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ACTION OFFICE: EDO

To: Sheron, RES

AUTHOR: Po Kee Wong

AFFILIATION: AFF UNK

ADDRESSEE: Dale Klein

SUBJECT: Congratulation to your school district's 8 to 11 graders for their understanding the concept

ACTION: Appropriate

DISTRIBUTION: Chairman, Comrs

LETTER DATE: 09/13/2007

ACKNOWLEDGED No

SPECIAL HANDLING: Made publicly available in ADAMS via EDO/DPC

NOTES:

FILE LOCATION: ADAMS

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Date: 9/13/2007 12:59:36 PM

Subject: Fw: Congratulation to your school district's 8 to 11 graders for their understanding the concept of " High Power Functions"

Dear Dr.Chin ET AL:

Thanks to Dr. Chin's acknowledgement that all of you have received my two E-mails of very large attachments (one 16 attachments (4MB), the other 10 attachments (around 1 MB)) of information for you to write the recommendations to join your CAPA by your invitation.

Being forwarded to you in this E-mail's attachments are also for your review and evaluation with relevance to:

(1) Using calculators to solve equations of " High Power Functions " relevant to the USPTO Patent Application Number 08/980,657

(2) Challenge to USNRC's computer codes with regard to the subject matter by means of solving a very simple geometry problem namely by given the 3 altitudes of a Triangle ABC, try to find all the other properties of the Triangle ABC as shown in the followings and in the attachments.

Dr. Chin may be very much interested to examine the problems because he is currently under contract to help the USPTO. Please do not hesitate to contact me for open discussions right here and/or with Mathforum as shown by the websites in the previous attachments that you have received.

Again, thanks to CAPA President Dr. Young's invitation to join your CAPA as a member.

Very truly yours,

Wong, Po Kee

Tel:301-585-3453
 pokwong@verizon.net

----- Original Message -----

From: Po Kee Wong
 To: richard@mathforum.org ; Domrosa@snet.net ; Susan McReynolds ; anisohedral@yahoo.com ; Mita Desai ; cc0026@staplescopycenter.com
 Cc: Jerry_D_Weast@mcpsmd.org ; Po Kee Wong ; Adam Wong

Sent: Saturday, August 25, 2007 1:51 PM

Subject: Fw: Congratulation to your school district's 8 to 11 graders for their understanding the concept of " High Power Functions"

Dear Referee of Mathforum ET AL:

The " High Power Functions" patent application has been lingered from the courts for more than 13 years. The following E-mails of communications are involved with the explanations of using the TI calculators to solve many algebra and geometry problems not so obvious in the regular text books. The geometry problem was used to challenge the accuracy of the NRC computer codes as shown in the attachment of this E-mail being forwarded to you. Your independent review and evaluation with using the TI calculators to solve and check over the problems being solved will be appreciated. Please help to feed back if you find mistakes in the answers provided for comparison with the NRC's computer codes to solve the very specifically well defined geometry problem of Given three altitudes of a triangle ABC as $H_a=5$; $H_b=6$; $H_c=7$ find all the other properties of the triangle ABC.

Very truly yours,

Wong, Po Kee

Tel: 301-585-3453
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----- Original Message -----

From: Po Kee Wong

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Sent: Tuesday, July 03, 2007 7:30 PM

Subject: Re: Congratulation to your school district's 8 to 11 graders for their understanding the concept of " High Power Functions"

Dear Dr. Weast and your students in Montgomery County and concerned educators ET AL in Metropolitan Washington DC Areas:

Being forwarded to you all in the attachment of this E-mail contain information of my recent discussions with Dr. Brian W. Sheron and Ms. Mabel F. Lee both of NRC to find all the other properties of a Triangle ABC if the three altitudes of the Triangle ABC are given as $H_a=6; H_b=6; H_c=7$ in order to compare the computer codes now running in NRC to solve the same problem by other method in order to compare the accuracy by comparisons of numerical values obtained from two different methods.

----- Original Message -----

From: Po Kee Wong

To: Jerry_D_Weast@mcpsmd.org ; kevin_tyan@yahoo.com ; jenjen944@yahoo.com ; etyan1993@yahoo.com ; Jackiechiu@yahoo.com

Cc: Mayor@dc.gov ; Michelle.Rhee@dc.gov ; vtyan88@yahoo.com ; PSUNOI@wmconnect.com ; Rahul Shandilya ; rtchu@yahoo.com ; Simon Tam ; Siu_Kee_Chan@yahoo.com ; Wong, Adam ; mcontomp@boston.k12.ma.us ; rstutman@btu.org ; JED2@nrc.gov ; BWS@nrc.gov ; MFL@nrc.gov ; gcc@nrc.gov ; Chairman@nrc.gov ; mark.lee@hq.nasa.gov ; abement@nsf.gov ; Ly4010@sina.com ; zw206@yahoo.com ; fns@foxnews.com ; sjc1@nrc.gov ; albert chang ; JED1@nrc.gov ; ChihHongChen@aol.com ; cmrmerrifield@nrc.gov ; Alexis.Livanos@ngc.com ; Adamyschan@rogers.com ; anisohedral@yahoo.com ; aliilik@gmail.com ; Amorypkw@netvigator.com ; AHH@nrc.gov ; akenndy@hq.nasa.gov ; conley_m@jud.state.ma.us ; jon.dudas@uspto.gov ; john.Natoli@cityofboston.gov ; Juliana.Rice@state.ma.us ; JDM@nrc.gov ; jag@nrc.gov ; Joseph.Piccolo@USPTO.gov ; John.Whealan@USPTO.gov ; jmcdonough@boston.k12.ma.us ; jane.lewis@sjc.state.ma.us ; sam2@nrc.gov ; SJCRReporter@sjc.state.ma.us ; SJCCommClerk@sjc.state.ma.us ; alh1@nrc.gov ; avc@nrc.gov ; Anthony.Steinmeyer@usdoj.gov ; bsm1@nrc.gov ; bill@massretirees.com ; Chun-I.Chiang@pentagon.af.mil ; CHL@nrc.gov ; cmrmcgaffigan@nrc.gov ; Chuong.Ngo@uspto.gov ; dbm@nrc.gov ; emckenna615@comcast.net ; Emily.C.Spadoni@usdoj.gov ; fxe@nrc.gov ; gmh@nrc.gov ; gbj@nrc.gov ; havis ; hkc@nrc.gov ; horbalyj@cafc.uscourts.gov ; information@massretirees.com ; info@tmce.org ; info@tmce-symposium.org ; JEL@NRC.gov ; mft@shore.net ; NICKIAW@AOL.COM ; NEWS@MASSRETIRES.COM ; NEWSPAPER@MFTEDUCATOR.ORG ; PKH@NRC.GOV ; PTK@NRC.GOV ; PBL@NRC.GOV ; RWB1@NRC.GOV ; WALSH_T@JUD.STATE.MA.US ; ZHANGHC7@963.NET ; Po Kee Wong ; president@whitehouse.gov ; Vice.president@whitehouse ; AmericanVoices@mail.house.gov ; mnl@nrc.gov ; mac3@nrc.gov ; rpz@nrc.GOV ; WFB@NRC.GOV

Sent: Monday, July 02, 2007 4:42 PM

Subject: Re: Congratulation to your school district's 8 to 11 graders for their understanding the concept of " High Power Functions"

Dear Dr. Weast and your students and all other educators ET AL:

Please allow me to elaborate a little bit more on the subject matter of how to input the " High Power Functions" correctly with explanations of why the UNIQUENESS of a GIVEN FUNCTION is so important.

First, according to all text books now being used in the entire USA for Algebra II. All students should be taught to understand in Algebra II about the definition of " RELATION" and that of " FUNCTION" of a given equation of two variables namely (x,y). This can best be explained by a practical example of a given equation as shown in the following:

$$x^2/a^2 + y^2/b^2 = 1 \quad \text{Equation (1) which can be resolved y in terms of x as}$$

$y = b (1 - x^2/a^2)^{1/2}$ Equation (2) which is the upper portion of the ellipse

$y = -b (1 - x^2/a^2)^{1/2}$ Equation (3) which is the lower portion of the ellipse

For each given value of x, the y values can be uniquely defined in either Equation (2) /or in Equation (3). By definition, therefore, Equation (1) is a "RELATION of x with y" while Equation (2) and (3) each is a "FUNCTION of x with y"

Pursuant to my previous illustrations as shown in the followings to have convinced Kevin; Jenny; Evelyn and Jackie to understand the basic concept of what is a "High Power Function" now we can use a TI Calculator to solve Equations involved with the "High Power Functions"

The following two Calculators with their Identification Numbers are used :

(A) TI 83 Identification Number : 33608885 I-0898J Assembled in ROC, Taiwan

(B) TI 83 Plus Silver Edition, Identification Number: 1294V00478 I-10038 Assembled and Made in Taiwan

Open the above two calculators (A); (B) and use the following Window to solve the problems of "High Power Functions"

Window:

Xmin=0 ;Xmax=2 ;Xscl=1; Ymin=-3000

Ymax= 5000; Yscl=1; Xres = 1

$$Y1=(2x)^{(3x)^{(4x)} - 3000 = 0 \quad x=0.98901472$$

$$Y2=(2x)^{(4x)^{(3x)} - 3000 = 0 \quad x=0.98901472$$

$$Y3 = (2x)^{(12x^2) - 3000 = 0 \quad x = 0.98901472$$

It is clear that even though Y1;Y2 and Y3 all look different in representation but they end up with the same solution because the operation of the function is started from the bottom upward that is the cause of the multiple representation of the same function. Y1 and Y2 look like "High Power Function" of SECOND ORDER but it is actually defined from Y3 as of FIRST ORDER

$$Y4 = (4x)^{(3x)^{(2x)} - 3000 = 0 \quad x = 0.98609525$$

$$Y5 = (4x)^{(2x)^{(3x)} - 3000 = 0 \quad x = 0.98609525$$

$$Y6 =(4x)^{(6x^2) - 3000 = 0 \quad x = 0.98609525$$

It is also very clear that even though Y4; Y5 and Y6 all look different but they also end up with the same solution because the operation of the function is started from the bottom upward that is the cause of the multiple representation of the same function. Y4 and Y5 look like "High Power Function" of SECOND ORDER but it is actually defined from Y6 as of FIRST ORDER

$$Y7 = (2x)^{((3x)^{(4x)}) - 3000 = 0 \quad x = 0.80332448 \quad Y7= 2.7 (10)^{-9} \text{ close to zero}$$

$$Y8 = (2x)^{((4x)^{(3x)}) - 3000 = 0 \quad x = 0.80478357 \quad Y8 = 0$$

$$Y9 = (4x)^{((3x)^{(2x)}) - 3000 = 0 \quad x = 0.909224 \quad Y9 = 0$$

$$Y_{10} = (4x)^{(2x)^{(3x)}} - 3000 = 0 \quad x = 0.94334689 \quad Y_{10} = 1.3(10)^{(-9)} \text{ close to zero}$$

Here Y7;Y8;Y9 and Y10 are actual " High Power Functions" of SECOND ORDER,Therefore, each equation has its own unique solution !!!

I hope that all these explanations may satisfy your curiosity of about the meaning of " High Power Function " which is nothing more than just a simple problem of what your children should have already learned in their Algebra II classes in the entire USA high school districts.

If you have any problems about the subject, please feel free to contact me again. If you are also interested in what your children have learned from their Geometry in their schools, please ask them to solve the problem that I had given to

Dr. Brian W.Sheron and Ms. Mabel F. Lee both of NRC to find all the other properties of a Triangle ABC if the three altitudes of the Triangle ABC are given as $H_a=5$; $H_b=6$; $H_c=7$ in order to compare the computer codes now running in NRC to solve the same problem for the comparison of numerical values.

Your time and effort spent in reading and examining this E-mail of submission to you may be mutually beneficial to all of us who care about our children now attending at schools in USA at all levels.

Sincerely yours,

Po Kee Wong, Ph.D.
2413 Spencer Road, Silver Spring, Maryland 20910-2344 USA
Tel;301-585-3453
pokwong@verizon.net

Please also review the previous message that was sent to some of you as shown in the followings:

----- Original Message -----

From: Po Kee Wong

To: Jerry_D_Weast@mcpsmd.org ; kevin_tyan@yahoo.com ; jenjen944@yahoo.com ;
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Sent: Thursday, June 28, 2007 12:42 AM

Subject: Congratulation to your school district's 8 to 11 graders for their understanding the concept of
" High Power Functions"

Dear Dr. Weast ET AL:

I am very glad to have a chance to have spoken to Kevin Tyan (8th grader from Pyle W.Middle School);Jenny Chiu (8th grader from William H. Farquhar Middle School); Evelyn Tyan (9th. grader from Walt Whitman High School);Jackie Chiu

(11th grader from James Hubert Blake High School) all in the Mongonmery School District. We use a TI 83 Plus Calculator to discuss the basic concepts of " High Power Function" and explain to them what was wrong about and what should be done to improve the input of the " High Power Functions". The

following is to inform you that how I can make them to understand the concept:

- Given: (A) Integers number 2; 3; 4;
 (B) A pair of Mathematical symbol parentheses ()
 (C) A mathematical symbol ^ to be used to define the meaning of "High Power Functions"

Define: The High Power Function of First Order in the following symbolic operations from the givens as shown in the followings::

$$2^3 = 2 \times 2 \times 2 = 8 \quad ; \quad 3^4 = 3 \times 3 \times 3 \times 3 = 81$$

$$; \quad 4^3 = 4 \times 4 \times 4 = 64 \quad ; \quad 3^2 = 3 \times 3 = 9$$

Please note that we do not need to use the given (B) to define the High Power Function of First Order !!!

The given (B) is specifically used to define the High Power Functions of the Higher Orders (Second;third fourth....etc...to infinite)

Now you can pick any company's calculators(for example TI 83 Plus Calculator now prevailingly used in all American high schools) and IBM and other main Frame computers..in the world. and do the following calculation problems with and/or without using the Mathematical Symbolic Parentheses ():

(1) Calculate the following problems without using Parentheses ()

- (a) $2^3^4=4096$
- (b) $2^4^3=4096$
- (c) $4^3^2=4096$
- (d) $4^2^3=4096$

(2) Calculate the above problems using Parentheses ()

- (e) $(2^3)^4=4096$
- (f) $(2^4)^3=4096$
- (g) $(4^3)^2=4096$
- (h) $(4^2)^3=4096$

It is obvious from the end result of the calculations representations (a);(b);(c);(d);(e);(f);(g) and (h) are mixed up without a uniquely defined ONE VALUE FOR ONLY ONE SYMBOLIC REPRESENTATION !!!!

(3) Calculate all the above problems with parentheses () again from the top downward:

- (i) $2^{(3^4)}=2^{81}=2.417851639E24$
- (j) $2^{(4^3)}=2^{64}=1.844674407E19$
- (k) $4^{(3^2)}=4^9=262144$
- (l) $4^{(2^3)}=4^8=65536$

Now please compare the final values of 4 problems in (2): (e);(f);(g); (h) and those in (3): (i); (j);(k);(l). The latter provide the UNIQUELY DEFINED VALUES FOR EACH SYMBOLIC REPRESENTATION OF THE HIGH POWER FUNCTION

If you have the time, please simply use a TI-83 Plus Calculator to check over all the problems that I have already published and presented at MAA Meeting in New England when I was teaching in the Boston public School more than 13 years ago.

The paper had been sent to you before, and I will forward to you again. All the problems had been already published and had been very well understood by the average mathematicians. The problems are the conflicts between the judgment from judges against all the mathematicians in the world !!! That

explains why I must fight this even it last for 13 years !!! . The 8th graders understand the fundamental concept in a matter of minutes, why it takes so long for all the others to understand such a very simple idea of ONE VALUE FOR ONLY ONE SYMBOLIC REPRESENTATION ?

Very truly yours,

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Subject: Fw: Congratulation to your school disctrict's 8 to 11 graders for their understanding the comcept of " High Power Functions"

Creation Date 9/13/2007 9:55:36 AM

From: "Po Kee Wong" <pokwong@verizon.net>

Created By: pokwong@verizon.net

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Security: Standard