The problem of choosing a point in the positive quadrant of a two-dimensional Euclidean space is of a type of social environment within which mathematical models are known to work. The mathematicians present at the conference on social problems and a good source of data for scholars seeking to explain the empirical behaviors are sensitive to moral concerns, and skilled in strategic experimentation of the type first introduced by Flora and Poll [1].

The following pages contain the transcript of a committee meeting.

Charles R. Poll

EXPERIMENTAL TRANSCRIPT OF A FIVE-MEMBER COMMITTEE
The results, which receive support from these conversations cannot account for all other proposals and votes. The implications for the outcomes of the agreements were not responsible for the choice of the point (39, 69), and arguments were not responsible for the choice of the point (39, 69). The procedures, implicit in the agreement to disagree, and arguments were not responsible for the choice of the point (39, 69).

4. Discussions of "The Agenda" In the Item under Consideration

Figure 3.

The group was to use majority rule and follow the agenda. They had to "split their policy at work." For example, discussions of "The Agenda" In the item under consideration cannot be elaborated (and hence can be the only optional information) as elaborated (and hence can be the only optional information).

Set in italics are the individual's name in an italics font and a different style of italicization. This is a set in italics. Figure 2 and Figure 3 are placed at the top of the page. Figure 2 also indicates the ordered axes at the top of the page. The figure at the top of the page is Figure 2 and the operationalization at the top of the page is Figure 1. The three figures are placed at the top of the page.
FIGURE 1. Issue space, individual maximum points and individual maximum amounts.
$(x_i^i, y_i^i) =$ individual $i$'s max point
$(x, y) =$ chosen point

$$r = \left[ (x - x_i^i)^2 + (y - y_i^i)^2 \right]^{1/2}$$

FIGURE 2: Payoff amounts
(in dollars): Amount shown as a function of distance from point of maximum payoff.

Position 1 max point (39, 68)
Position 2 max point (30, 52)
Position 3 max point (25, 72)
Position 4 max point (62, 109)
Position 5 max point (165, 32)
Get a good result if we went with dark colors. Still it would be more likely to off if we tested all colors. Dark colors, then. A good color, more of us could be better. None of the other colors, according to cost most of the thick and most of the people here, according to the people, wore it. I think will please the bulk of the area. Covered on the map. Most of it. I think will please the last.

2. Well, I think that each of us would be fairly satisfied with the vast.

Red. Okay, the committee is open.

N. All right, so the first item on the agenda, under item 1, dark versus.

1. Just one moment.

[5. O'Malley [197, 68]
4. Jane [197, 109]
3. Charlie [197, 22]
2. Bob [197, 22]
1. Mike [197, 52]

Okay, is everybody ready? I also want you to print the x and y coordinates of your best point.

I also want you to print the x and y coordinates of your best point.

N. All right, I am going to give each of you a number. You are no. 1,
1. Let’s get everyone’s opinion point.

2. Write on the chart.

3. On the back of your instructions, there are some notations you can see.

4. We have to talk about coordinate lines. If we talk about.

5. Tell us what coordinates we want.

6. Any coordinates within that color will be satisfactory.

7. Even though points of dark red and dark green.

8. Common points of dark red and dark green.

9. To get into the light region, you would really have a larger.

10. Get into the light region, you would really have a larger.

11. Choose color to give me the brighter.

12. Tell me what colors are dark.

13. If you want to deal with any of your.


15. My dark blue is that great either put I once again, I don’t have to.

16. Similar to mine.

17. Other.

18. A point.

19. Is it very taylor’s favorite triangles.

20. Right. My favorite point is in the light area. But there are some points in.

21. Dark green is satisfactory to me. If it’s best for.

22. Dark green and dark red.

23. What colors are dark black.

24. It is completely dark.

25. Get into the light region, you would really have a larger.

26. The black.

27. I don’t know whether...

28. I suppose, this is by design...

29. Final day.

30. And that net...

31. If you will, you would like to take a vote. Then raise your.

32. Your proposed, and what you would have a larger.

33. What are the high numbers are very high numbers. Only in a very limited area.

34. I’m in the same position too. Primarily in a lighter color.

35. Darker and more of my map are very high.

36. My dark blue is that great either put I once again, I don’t have to.

37. Where you look like yours in general, I’ll pick a dark...
FIGURE 3. Probabilistic Prediction of the Plant-Leaves Agenda

The transcript of this session is reported in this paper.
2. No, you aren't, you go to something.
3. When you're out of the house, you're out of the house.
4. Not for you, you're not, it wouldn't be. 2 - $2.00, 3 - $3.00, 4 - $4.00. 12.
5. What about a point other "O'Malley," what about a point, ah. (63, 80)
6. $2 - $2.00, $5 - $5.00.
7. Not for you, you're not, it wouldn't be. 2 - $2.00, 3 - $3.00, 4 - $4.00. 12.
8. What about a point, you're not.
9. I'm doing this thing, this thing, this thing.
10. I'm doing this thing, this thing, this thing.
11. Well, that would be too big to print. 1, 2, and 3.
12. Well, that would be too big to print. 1, 2, and 3.
13. No, no, no, it's very toughly traced off at that point. 3 - $3.00, 4 - $4.00. 12.
14. Yeah, and very bad for your job, can we get some numbers here.
15. Yeah, and very bad for your job, can we get some numbers here.
16. $2.00 -- a note the request for names -- it frequently occurs.
17. Yeah, and very bad for your job, can we get some numbers here.
18. Yeah, and very bad for your job, can we get some numbers here.
19. 1, 2, and 3.
20. There.
21. There.
22. 2, 3, and 4, you're not.
23. Just look at the organization of those.
24. Well, it would be fine to print. 2 - $2.00, 3 - $3.00, 4 - $4.00. 12.
25. What is your number. 2.
26. Yeah, it's bad for me. 12.
27. Yeah, it's bad for me. 12.
28. I am doing this thing. 3.
29. Of course, it wasn't there where it doesn't amount to much at all. 3 - $3.00, 4 - $4.00. 12.
30. How is (05, 70) for you.
31. How is (05, 70) for you.
32. And, give it (05, 70) because it's about equalitarian from points. 1, 2.
33. But that's why "O'Malley," I said the point 70 because that's on the.
34. I am at (62, 109).
35. Where are you, you're not.
36. Yeah, you're not.
37. What is your number.
38. I am at (72, 72).
The advantage to being rear is that you are a lot closer to the center point, so you should observe that the scales are different. If you think by explaining, you can motivate it down.

A coalition proposal is simply a point that maximizes what we have. We can make up a point that maximizes what we have in the situation that the states are the same. The drop off is somewhat sudden. The states are the same. The states are the same. The states are the same. The states are the same. The states are the same. The states are the same. The states are the same.

We are in the third other way. We are in the third other way. We are in the third other way. We are in the third other way. We are in the third other way. We are in the third other way. We are in the third other way. We are in the third other way.

[Graph showing indifference curves and proposed points]

2. What is the situation there, are you at all sympathetic to a point...

3. Well, see, you know the point is, I can get a lot closer to those two points between the two going.

4. Whichever of the two you're taking out of their range.

5. Let's see, you're taking out of their range, when you are...
[Page 1 of 1]
2. Yeah.
3. (40. 80)

[40. 60; 41. 80 at (32. 65).
1. All these 8, if 2. I'm incorrect between the two points.  1 - $19.50 at
2. Yeah.
3. (40. 60)]
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
2. Of course, coordination are looking about. 2. Well, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
3. Okay, how about how that? I'm going to be a little help. but the one.
2. Will, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
2. How is it going? 2. How is it going?
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
2. Of course, coordination are looking about. 2. Well, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
3. Okay, how about how that? I'm going to be a little help. but the one.
2. Will, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
2. How is it going? 2. How is it going?
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
2. Of course, coordination are looking about. 2. Well, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
3. Okay, how about how that? I'm going to be a little help. but the one.
2. Will, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
2. How is it going? 2. How is it going?
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
2. Of course, coordination are looking about. 2. Well, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
3. Okay, how about how that? I'm going to be a little help. but the one.
2. Will, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
2. How is it going? 2. How is it going?
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
2. Of course, coordination are looking about. 2. Well, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
3. Okay, how about how that? I'm going to be a little help. but the one.
2. Will, we're stopping off for your place. I'll be there. 2. Okay, how about how that? I'm going to be a little help. but the one.
2. How is it going? 2. How is it going?
2. Yeah, I've taken off from the other one.
3. Right.
2. [I - $1.50. 00]
1. I couldn't do that, I'm getting down to Nagel's place on that one.
2. Yeah, alright Sir, you need 0! $10. 00.
3. (30. 50)
1. That's me. (40. 60) 0.
3. How is (40. 60) for O'Malley and Carteese? Who is something like
[2. [O'Malley, what his it? 91. 60. 00]
2. Perfect 0. [91. 60. 00]
3. How about you, Mike?
2. [32. 65.]
1. That would be (32. 65).] [93. 25]
1. Are you talking about 35, Bob?

2. Yeah.

3. How does it look?

4. Above 50.

5. Well, I could take, above 50.

6. Now, there's the point near the ball, well, not totally.

7. But... above 50, maximum.

8. Okay, there's the point near the ball, well, not totally.


10. Oh, and there anything above 40 is good.

11. He sees their harmony of 12.


13. From 10 to 20.


15. That's a long, he is somewhere between 35 and 40 because... 4.

16. Well, that's a long, he is somewhere between 35 and 40 because... 4.

17. Well, that's a long, he is somewhere between 35 and 40 because... 4.

18. Why don't you keep your momentum?

19. It doesn't make any difference. If you talk about... Around $15.00 within 35.

20. Why don't you keep your momentum?

21. Well, that's a line, he is somewhere between 35 and 40 because...

22. Well, that's a line, he is somewhere between 35 and 40 because...

23. Well, that's a line, he is somewhere between 35 and 40 because...

24. Well, that's a line, he is somewhere between 35 and 40 because...

25. 2.7, 0.9.

26. Oh, a little bit, but not much... not anything to write home.

27. He is (39), 70... 69.

28. It doesn't make any difference.

29. You are better...

30. I am at 39, and you are at... 32.

31. I am at 39.

32. That's a little bit to take together, aren't we?

33. Interesting.

34. Oh, and there anything above 40 is good.

35. He sees their harmony of 12.

36. Better.

37. From 10 to 20.

38. Yeah.

39. That's a long, he is somewhere between 35 and 40 because... 4.

40. Well, that's a long, he is somewhere between 35 and 40 because... 4.

41. Well, that's a long, he is somewhere between 35 and 40 because... 4.

42. Well, that's a long, he is somewhere between 35 and 40 because... 4.

43. 2.4.

44. Yeah, I'm out, [1-] 3.4, 96.

45. Okay, that's above 40.

46. Yes, does it drop off.

47. Okay, that's above 40.

48. There's a better but not appreciable difference.

49. There's a better but not appreciable difference.

50. There's a better but not appreciable difference.

51. There's a better but not appreciable difference.

52. There's a better but not appreciable difference.

53. There's a better but not appreciable difference.

54. There's a better but not appreciable difference.

55. There's a better but not appreciable difference.

56. There's a better but not appreciable difference.

57. There's a better but not appreciable difference.

58. There's a better but not appreciable difference.

59. There's a better but not appreciable difference.

60. There's a better but not appreciable difference.

61. There's a better but not appreciable difference.
something. Notice the secrets on both axes are in this row.

Where does he need to move? He is interested in where (35, 70) or
O

By your two points of mine,
which is drawn, which indicates the angle formed by the lines formed

See, he's using the first axis to move our parallel with the line
interchange, I'm dropping off quickly.

the three, outside the center point of the triangle point and your base point

1. "Where?" If you move away from the center point of the triangle above

2. It really makes a difference before that point.

3. It really makes a difference being on that one point or is it just you

4. Experiment, check this chart.

[Experimental chart: "What is the relationship between the horizontal and vertical above and on the test."

5. Yeah, I don't see it. (41, 62) Would that be... that?

[Equation: My coordinates are (39, 60).

2. What is the x-axis name? "Note the x axis". Which is in 2, is intersected

2. Well, let me remember your coordinates roughly (42, 60) or some-

2. Parson, me. Where would that be?

[Interrupts]

3. On the triangle (trig) to our point. On the triangle point

3. "Where?" At the center point

1. Pretty good. It's fairly good

3. Two lines? Then how about these

3. Yeah, about two lines.

I think we've got to stick in the

... we stick with him.

2. Don't tell me proportions. Just

3. I think it's bad for all of us

4. I won't say this inhabiting.

5. Well, can I tell... I can tell

1. "That is that you are...

2. Yeah, is it like one line, two

3. Your point? Where you are joining

2. Yeah, you drop off. What is the

3. On the line, and still be part of

4. Okay, now (35, 70) is on a bag

5. Yeah, can I tell... I can tell

4. The following conversation continues in parallel.

1. (35, 70), Pretty, very pretty. $6.90.

3. (35, 70), How do you feel about?

2. 35 what?

3. How do you feel about (35, 70)?

2. Get a bride?

4. After all just is a meaningless statistic since we can't still.

2. Now let me make this (35, 70). The continuous in interesting.

2. Continuously, isn't something and they force us to analyze the other two

2. (Laughing)

5. (Continuing)

[Interrupts]

2. Learn directly.

1. "What?" Let me ask you this. Do you want to maximize your own

4. Let me tell you... is the still trying to change the subject?

4. By any means.

2. And that would be, "Jesus, will I get something. Nothing close to the maximum

5. Laughing. Wow! "Hey, still won't go on here.

2. I would go with your maximum point.

2. The conversation continues.

2. Let me try this (35, 70). I am being to break up
3. I'm not sure. It depends on how much, not just the percentage.

2. Okay, right. But the only saying that was not the case.

1. Yeah, you see that was what happened no matter what point we pick.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

4. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.

2. Yeah, for me the drop off where people are going is very, very

3. Yeah, but your nearest where we are dropping off.
1. By moving... if I go out to 75 on the x-axis and move up one,

2. Important to: When

3. It hurts me quite a bit but it seems O'Malley thinks it's very

4. A move to the right doesn't hurt me, I could move np ...

5. A move to the right doesn't hurt you, I go bad, right? Mike?

1. (22, 657)

2. How much would you like to move to the right?

3. How much I’ll say?

4. up.

5. Okay, you'd like to move to the right and Charlie wants to move

6. our theme. I don't really care for anymore (laughs).

7. Well, there's just what we were talking before, by the time we get

8. No, wait; what (22, 659).

9. I know, 6... 10.

11. anh, the corner point of the triangle.

12. Now all this (65, 67).

13. 56, what?

14. What about 65 O'Malley?

15. And you're going to come all the way down to 64 to do well.

16. 65 years. Really big drop off. (About 60, 59.4)[

17. Well, now is there... is your drop off real big, Bob, if we go up

18. Yeah, could be.

19. When I do, [laughs].

20. Have a much shorter drop off.

21. It sounds to me that everybody else may

22. Let's (56, 65).

23. I'm not convinced that Charlie...

24. Well, I've got a little triangle here

25. know, fairly good chance.

26. You said I start getting hurt at you.

27. So see, by moving above 65 on the

28. A problem. We'll have to move the same problem, because I have the reveres

29. Where the x-axis is just this point at all.

30. Moving along the x-axis is just the one. Moving

31. I see (43, 65).

32. I see, x-axis is that one... there is a big drop off between (34, 69) and

33. 34, 69.

34. 34, 69.

35. How about (43, 68) [How are you there?

36. I'm just interested, no wait a minute (35, 68), yeah, that's

37. I (35, 69)'

38. No, I said we can... 35 where...

39. I thought you said if we went up...

40. There's nothing one of it. [About 59, 72.]

41. 68, 68.

42. Good to go there.

43. Well, there is the right is there, but if we do that it would also be

44. Rather far away, [78 (triangle).]

45. No, I'm just interested. Going one up and there to the

46. If you go to the right and up then that increases my too.

47. Okay.

48. previous claim.

49. I can go down; the right without losing a lot. [This contradicts

50. P.S. That's okay.

51. This (to O'Malley).

52. From the corner point of the triangle I can go right there. Can I do

53. How about the right.

54. If I go up, I lose not too much, I guess I can go one up.

55. Right, it makes pretty easy. But you lose least if you go a couple up?

56. Yeah, it pretty easy. Pretty close, going two to the right to the

57. For you.

58. If he stops me more to go to the right which is obviously bad, worse

59. You have a very rapid ...

60. [A 18.
| 1. I'm learning about the ... and the cumulative property by | 5. Well, if I don't learn it ... 
| 2. I'm learning about the ... and the cumulative property by | 6. I don't learn it ... 
| 3. The real-life examples of these ... | 7. I think the answer lies somehow around (33, 66). 

**Diagram:**

```
 0 10 20 30 40 50 60
  0   10  20  30  40  50  60
```

- There are 5 points on the x-axis, 65 in the y-axis.
- There is a fairly healthy chunk coming out of these. [About $2.00]
You don't know that.

Well, we're going out much more than they're going.

I think we'll get there faster, and you get one large and two small.

I think we'll get there faster, and you get one large and two small.

Oh, yes, the bobbies are two small and you large, are you in with

I think you know it is virtually zero. What is the increment you were

I am in the same position.

You shouldn't say that, you get zero.

You shouldn't say anything like that.

You have (125), that's zero.

Well, for me to get nothing you have to go to the zero, you mean.

Right.

Well, the rest he can do.

The best he can do is look at the points and make a guess about

The way he has chosen -- I shall be even wiser to do it, but the motion as it goes with your maximum

We'll go to the center point, there's the motion on the door and...

The best he can do is look at the points and make a guess about

So there's no point in taking about it.

Somehow or other, difference.

Tie the point and this maximum point at all.

We don't have to support it. He can win right there so it's no good.

Consequently, the position and are not going to support that, so let's...
I can get from my points would compensate you.

2. No, I wouldn't mean in the game it's my decision... the amount
of the difference... and the thing is...

3. I wish those were... the training more than that it's losing here because
I mean really where the higher

4. The more... I'm sure if you're trying to see what we're losing the day we're losing and I just don't

5. You know, between those two I could either way on that... if I

6. I mean really a beating to move to that point.

I. Then's right, but... I've taken a substantial beating by now, I

2. And I think... but we're doing our way we'll all come out

3. They're afraid to the common good, but... an.

4. Everybody to the common good, but... an.

5. Everybody to the common good, but... an.

2. O'Malley, there's a good issue now.

1. I think it's worth the discussion. And, I am ...

2. We're happy about that, Charlie...

3. We want to get to the largest...

4. I'm like up 'n' one down of those...

5. I'm like up 'n' one down of those...

1. I think that's a discussion point. I've

2. Well, that's all you can say about that. I'm feeling 'n' Charlie is...

5. And we do know that my goal that everybody feels sort of...

2. O'Malley, we do know that everybody feels the point...

1. Tube, when we say maximizing that an incorrect term is...

2. Our else...

3. And in particular drop off differently for every...

4. That's a reason that everybody feels the drop in the point where we...

5. I don't think it's a question whether you want to maximize...
The page contains a discussion about decision-making processes and the use of coordinates in a game or context. The text is difficult to transcribe due to the presence of diagrams and tables, but it appears to discuss strategies for making decisions, possibly in a game or simulation context. The content seems to involve a mix of narrative and mathematical elements, suggesting a blend of reasoning and planning.

[Diagram with a grid and table, likely representing a matrix or decision points]

**Row 1:** Well, I think I'm going to pick my points, and it is not out of the question. I'm thinking about it. If we have to decide, take a point. Then, I'm not in the dark.

**Row 2:** Why? Further.

**Row 3:** Okay, I think the game has been decided. Okay, well, it might be decided. Hence, the answer. I'm not in the dark.

**Row 4:** Let's talk about it. Give us an answer. Then, we'll go through the coordinates.

**Row 5:** Well, it's not gonna take very much time at all, once we decide.

**Row 6:** I think I'm going to pick my points, and it is not out of the question.

**Row 7:** I'm not in the dark.

**Row 8:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 9:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 10:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 11:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 12:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 13:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 14:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 15:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 16:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 17:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 18:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 19:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 20:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 21:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.

**Row 22:** No discussion. Okay, so from 2 to 2, we're voting on dark blue.
2. 5. Yes, it's worth $15 to him.

3. They were minutes. I don't think he said 40. Did he? [The one unit

4. supra] makes about $300 difference.

5. All right, we have a level of 40 and level x at 3.7. We have to

6. 3. They were minutes. I don't think he said 40. Did he? [The one unit

7. supra] makes about $300 difference.

8. All right, we have a level of 40 and level x at 3.7. We have to

9. OK, let's get a proposal. You have another level where all those in favor of level y
6. If the item 5 alternatives have been narrowed to the light blue area then the item 6 which can yield me the highest comprehension is 6, 7, 8, 9, 5, 3, 2, 0, 2.

<table>
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<tr>
<th>Penetration</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Maj. Choice</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

5. Fill in the blanks.

1. The dark colors receive a majority of votes at item 1, I would choose the point color.
2. The dark colors receive a majority of votes at item 2, I would choose the point color.
3. The dark colors receive a majority of votes at item 3, I would choose the point color.
4. The dark colors receive a majority of votes at item 4, I would choose the point color.
5. The dark colors receive a majority of votes at item 5, I would choose the point color.
6. The dark colors receive a majority of votes at item 6, I would choose the point color.
7. The dark colors receive a majority of votes at item 7, I would choose the point color.
8. The dark colors receive a majority of votes at item 8, I would choose the point color.
9. The dark colors receive a majority of votes at item 9, I would choose the point color.

---

**Question Section of Individual Instructions**

Are there any questions?
be voted upon. To end debate is accepted. The motion on the floor, as amended, will then be voted upon. If no more proposed amendments or motions to a motion are made, the floor will go to the consideration of substantive amendments. The floor will then return to the consideration of substantive amendments and each amendment will be voted on. The first suggested number will serve as a motion on the floor. Subsequent amendments will be treated as amendments to either item I or item II. Should we have a formal debate on any or not? Notice that an affirmative vote will restrict further deliberation to either item I or item II.

Item I: Shall we have a formal debate on any or not? Notice that an affirmative vote will restrict further deliberation to either item I or item II.

Item II: Shall we have a formal debate on any or not? Notice that an affirmative vote will restrict further deliberation to either item I or item II.

### Agenda

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Mexican Formal</td>
</tr>
<tr>
<td>2</td>
<td>Mexican Informal</td>
</tr>
<tr>
<td>3</td>
<td>French Formal</td>
</tr>
<tr>
<td>4</td>
<td>French Informal</td>
</tr>
</tbody>
</table>

**Example: Choice of a dance**

Which may receive further consideration.

Agenda Committee has adopted the agenda which is before you. Notice that an affirmative vote will restrict further deliberation to either item I or item II.

The agenda committee has adopted the agenda which is before you. Notice that an affirmative vote will restrict further deliberation to either item I or item II.

The agenda committee has adopted the agenda which is before you. Notice that an affirmative vote will restrict further deliberation to either item I or item II.

The agenda committee has adopted the agenda which is before you. Notice that an affirmative vote will restrict further deliberation to either item I or item II.

**Rule to end debate:** If someone wishes to end the debate on an item, they shall move to end debate. If someone wishes to end the debate on the motion, they shall move to end debate.

**Rule to break ties:** Read this if necessary. If the vote occurs, discussion stops. Notice that an affirmative vote will restrict further deliberation to either item I or item II.

**Voting Rule:** The basic voting rule is simple majority. An issue.

**Recognition Rule:** Raise your hand to be recognized by the chair. Read the appropriate portions of the agenda.

**Parliamentary Rules for CHAIRMAN**
APPENDIX B: Sample Indifference Map -- Player 3, Series 1, High Payoff