and why. This is the same as saying that, verify whether or not it is possible to group the physical system with the theory entity and why.

55. Determine whether or not it is possible to group a person with a theorem and why.