

# **HOW TO SOLVE PROBLEMS**

Version 4.00

**The gift giver may wish to employ one or more of the procedures 1 to 15 below.**

**Copy the form to clipboard. Paste into a word processor such as Wordpad.**

**For the problem situation of giver or recipient, fill in items of the pasted form.**

**1. Basic problem statement.**

**2. Type and/or paste in your present knowledge of the problem situation. Recall all your knowledge you can about the problem situation and likely solutions. The answer to**

## **the problem may occur to you.**

Physical details

--

Dangers

...

Benefits

...

Other topics

...

### **3. Search the Internet concerning the problem. Use the search engines. Go to sites offering information or advice on relevant topics. Go to data sites -- these may help. Check message boards and forums for answers other persons have discovered.**

Dangers -- list relevant sites and information from each

...

Benefits -- list relevant sites and information from each

...

Sites of manufacturers -- list relevant sites and information from each

...

Sites on Statistics -- list relevant sites and information from each

...

Legalities and standards sites -- list relevant sites and information from each

...

### **4. Family photos having relevance to the**

**problem. Look through your old as well as recent family photos relating to this situation. How did this problem or situation occur in the past, how was it handled? How did your parents, grandparents handle it? How are your children, grandchildren handling it?**

Photos -- identification and handling of each

...

**5. Make abstractions from the equipment or objects involved in the problem. Compare basic problem with the abstractions. Underline new ideas for solving the problem.**

Objects and abstractions of each

...

**6. Use the ReadFonts program to convert the present problem text. Read the converted text to gain new understanding of the text. Record your conclusions.**

Conclusions

...

**7. Use Compute-A-Gift to make powerful abstractions of words in the problem text or ideas for solutions. Compute-A-Gift is basically a powerful abstracting method. Use Compute-A-Gift to investigate words -- or words which are abstractions of words -- in the text of the problem.**

For each word, list:                      Books                      Hints                      For  
sale

...

...

...

...

**8. List sets of biases, speculations, theories, hypotheses, standards relevant to the problem. This method yields tools for problem solving.**

**List of biases** = *(a bias is) a preferred criterion for decision*

--

**List of speculations** = *any kind of wild guesswork.*

--

**List of theories** = *a reasoned guess as to cause.*

--

**List of hypotheses** = *a tentative theory*

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**List of standards** = *an ideal for comparison*

--

**List of ethical violations** = *standards of professional conduct.*

--

**List of moral violations** = *based on causing or not causing bodily benefit or injury*

--

**9. Make a video of yourself in the problem situation. Observe and describe your behavior in relation to the problem. This may show you the origin of your problem.**

Behavior description.

Describe relation of behavior to problem.

**10. Problem with a group.**

**Identify a leader of a group, family, agency,**

**company, institution with which giver or recipient are in conflict in relation to the problem. Gather information about the membership of the group, and the methods and procedures and equipment of the group. Identify giver or recipient compulsive behavior resulting from interaction with the leader and his group.**

**Identify giver or recipient childhood experiences which have generalized into and colored giver or recipient interactions with the leader and his group.**

**11. Technique of recalling memory associated with a photograph. Recall a photo giver has possessed for a number of years, perhaps a photo of his childhood that is possibly related to the present problem. Fix the present problem well in mind. Think back to the photo and you will recall the actual memory related to the photo, and understand how the memory relates to the present problem. Record all the details of this recollection.**

Photo identification

Related present problem

Memory details and relation to present problem

**12. Make a list of general abstractions. Make a list of recalled incidents in the life of giver and recipient through childhood and adulthood. Use a word processor for this. Make a list of abstractions. For each abstraction list in order**

**of occurrence recalled incidents which are related to that abstraction. The most important incidents are those involving the greatest threat or injury. Under each abstraction list how each incident was enabled by the preceding incidents. This methodology reveals the structure of the life of giver or recipient. Relate the present problem of giver and recipient to this structure.**

Abstractions list

Incidents listed by order of occurrence

...

List of abstractions with related incidents listed under each

...

Under each abstraction indicate the way in which each incident gave rise to some later incident

--

Indicate the structure of life and relation to present problem

### **13. General inferences from infancy and childhood.**

**Early development and experiences abstract to present day circumstance. General knowledge about the past of giver and recipient helps you select gifts in the present time. These are ways to access the past other than by use of specific memories. They are more likely to be useful for another person, for whom specific memories are not accessible.**

## **Prebirth.**

This is the time of cell multiplication and formation of organs. If prebirth conditions retarded multiplication this will be "remembered" and the body will exhibit retarded healing later in life. Such conditions might include nutrition, thermal, sleep, exertion, fatigue, disease, physical abuse, psychological stress.

This period abstracts to healing or reformation of injured organs in the adult where cell multiplication is necessary. It abstracts to diseases such as polio and use of the iron lung, and to use of life-support machines, but also to healing in general. Gifts are given in the light of prebirth conditions and fetus development. For example, even retarded healing of minor injuries such as skin abrasions can be predicted, such as if prebirth conditions were such as to retard skin cell multiplication during formation of the skin. Catatonia, an attempt to subsist on low energy, may be predicted from difficulties in this period.

## **Birth to 6 months.**

The infant is very weak and mostly inactive. The infant is too weak to talk. The infant is the center of attention. He is the receiver of communicated action and must pre-set himself for this. Conditions on the infant during this time are important since they are "remembered". Infants who fail to receive communication may be less able to adjust to parental handling.

This abstracts to ill adults who are in a similarly weak state, unable or afraid to talk. The ill person wants to know if sliding will take place or pulling or bumping. Unfavorable conditions in infancy will result in an expectation of the adult that he will not receive communication for handling and that his recovery will be retarded. Some adults may refuse care or treatment for injuries for this reason. Gifts may be selected on this basis.

### **6 to 12 months.**

The child becomes a controller. He can now exert control on his parents. An individual communicates or speaks when he has enough support from the law, the community or the environment or is sufficiently superior to the listener. Child abuse and neglect laws may control the parent because if the parent does not obey the infant the parent will be punished by the law. Insufficiently supported infants may have delayed speech development. An utterance is an action of the speaker, not the listener. The infant communicates what force he will use on the parent so that the parent can pre-set himself to it. If the infant moves the parents arm the parent must not oppose him. The infant controls first with simple vowel sounds and then with such utterances as mama, dada.

This abstracts to the ill adult who has some ability to guide his treatment and communicates to facilitate this. Adults lacking sufficient social support or have too strong a feeling of inferiority may be reluctant to receive treatment. Gifts can be selected with this in

mind.

### **1 to 3 years.**

Single objects. You act on things. This is the time of rapid growth in height. Until sufficient height is attained language is difficult because the child is not large enough to handle objects. Words develop primarily in proportion to ability to handle the material environment. A word can be used to represent something according to the amount of knowledge the speaker has about that something. Even when the action is on objects the listener needs to pre-set himself and/or the environment. Pre-set is a cooperative act and will not take place unless there is sufficient support or power to induce cooperation. Adverse conditions in childhood include insufficient number of toys, restriction of environment.

This period abstracts to illness of the adult with limited mobility requiring someone else to prepare meals and keep house. Difficulty in this period may lead to difficulty of acquisition of new vocabulary as an adult. The adult may exhibit low ambition in obtaining and use of machinery and equipment.

### **3 years to adolescence.**

Height increases at a constant rate until adolescence, enabling more complete access to objects and access to more numerous objects, that can be manipulated. The child gains more complete knowledge of objects. The development of grammar occurs.

This period abstracts to inability to work but limited

ability to care for oneself, prepare ones own meals and keep house. Help may be needed to hire repairmen, shop. It abstracts with the ability to undertake work overload, holding two jobs. Failure to adapt to a new more advanced culture, such as may be necessary for some immigrants, may be predicted from difficulties in this development period. A weak ability to fight strong cultural restriction or oppression may be predicted. Gifts are relevant.

### **Adolescence.**

During adolescence changes in the child occur which enable self support. These changes include the ability to reproduce, and necessary increases in physical size, strength, and endurance. The adolescent develops a thought process which enables him to earn a living. The thought process consists of being able to formulate hypotheses in linguistic form and make decisions.

Attaining recuperation from illness sufficient for self support abstracts with adolescence. Initially help with shopping and hiring repairmen may be advisable. A difficult adolescence may be predictive of a longer time to return to self support, a tendency to develop legal troubles or additional health problems. Changing jobs may be more difficult. There may be low ambition, a tendency to become technologically backward. Promotions in one's occupation may abstract with adolescence. Lack of promotion for necessary improvement in self support may be predicted from a difficult adolescence. Gifts are relevant.

#### **14. General Problem Solving Resource for Giver, Useful for All Problems.**

**Form a compendium of all the important memories in giver's life.**

**The two basic types of awareness are intensity level of exertion and intensity level of sensation. Self injury relates to too high a level of sensation associated with too high a level of exertion. Injury caused by the environment relates to too high a level of sensation not associated with too high a level of exertion.**

**A situation is created by giver and by other persons and by the remainder of the environment. The "evolution of situations" occurs in relation to the principles of injury and abstraction.**

**There are many ways for people to injure one another other than direct physical action. Merchandise offers many possibilities of making people's lives better or worse. Wear and tear can be reduced by good merchandise. How well parents provide for their children relates to injury. Parental rewards include supplying toys, food, clothing, hobby materials, friendliness and liking. Children can equate punishment to this. Just showing approval and liking for a person can be a big help to him and decreases his injury rate. While a major direct injury produces a strong lasting memory, lesser**

**memories are such as expressions of like or dislike, doing bad or good things for a person.**

**The community gives rewards in relation to community standards. Community rewards include being encouraged to enjoy community facilities such as streets, parks, social centers, clubs, restaurants and stores, friendliness.**

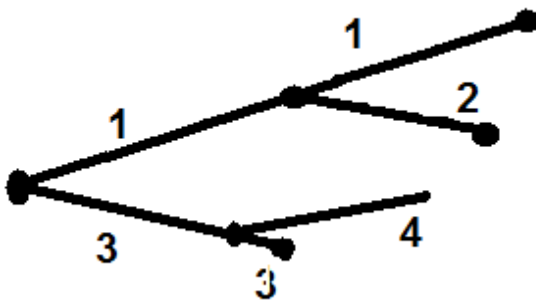
**A problem may be defined as that of preventing the reoccurrence of an injury-time pattern. To formulate a problem of a person, specify this pattern. The pattern consists of time of occurrence, duration, and intensity of each injury type. The first occurrence of the pattern is the best instance to refer to. The formulation of the problem is the statement that further occurrence of the specified pattern is to be prevented.**

**To solve a problem a way to avoid the injuries of the person must be discovered. The solution of the problem will consist of developmental changes in the person and also the equipment (merchandise) of the event so as to avoid his injuries in future such events. List injuries in the two inputs of Compute-A-Gift to obtain ideas for equipment changes.**

**List the injuries of other parties involved in the event. The methods that other parties involved in the problem will use may be anticipated. After several events have occurred larger**

**influences, such as from the community, intervene and significant changes in the event occurs.**

**When you have a problem an attempted solution never fixes it completely. You try more fixes. But the attempt itself is never enough. You have to go back again to this more basic problem and attempt another solution. This also will require a series of fixes.**



**Example: According to the diagram giver tries method 1 using idea 1, thinks of a new idea 2 but does not try it. He continues idea 1 for a considerable time but decides to abandon it. He goes back to idea 2 and tries it out and decides to abandon it. He goes back and tries idea 3. He gets idea 4 and abandons idea 3 as soon as possible. He is presently trying idea 4. All the ideas may be obtained by running Compute-A-Gift. When an idea is abandoned difficulties are encountered because the environment has been changing also, as well as giver. Thus it does not pay to make mistakes, as occurred at**

## **segments 1 and 2.**

*Specify the injury pattern that constitutes the problem.*

*List changes in person and equipment that constitute the method used in attempting to solve the problem.*

*Determine injuries occurring to giver by the method.*

*Determine injuries occurring to other persons by the method, representing secondary injuries.*

*If the method was revised identify how it was revised.*

*Determine injuries occurring to giver by the revised method.*

*Determine how injuries to other persons were reduced by the revised method.*

*List the outcome of the revised method.*

*If giver tried a second basic method describe it.*

*Proceed as before.*

## **15. Internet Sources of Information Used. (check)**

Encyclopedias

Satellite view maps (may require PrtScr or other

method)  
Maps  
Census results  
Image and photo sites  
Family albums  
Forums and Message Boards  
News sites  
Gutenberg books  
Book listings and displays, used or new books  
Organizational concepts pdf  
Organizational structures pdf  
Management concepts pdf  
School yearbooks  
Local library archives  
Newspaper archives  
Family ancestry sites  
Internet search engines  
Historical buildings  
Dictionary  
State statutes  
Patent office search  
Copyright office search

## **Example of filled-in form.**

**1. Basic problem statement.** The problem situation is house windows. I have privacy and security problems with house windows.

**2. Type and/or paste in your present knowledge of the problem situation. Recall all**

**your knowledge you can about the problem situation and likely solutions. The answer to the problem may occur to you.**

### **Physical details**

*Type is double-hung, aluminum. Jamb, sash, sill, glass single-panes, butterfly latches, aluminum frame fiberglass screen. Several window sizes. 8 inch thick wall.*

### **Dangers of draperies**

*Catch fire*

*Heavy fastenings may fall and cause injury*

*Can suffocate*

*Characteristics vary with construction*

*Give clear view when partially open. May need curtains or blinds also.*

*Draperies reduce the circulation of fresh air through the house.*

### **Benefits of draperies**

*Do not leave openings which allow clear view from outside the house.*

*Restrict the flow of heat*

*Have sound deadening effect*

*Restrict sound transmission through window area*

### **Other topics**

*Aluminum windows*

*Wooden exterior shutters*

*Interior shutters*

*Mercury on aluminum windows*

*Fiberglass screens*

*Metal screens*

*Outward opening windows*  
*Inward opening windows*  
*Vertical opening windows*  
*Horizontal opening windows*  
*Window colors*

**3. Search the Internet concerning the problem. Use the search engines. Go to sites offering information or advice on relevant topics. Go to data sites -- these may help. Check message boards and forums for answers other persons have discovered.**

**Dangers -- list relevant sites and information from each**

*Narthenblinds.com*  
*Controls inaccessible such as behind TV*  
*Window treatments which clash when seen from outside the house.*  
*Homejeal.com*  
*Top ten decorating mistakes.*

**Benefits -- list relevant sites and information from each**

*thecurtainstore.com pinch pleats room darkening and with blackout liner*  
*Grommet top panels*  
*Tab top panels*  
*Pinch pleat thermal curtains*  
*Clip top panels*  
*Single traverse rod*  
*Wood poles*

*Createyourdraperies.com*

*Draperies ring set*

*Choose from over 300 fabrics -- floral, striped .... Silk*

*Roman shades -- fabric shade that folds accordion style*

**Sites of manufacturers -- list relevant sites and information from each**

*Kisheern.com*

*Wrought iron hardware*

*Metal accessories, holdbacks, swivel sockets*

*High strength hardware*

*Konblue.com.*

*Motorized window treatments.*

*Hard to reach windows, skylights.*

*Avoid cords unsafe for children*

*Remote control*

*Timer*

*For the elderly or infirm*

**Sites on Statistics -- list relevant sites and information from each**

*EMagarticles.com*

*The most popular window treatments*

**Legalities and standards sites -- list relevant sites and information from each**

*Allbuy.com*

*Illegal window treatments -- blankets, insulation, ...*

**4. Family photos having relevance to the problem. Look through your old as well as**

**recent family photos relating to this situation. How did this problem or situation occur in the past, how was it handled? How did your parents, grandparents handle it? How are your children, grandchildren handling it?**

**Photos -- identification and handling of each**  
*1983 photo showing three family members and draperies. The back of the sofa is under the draperies, allowing heavy hardware to fall on persons sitting on the sofa. The persons in photo display fear of injury to heads.*

**5. Make abstractions from the equipment or objects involved in the problem. Compare basic problem with the abstractions. Underline new ideas for solving the problem.**

Objects -- and abstractions of each

*Window pane --*

*Automobile window glass: is thicker, stronger, shatterproof*

*Blanket: non rigid, lighter, not impervious, no shatter*

*House window --*

*Automobile window: rounded corners, cranked*

*Quilt: layered*

*Window sill --*

*Door sill or threshold: protects floor*

*Window curtains --  
Bed blanket: warmth*

*Window blinds --  
Bed sheet: privacy*

*Window shade --  
Bed sheet: privacy*

*Window draperies --  
Bed spread: protects inner bedding from wear,  
abrasions, dirt, increases privacy*

*Window latch --  
Door lock: requires key  
Door latch: cannot be opened from outside*

**6. Use the ReadFonts program to convert the present problem text. Read the converted text to gain new understanding of the text. Record your conclusions.**

### **Conclusions**

*Concussion and suffocation may be confused resulting in wrong treatment.*

*Draperies do not reflect sound as do other window coverings. Lack of reverberation may enhance clarity of speech and music. Misunderstanding is reduced, emotional well being is increased.*

**7. Use Compute-A-Gift to make powerful abstractions of words in the problem text or ideas for solutions.** Compute-A-Gift is basically a

powerful abstracting method. Use Compute-A-Gift to investigate words -- or words which are abstractions of words -- in the text of the problem.

*If the solution is "drapery" consider that blanket is an abstraction of drapery, and rope is an abstraction of blanket. All three categories -- books, hints, for sale may be useful. You can gain ideas about what actions are inferred by the words (blanket, rope). This shows you why draperies may not be a good solution.*

**For each word, list: Books  
For sale**

**Hints**

*blanket Notes and Queries  
candles*

*blabber*

*rope Imaginations and Reveries  
entertainment*

*lope*

*Blanket infers notes and queries, blabber, candles.  
Rope infers imaginations and reveries, lope,  
entertainment.*

*Perhaps your imagination and day dreaming  
facilitated by draperies may lead to illicit  
entertainment. Draperies may lead to suspicion by  
other persons.*

**8. List sets of biases, speculations, theories,  
hypotheses, standards relevant to the problem.  
This method yields tools for problem solving.**

*Other household members will not agree to install draperies. How can I understand this?*

### **List of biases**

*My associates have a bias against draperies.*

*BIAS -- means a preferred criterion that is used for decision.*

### **List of speculations**

*Their esthetic temperament makes their decisions unpredictable. SPECULATION -- means any kind of wild guesswork.*

### **List of theories**

*The theory is that they have suffered accidents or illness or injury in the use of draperies in the past.*

*THEORY -- is a reasoned guess as to cause.*

### **List of hypotheses**

*The hypothesis is that they have been warned or advised against installing draperies. HYPOTHESIS -- a tentative theory*

### **List of standards**

*They do not expect me to meet their high standards of operating and maintaining draperies, such as operating them in a smooth motion. STANDARD -- is an ideal for comparison*

### **List of ethical violations**

*The low level of light provided by closed draperies is not consistent with an intellectual level of behavior between household members. ETHICS -- accepted*

*standards of professional conduct.*

### **List of moral violations**

*The darkness provided by draperies leads to temptation. MORAL -- based on causing or not causing bodily benefit or injury*

**9. Make a video of yourself in the problem situation. Observe and describe your behavior in relation to the problem. This may show you the origin of your problem.**

### **Behavior description.**

*Erratic accident likely behavior is revealed by the video.*

### **Describe relation of behavior to problem**

*Such behavior may conflict with conditions of privacy and security. Receiving of help in case of accident may be delayed.*

### **10. Problem with a group.**

Identify a leader of a group, family, agency, company, institution with which giver or recipient are in conflict in relation to the problem. Gather information about the membership of the group, and the methods and procedures and equipment of the group. Identify giver or recipient compulsive behavior resulting from interaction with the leader and his group.

Identify giver or recipient childhood experiences which have generalized into and colored giver or recipient interactions with the leader and his group.

**Relation to draperies:** draperies control view of public to kitchen and dining.

**11. Technique of recalling memory associated with a photograph. Recall a photo giver has possessed for a number of years, perhaps a photo of his childhood that is possibly related to the present problem. Fix the present problem well in mind. Think back to the photo and you will recall the actual memory related to the photo, and understand how the memory relates to the present problem. Record all the details of this recollection.**

Photo identification

Related present problem

Memory details and relation to present problem

[This problem origin method is not used in this example]

**12. Make a list of general abstractions. Make a list of recalled incidents in the life of giver and recipient through childhood and adulthood. Use a word processor for this. Make a list of abstractions. For each abstraction list in order of occurrence recalled incidents which are related to that abstraction. The most important incidents are those involving the greatest threat or injury. Under each abstraction list how each incident was enabled by the preceding incidents. This methodology reveals**

**the structure of the life of giver or recipient.  
Relate the present problem of giver and  
recipient to this structure.**

**Abstractions list**

*Locomotion*

*Display*

**Incidents list**

*Model railroad*

*Making model airplanes*

*Playing hockey*

*Delivering handbills*

*Aquarium*

*Dancing*

*Stamp collection*

*Door to door salesman*

**List of abstractions with related incidents listed  
under each**

*Locomotion*

*Playing hockey*

*Delivering handbills*

*Dancing*

*Door to door salesman*

*Display*

*Model railroad*

*Making model airplanes*

*Aquarium*

*Stamp collection*

**List with causal connections**

### Locomotion Incidents

*Playing hockey*

*Delivering handbills*

*Dancing -- hockey enabled dancing by training you to avoid the other persons feet.*

*Door to door salesman -- handbills incident trained you to go door to door*

### Display Incidents

*Model railroad*

*Making model airplanes -- railroad taught you the idea of scale model*

*Aquarium -- Model railroad trained you in layout and background. This skill is useful for aquarium*

*Stamp collection*

### **Conclusions**

*Your life has consisted of considerable basic training in locomotion.*

*Model railroad taught you about components in the environment. Your life has consisted in considerable experience in basic environmental components.*

*Draperies, window furnishings, control view of components in the room.*

*-- Your life may have been overly involved with simplicity.*

### **13. General inferences from infancy and childhood.**

**Early development and experiences abstract to present day circumstance. General knowledge**

**about the past of giver and recipient helps you select gifts in the present time. These are ways to access the past other than by use of specific memories. They are more likely to be useful for another person, for whom specific memories are not accessible.**

Prebirth.

Birth to 6 months.

6 to 12 months.

1 to 3 years.

3 years to adolescence.

Adolescence.

[Not attempted]

#### **14. General Problem Solving Resource for Giver, Useful for All Problems.**

**Form a compendium of all the important memories in giver's life.**

**The two basic types of awareness are intensity level of exertion and intensity level of sensation. Self injury relates to too high a level of sensation associated with too high a level of exertion. Injury caused by the environment relates to too high a level of sensation not associated with too high a level of exertion.**

**A situation is created by giver and by other persons and by the remainder of the environment. The "evolution of situations" occurs in relation to the principles of injury and abstraction.**

**There are many ways for people to injure one another other than direct physical action. Merchandise offers many possibilities of making people's lives better or worse. Wear and tear can be reduced by good merchandise. How well parents provide for their children relates to injury. Parental rewards include supplying toys, food, clothing, hobby materials, friendliness and liking. Children can equate punishment to this. Just showing approval and liking for a person can be a big help to him and decreases his injury rate. While a major direct injury produces a strong lasting memory, lesser memories are such as expressions of like or dislike, doing bad or good things for a person.**

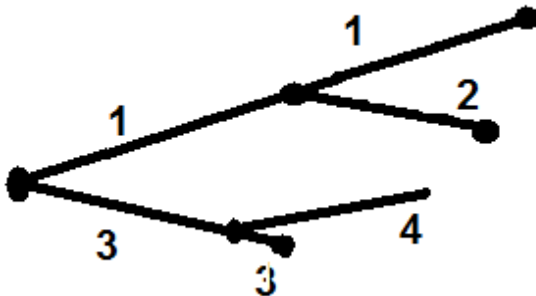
**The community gives rewards in relation to community standards. Community rewards include being encouraged to enjoy community facilities such as streets, parks, social centers, clubs, restaurants and stores, friendliness.**

**A problem may be defined as that of preventing the reoccurrence of an injury-time pattern. To formulate a problem of a person, specify this pattern. The pattern consists of time of occurrence, duration, and intensity of each injury type. The first occurrence of the pattern is the best instance to refer to. The formulation of the problem is the statement that further occurrence of the specified pattern is to be prevented.**

**To solve a problem a way to avoid the injuries of the person must be discovered. The solution of the problem will consist of developmental changes in the person and also the equipment (merchandise) of the event so as to avoid his injuries in future such events. List injuries in the two inputs of Compute-A-Gift to obtain ideas for equipment changes.**

**List the injuries of other parties involved in the event. The methods that other parties involved in the problem will use may be anticipated. After several events have occurred larger influences, such as from the community, intervene and significant changes in the event occurs.**

**When you have a problem an attempted solution never fixes it completely. You try more fixes. But the attempt itself is never enough. You have to go back again to this more basic problem and attempt another solution. This also will require a series of fixes.**



**Example: According to the diagram giver tries method 1 using idea 1, thinks of a new idea 2 but does not try it. He continues idea 1 for a considerable time but decides to abandon it. He goes back to idea 2 and tries it out and decides to abandon it. He goes back and tries idea 3. He gets idea 4 and abandons idea 3 as soon as possible. He is presently trying idea 4. All the ideas may be obtained by running Compute-A-Gift. When an idea is abandoned difficulties are encountered because the environment has been changing also, as well as giver. Thus it does not pay to make mistakes, as occurred at segments 1 and 2.**

*Specify the injury pattern that constitutes the problem.*

The following description specifies the injury pattern: Giver was accused of not paying a bill for painting of his front porch. Giver had paid in cash but neglected to obtain a receipt. Giver's reputation suffered.

*List changes in person and equipment that constitute the method used in attempting to solve the problem.*

Giver decided to put a bumper sticker on his car concerning cheaters. Segment 1.

*Determine injuries occurring to giver by the method.*

Gratifying results were obtained because the painter backed off demanding payment.

*Determine injuries occurring to other persons by the method, representing secondary injuries.*

The sticker was distracting to traffic. His friends and associates

wondered who he referred to.

*If the method was revised identify how it was revised.*

Giver had been undecided as to the particular sticker was best. There were less abusive stickers. Because of the negative responses of the original sticker giver decided it was a poor method. Second segment 1. He replaced the abusive sticker by a more diplomatic one.

*Determine injuries occurring to giver by the revised method.*

Giver noticed a perceptible increase in threat from the painter. The new sticker had less deterrent value. Segment 2.

*Determine how injuries to other persons were reduced by the revised method.*

Giver became aware of a reduction of negative comments from his friends. But the new sticker still offended his friends.

*List the outcome of the revised method.*

Giver decided the benefits of the basic method were marginal. He decided to give up the initial method altogether.

*If giver tried a second basic method describe it.*

He bought an instruction book on bookkeeping. Following the instruction in the book he prepared a ledger to record his financial transactions. Segment 3.

*Determine injuries occurring to giver by the method.*

From a more legally secure position giver was able to face off the painter.

*Determine injuries occurring to other persons by the method, representing secondary injuries.*

Giver's lawyer hedged on his complex hard to understand records.

*Identify how the method was revised.*

Giver discovered computerized bookkeeping. He decided to

immediately discontinue hand written books. Second segment 3. Giver switched to computerized bookkeeping. Segment 4.

*Determine injuries occurring to giver by the revised method.*

The laborious work of hand written records was ended.

*Determine how injuries to other persons were reduced by the revised method.*

Giver's lawyer could easily examine and verify giver's records.

*List the outcome of the revised method.*

Giver decided the benefits of the revised method were excellent. He is continuing to use this method. Segment 4 has no dot on the end.

## **15. Internet Sources of Information Used. (check)**

Encyclopedias

Satellite view maps (may require PrtScr or other method)

Maps

Census results

Image and photo sites

#Family albums

Forums and Message Boards

News sites

Gutenberg books

Book listings and displays, used or new books

Organizational concepts pdf

#Organizational structures pdf

Management concepts pdf

School yearbooks

Local library archives

Newspaper archives

Family ancestry sites  
#Internet search engines  
Historical buildings  
#Dictionary  
State statutes  
Patent office search  
Copyright office search

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