are frequently perceptions and mental constructs without empirical referents. There are gradations of problems, research problems, researchable problems and problems that interest people with differing kinds of research commitments. For research in general, there is no single standard and no single finishing line. Likewise, there is no guarantee of instant concensus by observant, right thinking and well informed people even after something has been called a problem. Equally, some of the most paralyzing concerns such as originality, significance, conclusiveness, generalizeability and addition or contribution to a body of knowledge are of major importance but reasonable and relative in the context of any particular project. Preoccupation with generalization at a universal level has lately shown signs of yielding to generalizations in the form of explaining and predicting patterns and variations. The canon that research should be additive simply means that all the connections should be established so that the addition posited at the start and the sum at the end may be evident for others to judge. The overwhelming volume of material on philosophy of science, research design and hypothesis testing, mathematical and statistical technique, form and style in reporting research, solving problems and getting answers probably obscures the relative paucity of material on finding problems, framing questions and generating hypotheses in the first place. Categorization of diverse research strategies as to their appropriateness for various questions, their strengths and limitations and the subsequent problems that accompany each is useful. Extending that categorization to incorporate a prestige pecking order associated with each choice may be less functional especially if it leads people to pick inappropriate topic or method. It is eminently desirable and reasonable to assure balance between the demands inherent in a given research proposal and the capacities of the person who is