

**From:** Rick Orloff [mailto:rick.cpa1@verizon.net]  
**Sent:** Sat 6/17/2006 1:37 PM  
**To:**  
**Subject:** RE:

Dear \_\_\_\_\_,

Now that \_\_\_\_ has his diploma in hand, I would like to have a candid discussion.

On one level, when we spoke, you were a refreshing breath of air compared to many I have spoken to in the Government schools. You were cordial, professional, courteous and friendly. In as much as \_\_\_\_ not meeting his deadline, and his responsibility – you were right on the mark. If he failed because of not meeting his responsibilities and didn't graduate – oh well! Neither his mother or I ever believed in molly coddling our boys. We have made them responsible for THEIR actions and they have always been made to bear the consequences since they were born. We want them to be responsible men, fathers, husbands and citizens with some leadership ability. So for your part, well done.

On another level, I was appalled when I saw what the assignment was. \_\_\_\_ had similar projects in 5<sup>th</sup> and 6<sup>th</sup> grades in Upper Bucks Christian School. It appears that dumbing down is an accomplished fact. \_\_\_\_ has freely admitted that he didn't learn a thing in his senior year. \_\_\_\_ is by no means stupid. Neither is he an academic star. A blind man could see throughout the year, he was not challenged, and had virtually no work. His senior year was hollow. One of his friends said it's a joke over there. So despite awards and rhetoric of "working hard" and all the other accolades to the contrary, the impression I am getting on the street and people to people level, is that QCSD – notably the high school – is failing the community. A sign in the hallway at Upper Bucks Christian School says "Better to deserve honors and not receive them, then to receive honors and not deserve them". It appears the opposite ethic is true at QCSD with a huge number of kids making honor roll and thousands of "Proud Parent" bumper stickers. The cream always rises to the top.

We have two other boys. One has graduated from Upper Bucks and is in engineering at Drexel on a full Army ROTC scholarship (only 4 out of 60 received it). He did not have "integrated math" – he had – dare I say – real math. He received a 1280 in his SAT and he was in the MIDDLE - 50% percentile of his class at Upper Bucks. Anecdotally, he and all his friends at Drexel came from a private school setting. I'm sure there are public school kids at Drexel, but his inner circle of Drexel friends are disproportionately from private Christian or Catholic schools (six out of six). From what we have learned and experienced, we have decided as parents that number three son will not darken the halls of QHS.

So – I would ask is this kind of curriculum and assignment handed down and you have no choice but to follow it? Are you trained and expected to do this by what you learn in teachers college? Or --- are does each teacher design their own curriculum and assignments?

I will be as open or as confidential as you want, meaning I will leave your name out of any public discussions I have. But I am greatly interested in learning what you have to say, both personally and what you perceive is the beliefs among the teacher culture within QCSD.

Something else to keep in mind. In Pennsylvania, we test using the PSSA. Most of the rest of the country, uses Iowa or Stanford achievement tests (as does most of the private schools). PA does not score well compared to the rest of the country, and the country does not score well compared to the rest of the world. Not with standing our low standing internationally, the other countries are highly disciplined and do very well in Math and Science. We by comparison do poorly. However, the US is second to none in new jobs, business formation and overall economic

vitality. A belief among economists is arising, that our "less disciplined", carefree entrepreneurial society is more creative due to our educational system. That may be true to a point. However, it is an established fact that the engineering and science of today, creates the wealth of tomorrow. Recently, we have for the first time in many many many years, been surpassed in the number of engineers we produced. (it was China if I recall correctly). We cannot maintain the economic vitality if we do not produce the engineers.....and the only way to do that is by math and science. The auto you drive in to school every day, encompasses computer chips, metals and material stress tests, cost & production engineering, electronic entertainment, protective safety measures, and chemical engineering for fuel efficiencies among other things. The roads and bridges you drove on were designed by engineers to handle vehicle weights and volumes of traffic. These things do not mystically happen. Engineering and Science made it happen----and from what I am hearing, QHS will not be producing any engineers.

Again, I would like to hear your thoughts and the challenges you face in the classroom, and any ideas you have to make it better.

Sincerely,

Rick Orloff

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