

May 7, 2006
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 **(8)** years ago. (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 (#) (predominantly Latino).

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

Other cities, such as Union City, Burlington, Irvington, Camden, Gloucester, East Orange and 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, even more students from High School, than their less-funded brother students, in the rest of New Jersey.

Because of the careless way the authorities erroneously calculated cost per student, 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 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 !

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 renovations done in School/City-owned buildings. 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, ...surely 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, who **could least afford it**.

Mr. Gates said in words in effect: The system is broken, take this money, and fix it ! All THEY (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.

Do you think, that they are really trying to solve the problem? If they did, what would they do then to earn a living? Organizations that have many prestigious persons on their boards of directors, just do **not** have the knowledge to solve/end the crisis.

You, Mr. Dan Walters were right on AGAIN ! When you 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”

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

For the past **25+** years, 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, that MORE MONEY would solve the problem. New Jersey’s track record, PROVES how wrong that is, and continues to be ... the WRONG approach/solution !

I say **25+** years because, in **1978**, I devised an unique educational system to economically, EFFICIENTLY, EDUCATE THE MASSES. I entitled this system “**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., residing in each and every classroom in the system! The

[MT], will be assisted by **Teacher #2, (Adjunct/Assistant Teacher)**, present in each and every **LIKE-GRADE** classroom.

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

The **[MT]**, was previously tested by the State, and has been rated a **SUPERIOR** teacher, of English. The **[MT]** is teaching ALL the **(875)** students, **SIMULTANEOUSLY**, without regard to the **student's race/color/creed/economic circumstance**. You have now effectively attacked and **OVERCOME**, several of the often-decried obstacles, as hereinbefore cited.

Since EACH day's lesson(s), are being video/audio recorded. They are available for home-study, for their younger brothers & sisters, 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 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 same now ! **The TTEC system allows the Adults to pursue further Education, in their own home, ... at their own pace,... in their own allotted time !**

I would be happy to E-mail the **(98)** page document, **[c] 1979**, **(Two Teachers in Every Classroom TTEC)** if you are interested!
Yours truly,

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