

# Percentages don't educate

Editor: Recently, your newspaper has been carrying articles and editorials about the suggestions of three "academicians" hired as consultants on the segregation problems within the Denver schools. Your editorial page was right on target when it asserted that these individuals were impractical theorists. You should have gone further and accused them of forgetting about the real needs of students, teachers, and parents in their zeal to "statistize" Denver's schools.

How is it possible that these "intelligent" people are unable to perceive that the disruptions caused by changing boundaries are inimical to the best interests of our youngsters? I teach at George Washington High and I am finally getting to know the families of my students. Many of our faculty start preparing individual students in the ninth and tenth grades, and work with

them continuously through their senior year, helping them master the skills needed to matriculate successfully to post high school endeavors. This type of education requires stability in a student population and the trusting, friendly relationship with parents and community that comes from years of contacts.

Good education needs rapport and confidence with students and their community, ingredients that are obliterated with constant boundary shifts. The three "experts" seem to think effective learning can take place in isolation of these other relationships. I think not! Please, Judge Matsch, quit wasting the district's money on these "consultants" and rely on those who care about our students. Percentages don't educate.

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