



*New Jersey, Commission to Study the
" Proposed Discontinuance of Bordentown
Manual Training School,*

PUBLIC HEARING

Before

The Commission established under A.C.R. No. 22
to study methods of providing an integrated vocational training
program under State sponsorship and to investigate the circumstances
surrounding the proposed closing of Bordentown Manual Training School.

Assembly Chamber
State House
Trenton, New Jersey
May 19, 1955

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185 W. State Street
Trenton, N. J.

Members of Commission present:

Senator Albert R. McCay
Senator Richard R. Stout
Assemblyman C. William Haines
Assemblyman Edward T. Bowser

Absent: Senator W. Howard Sharp
Assemblyman Howard V. Ritter

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Reported and transcribed by
Dorothea Tempesto, C.S.R.

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MR. McCAY: The hearing will please come to order. I think I should state at the outset that under the provisions of ACR 22, which created this Commission, it is the duty of the Commission to study and investigate, first, the methods of provision of an adequate State sponsored program of vocational training; (b) the advisability of the proposed discontinuance of the Bordentown Manual Training School as recommended by the State Board of Education; (c) the adequacy of administrative efforts made to effect integration in the operation of Bordentown Manual Training School within the policy of the State as set forth in its Constitution and statutes; (d) ways and means of adapting Bordentown Manual Training School to provide for the current need for a vocational training school on an integrated basis.

As each person speaks, we would appreciate it if he or she would please stand as close to the microphone as possible, state his and her name and address, and also any organization that the speaker might represent. The first speaker is James W. McGrew.

JAMES W. MCGREW, Research Director, New Jersey State Chamber of Commerce

Assembly Concurrent Resolution No. 22, under the terms of which this public hearing has been called, appears to direct almost the entire attention of this Commission to the question of providing a State-financed vocational education program for an integrated student body at the Bordentown Manual Training School. The tone of the resolution implies that the major consideration is the integration of white students at what has heretofore been an exclusively Negro institution.

The State Chamber of Commerce is not in favor of Jim Crow schools whether at the State or at the local level. Wholly apart from the fact that such schools are alien to the basic theory of American democracy, we must face the fact that a segregated educational system usually penalizes one race in terms of the quality of education provided or, if this injustice is avoided, results in a fantastically uneconomic school system. I hope this makes our position on this point clear, for

it is the only place in this statement that refers to the question of integration. The integration question in relation to Bordentown is a very, very minor consideration at best. The points that I am going to make today are identical with those that I would be making if the Bordentown School were a fully integrated school and they are identical with the points I would be making if the Bordentown student body were 100% white. The real issues are these:

First, shall the State duplicate, at exorbitant cost, services already well provided by the local school districts and the county vocational schools?

Second, shall the State permit over 900 mentally retarded youngsters, of all races, colors and creeds, to vegetate in the community rather than being housed in a State institution where they can make the most of their limited mental facilities and, in some cases, be sufficiently trained so that they may take their places as self-supporting members of society?

The Bordentown Manual Training School enrolls about 300 students, a very small percentage of the total number of vocational school pupils being educated by seven county vocational schools and in the vocational programs maintained by 47 local and 4 regional high school districts. In the current fiscal year there has been appropriated to the Bordentown School the sum of \$421,754.90 and the State anticipates receipts from the school totaling \$48,500, leaving a net cost for the operation of the school of about \$373,000. This means that the taxpayers of New Jersey are spending the fantastic sum of \$1,244 to educate each and every student enrolled in the Bordentown School. As elective officials the members of this Commission can, I think, imagine what the reaction of local taxpayers would be to any school board that proposed an expenditure level of that magnitude in a local vocational school. In 1952-53 the local school districts which have vocational programs enrolled 5,317 full-time pupils in those programs and they expended on them the sum of \$1,784,384.82, which works out to a cost of \$335.60 per pupil enrolled. The State of New Jersey, at the Bordentown School, spends four times that

amount on each pupil, and I seriously doubt that the Bordentown program is any better than that provided by the local school districts.

Here is another cost comparison which we believe to be significant. During the current fiscal year the net cost to the taxpayers of operating the six State Teachers' Colleges will amount to \$2,941,586.43 and these colleges will enroll the equivalent of 5,086 full-time students. This means that the per pupil cost of the teachers' colleges amounts to \$578.37. It also means that the State spends twice as much on a person to give him a vocational high school education as it does to make him a fully-certificated and well-educated teacher. Neither of these comparisons are very flattering to New Jersey's generally well-deserved reputation as an economy-minded State. On the basis of economy and the avoidance of service duplication alone, the State is well justified in closing the Bordentown Manual Training School. But this issue goes much deeper than just the economical operation of State government, for I am here today to do more than make a recommendation which will save the taxpayers money. In fact, I am here to support the expenditure of \$1,500,000 in capital funds and the appropriation, in future years, of what will no doubt be a substantial operating budget of a new institution at Bordentown.

Each year about 100,000 babies are born in New Jersey. Somewhere between 1000 and 2000 of these babies are mentally retarded to some degree. This mental retardation may be the result of an injury suffered at birth or in the pre-natal period; it may be hereditary - but only about half of the mentally retarded babies are born to mentally retarded parents - or it may be due to causes which medical science is unable at this time to explain. Whatever the cause, there are between 1000 and 2000 mentally retarded babies born in New Jersey each year.

At one extreme, the degree of retardation may be so slight that it will have little effect on the child's life, although it may be best that the child attend special classes in school rather than being forced into an unequal and hopeless competition with children of normal mentality. At the other extreme, the

mentally retarded child may have to be institutionalized and even here, there are degrees of defectiveness. The high grade mental defectives, also called the borderlines and morons, comprise between 40% and 45% of these retarded children who must be institutionalized. A substantial number of these will eventually be discharged and the overwhelming number of discharged will be capable of supporting themselves, thanks to the institutional care they have had. Next in line come the so-called imbeciles comprising 30% to 35% of the institutional cases and the percentage of these that will eventually be discharged is very low. But of those discharged, the majority are capable of self support, thanks to the institutional training. Finally, we come to the roughly 20% of the institutional population classified as idiots, and here the discharge rate is so low and the hope of attaining the goal of self-support so slight, that for all practical purposes they may as well be considered as lifetime institutional cases.

Now, the only alternative to institutionalizing these mentally retarded children is to leave them in the community. If that is done, and with more than 900 such youngsters, that is what we are doing in New Jersey today few, if any of them, will ever be able to support themselves. The local school districts can never be expected to be able to provide the type of facilities needed by these institutional cases, and not one family in a hundred will be able to send their child to one of the very few and very expensive private institutions equipped to handle the severely mentally retarded. Left in the community, most of them will sooner or later become permanent public charges appearing as statistics on the public welfare rolls. Some will inevitably drift into delinquency or crime, and very likely wind up in a penal institution. As you may easily imagine, a penal institution, even the best one in the word, is hardly the place to teach a mentally retarded individual to be law-abiding, self-supporting and a good member of the community. I bring these facts out merely to show that the failure to institutionalize the mentally retarded is not only a waste of human resources, but does not, in the long run, relieve the taxpayer of the

burden of their support. On the whole, placing these unfortunate people in institutions is not only the most humane, but also the most economical way of dealing with the problem posed by their infirmity.

The situation regarding the mentally deficient in New Jersey today is relatively simple. As of March 5, 125 mental defectives were institutionalized in institutions having a rated capacity of 4,475. An additional 224 mental defectives were housed in institutions not suited to the care and training of this type of infirmity, and these people should be transferred at the first opportunity. There is under construction at the training schools new facilities which will increase their capacity by 1,160 patients. To completely relieve overcrowding and to transfer mental defectives now in other institutions will require the use of 874 of these new beds. This leaves a total of 286 beds to meet a waiting list of 923. So, even if the new facilities were ready for occupancy tomorrow, there would remain a waiting list in the community of more than 600 mentally retarded individuals, most of them children.

You may well ask if the total number of the mentally deficient requiring institutional care has been exaggerated in this State. We do not believe so. Experience indicates that out of every 750,000 in the general population, about 1000 individuals will be mentally defective to the point where they require institutional care. With an estimated State population of approximately 5,250,000, New Jersey should expect to have 7000 institutionalized mental defectives. The sum total of those now in institutions plus those on the waiting list is 6312, or about 10% below normal expectations. This indicates no loading of the case in favor of providing more facilities for the mentally retarded. I think that our experience with the State Department of Institutions and Agencies would itself militate against any belief that the Department would exaggerate the need for facilities. The Department may have its defects, but a reckless disregard for the taxpayers' dollar has not, to my knowledge, been one of them.

I hope that by this discussion I have made clear to you the fact that we at the State Chamber have carefully studied the need for converting the Bordentown Manual Training School into a school for the mentally retarded. We are convinced that these facilities are needed for this purpose and that, so used, they will be of value to the people of this State. We are equally convinced that the present use being made of these facilities is wasteful and unnecessary. The State Chamber of Commerce urges that this Commission tender to the Legislature a report favoring Governor Meyner's plan to convert Bordentown into a school for the mentally retarded and that you will, as a Commission and as individual legislators, throw your support behind the \$1,500,000 appropriation necessary to make this possible.

Thank you for the privilege of appearing here today.

MR. McCAY: The next speaker is Dr. Boggs.

DR. FITZHUGH W. BOGGS, President, Essex Unit, New Jersey Association for Retarded Children.

I am President of the Essex Unit, but I am speaking for the Association of New Jersey.

Our entire association is devoted both in theory and in practice to the principle of non-discrimination. The services of our voluntary association are available without consideration of race, creed or color, and we believe that public agencies should so serve in fact as well as in theory. We regret that what appears to be a racial issue has been created out of what actually is an issue involving the basic needs of youth regardless of race. The issue before us concerns the most effective use of the physical plant owned by the State and now operated as a boarding school - the Manual Training School at Bordentown. Shall this plant continue to operate at less than capacity in the face of a dwindling need for its present services, or shall it be put to use to meet an acute demand for residential training facilities for mentally retarded youth, both white and colored?

That the need of the mentally retarded is acute only the ignorant will deny. It has been extensively documented by a State Commission in an exhaustive study submitted to the legislature just a year ago. Since then waiting lists have continued to mount to such an extent that even when all proposed facilities, including Bordentown, are brought into use, there will remain a waiting list. Mental retardation plays no racial favorites, and the needs of the retarded transcend prejudice. When the Almond Road Colony, originally erected for the Negro retarded, was desegregated, there was no dearth of white children to be admitted. Today applications for all our state residential centers for the retarded continue to flow in, despite the hopes raised and the practical help offered under the Beadleston legislation of last year. As all experts are fully aware, our day school programs for the handicapped can and should reduce the misuse of our residential facilities by making possible retention in their homes of those retarded children whose homes can accommodate them; but there will remain an inevitable and irreducible minimum - a small but urgent fraction - among the mentally retarded for whom the residential setting is positively needed. Many experts feel that this irreducible minimum is not less than 15/100 of 1% of the total population. New Jersey presently falls short of this quota by 40%.

As president of an association which strives to find for each retarded child the care and training which will meet his individual needs, I can testify from personal contact to the very human reality of these cold figures. There is, for example, the colored child, ineligible for public school, whose normal brother is truant from school because he is teased about his dumb sibling. There is the white child whose middle-income father has been working seven days a week for too long in order to maintain his retarded child in a private institution during the wait for admission to a state institution, which has now stretched to seven years. And in the meantime the state operates at less than normal capacity a residential school for normal youth whose maintenance in their own or foster homes should present no

major obstacles. Can this be justified?

In Essex County we have several excellent county vocational day schools which are open to all our youth of normal intelligence who desire to qualify in a skilled trade. Manual training is now an accepted and regular part of the local public school curriculum to such an extent that there was scarcely a ripple last year when the legislature abolished the incentive aid originally provided to encourage this innovation. Through this and other course offerings vocational preparation has become increasingly available in our secondary schools for those who seek it. We hear no general clamor that such youth should be separated from their homes and communities and placed in the costly and artificial environment of the boarding school.

We recognize that vocational education in day schools may not be equally highly developed in all other areas of the State, but if it were really inadequate, would there not have appeared from somewhere long ere now a demand for a state Manual Training School for white youth? We recognize also that in some areas of our State there still remain vestiges of opposition to desegregation and that its opponents may view with alarm the prospect of the return and reintegration of the present Bordentown students into their home communities and schools, but we are sure that such opposition will not weigh heavily with the members of this Legislature. There was a time when the continuance of the manual training school served a purpose. Times have changed. To us there appears no present demonstrated need for a residential manual training school for our normal youth regardless of race. On the other hand, there is an unmistakable need for a facility for the mentally retarded. We feel that the two State departments most intimately involved have prepared with care and unbiased study a plan which deserves your equally unbiased attention.

We respectfully request that you accord the conversion plan a speedy endorsement, since delay constitutes denial in a situation so humanly desperate.

MR. McCAY: The next speaker will be Mrs. Cooper.

MRS. HERBERT COOPER, representing New Jersey Welfare Council

The New Jersey Welfare Council is an organization of lay and professional people active in the fields of health, welfare, and education. We are appearing before you today to urge that the facilities at Bordentown Manual Training School be converted to a much-needed research and training center for the mentally retarded. The overcrowding of our present institutional facilities for the mentally retarded, and the long waiting lists for these institutions, make it imperative that steps be taken to alleviate these conditions. We believe that the most constructive approach to this problem would be through the establishment of an institution that would provide intensive training for the educable retarded so that they may be returned to their communities, that would provide research facilities to help us understand the reasons for mental retardation and ways of preventing and treating it, and that would permit a coordinated program with the Department of Education for the training of teachers of the mentally retarded. Public Law 178, which provides for the education of the retarded, is a big step forward in New Jersey's handling of this problem. As a necessary implementation of this law, an opportunity for professional training of teachers is required. The institution that we envisage would provide the means for such teacher training.

MR. McCAY: That concludes our list of speakers who have given us their names as being for the closing of the school. We do have a list of speakers who are neither for nor against the closing of the school, but we would like to hear about the general subject matter of converting the school into a mental health center.

Mr. Henry.

MR. E. R. HENRY, Oradell, New Jersey

I am speaking as a private citizen, because the Commission to study the problems and needs of mentally deficient persons, of which I was chairman, is no longer in existence. Were they in existence, I think I would speak for the Commission as much. Following the creation of this Commission, several years were

spent in carrying out the duties assigned to us, among which were to study the facilities available and to recommend improvements and expansions thereto. Our report was published, and the statistical evidence for the proposition of increasing the number of facilities for the mentally deficient are in two sections thereof. I am sure you have probably seen it.

I will simply say that being neither for nor against the school as to its present use, I would not attempt to make any statement about that. But if it is decided that the school should be closed for its present use, then we would make a plea for its conversion to an institution for the mentally deficient.

MR. McCAY: The next speaker will be Mr. Johnstone.

MR. EDWARD L. JOHNSTONE, New Jersey Association for Mental Health.

In April of 1955, the New Jersey Association for Mental Health endorsed the recommendation of the Governor, as set forth in his second supplementary budget message, to provide \$3,500,000 for mental health needs in New Jersey. Of this amount, it was especially urged that \$1,500,000 be appropriated for conversion of the Bordentown Manual Training School into a center for mentally retarded with provision for diagnosis and research and opportunities for training of retardates. The need for team approach, employing medical and psychiatric, plus psychological and sociological skills was recognized, as was the opportunity, at such a facility, for training for teachers for the intellectually handicapped.

I have been delegated by officers of the New Jersey Association for Mental Health to represent that Association at this hearing. The Association acknowledges its interest in, and concern about, the problem of mental retardation, or mental deficiency, as well as its concern about mental illness, per se. It reiterates its endorsement of the establishment of a center for the mentally retarded, with provision for diagnosis, research, and training, not alone of children who may be admitted there, but for teachers of the retarded as well. The urgent, pressing

need for additional residential school facilities is quite apparent.

I am, however, impelled to question the advisability of attempting to rebuild, modify and adapt existing and often-time inappropriate structures for the purposes contemplated. I hold that it is eminently more desirable to embark upon a program of new, functionally sound construction planned in accord with modern concepts of care, treatment and training of the retarded. It happens to be a conviction of mine that no residential building with a life expectancy of more than 25 years should be erected in a child caring institution. In support of that, I point to the grim and massive bastiles, referred to as congregate housing units, of 50 years ago and more, as contrasted with the more modern cottage-type institution plants. It is suggested that careful examination be made of relative costs of conversion of an old plant as against construction of a new one; and that end results be earnestly considered. New Jersey has, for many years, enjoyed an enviable position of leadership in the field of public welfare, particularly with regard to its provision for the mentally deficient. It would be unfortunate at this time to jeopardize that position because of expediency.

If the situation resolves itself into the proposition - it is this or nothing - then it had better be this. If new facilities are utterly out of the question, then Bordentown should be utilized.

MR. McCAY: Before proceeding to hear the speakers who are against the closing of this school, I think I should state that Dr. Bixby, Acting Commissioner of the Department of Institutions and Agencies, has asked me to state that he has not taken any position with respect to the closing of the school. He is neither for nor against the closing of the school. However, he would like to make a short statement to us concerning the use the school could be put to if it is closed.

F. LOVELL BIXBY, Acting Commissioner, N. J. Department of Institutions and Agencies

Mr. Chairman, and gentlemen of the Legislature; ladies and gentlemen:

I have filed with the Commission a statement of the use to which the Bordentown School would be put if the Legislature decides that the proposed change should be made. I think I can state very briefly a few things to supplement what already has been said here by the various speakers today.

Much has been said about the waiting list and the importance of providing additional facilities. I do not want to minimize that. As one who has lived intimately with that waiting list for a good many years, I can assure you that it is one of the most heart-breaking experiences that one in public welfare can have, because the situations created in homes are literally heart-breaking situations. So I do not want to, in any sense, minimize what has been said by various speakers on the importance of using available facilities to correct that service to the people of the State.

However, I do not want to leave the impression with you gentlemen of the Legislature, or give those who have shown their interest by being here this afternoon, any chance of an impression that we are merely going to do again what we have been doing for years, only for more people. We have a plan for the proposed new facilities which goes beyond the terms of intensive treatment, in terms of rehabilitation and restoration for community living. It goes beyond anything that we have ever had before in our New Jersey institutions. It is a plan which was conceived in consultation with the best experienced and best brains that we could bring together when the possibility of this conversion was first put up. We say, for example, the school will accommodate between five and six hundred pupils. However, we would certainly hope that in the course of a year more than five or six hundred persons would be passed through the facilities at Bordentown. First we would select those most trainable; second, those with clear-cut social problems which are susceptible to solution; and those for whom there is the outlook for returning to the community, and bring to bear a concentration of facilities to get them back home or in a suitable foster home. It has been mentioned, but I want to emphasize that

our plans call for close association with the Department of Education in offering an opportunity for teachers, who will become community teachers, to get first-hand experience with the kind of children that they must work with in the public schools. And third, as has been said, we would certainly hope that this institution could provide the answers, through research, to many questions that remain unsolved in this field.

I thank you very much, Senator McKay. If there are any questions concerning our plans, we would be very glad to answer them.

MR. HAINES: Has there been any engineering study made for the conversion of this building?

MR. BIXBY: Not an engineering study - the condition of the physical plant, buildings, and so forth.

MR. HAINES: For conversion?

MR. BIXBY: We have not carried out a detailed study. We know some of the things that would have to be done to fit the plant. I think about \$80,000 for conversion would have to be done anyway to the roofs, gutters, pipes, and things of that kind, to maintain the plant. About \$80,000. is the estimate on the conversion itself.

MR. HAINES: On our visit the other day, I noticed there is about 150 rooms. How many of these children do you think you can house in those buildings?

MR. BIXBY: If the conversion takes place, one of the items would be to strike out many of the partitions. We feel that dormitories would be more suitable for the supervision of this type of child. And that is what we have in mind when we talk about a population of between five and six hundred.

MR. HAINES: What would it cost - off the cuff - to build real accommodations for that number?

MR. BIXBY: I hate to guess off the cuff, but I think we would be very optimistic if we said 6 to 8 million.

MR. BOWSER: Somewhere in the report it says that \$1,500,000 would be needed for the conversion. If there is no information at hand, how was the figure \$1,500,000 arrived at?

MR. BIXBY: Well, there were preliminary estimates made by the representatives of the Bureau of Purchase and Property as to what would be needed to convert it and put it in first-class shape. There was no detailed engineering study, but they are estimates by representatives of the Bureau of Purchase and Property.

MR. BOWSER: Should, however, the estimate and the total completion of the work run into a million, or a million and a half dollars over and above, where would the appropriations come from?

MR. BIXBY: I didn't quite understand. If the conversion comes to more than a million dollars?

MR. BOWSER: That is right.

MR. BIXBY: Well, we have the estimates on which to base that question of appropriation.

MR. BOWSER: Then the figure that has been quoted, \$1,500,000, is not actually correct?

MR. BIXBY: I would not say it was actually correct. I would that that it was an estimate made by the engineers of the Bureau of Purchase and Property without actually taking off on materials and doing a detailed study. But we feel it is a reasonable figure. It is a real estimate, not just a guess.

MR. McCAY: I believe I should state at this time that the Commissioner of Education has placed in the hands of each member of this Commission a great deal of data which the Commission and the State Board of Education feel supports the action that was taken by the State Board of Education.

(Following is the statement submitted by Mr. Bixby for the Department of Institutions and Agencies)

Although New Jersey has achieved recognition for its institutional

program have increased the distress of families and have made the care of the wards in the training schools more difficult than it should be.

A conservative estimate of the incidence of mental deficiency in the general population in the last 25 years, since New Jersey developed its newest institution, suggests that the number of mental deficients in the general population increased approximately 10,000. In the same period the population of our institutions increased from 2900 to 5100. Despite this growth in capacity since 1930, the number on the list awaiting admission, consistently through the years, remained at approximately 800. These, mostly children of both sexes, are of all races, creeds, and color.

Continued presence of such people in their own homes constitutes a great hardship on their families and does incalculable harm where there are other, normal, children in the home.

Some of the mentally deficient are physically helpless as well as mentally handicapped requiring constant care; some are potentially harmful to themselves or to members of the family; some have done actual harm to their family members. Most of them present problems which are insoluble without outside help.

Facilities for private commitment are available only to the comparatively well to do; the expense of private commitment can result in real economic bankruptcy of moderate or low income families.

To meet the demands for more beds in our institutions, sizeable commitments have been made from the 1949 and 1951 Bond Issues. However, it should be noted that an increased number of beds and some construction to provide adequate housekeeping and service facilities of the present institutions represents the entire extent of construction over the past 30 years. Schools, industrial training shops, and recreation facilities have remained at a size appropriate for much smaller populations. Further, our present institutions are growing to a point where they exceed the most favorable degree of population for an institution for mental defectives as recommended by the American Association on Mental Deficiency. The New Jersey Commission

to Study the Problems and Needs of Mentally Deficient Persons, cognizant of this important factor in institutional administration, recommended that each of the present institutions should not expand to more than 1200 bed capacity. Vineland State School now has 1800 patients and construction for additional 400 beds is under way.

The Commission also noted that "at least two more institutions for the mental deficient must be built to meet the minimum needs". Its report continues, "two more residential facilities can accommodate New Jersey's needs for the next ten years only if the State establishes a firm policy of restoring as many individuals to productive, if limited, lives within their respective communities as possible".

Here, it should be reiterated that in present institutions expansion of training facilities have not kept pace with expansion of number of beds.

The School of the State Colony at New Lisbon could operate for an institutional capacity of 600. After present construction is completed, the Colony will have a population of 1200.

The Manual Training School at Bordentown can be converted into an intensive training and research center for mental deficient. This Center could serve the following purposes: 1. Reduction of the list of mental deficient in the community awaiting admission to state institutions. 2. The training of groups of mental deficient for rapid return to the community as wage earners or to the protective care of their families. 3. Research into problems concerning mental deficiency. 4. The training of professional personnel for work with this problem in the institutions and for successful implementation of Public Law 178 providing for the extension of public school facilities to educable or trainable mentally deficient children.

Admission to the proposed Center on a non-segregated basis, could be from two sources; By transfer from existing State institutions and by direct admission from the community. Admission from the community would obviously result in direct reduction in the waiting list. Transfers to the Center from presently existing

institutions would make space at these institutions available for cases on the waiting list.

The shops and classrooms at the Manual Training School provide many possibilities for training for early release. An industrial and farm training program can be contemplated. The classrooms permit the development of academic skills in keeping with the trainees' capacity to learn. Education for family and community life with emphasis on self-help and self-care is also planned. The location of the institution suggests that sheltered workshops and community-cooperative education in surrounding farms and factories can be achieved.

The large number of mentally deficient persons make research a basic aspect of a total program to deal with this social problem. Such research can take many directions. Investigation of the cases of mental deficiency is required if the problem of large waiting lists is not to recur. This should be paralleled by investigation in the sociology and psychology of mental deficiency if better methods of handling known cases are to be developed.

One of the most fruitful areas for research would be in educational methods and curriculum development for the mentally retarded. Present laws permit augmented State aid to local school systems providing special class facilities for handicapped children. Continuous research to determine the most efficient and economical ways of educating these deficient children would be one way of making certain that the contributions of the State and local governments are used in the most advantageous ways.

There is an acute shortage of qualified teachers for the public school program for retarded children. This proposed institution, in a cooperative arrangement with the State Department of Education, could aid the State Teachers Colleges. Present facilities for practical training are few. A controlled practice-teaching situation would eventuate in more effective programs in the local schools. It should be emphasized that unless trained teachers, psychologists and social workers are avail-

able to provide pre-institutional, community, and appropriate institutional programs, the State will be confronted with the necessity for providing more and more beds for this type of patient.

It is submitted that the conversion of the Manual Training School at Bordentown into a Training and Research Center for Mental Deficients under the Department of Institutions and Agencies would be an appropriate use of this facility. It would be appropriate in the sense of meeting acute citizen needs and appropriate in the sense of providing a truly economical way of coping with the problem.

MR. McCAY: Our next speaker will be Reverend James Armstrong.

REVEREND JAMES ARMSTRONG, Christ Presbyterian Church, Trenton, N. J.

Mr. Chairman, members of the Commission, Legislators: The question I am interested in is whether you are going to close the present institution; whether we are going to improve it; whether we are going to send out a message through New Jersey and through the country that we cannot have an integrated program for different races. As I understand it, the present proposition is - should we discontinue the institution because we have tried hard for an integrated program and we find it won't work? Now, that is to me the main situation.

Now I would like to look into the eyes of the Committee on Education. I would like to ask them if they have done everything that they can possibly think of to furnish an example to the whole United States, to the Communist world and to everybody else, that an integrated program is one of the grandest things that our Nation stands for. I would like to look them in the eyes, and I would like to say, What can you do and what have you done to show that an integrated program is something which our nation is wonderfully proud of? And here instead, it looks as though somebody is doing something that is going out to the world to say that an integrated program won't work, or we haven't enough money for it, or we do not approve of it, or we are against it.

Now, that is the thing that interests me most. And as to the Legislature voting for it, I think they have many people in their constituency for whom that is the chief question. Are we going to close the school on the basis that an integrated program will not work? Have we done our best for a grand and marvelous example of what our democracy is?

MR. McCAY: The next speaker is Reverend W. M. Brogg.

REVEREND W. M. Brogg, Shiloe Baptist Church, Bordentown, N. J.

I am pastor of the Shiloe Baptist Church. I represent Bordentown. I have

been in association and been around the school for the past 38 years. I have been pastor of the Shiloe Baptist Church for 38 years. I am on the Planning Board of Bordentown, Vice-President of the Welfare Board and Juvenile Delinquency. I have been identified with the school for 38 years. I served from my church and on the campus. I am here against closing the school. If we come to the point of saying integration won't work, then the Supreme Court ought to close up. It is going to work. It works in Bordentown. I am against closing the school of those grounds, and I don't know the reason why we should close it. I am against closing the school. I thank you.

MR. McCAY: Mr. B. H. Jones.

MR. B. H. JONES, Superintendent of Vocational Studies at Bordentown.

I am the vocational school advisor of the trades for the boys at Bordentown. I have been there working for almost 40 years doing that same job. My job is to see that the boys are taught so that they can go out and work, be economically secure; get their jobs themselves, if possible; if not, with help from us and others; hold their jobs; progress on their jobs and make good citizens. And I believe that Bordentown has - not because of any efforts of mine - done that job. And to say that an institution of that sort should be closed because of failure to integrate puts the problem right up to the Board of Education.

They were the only ones who could make the program of integration. I haven't had any white boys sent to my office to be enrolled. No one has come from the Department of Institutions and Agencies either, for they did have a Welfare Board who could send some. In fact, they have made no real movements to integrate the school. They have let it go without integration, even after it was passed on in the Supreme Court. I see no reason why we should close the school. It might have been sick, but why should we kill it. Don't say to close the school because it is not integrated. I think they are working on a false premise. I am in favor of changing the school, but not closing it.

MR. McCAY: Mr. Jones, I would like to ask a question which I intend later asking the Department of Education. In your opinion, if the Bordentown Manual Training School is closed, would there then be remaining in the State educational system any opportunity for Negro leadership such as has been provided in the Bordentown School in the past.

MR. JONES: Well, it might be a selfish statement, but I believe we have furnished Negro leadership that would not have been furnished if there had not been Bordentown, because throughout the time Bordentown has been in existence, we have had students come to us who could not get along in other schools. Some of those students have made the best records when they went back to their community, not only in the beginning, but as finished men. It has been known throughout the school system, and every year, I check up to see what the graduates are doing, and we have them working in all sorts of life, and at the top level also - everything from ordinary mechanics to judges, who, in some cases, could not have gone as far as they did if they had not attended Bordentown. And I cannot see why a school of that sort should be closed.

MR. McCAY: Reverend Mr. Beverly.

REVEREND BEVERLY, representing Ministers' Conference Essex County

Mr. Chairman and members of the Commission: I am interested in maintaining Bordentown as an integrated institution because of the experience I have. I did not tell you, but my work is that I am a member of the State Mission Board of the General Baptist Convention of New Jersey, and I contact many persons every day in the week. I attend the criminal courts up there in Essex two days a week, Mondays and Wednesdays; Mondays for the pleadings, and Wednesdays for the sentences. Now, a great deal of the men sent to jail are young men - muggings and so forth - that is the young man's job; most of the older men do not commit just jobs. When the lawyers get up, they so often point out that the young man came from a broken home. You have some lawyers here probably that have said it, and you who have attended court have heard that. Now, I have visited Bordentown and checked with the supervisor, and I found that those from

broken homes were doing well.

Now, if that is good for a colored boy with a broken home, it is good for a white boy. And you have, I think, ten to one white, and they are circulating in our courts, and I know many of them are of the same financial status as we are. Many of them are working people. We want that school, not only to save our boys, but to save other boys. We are not selfish. We want to save the white boys as well as the colored boys. From the juvenile delinquency angle, Bordentown can save many juveniles from harsh crimes. I saw no less than a dozen youngsters under 19 being sent away, on Wednesday, to reformatories and prisons for robbery. Now, if they went to Bordentown, that would not have happened, because you have a fine moral training there.

Now then, I do not believe what some people say that integration will not work, because I am proud of New Jersey. I believe New Jersey is one of the best States of the United States, and I have been to all of them. Now, the reason I think it will work here is because it works in other places. In West Virginia they had a state school for Negroes. They integrated that, and since integrating it, one-third of that colored school body is white, and they are getting along fine; they haven't had a ripple. In St. Louis, the great colored school was the Charles Sumner High School. That has been integrated, and that is one-half white now. And if Missouri can integrate schools, and if West Virginia can integrate schools, I know we can do it, so let's try it.

I am for the continuation of that school, and the admission of all students, regardless of race or color.

MR. McCAY: The next speaker is Major Daniels.

MAJOR V. DANIELS, Dean of Boys, Bordentown

Mr. Chairman and members of the Committee: I served at Bordentown for 23 years during two different periods, and I would like to express my surprise when I heard that the school was to be closed because it could not be integrated. If there

was a movement on foot to integrate the Manual Training School, it was the best kept secret I have ever known. The first time I heard of integration was when we were told the school was to be closed because it could not be integrated. That is far from being the truth. There must be something else, and I do hope this investigation will bring out the facts, because they say it would not integrate without making an effort to integrate. That is unfair to the people of New Jersey. I believe the white people of New Jersey have failed to recognize the good work of the school, and many of the youngsters who saw those Negro boys and girls performing on their rostrum, perhaps, would have liked the same opportunity. But I do not know of anybody connected with the school who took any interest at all to say to them, "This is what we can do for your boys and girls", and according to the law of the State, our school is open to them. Thank you.

MR. McCAY: Our next speaker will be Mrs. Fawcett.

MRS. CRYSTAL B. FAWCETT

Mr. Chairman and members of the Commission: My full name is Crystal Byrd Fawcett. I live at 5403 Vine Street, Philadelphia, and I am a former member of the Pennsylvania State Legislature, and while there I was a member of the Education Committee, one of two women in the Legislature as a whole. I am a former member of the Metropolitan Board of the Young Men's Christian Association of Philadelphia. I was racial relations advisor to Mayor LaGuardia when he was National Director of the Office of Civilian Defense. I am a former Vice-President of the World Affairs Council of Philadelphia, and at present am a member of the Board of Directors of the American-Korean Foundation. For 34 years I have had very close relationship to and knowledge of Bordentown. I am limiting myself strictly to the question of integration of Bordentown.

I want, first of all, to say that I consider this a very historic, and even a very dramatic moment in the history of New Jersey, of the United States, and of the

world. I think for this hearing to be held in a legislative chamber in which there is a portrait of Abraham Lincoln makes this a most dramatic and most significant occasion. I think the Reverend Armstrong has hit on the note that I want to emphasize for just a moment. It is this question of working at the problem of the process of integration at Bordentown.

I think what we see today in the decision of the Supreme Court, in the problem that you face, and that we all face throughout this country, is a reflection of failure to work at a problem beginning in 1876; and starting definitely in 1877 the process dropped down, and down, and down, until we are faced today with part of an unfinished task when we have to talk about what needs to be done so far as integration is concerned at Bordentown. In other words, better human relations were not at work over the years; better inter-racial relations were not worked at over the years hard enough, otherwise there would be no question of integration - Bordentown would naturally be a school which would have an integrated faculty, an integrated student body, leadership under the most forceful colored people in this country.

And now, finally, I want to say this. Our government, over a period of ten years, has worked at the business and the process of bringing Germany back to a position of dignity in Europe. It is today the industrial giant of Europe because our country worked at it. Vienna is a sovereign, independent state today because our government worked at it. We are doing what we can in South Vietnam to give the people of that part of the world dignity. We are working at it. We are spending millions of dollars. We are sending the very best statesmen that we have into the situation. It seems to me that probably with the very best intentions in the world, integration at Bordentown has not been worked at hard enough. Certainly, integration at all points in the United States cannot be considered an easy matter at Bordentown. Perhaps there are people who will admit that no matter how eager they are to have Bordentown integrated.

So, finally, I simply want to say that just as our government has worked hard at certain problems, understanding their importance to the peoples of the country, the peoples of the United States - and I say peoples, because we are peoples - and to the peoples of the world as a whole, it seems to me important at this time for this question to be looked at anew, and to be worked at as it has not been worked at before, so that there may be at Bordentown an integrated leadership, an integrated student body that will bring glory and honor, not only to the State of New Jersey, but to the United States as a whole.

MR. McCAY: Our next speaker will be Miss Lois Hunter.

MISS LOIS HUNTER, Member of Alumni, Bordentown.

I am a member of the Alumni Association of Bordentown Manual Training and Industrial School. I am Vice-President of that organization.

I do not believe that the people of the State of New Jersey, of which I was one for a period of 25 years, want to go on record as saying that integration cannot work at Bordentown. I do not believe that I could possibly tell the world through an organization that I have been asked to join, namely, the Crusades for Freedom, the message that is going to the Iron Curtain, the hope that we believe that we could give to the rest of the world that integration in one of our leading States of the Union, a State that once ranked fourth in the field of education. It has worked in neighboring states in institutions that were formerly all Negro, namely, Downtown in Pennsylvania, Dover State Teachers College in Delaware, Wilburforce in Ohio. Integration has worked in the State of New York, and is working well in all of our New England states in preparatory schools; schools that are on the same age level as Bordentown, and it can work at Bordentown. It is working in the United States Army, in the Navy, and in many housing projects. It is working in our churches. It is working in the great church to which I belong, the Presbyterian Church, U. S. A. It is working in the camps of the Presbyterian Church, U.S.A. Teenagers live and sleep

together for six and ten weeks at a time under proper Christian supervision, the type that Bordentown has become famous for.

I strongly believe in the Bordentown that was, and I believe that the people of this State want Bordentown to recast its program and become a great integrated institution, and that can be because people are Christians. Bordentown was, for a century, affectionately called, and still is, "Old Ironsides". The ship is now in the midst of the sea, tossed by waves and the winds of our country. It rests with the people of this State to bring Old Ironsides out of its present wreck and set it afloat again with a new hope, not for Negro girls and boys, but for all girls and boys that need the type of life that Bordentown can give them.

MR. McCAY: The next speaker is Mrs. Morris.

MRS. ESTELLE MORRIS, President, Northwest District, New Jersey State Federation of Colored Women's Clubs.

I represent a federation of ten thousand women. They were shocked when they heard that Bordentown was to be closed because they could not get any white students. We have visited Bordentown year after year, and we have found there the cultural background that we need, and that all children need, white, colored, or any other race. They need the cultural background that Bordentown could offer them. Bordentown is not only a manual training school, or a vocational school; it has been a school that has sent out young women and young men in the professional field. They did not all take vocational training. We feel that had we been consulted, or had we known anything about what was going on at Bordentown, ten thousand women would have gotten busy, and they are getting busy now, and certainly show the State of New Jersey that Bordentown was open, not only to colored, but to white students also. We feel that there has not been enough pressure brought to bear on the general public as there was in the past when we first started Bordentown. We had people who went out and let us know that Bordentown was there. And, as one of the speakers has said, Bordentown certainly fills the need of boys and girls who come from broken

homes, but not only from broken homes; we don't all have to come from broken homes. Many homes were not adequate for their children to stay in. All women are alike. We want the best for our boys and girls, therefore, we picked Bordentown, because we knew they would get there the supervision and the training that is necessary to make good citizens of this country.

As a member of the Federation, I am pleading today, in the name of the New Jersey State Federation of Colored Women's Clubs, to reconsider the closing of Bordentown, and give it a fair chance, and go out and let the general public know that Bordentown is open, not only to the colored, but to all the boys and girls. For, after all, children are children, and we feel all people are alike, whether we be black or white. We have the same inspirations and aspirations. We have the same feelings. We have the same ambitions for our children. And I am quite sure if this matter was laid before the public we would have no difficulty in having a mixed student body, and we certainly are in favor of a mixed faculty. In the name of the New Jersey State Federation, we are begging you to reconsider the closing of Bordentown.

MR. McCAY: The next speaker is Reverend Mr. Anderson.

REVEREND BENJAMIN J. ANDERSON, Pastor, Witherspoon Presbyterian Church, Princeton,
New Jersey

I believe in the human race. I believe in men and women. I believe that we have the power to become and to do what we want to do. I am interested in Bordentown. For the past six years, I have had contact with the school. I have been baccalaureate speaker on two occasions. I have addressed the vespers on Sunday evening at the school. I know the students, and some of them come from my town. I know members of the faculty. I am the State Chairman for the Junior Chamber of Commerce for the State of New Jersey. I am a member of the Board of Pensions of the Presbyterian Church in the United States of America. I was appointed as a missionary to China by this same Presbyterian Church. I am pastor of a church that

was organized in 1843 in Princeton, New Jersey for colored people exclusively. Today I am the pastor of a Presbyterian Church for people. We have white; we have colored people, and when I say "colored people", I mean Koreans, Japanese, people from Ceylon. I am a man among men, and I defy anyone here to say that integration will not work. Men are made a little more like angels, and angels can be like God, and we can do if we put our minds to it.

That is only one issue. I accept it as a point of honor, and of the integrity of the Board, that the reason for recommending the closing of Bordentown is that integration won't work. This is the published statement. I accept it as a true statement from people of honor. I say that integration will work. It has worked in my own experience. I know men and women of good will throughout the State of New Jersey who believe in it, and who will lend themselves to it.

There is one thing that I think is most important, and that is example. I suppose if you were to ask the average man throughout this country, or throughout the world, to name one of the greatest men in the world, certainly a great many of them would say Albert Schweitzer. Here is a man who was asked one day, "Dr. Schweitzer, tell me, what is the most important thing? Is example the main thing?" And without lifting his head, or batting an eye, Dr. Schweitzer said, "Example is not the main thing. It is the only thing."

My friends, I could read you statistics. I could cite reports, but the thing that counts in the end is what we do. This is the thing that will speak eloquently. People do not remember the oratory of the occasion; it is the living act. And if we are to act as free men, and be a part of the due process of law; if we are to be champions of democracy, let the example of New Jersey and of the United States speak eloquently in these days that integration will work at Bordentown because we have made it work.

MR. McCAY: Our next speaker will be Mr. Harris.

MR. ARTHUR HARRIS, President, Community League of Bordentown.

I am a former member of the Industrial School, and at present President of the Bordentown Community League, a member of the Home Associations Business Association Group, and other auxiliaries.

We were quite surprised to receive a message informing us that the industrial school was going to be closed because of integration, and many have asked us why we took so long to take a step to fight for what we thought was right. However, until things came to a head, and things were published, and we were given first-hand information that these things were going to happen, we did not have anything to work on. But since that time, you may rest assured that the Community League and other auxiliaries, and all the interested citizens of Bordentown and surrounding territories will do everything that we can to keep the school in operation. Thank you.

MR. McCAY: Mr. Hunt.

MR. P. B. HUNT, Assistant Superintendent of Bordentown Manual Training School.

I am opposed to the closing of Bordentown, not because I believe in segregation, but because I believe that integration has not been brought about through the constant efforts of the people, all the citizens of the State. I find it hard to believe that integration cannot be brought about in this State of New Jersey. I am a product of New Jersey schools, and I have attended schools with white boys and girls, and I cannot remember any incident that would have caused me any embarrassment whatsoever. I believe that integration will work. I have been at Bordentown for ten years, and I can frankly and honestly say to you here that at no time have I seen or heard of a concerted effort to integrate the Bordentown Manual Training School. This is not a local issue, nor a state issue. This is an international issue. The forces of people all over the world are fighting for integration. When the Supreme Court handed down their decision which outlawed segregation in our school systems, some of the States of these great United States were filled with consternation. Some of them openly defied that decision. Some of the Governors stated that before they

would integrate their schools, they would close them up. Can't you see that the State of New Jersey is, in principle, following that same principle, that same philosophy? They will close Bordentown before they will integrate it. We are providing ammunition for these enemies of the democratic way of life, and I think we need to broaden our horizons and our concepts beyond the State borders, and into the international situation, and think of this subject of integration as one of the paramount issues of the world. Shall this great State of New Jersey show these enemies of the democratic way of life the way? Shall the State of New Jersey be used as an example by these enemies as a failure to bring this great need about? You can answer that question.

I would implore all of us here not to take the easy way out. Do not close Bordentown on those grounds, that this is a segregated institution. Let us get to work; let us combine all of our efforts in this great State, and let us show the world that we can integrate Bordentown, and we will set an example for the whole world to see.

MR. McCAY: Next we will hear from Mr. Meltz.

MR. JACOB MELTZ, Bordentown Chamber of Commerce and Kiwanis Club.

I have been a pharmacist in Bordentown for 35 years. I am here representing the Bordentown Chamber of Commerce and the Bordentown Kiwanis Club. In my association with the students for the last 35 years, there are quite a few of them who come downtown every week. I come in contact with them; they are very well-behaved youngsters, and it reflects the training they get in the school. I have followed quite a few of these graduates, and have seen the wonderful work they have done, and in my estimation, there are quite a few under-privileged youngsters in that school. There is also a very big need for that school for white under-privileged children, and the Bordentown Chamber of Commerce voted one hundred percent, and also the Bordentown Kiwanis Club for the continuation of the school, not only for colored, but also for white.

Thank you.

MR. McCAY: Mrs. Woodson.

MRS. AUDREY WOODSON, President, Trenton Branch of National Association for Advancement of Colored People

Our Association has 1200 members in the City of Trenton. From our observation, no real attempt has been made to integrate the Bordentown Manual Training School. As a member of the organization which led the fight for non-segregated schools, I feel keenly about this situation. It is a tragic indictment against a State north of the Mason-Dixon Line, a State which had led others on the road to democracy, and boasts of democratic ideals, which says we cannot abide by the Supreme Court decision, so we will close the doors of this school. This is not of local interest only, but is being watched closely by the southern States. We feel that if an honest effort were made for a mixed student body, the school would be of great value, not alone to the community, but also to the State as a whole. We see around us vital need for vocational education. There are too many idle hands among our youth, idle because they have not been trained for useful occupations. The Bordentown Manual Training School can give this opportunity to all children, regardless of their race.

We believe that integration can work. Thirty years ago when I was a little girl in Philadelphia, I went to school with boys and girls who were white. We played, we laughed, we had good times together. Yet, thirty years from then New Jersey is saying integration won't work, so we will close the doors of the Bordentown Manual Training School. It can work. Why don't you try it and see?

MR. McCAY: Mrs. Muriel Bush

MRS. MURIEL BUSH, Public School Teacher, Atlantic City, New Jersey

I am a public school teacher in Atlantic City. I know many men and women who have been students at Bordentown, and are useful and understanding citizens in my community because of the very fine and understanding training that they have had at Bordentown. I am wholly in favor of the continuance of this school as an

integrated State supported school. I believe that this is possible if white students and teachers are solicited.

I recognize we need to care for our mentally retarded children. As a teacher I know that. There is a very big and great and definite need, and I believe that New Jersey, as one of the leading States in our country in education, can and will provide for these children. We need it, but that is entirely a separate issue. As a teacher I know we need to provide for many children on the lower income level. We need to provide for these children if we are going to cut down delinquency. With opportunity, we will make and develop leaders instead of delinquents. We know that this school provides for people, fine people, on the lower income level, and when mother and father have to be away from home in the day, many fine qualities the children have cannot be utilized, and this school has provided opportunity for that inspiration. And if we do that, we will make leaders of tomorrow which this country is in need of. We will make leaders that need to understand brotherhood, and we know that the eyes and thoughts of the whole world are on brotherhood. If children have an example of living it and seeing it, they will come out and be inspired leaders. To make brotherhood work, really all we need is the proper inspired leadership.

May I hope that you will see this problem, and look in your community and see the fine children that have come out and are leaders in the community. Many of them came from homes that were fine, but they did not have the proper opportunities, and their parents were able to send them to a school that was provided by the State. You can only look in Trenton; you can only look in Atlantic County; you can look in North Jersey. I could name for you even a judge who came from Bordentown. I can name, oh, just so many, and if you would look into it, you would see that it is worthwhile, and that it is important for these children, because the children are the men and women of tomorrow, and they will understand brotherhood. They will bring our country before all countries of the world, and in Jersey, Bordentown can be an

outstanding example. Thank you.

MR. McCAY: At this time we will take a ten minute recess. Please be back promptly at four o'clock.

(Ten minute recess)

MR. McCAY: The hearing will please come to order. The Commission is very desirous of ascertaining all the facts, and has no desire to cut anyone short, but we do hope that the remaining speakers will be as brief as possible and consistent with the facts that they wish to develop. The next speaker will be Mrs. Simons.

MRS. FRANCES SIMONS, Secretary, Bordentown Alumni Association and Citizens' Committee.

I wish to briefly clarify and justify our stand on the issue of Bordentown. The Governor, in his statement in January, said that he had received a recommendation from the State Board of Education that the Bordentown School be closed because it had failed to, and could not be integrated. We immediately went to the school to investigate, and as a result of our investigations, we found that no sincere, no concerted effort had been put forth by the Board of Education, the present administrator of the school, to integrate the Bordentown school; that it had never fairly had a chance to be integrated. And on that basis, we feel that the school should be given a fair and just chance to utilize all of its facilities to integrate and to serve the youth of New Jersey.

I also want to emphasize the speech of Reverend Beverly concerning the use of the Bordentown school. This school, for a number of years, has served very adequately the under-privileged children of the State of New Jersey - this vast number of children coming out of maladjusted homes that are potential delinquents, that yearly add to the vast number of delinquents, and this delinquency problem is the first and foremost problem, not only of New Jersey, but of the whole country. These children, when they come out of these homes into Bordentown, many of them, for

the first time, live in the surroundings that go into the making and developing of citizens such as we need. If left in their own environment, statistics have proved that a great majority of them eventually fall into the way of life that is not accepted as being helpful to society. And they in turn add to the burden of the State and the taxpayers. This vast number of children offer the State and opportunity to salvage, to strengthen, the backbone of this country.

To date the services of this school have been rendered mostly - and I should say only - to colored children through no fault of the school itself. Therefore, we feel that this school should be integrated to include all children who need what the school has to give. And it certainly stands in a very unique position. There are public schools which give academic courses; there may be additional schools which teach vocations, but they do not supervise the hours of the child's life when it is not in the school. Bordentown not only gives the children an academic and vocational background, but under the proper supervision of qualified persons, the child is trained in its social life, in every phase of its life. It is really being modeled and developed. And Bordentown has proved more than an adequate substitute for a home that does not offer what a home should offer. The welfare agencies, and every group dealing with children that are under-privileged know that there are more homes today in which children are coming out of that are not equipped to face life than ever before in the history of this country.

Therefore, I say to you, in the name of the Bordentown Alumni Association and Citizens' organization, that we today should not be here considering any problem of closing Bordentown. We should be here trying to broaden Bordentown; to extend Bordentown to meet the need of this vast number of children. So I say to you, these masses of under-privileged children that Bordentown is serving outnumber any other group of children in this State. I hope that Bordentown will stand to continue the services it has rendered for every child in the State, and that it may be enlarged and broadened to meet the demands and the needs, for there will be many.

MR. McCAY: The next speaker will be Mr. Johnson.

MR. HERBERT JOHNSON, President, Bordentown Alumni Association.

Mr. Speaker, ladies and gentlemen, and friends: I like to use the term "friends", and I am sorry, on this occasion, that I am here to speak for the continuance of Bordentown, not on a segregated basis, but on an integrated basis. Much has been said about closing the school. Much has been said about what serious efforts, if any, have been made to integrate the school. We know, and we have heard, the different phases, the different speeches, about how integration can work and will work. And I do feel, as president of this group, that integration can work at Bordentown if it is given concentrated effort on the part of the parties involved. I thank you.

MR. McCAY: The next speaker will be Mrs. Grant.

MRS. OLIVIA GRANT, Teacher, Bordentown Manual Training School

I was born and educated in Boston, Massachusetts. I am a graduate of Radcliffe, and have been teaching at the Manual Training School for 38 years. Coming from a complete integrated center in New Jersey in 1917, I have been interested in race relations of the school in relation to the community of Bordentown, and I am happy to say that over that space of time, they have improved tremendously, and a very fine feeling has existed, and continued to exist, between the citizens of Bordentown and the school. In all that time, 38 years, I have yet to be approached as a teacher by any member of the Board of Education, or anybody in authority on any attitude or aspect of integrating the school. I just feel that if you are around anywhere for 38 years, you ought to know something that is going on. And I have been there that long, and I am here today to say that.

When the resolutions were read, I wrote a letter immediately to the State Board of Education, and sent a copy to the Governor. The Governor answered immediately, acknowledging receipt of my letter, and suggested that I have a talk

with the Commissioner. The letter to the Commissioner has never been acknowledged. When I went to the Department of Education in Trenton to see Dr. Flury, at the request of Dr. Flury, on my way down, Dr. Flury said the Commissioner would like to see me on the way out. That was the way we had our talk. I raised the question of integration with him, and nothing that he said to me, or any evidence he has presented, has changed my point of view that no wholesome, sincere effort of any kind has been made by the Board of Education to integrate Bordentown. And I am assuming that since the school is under their direction, that such an attitude and such a movement should primarily come from them.

MR. McCAY: The next speaker will be Reverend S. H. Woodson.

REVEREND S. H. WOODSON, Pastor, Shiloe Baptist Church, Trenton, N. J.

Besides being pastor of the Shiloe Baptist Church of Trenton, I am President of the Council of Greater Churches of Trenton; President of the Carver Branch of the Y.M.C.A.; member of the Board of Directors of the Central Y.M.C.A., and a member of the Board of Directors of the Trenton Council on Human Relations, and one of the official delegates to the World Alliance which met in London, England, in July. I come today representing my own church, and also representing the Carver branch of the Y.M.C.A., and as an interested citizen.

I will possibly reiterate many of the things that have been said by other speakers. But I first want to emphasize on this need that has been spoken of briefly by some of the other speakers, with regard to a school in the State of New Jersey where boys and girls may go to be trained, to use their hands as well as their minds; the kind of training that will enable them to become worthwhile citizens in their community. I think that most of us recognize the fact that our major problem with regard to youth in the State of New Jersey, and across the country, is a problem of juvenile delinquency. We recognize also that many of our schools are teaching what I might call "frustration courses". Our boys and our girls are

processed through like so many tin cans on a belt. They are hammered or molded, and many times we discover that we cannot hammer and mold into them the kind of education that is in existence in a good number of our schools, with the result that a large number of our boys and girls leave school at an early age because they have no means of making a worthwhile living, and because of the way our standard of living has risen over the years, they look about and see others living well, and they decide that since they do not have the training to make an honest living, they will go out and seek that living in other ways, thus increasing our crime rate, and thus making the citizens of New Jersey pay extra money in order to take care of those institutions where young men and women go because they have broken the law.

Certainly, I say to this group who has met here today that there is a great need in the State of New Jersey, and across our country, for the continuance of a school like Bordentown, not on a segregated basis, but on an integrated basis, where boys and girls will have the opportunity to learn worthwhile things in order that they may make a living in an age such as ours. And there is no reason for us to hinge our excuse for closing Bordentown on the basis of the fact that it could not be integrated. I think everybody here knows that it could have been integrated, had there been really a sincere effort made. It seems to me that the State of New Jersey is saying to the entire world that here we have tried to integrate, and the folks who should be most interested in integration are against it. That is what New Jersey is saying when it gives us as a reason for closing Bordentown the fact that it could not be integrated. It is saying that the Negro himself is not for it. That is the implication that may be drawn from this matter. And then you are giving great fruit to the contentions of the bigots of the South, like Talmadge, and possibly even Bilbo, wherever he may be, in heaven or the other place. You are giving fruit to them who say that it is impossible to integrate any kind of school where boys and girls of all races and creeds may get together on common ground. New Jersey is saying that to the rest of the nation, and they are saying that to the world. There is no need

in America going to the conference tables of the world talking in terms of democracy, when New Jersey is saying in part that democracy will not work in the very State that has been the birthplace of a civil rights law.

I say to these Commissioners who have met here today, and to the legislators, do not give Communism that kind of propaganda to use against us. Remember, as Brother Anderson has already said - and I say "Brother Anderson" because I happen to be a member of the ministry - you are giving to Communism something to be used against America in the fact that we who talk democracy and equality and integration cannot make democracy, and equality, and integration work, or at least that we have not tried to make it work really. And I plead with you today, in the name of all that is decent and right to reconsider the matter and to give to New Jersey the kind of integrated vocational school that New Jersey sorely needs. If you want to spend \$1,500,000, if Governor Meyner wants to use that as part of his record, then let Governor Meyner use as part of his record that he has improved Bordentown school, and it is on an integrated basis, and boys and girls who are potential delinquents are able to go to school and get the kind of training that would fit them for living in the days to come.

Thank you very much.

MR. McCAY: Reverend James Dublin.

REVEREND JAMES DUBLIN, Pastor, Central Baptist Church of Jersey City.

I have been pastor of the Central Baptist Church of Jersey City for 23 years. I raised my children there under the public school system, and my baby boy now is at the Bordentown school. And I am proud I did send him there. My wife is a nurse; she works evenings, and I am a minister, working all the time. There are times when we are both away from home, and the children, when the parents are away, sometimes go astray. So, when I learned about Bordentown through a young man that was from Salem, I said that that is the place for my boy. And I sent him down there until he

becomes old enough. And I must say, he is a different boy. He is six feet two now, taller than I am. I am anxious for him to finish there and go to a higher place. I am pleading, if there is any way possible, to keep the school open. My boy went to school in Jersey City with the whites, and then to high school, and it is the same all over.

So I ask that, by all means, we not close that school. We have to see that the children are properly supervised; that they are not out late at night, and that they are taken care of. I thank you.

MR. McCAY: Mr. Herbert Tate.

MR. HERBERT TATE, Legal Representative, Bordentown Alumni Association

Mr. Chairman and members of the Committee: I am counsel for the Bordentown Alumni; attorney-at-law; member of the New Jersey Urban League, and I am authorized by them today to appear before you to give their sentiments and enter their plea that Bordentown not be closed, because it is the feeling of the New Jersey Urban League of Essex County that integration has not been triumphed. I am also a member of the Board of the National Association for the Advancement of Colored people in the City of Newark. I am a former member of the Newark Board of Education. I am a former vice-president of the Associated Boards of Education of Essex County. I resigned from those boards in order to represent this great nation of ours as the cultural attache to Pakistan.

I am somewhat surprised this afternoon to find that we are facing an issue here that in no way has been presented by the proponents of the issue. And I am quoting now the resolution which gave rise to this question, a resolution adopted by the New Jersey State Board of Education on December 17, 1954, which states: "Whereas, the New Jersey State Constitution, adopted in 1947, which became effective January 1, 1948, provided that no person shall be segregated in the public schools because of religious principles, race, color, ancestry, or national origin and, Whereas, the State Legislature, upon recommendation of the

State Board of Education in 1948 provided by law that the Manual Training and Industrial School for Youth at Bordentown should be open to all children of the State and, Whereas, despite efforts to integrate the school there has, in fact, remained the separation of Negro children in said school, which is, therefore, a segregated school in its practical operation." And then it ends, "Therefore, be it resolved that the State Board of Education hereby declare the Manual Training School at Bordentown should be discontinued effective June 30, 1955."

That is the issue, and that is the only reason presented to the citizens of New Jersey for the recommendation by the State Board of Education to the Governor to close Bordentown. In a report which was published July 2, 1953, they had a committee to study Bordentown, and I am quoting from it. It says, "We feel that Bordentown is an illegitimate educational child." Well, this baby has been left on our doorstep.

It is curious that the proponents for the closing of Bordentown have made no statement beyond this issue. We heard three or four speakers at the outset who did not discuss the closing of the school, but the use of the school. I would like to know what Mr. Arthur E. Armitage of the State Board of Education has to say. I would like to know what Mrs. T. B. Armstrong has to say. I would like to know what Louis F. Gayner has to say. I would like to know what Mr. Philip R. Gebhardt has to say. I would like to know what Dr. John S. Gray has to say. I would like to know what Mrs. Edward L. Katzenbach has to say. I would like to know what Mr. John F. Lynch has to say. I would like to know what Mrs. Herbert Reim has to say. I would like to know what Mrs. Frederick H. Sanford has to say. I would like to know what the President, Mr. George R. Smalley has to say. I would like to know what Mr. Henry A. Williams has to say. And last, but not least, I would like to know what our own Dr. Parker has to say. These people have said that integration will not work in this State.

I am a former commissioner of the State Commission on civil rights. I helped draft the freeman's civil rights bill. Many of you people hearing the sound of

my voice worked diligently for that bill. We know also that New Jersey represents one of the most advanced States with respect to its Constitution. In these very halls we have heard our Constitution acclaimed. The bill of rights section in our Constitution, which guaranteed a free public school, open to all children regardless of race, color, or creed, that mandate was stressed upon the State Department of Education. The Fair Employment Practices Act was placed under the Commissioner of the State Department of Education. Did they flinch at that time? No. We have a record unequalled in this nation for the Division Against Discrimination. We have a record that has been exemplary in our educational school system. We have done away with segregation in the school districts.

Now, it is curious then that this same State Department of Education cannot integrate one little school unit, and particularly where that one school unit is directly under the State Board of Education. It is not being controlled by any local municipal board, or any county board, but the State Board of Education operates Bordentown Manual Training School, and the School for the Deaf and Dumb.

Major Daniels, who has spent a quarter of a century with Bordentown, said that integration was the best kept secret that he has ever known at Bordentown. What attempt was made to integrate? Certainly they would have called upon the faculty. Certainly, for good human race relations, certainly first the faculty would be called on to be told that now they may have some white students, and that is what they must do, and that the faculty is going to be integrated. Mrs. Frances Grant who said that she had spent 38 years in this work says that she knew nothing about it. And Mrs. Fawcett said that this is a historic and dramatic occasion.

Are we to be here today to ring down the curtain on this illustrious civil rights State? Are we to sit in on the death of all the things that we have thought holy? I have spent many many days and nights in Pakistan speaking before groups of anxious Pakistanis and Indians who wanted to know about our way of life. And I told them that I came from a State which believed in first-class citizenship for all, and

that we had a democratic system of education. Only to have hurled back into my teeth, "Mr. Tate, how can you stand there and tell us this? We only today, on the front pages of DAWN, our leading newspaper, have seen a story that your people are suing in your highest court in the land in order that black children may go to school with the white children. How did you get an education?" And when I proudly said that New Jersey was not a State involved, that there were only 17 States in the United States with laws for segregation, they said, "Mr. Tate, but aren't those States the United States?" Are we going to have New Jersey join those 17 States?

Our own Commissioner of Education today knows - and incidentally, where is he - that already the South is quoting what is being done here in New Jersey. The action of our State Board of Education is being used against us. Can we afford to pay that price? Sitting today in the Federal Court House in Newark is a Committee on UnAmerican Activities. Are we to feed fuel to those people who are picketing that Committee? Are we to give comfort to the enemies of democracy?

I close with quoting from the education bulletin published by the State Department of Education of New Jersey of May 19, 1952. In this article on the basic aims and objectives of the Bordentown Manual Training and Industrial School, they say in there, and I quote: "Our pupils are very often reminded of the poet's words of wisdom, 'To Thine Ownself be True', and it goes on, 'And it must follow as the night the day that thou cannot then be false to any man.'

I ask that the State Board of Education join with those students in that point.

Thank you.

MR. McCAY: That concludes the list of speakers against the closing of the school. I have been presented with four names of people who now want to speak in rebuttal.

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