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©1978 THE IDEAL EDUCATIONAL SYSTEM/TWO TEACHERS IN EVERY CLASSROOM (TTEC).

A BRAND NEW EDUCATIONAL SYSTEM is really what is needed. One that would do away with most of the impediments of the current non-performing system. This system will tremendously lower Taxes, but more importantly, **educate the masses**. The current educational system **IS broken** and is continually getting worse, **NO** matter how much money is spent **NOR** how small class sizes are restricted to. **Poor schools exist**, because of **MANY** reasons.

Indeed, one of the leading causes for students doing poorly is that they are being taught by **POOR TEACHERS**. The Federal Government believes that also, and therefore has mandated (Jan, 2002, “**No Child Left Behind**”), that **ALL schools** **MUST** have **ALL** teachers rated to a certain degree , (**Superior**), or face loss of Federal funding.

NOTE: In many areas of this document, you may find complete words, partial and/or complete sentences, paragraphs, **written in Blue color**, “**encapsulated by Quotation marks**”. These **represent, exact quotations** of persons, governmental employees, politicians, newspapers and other organizations, etc. (**NOT** always attributed/identified)!

According to an article by **Hillary Parker**, of the **Princeton Packet**, **8-25-06**, quoting the State Sup’t, **96 %** of all teachers in **New Jersey**, have now attained that status. **Who**, THEN, is teaching **ALL** the failing students? What constitutes the passing grade for THAT proficiency rating, according to the “**No Child Left Behind**” mandate? Further, **Lucille Davy**, (State of **N.J.** Sup’t), expects **100 %** of Teachers, will ultimately, be so rated.

If there **IS** a **100 %** proficiency attainment, then I submit, that, that passing grade, is far **too low!**... Certainly, teachers will attain differing grades (criteria) of **70 %... 80 %... 90 %** ... and higher. However, the amount of time, a teacher has taught, should **NOT** be a contributing factor, to attain a “**Superior Teacher**” ranking, for several reasons!

However, ignoring, for the moment, those reasons, an intelligent modification of that directive would be , to **USE ONLY** those teachers, who scored in the **90 %** and up percentile, in that test, ... or ... whatever benchmark they are employing.

To expect that **ALL Teachers** receive that “**superior**” grade, for **ALL subjects**, is **UNREALISTIC !** To expect, that **SOME** teachers, are really much better than others, **IS** realistic. **Such is TRUE** ... **today/yesterday/ALWAYS!**

Therefore, It WOULD **NOT BE REALISTIC**, in fact, **IMPOSSIBLE**, to produce **Thousands** of “**Superior Teachers**”, who **ARE superior** in **ALL subjects**, but **Hundreds** of Teachers, attaining that status, in **(1)** particular subject **IS** possible, in fact doable! This makes more sense, also! With the **TTEC** system, that, is **ALL that is required !**

NOTE: Of special interest to the State of New Jersey. Here is a reason to abrogate the **ABBOTT Law!** The **ABBOTT LAW** will **NO LONGER BE NECESSARY**, when **TTEC** is implemented. **TTEC** teaches, that the best Educational Program, (concept), in the history of mass education, can do exactly what the Court was trying to achieve.

Namely, the Court was trying to assure, that **ALL** students, **regardless of race, color, gender, creed or economic circumstance**, receive a **top-quality education!**

BACKGROUND behind the origination, of TTEC.

In the **1950's**, while my company manufactured Television Picture Tubes, I worked with a medical company, developing a picture tube, I invented, which incorporated a high resolution, **1,050 line-capable electron-gun**, with a special phosphor screen. It was designed to show, **in great detail**, a doctor, operating on a patient, (on the Black and White Picture Tube).

NOTE: See “**Double Quadruple Law**”. See also the **Blu-ray DVD**, an outgrowth of the same principle, (a smaller diameter **ELECTRON** beam in the **CRT**, but a smaller diameter **LASER** beam in the **D V D**), ... later herein.

Subsequently thereto, I watched on the T.V. screen, an **operation** for the **removal of a mal-functioning gall bladder**, being performed by a skilled physician, via a **laparoscopic procedure**. Said operation was also being photographed by the best photographic moving-film camera available, at that time, for display on my **specialty-designed Picture Tube, (CRT)**.

After the operation was completed, and **AFTER** only **(1)** viewing, I said to myself,**That was easy**, ...**“I could do that”!** (See **12-27-06** the **DANA Center**, later herein of this document)! Upon further reflection of such a **STUPID THOUGHT**, I modified that thought to: **SUPPOSE**, I take the film of that operation, together with a movie projector, and send it, to a hospital, in a **Third-World Country?**

Then aspiring persons, learning medical procedures, may view the film...**10...15 times**, (or more), thereby **becoming proficient in an operation**they... **NEVER PERFORMED!** That rational thought became one of the cornerstones, of © **1978** “**TWO TEACHERS IN EVERY CLASS -ROOM (TTEC)**, **REPETITIVE** aud/or visual **re-enforcement of data!** Based on the precept, that when you repeat, see something many times, **retentivity/learning/remembling**, is **enhanced/ better retained**, by the brain!

Rabbi Avigdor Miller (1971), stated in his book, *“Torah Nation”*, *“repetition is important since it makes a lasting impression on the mind. It is like the cycles of nature, which constantly repeat”*.

Earl Avraham David, author of *“Code of the Heart” (2003)*, wrote that *“Gematria taught me the importance of constant review and repetition, in order to remember”*.

Thoughts, By William Arthur Ward 1921-1994

MEDIOCRE Teachers	<i>Tell</i>
GOOD Teachers	<i>Explain</i>
SUPERIOR Teachers	<i>Demonstrate</i>
GREAT Teachers	<i>Inspire</i>

In **1975**, I attended the **RCA School** (in Manhattan, **NYC**) for teaching the programming of computers. There were a number of tests which were administered, before enrollment would be accepted. I easily passed all, **except** **Physics**.

Since I did exceedingly well on all other tests, the authorities gave me a book on basic physics, with approximately **330 pages**. A new test would be administered, and I had to pass, before they would allow me to take the course.

On studying this book, I wrote all the information, [I deemed important], and thereby reduced the **330 pages** to a document of some **30 pages**. I then studied those pages approx **10 times**, {**INSTEAD OF 330 pages, (1) TIME!**}

I then retook a new **physics test** and passed with ease. In fact, they told me, that I attained the highest mark in **Physics**, ever achieved in their school! This effort, **remained in my mind**, as an important part of **teaching/learning**, AND **retaining**, new information.

NOTE : The electron-gun design was patented, in **1997** which then included, (among other advantageous qualities), means of fiber-optically transmitting video and audio data, in color, including other recording data. (See **“HiRocs”**, **High Resolution Optical Communication System, Patent #5,703,636**).

My patent, of the **Electron Gun**, was covering my **unknown 1,050 horizontal line** - capability system. This is versus the **Japanese 1,080 line** (HDTV), developed decades later . The **United States** still normally applies a **525 horizontal-line** system, (technically, **262½ lines**, shown **TWICE**), [**circa 2007**] , via a method called, **“interlaced”** framing.

The first time the picture is scanned, (one frame) for transmittal, all **uneven lines** are scanned, (**Lines 1- 3- 5- 7 etc.**), then **even-number** lines are scanned, ... (**lines Number 2- 4-6-8 etc.**),

30 times a second. Each frame is repeated, (therefore (60) frames are displayed, to bring the completed picture in synchronization, with 60 Cycle (Hertz), Alternating Current (AC).

NOTE: Computers, for technical reasons, work better with “progressive” screening (scanning lines in order, Lines 1- 2- 3- 4- 5- etc.) .

Because of the ”persistence” of the phosphor, “(retaining the brightness of the projected beam on the phosphor)”, plus the inability of the eye and brain, to see such rapid changes, it appears that a complete picture is seen.

The transition for my producing the 1,050 line, out of the 525 Line system, (which was used/employed, since 1949), was achieved by making the aperture (hole), in Grid 1 (G1), in the Picture Tube , (CRT), Electron Gun, half the diameter of the normal one, and is, as follows :

Halving the diameter of the G1 aperture, invokes the use, of the “Double-Quadruple-Principle” [D Q P], (when you double something, the resultant is (4) times as much). In this case, I used the INVERSE of the “Double-Quadruple Principle” (D Q P). This meant that I caused the electron stream to become (2) times smaller than the normal.

The smaller diameter, (circular), electron beam, (emitted thru G1), can now divide the screen into (2) times as many lines ... (1,050). It may now also write/read (2) times the amount of information on each and every one of the (1,050) lines themselves, hence fulfillment of the D Q P. The Japanese HDTV depends solely on circuitry, and it really works great !

NOTE: The “Double Quadruple Principle” (D Q P), has been the main basis for placing High Definition Television (HDTV) signalization on DVD discs. This has been called “Blu-ray” (HD) Technology.

This remarkable system, (based on the [D Q P]), gave birth, in producing a system which may produce tremendous amount of information on DVD discs! That was brought about, by a consortium of more than (180) leading companies of consumer electronics, personal computers and media manufacturers in the world, in 2003.

Basically, the “SPOT” size of the Blue-violet laser used, is SMALLER than, the normally-used RED laser, as taught by Cifaldi. In conjunction with a larger, “Numerical Aperture”, the “BD” disc can hold as much as (5) times as much information as a conventional DVD Disc. in (1) layer. The HD DVD disc, in dual layers may hold up to (50) GB of data.

As taught, in the 1950’s by TTEC, the smaller “spot-size”-(beam) array, would yield much more information than larger-sized spots/beams, via the INVERSE of the Double/Quadruple Principle For more info, see [www. Blu-Ray.com](http://www.Blu-Ray.com), What is Blu-ray? See also www.cifaldi.org Genesis of BLU-RAY technology!

"Double-Quadruple –Principle". For example: a **1"** pipe can pass through **100** gallons of water per minute (GPM). **Doubling** the diameter of the pipe, as many would suspect, does **NOT** pass **200** gallons of water per minute ...but, in reality passes **400** gallons of water.

The same principle applies to **WIND GENERATORS** (wind-mills). A **15** Mile per hour wind may generate **100** Watts of electricity, but a **30** MPH wind will generate **400** Watts of electricity, according to the **"Double-Quadruple Principle"**.

The black and white picture tubes (**CRT**) use a phosphor-coating designated as **"P4"**. The *** P *** numbers, represent the **persistence*** and color of the phosphors coating the inside front face, (viewing area), of the **CRT**. Color Tubes use **"P31"** phosphors, all (1) color phosphor each ...(Red, Blue & Green).

*** Persistence *** is a term describing how long the phosphor remains illuminated, (lit up), after being struck by a pin-point, diameter, (**circular**), stream of **electrons**. That characteristic, may also be properly called, **decay-time**.

NOTE: In Radar Tubes we want the phosphor to remain lit for longer than for a regular T.V. Screen. But, for a fast-playing game, we would like the phosphor to be lit, much less time, [so as to **NOT** mix colors (blur), of fast-moving characters/information].

The more **electrons** in the stream, the brighter the phosphor glows. This produces , (in a Black & White CRT) **ALL** shades between White and Black. In each square inch of phosphor in the picture tube, there are **1,024 by 768** **"pixels"**, (a pixel is a **shortened term for picture elements**).

Normally, there are **786,432** picture elements (**pixels**), per sq. inch, which may be impacted by the circular electron stream. Therefore the smaller the diameter of the **Electron stream**, then, the **GREATER** amount of **pixels** may be displayed, (breaking the picture into many more parts), thereby producing a more life-like picture, (**finer detail**).

The Japanese **HDTV** employs a **1,080-line** system, (approximately double the amount of horizontal lines, than the current (circa **2005**), **525-line** U.S. system). By having more horizontal lines, with which to display information, this then, produces a **(4)** times **BETTER**, (more life-like picture), than the **525-line** system. As dictated by the **"Double-Quadruple Principle"**, this yields a staggering **3,145,728** **Pixels per square inch!**

The **Special Purpose Tube**, I constructed, in the **"Fifties"**, used a **"P11"** phosphor [quicker decay time, (***persistence**), than [**P 4**], one-color, Black & White phosphor. It also had a **green-tinted** picture! This phosphor, (by trial and error), turned out to be the best, for filming, (movie film) data, to photograph data, presented on the face of a picture tube..

The **Electron Beam** then **(1/2)** the diameter of normal **CRTs**, (**part of my patent**), then

therefore was able to present a (4) times better picture, than the U.S. 525-line system like HDTV, (without added equipment). That was exactly what the medical people were seeking. It was awesome, for that time of T.V. development, (as well as today, 2008)!

Originally, this system (TTEC), was proffered by myself, to a candidate for public office, via a letter I personally delivered to him, in his home, March 11, 1978. At that time he was the leading candidate, [according to Polls], running for the Presidency of the Dominican Republic.

I also related to him the fact, that when that system was implemented, his country's educational system, would be leading that of any other nation in the world, (including that of the United States). He was extremely excited and vowed to implement said proposal, when elected !

The Educational aspect of that 1978 proposal, was part of my intent, to set up a Television Tube Manufacturing Facility in Santo Domingo, (Capitol of the Dominican Republic). At that time, I was one of the leading practitioners in the world, capable of erecting such manufacturing facilities.

Previously, thereto I had set up (6) plants; (5) in the U.S. & (1) in Windsor, Ontario, Canada. I also declined a very lucrative offer, (Cold War Time), to do the same in Russia.

A copy of that Dominican Republic Proposal, still exists. It reveals more detail, and the reasoning, for their adopting my then, (STILL), Revolutionary Educational System (TTEC), [Complete document available at your request]. Excerpts of same, are included, next.

Excerpts of VARIOUS Pages, (dealing with the Educational part of the dated original, TV Tube Plant Document), for the DOMINICAN REPUBLIC, in the next paragraph(s) !

"In the 2nd paragraph herein, we have alluded briefly to intentional public education via television. In any developing country, the education of teachers competent enough to impart the knowledge to its youth, is necessary to upgrade their own standard of living, as well as assisting the nation in dramatically increasing the GNP, is always of the highest priority".

"It is hereby suggested, that with the assistance of the Dominican Republic Government, the following method of education is not only desirable but represents the most advanced system of education in the entire world today – second to none".

"With as few as 5 or 6 of the most effective teachers in the Dominican Republic, and by installing TV sets in every single class room in every school in the nation, by the

use of the educational or a government sponsored TV station, and between the hours of 9 A.M. to 3 P.M., each Master Teacher at the TV studio may effectively instruct as many as 600,000 students simultaneously. Each classroom teacher would be serving as an Adjunct Teacher [assistant], to the TV instructor”.

“The 7th and 8th graders may receive instruction during afternoon hours. The following television-assisted education might be structured during those hours daily with a change of subject, determined by competent Dominican Republic educationists

During hours when TV assist is not provided, normal school activities, under the direct supervision technique may be resumed, including review of televised instruction, preparation for the next TV assisted instruction period, testing for effectiveness of TV assisted instruction, study periods, rest periods, arts and crafts, recreation, etc.

Assuming proof of the validity and effectiveness of this revolutionary approach to education, it might be desirable to broadcast TV-assisted instruction via different channels simultaneously, in order to spend more time on subjects deemed requisite.

Hopefully, at this point, people responsible for the education of the Dominican Republic youth will decide upon the curricula best suited to properly educate the Dominican Republic grade schoolers Short-term, achievable attributes, of such a system would be, as follows:

- 1) All persons using the system will tend to speak a common language thereby minimizing regionalism (dialects), usage.*
- 2) Inexperienced, young, or new teachers will have the benefit of working with the best teachers in the nation, effectively becoming upgraded themselves and thereby becoming more effective teachers”.*
- 3) The assurance that the children are being taught the most up-to-date knowledge, uniformly, class by class, all at the same instant(s).*
- 4) Ready dissemination of all vital knowledge relative to the Dominican Republic, within hours, because of the simultaneous link-up of all schools in all provinces thereby uniting the country, as no other country in the history of mankind.*
- 5) Doubling the literacy rate in a single generation.*
- 6) Leading the world in educational techniques, via this revolutionary new concept, with continued experimentation into specific areas during normal school hours when TV assist is not normally in use.”*

7) *Expand the curricula of existing college facilities, with emphasis on diverse professional categories such as engineering, doctors, lawyers, accountants, scientists, business administrators, etc., de-emphasizing the obsoleted need for so many teachers (quality....opposed to quantity).*

Further, by making entrance requirements to the teachers' colleges more stringent, the "cream of the crop" of the potential teacher applicants, would thereby be effectuated. An added incentive to those fortunate selectees, would be the possibility of becoming one of the few MASTER TEACHERS ...obviously a prestigious and important position."

"Carmine Cifaldi 3/11/1978"

Unfortunately, because of his lead in the nationwide polls, he was **assassinated**.. Needless to say, I **NO longer** then, had any interest, in anything which had to do, with the **Dominican Republic**. The **TTEC** system/approach, as discussed briefly herein, is **PRACTICAL, FEASIBLE & ABSOLUTELY NECESSARY**, to successfully educate our children!

A very important facet of this method of education is that this type of educational system **guarantees**, {as much as anyone **CAN guarantee**}, that all students, **regardless of origin, color, creed or economic circumstance**, are taught by a **SUPERIOR teacher** ! See 10-30-06 James Murray herein.

The "Two Teacher" concept, is as valid today, as it was in 1978...some (28) years later (from 2006). **EVEN MORE SO, NOW**, because of the failure of **ALL** educational initiatives. This is exacerbated by many other factors, as delineated herein, **PLUS** the outrageous energy costs, which will **go higher**, over the years, rather than **lower**!

© 1978 The Ideal Educational system/**TWO TEACHERS IN EVERY CLASSROOMS (TTEC)**, was an off-shoot of my combination of **CRT**-manufacturing, transmission of signals, and experiences in life. It was coupled with the belief, that **repetition**, can be very **meaningful**.

It was modified by my High-Resolution Optical Communication System. This is a **(brief ?)**, condensed description of the main points, of said system!

I have also pointed out the inadequacies of the current attempt(s), [**circa 2006**], to solve the problems of, the entire schooling system(s), in (Oklahoma?, New Jersey/ Florida/California/the **ENTIRE U.S., IN FACT THE WHOLE WORLD**) !

We are in dire need of a **NEW cost-effective-way**, to successfully educate the masses /children, **as well as adults! Adult Education opportunities, see later herein!** (**TTEC**), will be the wonder of the whole world, when fully implemented ! **Sooner or later**, modern educationalists will eventually find their way, to just such a system! The only question is, **WHEN, & WHO, will accomplish it first?**

As shown by information included herein, the Educational Authorities throughout the U.S., are coming closer, very slowly, step by step, to the herein proffered TTEC system. See Events of note, by other people/ entities, later herein.

©1978 TWO TEACHERS IN EVERY CLASSROOM (TTEC)

Since 1978, I have been trying to get the Educational Community, the Political Leaders, Newspapers, to take a look at (TTEC) ! Currently, (Year 2006), the common vogue today, is for ALL the Educational Authorities, to preach the same, unrealistic answers, basically, by using MORE money, as the remedy, namely through the following :

- 1) **Smaller class** sizes are necessary.
- 2) **More newly-built schools** are needed.
- 3) **Remodeling/renovating old schools**, are a must !
- 4) **Incentive raises** beget better qualified teachers !
- 5) **More assistance** from modern Technologies, “Smart Boards”, computers
- 6) **Longer school days**, more/added school days.
- 7) **Smaller school premises** (High Performance Small Schools).
- 8) **More special tutoring** services.

Summing up the foregoing:

Smaller class sizes, require more schools (to be built), at diminishing land for siting, PLUS the escalating costs of new school erection, each (\$20,000,000.00), [(20) Million Dollars in (2005), increasing at an alarming rate, every year thereafter.]. Add to that, the cost of land , PLUS the lost taxes, on that land !

NEW Schools. But, just building them, is that really the answer to better education? NOT withstanding anything written herein, NO student should be allowed to be cold, rained-on, NOR have the ceiling fall, on his/her head ! **Renovating old schools** is great. In some cases an absolute necessity (in moderation).

Incentive raises for better teachers..... Rife with problems, unless promulgated under more realistic guide-lines. Federal rules, (No Child Left Behind - NCLB), just do NOT cut it ! See 10-11-06 herein, **Jefferds Huyck!**

Computers, properly used/supervised, indeed an excellent selection. But, at this time, are they being properly supervised, by learned teachers? Even when used

properly, this alone , is **NOT**, the solution to the inadequacy of the current teaching system. “Smart Boards” are approaching parts of **TTEC**.

Technological advances, properly applied, are very good. If done improperly, it could be very costly, as well as, a waste of time!

Longer school days require teachers to work **longer hours** at better pay? Added days, present additional demands for added pay and additional teachers. Besides, these increased financial demands, we are seeing ever-rising costs, for energy usage(s), since the **PRESIDENT JAMES CARTER** Administration, [circa 1977]. This will continue to get increasingly worse ! **Oil**, is ... **NOT ... an infinite resource**.

Smaller schools.... The Gates Foundation found, (**Circa 2006**), found that after spending **Tens of Millions** of dollars, that whatever we are doing, is... **NOT...** the way to go!

Special tutoring... Extremely costly, but **inherent ability** in **TTEC**!

ANYONE CAN CRITIQUE ANY PLAN/METHOD/IDEA(S)!

I would like to present my plan for educators, politicians, learned-people (anyone), to critique my program. The following, (in brief form), is the meat of my ©1978 **The Ideal Educational system/“Two Teachers in Every Classroom” (TTEC)**. The basic needs for a **TTEC** system are as written, in the following steps:

#1. Provide **(15)** or **(20)**, of the best qualified teachers in the State (or from anywhere), to serve as **MASTER TEACHERS**, via T.V. broadcasting, (the **1st Teacher** for EVERY inter-connected, student-class). The amount of teachers (initially trained) would refer to a “**start-up**” plan. Later, in the teaching of **TTEC**, repetitive viewings of extremely successful lessons, plus attrition rates of **MT’s** will cut down on the number of new **MT’s** necessary to be trained., each year.

This will assure, that only the “**Cream of the Crop**”, the **best of the best** Teachers will be used, **in the future**.

Example: Assume all **LIKE-GRADES**, from **2nd** to **8th**, each like-class, tied together. That calls for a total of **(7) MT’s** per lesson, (dis-regarding the presence of the in-class teachers), for each hour of instruction.

Each **MT**, whenever possible, would be vetted-in/teach **(1)** major subject. Factor in **(1)** hour for lunch, **(1)** hour Physical Education, **(1)** hour study/rest, (curriculum as directed by the responsible Educational **MTs**, as experts would teach multiple different grades every day.

During the day, in designated times, when they are **NOT** teaching, they may mark papers and/or prepare the next session's lesson, according to the **State-approved curricula**.

#2. Provide in-house (school) **TV-studio capability**. Provide all classes of all schools with decent-sized Television set/monitors, as well as **VCR's**. Have plenty of blank tapes), and an appropriate sized TV camera, equipped to record audio as well as video.

The Studio must have at least **(7)** different rooms/compartments, with the TV Camera Recorders and all other related equipment. **ALL MTs** can therefore teach, simultaneously, **their composite class(es)**, (alongwith the **Adjunct Teachers**, in each individual class).

The students, charged with manning the **in-class recording** cameras in every class, will spend **(1)** week at a time, and be on a rotating basis. Therefore, all students will have at least **(1)** week's worth of time, (per semester), in doing so. Those students participating in the **T.V. studio**, [under the guidance, of a Teaching Instructor], will receive **"Hands-on"** training, in operating a **miniature T.V. Studio**. See **Amy Rosen** article herein, **11-8-06**.

Every day, **(1)** student, in each individual class, will videotape that day's lesson. **EVERY** student **MUST** take a turn, on a rotating basis, to record the day's lesson. Said live videotaping will be accessible to the **Master Control Room**, so that the **MT... or ...person(s)** operating the controls, may have the power to query any single person called upon, to do so.

The **Adjunct Teacher** will have access to a button connected to the **Master Control-Room**, with means for the **Control-Room**, to time receipt of activation, (down to one Thousandth of a second). This would be to see which class, (**individual student**), gets to answer the question, being posed by the **MT**, or the controlling individual, in the **Master-Control Room !**

At least **(4)** students, (again on a **weekly rotating basis**), will be assigned to copying/reproducing tapes, which will be collected from the students daily. Then, adding the day's videotaped lesson, they will re-deliver them to the students, for their daily home-study.

At the end of each week, (the last lesson), the finished, completed **(5) day** session, will be given, permanently, to each student, to **create/build -up a library**. It may be placed in a School and/or any other place directed by the authorities, for future **student/public** study, in assisting in the education of other parties).

For additional **"Hands On"** experience, (**3rd**) and (**4th**) year High School students, may opt to compress the information, and store it on a **CD/DVD**/other medium, so as to

put all weekly VCR/DVD copies of one subject/one semester, (17) to (20) weeks] , on (1) VCR tape/single disc.

By Providing in-house Studio Capability, this “Hands-On” operation, would be similar to that, of “Vocational Schools”, as practiced in the 1930/1940 era, {teaching “TRADES”, such as Woodworking, Printing, Metal-working, Welding. This was opposed to English, History, Mathematics, etc.}, Except, that it will be concurrent with, but NOT in-lieu-of, modern-day Educational practices.

NOTE: As experience dictates, student “Hands On” practices, may be modified/amended/changed as shown herein, a VERBATIM News article re “Wemrock Brook School” vindicating the “Hands On” concept, by children/students, as espoused by TTEC,

#3. Arrange all schools, in any system/district/State, to be electronically inter-connected, (Broadbanded). This would be much like the Internet today, with all like-grades, grouped as (1) MASTER TEACHER-TAUGHT, class for EACH subject.

Example: (25) Schools with (25) ... (3rd) grades, (or any grade), of (24) students each, would present (1) combined class of (600) students. They would BE TAUGHT, by (1) MASTER TEACHER and 25 Adjunct Teachers, [One, in each class].

Extrapolating further, yields (for classes (3) to [12]), a total of 6,000 students would be taught by a total of (10) MASTER TEACHERS AND 250 Adjunct Teachers! TTEC provides instant two-way communicating ability, (similar to Internet “Chat Rooms”, today), but with full-motion VIDEO, as well as Audio !

Combining of classes: By the combining of like-classes, in ALL schools of the system, such guarantees that students being schooled in less affluent areas, receive the same top quality teacher (MT), as the students of the top-rated schools (of the past)!

Since students may see/hear students from all different schools, reacting to/answering proposed questions, from the MT/controlling authority, there will be an impetus, to portray one’s own school, (one’s City/ State/Country ?), as the best/smartest. (That is the American way)!

Bid goodbye, to all claims of discrimination, lack of top-quality teachers, poor curricula, etc., as adequately explained in the body of the TTEC document. Special education programs for adults (generally foreign-born adults), or American-born illiterate adults) may be extremely reduced or even..... phased out!

This would lessen taxes/freeing up money, to further TTEC educational upgrades, as developed! AGAIN WIN... WINWIN !

Increasing of Class size, produces diametrically-opposed results (favorably) to the decreasing of class size, as is currently being espoused. Those people making excuses for achieving poor results of educating student (re test results), will now be stifled. The real culprit, is the **inadequacy** of the **teaching system**, existent, for the past **30** years, and still (circa **2007**) !

NOT only does larger class-size ease the continual pressure of building new schools, (a natural, unstoppable occurrence), but the combining of classes, automatically **reduces** the **cost per student ratio**, to educate the masses ... (more bang per buck) This is **NOT** counting the benefits of the belated education of adults, with **all the attendant benefits to themselves**, the State and the **U.S.** Government !

Consider **#4 NEXT : Increase of Class size:** The monetary savings of increasing to **more** students per class, will thereby allow for more funds, to be used for **TTEC** educational purposes, **rather than**, for additional schools, RELATED EXPENSES and increased energy costs. **WIN/WIN/WIN.**

#4. Arranging all class sizes to be **NOT** less than **(34)** students, (A radical controversial move, these days), would only be possible, **ONLY** because of the attributes of **TTEC**. This will **ease the pressure** for the building of new schools, saving **Tens of Millions of Dollars, [Billions, Nationwide, EVERY YEAR]**. It will also have the effect of needing far fewer additional teachers, with all their attendant costs, etc.

NOTE: By State law, the State of **Iowa**, limits class sizes to a maximum of **(17)** students. **Another case of un-knowledgeable people, doing the wrong thing!** Monetary savings, achieved by enlarging class size, with the passing of years, gets ... **more** ... and **more** ... **important**, as oil reserves forever dwindle. As a result the cost of living **inexorably increases**, prices of real estate continues to escalate and the cost of **building new schools, becomes increasingly prohibitive.**

#5. Video-tape each and every lesson, and make the tapes **available for home -study.** This assures that students will **NOT** have gaps in learning, (**NO** matter what the reason), for their missing days/sessions. That benefit of using the **TTEC** concept/plan, would also provide the basis for assisting in educating the parents, at **NO** additional cost to the Educational System. This is **an unheard of benefit**, by the **TTEC use/method**, especially for all new American residents .

Facing the facts, there will always be a percentage of **Parents/guardians**, whom for one reason or another, do **NOT** participate in the education of their children. They might also have **NO** desire/regard for themselves, to become better educated.

Then, we have the parents who **DO** recognize the benefits of becoming educated themselves. These therefore, at their leisure, avail themselves in their own home, the

tapes brought home. They may use the creation of a library at home, for yet-to-come siblings! **Others**, under the guise of assisting the **children/students**, will themselves become more learned, at **NO** extra cost, to the **System/State/ Federal** Government!

Interested adults, as well as foreign-born, without **children/students** of their own, may borrow tapes from relatives, friends or those stored at a Public Library. **NOTE: More and more States, [circa2005], are allocating resources, in an effort to educate, interested adults.**

#6. **TTEC assures** that all students, receive the **same** educational teachings, by the **same** teachers, at the **same** time. ...**EXTREMELY IMPORTANT!** Superior-teaching lessons may be repeated and **VERY IMPORTANTLY**, edited/updated for the same grade, at the ... **NEXT**.... semester.

All students of all like-grades, receive the **same lesson**, at the **same time**, given by the **same teacher**. As new information is acquired, or new facts/ideas are postulated, the appropriate grade level video-lesson, may be **edited/amended**, to reflect the change(s) in **MONTHS**. This is opposed to the time it takes for books to be updated, (every **(3) to (4)** years, at **greater and greater** expense/waste). A **WIN/WIN/WIN** situation.

Editing could be achieved, by excising any particular part and substituting a new, more demonstrative piece, of information. In the alternative, any particularly effective teaching sessions, verbatim, **may be retained for use**, in the following term(s).

Editing will **ALSO** give the Students (trainees), training in another very important aspect of Television and Movie work. A specially trained/designated teacher(s) should be appointed, in each inter-connected system. However, **superior teaching lessons**, may be **substituted/used**, from **ANY State-approved source!**

This assures, that students would have the background of what the different facets are, of such high-paying positions/vocation. **All in all**, successfully operating the equipment, is **NOT** really that technical. **BUT**, you **DO** need the **opportunity/chance**, to learn! While businesses may **NOT** want to hire untrained people, it ... **IS** the job of the Educational System to accomplish this, early in life, **(THE EARLIER THE BETTER)!**

On a key issue relative to the educational crises prevalent in the U.S. today, with more specificity, for one of the major cities, **(Paterson)**, in the State of **New Jersey**, please note the following happenings.

On **January 17, 2006**, **Jon Corzine**, newly-elected **Governor** of the **State** of **N.J.**, has inherited an **ALREADY STARTED TAX TSUNAMI**, in the **City of Paterson**. This was precipitated by the building of **(4)** new schools, as mandated by the Courts of the State of **New Jersey**.

FURTHER

The **oncoming deluge** is MIGHTILY exacerbated by a much-delayed re-evaluation of all City properties. **(2) new schools** are **already built**, and **2 more** are **anticipated**, for the near future **(2007-8)**. The costly **FALSE remedy**, of **building NEW schools**, will probably be repeated/demanded? in many other cities, **{sooner than...later}**, in **the entire U.S. !)**.

WOW! **Update 2-1-06... (6)** more schools are scheduled to be built!, presaging **CRISIS** time, in Paterson, **2008/2009 !**

This brings up the vexing problem, (State-wide), that in ORDER to comply with Court orders, such creates a need for additional financing, (over and above the money now currently being spent). This would also entail locating new sites, **(removing them from the tax rolls, NOT a good idea)**, for the **building of the new schools**.

This, in turn, means the hiring of **hundreds of additional teachers**, with **ALL** the **related costs, attendant thereto, AD INFINITUM!** Unfortunately, this is another case of authorities, **NOT** versed in Educational venues, making a bad, costly mistake(s)!
LOSE/LOSE/LOSE.!

Increased pressures for ever **smaller class sizes** and an **exploding population increase**, surely will drown the City of **Paterson, AND many other cities**, (large and small), in the **EXTRA tax burden**. Some other, less expensive, effective, educational system, (such as **TTEC**), is desperately needed, to be adopted/applied.

That is why, the **NOVEL** concept—**©Two Teachers, in Every Classroom (TTEC)**, would herald the most advanced educational system, **(UNFORTUNATELY?)**, **THE FIRST IN THE WORLD?**, as was **PROMISED, IN 1978**.

Each, and every **group of classes**, may be taught a **State pre-approved curricula, simultaneously**, by separate **MASTER TEACHERS**, thru **(5) to (7)** hours per day, as mandated by the **RESPONSIBLE EDUCATIONAL AUTHORITIES!** Each and every **(1) hour lesson**, will be broken up by **(3)... (4) minute, interim/pauses**. (More, later, herein). See the **ADDENDUM, AT THE END OF THIS DOCUMENT**.

The **MASTER TEACHER**, (the **1st TEACHER**), a so-called “**VIRTUAL TEACHER**”, common to **EVERY** single category-linked classroom, is projected by **2-way** cable (TV), by the appropriate Broadband-capable, interconnections. The original concept in **(1978)**, called for coaxial-cable use, (instead of telephone copper-wire).

Now, **better yet**, fiber-optic connections, such as currently, **[circa 2003]**, linking all

schools in **Paterson**, accomplishing this, are already in place !

The **Paterson** installation was given a mighty, monetary assist, from the **U.S. Government(s)!**, **\$10 Million**, from the Federal Gov't, (of a total **\$11 Million**) cost. The State paid the other **(1) Million**), done, with **NO** cost, to the City itself ! This was great, **EXCEPT**, the City taxpayers, **now** ...have to pay **INCREASED TAXES**, FROM THEN ON, (which they could **NOT** afford in the first place) !

This **(2)**-teacher concept, also relieves the **Adjunct Teacher** of the responsibility for the preparation and teaching of the governing authorities' **approved subject matter**. It also prohibits any digression, by any speaker or teacher, from proposed curricula, accidentally or intentionally, so disposed. See "**2006 Mar 3 Aurora, Colorado** herein".

Further, preparation of the next day's lesson, (a little known/practiced, key function of **superior teaching**), is a very important tool of teaching/providing a superior, **competent education**! Preparation, of those daily lessons, by physically-present classroom teachers, (**Adjunct Teachers**), will now be obviated by **TTEC**, by virtue of the fact that the **Master Teacher**, is conducting the **pre-approved Agenda**, every day.

This would ensure, as much as possible, that the **Monitoring Teacher (Adjunct Teacher)**, would have **superior disciplinary control** (in my view, more important than class size). She/he, would **NOT** have to concentrate on teaching the subject, while also trying to **maintain classroom control**.

Further, this **reduced responsibility**, would then allow the **Adjunct Teacher** to provide answers to students, who have questions, in specific, pre-planned intervals, **(3)... (4)**-minute periods per hour]. Such intervals will be provided for, in the **Master Teacher's** planned lesson(s).

These interim periods would, in effect, supply a reinforcement of the subject, and/or explain to a student who might have any difficulty in comprehending, any particular part of the **newly-taught lesson**. This would thereby encourage a closer relationship, between student and the **in-class, Adjunct Teacher**.

I believe that the students will realize that someone is actually interested in their getting a **complete and thorough education**. I also believe that the **Adjunct Teacher** would be more motivated (because of the lessened responsibility/pressure), and happy to see the students progressing, and in fact, being educated/enlightened. (a...**WIN/WIN...** situation).

The **MASTER TEACHER**, would be one of **proven** educational prowess. All teachers in the City/State, would aspire to attain the status of, and become, a **MASTER TEACHER**, (of course, with commensurate reward).

Such a happy circumstance(s), was predicted by the Dominican Republic Document in 1978.

Teachers should be aware that **William Arthur Ward, 1921-1994** taught:

<i>MEDIOCRE Teachers</i>	<i>Tell</i>
<i>GOOD Teachers</i>	<i>Explain</i>
<i>SUPERIOR Teachers</i>	<i>Demonstrate</i>
<i>GREAT Teachers</i>	<i>Inspire</i>

The **Master Teacher** will be one of **proven** educational prowess. As noted in **TTEC**, more and more, different States are committed to **training/selecting/hiring/retaining** the brightest teachers possible, to teach ... **THEIR** ... students ! The public got that one right. **Poor teaching** is indeed a large **PART** of the **problem**.

While all similar grade classes in the ENTIRE SYSTEM, may be taught simultaneously, by the **MASTER TEACHER**, (alongwith the **Adjunct Teachers**), in certain instances, it may be desired to teach any mixture of class grades, to achieve some non-herein suggested use.

But we **still hear**, a chorus of “**We need smaller classes**”; “**we need more newer schools**”; “**we need more money, BUT cut our taxes**”; “**get the money from the rich**”; ETC. The **TRUTH** is : IT IS THE **SYSTEM THAT NEEDS FIXING/REPLACING!** (as indicated, and to be remedied by, the use of **TTEC**)!

It should be **NO** stretch of imagination, that secondary schools, [high schools, grades, **(9)** thru **(12)**], as well as State-sponsored universities/colleges, and/or other institutions of higher learning, may **also** be accommodated .

To a limited degree, it was being actively pursued, since the **1950's**, with only data being **mailed**, (back and forth), to potential students. It was called, “**Distance Learning**”. Distance learning, even now, [circa **2002**], is fast becoming the **vogue** of institutions of higher learning, which offer **accredited degrees**. This time, it is being done by **one-way teaching**, through the **Internet**. This is really a small part of **TTEC**.

...EXCEPT

Unlike **TTEC**, there is **NO** instantaneous video/audio dialogue, between students and Teacher (**Master Teacher**). But **LIKE TTEC**, **ALL** students, regardless of **race, color, creed or economic status**, **ARE** getting **the SAME top quality education**. They are **ALL** being **taught**, the **same lesson**, at the **same time**, by the **same Teacher**.

However, in **TTEC**, **ALL** different grades of **ALL** different schools, may also be tied together, **as an assembly, if desired**.

Using the TTEC system, is **without** the expense of adding additional classrooms or building new schools. Hiring hundreds of thousands (State-wide), of additional teachers, and support staff, is **now obviated!** TTEC **WILL PROVE to be** the **most effective educational system, ever promulgated!**

To accomplish this, you only need to implement TTEC , at a fraction of the cost, to the City, versus **NO** other viable/credible remedies. It has the additional benefit, (an even greater benefit), in that the benefits of TTEC would require far less TIME, to implement and see results, at a far less smaller, dollar cost! **See Eight (8) Steps herein to Attain the TWO TEACHERS Concept....TTEC !**

There are of course, expenditures for implementing the TTEC system, for electronic connection to all edifices. This, might include other buildings, such as, but not limited to, City Hall, Police/Fire/Emergency Stations, [as in Paterson's case], (for, among other reasons, enhanced fire -protection/security).

Connecting all those schools, (outside of Paterson), which are **NOT** yet electronically-joined together, will be the only major new cost, envisioned for implementing TTEC. Real-time, .. simultaneous, .. two-way, .. (Multi-way)-Capability equipment,.. for all interconnected TTEC-taught Schools, would be a **one-time cost**, for achieving the desired ends.

This includes controls, video cameras, TV monitors, etc. Even then, such will only cost, a fraction of the **"smaller class size" concept**. Since many schools already have access to the Web, then in most cases, we are already ahead of my **Dominican Republic, 1978** proposal. However, with the TTEC system, connection to the Web, would be free of charge.

See the **WRONG way to do it, 10-26-06 Arizona Daily Star** relative to their Internet connection, herein!

Both Paterson and the State of Oklahoma are well ahead of my **1978** proposition, and therefore, **BOTH** are excellent candidates , to be used as a model system ! Both would show, in the very near term, that bonafide educational results, would ensue ! **ATTENTION** New Jersey, **NO MORE ABBOTT LAW NECESSARY!**

The use of TTEC would allow any designee/Superintendent/etc., to hold general assembly, interactively, if so desired. That party could address **ALL 27,000+** students, (in Paterson's case), faculty, etc., in every single classroom of all **53+** schools in Paterson (any city), simultaneously! With TTEC, if desired, even one pupil, in a single classroom, might also be interrogated

TTEC will allow multi-way communication(s), similar to a conference call today. It will

also include means to allow the controller of the system, in the “General Assembly Mode”, to select one class, out of all the classes tied together, (thereby any individual student), to answer a question posed by the controller. In the normal “like-classes” teaching mode, the Master Teacher, if desired, will have that power, also. The controller of the system **WILL** have over-ride control, at all times.

It would require **NO** stretch of the imagination, to envision in **New York City, Chicago** or **Los Angeles**, as many as **1,000,000** students can be taught any subject/ general assembly, ...**ALL...**at the same time, (**SIMULTANEOUSLY**), by **(1) MASTER TEACHER/ Speaker!** Using the **TTEC system** would offer the following benefits :

1. The **total cost(s)** of this **system**, would be as **little** as **10 %** of the "**smaller-size classes**" **concept** and would continue to be the best system for the education of all students, as well as being the most productive and **cost-effective**, from then on.!

2. **ALL** students regardless of **race, color, creed, or economic status**, would get the benefit of being educated, using the **SAME curricula**, by the **SAME** **BEST** ... teachers , **ALL** at the **SAME time** !

3. The **TTEC** system would provide support for the in-class teacher, (**Teacher #2**), thereby enabling more realistic rapport with the students. This would be realized by virtue of the fact, that the **Classroom Teacher, (Adjunct Teacher)**, effectively becomes a **Monitoring Assistant**, to the **Master Teacher**, (via **2-way** communication), if and when desired, by the associated operating equipment and T.V. monitors.

4. The **TTEC** system, relieves the **Adjunct Teacher** of the responsibility for the preparation and teaching of the curricula. This is a little-known/ practiced **key function**, of **SUPERIOR TEACHING**.

This, always should have been be a very important phase of teaching, (which will be accomplished via **TTEC**), in **assuring all students**, a **thorough, complete, and competent education**.

NOTE: All **too often**, certain teachers are **NOT top-of-the-line**. This problem impacts (**unfortunately**), on the students **negatively**, which in the final analysis, deprives them of a proper, meaningful, basic education.

5 The **TTEC System** is **unsurpassed** in **providing security**, for the teachers, students **and** property (**24** hours /day, **7** days/week, **365** days/yr). Each school in the system will have a “**Security Room**”, from which all entrances/exits of the school may be observed, with continued video/audio observation, continually tape recorded.

Said tapes must be changed every week, because repeatedly re-recording, degrades the clarity of the finished product. Tapes should be **stored/kept**, for at least **30 days!**

The TTEC system is unsurpassed in providing security, for the Adjunct Teacher, in that he/she will have means to relay class proceedings, to Central Control. A Panic Button to Security, or Police Headquarters, at his/her discretion, is also provided.. State-of-the-Art will now allow “wireless access” to that excellent safety feature.

For after-school hours, property can be safe-guarded by the video/audio system, which has darkness-viewing capability, also, as well as taping means, (24/7/365), EXTERNALLY, on the surrounding sides, as well as INTERNALLY !

This may likewise be monitored, from the Security Room and/or the Controller System. The Fire Department, also included in the system, would know EXACTLY where any fire-alarm was triggered from !

Because Police Stations are part of the system, this property night-watch system, may also be received/observed by the police desk. This information should be made known to the public, so that, that alone, would discourage other attempts at vandalism, because it will be monitored by, and responded by, the local Police Station.

An important part of this system is that when alerted, the police would know how many vandals are involved, have their description/pictures (on tape), and their approximate location in the building, as well as the entry point, of the incursion. See next paragraph.

NOTE: On January 28, 2007, a for-profit company, advertised the benefits of THEIR equipment, stored in buildings. It could provide real-time information, about intrusions by robbers/vandals, etc., as well as indicate the source and location of fires. They may be accessed by their company truck, from outside the building, picking up images being generated IN the building.

The Advertisement goes on to say, *“when a fire is indicated, it can be targeted directly at the source. The fire Department would be notified and could save minutes in arriving at the fire. Further the ad says , it may save 2 or 3 minutes, which “could mean the difference between life, brain dead or death, of the people involved”.*

This Advertisement, in fact, backs up the claims made by the TTEC System, which would operate MORE effectively and WITHOUT FURTHER COSTS. Undoubtedly, their equipment, and monitoring same, would incur EXTRA recurring costs, to the SCHOOL system budget, (EVERY YEAR), from then on.

NOTE: The Dominican 1978 proposal, promised to bring far-flung parts of the whole Country close together, for many desirable attributes, NOT the least of, which WAS, improved National Welfare capability, in addition to the World-class Educational System! See the Chinese mass-education techniques in the Addendum hereto!

6. The students will realize that someone is actually interested in their getting a and **complete** and **thorough education**.

7. The students, becoming aware that **ALL** **teaching sessions** are being **recorded**, will, [for the most part], be on their best behavior, & thereby receive and absorb, more effectively, the subject(s), being taught !

After all, in-class video-taping (with audio), for those who care about it, is worse than bringing your report card home, because **responsible parties/parents**, will see/hear, the recording of their child's participation(s), **(or lack thereof)**, displayed on video tape.

8. The **Adjunct Teacher** would be more motivated , (because of the lessened responsibility/pressure), and happy to see that the students are progressing, and in fact, truly being taught/educated **as never before !** (a **WIN/WIN** situation).

9. The **MASTER TEACHER**, would be one of tested and proven educational prowess. **All** teachers in the City/State, **would aspire to attain the status of, and become, a MASTER Teacher**, [of course, with commensurate monetary reward(s), as well as the satisfaction of being considered, by her/his peers, as a top-of-the-line educator! { **again, as suggested in the Dominican Republic document**}!

10. **EXTREMELY IMPORTANT**. Implementing such a system of education, and **seeing the results** of same, would be **effectuated** in an **extremely short time, months, NOT years**, once the infrastructure is completed, and enough Teachers are vetted by the State !

The **fiber-optic connections**, again, with an **assist** from the **Federal Government**, [completed as in **Paterson N.J.'s case**], and their, **(NOT mine)**, **estimated installation for Passaic County**, would be done **in less than (1) year**.

NOTE : Since the schools in **Paterson** are already fiber-optically, tied together, academic **improvements** (in **Paterson's case**, would be **seen**, within **months, NOT years**, after the completed **associated equipment installation** !

The State of **Oklahoma**, (**circa 2005**), which has already implemented a **program** to cultivate master teachers (which takes the longest period of time *to* accomplish), also makes a strong case *to* supply a model city for implementation of this truly revolutionary, educational system, [**TTEC**].

11. The **TTEC** system would be the instrument of implementing the **State-wide, pre- approved, appropriate, academic curricula, which is sorely needed !**

12. Mass multi-person 2-way communications, for (3) or more people are also included in the TTEC System.

13. A further important benefit of the TTEC system installation (certainly NOT minor), would be for hands-on study and implementation of the total communication of the TTEC network, being provided by the students themselves. Such participation would be realistic evidence of government sponsorship, which forcefully advocates an interest to induce students, to pursue careers, in skilled/high-paying professions.

NOTE: Many Colleges/Universities/High Schools, already have modest Television capabilities/Studios/Systems, (circa 2003).

14. Since each class room would be equipped with a TV monitor and VCR recorders (and/or now, DVD recorders), any daily lesson, deemed superior, by the relevant school officials, may be saved and/or edited, and used again,next year next semester. See 12-3-06 herein, for class-use of the T.V. monitor.

The TTEC system advocates, that a video-taped copy is to be brought home daily/ weekly, by each and every student, which would provide a cost-free, reinforced study, (a basic precept/foundation of TTEC), sibling pre-schoolers (for lower grades) or for missed lessons .

NOTE: (Each VCR tape to include at least (5) continuous days of lessons, brought to and from school, just as books, are now carried, to-and-fro).

NOTE A : It is interesting to see that in (Oct. 2005), Ms. Roz Sole, Principal of School #5 in Paterson, New Jersey, acknowledged a donation of (6) palm-corders. She explained, that they, would be used, to record class instruction(s), as promulgated, (unknown to her), in the TTEC System. This Teacher/principal, is very forward-looking, and should be commended for such valued, MODERN, educational precepts.

NOTE B: Some, Colleges/Universities broadcast lectures (live), by Professors/ PhD's/ other parties of note, for an additional cost(s). Such could be a very lucrative endeavor, for the learned teachers, as well as the schools. More importantly, it also enables students to be "tutored" by the most learned Scientists/personages/ authors, in the world.

In fact, some College student programs include the ability to tape these broadcasts in their own homes, [much like that, promised in TTEC]. Thus they have the ability to replay/review the lesson/lecture/data, being taught, for themselves, or for other friends/members of their family ! (A VERY IMPORTANT SIDE BENEFIT OF THE TTEC SYSTEM).

15. Another very **valuable aspect** of this extraordinary system (**TTEC**), is a first, anywhere in the world, that in homes where **English** is **NOT** the **first language**, then the parents/responsible parties, of the students, **might themselves, be further educated**, [**again**, as **PROMISED**, in the **Dominican Republic** document, in **1978**] !

This, while purportedly assisting their **children** at home (homework), **reinforcing data**, taught/learned by the student, that day/week . This is tantamount to educating multiple parties at the same time, (**student/sibling/mother/father/peer**), **without expending additional money**, to do so, as more States, increasingly are pursuing/providing today (2008).

This does **NOT** disregard the joy of both student and parent/et al, for their opportunity to **participate** in accelerating the ultimate aim of the foreign-born, (as an assist), in their **ASSIMILATION**, in **America** THIS **BENEFIT** ... **ALONE** ... **IS... PRICELESS** !

The greater majority of these people are busy laboring to enjoy the fruits of our Democracy, and the rearing of off-spring, that they do **NOT** have time left to themselves, their families, to attend facilities away from home.

NOTE A : There are still **far too many** **native-born American** adults, whom till this day, **cannot** read/write/etc. (**circa 1990**). That is one of the reasons why several states provide extra funds/programs for "**Adult Education**". BUT, **TTEC** is a more comprehensive, superior means of learning and**FREE** !

Now, if you **combine** the **last few paragraphs**, empowered with **2-way** instant communication, **you will have achieved** a few of the **KEY elements** of the ...**TTEC... Educational/Real-Time/Communication System** !

16. Because of the **TTEC System**, students confined to bed in their homes, or for some other reason **unable to attend school** for one, two or more days, can stay up to date by **viewing the video tape** of missed sessions, thereby having a **have a better chance**, to keep up with their classmates.

Very importantly, since **teaching today's lesson** depends in large measure , on what **was taught yesterday**, that when they **do** get back to school, the current lesson, then, may be intelligently addressed and be more readily absorbed.

They might **NOT** totally grasp the data, taught in their absence, without assistance, but at least they would have a general idea of same, rather than nothing at all. [Such might be clarified in the designated interim periods, [**(3)** **(4)** minute respites, every hour] !

In fact, **this option** would be **vital** for use of students **convalescing in hospitals**, for an extended period of time. Without a doubt, **watching tapes of missed sessions**, **while convalescing** in the hospital, or even in their home by viewing same, is a

resource **NEVER-before** thought of/**made available** ! This would help take their mind off their unfortunate circumstances, and absolutely **help keep up** with their classmates/their education !

Virtual teaching as shown in **TTEC**, **unrealized by anyone**, has now increasingly become the vogue, of institutions of higher learning, which offer accredited degrees. Further, such will be the norm, in the foreseeable future, (circa 2000s) .

In the **Dominican Republic** Proposal, the promise, among other things, was that linking up all schools, from **disparate sections of the country**, would promote Patriotism. It would also promote an uplifting of universal education, and eliminate **REGIONALIZATION**, (dialects), in their language (etc.). **See next few Paragraphs !**

Remember the **N.Y.** accent? **N.J.** accent? **New England** accent? **Boston** accent? the **Texas** accent? **Oakie** accent? **Brooklyn-ese**? etc.; Remind me/yourself, of how many American accents are **NOT** mentioned herein! They are **less and less** distinguishable, and soon will be lost to memory!

..... Where did all the accents go?

The simple answer is, that the **interconnectivity**, of a mass audience, (by **television**), is largely responsible, for the, almost complete disappearance of all those State/region-related accents. That is because **audio/video, in the currently accepted American English grammar, is being Broadcast, ... 24 hours/day, (7) days/week, 365 days/year.**

This data, incessantly emanating from **ABC ... NBC ...CBS ...**, as well as hundreds of other **T.V.** Channels, not to mention Radio/Satellite Radio, are being heard in all regions/states of the U.S. **TTEC will aid and abet** this positive step, towards OUR .. **One Language/One Country !**

The key here is, that exposing many people, at the **same time**, to the **same person** (as taught in **TTEC**), is responsible, (as promised in **1978**). Generally speaking, the American people do **NOT** realize it, but it is **TRUE!** When **intrastate/interstate** connections of **TTEC** are finally effectuated, **TTEC** will, in the near-time, finally **COMPLETE the metamorphosis !**

Worth repeating again and again, a **very important** facet of the **TTEC** method of education/educational system, **GUARANTEES** that **ALL students, regardless of origin, race, color, creed or economic circumstance, ARE being taught, THE SAME LESSON,** by THE **SAME TEACHER, AT THE SAME TIME** (a **TOP-QUALITY EDUCATION**)!

ALL classes, of ALL schools, may be tied together, in an **assembly**, if desired. In the

5th grade of my school, (Paterson School #19), a long time ago), General Assembly was for the **entire school**. There were about **360 students** who were to enjoy, "**music appreciation**", every Friday at **1:00 PM**, (generally, classical music), whether we liked it , ... or NOT !

Needless to say, **TTEC** may **NOW** be extrapolated to include all **27,000 +**, Paterson students/teachers/as well as staff, watching/ hearing/ participating/simultaneously, in the "**GENERAL ASSEMBLY**".

Eventually, in **New York City**, **Chicago**, or **Los Angeles**, perhaps as many as One Million (**1,000,000**) [**OR MORE**], Students), may have a "**General Assembly**" to hear any important message or address, by a Superintendent of Education/ **Mayor/ Governor/ President**, or **other worthwhile personage of note/event**.

In fact, all schools, in **ALL** States may eventually be tied together. Sounds just like watching TV, ... **EXCEPT**, in the **TTEC System**, the Teachers or individual students, **may respond**, or be interrogated, in real time, **2-way conversation** ... **if NECESSARY** ...or... **DESIRED!**

16 ALL Schools, tied together, in could be valuable in **a National Emergency!** Meanwhile, each School system, in every State, may be routinely, electronically tied together. Eventually, **ALL** Systems in **ALL** States, may likewise, in turn, be tied together, to assure **EQUAL** Educational opportunity, for **ALL** students!

This is similar to when the Internet was first formed "**(which proved that such a System was advantageous to the sharing of knowledge)**". In that case, the **TTEC System**, would then assure that **ALL** children/students are getting the same top-quality education. This would be at a **reasonable cost** to Governments, only a fraction of **2006** costs.

This "**TTEC SUPER-INTERNET**" educational system, would still retain **MULTIPLE-WAY**, **video/audio/storage**, capability(ies), AS WELL AS, (**wireless**, "**WI-FI**" capability).

Time zones across the **United States**, would have to be factored in, so as to effectively reach, the maximum, (**if NOT the optimum**), amount of pupils simultaneously. This would be much like that being done, when the **President is giving a speech!** The author suggests, that some "**educationally-challenged**" students could also be **IMMENSELY assisted**, by repeat, tape--provided lessons... **REPETITION!**

By using the **TTEC System**, all **without** the expense of adding additional classrooms or building new schools. and/or hiring hundreds of new teachers/other support staff, is probably the **MOST EFFECTIVE STEP, EVER suggested/TAKEN !** **TTEC** would get bonafide educational results, in an unheard of, very short term ! All this, with an extremely modest expenditure, of extra funds.

The **TTEC concept**, espouses, that not only are all people equal, but that **ALL** children, **regardless of race, color, creed, economic circumstance**, have an inherent, **EQUA**opportunity to excel, under **EQUAL** circumstances, (all, with the **SAME** caliber of teachers).

HISTORY has proven, that **NO** RACE on earth, has a monopoly on brains. As different races/people ruled civilization, intelligence/Scientifically-oriented Countries/people, dominated specific time eras, (and will **ALWAYS** continue to do so)!

Whether they had more intelligent leaders or superior technology, or whatever their reason for being world leaders, such can be traced back over millennia, to educational excellence.. Such, would effectively demonstrate **proof** of a **TTEC-like concept**, educational system!

To accomplish this, you only need implement the **©1978 TWO TEACHERS IN EVERY CLASSROOM (TTEC) CONCEPT**.. This, at a fraction of the cost, to ANY city, versus other ineffective, costly remedies. It has the additional benefit, even greater **benefit**, in that such **requires** far **less TIME**, to **implement**, and **see results**.

If you think about it, **how different** is my proposal....**NOW**, to teach **ALL** students, in any particular environment, with an established curricula, which uses the **best teachers!** They can teach all students, **WITHOUT** knowing the **race, color, creed or economic status of the students, being taught ! ? !**

That is **exactly** what many **Colleges** and **Universities**, (increasingly) are doing, since the **1960's**, via Mail, then later, [in the **1990's**, E Mail and/or Computer]!

NOTE: “No Child Left Behind Act”, [NCLB], signed into law, by President George W. Bush on January 8, 2002, has mandated that Core Academic Subjects be taught, (by June 2006), by “highly-qualified” teachers”,(also termed as, fully licensed/certified). It seems that the authors of that law, had in mind, (as mentioned many times herein, the equivalent of my **MASTER TEACHER** designation, the Author envisioned, in **March, 1978!**

The **“NO CHILD LEFT BEHIND ACT” (NCLB)** is ... **flawed** ... in many respects, the worse is, that it requires **All**, or a high percentage, of teachers to attain **“Superior”** status, in **ALL** subjects, or **Federal funding will be withheld**.

Contrary to all information, concerning superior teachers herein, such **“Superior”** status as required by the **“NO CHILD LEFT BEHIND ACT”**, **IS UNREASONABLE** and **IMPOSSIBLE**, to be attained by **ALL** the Teachers, in **ANY** system, [less THOUSANDS] of teachers.

BUT, IT **IS REASONABLE** AND **POSSIBLE.**, TO CREATE **HUNDREDS** OF **SUPERIOR**

TEACHERS, as taught herein, ... because ...that is .. **ALL** .. the **TTEC** system requires.

Fulfillment of another benefit, by the Students use of (**TTEC**). The students, initially under the stewardship of present local teachers, in the studio, actually handling handling the equipment, and transmission of same, are getting valuable **“hands-on”** experience, in many different facets of operation, associated with that profession.

EVENTS OF NOTE: Other People/Entities/Events, Leading towards Full- Fledged Implementation of **TTEC** . See (8) Steps herein, to achieve **TTEC** !

1960's Many Business Schools, are now teaching, via **U.S.** Mail, many students, (a first step in distance learning), **without notice** of any of the student's, **economic circumstance, gender, race, color, creed, religion, age, etc.....** as promulgated by the **TTEC** concept.

1978 Many Colleges/Universities (University of Phoenix) encouraging Education by **“Distance Learning”**, initially starting out with, **“off - premises, bonafide degrees”**, via **U.S.** Mail.

1986 **Doctor Betty J Sternberg**, Commissioner of Education, for the State of **Connecticut**, (one of the key architects of the Education Enhancement Act), stressed the importance of **“attracting and retaining” high-quality teachers**. This is taught, as in **TTEC's** **MASTER TEACHER**, as being essential to superior imparting of teaching/learning capabilities, for the most effective results **Step 4, of TTEC 8 Steps**

1987 The United States Distance Learning Association, a non-profit Organization was formed, **“to Promote and Develop Application of Distance Learning for education....”**, **“with Chapters now in all (50) States”**. [**CIRCA 2006**].

1993 **Jones International University** offers fully-accredited College Degree courses, via long-distance education, touted as, being staffed with **“some of the brightest minds in academia”**.

1993 June 15 Boston Globe reports that U.S. News has stated, **“that there are (then), currently 246 online Graduate-degree programs”**.

1995 Many Institutions of Higher Learning, offering, via Telecast, **“Live Viewing”** of Seminars, (for a fee), conducted by many other famous Educationalists and/or other notables, (**As originally contemplated in 1978, by the Santo Domingo document !**

1997 **May 14** **New Jersey Supreme Court** **“orders State to provide extra money to educate minorities, and to be henceforth designated, as ABBOTT Cities”**, (effective in **1998**).

1998 Dr. Fran Watkins, (at a meeting of the Education Coordinating Council, Atlanta, Georgia, chaired by Georgia Governor Roy E. Barnes), gave a comprehensive report re: The *“Established Definition of a Paraprofessional”*, (the equivalent of my Adjunct Teacher) !

AND

Later, Dr. Jan Kettlewell, *“gave an assessment of an updated program for the preparation of and basic requirements necessary for Certification of those Paraprofessionals”*, (More of same, a TTEC MASTER TEACHER).

Now academia, in more and more venues, recognize the importance of, superior teachers and publish written guidelines, for achieving that designation! See Step 4, of TTEC 8 Steps .

2003 City of Paterson, N.J. already has at least (1) studio presently. Such is located in Kennedy High School. This studio gets limited use, but has yet NOT been used as advocated via TTEC, at this writing. Primarily, because funding is NOT available, and because they are NOT aware of the positive aspects, that a TTEC System may engender.

2001 Paterson, New Jersey, (3) students, from a local High School, start to record for television, School Board meetings. The recordings are then turned over to the Cable company serving Paterson, which then broadcasts them over local Channel 76, for public viewing.

As cited by TTEC, this is fulfillment of another benefit, as promised, through the side benefits of the TTEC concept. Namely: *“Hands-on”* benefits, for students taking part in the recording of the live, mass linked-up, educational communication system’s classes.... Partial of TTEC (8) steps... Step 5 .

On interviewing those students on Jan 12, 2006, Amy Kovacs, (Herald News, New Jersey Reporter), disclosed that *“those students doing that work were paid”*. They were happy to have the opportunity in getting into the better-paying environment, associated with their experiences. As promised, another benefit, by the use of TTEC .

9-21-01 State of Pennsylvania begins a program, much like, as advocated herein, teaching from a central location, which goes by the name of *“PAVCS”* (Pennsylvania Charter Schools). *“One very important major aspect of this system is that any/all students (anywhere) in the State of Pennsylvania.*

Sounds like a possible 2nd stage (TTEC), consolidation as hypothesized later herein), *“may be enrolled, and taught by a Superior Teacher, over the Inter-net, by computer, with costs paid by the State”*.

This program, resembles part of that, as taught by TTEC ... EXCEPT that:

1. There is ... **NO** ...classroom teacher (a vital component of **TTEC**).

2. Class sizes are limited, to **37 students** each. They will be cutting class sizes, in the future.

NOTE: To teach **370** students via **PAVCS** would require **(10)** Superior Teachers, while with the **TTEC** System, **(1)** Superior teacher (**MASTER TEACHER**), can teach **ALL 370** students, simultaneously (alongwith **(10)** **Adjunct Teachers**). They do **NOT** need to be superior-rated.. See **Oct 20, 2006 Len Mead**, Columnist, later herein.

3. There is ...**NO**... communication/video-taping/of proceedings by the students, which would give the students “**hands-on experience**”, in the operation of same.

2002 State of Florida, “*passes a law to pay bonuses to teachers, found to excel*”, (basically, based on marks of students taking standardized tests), in educating their students. **RIFE WITH PROBLEMS ! TTEC 8 StepsStep 4**, eliminates that problem, as the **best teacher(s)**, in every unified grade, is exactly the **same teacher** ... for **ALL** students.

2003 City of **Paterson, New Jersey**, tied all **(53+)** schools together, with Fiber Optic Cable, alongwith several other Academic and Governmental buildings, which was **COMPLETELY PAID FOR**, by STATE and Federal Funds. (It was done at **NO** cost to the City). See also **2006, January 13** , herein. **Step 1 of TTEC**. City has at least **(1)** T.V. equipped Studio. **ALSO Partial of Step 6 and partial of Step of TTEC 8 Steps**

The more schools tied together (and even between cities/counties/states), the **more effective/UNIFORM, will be the system of education.**

2003 State of **Maryland**, under State Superintendent **Nancy S Grasmick**, issues a “*Mission Statement*” to: “*ensure that the student is served by a professional Educational Staff, who possess minimum essential knowledge and skill to achieve outcomes for public education declared by the State Board of Education*”..... Sounds just like ...**TTEC’s** description of a **MASTER TEACHER !** See **2006, Feb 2**, herein.

SEE TTEC 8 Steps, Step 4

6-9-03 State of **Florida**, **Governor Jeb Bush** signs into law, **Senate Bill 30A**, “*limiting class sizes from a maximum of 25 students for some grades, as well as a limit of 22 students or only 18 students, dependent on grade*”, un-necessary, & expensive.

As outlined in the main document, increasing class size to **30** or **35** students, as practiced in **TTEC**, would **NOT** hamper the education of the students, because the **Adjunct Teachers** would have better control of the pupils, as she/he did **NOT**, have to worry about presentation of the subject matter.

As reiterated herein, since the class size would contain more pupils than currently exist, that would be the **Adjunct teacher's** main priority. Limiting class-sizes, pressure for additional Schools, Teachers, expenses, etc. **City/State/Country**-wide, would thereby ease. **New facilities** would only be necessary, because of **inevitable population increases**.

10-23-03 Denver Colorado, first University, fully-accredited, for on-line students, proclaimed by **Governor Bill Owens**. This is a Partial of Parts of the **TTEC** system ... the **2nd** part of, which is missing, is the ability of the student to respond to/with, the teacher, in real time, both thru video, as well as audio.

However, the students may video-tape/dvd-record, the proffered lessons, for future study/reinforcement, or even **3rd** party(IES) instruction as promised in **TTEC !** Result of following **TTEC**. ... **See 8 Steps.. Step 5**

2004-2005 State of Georgia, Superintendent, **Kathy Cox** publishes *"Phase In Year I", for the Curriculum, to be followed by all Schools, thru ... Phase-In Year 5: Year 2008-2009*. Such State-required Curriculum, supplied, as is many times herein suggested in **TTEC**. **See TTEC 8 Steps herein**

4-1-05 State of **Oklahoma** under State Sup't **Sandy Garrett**, deadline to file for status, via a **5-year** program, *"State Superintendent's Master Teacher Project"* (as proposed in **TTEC**). Now, if they only connect the Schools together, they will have attained, the meat of the **TTEC** concept. This is an **excellent program because** it combines **Step 3 AND 4 of TTEC 8 steps** .

6-04-05 State of **Michigan**, Superintendent **Dr. Jeremy Hughes**, announced *"Objective #3 of 4 Objectives, employ high-quality teachers"...* **See TTEC 8 Steps, Step 4.**

1-13-05 Passaic County, **New Jersey** Prosecutor, **James Avigliano**, *"announces receipt of 1.9 Million Dollars from the Federal Department of Home Land Security, to tie all Police Stations in Passaic County together, to achieve better/faster security concept", as TTEC promises.* **See TTEC 8 Steps, Step 1 .**

This was particularly important to far-flung areas of the County, as promised, in my **1978** proposal, to the **Dominican Republic**"! Additional funds will be released to supply equipment, to control the Electronic Connections, (such as indicated herein, in the normal use of **TTEC**).

1-18-06 Governor of **Maine** , **John Baldacci**, in his State of the State Address, that *"quality Education requires EXCELLENT teachers". We must "RECRUIT & RETAIN the best and brightest"*. This is exactly the profile of a **MASTER TEACHER**, a la **TTEC**. **See TTEC 8 Steps, Step 4.**

1-25-06, Freehold Borough School District (New Jersey), leverages a \$369,000.00 grant from the U.S. Dept of Justice, "to deploy a Teacher-Parent Authorization System" (T-PASS), which uses "Iris Recognition Technology", to establish positive I.D., during "sign-in, sign-out periods".

NOTE: There is no mention of continuing costs, of maintaining and operating the **Iris Recognition System**. A much better, superior and an all-encompassing Security System (and more), is already part of **TTEC, AT NO EXTRA COST(s)**.

Partial Step 7, of 8 Steps, of TTEC

These ongoing, **ADDITIONAL COSTS**, will further strain already bursting budgets! In spite of this program, appearing to be "Hi-Tech", (and basically... it is !), but such, is actually **inferior**, (and more costly), to the security aspects, inherent in the **TTEC** System, which are at ... **NO ... additional cost !**

1-31-06 As per **President Bush 2, State of the Union Address** to the nation, "*more funds will be released to promote the Educational system's needs, and more emphasis on competing more favorably in the world markets today, and in the oncoming years*".

The **TTEC** Educational Concept, requiring interconnection of schools (the most expensive part of wiring together, such as in Paterson's case), being assisted by the Federal Government, with help from the States, **WILL** become, a major factor in implementing the **TTEC** System .

TTEC, besides being the best method of education, is still far **less** expensive , than building even **(1)** school. **Inevitably** the **TTEC** system, **WILL** be embraced, ... **eventually !** (**PREDICTION**, by the author, (as at **Feb 10, 2006**) !

2-2-06 Maryland State Superintendent Grasmick's Panel "*states the importance of continuing funding for adult education services, both to the targeted adults, as well as to the State of Maryland's economic betterment*".

Note: "*That is well-founded by the Panel*" and such is recognized by **TTEC** as being extremely important. However, in **TTEC** , such adult education is inherent **AND SUPERIOR**, AGAIN ... **WITHOUT**.... any **EXTRA COST**.... .

One of **TTEC's** very valuable characteristics, is that it has the ability to educate adults, (alongwith the students in their system/City/State), at little, or **NO extra cost** to the government.

Any person desirous of receiving/continuing/enhancing their education (whether or **NOT** they have children attending school) **CAN do so**, in their own home, at a time of

their choosing, at their own pace, at **NO ADDED** cost, or **expense to the Government!**

Needless to say, **TTEC** will be of benefit to pre-schoolers also, by viewing taped lessons, of past/ongoing kindergarten/**1st** grade, even second grade class sessions, **BEFORE** they are of school age.

2-13-06 Another announcement from the **Passaic County Prosecutor's Office**. This time, it is a **\$270,000.00 award**, (first, in the State of **New Jersey**), from the **Northeastern Urban Security Initiative**, [part of the Federal Counter-terrorism Program].

ADT will install several wireless ...**"Smart Cameras"** ... and a **"swipe-card system"** for teachers, ...to enhance security,... for all **(3)** District Schools. ***"The data derived therefrom, will be accessed by the local Police Dep't, as well as the Prosecutor's Office". Another purpose of that system is to know if there are any persons unauthorized to be in any of the three schools"***.

This, at first blush, is a good idea, but it does **NOT** go far enough. **AGAIN**, and very importantly, that system will also have yearly recurring costs, really **NOT RELATED** to, educating students.

To really be effective, there should be located, **on each school's premises**, someone who may be alerted and is trained to respond in minutes. As a **secondary backup**, **TTEC** provides notice to the **Ambulance/Police/ Fire/Emergency Departments**, (as the case may be), as and if, desired.

Another of the very important part's of the **TTEC** system, (besides the many herein listed advantages), **is** the fact that **TTEC** will also conserve funding. It will spend money on excellent teachers, delivering excellent education. Money will **NOT be spent** on unrelated, **purported, costly-recurring technological advances !**

3-03-06 Aurora, Colorado A High School, **16 year old** sophomore student, **Sean Allen**, made Public, a **20** minute recording of Geography Teacher **Jay Bennish's** comments to the class. ***"George Bush is related to Hitler" and "why the State of Israel was founded on violence and terrorism"***.

It is **interesting to note**, that the student explained, that ***"he always records classroom teaching/discussion, so he can replay it at a later date. He found that this was an effective way of learning"***. Unbeknown to him, that is one of the basic attributes/ features, (**as disclosed many times herein**), of the **TTEC** System.

4-10-06 In **Alabama**, **another teacher**, despite all the negative Public reaction to the **Mar 3, Aurora, Colorado**, incident, went even further via a shameful, epithet-laced

video presentation to his class, of students . Such **unwanted/unauthorized, harmful digressions**, can ...**NOT**... happen in the use of **TTEC**, because the **Master Teacher**, licensed by the State, controls the subject matter to be taught.

Further, **TTEC's** required daily individual classroom video-recording, (as well as encouraging good behavior of the students), likewise, demands good behavior on the part of the **Adjunct Teacher(s)**, or ... **ANY** ... Guest Speaker, **as well as the Students !**

SUCH unprofessional, unwanted DIGRESSION(s), BY ANY TEACHER, was hypothesized hereinbefore!

4-13-06 In **Tucson (Arizona)** High MAGNET School, publicity revealed that on **April 3, 2006**, *"a political activist, gave a 40 minute HATE-speech to an assembly of students. The students were FORCED to ATTEND and LISTEN"*.

This is a new and different, **dangerous misuse/abuse** of civil rights, to **NOT** only (1) classroom full of students, but to the whole school, **via general assembly**. This lecture was allowed, because one person, had given permission, for the speaker's **PREJUDICIAL OPINIONS**). It was **NOT** a State-appointed panel of respected Educational personages, which were allowed to have such an opportunity, to so do.

In a way, it shows, (as projected in **TTEC**), that (1) Teacher may teach, (or in this case), speak to, hundreds of students, simultaneously. However, **unlike TTEC**, there was **NO** Audio/Video recording and **NO** chance for student replies. There was also, **NO** countervailing position given. Obviously, there was **NO** State official, prior NOTICE or permission given, **NOR SOUGHT !**

Another of the strong points of **TTEC**, is that there is **NO** need for all students to be present in the same space, to have a "General Assembly". The **General Assembly** via **TTEC**, may be accomplished by Electronic means.

That in turn means, [among other advantages], that precious school time is **NOT** expended/wasted, in the gathering together/dis-assembly, of all the attendees. **The need for a stage, in the auditorium, must be balanced against the high cost of building same and the copious amount of space needed therefor, in building new schools.**

Perhaps, a trade-off might be, that only every other school would be allocated for the placement of auditoriums. and they would be **SHARED!** **TTEC** also allows **ALL** schools in the system, to attend, collectively, (in **Paterson, New Jersey's** case, **54+**, schools of students). The flexibility of the **TTEC** system, also allows for individual school assembly, **ONLY**, when and if, desired.!

Only the **State-approved curricula**, will be taught, in the time periods allotted by the

State. Since Guest Speakers and their subject of dissertation, will be pre-approved by State education overseers, such presents little chance of hate opinions. The children should **NEVER** be subject to **NOR** be forced upon as an unknowing, captive audience, who do **NOT** know how, **NOR** even allowed, if they did know, to effectively respond !

NOTE: More and more persons/entities/individual states, in the U.S., are stressing the absolute importance of, vetting “**Superior Teachers**”, formerly called, “**MASTER TEACHERS**” (**BY MYSELF ANYHOW**), and now are JOINED by the **State of Oklahoma !**

THEREFORE : Ensuing updates of this document, will cease to note different States espousing the theme, that the best teachers **MUST** be **SOUGHT and RETAINED..** because a **Master Teacher**, in academia, **IS (July 2006) ... a ... GIVEN !** From now on **Step 4 of TTEC 8 Steps**, should be **normal and routine**, in every State, in the U.S.

Promulgating complete regulations/rules/guidelines/criteria for the establishment of guidelines for the teaching of educational Curricula , likewise, shall no longer be considered, in updates of all herein. This is because, that too, .. **NOW**, is also to have been designated, as a **GIVEN ! (Step 3 of TTEC 8 Steps)**, therefore **normal and routine !**

Increasingly, as School Systems continue to be inter-connected (fiber-optically, or at least with co-axial cable). **A TTEC-like System is inevitable ! BUT.... sooner ... is better than later, more cost-efficient too ! (Use, more effectively, hard-earned tax money, for educating the students).**

04-25-06 Jefferson County, **Kentucky**, the School Board hired a consultant from New Jersey-based Company, Pearson Achievement Solutions, *“for the sum of \$50,000.00 (money taken from a General Electric 25 Million Dollar Grant). He will design a math curriculum (including Science), as well as an approach for teacher training, including the assessment of the teacher’s (abilities)”*.

This is supposed to be a function of the State, NOT business! “The consultant will also address a method to assist students who are struggling”. How the resultant changes will be assessed ? ...and by whom?... is not made clear, in the Newspaper article , (**Courier-Journal of Louisville, Kentucky**).

5-05-06 The History Channel, 8:30 PM. A **Verizon/MCI** commercial depicted an orchestra leader, conducting a concert, from a remote location, on a **TV** screen. His picture appeared on **TV**. In an **OTHER location**, where several people were playing violins, he invited one of the violinists, (located in another locale), to join in with his orchestra, **Virtually**, (by the power of the communication system/network)

Now, many people, **Thousands/Tens of Thousands/Millions?**), watching the televised

performance of the orchestra, have a permanent recounting of the Orchestra and that violinist, **APPARENTLY performing TOGETHER, even though they were situated, in different locations.** This unusual event, is much like the system advocated by **TTEC**, to be used for educating students. The **TTEC System**, is **far more sophisticated**, than the event just enunciated.

TAKE NOTE ...EDUCATIONAL LEADERS : Verizon/MCI, are noted for technological expertise ...**THEY ... are showing YOU ...** how their systems may be used, [29] **years LATER**, than **TTEC**). Start, poste haste, erecting and using **YOUR OWN** fiber-optic network, to educate the masses, as **suggested by Verizon and taught, herein.**

What they didn't tell you, was that YOU/your School system, could do the same thing! The Government **DID that one right...** You/your, School Network, has the same right of any other linked network, to **“qualify as a Telephone company”**, and derive income, the way the telephone companies do! That as well as **ALL the other TTEC School-system** network benefits, **(enumerated herein!**

2006 May Issue of Discover Magazine, Page 21, Neuro Scientist **David Freeman's** article [Quote]: **“that rest periods, immediately after learning periods, is as important, if NOT more important”.**

NOTE: This statement, if true, is an **unexpected**, un-thought of dividend, garnered by the **TTEC's (3) ... (4)** minute breaks, (from instruction), as promulgated **AND** provided for, in **TTEC !**

School Boards, generally in recognition that they do **NOT** possess the talents necessary, for administering a thorough and efficient education for their charges, **ARE** doing the always looking for better ways, to educate their children, absent leadership from the State/ Federal Government. (**No Child Left Behind**, sounds great), **BUT NCLB is flawed ! Actions speak louder than words.**

The importance of good teachers was iterated many years ago by **Henry Brooks Adams (1838 – 1918)**. **“A Teacher effects Eternity; he can never tell where his influence starts”**

NOTE: Millions of common, ordinary people, were **“taught”** ... (well, introduced to Science anyway), **SIMULTANEOUSLY**, a number of years ago, (circa **1960's**), by **Carl Sagan**, via T.V., through his popular, informative, science show **“Cosmos”**.

Till this day, he has made a lasting impression among countless people, yet still alive. He is ... and will continue to be ... remembered for many, many years as the ... **EPITOME** ... of what a **good teacher** should be !

5-01-06 Newsman **Dan Walters** of Sacbee News (**California**), wrote an article which

said, that more money, (except in New Jersey), did **NOT** correlate with successful High School Graduation Rates.

NOTE: Unfortunately, he had **NO** knowledge about the corruption which stole **Tens of Millions of Dollars**, which **WAS** counted as money spent to educate their students. He would have seen that the costs per student would have been **too far below** the norm... therefore, either the **N.J.** students were the brightest in the whole **U S A**, **OR** something was wrong, with the numbers or the way of tracking/charting ...costs!.

Examination of numbers promulgated by the **U.S.** Census Board, indeed showed **N.J. apparently getting more**, for the money spent-per-student's education. However closer scrutiny revealed the following: Because of a law suit, the N.J. Supreme Court (circa **1998**), created so-called **ABBOTT Districts**, in (**31**) Cities/Districts, in **N.J.**

Generally-speaking, this was an effort to (throw money at the problem), purportedly *"to create an equal opportunity, for minorities, to receive a thorough education"*, for **perceived** inequalities of same, relative to that, received by non-minority students.

Each and every year, since its inception, (circa **2007**) , (**9**) years, these **ABBOTT Cities/Districts** mandated by the Court, received an **EXTRA 3.5 Billion dollars**, PER YEAR, over and above the normal appropriations and were allocated by some undisclosed formula, to be divided among the **31 ABBOTT** Cities {recipients}.

These specially-designated Cities, were minority-dominated cities/ districts, or in cities, which were **NOT** minority dominated, but **DID** have schools in their jurisdiction which themselves were **heavily minority-dominated**. The preponderance of these students, were either African-American and/or Latino and /or a combination of the two.

Certain non-Abbott Cites, received an **EXTRA 2.5 Billion Dollars** PER YEAR, because though not minority-dominated, they still had plenty of African-American & Latinos students. This **EXTRA money**, for those cities, was to be divided among all the rest of N.J. community schools (prox **570 Cities/ Districts**, besides the normal amount of money allocated by tax appropriations).

Because this money was given **"free"**, **NO** effort was made to monitor spending, until the money was gone, and the supposed expenditures did **NOT** achieve the purported ends. Basically, it only supported another layer of bureaucracy, (**which also counted as, money-spent-per-student**). This rationale **FAILED** very badly, but none-the-less, is continuing till this day, (**circa 2007**)!

Closer scrutiny of **WHY** the funds did **NOT** accomplish their stated purpose(s), revealed a number of things , un-thought of when the money was appropriated. Some of the mis-spent funds, in one city, **Paterson**, (New Jersey's **3 rd largest City**),

(67) Million Dollars purchased **“Public Land”**. Who got the money was **NOT** disclosed !

It was also found that a combination of unscrupulous School Officials, in concert with crooked contractors/ vendors, stole at least **50 Million Dollars**. (Several people were sent to jail, others have pled guilty and are cooperating with the law). The investigation started in **2005** and is continuing in **(7-1-07)**

May 2006. Vineland, N.J., School Officials are cutting **“Millions”** from their budget, because **(2)** new schools are coming on-line in This is a problem, as was envisioned, for the City of Paterson (**Page 7** herein) .. And any/**ALL** other cities, **clamoring** for new schools to be built.

Building more new schools, for the sole purpose of cutting class sizes, is a clear and present recipe, for disaster, for all schools in the U.S. (as warned in this **TTEC** document). Over-loaded classrooms (**35 students** and more), in over-loaded schools, crumbling **buildings/infrastructure**, **ARE** valid reasons, **BUT** re-apportionment of students to schools, **NOT** suffering those conditions, should **ALSO** be considered !

May 2006 City of **Millville, N.J.**, cited the freezing of **ADDITIONAL ABBOTT-funding INCREASES**, (**NOT** the **EXTRA** funds themselves), originally ordered by the Court, as the reason why they were laying off **40** people in the School System. They also mentioned the **“increase of gas”**, (energy, also envisioned in **TTEC**), as an additional, compelling reason, for implementing a modern, effective, Educational system.

5-22-06 Business Week, Page **42**, publishes startling figures of undergraduate Engineering Students, matriculating, as of **year 2004**. Those numbers reveal, that **MEXICO** is actually educating **MORE** of such students, than the **UNITED STATES** is ...

Number of Undergraduate Engineering students matriculating (2004)

MEXICO **451,000**

vs.

UNITED STATES **370,000**

How is it possible, that a country (**Mexico**), which is currently (**2000's**), flooding the **United States** with people, starting in earnest, (since the **1980's**), is **graduating MORE** engineering students **than** the **U.S.**? Ostensibly, they are doing the jobs that Americans will **NOT** do ! **NOTE:** I wonder, who did those jobs before ? !

What is the next step ? Will American companies, hire the brightest Mexican graduates ? **YES !....** but whose jobs ... will... **THEY...** take ? **China, India, Russia, Japan, Korea** are **ALL** training more Engineers than the U.S., besides **MEXICO !**

I do **NOT** have numbers relative to **European Countries** engineering undergraduates, but I suspect that the U.S. would.. **NOT**.. fare much better. The current **(2007)**, American System of Education does **NOT** work ! Further. it should be obvious now, that **MORE MONEY ALONE ...is... NOT** ... the answer !

2-23-04 USA Today, **Alan M. Webber's** article warned the U.S., that there existed, at that time, **[Quote]**, a **"REVERSE-BRAIN-DRAIN"**, **"OUR BEST, and BRIGHTEST, technical people's contracts, were being bought out, and their jobs, were then being filled out, by outsourcing those positions, to workers in other countries, as a method to reduce costs"**. He also cited **"the one sure way to grow new brains is "A HIGH QUALITY EDUCATIONAL SYSTEM"**. **"The U.S. has ... FAILED.... to produce enough home-grown talent"**.

In this Author's knowledge, such practice started early in the **1950's**, with a major U.S. Television Tube producer, opening a plant in **Mexico**, and is/has been, accelerating to an unacceptable level, till today **(2007)**.

An Electronic Engineer, (with a College Degree), working for me, in the early **1950's**, was offered, and took the position, with **Sylvania**, to build a Picture Tube Plant, in **Mexico** , (from the ground up). He was to **build it, staff it, equip it, and run it** ! He kept in touch with me, whenever he ran into a problem.

I WAS an expert in such endeavors. (**This was his first endeavor**). I could perform **EVERY function** of **every step** of the **manufacturing process**, (including glass-work, fire-setting controls, chemical and water neutralization/processing, electronics. etc).

ALL told, I set up **(6)** plants; **(5)** in the U.S. and **(1)** in **Windsor Ontario, Canada**). I **broke-in/taught**, the **initial employees** of **every plant**, in **every function** of the manufacturing process! I also constructed, or supervised, the building of most of the equipment related thereto.

When he finally got the plant running, I asked him how many people he employed, how many tubes he was making (and the reject rates). He said: **"he could employ (3) times as many people in Mexico, than that of the United States, for the salary of (1) U S worker"**. **BUT**, **"he was NOT too enthusiastic about the in-plant quality, the work habits, NOR the quantity (per worker), of the goods produced"**.

AMERICAWAKE -UP! Some **U.S.** School system has to start using **TTEC** .. poste haste ! **BEFORE OTHER COUNTRIES OF THE WORLD START TO DO SO !** like, China did in **2007** and **ALMOST**, (a third rate country), the **Dominican Republic**, in **1978!**

5-22-06 Business Week, Page **56**, **Randall D. Mott**, after successful innovative periods with **Wal-Mart & Dell**, has now centralized **Hewlett-Packard's**, **[H P]**, information

system, by, among other things, creating its own fiber-optic network. It now joins up (6) new data centers, with (25) different locations, **WORLD-wide**. **NOTE:** This is similar to the idea/principle taught by **TTEC!**

Besides instant audio-visual/data communication, as a welcome side effect, they estimate that they have cut their phone bill to the Telephone Company by Forty percent (40 %). (Assume telephone costs of \$10,000.00 per month, prior to their own F.O. network), now \$6,000.00 mo, shows fone savings of \$48,000,00/yr ... \$480,000.00 over (10) years.

I would assume that **H.P.** in linking up all their disparate locations fiber-optically has **MORE** uses/benefits than it acknowledged in the Business **Week** Article! Why should **H.P.** alert their competition, with **H.P.'s** intelligent manipulation/use of communications/data ?

For **TTEC** school installation(s), **NOT** only would telephone bills be reduced (by a meaningful percentage, (40 %?)), qualification as a Telephone Company for the **independent closed network**, under the **Federal Communications Act of 1997**, **would allow fees to be collected**, from calls emanating from other Telephone companies/systems, **INTO** the **TTEC** network ! **Outgoing calls, would be cheaper too !** , as hereinbefore noted.

Other savings, would emanate from gaining access to the World Wide Web, as also noted herein, **WITHOUT** payment of fees to the local cable companies of approx. \$40.00/mo., OR MORE? for **EACH** school (assuming each school pays only one fee, for multiple connections). Money possible to be saved as hypothesized for Paterson, N.J. 54 + Schools .. \$4,000/mo + .. \$48,000.00 a year +.

UPDATE: Ignorance of “do-gooders” seeking to help their students **WASTES** money by contracting out for Internet access ! See 10-26-06 herein, **Arizona Daily Star** “Marana students Internet costs \$301,385yr” (Stupid=s unable to learn), (**Ignorance=s unaware-of no knowledge-of**).

For **Chicago**, Illinois, (3rd largest school system in the U.S.), with 600+ schools, such would show **SAVINGS**, of at least \$ 24,000.00/mo and \$288,000.00 per year, for high-speed Internet, access, alone!

The monetary communications savings, coupled with a **permanent, incoming revenue stream**, FOR ALL SCHOOL DISTRICTS, [**to supplement funds secured from taxation**], should be implemented. The added bonus of 21st Century educational precepts, as taught by **TTEC**, should **NOT be DELAYED ANY LONGER !**

6-17-06The **Trentonian News** reported that a new candidate for the **U.S. Senate**, for

the State of N.J., Daryl Brooks, has stated as part of his platform that [Quote], *“A uniform statewide curriculum would correct the disparity between wealthy and poor districts”! Because the kids in poor areas, are.. NOT getting the best education”!*

6-26-06 Business Week, Page 72. A highly informative article, entitled *“The Reform of School Reform”*, written by **William C. Symonds**, quoted U.S. Secretary **Margaret Spellings** as follows: *“The business community has reinvented almost every industry in the country, but education still looks almost exactly like it did (25) years ago.”* **My response ... EXACTLY!**

The article also cited heroic actions taken by **General Electric (G E Foundation)**, **Broad Education Foundation**, **The Gates Foundation**, **Milken Family Foundation**, **The Walton Family Foundation, Inc**, **IBM..** and **the Teacher Advancement Program**, (which advocates promoting senior teachers to be mentors or **“MASTER TEACHERS”**). Such a program has been launched by several schools, in **Arizona!**

Further **Symonnd’s** article quotes **G E Foundation** President **Robert L Corcoran** as remarking about schools having (8) Different math programs. **“Why is that”?** Surely, **“One has to be the best”**. **My response:** Let responsible members of academia, **chose/promulgate/agree** on a statewide system, for **ALL** schools to follow!

The previous paragraphs, underscore the **basic structure of TTEC**, (when COMPLETED, being combined with technology), as enumerated many times herein! When the **TTEC** concept is finally adopted, then in fact, Education in the **U.S.**, will be re-invented, (as **hopefully envisioned by Secretary Spelling!**)

NOTE: Consider the facts written herein, to date!

1. The City of **Paterson, N.J.** has fiber-optically interconnected, all of its **54+** schools, (**plus.... the City Hall** and the **Police /Fire Departments**).
2. A teacher/principal, in one of the Paterson Schools has video-taped lessons, for the students future **use/study...** (and **archiving?**)!
3. The State of **Oklahoma** started a **5-year** program to identify/produce **Superior Teachers !**
4. **Aurora, Colorado** A High School, **16 year old** sophomore student, made public, a **(20) minute** recording of a **lecture/diatribе..** It is interesting to note, that the student explained, that he **always** records classroom **teaching/discussion**, so he can replay it at a later date. *“He found that this was an effective way of learning”*. Unbeknown to him, that is one of the strong features, of the **TTEC** System, (as **disclosed many times herein**).

5. (2006), Daryl Brooks, a New Jersey candidate for the U.S. Senate, cites *“poor teaching to poor kids, because there is NO statewide curriculum“!*

This is **NOT** only an extreme **understatement** of fact, but is just the beginning of one of the major problems, afflicting today’s educational system. **NOTE:** There are States even now, [circa 2005], preparing to institute just such **requirements /curricula**, **BECAUSE IT IS EXTREMELY IMPORTANT !**

6. 6-09-06 Market Wire, News Distribution Experts, reported, that a poll conducted by Educational Testing Service (ETS), of New Jersey residents, *“found that 66 % of them “strongly favored”, creating Master Teachers”*.

The poll also showed *that “74 % of them favored, “making sure teachers are experts in the subject(s) they teach by offering more subject-matter training and requiring them to pass a test, to be certified, in any subject they teach”!*

The time, (July 2006), has now come for the creation of the **“Master Teacher”** category, in the whole United States Educational system(s), as favored in the recent polls, (as well as **TTEC**). **CAUTION:** As this poll seems to confirm that the **TTEC** concept of **Master Teachers** is valid/ desirable **BUT**, the making of thousands of **Master Teachers**, each one, in **ALL** will subjects, will be costly, time-consuming, unwieldy, and ultimately found to be **UNACHIEVABLE !**

TTEC advocates that because of the **MASS educational techniques**, as taught thereby, such would select only the best of the thousands of teachers (statewide), thereby reducing the number of selected **“Master Teachers”**, to .. **HUNDREDS** .. of teachers. This basically, would then result, in selecting, the **“crème de la crème”**.

Now, if we combine the just cited **(7) FACTS**, with several minor inclusions, you will have **ACHIEVED THE HEART AND SOUL of TTEC !**, resulting in the much-sought, **21s t-century** educational system, **which the children of America need/deserve !**

To go one step further, **NOT** only will the failing students of yesterday, become the passing students of tomorrow, but, it will provide additional benefits, such as: It may also upgrade, (by at least one grade level), marks for passing students, which they were receiving, under the current outdated educational system, as follows :

Rescue an .. **E .. (failing) student**, from being unable to attend college !

Upgrade a .. **D .. student**, ... to a .. **C .. student status** (or better);

Uplift ... a .. **B...student**, ... to an .. **A... student** ;

Change an... **A ... student**,... to a .. **STANDOUT** .. College student!

These upgradings, are as **hypothesized** by the author, resulting from the **TTEC** teaching method and **as yet, (July, 2007), remain unproven!**

To expect that **ALL** teachers, receive a “**Superior**” grade is **unrealistic!** To expect, that **SOME** teachers, are really much better than others, **IS** realistic. Such... is **TRUE** ... **today/yesterday/ALWAYS!**

As this document is continually being updated/modified, taking into account new technological advances/equipment/uses, as well as relevant news, please take note of the following: The budget for Education in **2006-2007**, for the State of **New Jersey**, now consumes some **30 %** of it, (prox **9 Billion** Dollars, out of a total of **31.9 Billion**) !

The **2006-2007** budget for the State of **California** consumes some **42 %** (prox **55 Billion** of the **131 Billion** allocated.)! All this money, for a system, that we know, does **NOT** work !

What would the poor **people/TAX-PAYERS**, in these states say to a **halving of those budgets**, because of the State implementing an Educational System, that **DOES WORK !**

7-01-06, Yet another **College Professor**, in **Wisconsin**, going off the deep end, teaching what **HE** wanted, **NOT** according to any proposed/ prescribed curricula. He **ranted and raved**, (He and **Rosie O'Donnell** worked that one out). **HIS {their}, “investigation of 9/11, proved that the United States attacked ...itself, and blew up the Twin Towers, in a controlled manner” !**

9-03-06, **TIAA Cref**, Teachers Insurance & Annuity Association, College Retirement & Equities Fund), aired a commercial (several times), showing a lecture being delivered by a speaker. This took place in a large room (college style), which contained , (in rising rows, in an open semi-circle), approximately **600 seats**.

There were **30 listeners**, per Row in approx **20 rows**, of students). They were comprised of both genders; of assorted white, black, brown, yellow and red races. Some were from poor families, others were from well-off families. Some were large, in stature, some were small, etc. **All in all**, the assemblage represented a “**main-stream**” USA, mix of children (“**the masses**”).

Some had tape recorders, (as taught by **TTEC**, the **best way to attend a lecture**). Some probably had video recorders, (**even better yet**). There was **NO** need for a second teacher (**AT**), because both teacher and those being taught, had visible communication with each other, **as/when/if needed**. However, the ones who were audio-recording the procedure, (if they wanted), could condense the same in writing,

producing a companion tape (or written record) of approximately **25%** of the length of the original. They would then be able to study the companion audio tape, **(4)** times, instead of **(1) time**, for that, of the whole original, **as disclosed many times herein.**

Repetition, is one of the **basic tenets/precepts** of the **TTEC Educational System.**

For those who had taken video of the process, it could be utilized in the following manner: The student taking the video, could now become the second teacher, **Adjunct Teacher (AT)**, while addressing siblings/friends/any party interested, in being taught that same lesson.

This is an unheard of way, to get **“more bang for the buck”**, [at **NO additional cost** to the **taxpayer/public/government(s)**]. It will also reaffirm/make stronger, **by REPETITION**, to the now-teacher, her/himself, the original information so acquired and now being taught/disseminated.

10-11-06 In an article, written in the **New York Times** by **Samuel G. Freedman**, reported , a Journalism Professor at **Columbia University**, reported : **Jefferds Huyck**, a highly-regarded teacher, (received a standing, [**unsought**] ovation, by both students and parents of students), at a normally-held awards ceremony. **(16)** of his students had **“earned honors in a nationwide Latin examination”**.

He was leaving his teaching duties at **Pacific Collegiate School** in **Santa Cruz, California**, because he was deemed **“not qualified”**, (after **(22)** years of demonstrated **SUCCESSFUL TEACHING** in College, as well as high school). Under **California’s** interpretation of the **NCLB**, he was considered ... **NOT** qualified..

Now, we come to ONE of the **ONEROUS** parts, (there are more), of the Law (or the interpretation of the Law). Besides the **STIGMA** (for life), attached to said appellation, He would be required to spend, **(out of his own pocket)**, approx. **\$15,000.00** over a period of **(2)** years .

To the contrary, **TTEC** would require any **Master Teacher**, to be **extremely proficient** in only **(1)** subject. Obviously **Mr. Huyck’s** subject, to be taught, would be **LATIN**. What more could anyone want from a Teacher, that demonstrably, has produced learned pupils ? Now, **imagine Mr. Huyck** teaching, simultaneously, **(600)** students. **Interesting ? See next paragraph !**

Assuming **Mr Huyck** had **32** Students in his class (that year), that would indicate that **50 %** of his students were **STANDOUTS** in Latin. Now, if **Mr. Huyck** was teaching **...a la TTEC...** some **1,200** students, do you think that **600** students, might have received those top honors ? **Do you think that he would have earned his money?**

What a waste of talent! STUPID laws, (as **NCLB** is), are depriving the children, who

need/dream of success, the most ! This is exactly what **TTEC** is all about. Select **(1)** Teacher, (the cream of the crop), who excels in **(1)** subject. **I WOULD HIRE MR. HUYCK IN A SECOND, AT DOUBLE HIS SALARY AND GLADLY PAY MY SHARE, IN INCREASED TAXES !**

NOTE: Since **1979**, this author has been attempting to bring this wonderful Educational concept, to the attention of the **local/State/ Federal, elected Politicians/ officials, Academia, the Media, etc.** **I have a list of 240+ of them!** They received the whole document, [which was available at that time(s)], as it was constantly being updated, alongwith cover letters!

(8) Steps to attain, ©1979 TWO TEACHERS in EVERY CLASSROOM (TTEC)

Step 1. Interconnect all schools in any system, preferably, with Fiber Optic Cable , but at least, with coaxial cable, including all individual classrooms .

Step 2. Provide at least a **25-inch TV set/screen for every classroom**, in every school. Provide a Video Cassette Recorder (**VCR**), and a **TV Camera** capable of producing audio, [as well as video]. It should also have the capability of interrogating any individual, in **any/every** Classroom .

Step 3. Prepare a State-approved curricula, for educating **ALL** grades, in **ALL** subjects.

Step 4. Select (15) or (20) "MASTER TEACHERS ", at least **(2)**, each proficient in **(1) subject ONLY**, [for every subject], who would be **pre-approved** by the appropriate **State/Federal**) authorities.

Step 5. Provide Video Cassette Recorder (**VCR**) duplicating equipment, to copy at least **200** Video Tapes, simultaneously, or any other amount which might be reasonable, according to the amount of schools/students, in the system.

Step 6. Create at least **(1)** studio in each system, to control **ALL** aspects of the system. For systems greater than **(25) Schools**, add an additional studio for every **(25) additional** schools .. **AND .. VCR-duplicating facilities, (for each and every school).**

Step 7. Equip at least **(1) CENTRAL CONTROL/MONITORING SYSTEM**, with **2-way** video/audio capability, with individual-controlled interrogating capability. Also, provide **(1) Satellite Security Unit** for **EVERY** school.

Step 8 Equip the System with **"Wi-Fi"** Capability. This will bring the **TTEC** System, into the **22 nd Century**, making it the most powerful teaching system ... **EVER** ...!

Continuing on with Chronological events:

10-11-06 Jim McCaffrey, reporter for The Evening Bulletin Staff Reporter wrote in an article entitled Pa. **Virtual Schools Make Progress (PAVCS)**, *“classrooms in Cyber space”*, (that is, the teachers are in a remote location), stated that *“PERHAPS PAVCS REPRESENTS THE FUTURE”....* assuredly**TTEC** does !

NOTE: The all-blue lettering, encapsulated between quotation marks, indicate direct, & complete quotes, by **MR. Mead**, [as well as, in **ALL** other cases herein] !

It also stated *“.....the PAVCS stands as a model of achievement for public education”*. *“There are approximately 4,000 students, (2005/2006 School year)”*.

NOTE: by this author: THIS system, (PAVCS), is **WELL on the road**, to attaining the full-fledged **TTEC** System.

10-20-06, Len Mead, Columnist for the **Westborough News** in the State of (Massachusetts) suggests, *[“the best Science and Math teacher in the state could teach THOUSANDS of Students, not just 25, in (2) classrooms.- and RIGHTLY BE PAID HUNDREDS OF THOUSANDS OF DOLLARS, instead of the prevailing highest “union wage”].*

Mr Mead, writing further, *“With today’s internet technology, why deprive students of the opportunity to learn from, say, the best math teacher, [The author’s terminology MASTER TEACHER], in the State. In this scenario, the best teacher would teach over the web and by tele-conferencing possibly (4) times a week”*.

“Classroom monitors, (Author’s terminology: Adjunct Teachers), meanwhile, would provide classroom guidance and once per week they could oversee individual tests, questions, etc.. and any other job that needs to be done, with the class individuals. Mr. Mead stated several key factors relative to TTEC, (with NO knowledge of the TTEC Educational system, namely):

“ Replacing the hundreds of lesser-qualified science and math teachers state-wide, with lower-paid but more eager math and science “aides”, (My terminology, Adjunct Teachers), thirsting for THEIR chance to rise to be the “best” teacher status, “[my terminology, Master Teacher], in the State.

This could in ITSELF, ultimately IMPROVE Teacher excellence in these subjects, as a bonus, for the System AND every student”.

That quote **REPEATS**, almost exactly as the author of **TTEC** wrote, in the **Dominican Republic Document**, in **1978**. That document, **PROMISED EXACTLY THAT**, **ALMOST WORD-FOR-WORD**, AND as promulgated, **MANY TIMES** herein. There are still many more benefits of the **TTEC**, [**Master Teacher**], Concept !

10-26-06 Arizona Daily Star, in an article written by Andrea Rivera entitled "Marana students get up to speed with Internet", reported that "(17) District Schools, were contracted with a Texas-based firm, to pay \$301,385 per year to be connected and serviced, for the Internet". It does NOT state the amount of installation cost, but it does say the Federal Government would pay 52% of that amount.

NOTE: Earlier herein, I hypothesized that it MIGHT cost the City of Paterson about \$25,000.00 per year, (to link up some [54] buildings), [only (1) connection needed]. That Texas-based firm, must really have super sales-men, to have gotten THAT much money, AND for EVERY YEAR THEREAFTER.

Taxpayers, in their ignorance of Technology, did NOT protest such an un-needed outrageous, waste of money, ad infinitum! THEY WILL, SOONER OR LATER,.... when they find out,.... they have been conned !

Later, they were told "to expect to utilize that system, as their own telephone network", (as TAUGHT by TTEC). BUT, the School System does NOT need them, to do that!. Their were several negatives, about the above ground installation/use of the system, disclosed in that article, which will NOT be addressed herein, BECAUSE THEY ARE NOT RELEVANT TO TTEC.

NOTE: The Author believes that these issues were meant to "muddy up the waters," so as to indicate, an expertise by the Texas-based firm, was sorely needed. THIS IS NOT TRUE as taught by TTEC !

10-26-06 The Boston Globe, in an article written by Melissa Beecher, Correspondent for the Globe, entitled "Towns tout blogs, websites for outreach to residents", in which it described "how the BLOG authored and maintained by the Winchester Town Manager, Mel Kleckner", "could keep citizens abreast of. "What is on the mind of the Manager".

"Teachers have also gotten on-board the technology bandwagon by INCORPORATING websites into their daily lesson plans".

In Belmont, Donna La Roche , a first-grade teacher, started using Web pages to show student work.. La Roche averred "The technology has endless potential ". "It was possible for a little one to share their work with a parent or grandparent, 2,000 miles away". **NOTE:** This system is well on its way, to TTEC.

10-26-06 The Herald Tribune (of Southwest, Florida), in an article by Anna Scott cited the fact that "Middle School Science Students in Charlotte County were given the option of choice between taking home a book(s) or a computer version on a CD ROM". This system is a modification of TTEC, in that the whole book is on CD, as

opposed to daily/weekly copies of daily actual teaching lessons. This system, is ALSO well on its way, to TTEC.

Lately (circa 2006), there have been many people suggesting that a linkup of many schools/districts, would save expenses. This has to be true. There probably will be a SMALL savings, BUT, it IS a beginning! However, as taught by TTEC, consider the following:

The FIRST stage of TTEC, would be to link up all schools in a CITY (District).

The SECOND stage would be to link up all (Districts) in the COUNTY.

The THIRD stage , would be to link up all Counties in the STATE.

Would there then be a FOURTH stage ?,.... a push for ALL schools in ALL States, in the COUNTRY, to be linked together, (as promised by a TTEC System), for the Dominican Republic, in 1978? !

Like watching the entire nation TODAY (2007), viewing an address by the President of the United States, [via current T. V. Network(s)] !

NOTE A : Getting back to the THIRD stage . Since New Jersey has (21) Counties, State Senator Bob Smith (D), Middlesex County, suggested in Sept 2006, that consolidation of Cities, in a County-wide arrangement, creating (21) Districts, would save money. The answer is, ABSOLUTELY, but, for more reasons than then those envisioned by Senator Smith,... BUT as ENVISIONED by TTEC !!

This suggestion was made WITHOUT the knowledge, of ALL, as espoused herein. By creating a TTEC network, such, is the only way, to fully utilize talented teachers, such as Jefferd Huyck. This is exactly how you create an un-rivaled, superb, Educational system ! **NOTE B:** Getting back to the FOURTH stage, consider the following (6) Paragraphs !

President Franklin Delano Roosevelt's weekly "Fireside Chats", on the radio, were heard by, in excess of, (30,000,000) people! Later, pictures in Movie Houses, all over America, showed FDR, addressing a joint session of Congress, on Dec. 7, 1941. Still later yet, (late 1940's), movie film repeated, on television screens, throughout the Nation, continuing on, every anniversary, some (65) years later !

Mayor Fiorello LaGuardia, (past Mayor of New York), reading the "Funnies" via radio broadcasting, to all the children of the N Y C, Metropolitan area, (N.Y.; N.J.; Conn.; Pa), when the New York City Newspapers were on strike. (circa the late 1930's)! The Mayor was heard by, in excess of, (6,000,000) people.

President RONALD REAGAN, June 12, 1987, at the Brandenburg Gate, in Berlin, when he exhorted the Russian leader : "Mr Gorbachov ...tear down this wall!"

President Ronald Reagan was known as “**The Great Communicator**”. **President Reagan**, (early in life), realized the power of the media, (**Newspapers/Radio/Television/ Movies**), to reach millions of people ... **simultaneously!**

He effectively used **ALL** the media, to let the world know his **beliefs/messages**. He held the world record, at that time, of speaking to the greatest number of people, at one time. There were probably, in excess of (**500,000,000**) people!

President John F. Kennedy, in his inaugural speech of **Jan 20, 1961** imploring our citizens, “**Ask not what our country can do for you ...but what YOU can do for our Country!**”

All of these notables, had one thing in common, they recognized the power of many, many people, hearing the **same message**, at the **same time** by the **same speaker**, (**themselves**)! The Media then took care of the **repetition** part of it! Both attributes, are part of the **basic foundation**, inherent in the **USE/practice of**, the **TTEC Educational system**.

The point to all the foregoing, is that **MASS-COMMUNICATION**, points the way to the answer of solving our Educational woes . As a happy result, it will slow-down, if not **stop EXCESSIVE taxation**. For far too many years, we have been mistakenly persevering, paying excessive taxes, to perpetuate a **BROKEN Educational system!**

(9-29-06) Further research has revealed that a section of the **U.S.**, designated as the “**Quad Cities**”, an area containing about **400,000 residents**, (in **Illinois, Iowa**), have implemented a system characterized as “**Inclusion**”, which **ACTUALLY** employs, (**2**) Teachers, in a single classroom.

Purportedly, these two teachers have complimentary abilities, but are labeled as a **Teacher and an Associate**, ... [Author’s **Master Teacher** and **Adjunct Teacher**, designations] ? Results/marks, have been reported, as outstanding !

To actually employ, (**2**) Teachers, in hundreds of classes, would **NOT** be financially viable. Even then, it still could **NOT** offer all the other advantages, (**inherent**), **easily accomplished**, with the TTEC system. See next Paragraph.

NOTE: You **CAN** have (**2**) Teachers in every classroom, (**1**) [**Virtual**], **Superior-vetted**, and (**1**) actually present, in **EVERY** class- room (**Adjunct Teacher**) ! Then you have all the other attendant positive aspects of **TTEC**, (such as video-recording); in-class security; a **State -approved curricula**. Inherent therein is property surveillance, [**7/24/365**]; etc.); and more, simply with the **implementation**, of the **TTEC System!**

10-30-06 In an article, written by **James Murray**, printed from **VNU Network**, reveals

that a school in Hampshire *“has recently opened a video conferencing suite”*.
“Children receive one-off lessons from specialist teachers through the system”
[Author’s, Master Teachers], *“while an initiative has been launched that sees French lessons DELIVERED to (2) schools at the same time”*. Uh....Huh!

“Apparently it is working well. Children have access to specialist lessons they would otherwise miss out on and there is a far more effective use of resources ”.At the same time, the children get a taste of cutting-edge technology”.

NOTE: Sounds EXACTLY like a few of the benefits, inherent in TTEC, (approaching) much of, as WRITTEN, herein.

11-8-06 Staff writer Amy Rosen, (News Transcript), Farmingdale, N. J., wrote in an article entitled *“School Broadcast Spreads Wemrock News”, under the supervision of Teacher Laurie Bischof. Students from the Sixth (6th) grade, handle the whole program, which is displayed in almost every classroom”*.

The program offers many interesting facets (many of them advocated by TTEC), such as “Guest speakers”, News, Weather, Birthdays of local children, etc.. all handled by the 6th graders“ !

Since the School District contains (3) schools with (3) sets of (4th) to (6th) grades, it will only be a matter of time, before ALL (3) sets of classes are tied together. Eventually, tying ALL (9) classes together, for their “Guest Speaker” program OR any event of note OR “GENERAL ASSEMBLY” OR as a “LATIN” language -class OR ? as taught by TTEC OR ? for some other reason, not thought of herein !

NOTE: Assuming all classes contain an average of (24) students only, then therefore it would be possible for (1) VIRTUAL TEACHER/Master Teacher/Superior Teacher/Guest Speaker), to speak to/teach, (216) students simultaneously !

There are so many areas, that the “Wemrock News” system, is being practiced, that it looks like they are running a “Mini”-TTEC system. Therefore, I have decided to include a copy of the entire “NEWS TRANSCRIPT”, Farmingdale, N.J. ARTICLE as written later herein, VERBATIM, BY AMY ROSEN, (all in BLUE Lettering, or when written in black & white, ... shown in Italics)

12-3-06 Reporter Gil Klein of the Potomac News, in an article, describes a program which is offered by, (2) for-profit-corporations Companies. *“They provide most of the curriculum for VIRTUAL schools nationwide.. Real interactive classes begin for middle-schoolers.” “In those programs, a Web camera is focused on the Teacher”, [in-class], “Students can see her in one corner of their screens and hear her present the lesson”*.

“The Teacher uses the rest of the computer screen as an electronic chalk-board. Students also have microphones and can “raise their hands” electronically.

Their questions are heard by all students". **NOTE:** There is **NO** mention of costs to the school. This is a **rudimentary, positive step** toward total use of a modern educational system, which eventually will evolve into **TTEC**.

12-14-06 **Bruce Ackerman**, writing for the **Star Banner of Ocala, Florida**, wrote an article labeled "**Reading for the Record**". It described how the **Bellevue-Santos Elementary School**, of some **800** Students, participated in the "*simultaneous reading of a segment (24-line passage) of [Charlotte's Web]*".

Since **547,826** Students and Teachers read the excerpt [simultaneously], it broke the old record of **155,528** participants, thereby setting a **NEW** World record. There were **2,451** locations, from **ALL 50 States** and **28 Countries**. Although, they had thousands of readers of the passage, over a **Half Million participants**,**ALL** recited the**SAME message** at the **SAME time**, (a **BASIC tenet of TTEC**) !

Had **ALL sites** been connected by the Internet, to **(1)** site, **ALL** those participants, joined by **Tens of millions of others**, could **ALL** have viewed and heard the **SAME message**, at the **SAME time**, given by **(1)** Reader. (as taught by **TTEC**)**TRULY A WORLD RECORD**, AS AT THIS WRITING!

Hopefully **United States/World Records** will, time and again, continue to be set and broken, and set. etc., thru the use of **TTEC**. **See 12-27-06, herein ... First Kidney Transplant...**

Needless to say, the Record was achieved, **without** regard to **race, color, creed, economic circumstance**, **NOR** even Country of origin, of any of the participants. This would represent **TTEC** being exploited at its finest, for the betterment of **ALL**, a United Nations spectacular!

12-27-06 "*First Kidney Transplant To Be Broadcast Live to U.K. Audience at the Dana Center*" (London England), announced by **HULIQ MEDIA** of Hickory, North Carolina (USA). This operation will be performed at the **Science Museum's Dana Center** from **St. Barnabas Medical Center** in **LIVINGSTON**, New Jersey, on **February 6, 2007**, via a laparoscopic procedure.

Kat Nilsson, Program Manager at the Science Museum's **Dana Centre (UK)**, said: "*this Live Kidney Transplant is a wonderful and unique opportunity, for the Public to really find out what is going on in a surgical theatre by talking directly to the surgical team*". *People over the age of (18,) across the U.K. and "BEYOND", can experience LIVE events via Webcast on WWW.danacentre.org.uk*".

It is quite possible that **Hundreds of Thousands** of people, [**Millions?**], may see this operation **ALL** at the **SAME TIME**, (by people of **ANY** nation on earth, connected to their site, on the Internet.), much the same, as **TAUGHT** by **TTEC**.

“Liberty Science Center’s (U.S.), Director of On-line Education Nancy Butnick, will be present at the Dana Centre to explain the background of the case, describing procedures, and acting as moderator of questions to Doctors, Nurses and Anesthesiologist.”

NOTE: by the author of **TTEC Remember**, the value of such operation(s) being recorded on Film, or now, Video-tape, (or DVD). Send it, **(not only to Third World Countries)**, but to the appropriate **organizations/people, AROUND THE WORLD**, where it would be of **ENORMOUS VALUE!**

These recordings can then be viewed over and over again, by aspiring medical doctors (as noted hereinbefore, **(circa 1950’s)**), much like the film being sent to Third World Country hopefuls. **REMEMBER: All the viewers MAY become proficient at an operation, they ... NEVER.... performed ! { Author’s note... Well, I would go easy on this one !}**.

Jan 10, 2007, **Yogi Berra**, said it inimitably, if **NOT** elegantly, ! ? !... **”DÉJÀ VU”.... ALL OVER AGAIN!”** On this date, the author witnessed on **Television**, another **laparoscopic operation**, on an overweight man (**Gil Gerard**, [formerly handsome actor, **Buck Rogers**], **35** episodes in **1979-1981**).

NOTE: This operation was much like the one, I witnessed **AND** participated in, in the **1950’s**, [by constructing a **High Definition-capable Picture Tube**, with a special Phosphor coating (**P1**) **green-tinted** screen]. This one was broadcast on the **Discovery Health Channel** (**Florida Brighthouse Network Channel #72**).

The operation, (**Mini-Gastric Bypass**), took place at **St. Rose Dominican Hospital in Nevada** and was performed by **Dr. Robert Rutledge**. It took **ONLY (34)** minutes. **The excellent result, changed Mr. Gerard’s whole life, {for a wonderful better time} !**

If any reader would like to view a capsule version of the actual version, as **I ALSO** did, search ... **Dr. Rutledge** on **Google**, then klik on **“Mini-Gastric Bypass”**, and see it ... **NOW ... for yourself !**

Feb 6, 2007 The **Dana Center (U.S.)**, event, will now have provided the **OMEGA** for my **ALPHA**, (live laparoscopic operation), as disclosed in the beginning of this book.

3-13-07 In **Star Tribune.com** of **Minneapolis/St. Paul Minnesota**. There was an article written by **Patrice Relerford**, in which Minnetonka Middle School West teacher **David Surver**, in conjunction with **(17)** other math Teachers, **“developed a DVD series of (8) Mini-math lessons, which could be used by students in grades 1-8”**.

He then put them on the **Internet** and on DVD's which were priced at **\$20.00** each or **\$ 99.00** for the whole series. Since **Mr. Surver** has invested about **\$20,000.00** Dollars of his own money, it is **reasonable**, to expect him to be repaid.

Since **TTEC** has always taught, that the children should be taught **State pre-approved curricula**, the **next best thing** was done by **Mr. Surver**. **(18)** math teachers surely could come up with an effective curricula for teaching Math. The **18** Teacher-composed-program, covers **pre-Algebra**, **Algebra**, **Elementary Math** and **every-day Math**.

NOW, can we get a consortium of **18 English** Teachers? Maybe. even a bunch of **18 History** Teachers ? How about an **18** group of **?- ? - ? -?-** Teachers ? etc..

Since the **Surver**-consortium lessons, emanate from the Web, then that means that all students of like-classes, in any **District/City/State/the whole United States**, may be taught, the **SAME lesson**, by the **SAME teacher**, at the **SAME time**.,(as taught by **TTEC**) .But unlike **TTEC**, there would be **NO** multi-way communication.

To achieve the most cost-effective use of the **Surver**-consortium Website, it should be maintained by Federal Dollars, while remaining under the control of **Surver et al** and/or academia, but **NOT** politicians. They have an uncanny knack of twisting a good thing into a poor or mediocre accomplishment.

Witness the “**No Child Left Behind Act** ” (**NCLB**) **ALL** teachers must become proficient in **All** subjects. That is **IMPOSSIBLE**, unless the criteria used for said appellation. are extremely diluted, (contrary to the intent of the **NCLB** Law).

TTEC teaches that a truly “**Superior Teacher**”, (**Master Teacher**) should be extremely proficient in just **(1)** subject. At that point, using the **TTEC** System, the **Classroom Teacher(s)**, [**Adjunct Teacher(s)**], need only to have a College Degree and truly want to teach.

HOPEFULLY, SOMEONE IN LOCAL, STATE OR FEDERAL GOVERNMENT WILL READ THESE PARAGRAPHS OR EVEN THE BOOK! ©1978 THE IDEAL EDUCATIONAL SYSTEM/TWO TEACHERS IN EVERY CLASSROOM (TTEC).

I will continue to monitor events, which ultimately, (**inevitably**), will result in the **TTEC System** being the Educational System, (**UNIVERSALLY**), **the one of choice** ! However, updates/upgrades of the **PRINTED** book, will be found on my website located at WWW.cifaldi.org, under the “**LIVING BOOK**” button, starting **Oct 3, 2007**.

NOTE: All the events, as enumerated herein, when taken in the **AGGREGATE**, have already **mimicked a TTEC-like System**, except the provision for a Government, (**State/ Federal**)-approved curricula !

However, **several business** companies are **already doing, just that!** But that way, there **WILL** be **YEARLY** recurring charges. **FOR THE TAXPAYER**, because the Government(s), has ... **NOT** ... done its job ! **Perhaps, a reader of this document will be able to spur the Government into properly doing its job!**

Even a titled educationalist/person of note, responsible for leading educational advances, has foolishly said *“Business can find a way to effectively educate our children”*, for **HER BIG BUCKS**, **HER** responsibility ! Another one of her peers, (top person in another State), gave the author, **“permission to contact all the schools in HIS State, relevant to TTEC”** for which he also, is being paid an **outrageous salary!**

Both received full copies of this document, [by U.S. Mail], (up to date of their sending), as well as **240+** other members of **Academia**, **Government Officials** [local, State/Federal], **Philanthropic Organizations**, **Newspapers**, **Reporters**, **etc.**

NOTE: How can the people/taxpayers, expect anything more, than the nonsense of Education, **which has been going on, in the U.S.**, for the past **(50)** years, ... when the leaders, ... do **NOT** have a **CLUE**, how to effectively get it done **!?!?!!**

Worse yet, they are **too busy** to properly investigate a system, which ... **if true**, ... would solve **ALL** the Educational problems, ... forever!

Under promulgation by the Federal/State government(s) of **TTEC**, there would of course be **NO** charge(s), in the installation/implementation of **TTEC**. The **taxpayers would be rewarded** with **lower taxes** including far **LESS recurring costs** ! Our children would be rewarded, with a decent chance of a good education, translating into a **BETTER** life !

Additionally, the Government(s) can decide what curricula is **best** for the effective education of the young of the U.S. *The responsible officials, should, and will be, held accountable, in the future !* **OUR Children deserve ... NO ... LESS!**

NOTE: Looking at the construction of this document, as well as the content/research, {quotations, names, dates, people, organizations, etc.}, certainly does **NOT** look like someone, just had a **30** second brain-storm ! **WOW!** ... **SINCE 1978 ... !!!!!**

NOTE: **State-of-the-Art Communications** are constantly evolving into **“Wireless Form”**, (**WI-FI**). This modern technology may easily be integrated with the **TTEC Cable Network** system, (making the **TTEC Network** more valuable), thereby encouraging further implementation, of knowledge-acquiring capabilities.

It can be done along- with the initial **TTEC setup**, largely paid for, by the **Federal/ State Governments**. At that point, **TTEC** would represent the most important educational concept/design, ever imagined/taught [**circa 1978**].

News Flash! Aug 19, 2007. It appears that the **Philippine Government**, in co-operation with **China** have come up with an almost “clone”, of **TTEC**, called the “**CYBER EDUCATION PROJECT**” [**CEP**]. See comparison of **CEP** and **TTEC**, later herein, labeled as an **ADDENDUM**.

NOTES: ©1978 **TWO TEACHERS IN EVERY CLASSROOM DOCUMENT (TTEC) ALL DATA WRITTEN HEREINAFTER IN BLUE, ENCAPSULATED BY QUOTATION MARKS, ARE DIRECT QUOTES**.

Author’s Note: It would be good for businesses and for other buildings which are **NOT** yet part of the **TTEC** System, to get themselves included. in the total Fiber-Optic Network. **This could also generate recurring revenue** for the **TTEC** System!

Who would benefit from such a fantastic event(s)?

A-1. The Institution offering the event, would have an **ADDITIONAL source of income**, from their percentage of the income, (**NOT**), from their students). It would be derived from the lecture, with money paid from outside the College, per se.. [Collegiate education is already **too expensive** for the poor]. The institution, will also be proud of the prestige, that would naturally ensue, from such event(s).

A-2. The **speakers themselves**, will be tremendously, financially compensated, so that **THEY may afford** to continue with studies of their own choice, and/or generally relieve themselves of financial worries !

A-3 **Hawking’s lecture**, may be taped at home, and be **repeated many, many times**, for the learner’s edification. **AGAIN**, one of the important cornerstones of the **TTEC** concept, (shared by many learned people), is that **REPETITION**, reinforces learning **AND RETENTION**, of any **data recorded/offered/studied**.

A-4 VERY IMPORTANTLY Another un-thought of/unheard of benefit, is in **NOT** having to take notes, while **Hawking** is speaking. This also allows a person’s mind, to be **more receptive**, thus being able to concentrate fully/more effectively, on what **Hawking** is teaching.

On replaying the tape record, notes may **THEN** be taken, if still desired, which process in itself, **FURTHER re-enforces retentivity of the data proffered**.

A-5 The teachers responsible for, **TEACHING** our children, are **themselves** upgraded/reinforced, in their knowledge, of that subject. They will become more effective teachers., **THEMSELVES**, (**as promised** in the **1978 Dominican Republic** proposal).

A-6 As the populace is increasingly **enlightened/educated**, the general well-being of the **City/State/Nation**, will likewise be benefited, in more ways, than this author

could imagine. **Further refinement of TTEC, is inevitable!**

A-7 Some Colleges/Universities: Last, but **NOT** least, the **people** being a **part of**, such a **privileged lecture**, can be secure in their knowledge, that they are being **tutored** by the **“GREATS”** of world-wide teachers, **(AND of the future)!**

See, **Wemrock Brook**, later herein, **VERBATIM**. If mistakes are made, it is **NOT** a disaster. There are **NO** advertising customers, who would be unhappy with those committed errors, but in fact, create an **additional learning experience(s)!**

The students would get a dose of **first-hand information-disseminating programming, acting, show business, photography, scenery, lighting, elocution**, etc. Generally speaking, those things associated with, **Television production/transmission** activities, outside the Classroom proper.

This would be a basic indoctrination to the more sophistication of studio-operational workings. Needless to say, **females** as well as **males**, will **ALL** get the same **training/opportunity!**

E Mail to the New York Times, in response to an article!

“Dear Mr. Dillon:

The Federal Government has taken a good idea (certify teachers’ ability) and turned it into an unachievable nightmare. Expecting ALL teachers, to reach a standard of excellence, is ...NOT... practical NOR... doable!

Assume the numeric system,.. 1 .. to .. 100 .., in which..100 .. is the best rating attainable, to indicate maximum proficiency!

Assume the rating of .. 90 .. (or better)... represents excellence.

Assume the rating of .. 75 .. would satisfy the Federal government’s order.

Now assume a rating of .. 50..which would represent a badly-failing teacher. With special teaching/effort, that teacher’s competence level, might be raised to a ..60.. or even .. a ..70.

A teacher, originally classified as a 60.., might be elevated to a rating of .. 70 .. (or even .. 75..), good enough .. to get the Federal Funds” !

“Continuing on, the Teacher originally classified as an .. 80.. might be elevated to a ..90. . THESE ...are the ones that we are starting to be interested in !

However, the few teachers, originally classified as a ..90.. might start approaching the unachievable level of perfection (100), although no one will probably ever be rated at ..100. These... would be selected and designated as "Master Teachers". All this "assuming", is to make the point as follows: Ideally, we really only want/ need, the few 90+ rated teachers, which represent... la creme de la creme !

Perhaps, since only half of the system's teachers have achieved the NCLB criterion, the school would, according to the Feds, ... fail "!

In fact, selecting only the 90+ rated teachers, as taught by TTEC, represents the optimum, any system of education in the world, would be delighted to be used, to educate their students. Now the problem is: How do we get ONLY those few teachers, to teach ALL the students, in the entire system, a pre-approved curricula ?

For answers... see, study and implement, ©1978 The Ideal Educational system/ ("Two Teachers in Every Classroom") TTEC", as written herein!

The fulfillment of **another benefit** in the use of TTEC, is that many technical, complicated-appearing jobs in the communications (Television/ Motion Picture associated lines of work), are actually reduced to simple experience, (**being the only necessity**), for **ANY** party, to perform well.

This is because, **technology is bred into the equipment itself**, and only a minimum amount of education is necessary to operate all the different devices, commonly used/necessary, in the studio!

Since all the chores of operating a T.V. studio are being done by the students themselves, there is **NO** need to hire high-priced personnel to do so.

While the students are **NOT** being paid, they **are** gaining experience, in all the intricacies/ jargon, involved in the Television/Movie industry(ies). **Proof of the validity of this statement can be found later herein, in the Wemrock Brook article!**

Some employers, for most facets of operation, **might** hire a High School graduate with **"hands-on"** experience, **BEFORE** hiring a college graduate, who has **NO** experience, what-so-ever.

2006, January 15, the State of **Alabama** published a **Request for Proposal**, at the first level. It is my belief that the State officials, responsible for the Education of **Alabama's youth/citizens**, are looking for a system similar to TTEC, but they do **NOT know it yet !**

2006 Feb 13, another announcement from **Passaic County's Prosecutor's Office** *"smart camera and swipe cards. The purpose of that system is to know if there are any persons unauthorized to be in any of the three schools"*.

This, at first blush, is a good idea, but it does **NOT** go far enough. **AGAIN**, and very importantly, that system will also have yearly-recurring costs, really **NOT RELATED** to, educating students.

To really be effective, there should be located, **on each school's premises**, someone who may be alerted and is trained to respond in minutes. As a **secondary backup**, **TTEC** provides notice to the **Ambulance/Police/ Fire/Emergency Departments**, (as the case may be), as and if, desired.

Another of the very important part's of the **TTEC** system, (besides the many herein listed advantages), **is** the fact that **TTEC** will also conserve funding. It will spend money on excellent teachers, delivering excellent education. Money will **NOT be spent** on **unrelated, purported, costly-recurring technological advances!**

Equip at least **(1)** central control monitoring system. This system would have total control/access to all facets of the **TTEC** System, including **All repartee, Security, General Assembly**, etc., as reiterated herein.

"May 7, 2006 E Mail to Newsman Dan Walters of Sacbee c/o Sacbee: Your article of May 1, 2006 "No Correlation between spending, High School Graduation".

"New Jersey has been erroneously cited as having the highest spending (by far), per student, because of, in large part, such was mandated by the N.J. Supreme Court, in a landmark decision some (9) years ago, [now 2007]. (See below)

*"Said decision resulted from a lawsuit by certain parties, to correct perceived inequities in school systems. The Supreme Court of New Jersey, ordered exorbitant sums of money, be supplied from the State to Cities, termed them, **ABBOTT Cities/Districts**.*

*"However, the highest spending figure per student, as reported by many experts, is misleading, because the **ABBOTT** cities, receive an extremely disproportionate amount of N. J. State funding. These **Abbott-designated** Cities, largely minority-dominated, are led by the three largest cities in the State, namely:*

Newark (#1) (predominantly African-American).

Jersey City (#2) (predominantly Latino).

Paterson (# 3) (55% Latino), 35% African-American)

"Other cities, such as Union City, Burlington, Irvington, Camden, Gloucester,

East Orange, plus Twenty-two (22) other Cities/ Districts, while not wholly dominated by African-Americans or Latinos, do have heavy concentrations of same, in certain Schools, of each City.

Therefore, with a closer look at per student spending, for those areas just mentioned, ADD an additional \$3,100.00 (or more) per student, to the cited \$12,981.00 (yielding a new figure of \$16,281.00 or more), per student, for the ABBOTT Cities' students".

"Now, deduct the \$3,100.00 dollar per student, the rest of the State's Students received only \$ 9,681.00, per student, more in line with the rest of the States. (see below, crooked contractors steal 50,000,000.00).

Further in-depth analysis of how the Educational funding was apportioned, will (by un-bigoted appraisal), show that the so-called minority students (even though they represent the bulk of the population in their city/district), receive the most dollar assistance, approximately 40% more, than their N.J. brothers.

So, even though the MAJORITY of MINORITY students got the MOST funding, THEY FAILED to graduate, percentage-wise, MORE students from High School, than their less-funded, NON-MINORITY-DOMINATED students, in the rest of New Jersey.

"Because of the careless way the authorities erroneously calculated cost per student, nationally, such appeared to go contrary to your "No Correlation Between Spending, High School Graduation" article. You are hereby proven to be ABSOLUTELY CORRECT (especially for minority students [Abbott Districts], of New Jersey).

"Because of the careless way, funds were given from the State, for disbursement, by the City School Chief in Paterson, with NO oversight NOR accountability, you can assume more money was stolen/mis-spent in many, if not in all the other 30 districts, is a distinct possibility. Therefore, the amount of money spent per student, would have to be adjusted, yet, even further downward.

"Add to the mis-spent Educational funds, many buildings being leased by the School System, NOT owned by the School System, nor the City, were completely renovated/modernized, under the guise that the students needed a good-looking facility, thereby giving NO long-term benefit to the School System nor the City, BUT still was counted, as money spent for education !

"Worse yet, in Paterson's case, some (\$50,000,000.00), [money that was included in the per student spent], was actually stolen by crooked contractors, who renovated the non-owned School System buildings, as well as many more millions for the renovations done in School/City-owned buildings, (again with NO long term gain for the City/School System)".

*In fact, a good number of people went to jail, and the investigation is still continuing (April 2006). Further investigation/analysis: Why are the **ABBOTT** Cities/ Districts), (minority-dominated), so in need of such outrageous **EXTRA** funding ?*

*Is it because the minority students are **NOT** as bright ?*

... Or

Is it because the parents are not as interested in their child's interest ?

... Or

Is it because the School Buildings/facilities themselves, are in dis-repair, or falling apart ?

... Or

*Is it because the Abbott students do **NOT** have enough modern books, equipment ?*

...Or

Is it because there are too many students in every class ?

... Or

*Is it because the best teachers are **NOT** being used in **ABBOTT** Cities/Districts ? ...*

... Or

*Is it because the best teachers themselves, will **NOT** reside in minority-dominated Cities/Districts?*

... Or

Is it because the teachers that do teach, do so, because it is just a job ...

... OR

Where they just get a day's pay ?

Did we run out of excuses ? Throw some more money at the problem, ... too many people's/organizations/Government officials think, that will do the trick !

***Bill & Melinda Gates** donated large sums of money to selected organizations /institutions, which were organized to address the Educational crisis, currently **DROWNING** the people, with prohibitive taxes,. those who could least afford it!*

***Mr Gates** said in words to effect : The system is broken, take this money, and fix it ! All they the (so-called experts) did, was play with the numbers/percentages, cite myriad problems, espouse mythical solutions with un-attainable goals, use a plethora of **LARGE WORDS**, and themselves, just spend the "free" money. Now (circa 2007), the **Gates Foundation** money has been doubled to try to resolve".*

*the Educational mess. More importantly, **Mr Gates** is retiring from his wildly successful company [Microsoft]. He plans to spend full time, to use his considerable talent(s), administering his philanthropic endeavors, including the **School** debacle, armed , with his arsenal of some (60) or (70) **BILLION** Dollars.*

Dan Walters** was right **AGAIN** ! When he said: "**UNFORTUNATELY, THE POLITICAL

DEBATE OVER EDUCATION HAS ALMOST ENTIRELY FOCUSED ON MONEY, RATHER THAN FOCUSING ON THOSE OTHER FACTORS & DEVISING STRATEGIES TO OVERCOME THEM! IF INDEED, IT IS POSSIBLE TO DO SO!?!

TTEC TEACHES IT ... IS ... POSSIBLE ... TO DO SO!

“For the past 29+ years, (circa 2007), I have watched, (impotently), the circus of Politicians, Educational-responsible Governmental Employees, Academia and other supposed “experts” of Education, all come to the SAME mistaken conclusion. MORE MONEY, would solve the problem. New Jersey’s track record, PROVES how wrong that ALONE is, and CONTINUES to be the WRONG approach/solution !

“I say 29+ years because, in 1978, I devised the unique educational system to economically, EFFICIENTLY, EDUCATE THE MASSES. This system, we are discussing, called, ©1978 “Two Teachers in Every Classroom” (TTEC).”

“Basically the Teacher #1, (MASTER TEACHER[M T]), teaches a State pre-approved curriculum(a), via a projected picture on a T.V., (known in 2007 jargon, as a Virtual Teacher) residing in each and every classroom in the system ! The [MT], will be assisted by Teacher #2, (Adjunct/Assistant Teacher), present in each and every LIKE-GRADE classroom.

Example : (35), 4 th-grade classrooms, (with (25) students in each class), are linked together, via a fiber-optic system, (co-axial cable will also work well). All 875 Pupils are being taught by (1)[MT] and (35) Adjunct Teachers, (in this example, for these purposes), English.

The [MT], was previously vetted by the State, and has been rated a SUPERIOR teacher, of English. Because the [MT] is teaching (SIMULTANEOUSLY), ALL the Eight Hundred Seventy-five (875), students, without regard to the student’s race/color/ creed or economic circumstance.

You would have now effectively attacked and OVERCOME, several of the often decried obstacles, contributing to a poor academic showing for minority students, as herein-before cited. A WIN/WIN/WIN situation. Since EACH day’s lesson(s), are being video/audio recorded. They are available for the student’s home-study, for their siblings, as well as being stored in libraries, for future use/modification/updating, etc.

These daily lessons are also a valuable learning-tool for illiterates, adults, or in homes where English is NOT the first language for foreign-born persons, regardless, or NOT, if they have children/relatives, in the system, NOR Government-maintained library-storage facilities).

This would also be extremely cost-effective, because many States today, have acknowledged the importance of Adult Education, and are actively funding the same,

now! The TTEC system allows the Adults to pursue further Education, in their own home, at their own pace, at their own allotted time !“

An **Electronic Engineer**, with a **College Degree**, working for me, in the early **1950's**, was offered, and took a position, with **Sylvania**. It was to build a **Picture Tube Plant**, in **Mexico**, (from the ground up). He was to **build it, staff it, equip it, and run it!** He kept in touch with me, whenever he ran into a problem.

I WAS an expert in such endeavors. **ALL** told, I set up **(6)** plants;... **(5)** ... in the U.S. and **(1)** in **Windsor, Ontario, Canada**. **This was his first endeavor.**

When he finally got the plant running, I asked him how many people he employed, how many tubes he was making (and the reject rates). He said *“he could employ (3) times as many people in Mexico, than that of the United States, for the salary of (1) U S worker”.*

BUT, “he was NOT too enthusiastic about the in-plant quality, the work habits, NOR the quantity (per worker), of the goods produced”.

1st Patent #5,703,636, 12-30-1997, Hi-Resolution Optical Communication System “HiRocs”, was the system, which was going to be instituted in **Paterson, New Jersey**.

HiRocs was MY preferred vehicle, upon which the **TTEC** system, was to be implemented. The **HiRocs** system, provided for a **24 hour, 365 day security system**, for Teachers, as well as pupils .

It also included **Police/Fire/ Medical access; FREE Internet access**; internal, as well as **income-producing Telephony; mass communication**. This would be **in high-definition form** television. It would also have **automatic, utility meters, readings**, (which in itself provides many useful activities).

2nd Patent # 6,372,978 B1 4-16-2002, Hybrid Solar Heating System with Extended heat-capability. During the **President Carter** Administration, (when oil jumped from **\$10 Dollars** a barrel to **\$40 Dollars** a barrel), as the **“Chairman of the Passaic County Energy Commission, of New Jersey”**, I developed **theories/initiatives to help/mitigate alleviate**, the United States' **ENERGY problems**.

FOR THE RECORD:

Relative thereto, I initiated a series of documents, offering a possible solution/easing of pressures, to them. I sent them to then **President James Carter**, with copies to the following, on the approximate dates.:

1980 U.S. Energy Commissioner

- 1981 President [James Earl Carter](#) 1977- 1981
- 1981 President [Ronald Wilson Reagan](#) 1981-89
- 1983 Governor [Brendan Byrne](#) N.J. 1974-1982
- 1984 Governor [Thomas H. Kean](#) N.J. 1982-1990
- 1989 President [George Bush \(I \)](#) 1989- 1993
- 1990 Governor [James Florio](#) N.J. 1990-1994
- 1993 President [William Jefferson Clinton](#) 1993-2001
- 1995 Governor [Christine Whitman](#) N.J. 1994-2001
- 1998 Oct 31, [Richard Riley](#), U.S. Education Senator
- 1998 Nov 10 [John Podesta](#), White House Chief of Staff
- 2002 Governor [Richard J. Codey](#) N.J. 2002
- 2004 Governor [James Mc Greevy](#) N.J. 2004
- 2004 President [George W. Bush \(II\)](#) 2001-2009

Amongst my Educational Endeavors, *“I also suggested, in my capacity of Chairman of the Passaic County (N.J.) Energy Commission, (and STILL continue to suggest), my remedy for easing the THEN current [circa 1981], and STILL, [circa 2007], energy crisis.: Starting at the State level, I recommended that N.J. equip ALL Government-owned buildings, with at least one form of Solar-heating systems.*

“This would consist of a combination of: Solar Sun Hot Water and Thermal-Electric Solar Cells, Wind, Geothermal, Wave/Tide Energy, etc. dependent on site, geography, or other significant factor of preference! I projected that as the manufacturers gear up for the production of those devices, the costs for producing many more of them, (economies of scale), will decline”.

“As the cost of energy, for those State buildings, decline, such savings may be allocated for assistance to the Public, in purchasing/installing similar equipment in their homes. This would have the welcome effect, like a SNOWBALL rolling downhill! As more State buildings are so-equipped, and the lower the State’s energy costs go, the more that, that money, would be made available, for the public’s purchases”.

I was asked, *“How would YOU propose we fund this? I answered, very easily. Impose a State ENERGY-SAVING-TAX of \$.05 on every gallon of gasoline; \$.05 on every pack of cigarettes; and \$.05 on every quart of alcohol“.*

Update: Feb 9, 2009, Pres Obama, has included (1) Billion Dollars in the Stimulus Package, to pursue energy-saving means, in Federal buildings. See more below!

Unfortunately, back then it was considered suicide, (politically), to impose said types of taxes. **Note:** This meeting took place, face-to-face, among only the (3) top officials of the State of New Jersey and myself and only the Governor is mentioned herein, because one of the other (2), was a close personal friend., [even though it was **NOT** his fault]! Evidently, the passing of years, such, **STILL** is **NOT** feasible either!

If a State initiative proved effective and popular (good for getting votes), then, presumably, the Federal Government would see the wisdom of this effort and start installing Renewable Energy Equipment in/on all Federal Buildings.

Likewise, as their energy costs began to decline, in those installations, let the savings be applied to a Federal discounts/rebates, to the Public, (on top of that, already granted by the State).

With the purchase/installation, of renewable energy-saving equipment, in homes/businesses/office buildings. etc., savings shared among the Public/State(s)/Federal Government, will then have achieved a remarkable **WIN/WIN/WIN/WIN** situation, (could have been a good vote-getter, also).

UPDATE 2-9-2009 Newly-elected President of the United States of America, Barack Obama, gave his first “Press Conference”. In it, he cited many reasons for justifying the contents of a “**STIMULOUS**” package (**800+ Billion Dollars**), passed by a predominantly-Democratic Congress. He also cited a few objections, some of the critics made known to some of the contents therein.

One of the objections, was for money included therein, to provide renewable energy to Federal buildings. Pres Obama’s answer was: *“This will save money in the operation of those facilities and will help reduce our dependence on foreign-produced oil. WHO COULD NOT WANT THAT?”*

Further-proof of the validity of my vision, for energy-demand-lowering systems initiatives in 1981, in which Governments should **“LEAD BY EXAMPLE”**, has also, recently been taken by **LOCAL/CITY Governments**. This has been written, as demonstrated, in the **2-17-2008 Popular Science March 2008 Volume 272 #3, pages 51-59**, entitled the **“50 GREENEST CITIES”** (in the U.S.).

Each of these cities has **already invested in**, or **is ready to invest in**, one form or another, of energy-saving systems/devices, renewable energy generation/use , equipment, and/or **utilizing currently available resources**, which may be tapped.

The following consecutive paragraphs, (encapsulated), written in Blue, (or written in Italics in a Black & White print). are actual **verbatim** quotations.

”Nov 8, 2006 “NEWS TRANSCRIPT, VERBATIM, Farmingdale, N. J. School broadcast spreads Wemrock Brook news Students are learning how to use equipment and conduct news show. Written by AMY ROSEN, Staff Writer”

MANALAPAN Gone are the days of faceless public address announcements providing the happenings of the day at the Wemrock Brook School. With a new television studio installed last spring, morning announcements at the school look more like CNN, than a fourth- through- sixth-grade

"Quiet, please, on set and roll" is not a phrase one would normally expect to hear first thing in the morning at a typical elementary school, but that is what music teacher Laurie Bischof says to her pupils as they begin their live broadcast of the Wemrock Brook News each day”.

“The Wemrock Brook News is viewed by students and teachers in the school every morning. Almost every classroom in the building has a TV on which the live closed-circuit broadcast can be seen. Everyone involved must be able to remain calm under pressure.” “The Wemrock Brook News is more than just morning announcements. It is a production run entirely by sixth-grade pupils under Bischof's supervision”.

“ Bischof said the pupils who run the TV studio are chosen based on teacher recommendations. They must show self-control, responsibility and leadership. Tech crew members must show an affinity for operating computers and equipment with ease. Anchor people must be personable, have strong reading skills and be able to speak clearly. They must also pass an audition”.

“ My goal as director is for the crew to be able to do it without me if I can't be there and these kids can do it! They're great at it," she said. Bischof speaks highly of her technical crew, which has saved the day on several occasions “.

"The kids must be quick and cool under pressure," Bischof explained. "One day [some equipment] shut down as the show was about to start and the crew solved the problem quickly. The plug had fallen out. Without the technicians, the whole thing falls apart."

“ There's a lot that goes on behind the scenes to make the "Wemrock Brook News" run smoothly. Bischof receives information from administrators and teachers on a daily basis. She processes it and e-mails the news script to technician Jared Goldstein, who formats the text and runs it on a machine that projects the script where the news readers can see it. Jared's job is also to cue the anchors when it is time for them to read the news”.

“Jason Oesterle performs a similar job when handling special segments such as weather, "Project Wisdom" and sports. "Project Wisdom" is a special segment created by the school counselor during which a guest speaker passes along words of wisdom that encourage compassion and positive thinking, such as "stop violence and let's live in a world that's safe and fair" and let's start treating each other with respect”.

" The messages are accompanied by quotes from famous people such as Albert Schweitzer who said, "The future of mankind depends on being fair and kind." The studio employs high-tech graphics on a daily basis. One such example is the spinning globe with the words Wemrock Brook News written across it which marks the beginning of the news. Graphics technician Mikey Rosen handles the computer-generated graphics for each show”.

”Special graphics are also used during the Pledge of Allegiance, which shows an American flag, along with a prerecorded audio version that leads the students in the pledge. Professional-looking graphics are employed for special segments as well, including the backgrounds for the weather”.

“ On Mondays, a list of people who are celebrating birthdays that week is shown. Mikey also cues video technician Greg Yip, who controls the video mixer board. Greg's job is to smoothly transition the various segments that are broadcast during the show”.

“ There are (2) camera operators; Samantha Loures runs the camera for the anchors and Jessica Bartlett runs the camera for special segments. Jessica is also the sound technician. She runs microphones from a sound mixer and cues the special segments”.

“On-air News anchors Carly Zucker, Sabrina Vigliotti, Maya Ramachandran and Austin Tymeck take turns presenting the news. Gabrielle Silinsky, who provides the weather forecast for the week, and Matt Minski, who discusses the World of Sports, are the newest additions to the on-air team [Carly, who says she hopes to become an anchorwoman in the future, enjoys being a part of the television studio at her school. She and Sabrina agree that "it's really fun and a good experience.”

“ The TV studio is also used for special programs such as Back to School Night when parents visit the school and meet their children's teachers. This year's edition of Back

to School Night began with a television presentation in each classroom that featured Principal Jacqui Martin, Assistant Principal Jayme Orlando and PTA President Dawn Oesterle welcoming the parents”.

“ In addition, prerecorded special segments on Teacher Appreciation Week are created in the studio. Last year's segment featured one of the anchors interviewing students about what makes a teacher special. The segment was also used during the orientation program for incoming fourth-graders and their parents.

“ According to Bischof, plans are in the making for other short programs on upcoming holidays and days of significance on the school calendar, as well as educational videos for the staff and students”.

"Our TV studio is not only helpful in offering our students information to start the day, but it's a great educational tool." Bischof said. "Our studio also provides us with the ability to show a program to our entire school. For example, school counselor Patricia Daccurso and I will be putting together a video project to educate our students on peer mediation. Our goal is to broadcast this educational video to the staff and students."

“ Bischof credits colleagues Rose Cruz, the school's computer technician, technology teacher Valerie Hecht and teacher Scott Roskos with helping her to set up, learn and use the equipment in addition to providing her with support throughout the year”.

“According to Martin, the television studio is school funded. The Manalapan-Englishtown Regional School District provided funds for the original television studio equipment used not only in Wemrock Brook, but also in the other two fourth-through sixth-grade schools in the district (Lafayette Mills and Pine Brook), in addition to the Manalapan Englishtown Middle School. Martin is proud of this new educational tool in the school”.

"I think the best of it is that it's an avenue for the kids to have a part in [the operation of] their school," she commented. "They know technology better than us. It's their world."

“Bischof, who fancies herself a bit of a "tech geek," is grateful for the opportunity to work with the children in the studio. "I like to see them do something they enjoy," she said. "As a teacher you hope to inspire someone. I would be thrilled if one of my students went into the television field as a result of this experience. That would make my day. That would make my life.. That's the news for now and "Have a Great Wemrock Brook Day!"

This article , has been printed in **its entirety, verbatim, ALL in BLUE PRINT, encapsulated by quotation marks, without** a single word **changed, added, omitted, NOR** in any other way modified., (but, without pictures).

A thank you to Mr. **Gregory Bean.**, Exec. Editor, of **GREATER MEDIA NEWSPAPERS** for permission, to print, the well-written, comprehensive, informative article, by **Amy Rosen, Staff Writer.**

This article, (**AGAIN**), is seen as confirming an **important by-product** of the **TTEC** system, as **espoused numerous times, herein**, namely, that a **College Degree** is **NOT** necessary to operate a communication/television network. It also confirms that **“hands-on”** training is an **invaluable, very effective** way, to teach our young students **early** in life, (**again**), as espoused by the author in **1978!**

“By NO means, does this TTEC System obviate/suggest, that there is NOT the necessity of a College Education. Rather, it does point out, that students, may succeed in life, if given the proper education and/or the opportunity to perform a supposedly technical job! If unable to attend college, (for any myriad of reasons), they need NOT be confined to low-paying jobs, for the rest of their lives!”

NOTE: As promised and taught by TTEC, the students will benefit from (“hands-on” experience), because of the opportunity to acquaint themselves with these modern techniques. in communication/mass educational opportunities.

The **TTEC** System will provide the **basis** for **future/further education**, and most certainly, **WILL result**, in some of the participating students, pursuing careers, in the Television/Communication venues! **Note:** In the case of the **Wemrock Brook** experience, children as early as those in the **5th** grade, successfully, participated, even **BETTER than**, the author predicted !

Further, participating students who **DO** go on to Higher Education and then choose teaching as a career, **will have themselves, become more proficient at teaching the future generations** **NOTE:** In an exhibition of the strength and flexibility of the **TTEC** System, a **Step 8** has been added, (**circa 2005**), to the **ORIGINAL (7)** steps to **“achieve the TTEC system”!**

Step (8): Equip the System with **“Wi-Fi”** capability on installation of the **TTEC** Network. It will cost next to nothing to implement and maintain. This will bring the **TTEC** System, into the **22nd** Century, making it increasingly, **the most powerful teaching system.... EVER!**

From: " Edward Leu----- ed@att.net

Date: **Sat Dec 24**

To: Wayne --- wayne@verizon.net

"Subject: "Agents of Influence ", How Japan Stole the US Television Industry"

"Hi Wayne!

Here is an old clipping, but important. I've just now finished Pat Choate's book, "Agents of Influence" and I think it's some-thing everyone should be aware of. Please read and then jot down your impression of things.

Regards, Ed"

From: wayne---@verizon.net

To: "Carmine Cifaldi" Ccifaldi@tampabay.rr.com

Sent: Monday, December 26, 2005

Subject: Re: "Agents of Influence "... How Japan Stole the US Television Industry Oct 7, 1990 by Pat Choate, Washington Post Special..."

"Dear Carmine, I knew this would bring back old memories for you. Ed Leu-----, is an old high school mate of mine who lives in Cleveland. We had a company in Calif. who made, (including TV home entertainment systems for, (several of the Western States) called Teledyne Packard Bell".

"We were involved in the Commerce Dept, to get dumping duties charged against the Japs but as you know they had the American Govt. in their pocket.

Regards Wayne . . ."

From Carmine Cifaldi

" Hey Wayne

"I remember the name "Teledyne". Was that your company, or a division of Packard Bell ? Isn't it a small world"?"

" When I was in the television Tube business in the early 50's, there were approximately 100+ T.V. Tube Manufacturers in the U.S."

" The early Japanese Tubes were actually inferior to those manufactured in the U.S. They were constantly playing "catch-up". I have personal knowledge, because I was called in, (as an expert), by Olympic Radio & Television in Long Island City, New York".

" The Olympic Company, wanted me to investigate , and/or confirm, the reason, for the high failure rate of Japanese tubes, in comparison to, the low rate of failures of tubes, which were manufactured by my company!"

“The tubes were diagnosed, by Olympic Engineers, as containing numerous shorts in the Jap's electron guns (of which, I had an improved electron-gun design patent, earlier than that time [Circa 1953]).”

“I did my bit to get back at Pearl Harbor, (my brother served on the USS Enterprise), by confirming the OLYMPIC Engineer's findings. In reality, the problem was caused by poorly-CONDUCTED research by the Japanese), of method(s), to cut manufacturing costs. The Japanese thought, that a new process developed by RCA, was State-of-the-Art”.

“This problem plagued the entire T V Tube Industry, world-wide, EXCEPT MINE. That was because I detected the problem in the testing stage, of my company's usage, of the new process. If it was promulgated by RCA, (world-wide leader, at that time), it had to be good. My experience with glass has taught me, that Glass does NOT like to have thick and thin glass, next to each other! This new tip-off system did just that!”

“Not to get too technical, it was started by RCA, (the leaders in the field, at that time), remove dependence on a skilled glass worker, (much cheaper wages). This person was necessary to separate the finished CRT (a glass connection), from the glass vacuum pumps, performing the “TIP-OFF”, [separation of the CRT from the Exhaust system], the last step of the heat-processing, vacuum operation”.

“There were (2) pumps for each tube/system): (1), for fast, quick low-vacuum, and a 2nd, much slower, but producing an extremely high vacuum, along with de-gasification of the entire system. Excess amounts of Gas was normally generated, from the extremely high temperatures, (besides the normal residual gasses), in the manufacturing process of the CRT, and Electron gun”.

These gasses were expelled to the atmosphere! There is always gas being generated in the Tube's normal operation, in a TV set,}, so we want to remove as much as possible, while we can expel them!”

“High gas content, (residual in material used in manufacture), has several serious side-effects, (without going thru all the deleterious conditions), the most important which was, that too much Gas, would cause a blurry picture as well as seriously shortening the life of the CRT”.

“Because that new manufacturing step, did NOT work properly, and the air leaking in was in such minute portion., it took me about (3) to (4) months for the tube, to begin to indicate, [as I suspected], that there might be a problem. This was revealed when indicated, by an instrument which measures gas content, in the Testing phase. (after the CRT was separated from the exhaust system)”.

“The high gaseous condition of the Tube, was discovered during my conducting weekly,

“routine tests. The tests revealed that, air, (a gas), was being admitted into the tube, in microscopic quantities. The testing equipment did NOT differentiate between air and other gasses, as the Electron Beam also encounters on its way to impinge on the screen.”

“I tested a number of finished tubes, on a weekly basis, over a (6) month period. Within a couple of weeks, I found the gas content rising, inexorably higher, and knew the system as it was, was not yet ultimately viable. Some months, [or 5 or 6 later], (depending on the severity of the leakage), the first indication of air in the system (tube being tested), became readily discernible ”.

“ It was visual, as evidenced with the application of a spark-generating, (oscillator), device, also called a "spark-coil". [A Spark coil was a high voltage, low current device, which produced a visible spark from its end like continual miniature lightning bolts. (It also ionized the air, as evidenced by an Ozone smell)”.

“That in turn, generated a glow, of various colors/shades, when applied to the neck of the {CRT}. If the Vacuum was good, with NO air and little gas, there would be little, or NO, indication of any color“.

“ As the Vacuum went to a less desirable condition, such as excess gas, it displayed a deep blue color within the neck, (where. the spark was applied). As the condition worsened, the deep Blue glow, changed to a faint blue glow. As the condition continued to deteriorate, the glow would change to various shades of pink.

As the vacuum continued to worsen,, then the glow turned to a light purple shade”. Ultimately, when the CRT was filled with air, again, there is NO color whatsoever. See later herein the projected problems of trying to get a picture, resulting in serious damage “.

“ Eventually, I determined that a high unacceptable percentage of tubes, using that system, would ultimately FAIL in a few years, or less! If the warranty was only for (1) year, what was the problem? The problem was: Sometimes replacement tubes, were left IN STOCK, in the distributor’s inventory, for a year or even (2) years “.

Since the Warranty started from the day of installation, a free replacement was demanded .This created ILL-will all-around! The ultimate consumer; the Serviceman; the Picture Tube Distributor; and finally the Manufacturer itself!“

Then, there was a long period of time spent, because the shipping was being done by boat.(between the U.S. & Japan), that the situation existed. it. Therefore it took the Japs, several year for them to rectify,(with tremendous losses, and “loss of face”), because of the abnormally high reject, failure rate. They survived, because, they were buoyed up by the Japanese Government. Many American companies, including mine, did NOT survive ! “

“ I avoided this problem, because of my knowledge of glass-blowing/working, namely: glass does NOT like thin and thick glass part next to each other, unless an inordinate amount of time is spent annealing (cooling) down! Since the RCA separation process did NOT just do that, I kept and checked several test tubes.

“In the meantime, I simply kept my glass-workers performing the separation of the tube from the system by hand-torch expertise.. This was unlike every TV tube manufacturer in the world, [monkey see -- monkey do], who was following RCA's recommendation)“.

“ Fortunately, for many manufacturers, many leaks were so minute, that some tubes could last up to (3) years. The guarantee was for (1) yr only). That's one of several reasons that the replacement market in the US alone, at the time, was approximately (10,000,000) tubes per year“.

“The complete story available on request (if you are interested) ! That was NOT the 1st time, (NOR the last time), the world TV tube manufacturers got in trouble, following recommended usage of RCA licensing procedures “.

“ The second MAJOR problem, (at about the same time), came about because of the “Korean War. In an effort to conserve NICKEL, [a small tab connecting the cathode cylinder with an external connection from the T.V. Chassis] , used a substitute metal, in the manufacture of the electron gun“ .

“A filament fits inside the cathode cylinder, where it operates at 6.3 volts @ 600 MA), where it generates a tremendous amount of heat,(about 800 Degrees Centigrade [1,472 F]), from the inside out to the top upper part of the cathode cylinder“ .

“ The gun manufacturer deposits a coating, atop the outer outside of the cylinder which is called the “cathode coating”, from which the electrons are shaken loose. They are “ then formed into a beam, and accelerated by various voltages introduced to the Electron Gun, (as high as 15 to 20,000 volts), to produce. the picture “.

“ The stream of electrons are thereby directed to impinge upon the Phosphor screen, in a manner ordered by the Televised signal, broadcast from the video camera, emanating from the T.V. Station, or the place of televising“ .

“ This non-nickel material broke, after so many hours ,right where it was attached to the Cathode Cylinder. Therefore the appropriate signals, could NOT be sent to the Electron Gun, called to produce same, by the chassis voltages, (in response to the video information presented to it, from the source)“ .

“ All the new and reconditioned/rebuilt tubes using the defective gun material (non-nickel), produced during that time, were subject to that defect, till the time when they figured out what happened “.

“ This INDUSTRY-WIDE problem was rectified by the Gun Manufacturers, after 30 to 40 months from the first failures, (costing the entire industry, (but NOT my company), tens of millions of dollars). .I used the RCA-recommended procedure, ONLY AFTER, I devised a very effective, fail-safe, back-up procedure!”

“All told, it took about (5) years, from the awareness of the problem, to the end of customers’ claims! Some Tube manufacturers never knew what the problem was. Only, that it started and stopped mysteriously!”

“ I did NOT suffer that problem, because my FIRST Patent, in 1953, dealt with a modification of the electron gun, which ALSO took into account, that possibility. My electron guns, (Black & White), and LATER Color , incorporated (at extra cost), that effective use. Consequently, I had ZERO returns for “open cathodes”, even with those, still using that inferior metal“ .

“ With a reapportionment of the material comprising the cathode coating, (more technical mumbo-jumbo, but, if you want it ... I got it)! coupled with the elimination of these two major problems, the majority of tubes produced today, last 10 to 20 years, and even more !“

“ Many times they now can outlast the whole TV set itself, (mainly, generally, NOT because of advances in technology in the manufacturing process), but due to the technological advances in viewing methods and/or equipment (projection technology, and/or the broadcasting of signals)“ .

BUT

“ The current replacement CRT industry today, is dying/almost dead, (circa 2000). CRT’s are now relegated, to the production of special purpose tubes .. NOT .. tubes for TV sets. Even then, projection units, and flat-panel displays are invading those uses also. Further, because projection-TV sets still NEED (3) Cathode-Ray Tubes, (for each T V set, as a basis for projection, are slowly being phased out “.

“The market today, (2005), is probably 95 % for flat-panel displays (including plasma-produced TV screens, which do NOT need ANY electron tubes). However this now thrusts 3rd world countries in competition with Japan, because it is labor-intensive !“
“ Since Japan’s standard of living has soared, the other countries are still lagging way behind that of the Japanese “.

“ The writer, Pat Choate, (1990), was 100% correct, when he said that “ the Japanese stole our technology and then killed our TV industry”, and allied/dependent industries as well. Then they had the nerve to say that their industry is smarter/better than ours. Another personal story relative to a Japanese vice-president of Sony Corporation at the premises of Olympic Television upon request only “.

“ What Pat Choate could NOT envision at that time, (because he was not a practitioner of manufacturing CRT’s), was that flat-panel technology, in the TV Tube industry, was being sought since the early 1950’s. It was rightly predicting it, as the optimum T.V./monitor experience, (and of course, HIGHER PRICES)“.

“ It is fair to say that the average flat-panel TV set, (say 50 inch, ready for high-definition Television (HDTV), were as high as (\$ 10,000.00), [circa 2000]. Then they were dropped to \$ 8,000.00), [circa 2002], As competition , (from 3rd world countries) intensified, they were brought down to (\$ 4,000.00), [circa 2006], and continue to drop, even further (because of even more aggressive pricing from 3rd world competition)”.

“That is EXACTLY what the Japanese were striving for, way back then ! Now [circa 2007], the prices for flat-panel TVs are in the HUNDREDS, NOT THOUSANDS! Flat-panel monitors (ex 19”), are selling for about \$ 270.00, at Sam’s Club!”

“ The American politicians (including PRESIDENTS OF THE U.S.), who let this happen to the US populace, should be ashamed of themselves. History should cite them, for the record.. Because of the stupidity .. or.. greed., as the case may be.. THE ONES [politicians], RESPONSIBLE ARE NAMED IN Mr. Choate’s Book !”

*“ They all have done a **disservice** to the very people (AMERICAN), who depended on them, (and they swore to protect). We will continue to pay, thru the nose, for yet, many, many, MORE years, to come, for similar stupidity, in yet other businesses as well!”.*

“WE (THE U.S.), ARE, [circa 1970’s], ALSO OUT OF THE T.V/SET-MANUFACTURE BUSINESS, as well as just the CRT’s!. It is now time for the Japs, themselves, to be the victims of cheap labor (and all associated to costs), to cut THEIR profit margins“.

“ WHAT GOES AROUND, COMES AROUND!“

“ WORSE YET: We have irrevocably lost a major technical industry and have left a blueprint for other counties, such as CHINA and India, to successfully steal our future technology! {circa 2005}, The only reason, the prices are coming down today, is NOT because of manufacturing or technological advances, but because other nations, (South Korea, Malaysia, India, etc.) with a lower pay scale than that of the US or Japan, have entered the extremely lucrative television set manufacture ”.

“ THEY are now doing to the Japanese, “what the Japanese did to us, (well ALMOST anyhow). BUT, as usual, the American people STILL are paying for it. Instead of a TV set costing an arm and a leg today, (2006), they now only cost your arm” . “But, where else can you go to buy a TV set today, unless it is foreign-made ? Now with the huge prices being charged for flat screens, I wonder why the American companies do NOT get into the act [circa 2005] !”

*“ At this point, we have to root for Mexico. I know that **Sylvania** opened a Plant in Mexico to manufacture TV tubes, in the 1950's, because an engineer who worked for me, was hired by Sylvania to construct a plant, equip it, staff it, and work it “.*

“ From time to time, he called me with problems he was encountering, and out of friendship, I did assist/counsel him. I lost contact in the 1970's, because I had closed my TV tube business and went into a different line of work“ .

*“ Despite all my efforts and producing a superior **CRT**, I could NOT compete. I'll give you an **EXAMPLE**: I quoted a special-purpose tube customer 87 Dollars each, to manufacture 1,000 tubes for them. It was of an unusual shape. The Japs beat me out by quoting 58 Dollars. My cost for the bulb alone, from Corning Glass, was 68 Dollars“!*

“ They used a like-bulb, manufactured in Japan. So it was really a double whammy! They also subsidized the Japanese Glass-manufacturing facility and severely undercut Corning Glass. But Corning Glass had many other products, so they could care less. To finish up, imagine the price differential when cabinets and chassis were also manufactured in Japan“.

“ On top of that, they had to ship by boat, {sometimes by train also}, and the n, finally, always, by truck! Even with their cheap labor, they had to pay United States shipping charges, which were NOT cheap. Therefore Japanese Government subsidies, were an absolute necessity, if they were to remain in business.! ”

“ One more thing, concerning the Japanese HDTV, being of their invention. NOT TRUE! In the 1950's, I cooperated with a medical company and produced a special-purpose tube with a P11 phosphor AND my specially produced electron-gun, which was capable of projecting a 1,050-line (horizontal line) system. This was versus the U.S. 525 line system AND/OR the accepted Japanese 1,080-line system, (HDTV)”.

“See Cifaldi.org, Genesis of Blu-Ray DVD which describes the germination of HDTV Blu-Ray DVD, relative to a SPECIAL PURPOSE CRT, I made [circa 1950} “.

“ My 1,050-line-capable tube could display a tremendously finer-detailed picture, than the regular 525-line , much the same as the Japanese HDTV [50 years later than my system]. My 1,050-line system, at that time, was designed to produce, top-quality (photo-genetic) results, (to see the tiniest veins in the human body)”.

“ It was being photographed by the best movie film camera of that time, for medical teaching-purposes. Unfortunately my 1,050-line system, was NOT able to be used, because, (pre-cable use, and/or streaming transmissions), it required (4) times as much bandwidth, re the Double –Quadruple Principle), see website also).”

The Japanese 1080 system, likewise could NOT work over the air, during the 1950's, when I first used mine. Ps. I do NOT know where they got 1,080 lines, because the Double-Quadruple Principle says double 525, (=s 1,050). This is what regular television shows, to this date.

“Relative to the American 525-line system, my 1,050-line system needed (4) times the bandwidth, to be televised, over the air, in the broadcast frequency spectrum. I didn't even dare to think, that it could ever be part of the normal T.V. system however useful, it was, as a special-purpose -tube/use”. (How small can you go?)

“At that time, that was not permitted/feasible (not because of television's inability to transmit and receive, those tinier details), but because different people/entities/companies, owned the different analog frequencies, which would have been necessary to join together, to accomplish same. Who was going to give up his allotted frequency, or to go in partners with, or become subservient to, some other entity?”

*“Then, of course, when technological advances, COULD permit that usage, (wide-spread use of CO-AXIAL CABLEI, I did NOT have the money to pioneer MY system, and the U.S. Government would NOT help me. BUT, the Japanese government DID have the will and the money to assist the Japanese companies to unfairly compete with American companies, a **business “Pearl Harbor”... all over again!***

“Therefore, WE Americans are continually paying higher prices for HDTV, as well as paying EXTRA to RECEIVE AND WATCH it. By the way, MY 1,050-line system did/does NOT need extra viewing equipment. It would already be built into the transmitting equipment/T.V. Sets, with NO special equipment, [and with NO other cost(s)], for the consumer”!

“I eventually received a Patent using Fiber-optic Cable, or coaxial cable.. NOW, it may go over the airwaves, by what is called “Streaming”, (only over the last several years) [circa 2000]! I started the Patent procedure in 1995. But, a Patent was only granted effective Dec.30, 1997. Patent#5,703,636”.

Check it out on www.cifaldi.org; Cifaldi, carmine, compliments of Google; also, How to make a CRT Television Manufacture and Repair on Wikibooks OR via Google !

“I am sure, that there are other American industries, under-going the same traitorous happenings, TODAY! It is almost as if the elected officials want to see the American way of life decimated “. China comes to mind, as tricky as the Japanese, but a hell of a lot more populous/dangerous!.

Someone like Pat Choate should be encouraged to do the same, currently, and name the people (politicians), sabotaging the American people. I WOULD NOT MIND participating.

Many heartfelt thanx, to you and ED, for the article. I appreciate it. I did enjoy it. It brought back some happy, memories, AND unfortunately, some NOT so good! Best regards Carmine.

UPDATE: JAN 2008The **Chinese** are now doing **openly**, what the **Japanese** did covertly, but with tremendously dangerous business practices. Namely the **Chinese** are loaning other countries, the whole amount of the cost, (they call a **“concessionary”** loan), to install an educational system, pioneered and sold by a **Chinese** company.

If that isn't bad enough, a **Communist** government, ruling the largest nation on earth, now is pushing, (so far), the **best** educational system in the world. It is far **too close** to **TTEC** (which **WILL** be the world leader, **IF** our Government gets on the stick). But so far, no one in the free world is using **TTEC**.

NOTE: Despite **ALL** the American-based companies manufacturing much better **CRTs**, than the **Japanese**, they all succumbed, (**including mine**), to the outrageous actions of the **Japanese** Government, while the **American** Government gave tacit agreement by **NOT** imposing special import taxes to **“level the playing field”** !

NOTE to ALL United States Taxpayers! From the Author of **TTEC**: Read **Pat Choate's** book, entitled **“Agents of Influence”**. Then, get mad enough to do something about people, who want to get elected, for their own personal gain, first, and then, **MAYBE**, the American citizenry **THIRD!** I have **NO** idea what is in their **2nd** place!

Blu-Ray High-Definition Technology as promoted by **Sony** in (**2003**), dictates that a **smaller diameter laser beam**, (or **Electron Beam**, as taught by **Cifaldi** in the **1950's**), will **deposit more data on a DVD disc**, (or a T.V. screen).

That accomplishment is, for the most part, is based on the fact that the **Blue/violet** laser beam, has a **smaller diameter**, than the normally-used, **Red Laser** beam. The smaller diameter laser beam then falls under the aegis of the **“Inverse of the Double-Quadruple Principle”**, (as demonstrated in **1956**, by **Cifaldi's High Definition Electron Gun**). For a complete explanation:

See **Genesis of Blu-Ray Technology**
On **www.cifaldi.org**

PEDIGREE for Carmine Cifaldi 8-15-2009

2008-July Defined the **Genesis** of the **Blu-ray Disc DVD** method. SEE: **TTEC Notes** on cifaldi.org Website.

2008-Feb. Print ©**1978** **The Ideal Educational System/Two Teachers in Every Classroom** (TTEC)

2007 – Sept **21**, Develop and **Copyright**, the concept of, **“The Living Book”**. This concept enables an Author, to continually **up-date/upgrade**, his already-printed book. The Author, may **record new information/data**, with as few as several lines of data, as, and/or, if necessary.

The author would post that new information on his/her own Website, (in my case, cifaldi.org). As long as the Author would continue to post new, relevant data, (while still maintaining the Website), the **Book** would still be **“ALIVE “**.

Even after the demise of the author, and the cancellation of the Website, much data previously posted, might still be available in **Google, Ask US, Yahoo, BING** or other Internet search engines.

2007- June- -- Continue to accumulate material for book, Introduction to the **Ideal Educational System** ©**1978** **“TWO TEACHERS IN EVERY CLASSROOM”**, to be published in Feb **2008**, which will be added to the Book, as an **ADDENDUM!**

2007- May 1, Published a highly comprehensive document about the Manufacture of Black and White Television Picture Tubes (**CRT's**), in **Wikibooks**, which is located at: http://en.wikibooks.org/wiki/Television_Manufacture_and_Repair OR in **GOOGLE** : **Television Manufacture and Repair** OR see, cifaldi.org

See other information re **cifaldi, carmine**, via **Google**

2006-2004 Accumulate material for the book, ©**1978** **The Ideal Educational System** (TTEC), and the **lost art** of the manufacture of black and white Picture tubes.

2003 – **Hybrid Autos**, (not the author's), being sold in **California** in **2000**, being sold, increasingly in the U.S.[and back-ordered **2004**]. In **2007** such represents the wave of the future. **Its time has come.** See **1963** re **T.E.C.**, **herein**.

2002 – April 16, 2002 Issued **Patent # 6,372,978 B1**. Patent Granted **43** Claims (**HS2**) **Solar Heater**, (with extended **BTU** storage capability), via super-dense material in fluid repository. This also precluded freezing problems; and had super-efficient sun-collection capabilities. (See... **cifaldi, carmine** in **GOOGLE** & **ASK us.com**

2000 – Oct 5, -- Solved code in **Hebrew Bible**

2000 – Conceived, designed, built, successfully tested in **1956**, **ION BEAM WELDER**, circa **1956**, .. **1965**, for use in a vacuum or Outer Space. Notified **NASA**, as perfect for **NASA's Space Station construction/modulization**, then currently being done, see **1965** herein. Unknown if used ! ? The problem here is: An enlarged **Electron/Ion gun**, could be a dangerous weapon in outer space!

1998 – August 1, authored a **(6)** page document on **Swift-Water Rescue** techniques for **shore-based rescuers**, **boat-equipped rescuers**, with particular emphasis on the **proper use** of **Helicopter** in rescue modes. Sent copies to **210 Mayors**, living on or bordering large bodies of water, throughout the United States. See document on www.cifaldi.org

NOTE: Received positive response from **(8)** different Mayors. **(3)** weeks later, the City of **New York** practiced some of those techniques on Long Island Sound. Matter of public record (newspapers).

1997 – Dec 30, Received **Patent # 5,703,636** for the **High Resolution Optical Communication System--** [Full motion, in Real-time, Video Telephone], **(HIROCS); [1,050 Line System]**, [**DECADES AHEAD**, of the **Japanese 1080 line HDTV**].

This was based on my Television background and my **1950s**-era foray, into High Definition Movie Camera Filming of a **Laparoscopic Gall-Bladder Removal**. See **Patent Office** complete disclosure at ([cifaldi, carmine](http://cifaldi.carmine)) in **GOOGLE** , **Yahoo**, **BING**, as well as **ASK Us.com**.

1996 May 14, Filed for Patent on **(Video Telephone)**, **High Resolution Optical Communication System (HIROCS)**, as per drawing of **5-3-1996**.

See **1st** hand-drawing on Website cifaldi.org.

1991 Experimented with **Fiber Optic Cable** to transmit **Ultra-high definition**, Color **VIDEO Telephony**, with the accompanying **Audio**, including **high-speed transmission of Data**. It also included a Security system, for **local/State/Federal** implementation, as well as **Meter reading**. See **1997 - Dec 30** and **1956 “designed and built”**, herein.

1985 Oct 3 Received Law Degree from **Blackstone School of Law, Dallas, Texas**. Received credit for **122** Units, representing completion of **3,660** hours of study. See Picture(s) and other relevant data, on cifaldi.org

1983 Appointed **Chairman of Passaic County, N.J. Energy Commission**. Served for **(6)** months, then resigned. I notified the **Carter Administration** (& every Presidents' administrations thereafter), of what I would do to ease, if not solve the Energy problems facing the U.S. See **Passaic County** official calling card on cifaldi.org .

{See **Global Warming/Oil Crises Paper** on cifaldi.org . The U S Government has **NOT** changed since the Carter Administration. **They still do NOT pay attention to me! Still valid** information available!

1983 – Personal energy-advisor to State Senator of N.J./ **Paterson, N.J. Mayor Frank X. Graves**; **N.J. State Assemblyman Ozzie Pelecchia**; **N.J. Passaic County Freeholder Director Edward O’Byrne**. As such, represented the State of **N.J.** in **Washington D.C.**, for Federal funds for Passaic County, with **Assemblyman Pelecchia**. Ultimately got **NONE**. Matter of Record.

1980 – **Built Electronic devices**, from parts, with **plug/unplug capabilities**, much like Dell Computer start-up. Unplug one bad part of **(6)**, replace with a spare, return to office and repair broken part, when time permitted.

1978 – March 11, offered to set up a T. V. Tube Manufacturing Plant and Cabinet-manufacturing operation. **I also promoted Intra-School T.V. hook-up**, linking all schools in the **Dominican Republic**, (just like **Paterson School District** did under my advisement), in **1999**).

Never came to fruition because my contact, a leading candidate for the Presidency, was assassinated. The educational part of the document suggested a modern, unique, effective, **highly Technological Educational System**. Later it became the subject of the book, **Feb 25, 2008**, ©**1978 The Ideal Educational System/Two Teachers in Every Classroom (TTEC)**.

1978 – Started a **3,360-hour** course in Law, and was awarded a **Law Degree** by **Blackstone School of Law, Texas**, See **1985 Oct 3, herein** Picture of Diploma, & other relevant data on ... cifaldi.org

1976 – Received **(6) month** comprehensive course, in **Analytical Accounting**, with a private tutor (**CPA**), from a New York Accounting firm

1975 – Took Computer Programming course of **(6) week, (95) hour** duration], with **RCA, 11th St., Manhattan, N.Y.C.**– Received degree.

1968 -- Filed for **Bankruptcy** in **Television Picture Tube** business.

1967 – Invented, designed, built (on the roof of a box-fabricating factory) in **Paterson, New Jersey** , an **Hybrid Solar Heating Unit, Hot water/Hot air**, using the Sun and Wind as energy sources. Achieved **180-degree** air being introduced inside the building, outside temperature, **(0)-degrees** Fahrenheit, **25 M.P.H.** wind speed, bright sunny day. **Patent # 6373978 B1**.

Note: It was modified later (**April 2002**) using hot water, super-efficient collection system, coupled with enhanced heat-storage capability. See **GOOGLE**.

1966 – Experimented with radioactive materials, (**Radium D** – half life **1,500** years) in conjunction with the **Atomic Energy Commission** in (**Washington D.C.**).

1965 – Built and sold T.V. tubes used in **RCA, Sylvania, GE, Sony, Sharp, Olympic Radio, T.V. Sets**. See: **©1978 The Ideal Educational System/Two Teachers in Every Classroom (TTEC), Nov. 2007**.

1965 – Conceived, designed, built a **Ray-Gun**, for my son's school science project. See **2000** herein –**Electronic ION Beam Welder**. Picture on cifaldi.org

1965 – Built, sold **3-gun color tubes**, by-passing **Japanese Patent for Trinitron**. Ultimately, manufactured **Trinitron** in the **U.S.**, for Sony via **Olympic Radio & Television, in Long Island City, New York**.

1965-- Designed a **kite-like unit**, which would be positioned **5-10** miles in the air, connected by a steel cable. The unit would carry an **F. M.** antenna, and associated equipment. Because, **F. M.** broadcasts signals go in a straight line, (instead of bending with the curvature of the earth, **like A. M. signals do**). It would be extremely valuable for television signals (**F. M.**), Radio frequencies as well as **cell phones!**

Such a system(s), network, would also be valuable for **nations**, who could **NOT** afford geo-stationary satellites, much cheaper too! Several separate units spaced at the appropriate intervals from one another, would be able to provide data to **thousands of miles, in diameter**.

This system would be especially useful, for areas of the globe, which had large expanses of desert land, where **NO (F. M.)** is available . It would also be extremely useful as a **telephonic-relay station**, or as a **weather station**, or many other uses, **NOT** specifically mentioned herein!

With modifications, the **Kite-like** arrangement, (because it is **above most clouds**), could also be used to **provide electricity**, using photo-voltaic solar cells. Generally speaking, **wind-capturing turbines**, could also be used to supply electricity, throughout the whole world, especially where **NO** electric is available.... fixed , **truly, in Geo-stationary position!**

UPDATE: Pictured in **Discover Magazine, Oct. 2008, Page 21**, speculates **wind-turbines**, may generate tremendous amounts of electricity. That is because the **wind-velocity** at those higher altitudes can produce electric-generation which is many times higher, than that which could be produced at sea level....**24 hours** per day!

This is because the magic of the “**Double-Quadruple Principle**”, teaches that precept!
See **Example**, next paragraph.

Example: A **6 ft** diameter, wind –generator, may generate **1 Kw** of electricity in a **20 MPH** wind. At a wind velocity of **160 MPH**, you would now generate **64 Kw’s** of electricity. Now, if you **double the diameter** of the turbines to **12 ft.** the power generated is now **256 Kw!**

If there are **(2)** Wind turbines per unit, as **theorized** in **Discover magazine**, (**I have NO problem with someone upgrading my system**), then you would generate **512 Kw** per unit. **IF** you create a “**Wind-Farm**”, **IN THE SKY.** With **(10)** units, you may now generate **5,120 Kw, PER FARM!** There would be an **endless source of clean energy**, with **NO** oil-use whatsoever **NOR** air-pollution.

Further, it is well-known that we have constant **high-wind-velocities**, (unlike the vagaries/un-reliable winds, at sea-level), winds traversing the sky, steadily **FOREVER** **(24)** hours a day.

1964 – Designed, built, sold, **Bombarders (Low-frequency Microwave Units)**, for **heavy-metal heat treatment**. Shipped **(5)**, **50\60 cycle units** to **Italy** and **France**, as well as other **U.S. Corporations**, (**Thomas Electronics**, Passaic, N.J., **Sheffield Corp**, **Ohio**)

1964 – **Invented, designed/built/used**, equipment to fabricate **Metal Picture Tubes** (glass to metal seals), by successfully, mitigating the difference of expansion ratios. Manufactured **(30)** inch round-metal **implosion-proof Radar Tubes**, **laminated**, with **special phosphor (P1)**, for the **U.S. Navy**, under special contract, with **Fairchild/Dumont**, in **New Jersey**.

1964 – Designed, built, **20-Kilocycle** (now **Kilohertz**) prototype **Ultrasonic Drilling-Machine**, [could **drill square holes**, as well as **other normally-unachievable hole - types**], with **2,000-Watt output**, for **Sheffield Corp.**, a Division of **Bendix Aviation**, in **Ohio**.

1963 – Designed, (**not patented**), **Hybrid Energy Car (T.E.C. – Total Energy Car)** , which utilized batteries, along with a **small gasoline engine**; **Photo-voltaic solar-cells** mounted on roof and hood, **regenerative braking**, **wind-operated battery recharging**, **compressed-air assist**, **reduced wind-resistance-shaped**, automobile.

NOTE: Appeared on **T.V.** for **(1)** hour, broadcast **Nationwide live**. Similar vehicles being offered for sale in **California** for the year **2000**, **Washington, D.C. (2001)** and **Florida 2003**). Such, are much like **T.E.C** indicated herein, but currently still **NOT** using **Photo-voltaic Solar Cells**, **Wind-operated battery-recharging** and **Compressed-air Assist**, as envisioned in the **T.E.C.**

NOTE cont'd: When interrogated by a panel of experts (of different disciplines), how to take my vehicle cross-country, I told them that the **local Electric companies**, in each state, **would ...** set up poles with recharging battery capability. It would be activated by special, credit cards, **and would be a whole lot cheaper to set up and maintain, than gas stations).** **ITS TIME HAS COME, in 2010 prediction) !**

*This document, **absolutely predicts this occurrence by 2010, as more and more Hybrid Cars, (Battery & Gasoline) are built purchased. Fueled BY decreasing supplies and EVER HIGHER AND HIGHER OIL/GAS PRICES)!***

NOTE: FUELED interesting CHOICE of words!

Submitted diagrams and other information to the **(3)** U.S. major Car companies, but was derided for teaching aero-dynamic shape of vehicle **WAS important.** The **N I H (Not invented here)** syndrome, was alive and well.

Their view (at that time) was *“With cars possessing 200 to 300 H.P. engines, it is **ridiculous to consider lowering wind resistance**“!* As at the **(2,000's), ITS TIME HAD COME!**

1962 – Did consultant work, (pioneering), for **Perkin & Elmer, in Connecticut,** for manufacture of **gaseous lasers.**

1961 – Built several different types of **Special Purpose Cathode Ray Tubes** including **Oscilloscope Tubes, (with Electrostatic Deflection),** Stock Market quotation-device CRT's, for **Bunker Ramos – Connecticut.**

1960 – Attended **William Paterson College,** Haledon, N.J., for approximately **2 ½** years, earning some **42 credits,** did **NOT** finish, earned **NO degree.**

1959 – Designed, developed and used equipment to apply **Epoxy Resins** through heated vacuum-ovens for **Electronic Transformer Incorporated,** Totowa Ave., **Paterson, N.J.** Also used many different types of epoxies for **glass-to-glass** use, as well as optical epoxy (**see through**). Expert in other **Epoxies** for **glass to metal seals,** as well as **metal-to-metal** seals.

1958 – Invented, (not patented), a **Solar-cell-operated device, (activated by a flash-light),** capable of killing sound in a T.V. set for bed-ridden son. (Forerunner of **“remote control”** today – forerunner **#2**). See forerunner **#1** herein **1955.**

1957 – Set-up the **(5 th)** Television Tube Manufacturing Plant in the **U.S.** and **(1)** in **Canada,** since... and see **1952.** (Refused lucrative **Russian** offer to do same, **Cold War Time**). See article, **“TELEVISION AND REPAIR”**, in **Wikibooks.**

1957- Designed, built (6)-position **high-vacuum**, aluminizing machine w/exceptional characteristics, speedy low-vacuum deposition, (also known as “**Sputtering**”), which Produced **NO bulls-eyes**, when operating in the Television set!

1956 –Built my own T.V. Tube Test set from parts, which tested Picture Tubes, which measured and displayed all voltages being utilized. Measured amount of gas in **CRT**. It also supplied means to **de-focus** the **electron beam** and **disable “sweep” circuits**. It thereby projected a picture of the actual condition of the Cathode coating.

(It displayed a round, lighted spot, [about the size of a Silver Dollar], which appeared on the T.V. screen, for analysis.

That “**picture**”, was “**read**”/**interpreted**, (much like a Doctor reads “**X-Rays**”). It also revealed whether or **NOT**, the cathode cylinder was properly connected. **THIS** was the **precursor to Electron-ray Gun Technology**. See **1965 herein**.

This enabled anyone, skilled in the art, to “**read**” the presentation, (in conjunction with a gas reading). Normally it would help to determine the life expectancy of each tube, with **99 %** accuracy. (Led to conception, successful testing, of **Electronic Beam Welding**). See **1965 & 2000** herein, precursor to **Electron-Beam, Ion-Beam Technology**.

Also see author’s drawing of an **Electron Gun**, on cifaldi.org, and explanation for (“**EXCEPT**”), in **TTEC Book**.

1956 Built my own “**Square--wave** “**Generator**. Built my own **Oscilloscope**, using my own personally hand-made, **Oscilloscope, C.R.T.** therein. I used it many times in repairing hundreds of T.V. sets.

1956 **Designed and built** a special-purpose **CRT**, with **P-1 Phosphor**, (**greenish tint**), which was capable of displaying a **1,050-line** picture , (**U H D**), **Ultra High Definition**. The **CRT** was used, to be photographed from, and, to be used in conjunction with, an **High-speed, High Resolution, Film Camera**. The resolution of this **CRT** was (**4**) times more superior, to the U.S. **525** line system, still practiced, (**circa 2008**).

The **1050** system, is **still** (**2008**), **the equal of HDTV, (1,080 lines)**, as promoted by the Japanese in **1996**, some (**40**) years later. In **2006**, the basis of the **1050**, was **needed/used**, to take advantage of/formulating, **Blu-ray Technology!**

In June **2009**, all television signals were transmitted in digital form, (instead of analog), which in itself improved the picture quality. It was easily able to correct blemishes/imperfections., so that pictures can be made prettier than the subject actually is!

NOTE: See cifaldi.org **Genesis** of **Blu-ray DVD**.

1955 – Took a **4-year Engineering Math course**, with a personal tutor, a **Professor**, who was teaching at **Farleigh Dickinson College, N.J.** It was completed, in **(1)** year at **(3)--(4)** hour days/week, **(NOT including 20 hours of homework per week).**

1955 – **Invented/fabricated**, a **“Rube Goldberg”** device, for bed-ridden woman to turn on/off T.V. set and change channels, without any assistance from her family. **T.V. sets** at that time featured **“rotary dialed on/off switches”** and **“barrel tuners”** (which were also activated/employed, in circular fashion.) (Forerunner **#1** of **“remote control”** today. See Remote Control fore-runner **#2**, -- (1958).

1954 – Invented, designed and had built & operated, **Glass Lathe**, with compressed-air head. Became adept at several types of glasswork.

1954 – Became adept at repairing Glass Hi-vacuum pumps, **NOT** expert, but comfortable with, glass-blowing techniques.

1954 – Experimented with Electricity-producing Solar-cells and low-wattage relays. See **1958, 1963** herein

1954 – Designed/built, used a high-capacity **(4)** bed, see-through **De-ionizer/ Demineralizer**. Designed, built, used, rock, sand, **activated-charcoal** filters for associated water-purification equipment.

1954 - Received **1st** patent (patent# [unknown], (approximately **1954**) **Electron Gun Technology**, with a **100%** reliability factor. (Patent assigned to President of Company, I worked for). Designed, developed, built, many equipment improvements, as well as processing T.V. Tubes. Was nationally acknowledged, as a world leader, in **TV Tube** manufacturing.

1953 – Hired as **Chief Engineer** by **Claremont Tube, 5815 57th Drive, Maspeth, L.I., N.Y., (without College Engineering Degree)**, and then **Plant Manager** for a new facility, in **Long Island City, N. Y.**

1952 – Through **1957** set-up **(6)** T.V. tube manufacturing plants in the **U.S.** and also **(1)** in **Canada**, as **consulting Engineer**. This included **design, installation, construction of equipment, electric power lines, gas lines, water lines, drains, siting of manufacturing equipment and training of all initial workers**, for **ALL operations**, in **manufacturing**.

1951– Became Foreman in **Eureka T.V. Tube**, on **5th Avenue, Hawthorne, N.J.** Did pioneering work on **Hi-Vacuum Mercury-diffusion pumps**, using **Liquid Nitrogen** (high-vacuum usage). Also worked with water-jacketed, glass–construction **3-Stage Oil-Diffusion Glass Pumps**. Became expert in **high-vacuum** technology.

1950- Took a **10-book**, correspondence course, (**6 mos.** duration), generally taught to the **U.S. Navy** personnel, regarding **basic Electricity** and then **Electronics**. It started with the **structure of the Atom**, and then went into **magnetism, electricity**, followed by the **rudiments of Electronics**. It eventually progressed into **full-fledged Electronics**.

1949 – Secured a job in T.V. tube plant, (**Teletube Manufacturing Company**), manufacturing picture tubes, on Marshall Street, **Paterson, N.J.**, for approx. **1-1/2** years. Became expert in **Exhausting CRT's**, **Fire-setting** to work the glass or **metal**, (also did **sand-blasting**), and **ALL** the associated stages of (**CRT**) manufacture.

1945-1947 – Joined **U.S. Merchant Marines** for approximately **2** years, (making **1st** trip to **France**, {approx **45** days} in **1946**, while a **Senior in High school**). Returned and was graduated with my class. Exempt from all final exams, (needed **90** or better marks on report cards, for **ALL** periods, in senior year). Served as **Business Adviser** for yearbook.

Served as **Wiper** or **Fireman**, on (**3**) different ships:

1. (**Moore -McCormack Liberty Ship**, (brought tons of grain to **Le Havre, France**);

2. **Adrian Victory**, which transported (**600**) horses to **Gdynia, Poland**, (thru the **Kiel Canal**, into the **Baltic Sea**);

3. **Ernie Pyle, C- 4 Troop-ship**, brought **German Prisoners of War FROM** the **U.S.**, back to **Bremerhaven, Germany**. Then we returned to **New York City**, with **3,000+** American G I's, (to a **tumultuous welcome**).

1945 – Invented a Basketball play, ("**Allez-ooop**"), which ultimately, was adopted by the Pros and later Colleges, (albeit, **without their knowledge of my discovery**).

1945 – Won boxing Light Heavyweight (**175 lb**) Championship, Novice Class, in the "**Diamond Gloves**", in **New Jersey**, (like "**Golden Gloves in New York**"). See Picture on cifaldi.org

1944 - Quit Central High School for (**1**) year. Subsequently, I resumed my education and was graduated from **St. Mary's High School, Paterson, New Jersey**, at **18** yrs of age, in **1946** – tested and found to have an **I.Q.** of **153**, at age **17**. See graduation picture on cifaldi.org

1941- Attended **Central High, Paterson, N.J.** for (**2**) years, **NO** remarkable grades, **except Science** – Received a mark of "**100**" on my report card, (in that subject), one marking period, while other Grades, were **merely passing**.

1940 – Designed and used/played, for many years, a unique football play, I named the "**5-Man Out Pass**", (precursor of the "**Shotgun**" today), **without their knowledge of my discovery**). See cifaldi.org

1939- Built a **Crystal Radio**, then a **Super Heterodyne (SUPER HET)**, at **11** years of age . **1933-1940 Primary education:** Attended School **#19, Paterson, N.J.** till **6th** grade; old School **#5**, for the **7th** grade; new School **#5** for the **8th** grade – tested and found to have an **I.Q. of 121** at age **13**, (without my knowledge), see **1944** herein.

Grades, less than remarkable. Matter of Public Record.

For additional information about the Author, SEE **cifaldi, carmine** in **GOOGLE**. ALSO Author's Website. at cifaldi.org via **Yahoo** , **BING** or via **Google**.

ADDENDUM TO TTEC (Sept 21, 2007)

NOTE: Earlier herein, I predicted an impending **TAX-induced Tsunami**, for **2007/2008** fueled by the building of more new schools and a re-evaluation of property in the City of **Paterson, N.J.** On **Sept. 7, 2007**, a protest about un-realistic evaluations was held on the steps of City Hall.

Those inappropriate evaluations, have led to increases in taxes of **30 %**, **40 %** & more, (some as high as **100 %**). Needless to say, too many foreclosures, will ensue, in the immediate future **(2008-9)!**

When the **NEW** Tax Rate is struck, factoring in the **EXTRA** schools and their **costs/associated** expenses, (exacerbated by ever-rising energy costs), **HERE COMES THE TSUNAMI!**

Action by the **State or Federal Government(s)**, **WILL HAVE TO COME**, or the **INCREASED** taxes, (**COMBINATION** of **RE-EVALUATION** and **ADDITIONAL** schools), will wipe out an un-acceptable portion of the city. This will then, in turn, create a **NEW** money problem(s) for the City itself, **"SNOWBALLING", INTO DISASTER.**

*I have been **warning** School Officials, over the past several years, (with **NO** success), via personally, hand-delivered copies, of **TTEC**, disseminating this information!*

In the accompanying letter, predicting this impending calamity, I personally spoke/wrote to the **Mayor** of the City, **(2)** letters & E Mails to the **School Superintendent(s)**, (both the current **(2007)**, and the previous one), as well as members of the **Paterson Board of Education**. I also contacted, spoke to, E-Mailed several **Assemblymen** and **Assemblywomen**, **State Senators**, **Congressmen**, local **Newspapers**, and their **reporters**.

They all received the same message.. Implementation of **TTEC** will provide Tax relief, cutting School expenses, and **STILL** provide an effective education, to **ALL** students. It would also come **WITH** income-earning capability for the School System!

Earlier herein, [Feb 6, 2007], I said, the **Laparoscopic** operation I participated in, circa **1950's**, supplied the **Omega** to my **Alpha**. **Now once again**, I need similar words to express that same theme.

This time, it comes, via the **Chinese** incursion into mass-education techniques/system, fashioned for the **Philippine Islands!** It represents complete vindication of the **TTEC Concept**, **I first advocated, some 30 years ago**, (and eventually **copyrighted**).

August 19, 2007. According to officials of the **Philippine** Government, it appears that an Educational system, resembling in small part, my **©1978 The Ideal Educational System, /Two Teachers in Every Classroom (TTEC)**, is now being implemented in their country, by a Chinese company, (with the assistance of the Chinese Government)!

They are collaborating with the **Chinese**, to start the **5-year, 500 Million Dollar "Cyber Education Project", [C E P]**

Unfortunately, some "**know-nothing**", ignorant elected governmental official(s), are trying to sabotage that forward-looking system. Although, **NOT** quite as versatile as **TTEC**, it is a good **first step**, towards achieving the Ideal Educational System (Chinese-style). The following, is my analysis/comparison, of the parallel benefits and/or differences, between the **(2)** systems, their **[C E P]**, and **TTEC!**

1. CEP PROMISES to unite far-flung areas of the Philippines! They will be taught by an expert teacher, in real-time

TTEC PROMISED to tie together far-flung parts of the Dominican Republic, which will be taught, in real time, by an expert teacher, a Master Teacher.

2. CEP Teachers and pupils CAN interactively view and respond to Teachers

TTEC Teachers and pupils CAN interactively view and respond to teachers, plus the taping of all proceedings. Further, TTEC will provide the children with an opportunity to participate, in ALL phases of televising, which will provide "hands on" experience, for ALL pupils, as indicated Nov 8, 2006, in Wemrook Brook School in Manalapan, N.J.! This is exactly what TTEC promises and is a valuable plus for the TTEC System, as disclosed herein!

3. CEP delivers service via their Satellite.

TTEC delivers service via Fiber-Optic Cable., while also having the capability to receive Satellite transmissions. TTEC also provides local built-in Telephony, Security Services [Fire, Police. etc], with the same Fiber-optic network .

4. CEP is designed to cover almost ALL public schools in the Country

TTEC teaches that the linking of ALL schools in the Local System, and/or the whole State. is possible. ALL schools in the entire USA, may be hooked together, to hear the President speak, [or some other momentous occasion]. That would be a natural progression, of a possible 4th stage, of development.

5. CEP will be transmitted over a dedicated system

TTEC will be transmitted over a School-owned dedicated system (line). Since that system would qualify as a “Telephone Company”, it would also provide cheaper incoming/outgoing, telephony/fax calls. It will also produce income/revenue , from other Phone companies, which need to access the Schools network lines !

6. CEP will provide Internet Access

TTEC will provide Internet Access, as well as access to Local/National Radio/TV Stations and Public Information Channels.

7. CEP can uplift the quality of Education, says President Arroyo

TTEC can uplift the quality of Education, the Author of TTEC, told the Dominican Republic officials.

8. CEP will deliver, live broadcasts of content, lectures, and presentations from Teachers to 13,000,000 (minimum), students.

TTEC will deliver to Thousands/Hundreds of Thousands/Millions, of students, live broadcasts, content, lectures and presentations from Teachers. Lectures, to Hundreds of Thousand/Millions, of students, may be given simultaneously by world - noted persons, members of academia and elected /appointed Governmental officials.

9. CEP would provide each school with a multi-media classroom with a T V set, personal Computer(s), printer and satellite receiver. Each school will have (4) T.V. sets. There will be (12) channels, (1) for each grade. The “live broadcast”, will run for 15 to 20 minutes.

TTEC will provide each school, with a Multi-media Studio, and each class with a T.V. set, and T.V. camera, with as many channels as it wants/needs. Each school will have a Central control office AND a Security office , which is also tied into the system.

All like-classes will teach a complete lesson, each period . ALL like-classes, will be taught, selected subjects, [and tape-recorded], by “live broadcast”, (5) to (6) hours a day. Tapes, as well as BOOKS on CD’s, will be brought home for study and brought back the following day.

Copies of the Tapes, will be made [lesson by lesson], culminating in a complete period of any particular subject. They may then be put in libraries, for study/ reference, for ALL people, young and old.

Note: It is NOT clear, how all the channels via CEP, will be seen, NOR how or where , the students will sit, to receive the lesson(s). With only (4) T.V. sets per school, what subject could be taught, in (15) or (20) minutes? BUT, ... IT IS A BEGINNING !!

10. CEP, (according to the National Economic and Development Authority [NEDA], provides, a way to address the lack of “competent teachers”

TTEC teaches/provides, “competent teachers”, who are State-vetted, rated superior teachers, (Master Teachers).

11. CEP will be implemented over a (5) year time period , where it will finally reach 37,794 schools and 13,000,000 Students, [90 % of the Nation’s Student population]. Philippine officials released these statistics, also.

TTEC, in a (5) year time period, will have the capability to link up ALL schools in the country, if and when, it is desired/needed. All Schools, no matter how small, will be linked up, so that 100 % of the student population will be included .

This will be done with assistance from the Government(s). They will cover the original cost of installation, and the implementation thereof will be (aided by a number of Philanthropic Organizations, equipment donations, etc., I am sure) .

12. CEP looks to train 15,000 Teachers, to become superior in (1) subject only, School Education Director Lorenzo Mateo opines, "training those public school teachers, to become experts in a single subject, takes years and is costly".

TTEC teaches, that in the Philippines, it would train less than 1,000 public School Teachers, to become superior in (1) subject only. That is a basic premise of TTEC, for someone to become an expert (Master Teacher).

Example: TTEC, with an average of (32) students per class, and an average of (20) like -classes each system, being taught together, yields a ratio of approximately, (1) Master Teacher, to every (640) students. Now under TTEC, you would only have to have about 400 Superior Teachers, which would be necessary, for the whole Philippine School System.

EXPLANATION: 256,618 students, divided by 640, reveals that only 400 Master Teachers are necessary ! If the average class size, was composed of (32) Students, you would of course need approx 8,000 Classroom, [Adjunct] Teacher's also.

However, their only requirement, for the Classroom Teacher, would be a college degree, or some other equivalent, as approved and provided for, by the responsible Educational authorities.

13. CEP: For students, the project aims to deliver "quality education", Cyber Education Project Director, [CEP], Mr Lorenzo Mateo said, "it also aims for the "improvement of teacher's capability.. "

TTEC teaches, that it delivers "quality education", AND achieves "improvement of teacher's capability", [by the 2nd teacher], live, in the classroom. She/he, will strive eventually, to become a "MASTER TEACHER". This, of course, would also lead to higher pay, not to mention, increased prestige!

8-30-2007 NOTE: *The Chinese Government* is assisting its industries, as the Japanese did, (in the 1950's), [déjà vu], as hereinbefore disclosed. **EXCEPT:** They are doing it **OPENLY**. The Chinese Government, will loan the Philippine Government, a "concessionary" loan, to implement China's, [ZTE CORP], end of the Agreement. What company in the world, could fairly compete with, that kind of arrangement ? !

WARNING TO THE U.S. GOVERNMENT: Since China IS the most populous country on earth, with the backing of the Chinese Government, you may expect the following: China will, [if it already has NOT done so], implement a **TTEC-like** Educational System, before ... the United States does!

They, have [CIRCA 2005], and are, increasingly continuing to, **matriculate** more Engineers/Scientists, than that of the U.S., or of ANY other nation. This alone, portends dire warnings, to the U.S., the free world, (reminiscent of Japan in 1938).

KHRUSHCHEV, promised outright, to “bury the United States”. Because of that threat, the **U.S. Government**, were warned and “spent”, the **Communist** system into oblivion, [via the **Arm’s Race**].

The biggest **problems** the **Chinese** face, are the **lack of infrastructure, high-speed roads & rail lines, electricity**, [as well as the generation of same], as exemplified and accomplished by the **U. S.** Generally speaking, I would have included **EDUCATING THE MASSES! Obviously, they know that also!**

The **Philippine**, arrangement, indicates the **Chinese** are well on the way towards solving that universal Educational problem. I am sure they are working on those other shortcomings, **WITH OUR DOLLARS! [NOW]!**

I am afraid, we can NOT “SPEND” our way out of this one! Remember: CHINA is the Country ... that built the Great Wall, WITHOUT, modern equipment!

Our Grand-children, & their children, are depending on us TODAY to protect them, for TOMORROW, and for their, life time !

The “Living Book” Concept

Since this book is now ready, (**Sept. 21, 2007**), to be published, (printed), ordinarily, this subject is completed. However, additional information, and **newly-discovered data/facts**, predictions made therein, (also, in many, many other published books), **NEED** to be brought forth, for any myriad of reasons.

Specifically for authors, I have also devised a **NEW**, useful concept, (**copyrighted, 2007**), entitled the “**Living Book**” concept. **Another PREDICTION: It WILL also be adopted, and become popular, by the Book-writing/creating industry, in the foreseeable future.**

This will be accomplished by a visit to my Website, **Cifaldi.org**. Basically, it will continually update my **©1978 The Ideal Educational System, (TTEC)**.

Any/all, **newly-discovered information will continue to be added** to that, of the originally printed book. **Complete, relevant, updated information, will be available, on that Web Site(s)**, in the Home Page link marked, **“Living Book”!** This information will be printable, and **may be saved**, with the **originally-printed book**.

NOTE: Should you desire the link to have the name of your book, you may do so. (In the author’s case, the link will be **TTEC**). The **Reader** hereof may use the name of his book, as a link, on your Website Home page. **NOTE:** For more than **(1) Book, multiple links**, if desired, **might also be provided for**, at your own discretion.

This method, of **continuing to publish** ©1978 **The Ideal Educational System/Two Teachers in Every Classroom (TTEC)**, the ©**“Living Book”** concept, will truly be finished, when I, (or any **other Author**), **NO** longer, am able to update/upgrade TTEC, (or **their book**).

My thanx to all who read this. Hopefully, this will be one of the things, children/strangers and others, might remember me by. This represents my attempt, to beneficially contribute to, the welfare of **All** children, **BUT hopefully, especially** to **dis-advantaged children, THROUGHOUT THE WHOLE WORLD!**

I can be reached, [**circa 2007**], at: **7435** Fairlinks Court, Sarasota, Florida, **34243** or ccifaldi@tampabay.rr.com .

Yours Truly,
Carmine Cifaldi
Updated 8-25-2009

Ps: For additions ... corrections ... deletions ... and ... UPDATING: Check periodically, the Living Book on CIFALDI.ORG

