

©1978 **“TWO TEACHERS IN EVERY CLASSROOM” (TTEC)** . A Brief Introduction to the **Ideal Educational System**

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.! (but **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? **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. 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, in developing a picture tube, incorporating a high resolution, **2,000 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),

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 specially-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 the **DANA Center** at the end 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 projectorand 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 operationthey... **NEVER PERFORMED!** That rational thought became one of the cornerstones, of **© 1978 "TWO TEACHERS IN EVERY CLASS -ROOM (TTEC), REPETITIVE audio/visual re-enforcement of data!** **NOTE # 1 More info on request**

NOTE : The electron-gun design was patented, at a later date, 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 Communication System, Patent #5,703,636**). **NOTE # 2 More info ...**

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. and **(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**]. For excerpts of same A copy of the complete Document available on request!. See **NOTE # 3.....**

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 .. because of the failure of **ALL** educational initiatives, (exacerbated by many other factors, as delineated herein PLUS the outrageous energy costs, which will go higher, over the years, rather than lower)!

© **1978 "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** indeed, can be very **meaningful**. It was coupled with and modified by my High-Resolution Optical Communication System.

This is a (brief ?), condensed description of the main points, of said system, (with plenty of **"More info on Request"**) rejoinders ! 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 our 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.

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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 (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], **and up, PLUS** the cost of land , **minus** the lost taxes, on that land !

Renovating old schools is great. In some cases an absolute necessity (in moderation). But, just building **MORE NEW Schools**, 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 !

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 !

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

Technological advances, properly applied, very good. If done improperly, 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 presently seeing rising costs for energy usage(s), since the PRESIDENT JAMES CARTER Administration, [**circa 1977**], getting increasingly worse !

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 ©**"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 student-class inter-connected). **NOTE #4 More info**

#2. Provide in-house (school) TV-studio capability. Provide all classes of all schools with a decent-sized Television set/monitors, as well as a VCR (with plenty of blank tapes), and an appropriate sized TV camera, equipped to record audio as well as video. **NOTE # 5 More info**

#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, BEING TAUGHT, by (1) MASTER TEACHER and 25 Adjunct Teachers.

Extrapolating further, yields (for classes (3) to [12]), a total of 6,000 students are being 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 ! NOTE # 6 more

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 and increased energy costs. **A 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!**
NOTE #7 More info.....

#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 . **NOTE # 8 More info**

#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. **NOTE # 9 More info**

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.**, inherited an **ALREADY STARTED TAX TSUNAMI**, in the **City of Paterson**, precipitated by the building of (4) new schools, as mandated by the Courts of the State of **New Jersey**.

The **oncoming deluge** is further 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). 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 will be built!, presaging CRISIS time, in Paterson, 2008/2009 !

This brings up the vexing problem, (State-wide), that in complying 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! Yet, another case of the 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).

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 (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**.

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.

NOTE # 10 More info ...

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** at the **same time**, by **(1) (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 is probably 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** 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 **NOTE # 11 More info on ...**

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). **NOTE # 12 More Info ...**

NOTE : On **Jan 13, 2006**, **Passaic County, N.J.**, received an Homeland Security Grant for 1.9 Million Dollars. This grant was given, to link, (fiber-optically), all Police Stations in the entire County, much like the proffered **TTEC** System has advocated, unfortunately, for far too many years !

It also included the Security Units of (3) Passaic County Universities, and Emergency Medical Units, to also be tied in, with those of the Prosecutor's office. That office is situated. in the **County seat of Paterson, New Jersey.**

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!
NOTE #13 More info

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.

See Note # 31

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 . (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 turns out to 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.

Note # 14 More info

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 .

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 !** **NOTE #15 More info....**

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 !

Such portion of **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./N.J. accent ? ; New England accent ? ; the Boston accent ?; the Texas accent ?; The 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**) 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** !

NOTE # 16 More info on

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. **NOTE # 17 More info.....**

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 # 18 More info.....

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 the respect, 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.
NOTE 18 A More info....

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 See: **8 STEPS TO ACHIEVE TTEC 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 **NOTE # 19 More info**

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 **Notes # 20 & 31 More info.....**

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 a TTEC System.

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**),who do **NOT** need to be superior-rated.. See **Oct 20, 2006 Len Mead**, Columnist, 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**
Note # 21 More info

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. **ALSO, SEE TTEC Eight 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.
Note # 22 More info

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, Step4.**

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).

1-15-06 The **State of Alabama**, published a Request for Proposal, “to solicit responses from Consultants, who have Knowledge and Experience in Distant Learning Implementation”, actionable by February 2007. This is at the first level, with cost, **NOT to exceed \$60,000.00**”. Such was promulgated by the State Legislature. Basically, looking for, several different parts of TTEC. **NOTE:** Presumably other RFP’s are yet to be issued, on the way toward its actual finality, whatever that might be ? **(However, see (8) Steps to Steps to Achieve TTEC). Note # 23 More info**

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 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, 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** .

Still this system, 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**) !

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.

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....** **Note # 24 More info**

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**”.
Note # 25 More info.....

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 !**

One 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!

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 both 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 they do!, as well as **ALL other TTEC School system networks!**

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

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** !

3-13-07 Star Tribune Article discloses, **DAVID SURVER. Minneapolis/St. Paul** has devised a Curricula for Math, with a consortium of 17 other math Teachers, which he will sell to other school systems. Curricula formulation, as well as Teacher training, are really in the domain of the State, in which such issues belong, as taught by **TTEC**.

The School Board, in recognition that they do **NOT** possess the talents necessary, for administering a thorough and efficient education for their charges, **ARE** doing the right thing , 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), {as taught by TTEC }, by **Carl Sagan**, via T.V., through his very 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.

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**, (some **(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 them .

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 the 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). To date 1-1-07, 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 , 7-1-07 Note # 27 More info ...

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-fundingINCREASES,.... (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**).

NOTE # 28 More info

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 **ALMOST** 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 Twenty-five **(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 ten (**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 good 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 !, with **outgoing calls, 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**”.

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 !**

6-17-06 The **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 Twenty-five (25) years ago.**” **My response ... EXACTLY !**

The article also cited heroic actions taken by **General Electric (G E Foundation)**, **I B M**, **Broad Education Foundation**, **The Gates Foundation**, **Milken Family Foundation**, **The Walton Family Foundation, Inc.** 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 these facts written herein, to date !

1. The City of **Paterson, N.J.** has fiber-optically interconnected, all of its **54+** schools, (plus...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, (as disclosed many times herein), of the TTEC System.
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 it 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 curricula requirements 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”!**

7. **Len Mead**, Columnist for the Westborough News (**Massachusetts**), Nov 20, 2006, suggests “teaching over the Web, by the best Science and Math teacher, could teach thousands of students-not just Twenty-five (25)” See **Nov 20, 2006** below!

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 Seven (**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** written by **Samuel G. Freedman**, a Journalism Professor at **Columbia University**, reported that **Jefferds Huyck**, a highly-regarded teacher (received a standing, [an **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 do 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! **(available on request)**

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

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], also with the capability of interrogating any individual, of 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".... assuredlyTTEC does !**

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-confer encing 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”.

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

That quote REPEATS, almost exactly as the author of TTEC wrote, in the Dominican Republic Document, in 1978. That document, [a copy available on request], 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 Fifty-four [54] buildings). That Texas-based firm, must really have super sales-men, to have gotten THAT much money, AND for EVERY YEAR THEREAFTER. The 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**, Globe Correspondent , 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 the 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 allCounties 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?** ! Kinda like watching the entire nation**TODAY (2007)**...., viewing an address by the President of the United States, [via the 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. He was heard by, in excess of, **(30,000,000)** people ! Later, pictures in Movie Houses, all over America, of 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 Reagan was known as "**The Great Communicator**". He effectively used 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, and 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**, designation] ? 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, easily accomplished, [inherent], 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 ! Then you have all the other attendant positive aspects of TTEC, (such as video-recording; in-class security; a **State -approved curricula**; 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 Wemrook 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 **VERBATIM** BY **AMY ROSEN**, see **NOTE #31 ... Also ... See NOTES # 18 & # 20**

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 **Belleview-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 Eighteen (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. Also see **Page 2, PP 1 & 2** herein.

“**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 [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 click 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 Star Tribune, Minneapolis/St. Paul, Minnesota. **David Surver, an intelligent math teacher, cooperated with 17 other math Teachers and created an excellent curricula for Math, Algebra.** 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 a **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 Eighteen 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 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 ! THE IDEAL EDUCATIONAL SYSTEM (©1978) TWO TEACHERS IN EVERY CLASSROOM

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”.

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

I will continue to monitor events, which ultimately, (**inevitably**), will result in the **TTEC System** being the Educational System, (**UNIVERSALLY**), **the one of choice** !

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 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 is being paid an **outrageous salary**, also !

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 collusion with China have come up with an almost clone of TTEC

How CEP will serve entire archipelago's school system

By Jonathan M. Hicap *Reporter*

It is touted as one of the most ambitious and costliest education projects in recent years which aims to bridge the digital divide among schools and uplift the quality of the Philippines basic education.

Imagine this: Students in far-flung and poverty-stricken areas in the country like Northern Samar will be taught through a live broadcast and satellite-linked TV in their classroom by an expert teacher conducting in real-time lessons in a studio at the government-owned TV station NBN in Quezon City or at the central office of the Department of Education in Pasig City.

The students' classroom teacher simply logs on to the Internet via a computer and downloads lesson guides and other materials she needs for the day.

Simply put, DepEd's P26.48-billion Cyber Education Project is seen as a major solution to the myriad education problems. It is claimed to totally enhance the traditional concept of classroom teaching because teachers and pupils can interactively view and respond to teachers in the live feeds and computer-enhanced delivery of lessons.

This system is supposed to raise the public education system which has been in a deep rut these last 20 years, suffering from a host of problems including poor quality of students and teachers, shortage of fundamental needs like classrooms, textbooks, instructional and learning materials, and even chairs and tables.

Director Lorenzo Mateo, who manages the Cyber Education Project, has a major answer to the long-time crisis in education.

Satellite based education

While it is not commonplace, the concept of satellite-based education is now being

used in other countries including India and China, two of the world's most populous countries.

The Philippines' Cyber Education Project is designed to cover all public schools in the country.

“And Cyber Ed is the technology that will enable us to deliver high quality education to all learners throughout the country. It is, without a doubt, the best response to the challenges we face in the basic education sector,” declared Education Secretary Jesli Lapus.

Even President Arroyo believes the project can uplift the quality of education in the country.

“The cyber education project of DepEd will dramatically improve the delivery of quality basic education through ICT to thousands of public schools in remote barangays,” said President Arroyo during the Corporate Social Responsibility Expo 2007 on July 16.

According to DepEd, the CEP will use satellite technology to deliver content to 37,794 or 90 percent of all public elementary and high schools in the country. This will link schools to a nationwide network that will provide 12 video channels, wireless wide area networking, local area networking and wireless Internet connection.

Each school will receive live broadcasts of lectures and presentations from teachers and course wares and other resource materials.

Acting Education Assistant Secretary Jesus Lorenzo Mateo, director of DepEd's Education Development Projects Implementing Task Force (Edpitaf), told The Manila Times that the project would use a dedicated network in delivering content.

A national server or hub will serve as central nerve of the project.

Mateo said that in a typical setup, each school would have a multimedia classroom consisting of a TV set, personal computers, server, printer and satellite receiver.

Each TV in a Cyber Ed classroom will have 12 channels with one channel for each grade level. At the initial phase of the program, each school will be provided with four TV sets. The live broadcast will run for about 15 to 20 minutes for every subject

area.

Mateo said the DepEd is planning to get the “best” teachers including Metrobank awardees to act as speakers or trainers for the live broadcast. A minimum of 10 expert teachers will be deployed for every grade level.

“Students will have [acquire] their [the expert teachers’] expertise,” he said.

FVR-time beginnings

Satellite-based education in the Philippines was conceptualized during the time of President Fidel V. Ramos.

“We thought about it during [President] Ramos’ time,” said Mateo, who was already working for DepEd then. The idea was to use the country’s Agila satellite system, which was launched into orbit in 1997, as the tool. It didn’t push through.

PRC money and expertise

The DepEd says the Cyber Ed Project is part of the ICT-based education agenda that is included in the economic cooperation agreement signed by the Philippines and China in June 2006. The project was to have the assistance of Tsinghua University, China’s premier technology university and one of the world’s pioneers in distance education.

Besides China’s huge E-Education Project, Tsinghua also manages the China Education and Research Network (CER-NET), which serves some 320 million beneficiaries.

Last April, the National Economic and Development Authority (NEDA) board approved the Cyber Ed Project as part of government’s agenda to provide access to quality education especially to people in poor areas.

The NEDA sees the project as a way to address the lack of basic education resources such as “competent teachers, academic classrooms and instructional materials.”

According to the NEDA, of the total cost of P26.48 billion, 86 percent or P22.77 billion of which will be financed through a loan from China. The remaining 14 percent or P3.71 billion will be funded by the Philippine government.

5-year plan

“The CEP will be implemented within five years. Within this period, a total of 256,618 schools outside the 1st and 2nd class cities, 11,176 schools under the clustering scheme, 665 Alternative Learning System (ALS) learning centers (for out-of-school youths and adults) and 4,282 elementary and high schools in 1st and 2nd class cities will be covered and the project will be operational in those places,” the NEDA said in a statement issued last April.

Mateo said for the Cyber Ed Project, the Agila 2 satellite would be used. The DepEd will spend P5.8 billion for the first phase of the project, which will be operational next year. He said in the first year, the CEP would target 3,000 to 4,000 public schools in remote areas and islands.

“The real challenge in basic education lies in narrowing the disparity between those who perform well and those who do not,” Lapus said. “Those in the far-flung areas will benefit from this technology since they will be given access to our best teachers [located in the NCR and in other key cities] and our best resource materials.”

Besides India and China, other countries that use satellite-based distance learning programs are the United States, Canada, Mexico, Chile, El Salvador, Panama, Guatemala, Honduras, Thailand and Indonesia.

China’s E-Education project

Dep’t Ed’s Cyber Ed Project is based on China’s E-Education Project which services some 500,000 schools and universities in the People’s Republic.

Mateo said of the total budget for the Cyber Ed Project, 69 percent or about P18.27 billion will be spent on appliance and equipment to be used. The rest of the funds will be for operating expenses including course-ware training.

Benefits

The idea of the Cyber Ed Project came up as an answer to the problems of lack of learning and instructional materials for students, costly teacher training. It thought of also as a solution to the late transmission to remote areas of new policies and memorandums discussing new regulations from the Dep’t Ed central office to the different regional offices and the schools themselves.

Mateo said public schools suffer from lack of relevant instructional and learning materials and rely heavily on textbooks.

Also, the work of training close to 500,000 public school teachers to become experts in a single subject takes years and is costly, with Dep't Ed allotting an average of P5,000 for every teacher.

Objectives

Mateo said the objectives of the CEP are wide.

For students, the project aims to deliver “quality education.” He said it also aims for the “improvement of teachers’ capability” and enhancement of administration and governance in schools.♦

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

NOTE #1 Repetitive audio/visual re-enforcement of data: Based on the precept, that when you repeat, see something many times, retentivity/ learning/ remembering, 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”.

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 ONE 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, and/or learning AND retaining new information.

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”.

NOTE #2 Electron Gun Design: My patent covering the **2,000 horizontal line** -capability versus the Japanese version **1,080 line** (HDTV). The United States still normally applies a **525** horizontal-line system, (technically, **262½** lines, shown TWICE), [**circa 2007**] , via a method called “**inter-laced**” 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). 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 **2,000+ 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**”, (when you double something, the resultant is **(4)** times as much). In this case, the **INVERSE** of the “**Double-Quadruple Principal**”, which means a smaller diameter, (circular), electron beam, is emitted thru **G1**, (which controls the stream of electrons), varying according to the signal input, to the Electron Gun, which carries the broadcast video information.

The electron stream is now **(4)** times smaller than the normal. Then special electronic circuits are now employed, to increase the horizontal line projection, on which information is carried and which is then deposited on the phosphor of the TV Tube. The Japanese **HDTV** depends solely on circuitry, and **it really works great !**

“**Double-Quadruple –Principal**”. 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 Principal**”.

The black and white picture tubes (CRT) use a phosphor-coating designated as “P4”, [“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, (Red, Blue & Green)

*“Persistence” is a term describing how long the phosphor remains lit up, (Illuminated), after being struck by a pin-point, diameter, circular, stream of electrons. **Example:** In Radar Tubes we want the phosphor to remain lit for longer than for a regular T.V. Screen. For a fast-playing game, we would like the phosphor to be lit, much less time (also called “decay” time).

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 1024 by 768 “pixels”, (a pixel is a shortened term for picture elements).

Therefore there are some 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 more parts), thereby producing a more life-like picture (finer detail).

The Japanese HDTV employs a 1080-line system, (approximately double the amount of horizontal lines, than the current (circa 2007), 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” .

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-appearing picture ! This phosphor, (by trial and error), turned out to be the best, for filming, (movie film) data, presented from a picture tube..

The Electron Beam was (1/2) the diameter of normal CRT’s, (part of my patent), then therefore was able to present a (4) time better picture than HDTV, (without added equipment). It was Sixteen times better than the U.S. 525-line system). That was exactly what the medical people were seeking. It was awesome, for that time of T.V. development !

NOTE #3 A copy of VARIOUS Pages, (dealing with the Educational part of the dated original, TV 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, with each classroom teacher 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.”

“Carmin Cifaldi 3/11/1978”

NOTE # 4

Provide **15** or **20** best qualified Teachers “Master Teachers” (MT). 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”, 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 State-approved curricula.

NOTE # 5 Provide in-house Studio Capability. 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. **NOTE:** See **Amy Rosen** verbatim article **11-8-06**, in the main document.

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...** orperson(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**, 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"**, {teaching **"TRADES"**, such as Woodworking, Printing, Welding, as opposed to English, History, Mathematics, etc.}, as practiced in the **1930/1940** era. 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. **SEE Notes 18 ... 20 ... and 31.... herein.**

NOTE # 6 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 reducedor even..... phased out !

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

Increasing of Class size, produces diametrically-opposed results (favorable) 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 (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), **NOT** counting the benefits of the belated education of adults, with **all the attendant benefits to them-selves**, the State and the U.S. Government !

NOTE # 7 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 prohibitive**.

NOTE # 8 The Benefit of TTEC to parents. **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** regard for themselves, to be better educated.

Then, we have the parents who **DO** recognize the benefits of becoming educated themselves, and therefore, at their leisure, avail themselves, in their own home, the tapes brought home, and/or creating 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 School System/State/ Federal Government ! Interested adults, as well as foreign-born, without children/students of their own, may borrow tapes from relatives, friends or a Public Library.

NOTE: More and more States, [circa2005], are allocating resources, in an effort to educate, interested adults !

NOTE #9 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, as opposed to books being updated, every three to four 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 interconnected 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)!**

NOTE #10 The **Master Teacher** will be one of proven educational prowess. As noted in the Main TTEC document, more and more, different States are committed to training/selecting/retaining/hiring of the brightest teachers possible, to teach ... **THEIR** ... students ! The public has got it right. **Poor teaching** is indeed **PART** of the **problem**. 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)!

NOTE # 11 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 a **“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.

NOTE #12 The TTEC System is **unsurpassed** in **providing security**, for Students, Teachers **and** property. 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, or a **Panic Button** to Security, or **Police Headquarters**, at his/her discretion. 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 also has darkness-viewing capability, as well as taping means(**24/7/365**), **EXTERNALLY**, 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, **“that 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.

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

NOTE # 13A “The Dominican 1978 proposal cited that National Security would be greatly advanced.. As all schools will be wired together, and in the General Assembly Mode, impending inclement weather (such as hurricanes, tornado warnings, etc.), will be effected”.

“Any other event which would require immediate mass-communication/alert, could advise the children to inform their families, which would improve survivability/ injury-reduction capability, for the general population”.

NOT mentioned in the **1978** proposal, but as a natural outgrowth of the TTEC System, many Governmental buildings could, and **should**, be made part of the School System network. (as the author **suggested and had done**), in the **Paterson, New Jersey**, Fiber-Optic line network).

NOTE #13 B “Notice of, and reaction to, disasters, and medical emergencies, for all sections of the country, especially those, in remote regions, would assure early action, to remedy same and/or provide assistance”.

NOTE # 14A Some Colleges/Universities offer Lectures, for a fee, for all parties interested, in the person of note, and/or the subject of the lecture. This **wonderful ability** is inherent in the TTEC System. The person giving the lecture may or may **NOT** be a regular part, of that institution’s faculty.

NOTE 14 B The person, paying to receive that lecture, also, **may** or may **NOT** be, a student of the College or University, (**per se**). Basically, the Institution would offer the lectures to anyone, who pays the fee.

NOTE 14 C In the TTEC system, (**student, per se**), refers to certain professors/ teachers, in higher-level educational institutions, who might desire to hear the lecture themselves, for any of myriad reasons, such as improving/updating their OWN grasp, of the subject being offered.

NOTE 14 D Some Colleges/Universities... Many educators themselves/other scientists, would be happy to participate in, a **(2)** or **(3)**-hour lecture which was to be given by **STEPHAN HAWKING**, “(probably the greatest living theoretical physicist, alive today” [circa **2007**].

NOTE 14 E How many thousands of people would pay **(\$ 100.00)**, for the privilege, of viewing **AND** attending lectures, by world-known experts ? The TTEC system, being hooked up to the Internet, would have that ability, (much like Cable’s Video-On-Demand), to broadcast/be received by anyone, throughout the world, **(if desired)**.

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 original **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**)!

NOTE # 15 TTEC assists in the assimilation of foreign-born, non English-speaking inhabitants of the U.S. 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 # 16 **ALL** Schools, in **ALL** States may be tied together, 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!**

NOTE #17 TTEC would get **BONAFIDE** educational results in a very short time .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, **EQUAL 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 !

NOTE # 18 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 the equipment, and transmission of same, are getting valuable **“hands-on”** experience, in many different facets of operation, associated with that profession. See **NOTE 31 herein, Wemrock Brook, 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, an **additional learning experience !**

The students would get a good 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!
See NOTES #20 & #31 herein.

NOTE #18 A 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 number .. 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... and more.. see the main document herewith, ©1978 (“Two Teachers in Every Classroom”) TTEC” !

NOTE #19 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.

NOTE # 20 The fulfillment of **another benefit** in the use of TTEC, is 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.

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). **See NOTE # 31 herein**

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.

NOTE # 21 City of **Paterson, New Jersey** tied all **54+** schools together. The more schools tied together (and even between cities/counties/states), the **more effective/ UNIFORM, will be the system of education.**

NOTE # 22 2003 June 9, State of **Florida, Governor Jeb Bush** limiting class sizes. 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.**

NOTE # 23 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 !**

NOTE # 24 2006, Feb 2, **Maryland State Superintendent Grasmick’s** Panel states **“the importance of continuing funding for adult education”**. 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.

NOTE # 25 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 !**

NOTE # 26 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.

NOTE # 27 "May 7, 2006 E Mail to Newsman Dan Walters of Sacbee
Dan Walters 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 **Nine (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,.... 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 Fifty Million Dollars, (\$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 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 Sixty or Seventy 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 : Thirty-five (35), 4 th-grade classrooms, (with Twenty-five (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 One (1)[MT] and Thirty-five (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, if they have children/relatives, in the system, or not, (via 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 !“

NOTE # 28 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, (from the ground up), in Mexico. 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, and how many tubes he was making (and the reject rates). He said that **“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”**.

NOTE #29 1st Patent #5,703,636 12-30-1997, Hi-Resolution Optical Communication System **“HiRocs”**, was the system which was going to be instituted in the City of **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**; Teachers and pupils security system, **Police/Fire/ Medical access**; **FREE** Internet access; internal, as well as income-producing Telephony; mass communication in high-definition form/ display television, plus automatic utility meter reading (which in itself provides many useful activities).

NOTE #30 - 2 nd 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:

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".

Unfortunately, back then it was considered suicide, (politically), to impose said types of taxes. **Note:** This meeting took place, face-to-face, with 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]! I would **NOT** care to embarrass **ANY** of them. Evidently, the passing of years, such, **STILL** is **NOT** feasible either! The Federal Government still would rather throw money into private Companies, **hoping they will solve The U.S. Government's problem!**

To be fair, I also presented this plan to many Federal politicians, ostensibly, from a Public Official, [myself, as Chairman of the Energy Commission of Passaic County, N.J.] who was supposed to know about energy. This obviously had **NO RESULTS** 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).

NOTE # 31 Pages **N 23 thru N 26** are all part of **NOTE 31**

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 Two (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.**, Executive Editor, of **GREATER MEDIA NEWSPAPERS** for permission, to print, the well-written informative article, by **Amy Rosen, Staff Writer.**

This article 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: See **Notes 18 & 20 ALSO herein.** 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 !

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”!**

Added 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!**

Note 32 Subject: “How Japan Stole the US Television Industry”

Oct 7, 1990 by Pat Choate Washington Post Special . . .

Date: Thu, 29 Dec 2005

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

Date: Sat Dec 24 10:02:10 CST 2005

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 4:51 PM

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 . . .”

“ 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, could seriously shortened 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.

“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 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 just 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. 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 Ten Million (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, right where it was attached to the Cathode Cylinder, after so many hours. 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 (both Black & White), and LATER Color Guns, 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)! Now, 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 life of the 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/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, projection-TV sets which still NEED Cathode-Ray Tubes, as a basis for projection, are also being phased out.

“The market today, (2004), 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 Japs, ““what the Japs 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 2,000-line (horizontal line) system. This was versus the U.S. 525 line system AND/OR the vaunted Japanese 1,080-line system, (HDTV)” .

“ See the main TTEC document which describes part of the germination for a TTEC teaching system, relative to a SPECIAL PURPOSE CRT, I made [circa 1950] “.

“ My 2,000-line-capable tube could display a tremendously finer-detailed picture,(far superior than the Japanese HDTV). It was meant to be for 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 2,000-line system, was not able to be used, because, (pre-cable use, and/or streaming transmissions), it also required (4) times as much bandwidth, (re: the Double –Quadruple Law), as the Japanese 1080 system”.

“ Relative to the American 525-line system, my 2,000-line system needed (16) 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 is as a special purpose use”.

“ 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 frequencies, which would have been necessary to join together, to accomplish same. Who is going to give up his allotted frequency, go in partners with or become subservient to” ...?

“ Then, of course, when Technological advances, COULD permit that usage, 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 pioneer theirs” .

“ Therefore, WE Americans are continually paying higher prices for HDTV, as well as paying EXTRA to RECEIVE AND WATCH it. By the way, MY 2,000-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,[with NO other cost(s)], for the consumer”!

“ I eventually received a Patent for my system, [circa 1997], 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, it was finally Patented, effective Dec.30, 1997. Patent #5,703,636”.

Check it out on Google ...[Cifaldi,carmine](#) Also see www.WIKIBOOKS – [Television Manufacture and Repair](#)

“I am sure , that there are other American industries, under-going the same traitorous happenings, almost as if the elected officials want to see the American way of life decimated “.

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 Cifaldi”

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 **2nd** place !

PEDIGREE for **Carmine Cifaldi** 8-1-2007

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 at **GOOGLE : Television Manufacture and Repair** OR WWW.carminecifaldi.com or see via Yahoo, www.cifaldi.org See also: **Google, cifaldi,carmine**

2007- June Accumulate material for book **Introduction to the Ideal Educational System © 1978 “TWO TEACHERS IN EVERY CLASSROOM”**, to be published in **NOVEMBER 2007**.

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, which also precluded freezing problems; also with super-efficient sun-collection capabilities . **Info available ... GOOGLE ... & ... ASK us.com ..** (See... cifaldi,carmine)

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

2000 – Conceived, designed an automobile **Child Restraint Seat System** with unique characteristics, far superior to anything on the market today **NOT** Patented.

Info available

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 ! ? !

Info available....

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.

Info available

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)..

Info available

1997 – **Dec 30**, Received **Patent # 5,703,636** for the **High Resolution Optical Communication System--** [Full motion, in Real-time, Video Telephone], **(HIROCS); [2,000 Line System]**, [**DECADES** ahead of the **Japanese HDTV**]. This was based on my Television background and my **1950** era foray into High-Definition Movie Camera Filming, of a **Laparoscopic Gall-Bladder Removal**. See in my Website at:

NOTE: See the **Herald News, N.J.** article, dated **Sept 22, 1997**, with my picture and an article of the possible use of the Patent, on my Website.. WWW.carminecifaldi.com

More information contained in **NOTES** hereto, in **NOTE 32**, also see **(cifaldi,carmine)** in **ASK us.com** AND in **GOOGLE (U.S.)**.

1996 May 14, 1996 Filed for Patent on **Video Telephone**

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

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.

Still valid Info available ...

1983 – Personal energy-advisor to **State Senator of N.J./ Paterson, N.J. Mayor Frank X. Graves; State Assemblyman Ozzie Pelecchia; 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**, [N.J.], with **Assemblyman Pelecchia**. Ultimately got **NONE**. Matter of Public Record. **Info available**

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.. A reference to a powerful Educational system, suggested a modern, unique, effective, highly Technological Educational System named **“The Ideal Educational System, “Two Teachers in Every Classroom”**, ©Copyright in **1978**

1978 – Started a 740-hour course in Law, and was awarded a Law Degree by **Blackstone School of Law, Texas, October 10, 1985**. **More Info**

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

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

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”**, modified later (April **2002**) using hot water, super-efficient collection system, coupled with enhanced heat-storage capability. See **GOOGLE & ASK us.COM**

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

1965 – Built and sold T.V. tubes used in RCA, Sylvania, GE, Sony, Sharp, Sony, Olympic Radio, etc. T.V. sets. Page **Info available**

1965 – Conceived, designed, built a **Ray-Gun** (Electron-Beam precursor to Ion-Beam welder), for my son's school science project. See **2000** herein –Electronic **ION Beam Welder**.
Info available

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, Long Island City**.
Info available

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.
Info available

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

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.**, Division of **Bendix Aviation**, in **Ohio**.
Info available

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. 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.**
Info available

NOTE cont'd: When interrogated by a panel of experts (of different disciplines), [on the T.V. show], as to how would I 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, “ **(a whole lot cheaper to set up and maintain, than gas stations)**”. **ITS TIME HAS COME (circa 2005)! Hey 2009: HANG IN THERE, IT'S COMING!**

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“! [Circa 1990's].

NOW THEY BRAG ABOUT IT! I GUESS, ITS TIME HAD finally COME!.

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

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

1960 – Attended **William Paterson College** for approximately **2½** years, earning some **42** credits, did **NOT** finish, earned **NO degree**. **Info Available ...**

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. **Info available**

1958 – Invented, (not patented), a **Solarcell-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** **Info available**

1957 – Set-up (**6**) Television Tube Manufacturing Plants 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. **Info available**

1957 – Designed, built (**6**)-position **high-vacuum**, aluminizing machine with exceptional characteristics, (also known as “**Sputtering**”). **Info available ...**

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. Supplied means to **de-focus** the electron beam and **disable “sweep” circuits**, thereby projecting a picture of the Cathode coating, hidden inside of the **1st** Grid, but Electrons are accessible through the aperture., [**40,000th** diameter hole] in the Grid!

The T.V. screen displayed a round, lighted spot, [about the size of a Silver Dollar], which appeared on the face of the tube. It was “**read**”/ **interpreted**, (much like a Doctor reads “**X-Rays**”). **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 gas reading). This 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**.
Info available.....

1956 Built my own “**Square--wave** “ Generator. Built my Oscilloscope, also used my own personally hand-made **Oscilloscope C.R.T.**, therein. Used 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 **2,000-line** picture , (U H D), **Ultra High Definition**. The CRT was used, to photograph from, and to be used in conjunction with, an **High-speed, High Resolution, Film Camera**. This was superior to the **HDTV**, as promoted by the Japanese in 1996...40 years later.
Info Available....

1955 – Took a **4-year Engineering Math course** , with a personal tutor, a **Professor**, who was teaching at **Farleigh Dickinson College, N.J.** which was completed, in (1) year at (3) (4)-hour days each week) .
Info available ...

1955 – **Invented/fabricated**, a mechanical 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.
Info available ...

1954 – Invented, designed and had built, **Glass Lathe**, with compressed-air head for quick easy grabbing all shapes and sizes of CRT's,. It also provided a Quick release of the CRT. Became adept at several types of glasswork.
Info available ...

1954 – Became adept at repairing Glass Hi-vacuum pumps, **NOT** expert, but comfortable with, AND performing Glass-blowing repairs/techniques.
Info available

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

1954 – Designed/built, De-ionizer/Demineralizer used a high capacity (4)-bed **see-through unit**.. Designed, built, a companion unit, consisting of, rock, sand, and **activated-charcoal**, which in turn was to be used with a **STAINLESS-STEEL, STACKED FILTER**, for water cleansing (down to 1/10th of a micron), for water purification.
Info available ...

1953 – 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 improvements for manufacturing T.V. Tubes– acknowledged leader in T.V. Tube manufacture.

See my Web site www.cifaldi.org , for a picture of a RAY-GUN, designed by myself, [an original drawing], for my son's "See and Tell" dissertation in grammar school Jan 17, 1965. Also see my drawing of 4-25-1996, which depicted a magnetically-deflected, automatic focus Electron Gun.

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, New York**. **Info available**

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. **Info available**

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. **Info available ...**

1950- Took a **10** book, correspondence course , (**6** mos.), generally taught to the U.S. Navy personnel, regarding **basic Electricity** and then **Electronics**, starting with the structure of the Atom, into magnetism, electricity and then the rudiments of Electronics progressing to 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. Also repaired hundreds of television sets. **Info available**

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 (need **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:

(Moore McCormack Liberty Ship, (brought grain to Le Havre, France));

Adrian Victory which transported **600** horses to **Gdynia, Poland** , (thru the **Kiel Canal**, into the **Baltic Sea**);

Ernie Pyle, C- 4 Troop-ship, brought **German Prisoners of War FROM** the **U.S.**, back to **Bremerhaven, Germany** and then returned with **3,000+** American G I's, to **New York City, (to a Tumultuous Welcome.)**.

1945 – Invented a Basketball play, (“**Allez-oop**”), which ultimately, was adopted by the Pros and later Colleges, (albeit, **without their knowledge of my discovery**).

Info Available

1945 – Won boxing Light Heavyweight, (**175 lb**), Championship, Novice Class, in the “**Diamond Gloves**”, in New Jersey, (like “**Golden Gloves in New York**”).

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**. Turned down a **4 yr** Basketball scholarship from **John Marshall College**, to go back into the Merchant Marine. Was recruited ,to go to the Merchant Marine Academy, by Chief Engineer of Adrian Victory. I declined that offer too.. – tested and found to have an I.Q. of **153**, at age **17**.

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 Science), one marking period, other Grades, **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**”). **Info available**

1939- Built a **Crystal Radio**, then a **Super Heterodyne** (SUPER HET), at **11** years old .

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 more information about the Author, SEE **cifaldi,carmine in GOOGLE**.

ALSO : WWW.cifaldi.org via **Yahoo** or WWW.Carminecifaldi.com via **Google**, for Author’s Website .

I can be reached, [**circa 2007**], at my home at 7435 Fairlinks Court, Sarasota, Florida, **34243**, or **941-351-8616** or ccifaldi@tampabay.rr.com

ADDENDUM TO TTEC

August 19, 2007. According to officials of the Philippine Government, it appears that an Educational system, resembling my © **1978 The Ideal Educational System, Two Teachers in Every Classroom**, is now being implemented in the **Philippines** ! ? ! They are collaborating with China, to start a **5-year, 500 Million Dollar “Cyber Education Project”, [C E P]**

Unfortunately, some ignorant elected governmental official(s), are trying to sabotage that forward-looking system. Although, not quite as versatile as TTEC, it is an **excellent first step**. This is my analysis of the parallel benefits and/or differences, between the **2** systems, ... their **[C E P]** and my **TTEC**

Earlier herein, I said, the Laparoscopic operation, **[Feb 6, 2007]**, supplied the **Omega** to my **Alpha**. **Now once again**, I need similar words to express that same theme. This time, it comes as complete vindication of the **TTEC** Concept, I first advocated, some **29** years ago, and eventually **copyrighted**.

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, (see Note Page 11, 2nd PP herein), which will be taught, in real time, by 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 taping of all proceedings. Further, it will provide the children with an opportunity to participate, in ALL phases of televising, which will provide “hands on” experience, for ALL pupils !

3. **CEP delivers service via their Satellite.**

TTEC delivers service via Fiber-Optic Cable, while also have the capability to receive Satellite transmissions. TTEC also provides local built-in Security Services [Fire, Police. etc], with the same Fiber-optic network .

4. **CEP is designed to cover 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]. It is 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 line. Since that system would qualify as a “Telephone Company”, it would also provide cheaper incoming 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, to 256,618 students, live broadcasts of content, lectures, and presentations from Teachers.

TTEC will deliver to Thousands/Hundreds of Thousands/millions, content, lectures and presentations from Teachers, as well as lectures, given by world -noted persons, members of academia and elected /appointed Governmental officials, to Hundreds of Thousand/Millions, of students...simultaneously.

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.

Note: It is **NOT** clear, how all the channels will be seen **NOR** how or where the students will sit, to receive the lesson. With only (4) T.V. sets per school, what subject could be taught, in (15) or (20) minutes ? **BUT, IT IS A BEGINNING !!**

TTEC will provide each school, with a Multi-media Studio, and each class with a T.V. set, and T.V. camera. Each school will have a Central control office AND a Security office , which is also tied in to 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.

10. CEP provides, according to the National Economic and Development Authority (NEDA), 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 256,618 Students, [90 % of the Student population]. Philippine officials, released these statistics, also.

TTEC, in (5) years, should 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 in (1) SUBJECT ONLY, to become superior. School Education Director Lorenzo Mateo opines, "training those 15,000 public school teachers", (1 Teacher for every 17 Students), "to become experts in a single subject, takes years and is costly"

TTEC teaches, to train less than 1,000 public School Teachers, would be needed to become expert (Master Teachers). Explanation: 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, it 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, 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 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), 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 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 are, [2004], and are increasingly continuing to **matriculate** more **Engineers/Scientists**, than that of the **U.S.**, or of **ANY other** nationality, in the coming years. This alone, **portends dire warnings, to the U.S., the free world, reminiscent of Japan [1938].**

They are, [2004], and will increasingly matriculate, more Engineers/Scientists than that of the U.S., or, of ANY other nationality. This alone, portends even worse dire warnings to the U.S., (the free world), reminiscent of Japan in **1938**

KHRUSHCHEV, outright, promised, to **“Bury the United States”**. Because of that threat, the **U.S.** Government, was 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, 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!** **They know that** . The deal with the **Philippines**, indicates they are working towards that Educational problem. I am sure they are working on the other shortcomings., **WITH OUR DOLLARS! [NOW]!**

REMEMBER: THIS IS THE COUNTRY THAT BUILT THE GREAT WALL, WITHOUT MODERN EQUIPMENT!

Generally speaking, I would have included **EDUCATING THE MASSES!** **They know that also** . The deal with the **Philippines**, indicates they are already working towards solving that Educational problem. I am sure they are working on the other shortcomings, **WITH OUR DOLLARS! [NOW]!**

Remember: CHINA is the country, that built the Great Wall, WITHOUT, modern equipment!

Sadly, I must end this book, on a somber note.. However, I will persevere in my attempts to **GET THE U.S. GOVERNMENT, TO ADOPT THE USE OF my SUPERIOR EDUCATIONAL SYSTEM, .. TTEC ..** this Sept. 4, 2007. Would it make any difference, if I dated this **warning**, September 11th ? (9/11) ? ! ?

Our Grand-children, & their children, are depending on us TODAY to protect them, for TOMORROW, and for their life time !