

From Ted Newman

(Note Address)

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ADDLESTONE

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?1/5/88?

Dear Ivor,

I like wireless world from time to time - but not always. I have read with interest much of the stuff against and for theory H. I am surprised at the errant nonsense written by much of the opposition.

anyway I thought I'd play with using theory H on all sorts of peculiar delay line configurations. - just for fun. Some led to ^{strange} ~~peculiar~~ results - but the ~~peculiar~~ strange results turned out to be experimentally correct.

It is obviously stupid when dealing with pulse work to use Fourier transforms & that was clear to me long before I met you. It was quite clear too to A.D. Blumlein - who I believe to be one of the greatest

It is not quite so clear - however -
if one is dealing with signals that are -
at least - very like - sine waves

The problem I now ~~do~~ have is
that of dealing with aeriols - with
radiating devices. I am not finding
it easy to use Theory H to calculate
the properties of aeriols. It is just
for an intellectual exercise - but I would
like to master it. Any suggestions?

I think, on reflection, that I

am not too clear about Theory H.
Before expanding on this I might say
that - since retiring - I have studied
a lot of philosophy. I had an idea for
constructing "intelligent programs". But the
question is what is thinking any way. So
I thought philosophy might help. I don't
of course. In practice - it seems to me
Philosophers tend to start with a belief - and
then to "prove it" by finding a suitable
set of postulates from which - by using
logic - they can prove it.

4) The trouble is that logic is tautologous - empty. The postulates that can be used - given logical analysis - to "prove" the belief we in fact only another form of the belief. Mathematics is a branch of logic !!

Back to theories $\#1$ and $\#2$

The ~~is~~ apparently simple difference is

$\#1$ Electric Current causes T.E.M

$\#2$ T.E.M causes Electric Current

But maybe - in a sense - neither causes either.

I believe that what you believe is that all is Energy - and that ~~energy~~ T.E.M is Energy flow. What is clear is that TEM can exist without current

I am a bit worried about the T.E.M (transverse ~~electric~~ electro-magnetic wave) I would rather call it E.F for energy flow.

What it seems to me that it implies is

- 1) There is energy
- 2) That energy is dynamic, i.e. that when energy is trapped - say in a condenser - it is flowing to and fro.
- 3) That ~~or wire with current~~ a conducting material is itself a form of trapped energy
- 4) That energy reacts with energy.

Item 4 is difficult, in that when two ~~E.F.~~ beams coexist in the same free space they do not interact with each other.

I believe you believe that space itself (what ever that is) takes on different forms, and that EF behaves differently to different forms of space. i.e.

EF (TEM) interacts with changes in the forms of space.

Yours age

Ted Newman

P.S. With the aerial - I use a sequence of pulses - the problem I have is calculating transmission efficiency, and beam shape, using only the properties of EF - TEM, as with the delay line case.

D. D. 00

Ted Newman,
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Dear Ted,

Thank you for your letter of around 15.00.

I haven't persisted in blaming as much as I should have after all the times you spoke for him to me.

I suppose that I'll be like you after retirement, when I should be contemplating the sunrise or the tulip, I'll still plug away at e-m. I like your last four points, nos 1 to 4, on your last page, best. I wonder whether you kept a copy. I'll repeat them here.

- 1 There is energy
- 2 That energy is dynamic, i.e. that when energy is trapped - say in a condenser - it is flowing to and fro
- 3 That a conducting wire is itself a form of trapped energy
- 4 That energy reacts with energy.

These four are good statements of parts of my position. I also go along with your further statement;

I believe that you believe that space itself (whatever that is) takes on different forms, and that LF behaves differently to different forms of space i.e. LF (TEM) interacts with changes in the forms of space.

However, this last item I would modify somewhat. I have absolute space, all with fixed velocity c and fixed impedance 377. However, ~~xxx~~ if some space contains a crystal (which is a trapped, standing (wave) array of energy currents (what you are calling LF), then that space appears to be a space with a slower c and a lower than 377 impedance. So all space is identical, but the presence of a crystal can make the space accommodating the crystal appear to be space with modified impedance and velocity.


Your previous ~~xxx~~ point (4) points to the frontier of our knowledge. We know very ~~£~~ well how two energy currents (TEM waves) interact when they collide frontally (- they hardly interact at all; superposition applies largely). However, we seem to know nothing about how two energy currents interact if they collide at an angle. The information was presumably presumed to be in Maxwell's Equations, but it is not. We just do not know. Experiments could be performed in this area, but support to this most important research will not be forthcoming.

~~xx~~ Turning to the aerial. (The charge on a cloud, leading to lightning, is a trapped oscillating, vacillating, wave of energy current in the space between cloud and earth.)

Near an aerial is a standing, or reciprocating, wave of energy current. This interacts with the standing wave on the receiver aerial. However, since we do not know how two energy currents colliding at an angle interact, we are stalled at this point, until the decisive breakthrough is made. As I said before, there is and will be no funding or other support for this work for a number of decades. The whole subject is totally blocked throughout the world. I will not do the experiments without funding. The trouble is, it will take decades before it comes to be accepted that Maxwell's Equations ~~xx~~ give no information on this issue.

If I delay this letter until I've said all I want to ~~say~~ say, it will not go off for some months. Better to fire off this ~~xxx~~ little bit right now, to show willing.

Yours sincerely,



Postmark
8 Feb 1990

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Dear Ivor,

many thanks for the stuff you send me. Very interesting.

I presume you are involved with Wafer stick from anamatics - since you invented it all! May it be a rewarding success.

The super computer looks to be very interesting. Good luck with it

I should have written to you earlier but I wanted to think a bit. I've written a lot - but I'm not satisfied with it. I've decided to put it on my ~~super~~ computer so I can change it more easily.

I was given James Jeans in 1935 (Electricity & Magnetism) - and I've read it. I expect you have read it. If not - The book is claimed to follow (roughly) Maxwell's Treatise

It is always best to have the materials to be made
as well as for the fully equipped mathematics
classroom. The main job was for the student to be able
of better mathematical attainment.

So far the materials to put in the classroom.

It is always good to have I could see
and it is a result of many of your suggestions
would.

It is also playing with cards and dice
and games it would be that they are
not of much use when in a classroom
practical equipment.

I've included a set of the new
that are available sets of papers, to let
them to come.

Your wife

John Morrison

A) Hard and Soft discipline. I've written a bit about them but will send it when what I've written says what I want to say!

B) I think it would be easier to get ~~practising~~ practising Engineers on your side than university ~~lecturers~~ teachers. They could then be outflanked

p.1

Electronic Engineers - in my view either design by guess and by god - or else they calculate using computational methods based on your ideas of designing. Blumlein did not put forward your theory directly but he did use design methods, ~~handle~~ handle messy work, and deal with delay lines in almost exactly the same way as you would. Trans stuff (and hence Maxwell's) is quite useless for its job

One might think that ~~radio~~ J and M would be more helpful in the design of aerials and radio communication. But I don't think this is so. I ~~feel~~ believe this area is almost entirely designed by trial and error. Rough exams are of course used - but it is not really a good way of doing

The question is - could a design system be worked out - based on your theory - be used in the radio communication area.

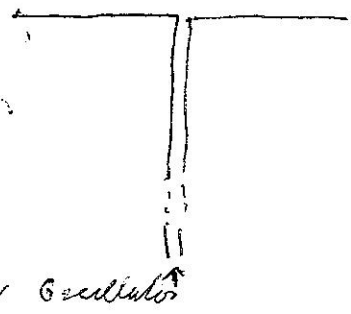
I would like to see the ~~answers~~ answers on

1. Given a feeder and dipole consisting of two wires

-1

Ted Newman
E Feb 1990
2 pp

Power Oscillator



a) Changing state immediately after switch in.

(b) Stable state

? How much TEM ~~is~~ wrapped how much radiated into space

I've left diameter of wires, spacing etc free

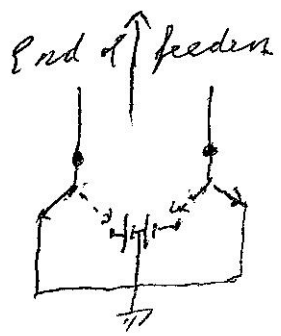
[although results of course depend on sizes]

2. as 1 but no oscillation. Drive is as below

1. ~~Left end of feeder~~

2. as I put no ~~resistor~~, Drive is as below

~~End of feed~~



2 pole switch

This is the Jeans Electrostatic case

[although its very dynamic]

Jeans only gives an end point situation
The system is not 'charged' _{p.t.o} then instantly 'fully' charged