

From: Marc Hauser <[REDACTED]>
To: Jeffrey Epstein <jeevacation@gmail.com>
Subject: Re: follow up
Date: Tue, 26 Jul 2011 12:07:36 +0000

can i count on you for the seed to get this going? it would help a lot.
i of course appreciate your support. i am also sorry for this shit
levied at you.
-marc

On Tue, Jul 26, 2011 at 8:05 AM, Jeffrey Epstein <jeevacation@gmail.com> wrote:
> I am going off line tomorrow, for the summer,, we can resume in sept. try
> to relax. i know what you are going through. its disgusting.

>
> On Tue, Jul 26, 2011 at 7:56 AM, Marc Hauser <[REDACTED]> wrote:
>>
>> but it has to be based in the sciences of learning and plasticity.
>> their problem is that they are not thinking about core cognitive
>> functions such as attention, working memory, problem solving, and
>> self-control, and how each of these can be targeted and enhanced. that
>> the curriculum is outdated is a fact. there are some interesting
>> companies trying to breakout, such as Quest Atlantis.
>> we will have to have this out!

>>
>> -marc

>>
>> On Tue, Jul 26, 2011 at 7:52 AM, Jeffrey Epstein <jeevacation@gmail.com>
>> wrote:

>>> this is what gates is currently doing. it is not very intersting. no
>>> science , just experriments in a western culture with an out dated
>>> curriculum.. there are now thousands of hours of those tapes. ..

>>> BORING..

>>> can the material be seperate from the learning.. of course not..

>>> learning

>>> about food location is not the same as the norman conquest.

>>>

>>> On Tue, Jul 26, 2011 at 7:38 AM, Marc Hauser <[REDACTED]>
>>> wrote:

>>>>

>>>> here's the model:

>>>>

>>>> One School: An online approach to solving a universal education problem

>>>>

>>>>

>>>> 1. Every parent wants their child to have the best possible

>>>> education, to learn important things and to be able to use their

>>>> knowledge as they move forward. I assume no one disagrees.

>>>> 2. For any given content areas, there are great teachers all over this

>>>> country.

>>> 3. The quality of a teacher interacts, however, with the type of
>>> learner. There are N different types of learners; the number is
>>> greater than 1 and definitely less than 100. Some of the variation has
>>> to do with the modality in which an individual learns best (e.g.,
>>> auditory, visual), and some with the abstract-concrete distinction.

>>> 4. Take a given area and find the best teachers in this area for the
>>> particular grade level, and for each of the kinds of learning style.
>>> Video tape their lessons.

>>> 5. Now the innovation: for each lesson, imagine that there are
>>> critical branch points where the teachers asks the student a question
>>> about the material just delivered. There are, let's say, 5 different
>>> answers a child could give, and we have sampled the space sufficiently
>>> to know the most common errors. Depending on the student's answer,
>>> the video branches off into different lectures that capture the error
>>> and how to address it. Thus, each lecture is hierarchical. One path is
>>> for the kid who gets everything. Another is for a kid who stumbles on
>>> one part, but is fine with the others. The lecture therefore keeps
>>> branching at each juncture to address a problem, or gets back onto a
>>> track once a key issue is well understood.

>>>>

>>>> With this model, schools function in a different way. They are places
>>>> for socialization, for social activities, for emotional development.
>>>> But with this model of education, we have One School that does all the
>>>> teaching with the best teachers in the country for each core area of
>>>> education.

>>>>

>>>> What this would require is accumulating evidence for each area for the
>>>> kinds of difficulties students have with material, so that the
>>>> lectures can branch appropriately. And it would require recruitment of
>>>> the best teachers, creating a competition that would like bring out
>>>> the best.

>>>>

>>>>

>>>>

>>>> On Tue, Jul 26, 2011 at 7:38 AM, Marc Hauser <[REDACTED]>
>>>> wrote:
>>>>> jeffrey
>>>>>
>>>>> the stuff i am developing has the potential to go to charters as
>>>>> well.
>>>>> i want to develop software the can do online learning in a very
>>>>> elegant way. Am attaching a sketch of the model. I agree about the
>>>>> mess in education, and many ideas to develop. But need a base to
>>>>> create, and the resources to do it.
>>>>>
>>>>> the criminal angle is simply one hook to get some funding. but the
>>>>> more important point is that issues of self-control are predictive of
>>>>> academic achievement! low income kids have lower self-control and
>>>>> poor
>>>>> academics. there are powerful techniques to improve self-control, but
>>>>> they have yet to be elegantly developed and applied in the public
>>>>> domain.
>>>>>
>>>>> how do you propose we move forward? if you donate the funds to the

>>>> Center that is linked to the Penikese School, I can use to develop
>>>> these tools and then shop them to all sorts of educational arenas.
>>>> Teh
>>>> brain plasticity issue is red hot. Most are focused on working memory
>>>> because of the application to alzheimer's. No one has really caught
>>>> on
>>>> yet to the self-control part, but it is ripe for developing
>>>> applications. I just need the resources to bring the relevant players
>>>> on board and make this happen.

>>>>
>>>> thoughts?

>>>>
>>>> marc

>>>>
>>>>
>>>> On Tue, Jul 26, 2011 at 7:25 AM, Jeffrey Epstein
>>>> <jeevacation@gmail.com>

>>>> wrote:
>>>>> I think your better place and future is with all the money now
>>>>> wasted
>>>>> on
>>>>> charter schools.. you can posit that individuals have different
>>>>> learning
>>>>> methods. these methods MUST be front and center , so one is not
>>>>> attempting
>>>>> to insert Apple software in to Pc hardware. tough example, I
>>>>> belive
>>>>> afro
>>>>> american learn kinestically, . if you let them jump around the
>>>>> class.
>>>>> they
>>>>> will do better.. the first thing we do is tell them to sit in one
>>>>> place
>>>>> and
>>>>> listen.. you can deal with the gender differnces in math learning.
>>>>> STAY
>>>>> away from criminal work. It will be bad for you. I cannot do that as
>>>>> a
>>>>> test... no amount is carved out by definition , but it is totally up
>>>>> to
>>>>> you
>>>>> tonegotiate terms and conditions.

>>>>>
>>>>> On Tue, Jul 26, 2011 at 6:39 AM, Marc Hauser <[REDACTED]>
>>>>> wrote:

>>>>>>
>>>>>> dear jeffrey
>>>>>>
>>>>>> thanks for thinking about how to help. i am considering two
>>>>>> non-profits, one the school that i mentioned where there is a
>>>>>> possibility of creating a center for cognitive enhancement and
>>>>>> brain
>>>>>> plasticity. here is the link to their donation site:
>>>>>> <http://www.penikese.org/donate/ways-to-give/>

>>>>

>>>> would this work?

>>>>

>>>> here are a few questions:

>>>> 1. could you do 75k or 100k? with this amount, we could really develop

>>>> the tools to have a suite of tasks targeting specific aspects of brain

>>>> plasticity and enhancement, with elegant interfaces.

>>>> 2. would you set up the so-to-speak constraints, that the funds be targeted specifically for the work i wish to do, or would this come from me?

>>>> 3. do you imagine carving off some amount of the contribution to the

>>>> place itself so that they feel as if they are getting something as

>>>> well? of course, they are getting something potentially big with the

>>>> program i am bringing, but

>>>>

>>>> i am meeting with the other organization this friday and will have a

>>>> better sense then.

>>>>

>>>> here is the basic idea, insight, and approach.

>>>> Brain plasticity, self-control, and the reduction of career

>>>> criminals

>>>>

>>>> 1. career criminals cost society \$1-2 million dollars each.

>>>> 2. career criminals reveal signature of self-control problem:

>>>> repeated offenses despite punishments, interventions, etc.

>>>> Self-control problems are the single best predictor of career

>>>> criminals

>>>> 3. capacity for self-control matures over development; youths have

>>>> best shot of change due to neural plasticity

>>>> 4. if we can prevent youth crimes or arrest recidivism, massive

>>>> savings; this is an international problem, so there is opportunity

>>>> for

>>>> work abroad as well.

>>>> 5. early assessments of self-control are highly predictive of

>>>> future

>>>> delinquency

>>>> 6, self-control as an exhaustible short term resource... like fast

>>>> twitch muscles

>>>> 7. self-control like long term slow muscle for strength and

>>>> support

>>>> and can be strengthened

>>>> 8. we have powerfully reliable and predictive assessment tools for

>>>> self-control

>>>> 9. we have a rich set of tasks that can improve self-control,

>>>> specifically targeting brain plasticity and mechanisms for

>>>> inhibitory

>>>> regulation.

>>>>

>>>>

>>>> Put 1-9 together and we have a model for both early prevention of
>>>> crimes as well as for reducing recidivism.
>>>>
>>>> Goal: to develop more sophisticated, computer-based tools to assess
>>>> and intervene on self-control and reduce crime, especially the
>>>> number
>>>> of career criminals that cost society millions of dollars.
>>>>
>>>> best,
>>>>
>>>> marc
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