

Energy-Ingenuity
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Attention:
Parents, Educators,
and Scientist

Dear curriculum advisers:

As instructed by the Texas State Board of Education and the TEA, I am submitting this supplemental curriculum regarding a part of the “TEKS”, Unit 13 Magnetism and Electricity, to school districts all over the USA. This peer-reviewed paper has been published as a book, “Wardforce”, which should be used as a supplemental curriculum. It is short and to the point. It is also simple enough for children to understand (unlike my patent which claims energy from Magnets). This book gives every detail required to build two devices allowing you to see how Wardforce is isolated from the North and South Poles. This gives a much better understanding of the relationship between magnetism, electricity, and the world around us.

I consider myself to be a Discoverer but, the Federal Government calls me an “Inventor” because of U.S. patent #7,531,930, Energy Producing Magnetic Converter.

Energy from Magnets is NOT “perpetual motion”. Before the U.S. patent office would except my application, “claiming energy from Magnets”, first, I had to PROVE that another part to the Magnetic Field exists, that is not a Pole at all! Wardforce is isolated by causing forWARD and backWARD motion, or attraction and repelling, without swapping ANY poles.

The book provides a list of materials needed, where to get the materials, drawings, pictures, written instructions and all the information needed for building two different devices. With these devices (which took me approximately one day, and cost roughly \$200), they allow to you to isolate Wardforce from the North and South Poles, know HOW TO use Magnets for generating energy, cause a greater change in amplitude, demonstrate Space Travel, duplicate, etc.

Two people from NASA described my prototype as a “Tractor Beam” (the end result is the same) and defined it by saying that this was “wirelessly and remotely controlling something against its will”. Obviously, by causing a piece of steel to come to both Poles and then go way from both Poles, that is space travel! In order to demonstrate Space Travel here on Earth, you are required to duplicate GRAVITY AND ANTI-GRAVITY! Either way, this allows you to DEFINE gravity and anti-gravity, by duplication. Should YOUR students be allowed to KNOW how these reactions are caused? This will give them a better understanding of this relationship between magnetism, electricity and the world around us.

A current goes up your arm when you pinch it, and “current” is defined as the Magnetic Field in motion. This other part of the Magnetic Field that has been isolated from the Poles, is the same part, which is used by our body!

As conveyed by the Texas State Board of Education, and the TEA, funds are available for this supplemental curriculum. They have also informed me that ALL Texas school districts have access to these funds for supplemental curriculum. The point is, as required by the TEKS, this book will help your students achieve a better understanding of this relationship between magnetism, electricity, and the world around us.

Think of what YOUR students might discover or what YOU might discover. Maybe something else, much greater, than what I have discovered. If we don’t teach others what we have learned, what good does it do for the future of our children, or mankind? Help make America GREAT again.

Please respond, respectfully,

Sign and give to a School, that is, if you want YOUR children and Grandchildren to be allowed to know how these reactions are caused. ONLY you can require this knowledge to be shared with your students and children.