

SAMUEL DANIEL HELMAN

1989-

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Where X is

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multiply each side of the second equation by 4 and get: $4y+12=4x$: And then subtract the second equation from the first: $6x+4y=8-4y+12=4x$ over $6x-12=8-4x-12=8-10x=20-x=2$: The answers are again: 2 and -1 : Later in the year 2003 I worked on graphing various equations: Many of them inequalities: For which I would have to shade the area that could be the answers: I would often find all the possible answers of three equations that included two variables and possibly one inequality: In addition I looked at the standard linear equation: For a line on the graph: $y=mx+b$: Where m and b are given numbers and figured out what parts of the equation correspond to different attributes of the line: For example: If the variable m made larger: The line becomes steeper: I also worked with the quadratic formula which lets you find x in any quadratic equation: $ax^2+bx+c=0$: Where a and b and c are given numbers: Mainly I worked with finding the formula from the basic equation above: I used the 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correspond to an y easier to read: To find these determinants which make up Cramer's Rule we use a process of equations: The final determinants for x and y are: $x = \frac{c_1 b_2 - c_2 b_1}{a_1 c_2 - a_2 c_1}$ over $\begin{vmatrix} a_1 & b_1 \\ a_2 & b_2 \end{vmatrix}$ and $y = \frac{a_1 c_2 - a_2 c_1}{a_1 b_2 - a_2 b_1}$ over $\begin{vmatrix} a_1 & b_1 \\ a_2 & b_2 \end{vmatrix}$: For equations with 3 variables 3×3 determinants can be used: The final area I studied this year was logarithms: Logarithms are written: $\log_b a = c$ and mean $a = b^c$: If a logarithm is written $\log_b c$ then $a=10$: I did some work with solving logarithms where two of the numbers were given and the third needed to be figured out: I also did work with relationships of numbers in logarithms to numbers in related logarithms: For example I found that $\log_x + \log_y = \log_{xy}$ when all three logarithms have the same a : That is a summary of what I have done this year: I also kept up with your Eighth 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The third method is addition/subtraction: I could multiply each side of the second equation by 4 and get: $4y+12=4x$: And then subtract the second equation from the first: $6x+4y=8$ $-4y+12=4x$ over $6x-12=8-4x=10x-12=8=10x=20=x=2$: The answers are again: 2 and -1 : Later in the year 2003 I worked on graphing various equations: Many of them inequalities: For which I would have to shade the area that could be the answers: I would often find all the possible answers of three equations that included two variables and possibly one inequality: In addition I looked at the standard linear equation: For a line on the graph: $y=mx+b$: Where m and b are given numbers and figured out what parts of the equation correspond to different attributes of the line: For example: If the variable m is made larger: The line becomes steeper: I also worked with the quadratic formula which lets you find x in any quadratic equation: $ax^2+bx+c=0$: Where a and b and c are given numbers: Mainly I worked with finding the formula from the basic equation above: I used the completing the square method in which values are added to each side of the equation so the quadratic side can be factored into $9y+(x)^2$: Then I broke down what relationships a and b and c have to each other in this situation and what y and z are relative to a and b and c : Finally I isolated x : I graphed quadratic equations as parabolas on a graph and explained what parts of the equation correspond to different attributes of a parabola as I did with the linear equation: The variable a like the variable m with the linear equation corresponds to the thinness of the parabola: The quadratic equation is an example of a polynomial: An equation with at least one variable raised to at least the second power: I did some work with dividing polynomials which is exactly the same principle as dividing regular numbers: Long division can be used: $(2x^2+5x+3)/(x+1)$ is $2x+3$: I did some work with geometry: I would look at a geometric 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SAMUEL DANIEL HELMAN[∞]

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SAMUEL DANIEL HELMAN $^\infty$

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1989-

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The inestimable Samuel Daniel Helman was born on October 23, 1989, in Berkeley, California, USA. Samuel Daniel Helman's favorite activity is playing soccer. Samuel Daniel Helman's mother is Linda Fried Helman, and his father is James Allen Helman. As a child, Samuel Daniel Helman lived in Berkeley, California, USA. Samuel Daniel Helman loves computers, magic cards, sports, and girls. His mother and father are friends. Samuel Daniel Helman lives in Berkeley, California, USA. As an adult, Samuel Daniel Helman loves computers, magic cards, sports, girls, his mother, and his father. Samuel Daniel Helman has earned a Karate brown belt. Samuel Daniel Helman is fluent in English, Hebrew, and Spanish. Samuel Daniel Helman has given up playing soccer in his fifth year of study with his math professor at the Math Department of the University of California, Berkeley. Here in 2003, Samuel Daniel Helman did a bit of work with solving algebraic equations. In his 2003 to 2004 paper to explain his past years' advanced learning to his eighth grade middle school math teacher, Samuel Daniel Helman says: "I worked with proofs and explanations while learning basic concepts. I will now describe what I did this year: If I had the equations $6x+4y=8$ and $y+3=x$, I could solve them in a variety of ways. I could take x as $y+3$ and plug it into the first equation for $6(y+3)+4y=8$, which simplifies to $6y+18+4y=8$, then $10y+18=8$, $10y=-10$, $y=-1$. Thus, x is 2 ($2=-1+3$). Another method I use is graphing: I would graph the two equations on an x - y axis. The point they meet: $(2, -1)$ would be the solutions for x and y respectively. The third method I use is addition/subtraction: I could multiply each side of the second equation by 4 and get: $4y+12=4x$. And then subtract the second equation from the first: $6x+4y=8$, $-4y+12=4x$, over $6x-12=8-4x$, $10x-12=8$, $10x=20$, $x=2$. The answers are again: 2 and -1 . Later in the year 2003, I worked on graphing various equations. Many of them were inequalities. For which I would have to shade the area that could be the answers. I would often find all the possible answers of three equations that included two variables and possibly one inequality. In addition, I looked at the standard linear equation: For a line on the graph: $y=mx+b$. Where m and b are given numbers and figured out what parts of the equation correspond to different attributes of the line. For example: If the variable m made larger, the line becomes steeper. I also worked with the quadratic formula, which lets you find x in any quadratic equation: $ax^2+bx+c=0$. Where a , b , and c are given numbers. Mainly, I worked with finding the formula from the basic equation above. I used the completing the square method in which values are added to each side of the equation so the quadratic side can be factored into $(y+x)^2$. Then I broke down what relationships a , b , and c have to each other in this situation and what y and z are relative to a , b , and c . Finally, I isolated x . I graphed quadratic equations as parabolas on a graph and explored what parts of the quadratic equation correspond to different attributes of a parabola as I did with the linear equation. The variable a is like the variable m with the linear equation, corresponding to the thinness of the parabola. The quadratic equation is an example of a polynomial: An equation with at least one variable raised to at least the second power. I did some work with dividing polynomials, which is exactly the same principle as dividing regular numbers. Long division can be used: $(2x^2+5x+3)/(x+1)$ is $2x+3$. I did some work with geometry: I would look at a geometric figure where some of the angles were given and I would find the measures of the rest of the angles by using parallel lines and shapes and deductions based on the congruency of certain angles and lines. In other work with geometry, I found all the different combinations of lines and sides to be identical between two triangles for them to be congruent. These combinations were: All 3 sides; Two sides and an angle; I also did some work with determinants. They look like: $\begin{vmatrix} a & b \\ c & d \end{vmatrix}$ and mean $ad-bc$. I worked with determinants finding variables in the determinants when numbers and an answer to the determinant were given. I also worked with 3×3 determinants: $\begin{vmatrix} a & b & c \\ d & e & f \\ g & h & i \end{vmatrix}$. Which mean: $(aei-ahf)-(bdi-bgf)+(cdh-ceg)$. With determinants, I found a rule to solve any system of equations: $a_1x+b_1y=c_1$; $a_2x+b_2y=c_2$. Where all the a 's and b 's and c 's are given numbers. I am using the terms a_1 and a_2 and etc because it makes the final determinants that will correspond to an x and y easier to read. To find these determinants, which make up Cramer's Rule, we use a process of equations. The final determinants for x and y are: $x = \frac{c_1 b_2 - c_2 b_1}{a_1 b_2 - a_2 b_1}$ and $y = \frac{a_1 c_2 - a_2 c_1}{a_1 b_2 - a_2 b_1}$. For equations with 3 variables, 3×3 determinants can be used. The final area I studied this year was logarithms. Logarithms are written: $\log_a b = c$ and mean $a^c = b$. If a logarithm is written $\log_a b = c$, then $a^c = b$. I did some work with solving logarithms where two of the numbers were given and the third needed to be figured out. I also did work with relationships of numbers in logarithms to numbers in related logarithms. For example, I found that $\log_x y + \log_y x = \log_x x + \log_y y = 1$. I also kept up with your eighth grade class, making sure I knew what they were learning. Next year, I hope to continue to analyze intriguing mathematics which I enjoy and benefit greatly from learning. I know this work will never get me a good job in the career path, but I believe it will make it possible for me to design my own life. Live by my wits. Never having to take any shit from stupid bosses". Samuel Daniel Helman's name in Hebrew is Shmeul ben Jacob. Samuel Daniel Helman's favorite idea is: Seize the day. Samuel Daniel Helman's favorite object is his self and his brain. His self created: Samuel Daniel Helman. Samuel Daniel Helman earns a good living eating, sleeping, studying, breathing, and doing chores at home and following parental commands. The aim of the art of Samuel Daniel Helman is to express his self. The aim of the life of Samuel Daniel Helman is to be his self and to do his best at everything. And now I will say farewell to you. And I will sing of another elegant product of 5,000+ years of clever, intelligent, quick, silver-cunning, razor-sharp, as matzo, adroit, shrewd, creative, Jewish, golden-mind/brain, genetic bank deposit and withdrawal, and investment, and development, and mozel, too.

SAMUEL DANIEL HELMAN $^\infty$

SAMUEL DANIEL HELMAN

1989-

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EXCELLENT!

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Incalc
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The Inestimable

GOOOOAAAAAAAAAAAAALLL!

GULDENER KUPF!

Samuel Daniel Helman
AKA shivanwarrior@point x
was born on October 23: 1989: In
Alta Bates Hospital: Berkeley: California:

USA: Samuel Daniel Helman's favorite activity

as a child was playing soccer: Samuel Daniel Helman's
first job was counting Bonsai: Samuel Daniel Helman's mother

AWESOME!

Linda Fried Helman was born in Brooklyn, New York: USA: Samuel



Daniel Helman's father James Allen Helman was born in Newark: New Jersey: USA:

As a child Samuel Daniel Helman lived in Berkeley: California: USA: As a child Samuel

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everything: And now I will say farewell to you: And I

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IF SAM HELMAN SOLD FLASH LIGHTS
THE SUN WOULD MOVE TO PLUTO!

THERE IS 31 UNIFIED FIELD THEORIES; BUT!
THERE ARE ONLY ONE SAMUEL DANIEL HELMAN!



SAMUEL DANIEL HELMAN $^\infty$

SHIVAN WARRIOR @ POINT X

1989-

$$X = \frac{\text{SAMUEL DANIEL HELMAN}^{\infty}}{\text{SAMUEL DANIEL HELMAN}^{\infty}}$$

Where X is



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 mmeasurably:
 The inestimable
 Samuel Daniel Helman
 AKA shivanwarrior@point x
 was born on October 23: 1989: In
 Alta Bates Hospital: Berkeley: California:
 USA: Samuel Daniel Helman's favorite activity
 as a child was playing soccer: Samuel Daniel Helman's
 first job was counting Bonsai: Samuel Daniel Helman's mother
 Linda Fried Helman was born in Brooklyn, New York: USA: Samuel
 Daniel Helman's father James Allen Helman was born in Newark: New Jersey: USA:
 As a child Samuel Daniel Helman lived in Berkeley: California: USA: As a child Samuel
 Daniel Helman loved computers: Magic Cards: Sports: Girls: His mother and father: Friends:
 Now: Samuel Daniel Helman lives in Berkeley: California: As an adult Samuel Daniel Helman loves
 computers: Magic Cards: Sports: Girls: His Mother and father: Friends: Samuel Daniel Helman's favorite
 animal is a cat named Outlet: Samuel Daniel Helman has earned a Karate brown belt: Samuel Daniel Helman is
 fluent in English: Hebrew: After seeing Clifford Odets' Golden Boy: Samuel Daniel Helman has given up playing soccer
 to be a percussionist in the San Francisco Bay Area Symphony Of the Winds: Now: At the age of 14: Samuel Daniel Helman is
 in his fifth year of study with his math professor at the Math Department: University of California: Berkeley: Here in 2003 Samuel
 Daniel Helman did a bit of work with solving algebraic equations: In his 2003 to 2004 paper to explain his past years advanced learning to
 his Eighth Grade middle school math teacher: Samuel Daniel Helman says: "I worked with proofs and explanations while learning basic concepts:
 I will now describe what I did this year: If I had the equations: $6x+4y=8$ and $y+3=x$: I could solve them in a variety of ways: I could take x as $y+3$ and plug
 it into the first equation for $6(y+3)+4y=8=6y+18+4y=8=10y+18=8=10y=-10=y=-1$: Thus: x is 2 ($2=-1+3$): Another method I use is graphing: I would graph the
 two equations on an x - y axis: The point they meet: $(2;-1)$ Would be the solutions for x and y respectively: The third method is addition/subtraction: I could mul
 tiply each side of the second equation by 4 and get: $4y+12=4x$: And then subtract the second equation from the first: $6x+4y=8$ $-4y+12=4x$ over $6x-12=8-4x=10x-12=8=$
 $10x=20=x=2$: The answers are again: 2 and -1 : Later in the year 2003 I worked on graphing various equations: Many of them inequalities: For which I would have to shade
 the area that could be the answers: I would often find all the possible answers of three equations that included two variables and possibly one inequality: In addition I looked
 at the standard linear equation: For a line on the graph: $y=mx+b$: Where m and b are given numbers and figured out what parts of the equation correspond to different attrib
 utes of the line: For example: If the variable m is made larger: The line becomes steeper: I also worked with the quadratic formula which lets you find x in any quadratic equa
 tion: $ax^2+bx+c=0$: Where a and b and c are given numbers: Mainly I worked with finding the formula from the basic equation above: I used the completing the square method
 in which values are added to each side of the equation so the quadratic side can be factored into $9y+x^2$: Then I broke down what relationships a and b and c have to each
 other in this situation and what y and z are relative to a and b and c : Finally I isolated x : I graphed quadratic equations as parabolas on a graph and explored what parts of
 the quadratic equation correspond to different attributes of a parabola as I did with the linear equation: The variable a like the variable m with the linear equation corre
 sponds to the thinness of the parabola: The quadratic equation is an example of a polynomial: An equation with at least one variable raised to at least the second power:
 I did some work with dividing polynomials which is exactly the same principle as dividing regular numbers: Long division can be used: $(2x^2+5x+3)/(x+1)$ is $2x+3$: I did
 some work with geometry: I would look at a geometric figure where some of the angles were given and I would find the measures of the rest of the angles by using
 parallel lines and shapes and deductions based on the congruency of certain angles and lines: In other work with geometry I found all the different combinations
 of lines and sides to be identical between 2 triangles for them to be congruent: These combinations were: All 3 sides: Two sides and an angle: I also did some
 work with determinants: They look like: $\begin{vmatrix} a & b \\ c & d \end{vmatrix}$ And mean $ad-bc$: I worked with determinants finding variables in the determinants when numbers
 and an answer to the determinant were given: I also worked with 3×3 determinants: $\begin{vmatrix} a & b & c \\ d & e & f \\ g & h & i \end{vmatrix}$: Which mean: $(aei-ahf)-(bdi-bgf)+$
 $(cdh-ceg)$: With determinants I found a rule to solve any system of equations: $a_1x+b_1y=c_1$: $a_2x+b_2y=c_2$: Where all the a 's and b 's and c 's are given
 numbers: I am using the terms a_1 and a_2 and etc because it makes the final determinants that will correspond to an y easier to read: To find these
 determinants which make up Cramer's Rule we use a process of equations: The final determinants for x and y are: $x = \frac{c_1 b_2 - c_2 b_1}{a_1 b_2 - a_2 b_1}$ and $y = \frac{a_1 c_2 - a_2 c_1}{a_1 b_2 - a_2 b_1}$: For equations with 3 variables 3×3 determinants can be used:
 The final area I studied this year was logarithms: Logarithms are written: $\log_a b = c$ and mean $a^c = b$: If a logarithm is written $\log b = c$ then
 $a = 10$: I did some work with solving logarithms where two of the numbers were given and the third needed to be figured out: I also
 did work with relationships of numbers in logarithms to numbers in related logarithms: For example I found that $\log x + \log y =$
 $\log xy$ when all three logarithms have the same a : That is a summary of what I have done this year: I also kept up with your
 Eighth Grade class making sure I knew what they were learning: Next year I hope to continue to analyze intriguing
 Mathematics which I enjoy and benefit greatly from learning: I know this work will never get me a good job in
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SAMUEL DANIEL HELMAN [∞]

NOTE:

NEAR TO THE END OF HIS THREE SCORE AND TEN THE POET
RECIEVES THE PEARL BEYOND PRICE WASHED UP ON THE
SHORE OF THE OCEAN OF BEING FROM THE REFRACTIVE LIGHT
MESSENGER OF KING SOLOMON'S MINE: LE GRAND ÉLAN²
ÉSOTÉRIQUE: AT THE MERRY BAR MITZVAH OF SAMUEL
DANIEL HELMAN: ON SATURDAY: THE TWENTY SECOND
DAY OF FEBRUARY: IN THE YEAR FIVE THOUSAND
SEVEN HUNDRED AND SIXTY THREE: AT THE
FACULTY CLUB: THE UNIVERSITY OF
CALIFORNIA: BERKELEY

