

JOINT EDUCATION COMMITTEE OF THE
NEW JERSEY LEGISLATURE

PUBLIC HEARING ON THOROUGH AND
EFFICIENT EDUCATION

June 5, 1974
Haledon, New Jersey

A P P E A R A N C E S :

Senator Stephen B. Wiley, Chairman
Assemblyman Albert Burstein, Vice Chairman
Senator Wayne Dumont
Senator Ann Martindell
Senator Anthony Scardino
Assemblyman William Hicks
Assemblyman Daniel Newman
Assemblyman Harold Martin
Assemblyman Charles D. Worthington
Paul M. Muller, Staff Aide

1 (Before Lorraine Van Tassel, a Shorthand Re-
2 porter and Notary Public of the State of New Jersey,
3 taken at the William Paterson College, Raubinger Hall,
4 Haledon, New Jersey, on June 5, 1974, commencing at
5 10:00 A.M.)

6 SENATOR WILEY: We thank you for your patience.
7 This is a meeting of the Joint Education Committee
8 of the New Jersey Legislature. My name is Stephen
9 Wiley. I'm a Senator from the 23rd district, chair-
10 man of the committee. With me today as members of
11 the committee on my immediate right, Mr. Burstein,
12 to his right Assemblyman William Hicks, to my
13 immediate left, Assemblyman Daniel Newman from
14 Ocean County and Assemblyman Harold Martin from
15 Bergen County and to his left Mr. Paul Muller our
16 staff assistant.

17 We are charged under an act of legislature
18 signed by the Governor with the responsibility of
19 reviewing plans for implementation of the Botter
20 Decision, Robinson vs. Cahill, which demands the
21 legislature to rethink and revise the school struc-
22 ture and the school system of the State of New
23 Jersey to bring it into accord with the constitu-
24 tional dictate that we have a thorough and effi-
25 cient system of education which was added to our

1 Constitution by amendment a hundred years ago.

2 The Courts have found we have not measured
3 up to the mandate and we must correct it and must
4 not do so any later than December 31st of 1974.
5 If it isn't done by that time, we face the clear
6 prospects of a Court direction which by dictate of
7 the Court would change the system of financing in
8 a drastic way.

9 The Governor has said that he would call the
10 legislature together on June 13th for the beginning
11 of a special session to discuss this matter. Why
12 June when we have until December? Because it's
13 never too early to begin something like this, but
14 also because if constitutional amendments are re-
15 quired for any reason, they must be acted upon with-
16 in the next 5 or 6 weeks in order to get them on
17 the ballot to be considered by you in November.

18 With that in mind, we have been functioning
19 and holding hearings and having meetings. This
20 committee recessed at quarter to eleven last night
21 down in Lawrence Township and we will be continu-
22 ing tonight. This is due to the effort going into
23 the matter on the part of your representatives.

24 We have a counterpart committee called The
25 Joint Committee on Tax Reform which is charged with

1 the comparable responsibility to review tax plans
2 because people are talking about the alternatives
3 to heavy dependence on the real property tax which
4 the Court has said is insufficient. This is not
5 our responsibility as the Joint Education Committee.
6 That other committee on taxation is, itself, hold-
7 ing hearings and hearing tax plans and criticisms
8 of the various plans that have been proposed.

9 Our function is really twofold, on the one
10 hand to look at school administration and school
11 structure and, two, state aid formulas, that is,
12 how and on what basis money raised by any means,
13 money raised and taken to Trenton is distributed
14 to the school districts.

15 We will, therefore, invite your assistance
16 to us and your opinions for us on those aspects of
17 this large question.

18 We have in our public hearing in Trenton
19 and in Glassboro comparable to the one we're hear-
20 ing today, we followed a pattern which seemed to
21 be fair to any concern and that is to, of course,
22 receive any written statements that you may wish
23 to submit and, in addition to that, to suggest to
24 all of the people who wish to testify that they
25 limit themselves to 10 minutes of oral testimony.

1 If they want to just talk that's fine, or if they
2 want to read their statement, that's fine. But if
3 the statement goes on for 6 or 7 pages, you'll find
4 you can't read it all in that time and we would ask
5 you if you would just out of consideration for your
6 fellow participants, see if you could perhaps summa-
7 rize a page or two.

8 We have a list of all of the people who have
9 asked to testify. We have said we will be here this
10 evening at 7:00 to make it convenient for those who
11 will not be able to be here today. We will stay as
12 long as there are people who wish to have anything
13 to say. Everyone who wishes to be heard will be
14 heard. We'll follow the list that has been provided
15 to me by our staff aid which reflects the requests
16 to testify pretty much in the order in which we have
17 proceeded.

18 If there are special situations, we'll try
19 to make some provision for those as well.

20 We have over here a witness microphone. We
21 would invite the folks who wish to have a say to
22 come down and sit at that table and that way you'll
23 be able to see them and we'll have to look over the
24 side a little bit, but we'll be able to see them
25 and they'll have a microphone so that you'll be able

1 to hear them, too.

2 Let me ask is Mr. Robert Izzo in the room?
3 He's president of the Board of Education of Pis-
4 cataway, New Jersey, and I will turn to you, Mr.
5 Izzo.

6 MR. IZZO: I'll simply read the pre-
7 pared statement as submitted to the committee.

8 SENATOR WILEY: Let me interrupt you. If
9 you have copies of your statement rather than wait-
10 ing, it's not essential that you do but if you do
11 and you wish to give it to us, if you give it to us
12 before you testify, we'll find it a little helpful.

13 MR. IZZO: I believe they have been submitted
14 to the committee previously.

15 My name is Robert Izzo, I'm President of the
16 Piscataway Board of Education and most appreciative
17 of the opportunity of presenting to the Joint Edu-
18 cation Committee the viewpoint of our Board of
19 Education concerning "thorough and efficient".

20 We would have been more pleased if the Courts
21 had given a greater time span for "thorough and
22 efficient" to be defined. When one considers the
23 impact it will have on education for the State of
24 New Jersey in future years, such definition should
25 have at least come about through the same process

1 by which the goals for our school were set a few
2 years back in the "Our Schools" project. We feel
3 that such a process would have given full citizen-
4 ship input to the definition of "thorough and efficient".
5 We would ask that the Joint Education Committee con-
6 sider the viewpoints and thoughts of many community
7 based groups. We trust that they will strongly lis-
8 ten to local boards of education who have grappled with
9 the problem of educating the youth of this State for
10 many years. We are somewhat dismayed that, at
11 times, it is thought that people far away from a
12 community can do a better job of educating the
13 children than can the citizenry of that community.
14 For years, local school boards have recognized
15 problems in education. We urge that the Joint Edu-
16 cation Committee define "thorough and efficient"
17 in terms of strong local school board control. It
18 has been our belief that such strong local control
19 will always keep the school in the hands of the
20 people. Our Board of Education is aware of the
21 massive undertaking by the New Jersey State Depart-
22 ment of Education in defining "thorough and effi-
23 cient" by revisions to the Administrative Code.
24 We certainly want to praise that department for
25 meeting the task in defining "thorough and efficient".

1 Perhaps, "thorough and efficient" can only be de-
2 fined in such a manner. We feel, however, that the
3 State Department's document can only be the beginn-
4 ing toward such a definition. The revisions should
5 be discussed broadly by the Joint Committee, commu-
6 nity groups, school boards, and any other interes-
7 ted parties. "Education is too important to be left
8 to the professional alone." We find such rewriting
9 changes and deletions to the Administrative Code
10 possibly representing vested interests or various
11 Divisions of our professional agency. We feel that
12 the proposed revisions need to be brought together
13 into a "oneness of purpose" to really serve on a
14 sound basis.

15 Specifically, we are most supportive of the
16 educational process plan proposed in 6:27-3-1
17 properly asking each district to be more concrete
18 and precise in operating the schools. Establish-
19 ing community goals, devising needed educational
20 objectives, giving meaning to individualized in-
21 struction by diagnosing and prescribing an edu-
22 cational plan for each child, continuous educational
23 evaluation and assessment of the educational pro-
24 gress -- all of these are an outline of what gene-
25 rally must come to pass to make the educational

1 process less of a haphazard thing. We would find
2 it a ludicrous undertaking for anyone to define
3 "thorough and efficient" as meaning that schools
4 can be all things to all people all of the time.
5 We feel this is an overextension of the real im-
6 portant contributions that schools can make in the
7 education of youth.

8 In the past few months, much has been said
9 about "inputs" "process" and "outputs". We re-
10 cognize the legitimacy of all three terms. We also
11 recognize their interdependence on each other. A
12 thorough discussion of the revisions to the Adminis-
13 trative Code would certainly lend its support to
14 "input" in one instance, "process" in another and
15 "output" in another. It is to be noted, however,
16 that in the solution of problems oftentimes more of
17 the same thing is viewed as being improvement. We
18 would ask that any recognition of additional "inputs"
19 be backed by thorough and thoughtful research on
20 the topic -- for obviously, if it were only a ques-
21 tion of "inputs", we would not have the problem at
22 this stage of needing to re-define "thorough and
23 efficient". We also recognize that "the state of
24 the art" does not always allow measurable outputs.
25 Our Board of Education, in all humility, yet with

1 strong convictions based on cumulative years of ex-
2 perience and observations strongly urge that the
3 Joint Commission center its thoughts on the "process"
4 and of "outputs". We particularly see that "process"
5 can be the ultimate answer if it is competently
6 devised and sensitively administered and carried out.
7 It has been said that a new definition of "thorough
8 and efficient" has produced fears and proclamations
9 that when the State takes a major portion of educa-
10 tional funding, detailed edicts "from on high" will
11 be forthcoming and that local people will have only
12 to hand over the information without the slightest
13 input themselves. While we are cognizant that the
14 State Department of Education's recommendations for
15 revisions to Title VI do make a noticeable effort
16 to mandating strong local control, we would ask that
17 the Joint Legislative Committee duly consider the
18 question of districts measuring their own task.
19 We would ask that thoughtful and planned procedures
20 be adopted that would put the whole question of non-
21 compliance of "thorough and efficient" into a "check
22 and Balance" situation. We feel this is an abso-
23 lute necessity that no local district can become
24 the target of a vendetta of an individual, a state
25 agency, a political body or a political group. We

1 are asking that the Joint Commission look to the
2 other states in this area where meaningful thought
3 already has been given to this topic.

4 I would like to turn your attention to the
5 question of funding such a "thorough and efficient"
6 system. We are somewhat amazed that while "thorough
7 and efficient" has not been defined, we already have
8 a proposal for taxes for such purposes. It appears
9 that once again we will now define what "thorough
10 and efficient" is or what schools are for in terms
11 of the dollar. Certainly, there can be argumenta-
12 tion that it will cost more or that it may cost less.
13 Such a plan can only lead us into the same failures
14 that we have experienced in the last thirty years
15 in this State whereby we have always defined a
16 minimum education in terms of dollars. Does anyone
17 have to consult that record to state that the amount
18 that the legislature has provided was out of pro-
19 portion to what it really costs. Even Paul Mort in
20 the late 50's saw the failure of the foundation
21 program scheme of financing. Any plan for the
22 State to further fund education must have in it
23 the flexibility that does not require the annual
24 political haggling over its cost. We strongly urge
25 the Joint Education Committee to prevail upon their

1 colleagues that in the opinion of our own Board of
2 Education, it will not be possible to "sell" a new
3 tax to the people of this State under the duress and
4 emotional argument that it is "for our children and
5 our schools." We have too often been beguiled in
6 the past, by cigarette taxes, gasoline taxes and
7 sales taxes by this argument. Already in the pro-
8 posal of this new income tax, one-third of the
9 revenues are for reasons other than education. If
10 the state legislature is unwilling to go through
11 the constitutional revisions necessary to dedicate
12 a tax to education and hence, keeping it up with
13 inflation than it is absolutely necessary for the
14 legislature to write into such funding variables
15 that allow for inflationary cycles.

16 The Piscataway Board of Education is keenly
17 aware of the difficult task in front of the Joint
18 Education Committee. We trust that the comments
19 made on behalf of our Board of Education are help-
20 ful in your deliberations.

21 We wish you success in setting forth a pro-
22 posal of "thorough and efficient" that will be
23 long lasting and in the interest of education of
24 our youth for many years to come.

25 Thank you.

1 SENATOR WILEY: I would ask you, sir, you
2 emphasized process and you emphasized local control
3 and I take it from that that you feel that you can
4 have or that we can retain local control and at the
5 same time have a system, a thorough and efficient
6 system which emphasizes process rather than input
7 or output exclusively.

8 MR. IZZO: I believe that can be accomplished.
9 I believe that perhaps at the same level we should
10 be more concerned as to the objectives of education
11 rather than trying to dictate what might generally
12 be accepted as good for education at a local level.

13 For example, in your Administrative Code,
14 by establishing specific square footage for a class-
15 room really doesn't mean in every area in every
16 district the child is going to get a good education.
17 That type of thing, that type of regulation which
18 is just an example, doesn't guarantee anything.
19 You can't specify X number of kids to a classroom
20 without defining the particular group that you're
21 dealing with. Every child is different, every
22 group is different, every community has a different
23 problem.

24 I think that if we set the goals for educa-
25 tion, what we expect in terms of achievement, make

1 the communities responsible for reaching these goals
2 and when they fail to reach these goals, then demand
3 of the community their plans for reaching these goals
4 so that each community can then design its own in-
5 dividual plan based on its type of student, its faci-
6 lities and what the people in that community might
7 want to do.

8 So rather than dictate it from the State and
9 say this is good for everybody, I think it has to be
10 in the hand of all the people and I think it can be
11 done.

12 SENATOR WILEY: You think that the control is
13 consistent with your interest in general control?

14 MR. IZZO: I think so. The evaluation
15 is the toughest part. I think it has to be basically
16 handled at the local level. It can be under general
17 guidance and procedures, but I think the evaluation
18 has to be handled on local levels.

19 I think we have to assume that the local Boards
20 are responsible and are interested in good education
21 for their children and interested in achievement
22 levels and reading levels and the whole thing that
23 goes with it, and I don't think that we can sit in
24 Trenton, any group, no matter how professional can
25 sit and come up with guidelines, specific guidelines

1 in what should and should not be taught in curricu-
2 lum and so forth that is going to serve everybody
3 throughout the State.

4 SENATOR WILEY: Fine.

5 ASSEMBLYMAN NEWMAN: You indicated the pre-
6 rogative of goal setting and these assessments as
7 well as objectives and so forth on the local level.
8 Let's make the assumption, if we may, that's what
9 we're going to do and then you indicated the commu-
10 nity would have to live up to those goals and ob-
11 jectives. Where would you see the State entering
12 the scene in the event that a local school district
13 fails to complete those goals or objectives, whether
14 it be -- for whatever reason?

15 MR. IZZO: That's a tough one. In the final
16 analysis, I don't even see the State. When you talk
17 about education, you're talking about personal views.
18 When you talk about education, I think the people
19 in the community, I have found people at all levels
20 if you want to say or all cultural backgrounds, all
21 ethnic backgrounds are interested in education and
22 want education for their children. The obvious an-
23 swer to that is always by withholding funds. I
24 don't know if that serves the purpose or not. I
25 think that there can be a compromise situation.

1 What I'm saying is that within the community,
2 they must be ordered, they must evaluate their sys-
3 tem is what I'm trying to say. They must come up
4 with some results and, obviously, there has to be
5 some standards and if they don't meet the standards,
6 I would say they must submit plans for meeting these
7 standards.

8 Now, how you affect these plans, how you
9 make the community do it, is a tough problem, I
10 know, and I would say probably in the final analysis,
11 the State has to have some prerogatives in apply-
12 ing pressure whether it be by limiting funds or
13 whatever it be, but there has to be some preroga-
14 tive in those cases where irresponsibility exists.
15 I don't think you'll find much of it.

16 ASSEMBLYMAN NEWMAN: What do you think about
17 the idea of strengthening the County Superintendent's
18 office to serve in that position?

19 MR. IZZO: I would rather see it at the County
20 Superintendent's office rather than at the State.

21 ASSEMBLYMAN HICKS: Sir, you mentioned be-
22 fore there should have been some kind of bill for
23 checks and balances if one should not comply with
24 the thorough and effective mandate. Would you mind
25 elaborating on that a little bit?

1 MR. IZZO: Okay. A possibility perhaps in my
2 own mind is that rather than have a Commissioner of
3 Education and a very strong group who dictates, per-
4 haps there should be some sort of a review board with
5 representatives say from -- a board member from each
6 County would probably be sufficient, that when the
7 local control of the educational system is challenged
8 by the Commissioner's office, that the local board
9 then can go back to this review board and at least
10 have some recourse as against the Commissioner of
11 education without going to the courts. I think that
12 in this way what you're doing then is getting input
13 from down at the bottom a little bit more. I think
14 that the local board members to some degree anyway
15 though it's always challenged in the community, do
16 represent their community much better than someone
17 in the Commissioner's office can, and I think by
18 having a representative on a committee or review board,
19 one from each County or maybe two from each County or
20 what it might be, that it would give us an area for
21 appeal when we are challenged perhaps by the Commi-
22 sioner's office. So then it takes the idea of the
23 Commissioner's office or the State Department of
24 Education having the final say or being able to put
25 pressure on a school district.

1 SENATOR WILEY: Any other questions? Thank
2 you, Mr. Izzo. We appreciate it.

3 I'll go down the list in the order in which
4 it appears here. Susan R. Ora, Ms. Alice Cohan,
5 Arthur Thomas, Adrian Le Febure and/or Adler Strauss
6 or Monsignor Lobianco. Doctor Anna B. Meyer,
7 Mary Barbour, Board member of Mahwah Board of Educa-
8 tion.

9 Let us then call on you, Miss Ora. I'm sorry,
10 Miss Barbour, I hadn't realized Miss Ora was here.

11 Have a seat, please. Welcome to the committee.
12 If you would when you appear, just identify yourself
13 by name and address so that the reporter can take it
14 down and then proceed, if you would.

15 MRS. ORA: My name is Mrs. Susan Ora and I
16 live in Sussex County, New Jersey. I'm here today
17 to testify as a citizen and as a parent pertaining
18 to the study of "thorough and effective". I became
19 aware of "thorough and effective" through the New
20 Jersey Leadership Foundation. It was brought to
21 my attention when I attended a meeting and heard
22 people speak as to this report. I then returned
23 home and called my school superintendent to ask if
24 I could read the Administrative Code which was over
25 300 pages long which was the definition of thorough

1 and efficient. It took some time to read the 300
2 pages, and out of this particular code, I selected
3 certain area of concern that myself as a parent of
4 three children have been made aware of.

5 I was involved in the Hour School Study in
6 Sussex County and I felt that was a fine way of
7 getting the complete input of people, students,
8 the general public as well as professionals in the
9 area of education, and I was quite upset to think
10 that thorough and efficient is not known by the
11 general public.

12 I think possibly I'm the only person today
13 from my County. Possibly the only other people
14 who have read it are the school officials in Sussex
15 County.

16 I will at this time take certain sections
17 of the report that I am terribly concerned about
18 and express my own opinion.

19 On page nine of the Administrative Code,
20 6:27-3.1, the Educational Process Plan. This pro-
21 cess plan has a terribly heavy stress on diagnosing
22 and testing for all children in every school each
23 and every individual child. I'm terribly upset
24 pertaining to this particular type of testing for
25 the Educational Process Plan. I'm the mother of

1 a handicapped child, another child who has a medical
2 problem, I also have an American Indian son who is
3 adopted. I have ideas in my own area of what should
4 be done with my children, and I do not feel that it
5 is within the jurisdiction of the legislature or
6 teachers to attempt to take over my Constitutional
7 right to be secure in my home, my papers and my
8 effects as to my children.

9 As the mother of a retarded child, I released
10 medical records of my child, the handicapped one,
11 who is now 18, and from the time I released medical
12 records of my child, for the 18 years she was given
13 nothing but problems within the school district
14 itself and I was involved in personal fights with
15 Boards of Education, Departments of Education and
16 psychologists as to her testing. May I say she's
17 been tested psychologically 5 times, I knew at 3
18 years of age that she was mentally retarded and a
19 trainable educational child. I expected the Bead-
20 leston laws to protect her in this State and I had
21 to fight for every bit of education for that child.

22 I also have another child who has a medical
23 problem who is not able to learn her math the way
24 she should have at 2 years of age. This child has
25 a problem about math, I was aware of it, I went to

1 her school teacher asking for help in the second
2 grade. I was given no help from the teacher what-
3 soever. I went into the third grade school year
4 with the same problem. She is exceptional in many
5 other different areas and working above her average,
6 but math was the only problem.

7 At the end of the three meetings, the teacher
8 said "Do you mind if I have the child sent to a
9 psychologist?" I turned around and said "You shall
10 not send my child to the psychologist."

11 I have talked to the principal of the school,
12 she is not creating a problem, she just cannot learn
13 math. I said maybe could there be a possibility
14 that between old math and new math something is
15 going wrong, but it is not my child.

16 I then at that time came home and said I
17 won't give the school a chance to sneakily behind
18 my back send my child to a psychologist. I went
19 from a pediatrician to a psychologist to a neurolo-
20 gist and back to the pediatrician again only to find
21 out that my child does have a true medical problem
22 that with the help of medication for two years, she
23 will not have the problem, she will have outgrown
24 the problem.

25 She is now of 9 years of age and on medication

1 for one year. I have not released those medical
2 records to the school and I shall not release those
3 medical records to the school because if anybody
4 could find out my child could be classified in a
5 category and this is a child with one particular
6 problem and we have hired a tutor for her in the
7 area of math. So she is obtaining the getting the
8 things she needs socially and emotionally and medi-
9 cally from the family. She does not need the school
10 to take care of these things for her. These are
11 my obligations to the process plan.

12 The only recourse would be to have the hear-
13 ing before the Commissioner if your child is so
14 classified. And I may say the parent is the last
15 one to find out.

16 On the Pupil Achievement Levels on Section
17 6:27-3.3, this again goes back to the same point
18 of testing, and I feel that if a child is failing
19 in a subject such as my child is failing in math,
20 that there should be tests done, but it should be
21 done on a math level because my child was not the
22 only one failing in math in that school. There were
23 many children, but in class for math under the
24 Title One monies.

25 If the student has been determined or picked

1 up by a teacher as having some type of a problem,
2 this teacher should call the parent in immediately
3 and discuss this and ask if they could have medical
4 checks done on the child, medical and psychologically
5 and so on but if the parent feels that it is their
6 prerogative to make the decision, the school's only
7 recourse I feel would be to take that parent to
8 court and sue for the medical records, but they should
9 not attempt to obtain records without the parent's
10 consent.

11 On page 29, 6:28-1.4 under Special Education
12 and Classification, once again this is the same prob-
13 lem as to testing and classification and as I've
14 told you, that I have had the personal problem with-
15 in my home, so I fully realize what it is.

16 I think that we have gone along and done
17 quite well in special education for the last 10 or
18 12 years because of the Beadleston laws. I couldn't
19 see that there was a particular thing in the adminis-
20 tration in this code. It's generally the same and
21 once again I can only stress it. It is a parent's
22 prerogative first on this classification and the
23 parent should be the first one involved, not the last
24 one to have this problem discussed, and the child
25 put in a special education class.

1 There's a heavy stress on Title 6 under
2 Health. Again for physical and mental tests, as
3 well as a so called comprehensive health examina-
4 tion at the fourth and seventh year as well as the
5 15th year of age and I can't help but wonder why
6 the stress in this whole report seems to be on health.
7 This is a medical problem. It is not a complete
8 education problem and I just see no reason for the
9 heavy stress on the type of testing that's taken
10 place through this whole study.

11 I think that general supervision is one
12 thing and a complete take-over of local education
13 is quite another thing. The whole report of the
14 State Department of Education / ^{stresses} only the power
15 of the Commissioner of Education and County Super-
16 intendent, not local control. But as the gentleman
17 stated before me, I would rather see it with our
18 County Superintendent than the State. The powers
19 and duties of the State Board of Education and this
20 is to the issuance of revocation of certificates, I
21 don't feel this should be changed. It has to do
22 with licensing people within the schools personnel
23 as well as teachers.

24 I'm very upset to find that NJEA has such an
25 input. I'm upset that our Senator Dumont has

1 sponsored a bill giving control to NJEA in teacher
2 certification. I think it has been a fact that our
3 Senator Dumont, Assemblyman Littell, Assemblyman
4 Shelton, have had \$350.00 contributed to their
5 political campaign and now there is taking place
6 favorable legislation being written for them, this
7 NJEA.

8 Section 185A --

9 SENATOR WILEY: I think it might be fair of
10 us to ask all of us to focus on the immediate
11 thorough and efficient.

12 MRS. ORA: It covers that. Under the school
13 lunch program, when I read the requirements, it just
14 says it requires school districts to provide school
15 lunches, but the whole answers it says within the
16 limits of valuable State funds. There is no pro-
17 tection that a school district is going to be able
18 to provide it. They may be forced into the situation,
19 well, they are told by the State that they have to
20 provide school lunches, but there is no safeguard
21 in there for being reimbursed for each school dis-
22 trict that is involved in the school lunch program.
23 I think that is a very weak thing. I think at this
24 point education should be relevant to life. I
25 think this is terribly important that our young

1 people today are saying what they get in school
2 and what they have living on the outside after they
3 leave school are quite different things, and I
4 think we should have reading and writing and math,
5 vocational training, how to manage money, how to
6 raise a family, how to take care of your physical
7 self built within a school system. These things
8 can be taught within the home, but I do not feel
9 that the teaching system should usurp the authority
10 of the parent within the home.

11 It was terribly upsetting for me having my
12 child having a teacher in her history class bring-
13 ing in a newspaper to read about the Watergate issue
14 for a week. As a parent, I am safeguarding this
15 young man with a full library and he will read
16 Bury My Heart At Wounded Knee and this will be a
17 part of his system on education.

18 I think I've covered the report as fully as
19 possibly and stated it as strongly as I can.

20 Thank you very much.

21 SENATOR WILEY: Thank you. I commend you on
22 your 10 minutes. You're all within 10 minutes or
23 maybe 11. You've done your homework well.

24 Let me say that for those of you who like
25 Mrs. Ora and I don't know how many have reviewed

1 that code in all the detail that Mrs. Ora has, the
2 original compilation to which Mrs. Ora referred,
3 300 pages of possible changes in the code is not in
4 prospect now. This is not being proposed, as I
5 understand it, for adoption by the State Board of
6 Education at this time. Rather, what's being dis-
7 cussed as a very brief and very limited version of
8 that and most of the changes that you're speaking of
9 as I understand it will not be going into effect or
10 be acted upon by the State Board for some period of
11 time, would be dependent upon what action the legis-
12 lature takes, and then there would be further public
13 notice about adoption of any of that.

14 Now, that's my understanding. I don't control
15 the State Board of Education. But there has been
16 quite some apprehension that that entire document
17 might be enacted.

18 MRS. ORA: Yes, because it does state new
19 statutes and amended statutes, and it sounded very
20 definite.

21 SENATOR WILEY: Those were proposals by the
22 staff of the government.

23 MRS. ORA: I can only say that still as a
24 citizen and as a parent, I will be watchdogging
25 the new amendments and the statutes.

1 SENATOR WILEY: Senator Dumont.

2 SENATOR DUMONT: Are you in favor of Senate
3 bill 441 which will reduce the age when instruction
4 of handicapped children will begin at three years
5 of age instead of five?

6 MRS. ORA: Yes, I am.

7 SENATOR DUMONT: Also, I might point out to
8 you that Senate 674 which you referred to as being
9 amended considerably by this committee so that no
10 one group will ever donate and I explained that to
11 the NJEA some time ago because it was 15 months
12 ago when I agreed to put their bill in and told them
13 it would not pass in that particular form. I'm
14 very proud to have Mrs. Ora as a constituent whether
15 she's proud to have me as her Senator or not. She
16 has served as a member for many years on the handi-
17 capped children association.

18 One more comment, Mrs. Ora. I did not re-
19 ceive any money from the NJEA in last year's cam-
20 paign. If so, it would have been included in my
21 report and you'll find nothing there.

22 MRS. ORA: Excuse me, Senator Dumont, your
23 report is not filed in Sussex County. It was listed
24 in the educator's form that filed it, it said name
25 of contributor, 10/30/73, NJEA, and the address

1 was Trenton. It was filed as such and is on file
2 with the adjustment.

3 SENATOR DUMONT: They have to report the
4 value of our efforts, Mrs. Ora. There was no money
5 received by me.

6 MRS. ORA: It says printing of mailers to
7 be distributed by teachers. I'm not saying that
8 you solicited their monies whatsoever, but they did
9 contribute.

10 Are there any more questions?

11 SENATOR WILEY: Yes.

12 ASSEMBLYMAN BURSTEIN: With regard to the
13 matter of testing, particularly the field of aid to
14 the handicapped of the special programs the schools
15 generally have, I recognized the problems you've
16 raised with regard to parent participation, and I
17 would like to know if you feel it feasible where
18 the patient is aggrieved by the result or wishes to
19 have some kind of further testing done, do you feel
20 some kind of appeal procedure would be relevant to
21 the statutes?

22 MRS. ORA: I see no reason that it shouldn't
23 be whatsoever.

24 ASSEMBLYMAN BURSTEIN: In other words, let's
25 say if we had a panel of psychologists or physicians

1 available to the aggrieved parent to choose from as
2 a counterweight to whatever report has been pre-
3 sented by the school psychologist or the school
4 child study team within the school, would you find
5 that a feasible method of handling this problem?

6 MRS. ORA: I don't basically feel the problem
7 is within whatever testing is taking place. I'm
8 saying and I tried to stress the child is sent to
9 the school officials before the parent is notified,
10 there is this particular problem. The parent should
11 be made aware of it immediately.

12 ASSEMBLYMAN BURSTEIN: In other words, your
13 principal fact is the parent not having prior no-
14 tification?

15 MRS. ORA: Right.

16 ASSEMBLYMAN BURSTEIN: In the event of prior
17 notification and the parent is still aggrieved,
18 do you feel some kind of appeal procedure would be
19 relevant?

20 MRS. ORA: What are you referring to as to
21 appeal?

22 ASSEMBLYMAN BURSTEIN: Allowing the parent
23 to choose a psychologist or psychiatrist or what-
24 ever of their own.

25 MRS. ORA: Yes, I would think it would be

1 very good. It may help the parent emotionally them-
2 selves to say I will go out and select a psychologist
3 although I would say the majority of parents are
4 not aware of the psychologists, but they will feel
5 that they do have a choice and I think this is
6 important.

7 SENATOR WILEY: Thank you, Mrs. Ora. I appre-
8 ciate it very much.

9 Mrs. Barbour, can we call on you again?

10 Welcome to the committee, nice to have you
11 with us.

12 MRS. BARBOUR: Thank you, Senator Wiley.

13 My name is Mrs. Mary Barbour and I'm a Trustee
14 of the Mahwah Board of Education as well as being
15 its Legislative Chairman. I am also the Legislative
16 Chairman of the District 40 Legislative Coalition
17 in Bergen County. I would like to read my state-
18 ment.

19 Last week's meeting of area School Boards
20 was held at Ridgewood New Jersey for the purpose of
21 mutual agreement on a statement toward defining
22 "thorough and efficient". Boards of Education from
23 voting District 40 were invited and representa-
24 tives of nine boards were present, plus a repre-
25 sentative from voting District 38. Following a

1 lengthy discussion, the following statement was
2 approved: "We support the widest possible local
3 control with no decrease in existing educational
4 quality."

5 It is further agreed that each school dis-
6 trict should present its local needs and concerns
7 on an individual basis for appropriate considera-
8 tion as input for "thorough and efficient" and
9 funding implementation.

10 Obviously this statement leaves much to be
11 desired as input, but it does adequately describe
12 concerns of school districts in Northwest Bergen
13 County. As further clarification, and as an
14 atypical community in this area, I would like to
15 speak briefly about the Mahwah school district.

16 In 1969, following a period of instability
17 in administration and concurrent problems within
18 the school system, a \$28,000 Planning Study was
19 commissioned from Booz, Allen, and Hamilton. This
20 study was completed in the spring of 1970 and imme-
21 diate action was taken to implement priority re-
22 commendations. An in-depth study of the future
23 facility needs of the school district was already
24 underway and this culminated in the approval of a
25 building referendum for a new middle school, grades

1 6, 7, 8, with a completely new program tailored to
2 the specific needs of the 10-14 age group. This
3 building has now been completed and occupied and will
4 greatly improve the overall program. A 5-Year Master
5 Plan was developed, and each year since 1971 has
6 been restudied and prioritized for changing needs.

7 By December, 1971, a Philosophy of Educa-
8 tion was adopted by the School Board based on
9 educating each individual child to the extent of
10 his or her fullest potential and it has been this
11 Philosophy which has directed decisions made since
12 then.

13 In the spring of 1972, a Needs Assessment
14 Survey including input from the community, adminis-
15 tration, staff and students was completed and
16 again priority needs identified. Beginning with
17 the summer of 1971, Task Forces composed of ad-
18 ministrators and teachers, and also utilizing stu-
19 dents when appropriate, have worked on areas of
20 immediate need, made recommendations, and programs
21 implemented. Math K-8, Language Arts K-12, Social
22 Studies, Science K-6, Testing and Pupil Progress,
23 and alternate programs for high school have been
24 developed.

25 Staff appointments have been made to

1 achieve a co-ordinated school system, i.e. Director
2 of Instructional Services, Co-ordinators of Read-
3 ing K-12, Math K-12, Music K-12, Libraries K-12, Vo-
4 cational Education, and Child Study. Back-up
5 personnel has also been added, i.e. remedial and
6 supplemental reading teachers K-12, a complete
7 Child Study staff, guidance personnel, and media
8 specialists. The Supervision and Evaluation pro-
9 cedure has been developed and is continually be-
10 ing improved. As a 1942 graduate of a New York
11 State school system, in 1974 I see a Mahwah school
12 system beginning to approximate the education I
13 received some 30 years ago. The factors making
14 this situation possible are many and varied, but
15 it is a fact that we should never lose sight of.

16 As a four-year board member, I fully be-
17 lieve that Mahwah is progressing toward a "thorough
18 and efficient" system of education for each child.
19 But we have a long way to go and there are local
20 factors which should not be overlooked in the de-
21 cisions to be made by the State in the near future.
22 The recent test scores from the New Jersey State
23 Assessment Program are an excellent example of
24 Mahwah as an atypical community in Northwest Bergen
25 County. Although other districts in the area

1 scored above state levels, Mahwah reflected state
2 scores generally. Why?

3 A wide variety of programs is offered
4 throughout the school system to meet the needs of
5 a very diversified student population. In a
6 community with 54% income below \$15,000. in 1972
7 (the year of the state testing) 46% of the graduat-
8 ing class went to 4-year colleges; 7% to 2-year
9 colleges, 6% to trade schools, 2% "other" further
10 education; Employment 29%, Armed Forces 2% and
11 Unemployment 4%. An extensive Vocational Educa-
12 tion program is offered, as well as an Independent
13 Study Program, an Experience in International
14 Living, 4 and 5 years of languages and advanced
15 math and science courses. Needless to say, class
16 sizes in the high school where the majority of these
17 programs are, tend to be small but to reach the
18 needs of each student, this is an essential in-
19 gredient.

20 In addition, with a 9% minority population,
21 supplemental and remedial offerings are made in
22 reading and math throughout the school system. A
23 Pre-school Program, funded by Title I, has greatly
24 improved the educational awareness of a portion
25 of our population. However, on an overall scale,

1 Mahwah has an "average" population and will re-
2 flect this in test scores as well as other areas
3 of comparison. This does not mean that we should
4 not continually strive to improve all aspects of
5 our education, but these facts should not be over-
6 looked.

7 An additional factor affecting the Mahwah
8 school budget is our large geographical area of
9 26 square miles. A transportation figure of
10 \$312,000 for 1974-75 must be taken into considera-
11 tion when per-pupil costs are computed. The main-
12 tenance of a campus-style high school, admittedly
13 higher than single building complexes, is another
14 factor to be considered in computing per-pupil
15 costs. Although Mahwah shows a per-pupil cost of
16 approximately \$1,900 as compared to a Ridgewood
17 cost of approximately \$1,700, these figures must
18 not be taken as all comparable until all factors
19 are considered. A loss in education income for
20 Mahwah, in spite of the fact that we have appro-
21 ximately \$94,000 assessed valuation behind each
22 pupil, will mean a loss in education for the chil-
23 dren in our community. We do not believe that
24 this diverse community, with its socio-economic range,
25 would approve additional leeway funds to make up

1 differences computed on certain factors only.

2 As a final factor for consideration, Mahwah
3 is now in a position to look forward to adequate
4 facilities for the next five years or so, assuming
5 that growth projection remains constant. However, if
6 a suit on zoning should be settled allowing an addi-
7 tional 6000 family units to be constructed in Mahwah,
8 our schools would suffer seriously. Even with faci-
9 lities provided in this development, we can foresee
10 a period when additional students would have to be
11 housed in our existing facilities. We would serious-
12 ly urge that any capitol funding plan developed would
13 be able to take these eventualities into considera-
14 tion on assignment of priorities, funding, etc.

15 Perhaps all these deviations form a norm
16 are being considered as input. However, if they are
17 not, it is the youngsters who will suffer. Our
18 future citizens already have enough problems to look
19 forward to; they scarcely need additional handicaps
20 in their education.

21 Any questions from the committee?

22 ASSEMBLYMAN BURSTEIN: Mrs. Barbour, I'm in-
23 terested in two facets that you had to say, one was
24 you were a graduate of a New York system some years
25 back, and you had experience with it and compared it

1 favorably to the system we now have in New Jersey
2 or Mahwah at least, and I'm wondering if part of
3 that is the testing procedures that took place in
4 New York?

5 MRS. BARBOUR: I think what I was direct-
6 ing my comments more to was the fact that when I
7 moved to New Jersey after I was married in 1952,
8 and my children came along and they started in the
9 school system and my three children, I have two
10 graduates of Mahway K through 12 and a third who
11 is a junior, so I have been fairly knowledgeable
12 about one particular school system. I was really
13 shocked to find out that we did not have a co-ordi-
14 nated articulated program curriculum. Perhaps what
15 you're asking is did the regions which prescribe
16 curriculum in New York State make it possible for
17 New York State to offer a co-ordinator program.
18 This is very possible. I think, however, again
19 stressing the fact that Mahwah was such a diverse,
20 is a community made up of such diverse groups, that
21 it is most important that the needs of a local
22 student be considered in any type of state testing.

23 ASSEMBLYMAN BURSTEIN: Thank you. My other
24 question related to more of a comment than anything
25 else and perhaps informational to you. According

1 to the program that had been published and I pre-
2 sume what you refer to in your statement as a loss
3 in state funding for Mahwah represented the rela-
4 tionship of your assessed evaluations per-child
5 for school costs. However, there is something called
6 the municipal overburden which the State is intend-
7 ing to pick up and if that were picked up together
8 with the possibility of picking up transportation
9 costs, that would --

10 MRS. BARBOUR: You're not speaking of, for
11 instance, if we wanted to spend in order to make
12 up a 3 or \$400 difference in our per-pupil cost,
13 that this would always be picked up by the State
14 and not have to go to local referendum. In other
15 words, we wouldn't have to power equalize?

16 ASSEMBLYMAN BURSTEIN: That's still under
17 decision, but at the moment there is no intent to
18 power equalize that kind of increase.

19 MRS. BARBOUR: But you do see if you did
20 have a per-pupil kind of cost, in other words, say
21 \$1600 and our educational system in Mahwah with
22 transportation, with all the other factors our fac-
23 tored cost \$1900, then you see that there isn't a
24 proposal that the state would pick up that extra.

25 ASSEMBLYMAN BURSTEIN: Not that state would

1 pick up that extra amount, but it would not be power
2 equalized. This is still very much under discuss-
3 ion. That there would be no so-called recapture of
4 a portion of what Mahwah would be taxing itself on
5 the local level in order to sustain the school sys-
6 tem. They would be entitled to do that which they
7 wanted to do on the local level.

8 MRS. BARBOUR: Would we have to go back to
9 our community and have that approved? That's our
10 concern.

11 ASSEMBLYMAN BURSTEIN: No. Only under pre-
12 sent procedures. In other words, if you have a
13 local referendum for your budget, you would have
14 to go through the same procedure, yes. But it would
15 not be in any further requirement under what we
16 are now considering as potential State law. But
17 the point I was making was the other portions
18 picked up by the State would outweigh that which
19 Mahwah would lose.

20 MRS. BARBOUR: If your transportation and
21 typical aid were still included?

22 ASSEMBLYMAN BURSTEIN: That's correct.

23 MRS. BARBOUR: Thank you very much.

24 ASSEMBLYMAN NEWMAN: As a four-year board
25 member, you describe in your testimony you've seen

1 the district grow and improve and your Board is to
2 be congratulated with that as well as the citizens
3 of Mahwah.

4 MRS. BARBOUR: Well, until our test scores
5 came out. .

6 ASSEMBLYMAN NEWMAN: As a member of a Board
7 of Education myself, for an awful lot of years, I
8 know that you couldn't do this without the support
9 and the confidence of the community and yet your
10 testimony only vaguely referred to the community
11 in your needs assessments survey. My question
12 really is as a Board member, how far do you see
13 the community's involvement in the schools, and
14 how much should parents have to say in regards to
15 input into schools in every day operations of
16 schools, just generally. Where do you see the
17 parents fitting into this definition of "thorough
18 and efficient?"

19 MRS. BARBOUR: We have encouraged strongly
20 for the past five years parental input into our
21 schools. We have invited parents to come into the
22 schools and visit at any time. Our material is
23 completely open to parents. We urge parents to
24 attend Board meetings, we send out a monthly across
25 the Board newsletter as a communication. We have

1 are complaining do not have students in our school
2 system. They have students in the parochial school
3 system. But as taxpayers and they're perfectly
4 correct, they feel they have an operation to keep
5 an eye on how their tax dollars are being spent
6 and on the curriculum of public schools in case
7 their children at some time might want to go there.

8 ASSEMBLYMAN NEWMAN: Would you say that the
9 establishment of goals, we'll make the assumption
10 that the local Board of Education shall submit
11 goals, do you think that a cross-section represen-
12 tative of the parents in the community should par-
13 ticipate in the establishment of those goals and
14 the assessment of them?

15 MRS. BARBOUR: Very definitely.

16 ASSEMBLYMAN NEWMAN: Thank you.

17 SENATOR WILEY: Senator Dumont.

18 SENATOR DUMONT: Do you approve of the con-
19 cept of additional leeway funds? You indicate in
20 your statement you don't think the voters of Mahwah
21 would approve of it. But do you approve of the
22 concept of it?

23 MRS. BARBOUR: That's a very difficult ques-
24 tion. From the viewpoint of other factors, local
25 factors can be taken into consideration, and I very

1 definitely see the school system in Mahway suffer-
2 ing if we do have to go back to the voters as I
3 was asking Assemblyman Burstein before and ask for
4 additional funds to implement the education that
5 we now have. I really don't think that in our
6 community this would pass.

7 SENATOR DUMONT: Well, the problem that's
8 bothering me --

9 MRS. BARBOUR: And it's a very difficult
10 situation to --

11 SENATOR DUMONT: The problem that's bother-
12 ing me is the constitutionality of the additional
13 leeway funds, then by perpetuating the status quo,
14 does that become constitutional when the other
15 thing was wrong?

16 MRS. BARBOUR: This was one of the questions
17 at this particular meeting in Ridgewood that I
18 mentioned. We went around and around and one board
19 said "Look, we've told the State we'll give you
20 \$500,000 and just leave us alone, let us run our
21 own school system." And I said gee, that's great,
22 but I don't think in Mahwah that would work. I
23 like Assemblyman Burstein's problem better, I think.

24 SENATOR DUMONT: You realize that under
25 almost any plan all the costs of transportation

1 rather than 75 per cent as present would be picked
2 up by the State?

3 MRS. BARBOUR: I would hope so, but these
4 questions had been asked at other meetings and there
5 has not been a definite answer that yes, this is
6 what's going to happen.

7 SENATOR DUMONT: Any plan less than that
8 isn't going to get my support in any event.

9 SENATOR WILEY: Assemblyman Hicks.

10 ASSEMBLYMAN HICKS: You mentioned before,
11 let me ask you a question first. What do you think
12 of Mahwah which you think is very, very important
13 and has such a fine tax base, in fact, if the rest
14 of the State were in the same situation as Mahwah,
15 Mahwah has done a good job, but do you feel that
16 Mahwah hasn't got some sort of moral obligation to
17 the State to kind of shape it up and accepting some
18 sort of idea in reforming this school district?

19 MRS. BARBOUR: This has always been our
20 position and I should have included it in this
21 paper, we do. But when it comes right down to it,
22 we have to consider a community where instead of
23 having a bell shaped curve in IQ's, we have a lump
24 at one end down to a low score at the center and
25 a lump at the other end. So we have two, we're

1 educating two sets of students, and my point is all
2 possibilities should be taken to offer all educa-
3 tional possibilities to all of these students.

4 ASSEMBLYMAN HICKS: One other question.
5 Do you know offhand how much daily Mahwah gets,
6 approximately?

7 MRS. BARBOUR: I have those figures with me.
8 We have our business administrator with us. Do you
9 know, Chet?

10 SENATOR WILEY: We have the figures here,
11 \$708,545.

12 MRS. BARBOUR: Does that include transpor-
13 tation?

14 SENATOR WILEY: Yes.

15 ASSEMBLYMAN HICKS: In view of the fact that
16 Mahwah receives about \$708,000, approximately, that
17 you mentioned that Mahwah has a Title One program
18 with Federal funds.

19 MRS. BARBOUR: Right, that's about \$20,000.

20 ASSEMBLYMAN HICKS: Plus Mahwah has a very
21 fine tax base, I was wondering if you saw two little
22 girls outside and one had a coat on and was very
23 cold, I left the Valley Home today, Senator, and
24 were very cold and one didn't have a coat on, it
25 would mean that one is quite self-sufficient and

1 one isn't. Would you consider or if you would feel
2 bad by giving the other girl a coat so she would
3 be warm like the girl who has a coat on?

4 What I'm saying is suppose somehow Mahwah
5 lost some State aid possibly and could equalize the
6 ones that couldn't afford the education.

7 MRS. BARBOUR: Unfortunately, what I see
8 is happening, without State aid those youngsters
9 without coats are going to suffer. We have a commu-
10 nity right now who is urging us to go back to the
11 basics, to remove all the frills. We are direct-
12 ing ourselves, of course, at all times to the basics,
13 but we do feel that there are additional things
14 that our students do need.

15 SENATOR WILEY: Folks, if we could keep
16 the room a little quieter.

17 MRS. BARBOUR: Again, I reiterate that I
18 fully agree with what you are saying, but please
19 don't deprive our youngsters, again.

20 ASSEMBLYMAN HICKS: Let me say this. This
21 committee's job is totally dedicated to "thorough
22 and efficient" including Mahwah, Newark, Elizabeth,
23 every one, so that whatever is done will not de-
24 prive anyone.

25 MRS. BARBOUR: I agree 100 per cent with

1 that, but just keep these other things in mind,
2 please.

3 SENATOR WILEY: I see that the statement of
4 Educational Philosophy of the Mahwah Schools in-
5 cludes the involvement of students in the setting
6 of educational goals. How does that work? Is it
7 successful?

8 MRS. BARBOUR: We have been working gra-
9 dually toward this. Right now we are working on
10 a recommended 4th through 12th grade health educa-
11 tion program. We did appoint a citizen's advisory
12 committee for that basically as recommended by the
13 State Department under Mr. Burkehat (phonetic) who
14 has spoken with us. We do have involved on this
15 committee two students who take full participation
16 in the community, our students at the high school
17 by themselves through the student council, compiled,
18 distributed and tabulated a fantastic survey amongst
19 the youngsters 9th through 12th grade in order to
20 find out what they felt particularly the needs
21 were in our family education and sex program. We
22 have had the students sit on new personnel, hiring
23 of new personnel, principals and so forth, and we
24 are continually doing this type of thing as it is
25 appropriate.

1 SENATOR WILEY: You're implementing your
2 philosophy, and it's working?

3 MRS. BARBOUR: Right, we try to.

4 SENATOR WILEY: Thank you very much.

5 Mr. George Contreras.

6 Our next witness and let's all give him our
7 attention, Mr. George Contreras from Wallington,
8 New Jersey.

9 Mr. Contreras, nice to have you with us.

10 MR. CONTRERAS: Thank you. I appreciate the
11 chance to speak before your committee. I have no
12 written speech, I'm a taxpayer, I'm not an educa-
13 tor. I do have some knowledge of the "thorough
14 and efficient" report and I would think the first
15 thing we should do with that report is drop it into
16 a waste basket and start over and write it so peo-
17 ple can understand it and make sure people get
18 their hands on it, because there are very few people
19 that have access to a copy and if you do get one
20 and have time to read it, it's so confusing.

21 I think a "thorough and efficient" report
22 could be written on one piece of paper, it would
23 be reading, arithmetic, all the skills, the skills
24 that a child needs to get a job or to go to college.
25 This is what they need. I think the new math has

1 proven to be a failure, all this experimental edu-
2 cation is experimenting on our children and I really
3 think we shouldn't do it. I think we should get
4 them what they need to get along in this world.

5 As far as free lunches, well, there are
6 some children who do need a lunch I suppose, but
7 I don't think every child in New Jersey needs a
8 free lunch. Schools shouldn't be turned into cafe-
9 terias.

10 Well, there are many, many things. I lost
11 my train of thought. Well, anyway, I think experi-
12 mental education should be done away with. I really
13 think the cognant (phonetic) skills are important.

14 The applicant going for a job these days
15 barely can fill out a job application, I know, be-
16 cause we are looking for somebody and they can
17 barely read and write. I don't think you can equate
18 a "thorough and efficient" education with money.
19 True, there are some cities who have a very poor
20 tax base and I believe Paterson is one of them.
21 Newark I believe spends \$1700 per-pupil. Now, our
22 town spends less than \$1400 and I think we're do-
23 ing a very good job. Now, if they're not doing
24 the job in Newark, it's not money that's the failure.
25 It's somewhere along the administration, the board,

1 the teachers, somewhere. Somewhere this money is
2 not being spent correctly.

3 I don't know, I guess that's about all I
4 have to say. I just can't equate money with edu-
5 cation. I equate education with education.

6 SENATOR WILEY: You'd like to see some read-
7 ing, writing and arithmetic?

8 MR. CONTRERAS: Right. I think most of the
9 people in here agree with me.

10 SENATOR WILEY: Okay. Well, that's helpful
11 to have your views.

12 Assemblyman Hicks.

13 ASSEMBLYMAN HICKS: Sir, if a child goes
14 to school with a toothache --

15 MR. CONTRERAS: Then you would send him
16 home to go to a dentist.

17 ASSEMBLYMAN HICKS: How about if he couldn't
18 afford it? Should the school concern itself at all
19 with anything other than basic skills?

20 MR. CONTRERAS: I say if someone has a
21 toothache, naturally he'd be sent to a dentist or
22 home.

23 ASSEMBLYMAN HICKS: That isn't my question.
24 Should the school concern itself with anything other
25 than basic skills?

1 MR. CONTRERAS: There are physical educa-
2 tion and things like this. But there are many
3 things in the "thorough and efficient" --

4 ASSEMBLYMAN HICKS: You think that health,
5 aid to the retarded children, should not be part
6 of the curriculum?

7 MR. CONTRERAS: No, there should be aid to
8 retarded children, naturally. Am I a monster? Do
9 I want to see children retarded and not get help?
10 But I don't believe the school should become a
11 welfare agency. If a child needs help, there should
12 be an agency to help them, but I don't believe
13 it's the school.

14 ASSEMBLYMAN HICKS: Do you believe in the
15 Constitution of New Jersey?

16 MR. CONTRERAS: Not all of it, no, and I
17 have contempt for some of our courts in New Jersey,
18 too, because I don't agree with their decision.
19 I don't have to agree.

20 ASSEMBLYMAN HICKS: One last question.
21 Do you feel that a child should be allowed to de-
22 velop his fullest capacity and abilities?

23 MR. CONTRERAS: Absolutely, every child.

24 SENATOR WILEY: Any other questions?

25 Thank you, sir.

1 MR. CONTRERAS: Thank you.

2 SENATOR WILEY: Mr. Richard Johnson was
3 next, it says here requests afternoon.

4 Freeholder Louise Friedman of Passaic County
5 Board of Chosen Freeholders.

6 MRS. FRIEDMAN: Gentlemen, with all due
7 respect, I would like to tell you I am personally
8 chagrined to see that we started this hearing al-
9 most one hour late. I am very sorry that you had
10 a meeting until 11:00 last night, I know some of
11 you came from far away counties. I also know you
12 have a responsibility to the electorate when you
13 call a hearing to begin promptly. Thank you.

14 I would like to explain now the difficulty
15 an elected Freeholder had in getting a copy of the
16 T&E report. I was asked by a constituent in April
17 around the town to receive a copy of the T&E report
18 so they could look it over. I had the Freeholder's
19 office call the State Department of Education.
20 They were told to get in touch with Dr. Shine.(phonetic)
21 We made another call to Trenton, spoke to the
22 secretary in Dr. Shine's office, and was told as
23 of April 18th a directive had been sent out that
24 no more copies of this report were to be released.
25 I want you to know now many of you Senators and

1 Assemblymen are personal friends of mine, I ran
2 for Senate and was defeated last November. At
3 this time, I spoke about the Botter Decision, my
4 opponent who was an incumbent knew very little
5 about it and here it is 8 months later and he still
6 has not been heard from concerning the taxations.
7 He said at the time he would be vigorously opposed
8 to an income tax and is vigorously quiet.

9 I am here today in three capacities. First
10 of all, I have an 8 year old in the Clifton school
11 system. I want to go on record as being against
12 planned programming. I do not expect my daughter
13 Michele to be used for any testing or new types
14 of education.

15 My second capacity and I would ask you not
16 to clap because these hearings should get on with
17 haste, there are many people wishing to be heard.
18 I'm speaking now in an official elected capacity,
19 that of Freeholder of Passaic County. I wish to
20 go on record as very strongly against the expansion
21 of the office of County Superintendent of schools.
22 When I called the County Superintendent and asked
23 for his copy of the T&E report, I was told that
24 he did not have one. I wrote a letter and I told
25 him if that wasn't in my basket and our offices

1 are next door to each other on a specific date,
2 he should write me a letter and tell me the reason
3 why. Well, that date that T&E report was in my
4 basket.

5 At present the staff and functions of the
6 County Superintendent of schools is very small.
7 The position was once of importance when school
8 districts were much smaller and each district did
9 not have it's own superintendent.

10 However, at the present time his job is so
11 small that when Governor Byrne took office he asked
12 "What is the job of the County Superintendent?"

13 Implementation of the T&E report would
14 have an adverse fiscal impact on the County of
15 Passaic. At the present time the Freeholder's
16 function with reference to the County Superinten-
17 dent is to give him office space and provide him
18 with certain other expenses such as mileage, etc.
19 Now with the recommendations of the T&E report,
20 one finds the expansion of the County Superinten-
21 dent and his office unbelievable. According to
22 the report the following positions would be added
23 to the Superintendent's staff and Passaic County
24 would possibly have to erect a monument to his new
25 bureaucracy. The bureaucracy would begin since

1 the Superintendent would select the following
2 personnel:

- 3 1. An Assistant County Superintendent.
- 4 2. County Director of Business and Finance.
- 5 3. County Director of adult, community and continuing
6 education.
- 7 4. County Director of career education.
- 8 5. County Director of special education.
- 9 6. County Director of general education services.
- 10 7. County Director of program development and
11 evaluation.

12 In addition the report continues that he
13 shall/^{be}provided with additional staff to help him
14 carry out the previous appointments. The County
15 Superintendent would also be empowered to set up
16 a county transportation office which would control
17 all bus-in students of the county.

18 In conclusion, these recommendations are
19 totally unacceptable to the Passaic County Board
20 of Freeholders Education Committee and I urge
21 the immediate demise of the T&E report.

22 Now, I would like to speak on behalf of
23 the municipal council of the City of Clifton and
24 I am speaking as a newly elected Councilman who
25 took office last week and the City Council has

1 designated me with such authority on June 3, 1974.

2 As a Councilman of the City of Clifton,
3 my fellow members and I are greatly opposed to the
4 recommendation of the T&E report which would place
5 complete control of public school facilities under
6 the State Board of Education. We are proponents
7 of home rule in zoning matters as well as education.

8 We are especially chagrined to find out
9 that in the table of present and proposed appor-
10 tionment to school districts, Clifton will lose
11 over \$822,000 - a reduction in State aid from 16%
12 at present to 10%. This reduction we are told is
13 being made because of Clifton's large amount of
14 industry and ratables. Clifton's executives feel
15 that Clifton is being penalized for good fiscal
16 planning and their attraction to industry.

17 The Clifton Council especially goes on
18 record of disapproving 6:27-3.7 concerned with
19 school enrollment and pupil-teacher ratio. Our
20 two Junior High Schools and Senior High Schools
21 facility are larger than those considered maximum
22 by the Department of Education. Since the T&E
23 report indicates that "schools having larger en-
24 rollments shall be organized and administered in
25 smaller units within the total facility" because

1 of our capacity this would mean four complete ad-
2 ministrative units rather than two and our Senior High
3 School is geared to 3000 pupils and the report
4 mandates 1500. Here again we would need two com-
5 plete administrative staffs.

6 We also object to the requirement of cafe-
7 terias for all schools as well as the concept of
8 utilizing public schools for pre K programs for
9 three and four year olds.

10 The general concensus of the Clifton City
11 Council is that the recommendations of the T&E re-
12 port need much more thorough discussion and commu-
13 nity input before the report is approved and le-
14 gislative aid taken.

15 I would like to revert back to the County
16 Superintendent of schools. At the present time
17 in Passaic County, our County Superintendent is a
18 mandated member of the Passaic County School Board.
19 You gentlemen are well aware of the SCI probe of
20 the Passaic County Vocational School which was
21 partially initiated by me when I took office last
22 year. It is now being presented before a State
23 Grand Jury.

24 Dr. Scraub (phonetic), the Superintendent
25 of Schools, has been a member of the Passaic County

1 School Board since its inception and I will say
2 this, when a County Superintendent sits on a School
3 Board and sees no wrongdoing and a woman of my
4 background can come into a school and see many,
5 many bad things such as alleged 10 per cent payoffs
6 on everything that was purchased, I can't believe
7 that we could put all this responsibility into such
8 a man.

9 Thank you.

10 SENATOR WILEY: Freeholder Friedman, you
11 pointed out that Clifton would lose state aid
12 under the proposal that has been made by the ad-
13 ministration in Trenton. Have you also considered
14 the relative tax rates that would result from this
15 and I would just for thinking of the witnesses who
16 have testified this morning, the witness from Mahwah
17 comes from a district which under the proposal would
18 have a school tax rate under the equalized basis
19 of 2.11. The witness from Wallington comes from
20 a town which would have a rate of 1.33 and on an
21 equalized basis, as I understand it in this material
22 that we've been given, Clifton would have an equalized
23 rate of about .90 below Mahwah or 1.18.

24 MRS. FRIEDMAN: But I'd like to tell you
25 this, sir. At the present time in Passaic County,

1 Clifton has a tax rate of 2.31, this is our overall
2 tax rate, and yet up in Bloomingdale, they have
3 something like in the high 4 dollar something cent
4 figure. At the present time, our tax rate for edu-
5 cation in Clifton is a dollar ten cents. Now, you're
6 going up to a dollar eighteen cents and we don't
7 care to be penalized in Clifton for what other
8 towns have done in letting industry leave.

9 I take personal affront to the fact that
10 the Village of Ridgewood which is a very affluent
11 community is going to get \$4,200,000 additional in
12 State aid. Those people moved to Ridgewood knowing
13 there was no business or industry, knowing there
14 were no ratables, knowing they wanted to live in
15 that kind of community. Now, this is not up to
16 you as legislators to take away our home rule. We
17 don't mind industry in Clifton. We have planned
18 it and zoned it carefully. We have kept the in-
19 dustry in certain pocket areas in Clifton. We have
20 done this through a very competent City manager
21 and we intend to fight for our rights, and that is
22 our answer.

23 I don't believe in this equalized evalua-
24 tion.

25 SENATOR WILEY: Assemblyman Burstein.

1 ASSEMBLYMAN BURSTEIN: Mrs. Friedman, are
2 you and the other members of the Council aware
3 that there has been a proposal to pick up in addi-
4 tion to State costs or at least a portion of them
5 that which is called municipal overburden?

6 MRS. FRIEDMAN: I want to tell you, sir,
7 no, I am not aware. My answer is a flat no, I am
8 not aware, but I am aware that if --

9 ASSEMBLYMAN BURSTEIN: May I pursue it,
10 please?

11 MRS. FRIEDMAN: Just let me tell you, sir.
12 If you hire all these people times 20 counties,
13 certainly you're going to have to pick up something
14 because we can never afford it.

15 ASSEMBLYMAN BURSTEIN: According to the
16 table that's been given to us, Clifton would rea-
17 lize in the way of deductions off their necessary
18 local tax burden by reason of the State picking
19 up County Municipal Welfare costs, an amount of
20 \$2,223,000 which, if you apply that against the
21 \$80,000, would still leave Clifton with a net
22 \$1,485,000.

23 MRS. FRIEDMAN: There has been no legisla-
24 tion to take over welfare costs and court costs.
25 We are not aware of it because you have the table,

1 we don't have the table. I couldn't get the T&E
2 report, I certainly could not get the table you're
3 referring to.

4 Let me tell you what's going to happen to
5 the City of Clifton. Clifton is going to break
6 even when we take over welfare costs and court
7 costs. But we're still going to have Governor
8 Byrnes' income tax imposed on us.

9 May I have a copy of this report that you're
10 referring to?

11 ASSEMBLYMAN NEWMAN: Speaking as one mem-
12 ber of the committee and our opinions normally are
13 to be kept to ourselves, but I just want to make
14 a statement and then I'm going to ask you a ques-
15 tion with regards to the things you say.

16 Basically, you being a Freeholder and now
17 a Councilwoman, I'm sure you participated in public
18 discussion while Freeholders don't have to hold
19 public hearings or even adopt ordinances, they
20 pretty much do what they want to do. I'm pointing
21 at the public participation. We're not here as
22 adversaries, anybody's adversary. We're here as
23 local elected public officials trying to get input
24 from the public before we make final decisions.

25 I represent people all the way down in

1 Ocean County and the same for all of the legisla-
2 tures. We're here as fellow citizens of the State
3 trying to make an intelligent recommendation to
4 the legislature on the question of "thorough and
5 efficient", and I respectfully suggest that we
6 are not the tax committee and I am not too interested
7 in discussing from my point of view in spending
8 the day here discussing taxes. We're here to talk
9 about education, I think, and youngsters in this
10 State and how the "thorough and efficient" study
11 is going to affect them. Clearing that air from
12 just my point of view, my apologies, Mr. Chairman,
13 because there are naturally districts, communities
14 within the district that I represent, some 18
15 of them who lose money as well. But the question
16 here is "thorough and efficient" and I just want
17 to point out this document to you.

18 That document as Senator Wiley put this
19 morning before we started, has been reduced from
20 a 400 page document to something like 60 or 70 pages
21 today. Thank goodness the State Department of
22 Education and its staff started to work on that
23 document because prior to that, nothing has been
24 done and yet the court decision has been laying
25 around for two years. So it gave us a start. We

1 had something at least, all of us did, to start
2 with.

3 I'm very interested in the County Superin-
4 tendent's office from the point of view we've
5 received much testimony about the further the govern-
6 ment gets away from the people, the more difficult
7 it is to administer or even to be responsive. I
8 don't know how County Government ever got an educa-
9 tion in the first place, and I don't know that they
10 rightfully belong there. But that's what we're
11 doing here.

12 My first question would be as a Freeholder,
13 do you see any need for the Freeholders or County
14 government being involved in government at all
15 even to the degree of providing space and/or
16 budget, staff, whatever, to the schools?

17 MRS. FRIEDMAN: You said the Freeholders
18 being involved in government, sir. I don't think
19 you meant this.

20 ASSEMBLYMAN NEWMAN: Education, I'm sorry.

21 MRS. FRIEDMAN: Well, we would just as soon
22 not have them in our building. That's my opinion.
23 I'm not talking about the personality. I just feel
24 he's taking up a suite of administrative offices
25 in Passaic County and nobody knows what he does.

1 We give him shelter, heat, light, and we don't
2 know what he does and Governor Byrne doesn't know
3 what he does.

4 ASSEMBLYMAN NEWMAN: We're considering
5 trying to arrive at some sort of liaison or middle
6 ground between the State Department of Education.

7 MRS. FRIEDMAN: I have suggestions, yes.
8 I served for 5 years on the Passaic County Welfare
9 Board and I want to tell you when welfare got taken
10 from the municipalities, there was a shattering of
11 loss of control. I have to agree with the people
12 who spoke before this who say as an alternative to
13 the State Department of Education, keep it in the
14 County, it's closer to us. I see as a Freeholder
15 that no one comes to County Freeholder meetings,
16 very few people. People come in droves to municipi-
17 pal government when they want something or need
18 something changed. They come to us about even
19 this T&E report, they were at our Council meeting
20 this week. I do say this, people will go to a
21 local government quicker than they're going to go
22 to Trenton. But we specifically want to keep
23 education in home rule because even when it gets
24 to County, it loses a certain closeness to people.

25 ASSEMBLYMAN NEWMAN: Would it be a fair

1 interpretation of your remarks then if I was to con-
2 clude you feel every local Board of Education should
3 deal directly with the Department of States?

4 MRS. FRIEDMAN: The way they do now.

5 ASSEMBLYMAN NEWMAN: Now they work for the
6 County Superintendent's office.

7 MRS. FRIEDMAN: I don't think so, sir. I think
8 the Superintendent of schools has nothing through the
9 County Superintendent's office.

10 SENATOR WILEY: Senator Dumont.

11 SENATOR DUMONT: Supplemental to what Assembly-
12 man Newman said about the "thorough and efficient"
13 report, I think that most of you are relying on the
14 fact that that's going to be adopted. That's only
15 one approach to the problem. It was started some time
16 ago under the Administrative Procedure Act whereby we
17 delegate to department heads asserting a power or pre-
18 rogative to make certain rules or regulations. We
19 cannot cover every contingency that will arise. So
20 this is one approach to it. Whether it will be adopted,
21 all of it or any parts of it, remains to be seen in
22 the course of our future work.

23 Secondly, I don't happen to share your thoughts
24 about the County Superintendent because I think the
25 County Superintendent's office is a very valuable office

1 and that's been true in all the Counties I've
2 served. Certainly in the other Counties, they serve
3 a very valuable role in County government and State
4 and Municipal government. I don't want you to get
5 the feeling that this administrative code or change
6 proposed to it by the Department of Education
7 are necessarily going to represent the basis of
8 "thorough and efficient." Most of us would agree
9 with you in regard to your feeling about home rule.
10 This is the tragedy of any of these Court decisions.
11 But at the same time when we were confronted as you
12 will recall with having to reapportion the legisla-
13 ture, we had to abide by the decision, just don't
14 ignore them, and therefore, we're trying to work
15 out a fair and sensible program that will preserve
16 as much home rule as possible and I think a great
17 deal of it can be preserved at the same time we're
18 trying to abide by decisions upheld in the land.

19 SENATOR WILEY: We thank you, Freeholder
20 Friedman.

21 Mr. John Garland is next.

22 May I have your attention, folks. Since
23 we last identified the legislatures, Senator Dumont
24 has joined us as I think you know during identifi-
25 cation of ~~questions~~ and Senator Martindell from

1 Mercer and other counties have also joined us.

2 I'm sorry, Assemblyman Jane Berggio (phonetic) is
3 here, too.

4 Mr. Garland, we have your written statement
5 here, if ; you can highlight it a bit and concen-
6 trate your remarks, I'll appreciate it.

7 MR. GARLAND: Thank you. I'll try to rush
8 through it as quickly as possible.

9 I am John Garland of Cedar Grove.

10 I wish to thank the Joint Legislative Edu-
11 cational Committee for this opportunity to express
12 my views on the State Department of Education's
13 approach to meeting the requirements of the Robinson
14 vs. Cahill decision.

15 I am speaking as a private citizen, tax-
16 payer and parent, although I am a past president
17 of the Board of Education of Cedar Grove during
18 which time I served on an ad hoc committee of the
19 New Jersey School Boards Association which was
20 charged with studying Governor Cahill's tax plan
21 and preparing the Association's response to same.
22 I have read the Mancuso Plan, all six volumes of
23 the Report of the Tax Policy Committee, as well
24 as the many pieces of legislation which were pro-
25 posed to implement the plan, several versions of
the Bateman school aid bill, the Robinson vs.

1 Cahill decision, all known "Our Schools" litera-
2 ture, and the 300-page recommended revisions to
3 Title 6 of the New Jersey Administrative Code and
4 Title 18A of the New Jersey Statutes. I would
5 venture a guess that few, if any, legislators can
6 claim such a preparedness to discuss this subject.

7 There is a certain undeniable truth in
8 Shakespeare's claim that "That which we call a
9 rose by any other name would smell as sweet." It
10 is equally true that a pile of garbage by any other
11 name smells just as foul. Furthermore, the longer
12 it lies around, the worse it smells.

13 Whether it is called Marburger's Folly,
14 the Mancuso Plan, Our Schools, the State's Master
15 Plan, PPBS or Proposed Revisions to the Adminis-
16 trative Code, it reeks with the foul odor of an
17 attempt by the State Department of Education to
18 wrest total control of the public school system
19 from the local communities.

20 I wish that I could understand why elected
21 and appointed officials of this State even want
22 to implement a plan which is not only opposed by
23 virtually the entire citizenry of New Jersey but
24 is also contrary to the most basic principles of
25 our democracy. I refer, of course, to the rights

1 of each individual to his own thought processes --
2 his right to establish his own set of values, morals
3 and religious beliefs.

4 Total State control of public education
5 cannot exist without eventual State control of
6 the minds of our young people. If this is indeed
7 our goal, then why re-invent the wheel? We can
8 simply ask the Soviet Union to provide assistance.
9 They have long ago perfected the technique of mind
10 control through selective education controlled by
11 the state. (To avoid giving the impression that
12 I am making uninformed reference to the Communist
13 system, I would like to mention that I was a member
14 of the American Embassy in Moscow for three years).

15 In spite of the Education Department's
16 claims to the contrary, a glance at almost any
17 section of the proposed revisions quickly dispels
18 any doubts that the proposal is designed to serve
19 as a giant step toward state takeover -- that the
20 Botter decision is being used as an excuse rather
21 than a reason for restructuring the educational
22 system of New Jersey. Some of the more obvious
23 examples are the elimination of the referenda
24 approval for capital programs (In other words, re-
25 placing the voice of the voters of the district with

1 the approval of the Commissioner), the placing of
2 complete control of public school facilities under
3 the State Board of Education, the requiring of
4 State Board consent in order to establish a kinder-
5 garten, the upgrading of the County Superintendent's
6 position and authority and related proposals.

7 The real crux of this proposal, however,
8 lies not in these obvious references to power
9 shifts but in Chapter 27, Subchapter 3, Educational
10 Process Plan, which reads in part:

11 "(a) Each school shall develop and imple-
12 ment an educational process plan, approved by the
13 Board of Education, with the following components:

14 1. Written process and outcome goals which
15 are consistent with district and State goals and
16 which serve as the basis for the school's program."

17 The phrase "consistent with district and
18 State goals" with a footnote referring directly
19 to "Our Schools: Outcome ...Process Goals" is
20 sufficient within itself to expose the true meaning
21 of this document. While the "Our Schools" project
22 is a subject much too vast to cover here, a basic
23 understanding of the purpose of the project and the
24 methods employed by the State Board to devise a
25 set of goals which they falsely claim have the

1 backing of the public is absolutely necessary if
2 one is to understand the intent of the proposed
3 revisions. I will, however, limit myself to a few
4 brief comments:

5 First, the eleven original tentative goals
6 which came out of the first two state-wide confer-
7 ences were not changed in any appreciable shape
8 or form through the eighteen regional conferences
9 and the half-dozen or so local conferences.

10 Second, some time between the regional con-
11 ferences and the Governor's Conference, it was
12 apparently decided that these eleven goals would
13 be adopted by the State Department of Education,
14 and emphasis would move on into the area of im-
15 plementation of the goals. Nine new process goals
16 were unveiled for the first time.

17 In the words of one of Cedar Grove's board
18 members who had participated in the Governor's
19 Conference in October 1971: -- "There exists much
20 concern that the goals may ultimately be used for
21 some other purpose, even as part of the State Master
22 Plan designed to completely control the state's
23 public education system through a series
24 of state-mandated programs, evaluation techniques,
25 teaching materials, methods and the like. In con-

1 clusion, let me say that whatever the purpose of the
2 Our Schools project, the fact that the people of
3 the State of New Jersey have not truly played a
4 creative role, and have been used only as supportive
5 statistical mass, suggests that the output of the
6 entire project was a creation of administrative fiat for
7 which the appearance of public support was needed
8 to dispel any totalitarian image."

9 I would now like to quote just a couple of
10 these goals: "VI. To acquire the capacities for
11 playing satisfying and responsible roles in family
12 life.

13 "IX. To acquire an understanding of ethical prin-
14 ciples and values and the ability to apply them to
15 his/her own life."

16 We are now considering a proposal which
17 would make it mandatory that each school develop
18 written goals "consistent" with these State goals.
19 If this is not state control-- what is it?????

20 I suppose by now it is clear that I am
21 opposed to the State Board's recommended revisions.
22 It is easy, however, to criticize. Furthermore, the
23 Legislature is under a Court mandate to revise our
24 educational system. Even without the Court's action,
25 it is the State's moral obligation to assure all

1 children the opportunity to acquire a good educa-
2 tion. It is also a regrettable fact that some
3 public schools in this State are turning out illi-
4 terate graduates. While I don't profess to have
5 the solutions to all our educational problems, I
6 would like to offer some thoughts and observations
7 which I hope will be helpful to the Legislature
8 in your deliberations.

9 The first observation I would offer is that
10 the word "equal" and the phrase "thorough and effi-
11 cient" are not only not synonymous, they could be
12 exact opposites. Our State constitution requires
13 a thorough and efficient educational system. The
14 Education Department is offering a plan for the
15 equalization of schools. At the very outset an
16 "Equal Educational Opportunity" committee is pro-
17 posed. Not a committee for thorough or efficient or
18 quality or improved education, but one for equal
19 education. It's altogether possible to provide
20 an equalized educational system that is neither thorough
21 nor efficient.

22 A man can have on his mantle two figurines which
23 are not alike in size, color, composition or even
24 value but both of which are showpieces of which
25 he is equally proud. If one of the figurines fell

1 from the mantle and was broken, the man would have
2 to be a fool to break the other piece so they would
3 both be equally flawed. What he would probably do
4 is repair the broken figurine, if possible. If it
5 were broken beyond repair, he would probably replace
6 it.

7 It seems to me equally foolish to destroy
8 or extensively change existing superior school systems
9 in our State in order to establish a mediocre equality.
10 I believe the first step that must be taken if the
11 State is to provide a quality educational system
12 is to specifically identify those schools within
13 the State which do not now provide a thorough and
14 efficient education. (I must admit that phrase
15 gives me some trouble in that the word "thorough"
16 and the word "efficient" are somewhat inherently
17 contradictory). The State Department of Education
18 for reasons best known to itself, has consistently
19 avoided this first step. The statewide testing
20 in reading and mathematics could be a useful tool
21 in this identification but the State has refused
22 to show comparisons of units smaller than counties.
23 I submit that an overall score for Essex County which
24 contains both Newark and Cedar Grove is totally
25 meaningless. The State seems to be saying that if

1 we concentrate on equalizing all schools, then we won't
2 have to identify the inadequate ones.

3 Once this vital first step is taken, an in-
4 tensive effort must be made to first determine the
5 reasons for the inadequacy of the specific schools
6 and then to raise the performance of those schools
7 to acceptable levels. This process will not always
8 be a popular one with all groups -- some very power-
9 ful groups such as the NJEA. For example, in some
10 schools the teaching staff may prove to be in-
11 competent while in others it may be the administra-
12 tion.

13 Some districts may simply need additional
14 funds. In these cases refinements to and full fund-
15 ing of the Bateman act might very well solve the
16 problem. This may also, in itself, meet the re-
17 quirements of the Court decision. Since the Bate-
18 man Act was passed during the Court's deliberations,
19 but only partially funded, Judge Botter commented
20 in his decision: " I conclude, therefore, that
21 the Bateman Act as presently funded does not meet
22 the State constitutional standard of a thorough
23 education for all. Fully funded, however, with
24 funds to offset inflationary trends, the Bateman
25 Act would probably reach this goal."

1 I do not believe, however, that money alone
2 -- even unlimited funds -- would turn some of our
3 schools into thorough educational systems.

4 I would like to conclude by concentrating
5 for a moment on the second half of the phrase "thorough
6 and efficient". Under our existing system, unpaid
7 local school board members devote much time and
8 effort to producing the best possible budget for
9 submission to the voters of the district. When
10 approved, the tax rate required to meet the budgetary
11 obligations is determined and the tax is levied
12 and collected locally. Any portion of the collected
13 tax not immediately required is placed in an inter-
14 est-bearing account. The interest income, along
15 with any unused taxes, will be used to reduce the
16 amount to be raised from taxes the following year.

17 To replace this system with one whereby
18 the tax money (whether from a State income tax,
19 State property tax or some other form) would go to
20 Trenton to be controlled and administered by a paid
21 bureaucracy -- and to do this in the name of
22 "efficiency" is an insult to the intelligence of
23 the people of New Jersey.

24 Thank you.

25 SENATOR WILEY: Thank you, Mr. Garland.

1 Senator Anthony Scardino from Bergen County
2 has now joined us.

3 Are there any questions by any members?

4 Assemblyman Hicks.

5 ASSEMBLYMAN HICKS: Your last paragraph
6 where you spent time on "thorough and efficient"
7 and means of levying taxes, would you say that Cedar
8 Grove is unique in the sense that it can do these
9 things where some other districts lack the tax
10 basis the way Cedar Grove is doing it without really
11 taxing themselves?

12 MR. GARLAND: I certainly agree that not
13 every district in New Jersey can support its school--

14 ASSEMBLYMAN HICKS: Very few, right?

15 MR. GARLAND: I wouldn't say very few, but
16 not every district can support itself through local
17 property taxation alone and, of course, as I've
18 recommended earlier in my report, some equalization
19 of this can certainly take place and should take
20 place through the Bateman Act. That's what the
21 Bateman Act was all about.

22 ASSEMBLYMAN HICKS: Where would the money
23 come from?

24 MR. GARLAND: It would have to come from
25 some State source, obviously, either existing taxes

1 or new taxes. Like one of the other members of
2 your committee said earlier, I wasn't here to tes-
3 tify on taxation.

4 ASSEMBLYMAN HICKS: You brought it up, sir.
5 Thank you very much.

6 SENATOR WILEY: I believe the Supreme Court's
7 decision indicates that even fully funded which
8 wasn't at that time, the Bateman Act wouldn't be
9 sufficient to satisfy the constitutional mandate,
10 that's why other proposals are being made. This
11 is to say the Supreme Court decision in Robinson
12 vs. Cahill which takes precedence over Judge Botter's
13 decision. Any other questions?

14 Senator Martindell.

15 SENATOR MARTINDELL: You said you read the
16 6 volumes of the tax policy committee.

17 MR. GARLAND: A couple of years ago, yes.

18 SENATOR MARTINDELL: I did, too, but my re-
19 collection is that that was a fully funded State
20 plan, is that your recollection?

21 MR. GARLAND: You're not referring to Bateman
22 fully funded. You're referring to complete funding.
23 Well, it wasn't complete, yes, it was, I guess if
24 you consider the State portion of the property tax
25 where the State was going to take part of the property

1 tax and call it a State property tax. But the in-
2 tent of that tax policy plan, of course, was to
3 fully fund education. It did leave, however, in
4 the last form I read it at least room for local
5 leeway. But the basic portion of the expense for
6 education was to be funded by the State under that
7 plan.

8 SENATOR MARTINDELL: Because this plan we're
9 discussing now only proposes to partially fund 50
10 per cent, roughly 50 per cent. So, therefore, the
11 philosophical reason behind that is my impression
12 that it was to leave a great deal of local parti-
13 cipation so that the State Department would not
14 take over.

15 MR. GARLAND: Well, certainly that's not
16 the way I read the T&E document and there's been
17 several references today that that T&E document
18 is not certainly in the plan if intended to be
19 adopted. Certainly that document is the only
20 thing I have as the basis to comment on because
21 it's the only document, as hard as it is to come
22 by that document, it's the only one that's avail-
23 able to my knowledge to the public.

24 SENATOR WILEY: Just for clarity if it
25 isn't clear, we welcome the commentary on that

1 document, that's what we're here for, but we do
2 ask that the people understand that that was one
3 proposal of many proposals and was actually was
4 going to go into effect is down the road a ways
5 and is going to be dependent upon ultimately what
6 the Legislature decides after hearing from the
7 people.

8 Assemblyman Newman.

9 ASSEMBLYMAN NEWMAN: I want you to know, I
10 too, am a school Board member. You talk about
11 capital improvement. Most school Board members
12 as myself included, I guess, are reluctant to say
13 we ought to do away with the referendum on public
14 schools and I'm not ready to do that now. As a
15 board member, did it ever occur to you, did you ever
16 think about it or discuss why in the State of New
17 Jersey that every public body except the Board of
18 Education can build whatever they want, whenever
19 they want, by whatever means they choose without
20 the budget and something so obviously I guess as
21 important as the schoolhouse construction can be
22 put through this traumatic thing.

23 What's the intellectual base for maintain-
24 ing public approval of schoolhouse construction
25 when we don't have it for anything else in our

1 governmental structure? Why would we advocate
2 keeping that?

3 MR. GARLAND: I could give on that as my
4 personal opinion at this point, I view this as the
5 education, the local education system, as being
6 the last holdout in any real democracy in this
7 County. I'm sorry to see that it left all the
8 other organizations.

9 ASSEMBLYMAN NEWMAN: Thank you.

10 SENATOR WILEY: Senator Dumont.

11 SENATOR DUMONT: Mr. Garland, you said the
12 first step would be to identify those schools which
13 do not now provide a "thorough and efficient"
14 system. Who would you entrust with the responsibi-
15 lity to make that determination?

16 MR. GARLAND: Obviously it would have to
17 be done on some statewide level. It would be done
18 through groups made up, drawn from all local levels,
19 but it would have to be done on the local level
20 because it does concern the State. I personally
21 think this needs assessment testing that has been
22 done and is being done, could if used properly be
23 a big step in the right direction to doing just
24 that.

25 SENATOR DUMONT: Well, I gather from your

1 statement you don't have any great amount of faith
2 in the Department of Education and, therefore, I
3 was wondering if you were suggesting if the Depart-
4 ment make that survey?

5 MR. GARLAND: Well, if I gave that impression
6 in my statement, I didn't mean to as a first state-
7 ment. I'd like to clarify that. I don't feel that
8 control of our school system should be removed from
9 the local communities to the State level, whether
10 it happens to be the State Department of Education
11 that's proposed that this be moved to, if it were
12 the Legislature, I would certainly be opposing
13 that just as vigorously and it doesn't indicate, I
14 don't believe, the Department of Education is not
15 carrying out the duties on which it should be de-
16 voting itself and possibly this is one of them.

17 SENATOR DUMONT: So you think that the State
18 Department could conduct such a survey?

19 MR. GARLAND: I think they could, yes.

20 SENATOR DUMONT: You being from Cedar Grove
21 and we having had much testimony on the lunch bill
22 from Cedar Grove, which side are you on, for or
23 against it?

24 MR. GARLAND: That's a subject I've heard
25 a lot about. Actually, I guess I was a turncoat on

1 that. I was on the Board of Education when the
2 local brown bag lunch program was first proposed
3 in Cedar Grove or at least proposed within that
4 time frame. We conducted considerable survey on
5 that, spent a lot of time on it, sent out question-
6 naires and so forth and decided, the majority of
7 the board decided to implement a brown bag lunch
8 program, started in a lower grade which we did
9 temporarily. I voted for that program. As it turned
10 out, that program alone was costing us in the neigh-
11 borhood of \$20,000 a year due to providing aides,
12 providing additional trash pickup, et cetera, all
13 the things that were involved in it. We have es-
14 timated it came out to something like \$20,000 a year.

15 At the next school board election, we placed
16 the monies for this project on the ballot separate
17 from the rest of the current expense budget and de-
18 cided to, in other words, let the electorate de-
19 cide what we should do with this thing because it
20 had been so controversial for a year and a half and
21 it was defeated almost 4 to 1. And based on that
22 vote by the public, I have since then opposed a
23 lunch program in Cedar Grove.

24 SENATOR DUMONT: Thank you.

25 SENATOR WILEY: Thank you, Mr. Garland.

1 Any other questions? Thank you, sir, we appreciate
2 your testimony.

3 We have time for one more witness. We
4 had intended to break at one o'clock. Can we ask
5 the stenographic reporter to stay for one more
6 witness?

7 The next witness is Beryl Paul, President
8 of Wayne Township Board of Education.

9 Mrs. Paul, welcome to the committee.

10 MRS. PAUL: Thank you, and welcome to Wayne.

11 SENATOR WILEY: Thank you. Would you identify
12 yourself just for the record purposes and then
13 give us your testimony.

14 MRS. PAUL: I am Beryl Paul and I'm the
15 President of the Wayne Board of Education. The
16 statement we prepared to submit to you today we
17 tried to consolidate onto one page not realizing
18 the time you were going to give us. Honestly, some
19 of our questions have been answered. I have some
20 more ideas I'd like to do. But the Wayne Board
21 of Education presents the following questions which
22 we feel should be answered as plans are made to
23 develop a "thorough and efficient" system of public
24 schools for children in New Jersey.

25 1. Is there any thought being given to redis-

1 tricting so as to have as many school districts
2 as possible to be of a similar size or population?

3 2. Will assurances be given that individual dis-
4 tricts can continue to list priorities as they con-
5 cern the various aspects of education in the commu-
6 nity?

7 3. Will districts be funded to insure the main-
8 tenance of the educational program at its present
9 level?

10 4. Who will determine the need for new construc-
11 tion and renovation? How will this be financed?

12 5. Will they be included in calculating per
13 pupil costs?

14 The questions I have just listed were gene-
15 ral in nature on purpose, but we feel they will
16 open major concerns for discussion.

17 If I may, at this time one of the questions
18 was answered by Mr. Burstein on transportation, but
19 I would like to ask you and I'm actually here for
20 you to ask me, would voluntary transportation be
21 included? The answer we had gotten earlier was
22 a hundred per cent would be covered under the pro-
23 gram. Is that the mandatory two and two and a half
24 miles?

25 SENATOR WILEY: Let me broaden the subject

1 a little bit to say this. I think it would be a
2 mistake for us to seem to be giving you definitive
3 answers only because we don't know them, really.
4 There have been many proposals, there is a defini-
5 tive proposal from the Governor which doesn't get
6 in all of the details. It does give his basic cost
7 sharing plan which would respond to some of your
8 questions.

9 On transportation, his plan does not give
10 separate money for transportation. Rather, that
11 is treated as part of the budget and the transpor-
12 tation costs would be shared as other costs are
13 shared.

14 There has been talk within the Legislature
15 and within the administration of the possibility
16 that transportation might be funded in some cate-
17 gorical way, that is, a different percentage of
18 transportation costs, perhaps even a hundred per
19 cent of transportation costs being picked for by
20 the State. Whether that would be approved trans-
21 portation or all transportation is likewise a
22 question that has not been answered.

23 Again, since it hasn't been decided upon,
24 it would be a mistake for me to state to you I have
25 the answer because I don't.

1 MRS. PAUL: Will local boards and the pub-
2 lic in general be able to have additional input
3 on these hearings once you open on June 13th into
4 Legislature?

5 SENATOR WILEY: As much as we know, we as
6 a committee have an obligation to report our views
7 and feelings to the Legislature when it reconvenes
8 and I presume that means they would expect that of
9 us on the 13th at least in a preliminary way. What
10 schedule the Legislature will follow after that is
11 not known.

12 The leadership may have some ideas, but
13 it's going to decide on the entire ideas of the
14 entire Legislature and these people have not met
15 together since the end of May.

16 On the question of local control, that's one
17 of the questions you asked, I'm being a little
18 repetitious here but the basic plan the Governor
19 has proposed contrary to the full funding idea
20 which has been talked about in the past in New
21 Jersey, the Governor's plan whether it succeeds
22 or not in doing so is an attempt to build a system
23 that will recognize local control and yet have some
24 additional State sharing of the costs.

25 Now, we can disagree and we do disagree

1 about how successful it is in that endeavor, but
2 that's the thrust of it and it seems to be respond-
3 ing to the yearning for continued local control
4 throughout the State of New Jersey.

5 ASSEMBLYMAN NEWMAN: We received a lot of
6 testimony over the last weeks on regionalization,
7 both pro and con or mandated regionalization, not
8 -- taking the position not to mandate, and you
9 raised the subject here. What is your board's
10 feeling if you're speaking on behalf of your board
11 generally for regionalization? What can you con-
12 tribute to us in that regard?

13 MRS. PAUL: Well, if we are talking about
14 whether, and I touched on similar size and popula-
15 tion, we feel that our local community is of a
16 size that will be comparable to regions elsewhere.
17 We have 12,000 students. We have 16 public school
18 districts.

19 ASSEMBLYMAN NEWMAN: Would it be a proper
20 assumption you're opposed to regionalization?

21 MRS. PAUL: I would see its deficiency in
22 other districts. I think we would be opposed to
23 it for ourselves.

24 SENATOR WILEY: Any other questions by
25 committee members? Senator Dumont.

1 SENATOR DUMONT: I wonder if I can comment
2 as an individual on a few of these questions, brief-
3 ly. Is that all right with you?

4 SENATOR WILEY: Surely.

5 SENATOR DUMONT: With respect to regionaliza-
6 tion, one of the things that was omitted, I hope it
7 was inadvertent and I'm as much to blame as anybody
8 for it, when the statement form was adopted, we
9 expanded the tax break, that is the local fair share
10 in the formula I sponsored in 1954 which lasted
11 until the Bateman formula was adopted would have to
12 provide less for the first 10 years and the State
13 aid would be greater. I've attempted to revive
14 that because I think the State broke faith with
15 many of the regional high school districts at the
16 time. They were just recently formed.

17 With respect to legal control, I think we're
18 all interested in that. I am particularly and will
19 do anything possible to assure that the right to
20 hire and fire, the right to set the curriculum
21 within certain guidelines which as a matter of
22 fact already exists, and the right to establish
23 the budget under the funds provided by the State
24 will remain with each local Board of Education.

25 The construction costs is a question of

1 whether the State can afford to take over all those
2 construction costs. You realize and I think these
3 figures were submitted recently that something like
4 \$1,700,000,000 worth of school bonds are already
5 outstanding. Of course, they'd have to be retired
6 over a period of 20 or 30 years.

7 The thought has been advanced that the
8 State could afford on that kind of an amortization
9 basis to take over the construction costs fully.
10 One of the programs that was recently advanced that
11 I abhor as a matter of fact was at some time the
12 State commission would provide what discretion
13 would build what buildings in what areas. I don't
14 think that should be done.

15 Finally, with transportations, it would only
16 cost about \$13,000,000 more for the State to provide
17 transportation. That could be afforded and I think
18 it should be.

19 If you're talking about the two and a half
20 mile limit, you're increasing the cost of transpor-
21 tation greatly and you must realize that fact be-
22 cause this comes up year after year and the question
23 whether or not it could be afforded by the taxpayers
24 to reduce that, it's a question that would have to
25 be answered only in terms of expending more money.

1 I live in an area where many children walk
2 the two and two and a half miles and I don't think
3 it hurts them too much to get to and from school
4 that way.

5 SENATOR WILEY: Assemblyman Martin.

6 ASSEMBLYMAN MARTIN: Mrs. Paul, we've heard
7 comments here today with respect to the place of
8 the role of the County Superintendents of schools.
9 As school board president, what has been your ex-
10 perience with respect to that role? Could you make
11 any suggestions as to what you think ought to be
12 done with that role?

13 MRS. PAUL: Well, very -- I can only speak
14 personally. I've had utmost cooperation in the
15 calls I have made. I must agree with someone who
16 said earlier that local boards do go directly to
17 State often and we have, but we have had the luck
18 of going to County and getting the answers, too.

19 Being repetitive, I'd rather see more power
20 at County than at State.

21 I do find it a little lacking the feasibility
22 to increase the staff that is proposed in the T&E
23 report that we do have them.

24 ASSEMBLYMAN MARTIN: One other question.

25 Mrs. Paul, we've also heard a great deal of comment

1 here today with respect to the place of the school
2 board in terms of giving the locality to people
3 in the community the right to determine their edu-
4 cational policy. Basically, we're talking about
5 the home rule question. In your experience and I
6 don't know how long you've been on the board, but
7 in your experience as a board member and president
8 of the board in Wayne Township, would you say that
9 a sufficient number of the people turn out at the
10 board education meetings to make the term home rule
11 a meaningful phrase?

12 MRS. PAUL: I'm on the board in my third
13 year and it's something I ran on, improving commu-
14 nication and it's been my pet of working with the
15 publicity people and trying to get publicity. If
16 you threaten to abolish freshmen sports, you get
17 300 people there who have freshmen. If you try to
18 abolish driver's ed, you get the people there. But
19 the answer is no.

20 SENATOR WILEY: Senator Scardino.

21 SENATOR SCARDINO: Just in brief response
22 to the question raised by Assemblyman Martin is
23 that my conception of that in terms of an answer
24 would be that I don't think you can calculate or
25 determine a base for home rule as volume of people

1 that attend a meeting. Home rule is based on having
2 the right to attend that meeting whether you want
3 to or not.

4 SENATOR WILEY: Assemblyman Hicks.

5 ASSEMBLYMAN HICKS: Mrs. Paul, do you feel
6 Wayne is now supplying thorough education?

7 MRS. PAUL: Very much so.

8 ASSEMBLYMAN HICKS: You would like to be
9 left alone the way you are, you're satisfied?

10 MRS. PAUL: I'm satisfied. I see room for
11 improvement. There are things I'd like to see more
12 of and maybe some changes, but yes, we have done
13 very well and I tried to stay away, but I'll come
14 back to the State assessment test and say they'll
15 substantiate that. I went to them because they've
16 gotten such publicity. The State assessment tests
17 in comparative but I would like to know and the
18 State isn't answering who we're being compared to
19 and then maybe I would like them a little bit better.

20 ASSEMBLYMAN HICKS: All the State is really
21 trying to do is to show how Wayne and other Counties,
22 other municipalities and school districts compare
23 as "thorough and efficient" and to show the dis-
24 parity between some districts and Wayne. Where
25 Wayne is doing so well, perhaps we can borrow some

1 knowledge from there to other problem areas and
2 the South Jersey area because of the other areas
3 where they can't afford money, there again, we
4 sort of supply T&E the way Wayne is doing it. Do
5 you feel obligated as a Wayne resident to sort of
6 be involved in equal opportunity or just to be left
7 alone the way you mentioned before?

8 MRS. PAUL: No. I feel very strongly for
9 equal and to substantiate my position on it, I serve
10 on an advisory Council which goes into the indivi-
11 dualization of concept and, yes, I want "thorough
12 and efficient" individually for everybody. I work
13 toward that. But may I just say truly I put a little
14 more importance in our own local tests and reference
15 tests that we have created to some extent than I
16 do the State assessment.

17 ASSEMBLYMAN HICKS: Whose duty is it in
18 your opinion to be sure every child receives T&E?

19 MRS. PAUL: The answer I assume you're look-
20 ing for is the State. But what is the State but
21 a group of localities of individual citizens?

22 I attended a recent conference where Senator
23 Wiley spoke in East Brunswick and it was welcome
24 to the State board members. I think that was the
25 first time it dawned on me.

1 ASSEMBLYMAN HICKS: I'm not going to pretend
2 to explain democracy to you, but everybody in Trenton
3 represents you, you have an Assemblyman there, you
4 have a government there and local officials also,
5 so even though you're not there in person, you're
6 being represented.

7 MRS. PAUL: If it takes 9 people in a commu-
8 nity to represent the board or to be representatives
9 of the board and we don't feel that we're truly
10 representative, is the representation totally at
11 the State level?

12 ASSEMBLYMAN HICKS: At least home rule is
13 thought about by every Legislature. In fact, we
14 support home rule, but we're referring now to the
15 problem by the Legislature and the Constitution.

16 MRS. PAUL: I think what everybody in this
17 room wants and I know myself I asked at the bottom
18 of my letter that I did not read out is that you
19 keep us fully informed. That's why I asked will
20 our input stop on June 13th?

21 ASSEMBLYMAN HICKS: It won't stop.

22 SENATOR WILEY: Any questions?

23 A VOICE: Senator Wiley, for the record,
24 would it be proper for me to ask you a non-technical
25 question? Do you know if the Superintendent of schools

1 of Passaic County is present here or have any of
2 the Superintendent of schools been present at your
3 sessions here or in Glassboro or on May 14th at
4 the State house.

5 SENATOR WILEY: Yes, we've met with many of
6 them.

7 A VOICE: Is the Passaic County representa-
8 tive here?

9 SENATOR WILEY: I don't know. Thank you
10 very much, Mrs. Paul.

11 It's 1:15. We'll break and resume at 2:15.

12 (Whereupon, a luncheon recess was taken.)

13 (Whereupon, the hearing resumes after the
14 luncheon recess.)

15 SENATOR WILEY: I'll ask Mr. Barry Lefkowitz
16 to take the stand.

17 MR. LEFKOWITZ: Senator Wiley and committee,
18 thank you very much for giving me the opportunity
19 to speak before you. I'm Barry Lefkowitz, I'm the
20 director of the Institute for Political and Legal
21 Education which is a recent nationally validated
22 Title 3 program under the Department of Education,
23 but in speaking to you today, I speak with sort of
24 a diverse background as a former teacher, an ad-
25 ministrator, an investigative reporter for both

1 newspaper and television and as a taxpayer.

2 I think that under this "thorough and effi-
3 cient," we need to address ourselves to what I
4 consider to be a two-prong network in looking at
5 the development capability in order to work with
6 the districts with as much economic efficiency as
7 possible. Let's take a historical look for a second.
8 Districts in Passaic, Bergen County and the rest of
9 the State have tried to meet identified educational
10 needs by adopting new programs presented to them
11 by text book companies and educational consultants.
12 Schools are bombarded annually with questionable
13 claims of program effectiveness. None of us have
14 the time nor the expertise to verify these claims.
15 As a result, dollars are committed and children are
16 subjected to programs which may or may not fulfill
17 their problems. This does not insure the thorough
18 learning of students and the efficient use of tax-
19 payers' problems. This gambling places all of us
20 in the middle of the stacked deck.

21 Criticism unfortunately falls on the schools
22 and members of the department as all of us. It's
23 an unfair burden and one we should not have to
24 shoulder. Now, the Federal government through
25 Title Three has spent millions of dollars across

End of
tape 3

1 this nation on innovative programs in experimenting
2 with various topics to find out what programs will
3 work with students. They now have a new system
4 called national validation. National validation
5 is programs that on a national level have shown
6 themselves to be extremely effective as far as
7 showing that they work both through data, that
8 they're cost efficient and also they're supportable.
9 For example, I just recently went through in fact
10 one week from this last week going through this
11 national validation project in order to have our
12 project validated for dissemination. New Jersey
13 happens to lead the nation in national validated
14 programs. We presently have 16 projects that have
15 gone through invasion, through study, through test-
16 ing that have proven themselves going through this
17 rigorous standard of being effective which means
18 that under this national validation single school
19 districts in this State may come to either me as
20 the project director of a Title Three program or
21 a daily project or the project again which is in
22 Assemblyman Burstein's district or any of the
23 other 16 projects that to this date have been
24 nationally validated and be able to have the use
25 of those projects.

1 Basically, the national validation provides
2 that one, the district desiring these programs will
3 have their teachers trained by the projects. The
4 most important thing to emphasize here is everyone
5 of the Title three programs are local district
6 programs that have been developed by the local dis-
7 trict. In other words, Dale Avenue was developed
8 by the Paterson school system so it was the local
9 district people that were having the input.

10 In the case of my particular project, we're
11 a statewide project, 14 districts of which you are
12 Senator over one of the districts, provided the
13 input to that project during its three years under
14 Title Three so that there's been this constant
15 local district input.

16 Now, with the national validation, these
17 projects, local district helping local district
18 so that every single school district will be able
19 to have if we're talking about, you know, this
20 idea of "thorough and efficient", every school
21 district will have an equal opportunity to be able
22 to adopt programs that have proven that they work.
23 No longer will we have to base it on the fact that
24 book salesmen come in and say these programs work.
25 That's one of the prongs, this validation process.

1 The second prong goes into the educational
2 improvement centers. Many schools have innovative
3 ideas, but they don't have the expertise to be
4 able to write them up into proposals, to get either
5 State or Federal monies. Many schools have various
6 research and development problems, but they don't
7 have the expertise at the local level to be able
8 to handle those particular problems. There is only
9 so much at the local level as far as resources.

10 Now, the Educational Improvement Center of
11 South Jersey has been in existence for 5 years.
12 It has brought in over \$6,000,000 in the 5 Counties.
13 It has a data retrieval center for any teacher,
14 administrator, school board member or member of the
15 community. The facilities in South Jersey have
16 been used extensively by all of the members of the
17 community in South Jersey.

18 Now, a new center has opened up in the
19 northwest corridor which is located at Cedar Knolls
20 and is called the Northwest EIC. There has been
21 a proposal and legislation which I feel fortunate
22 to have worked on which would call for the estab-
23 lishment of two more EIC centers, in other words,
24 regional centers that will be able to at the re-
25 quest of the local districts work for the benefit

1 of the local districts. The legislation calls for
2 an establishment of one in the northeast corridor
3 and one for the central corridor. I think the
4 northeast corridor would cover Bergen County,
5 Essex County and one or two other counties. These
6 regional centers would be able to provide the miss-
7 ing resources that the local districts do not possess.
8 It does not take away in any manner because they
9 only respond to what the local districts want. In
10 fact, in both prongs, I have discussed here, it's
11 where the local districts, where it desires in terms
12 of proven successful programs or where it desires
13 for inservice training or where it desires for some
14 kind of research and development, for example, in
15 South Jersey there's a community called Beckett
16 Newtown (phonetic) which has 10,000 people. It's
17 projected in 8 years it will go to 50,000 people.
18 These people have been working with the people
19 in Beckett Newtown in developing a management
20 system and proposals for how does the school system
21 deal with going from a 10,000 population to a
22 50,000 population.

23 What I'm proposing here is legislation has
24 been drafted for both the validated programs and
25 the improvement centers.

1 SENATOR WILEY: What would the legislation
2 on the validated programs provide?

3 MR. LEFKOWITZ: There would be dissemination
4 money to all of the projects so that, for example,
5 let's say Wayne Township wanted to take the Dale
6 Avenue program which is in Assemblyman Hick's dis-
7 trict. The Dale Avenue people would have funds
8 for going in, training the Wayne Township staff,
9 providing them with the soft wear which would be
10 the materials and whatever they need so that they
11 could conduct that program themselves in their commu-
12 nity.

13 SENATOR WILEY: That's being done now without
14 legislation though, is it not?

15 MR. LEFKOWITZ: It's been experimented with
16 for the last 2 years, however, as you know, Title
17 Three funds are in jeopardy and there's only the
18 possibility of another year of Title Three that's
19 guaranteed. That particular legislation, and we're
20 talking about cost efficiency, that legislation
21 would cost 40 cents per student.

22 SENATOR WILEY: Basically funding?

23 MR. LEFKOWITZ: Yes, right.

24 SENATOR WILEY: Questions to Mr. Lefkowitz?

25 Senator Dumont.

1 SENATOR DUMONT: How do you justify the
2 Educational Improvement Center in relationship or
3 in opposition to or in harmony with the County
4 Superintendent's function and isn't there a great
5 deal of overlapping?

6 MR. LEFKOWITZ: I don't believe there is a
7 great deal of overlapping. I think that the Educa-
8 tional Improvement Centers in the County Superinten-
9 dent's office have two particular set functions.
10 I think the County Superintendent's office is a
11 liaison arm of the State responsible for teacher's
12 certification and coordinating certain efforts be-
13 tween school superintendents within the County. I
14 think the EIC's serve as a reserve center for the
15 entire region, working with teachers in inservice
16 training and so forth. It's very difficult to
17 have 21 experts in evaluation in 21 Counties. You
18 have concentrated in that region a variety of experts
19 that can deal with a variety of problems that exist
20 for a local district.

21 SENATOR DUMONT: Well, you say so successful.
22 How successful have they been? As a matter of fact,
23 as long as I've been in the legislature up until
24 about a number of months ago, we've never been,
25 as far as I know, invited around to see the EIC and

1 what you do. Very little is put out with respect
2 with what's going on.

3 MR. LEFKOWITZ: The best way I can address
4 myself to that is that the EIC's felt they would
5 rather just work on the local districts with the
6 school districts based on their own responses rather
7 than letting everybody in the world know what they
8 do. Part of the problem is this. The South Jersey
9 Educational Improvement Center can only really
10 legitimately service the certain counties.

11 SENATOR DUMONT: I've never heard anything
12 from the EIC at Cedar Knolls, as a matter of fact.

13 MR. LEFKOWITZ: It is important for you to
14 know or the school districts to know.

15 SENATOR DUMONT: Well, if you're looking
16 for money from the legislature, I would say it's
17 quite important.

18 MR. LEFKOWITZ: That's my function for being
19 here.

20 SENATOR DUMONT: Are you financing the EIC
21 solely with Federal funds at the present time?

22 MR. LEFKOWITZ: The South Jersey EIC centers
23 as far as for new year will be totally under the
24 State budget with appropriations of \$250,000. The
25 Northwest EIC, my understanding is they're in their

1 second year of Title Three monies.

2 SENATOR DUMONT: So after the year, the
3 State is to pick up all the expenses, moving over
4 gradually to State funding?

5 MR. LEFKOWITZ: If something is worth the
6 State picking up, I think that should be the case.

7 SENATOR DUMONT: I think that's what we have
8 to determine.

9 MR. LEFKOWITZ: I think we're talking about
10 for the conducting of the 4 EIC centers as well as
11 the validated projects, we're talking about the
12 annual appropriations of 1.7 million dollars and
13 when one measures that to 40 cents per student,
14 I think it's an efficient evaluation.

15 SENATOR DUMONT: I've listened to the appro-
16 priations of one million here and two million there
17 and so forth. They've got to be justified.

18 MR. LEFKOWITZ: I think the EIC people can
19 justify. They presented a series of data in terms
20 of their effectiveness and what they have done.

21 SENATOR DUMONT: I'll reserve on that one.

22 SENATOR WILEY: Other questions or comment?

23 Thank you very much, sir.

24 Just so that you can hear yourselves a bit,
25 the names of the witnesses as they appear on this

1 list from this point on are Hannibal Cundari, Allan
2 Kemp, Sherle Boone, Lawrence Rubin, Jay Williams,
3 Frank Calabria, Miss Gertrude Unsel, Ms. Elaine Brodie,
4 Mr. Richard Brunstone (phonetic). That's for the
5 daytime session. I'm sorry, Elmer Johnson, Mr.
6 George Ceil (phonetic), Thomas Procaldo (phonetic),
7 Joseph Long, Bea Sorini (phonetic).

8 Good Afternoon, Mr. Cundari. Nice to have
9 you with us.

10 For those of you who may have joined us
11 after lunch, we've challenged ourselves to observe
12 all of the rights and privileges of free speech
13 and yet try to keep ourselves at 10 minutes plus
14 committee questions. If you will accept that
15 challenge, sir, I'll appreciate it.

16 MR. CUNDARI: Thank you. What I'm hearing
17 this afternoon is kind of scary. One of the things
18 is that a municipality's share of tax funds will
19 be based on inability of a municipality to obtain
20 ratables which means that if a municipality wants
21 to be able to get more funds without working for
22 it, all it should do is discourage ratables. So
23 the first thing they'll discourage will be busi-
24 nesses, industry and so forth which means their
25 ratables will be reduced and they'll get more State

1 aid. So that this is a negative way to help any
2 community or even to progress.

3 I'm from Bergenfield, I represent the
4 Bergenfield taxpayer's association.

5 When are we, the rulers and the ruled, to
6 be honest with ourselves and admit that a success-
7 ful solution to problems of any kind has never
8 been accomplished by political measures? How much
9 longer shall our people be made to waste energy
10 and resources merely to try yet another unworkable
11 scheme that will create greater degeneracy in our
12 educational systems coupled with mountainous fi-
13 nancial dislocations?

14 I refer to a proposal being considered by
15 our State legislators which would disrupt the en-
16 tire educational systems in the state merely to
17 satisfy a notion by one Judge Botter which labels
18 as discriminatory the present method of financing
19 public education. I challenge anyone to point out
20 and document where and how anyone in our state
21 lacks the opportunity to proper learning and to explain
22 precisely how that opportunity will be enhanced
23 merely by a redistribution of funds. I do agree
24 that the quality of education in one school might
25 be deficient and differ from that of another. But

1 that difference is not one which can be corrected
2 by the infusion of more or less money. That differ-
3 ence in the quality of education is a product of
4 the philosophical, psychological and moral inte-
5 grity of both the instructor and student and the
6 capacity and desire of both to improve themselves.
7 Given what might be termed an ideal educational
8 facility, but staffed with instructors and educa-
9 tionists whose only interest is to create social
10 change and ideological robots, as has sadly been
11 the case, the product must be an inferior one.
12 This is precisely why it has been thought necessary
13 to hold these hearings. Now, with regard to edu-
14 cational institutions of such makeup, each legisla-
15 tor must search his most logical mental resources
16 and ask himself "Will more money provide a thorough
17 and efficient education?" Does the legislature
18 believe that the adoption of an income tax or a
19 reduction of the property tax, or the redistribution
20 of income will be the answer to Judge Botter's
21 decision? Self responsible thinkers would ob-
22 viously and resoundingly answer "NO" to those ques-
23 tions. Further, in view of the voluminous numbers
24 of government officials who have been either indicted
25 or convicted of misusing public funds, what moral

1 justification could the legislature offer taxpayers
2 for planning to turn over to these same untrust-
3 worthy officials \$750,000,000 of taxpayers' hard
4 earned money?

5 With due respect to you people, it's not
6 a direct accusation.

7 If government were to offer proof that
8 "giving" money to people or to needy causes has
9 indeed solved problems, then one could consider
10 pursuing that course. But there has never been a
11 successful governmental solution in the multitude
12 of experiments into which billions of taxpayers'
13 dollars have been poured. If an income tax is
14 adopted, we can predict with certainty a greater
15 waste of otherwise productive capital, capital which
16 could be invested in the market to create more
17 employment, greater productivity and real help to
18 those whom a "thorough and efficient" education
19 means nothing, and never will. An income tax will
20 channel funds into non-productive educational
21 systems which are overflowing with educational dis-
22 tractions and non-essentials. With an over-oppressive
23 tax burden already imposed upon our citizenry --
24 and remember, the inflation is a tax burden -- how can
25 the legislature justify anything which is purely

1 experimental and which is doomed to failure? We
2 simply cannot tolerate yet another hand of govern-
3 ment to pick our pockets; there's nothing left to
4 pick.

5 Our N.J. Constitution specifies that the
6 State shall provide "a thorough and efficient system
7 of free public schools." It does not state that
8 it must provide a thorough and efficient education;
9 there is no limit to what a T&E would entail or how
10 it could be defined. A thorough and efficient
11 education to one pupil might still not provide him
12 with the tools and knowledge to be a self-reliant
13 individual. The Constitution does require that
14 the state shall provide "a system of free public
15 schools." Just how does the legislature define
16 "free?" They are not free; they are paid for by
17 the sweat of those taxpayers, some of whom have
18 never used the public schools.

19 Since there is no such thing as "free"
20 public schools, and since T&E is an indefinable
21 variable for each individual, I suggest that the
22 mandate in the Constitution be repealed where
23 reference is made to thorough and efficient system
24 of free public schools.

25 It is declared that the present system of

1 financing education is discriminatory because it
2 makes a child's education a function of the wealth
3 of his parents or of the district in which he lives,
4 and, because of that, it violates the equal protec-
5 tion clause of the 14th Amendment to the U.S.Con-
6 stitution. The 14th Amendment states: "...No
7 State shall make or enforce any laws which shall
8 bridge the privileges or immunities of citizens...
9 nor shall any State deprive any person of life,
10 liberty or property, without due process of law;
11 or deny to any person within its jurisdiction the
12 equal protection of its laws." If the State decides to
13 feather the nest of some people at the expense of
14 others - as it will be doing by the imposition of
15 an income tax - it will be bridging the privileges
16 of those from whom the nest-feathering expense is
17 taken and thus denying the latter the equal pro-
18 tection of its laws. A State income tax, therefore,
19 will be unconstitutional since it violates the equal
20 protection clause of the U.S. Constitution.

21 There is a plan, however, which will violate
22 no law, that will provide the most thorough and
23 efficient education, that can be accomplished with-
24 out a state income tax and without a property tax.
25 It is a plan where every person would realize that

1 he must learn as much as possible, where there
2 would be no waste, where frills would be provided at
3 the request of the educated rather than by the
4 whims of the educator, where vandalism would end
5 and self-responsibility would be paramount, where
6 plunder would cease and where the retired would
7 need no special handout to live within his limited
8 income. Just think. All this possible without
9 any tax. It merely requires that those utilizing the
10 public schools pay for the education they desire
11 just as they would pay for a pair of shoes, a loaf
12 of bread, an auto, or anything else they desire.
13 Such a system is necessary if we are to return to
14 sanity in this society; if we are to become civilized
15 and educated people.

16 Undoubtedly, one might be concerned that
17 those who are poor will not be able to afford edu-
18 cation for their children. Well, then, that problem
19 is minute compared to the major problem of financ-
20 ing education. Upon specific proof of need, and
21 barring government intervention, free people can
22 always provide for the real needy. But to think
23 that the mere distribution of income and wealth,
24 the only purpose of an income tax, will assist those
25 who are considered "underprivileged" sadly over-
looks the fact that a newly created group of "under-

1 privileged" will spring up, namely those from whom
2 the wealth will be taken and used for redistribution.

3 It is hoped that the committee will see
4 the benefits of my system of self-reliance. It is
5 worth a serious try.

6 Thank you.

7 SENATOR WILEY: Any questions by committee
8 members? Apparently not. We thank you, sir. We
9 appreciate hearing from you.

10 Mr. Allan Kemp from the Easter Seal Society.
11 Mr. Kemp isn't with us.

12 Mr. Sherle Boone.

13 MR. BOONE: My name is Sherle Boone.

14 I am the Acting Director of the Mayor's Edu-
15 cation Task Force in Newark. The Task Force is a
16 community-based research and problem-solving group
17 that attempts to improve the quality of public edu-
18 cation in Newark. Because the Task Force's primary
19 concern is to improve the quality of Public Educa-
20 tion Newark, my comments today addresses the defi-
21 nition of "thorough and efficient" education as it
22 affects the Newark Public Schools.

23 Providing public education is an important
24 state function and as such, must be afforded to all
25 on equal terms. This means that educational oppor-

1 tunities in any district cannot be made to depend
2 on the wealth of the residents of that district.
3 Educational opportunities must be based on the needs
4 of the residents of that district. Although there
5 may not be a direct correlation between dollar ex-
6 penditures and educational opportunities, there is
7 a correlation between dollar expenditures, and input
8 (such as teacher and facilities), and between input
9 and output. (results). In a city such as Newark,
10 there is no real alternative to public education.
11 Private and Parochial Schools are too few and too
12 expensive. Therefore, it is our hope that the
13 State's definition of a thorough and efficient edu-
14 cation will consider the special problems of Newark
15 students.

16 The Newark school district has special
17 problems which the State must address in any mean-
18 ingful plan of action. If the State desires for
19 each child to develop his or her inherent talents
20 to the fullest extent, regardless of where the child
21 lives, regardless of the property wealth of the
22 child's community, then the State must recognize
23 that because of the high degree of academic retarda-
24 tion in Newark schools, our children are more ex-
25 pensive to educate than most children in the State.

1 Special aid systems are needed for Newark children
2 Failure to develop special aid systems for Newark
3 children would place a special burden on the city
4 which generally has a much higher percentage of ex-
5 pensive to educate children. Without special aid,
6 Newark would not have the necessary resources to
7 provide a thorough and efficient education for all
8 children.

9 The Mayor's Education Task Force believes
10 that any definition of "Thorough and Efficient" must
11 identify and incorporate three basic elements:

- 12 1 - Educational Building Blocks
- 13 2 - Educational processes; and
- 14 3 - Educational outcomes

14 The Educational Building Blocks include those
15 items with which we operate the educational system,
16 such as building facilities, materials, supplies,
17 school personnel, and essential support services.

18 Appropriate standards should be established
19 for each of these items, and adequate funding should
20 be provided to support them.

21 EDUCATIONAL PROCESSES:

22 We believe that one of the most important
23 elements of a thorough and efficient education is
24 the process by which the building blocks put into
25 education are transformed into achievement outcomes

1 for our students.

2 Standards must be flexible enough to allow
3 for local initiative and innovation to meet local
4 needs.

5 It is our feeling that the educational pro-
6 cess should include: -- Participation in the decision
7 making by Newark parents, teachers, administrators
8 and the community-at-large. For example, curriculum
9 alternatives should be determined exclusively by
10 the local school district. Such an approach would
11 aid in the development of:

- 12 A. Adequate local planning mechanisms.
13 B. Locally designed assessment mechanisms, and
14 C. Proper administrative mechanisms.

15 We strongly believe that the achievement of
16 a thorough and efficient education in our schools
17 still depends on local input, that of the total
18 Newark Community.

19 EDUCATIONAL OUTCOMES:

20 Further, we must insure that our students,
21 aides, teachers and administrators work under the
22 proper conditions in the classroom so that the de-
23 sired educational outcomes are achieved. There
24 should be minimum state standards for:

- 25 1 - Classroom size

- 1 2 - Teacher-pupil ratio
- 2 3 - Medical services, and
- 3 4 - Facility construction

4 In addition to these state standards, there
5 must be provisions for local goal setting. It is
6 in this way that these standards can be translated
7 into meaningful educational experiences for Newark's
8 children.

9 A thorough and efficient education, we
10 believe, must insure achievement of satisfactory
11 educational outcomes by all students. It must pro-
12 vide each child with the educational experiences
13 which will enable him or her to compete in the
14 labor market or to pursue post-secondary training.
15 Therefore, a thorough and efficient education must
16 not only require minimum levels of achievement in
17 basic skill areas, but it must also recognize that
18 the maximum development of each child is the main
19 goal. This requires that there be statewide high
20 school graduation requirements; a wide variety of
21 curriculum alternatives; a complete and effective
22 kindergarten-12th grade career education programs
23 which enables each child to have full knowledge of
24 self as well as career alternatives so that each
25 child and family can make intelligent choices from

1 among those alternatives and specialized training
2 opportunities in such areas as vocational educa-
3 tion, college preparatory training, as well as
4 training in the arts and sciences for those who
5 desire such.

6 Standards should also require that students
7 achieve skills taught at one level before they are
8 passed to the next developmental level. This
9 suggests that periodic evaluation of each students
10 academic progress and, that provisions be established
11 to assist those students whose progress is below
12 an acceptable level of achievement.

13 STATE FUNDS AND ADHERENCE TO STANDARDS:

14 The definition of "thorough and efficient"
15 in itself is not enough. In order for it to be
16 meaningful, there must be three ingredients that
17 go along with it. There must be: -- adequate funds
18 to support what the definition calls for.

19 -- an effective mechanism to insure that
20 what the definition calls for is actually provided.

21 -- adequate funds to support new school
22 construction and facility improvements.

23 Without these minimal supports a "Thorough
24 and Efficient" education for all children will be
25 jeopardized.

1 CONCLUSION:

2 Thus, in the final analysis, a thorough and
3 efficient education in our schools can mean only
4 one thing -- meeting the individual needs of all of
5 Newark's children.

6 Neither the low-achievement student nor the
7 high-achievement student should be hindered in his
8 development. The many factors which affect our
9 students achievement must be identified and addressed.

10 Curriculum must be designed to meet the
11 needs of Newark's diverse student population.

12 Standards of achievement on each grade
13 level must be strictly enforced.

14 Again, it should be noted that the state
15 shares the responsibility of making our schools
16 provide Newark's children with the kind of education
17 they deserve. Certainly, Newark must do its part,
18 but the State must also do its part, -- together,
19 with both assuming responsibilities, "thorough
20 and efficient" education in Newark will become a
21 reality.

22 Thank you.

23 SENATOR WILEY: Questions or comment by
24 the committee. Assemblyman Burstein.

25 ASSEMBLYMAN BURSTEIN: Would you say the

1 salary scale for teachers in Newark is fairly high
2 as compared to others in the State?

3 MR. BOONE: To my knowledge, I can't really
4 speak on it, it is a Board policy, but there are
5 districts in the State who pay a higher salary
6 than teachers in Newark. You must face also Newark
7 teachers in Newark are faced with other problems.
8 It demands perhaps more effort on the parts of
9 Newark's teachers than it may on teachers in other
10 communities with less problems.

11 ASSEMBLYMAN BURSTEIN: I take it then they re
12 on a fairly high scale?

13 MR. BOONE: I can only give a suggestive
14 response on that. I'm sure if you were to ask
15 others from Newark, you would find that we would
16 differ greatly in regards to whether or not we
17 feel the present salary that is paid to Newark
18 teachers is in fact above or below par. I think
19 you may find some who will say it's below.

20 ASSEMBLYMAN BURSTEIN: I had another purpose
21 in asking the question. Basically, it's this.
22 Let's assume that the legislature accepts your pre-
23 mise which may be entirely correct that to teach
24 a disadvantaged child or child having special edu-
25 cational problems costs more money than it is to

1 teach an average every day child and that Newark
2 may have a particular concentration of that type of
3 child. If the Legislature were to appropriate more
4 monies by a formula which would be adopted statewide,
5 that would result in more money coming into the
6 school system with the intent that those special edu-
7 cational problems be addressed, what assurance would
8 we have that they would, in fact, be addressed by
9 means of the additional money?

10 MR. BOONE: Well, certainly I think it seems
11 to me there should be monitoring of the activities
12 both in terms of the financial aspect as well as the
13 process to assure that what is, in fact, is being
14 appropriated or requested by the State is, in fact,
15 being provided by the Newark school system. So
16 we're talking about a strong accountability system.

17 ASSEMBLYMAN BURSTEIN: Are services presently
18 being provided to the Newark students and can you
19 describe some if you have that information? I'm
20 talking in terms now of compensatory programs.

21 MR. BOONE: Well, we do have a very effec-
22 tive Title one program in the Newark school system
23 which has proven to be a very effective mechanism
24 or program to get parental involvement as well as
25 it has shown that many of the students who are

1 involved in the program have made substantial pro-
2 gress beyond that of the average Newark student in
3 achievement in math and whatever.

4 However, there is a need for improvement in
5 a lot of our programs because of the fact of in-
6 adequate funds. Many of the programs which have
7 proven to be effective such as some of our teacher
8 training programs needs to be expanded to include
9 far more teachers than it presently services.

10 SENATOR WILEY: Senator Scardino.

11 SENATOR SCARDINO: Just for some clarifica-
12 tion on my part, presently the number of dollars
13 behind a student in Newark is approximately \$1700.00.

14 MR. BOONE: May I correct you there? Pre-
15 sently that will be the amount starting the 1974-75
16 school year. But as of this year, the existing
17 school budget is approximately \$1200.00 per child
18 spent in the Newark school district.

19 SENATOR SCARDINO: Okay, but the amount will
20 be \$1700?

21 MR. BOONE: That's next year.

22 MR. SCARDINO: A comparison was made with
23 the community where I come from and the comparison
24 is that the suburban community such as mine is pro-
25 viding a better education in terms of thorough and

1 efficient than the Newark school system and then on
2 the other hand we talk about in terms of the number
3 of dollars behind each student and I can't seem to
4 relate to two. Could you tell me why there is that
5 disparity?

6 MR. BOONE: I think for one thing you're
7 presently comparing what will be with what has been.
8 To date, we are not spending \$1700 per pupil. This
9 is to start beginning in September of '74, so I
10 think at this point in time --

11 SENATOR SCARDINO: But the fact is that you
12 will obviously raise this money without any new
13 broad-base tax program being implemented in the
14 State, so you're getting it someplace.

15 MR. BOONE: The State has approved it.

16 SENATOR SCARDINO: What I'm saying in essence
17 is there is that difference in terms of dollars
18 behind each student and I was just wondering whether
19 or not that was sufficient or are you talking about
20 going beyond that point?

21 MR. BOONE: Well, I can't really say, I
22 can't respond to that because we are talking in
23 the future tense. We can't say to what degree it
24 will make a difference. We like to tend to believe
25 it will make a positive effort on our behalf. Again,

1 I must reiterate the point I made earlier, because
2 of the population and the problems in the Newark
3 school systems, the students in the Newark school
4 system are far more expensive to educate than other
5 school districts also bearing in mind we do not
6 know the causal factors that are responsible for
7 the retardation in our school system.

8 SENATOR SCARDINO: I don't think many people
9 will disagree that there are problems in the school
10 systems. No one is arguing that point. But you
11 also made another statement to the effect that you
12 need more teachers, did I hear that correctly, that
13 you would require more teachers for your students?

14 MR. BOONE: Well, at the present time, the
15 teacher-pupil ration in Newark is very high on an
16 average basis and, in fact, in many of our schools
17 they're in excess of more than 35 students per
18 teacher in our classrooms and this may possibly
19 require an increase in teacher personnel.

20 SENATOR SCARDINO: I have to counter that
21 because that's not my understanding only because
22 of a visit that the Senate Education Committee made
23 to Newark a few months ago, three months ago, and
24 we sat with the Superintendent of schools and some
25 of his staff and visited some of the elementary

1 schools and Barringer High School as well and it
2 was my understanding that the ratio was something
3 under 25 to 1, I mean one teacher less than 25
4 students. I was particularly impressed by this be-
5 cause it was in the elementary school. My feeling
6 has always been that throughout the State of New
7 Jersey, we've always sort of understressed the approach
8 in our elementary education. So I was mostly in-
9 terested in this respect and I also made the ob-
10 servation and I say this with a great deal of credit
11 to the Newark school system and the people that are
12 running the system now, I think there's a tremendous
13 amount of progress going on there.

14 I was deeply impressed because I didn't
15 expect to see quite frankly the fine condition in
16 which the schools are kept themselves, the relation-
17 ship between the pupils and the teachers in the
18 basic observation we had and the fact of this low
19 ratio between the number of students per teacher
20 and a number of other factors as well, and I think
21 this is a credit to the present administration.

22 It's on that basis that I can't seem to
23 relate in my mind the dollars you're talking about
24 and how much you're talking about and why there
25 should be such a great difference between, for

1 example, what my County is spending. We have more
2 of a ratio, a greater disparity in terms of number
3 of pupils per teacher than the Newark teachers, and
4 this holds true for a number of suburban communi-
5 ties as well, so that's common in that sense.

6 MR. BOONE: Certainly you probably also re-
7 cognize that because of the severe problems, educa-
8 tional deficiencies in the system, a smaller class
9 size would probably make a greater difference. The
10 teacher-pupil ratio for teachers in a city district
11 is probably different than in a suburban district.

12 Also, one other aspect of that which I
13 think is important is we have a growing Hispanic
14 speaking population in the Newark system. At the
15 present time, it's approximately 15 per cent and
16 it's continuously growing. We do not have adequately
17 funded bilingual educational programs in the city
18 and we can see where in this particular aspect of
19 our population, we badly need funds to continue
20 to support this aspect, not support, to provide a
21 "thorough and efficient" population for this aspect
22 of the community.

23 SENATOR SCARDINO: Recently legislation was
24 passed to address itself to those needs in a bilingual
25 area and personally I felt that that was a good

1 direction and had to be done. However, you know,
2 if we relate this type of thing as you will probably
3 agree, that funding for these purposes are sort
4 of looked at in a short range spect, in other words,
5 somewheres along the line there will be a phase-
6 out of some kind because ultimately you-re bound
7 to catch up at least to a great degree the prob-
8 lem theoretically would not be the same as it is
9 today in the bilingual area. I think that the
10 same premise might hold true in the number of
11 youngsters in our city that need special attention,
12 those youngsters that you talk about that have spe-
13 cial problems for whatever reasons.

14 I was wondering whether or not rather than
15 addressing ourselves on that term on a basis that
16 seems far more tentative, that perhaps we could
17 address ourselves to the needs of those youngsters
18 that you say have those problems sort of on a com-
19 pensatory basis where it will ultimately be a
20 phase-out program.

21 MR. BOONE: Well, I understand the validity
22 to what you're saying and I would certainly seriously
23 examine that myself.

24 SENATOR WILEY: Other questions? Senator
25 Dumont.

1 SENATOR DUMONT: How much did you say that you're
2 presently spending per student per year?

3 MR. BOONE: Approximately \$1200. That's
4 for this school year.

5 SENATOR DUMONT: All right. I thought that
6 one of our research people some time ago gave the
7 figures that you were spending in Newark \$1674.00
8 per student now. If you added the Title One funds,
9 it's \$1900.00 per student per year.

10 MR. BOONE: I question the validity of that.
11 I do know that beginning the school year 1974-75,
12 we hopefully will be spending approximately \$1700
13 per child. But as of this date based on the figures
14 we have available to us, it's approximately \$1200
15 per child.

16 SENATOR DUMONT: I'm talking about the one
17 right now that ends June 30th, you're aware it went
18 up by 17.3 million dollars, the '73-74 school year?

19 MR. BOONE: I'm not aware of that, unfor-
20 tunately.

21 SENATOR DUMONT: Well, it's been because 11
22 school districts picked up 29 million. You got
23 17 and three-quarter million out of that 29.

24 MR. BOONE: Again, I have to check that.

25 SENATOR DUMONT: Let me ask you something else.

1 Suppose you're spending \$1200 per student per year
2 now, you plan to expand \$1700 per student per year.
3 What do you plan to do with the extra \$500 per stu-
4 dent in one year?

5 MR. BOONE: We are not part of the Board of
6 Education and as such I can't speak for the Board
7 of Education. These were plans which would obviously
8 be carried out by the board in cooperation with
9 the Superintendent of schools. It is my hope that
10 more of this money will be placed in areas wherein
11 it will provide/more reading specialists, more read-
12 ing programs or improvement of existing reading pro-
13 grams and other remedial programs to improve the
14 skills of kinds in the fundamental areas. But again
15 I can't say because we're not a part of the Board
16 of Education as to how exactly how they intend to
17 spend the additional money for the children.

18 SENATOR DUMONT: Are you planning to use
19 the extra \$500 per student to reduce the local pro-
20 perty tax in Newark?

21 MR. BOONE: Again, I cannot speak for the
22 Board of Education in terms of how they do, in fact,
23 intend to utilize the additional funds which they
24 have.

25 SENATOR DUMONT: All right. Now, what's

1 the percentage that the State aid in its present
2 amount in Newark covers in regard to the total
3 school cost in Newark?

4 MR. BOONE: It's my understanding, I think
5 it's approximately 50 per cent.

6 A VOICE: No, it's much less.

7 SENATOR DUMONT: That's strange. I thought
8 it was at least 60 per cent or much higher.

9 A VOICE: Newark is spending in fact well
10 over 50 per cent of the money generally from pro-
11 perty taxes and up until two or three months ago,
12 they had a property tax rate of 9.39 per dollar of
13 tax. I do know that the State portion for Newark
14 was much higher than it was for the remainder of
15 the State but I'm sure it was nowhere near 50 per
16 cent.

17 SENATOR DUMONT: These figures that were
18 prepared which Assemblyman Worthington has just
19 given me here which were prepared by, as I understand
20 it, Herbert Starkey who used to work for the New
21 Jersey Education Association that the State support
22 presently is 67 per cent of the total cost for public
23 schooling in Newark, that's right now, not in the
24 future, not in the next school year, but right now,
25 that under the proposal advanced by the administration,

1 it would rise to 86 per cent of the total cost for
2 public schooling next year.

3 MR. BOONE: Again, these figures are not
4 available to me.

5 SENATOR DUMONT: I'm not saying we're guaran-
6 teeing the authenticity of these figures, because
7 there have been instances where they've been proven
8 to be somewhat wrong, but I think that you ought
9 to determine exactly what you're receiving in State
10 aid, exactly what you're spending and what you will
11 be receiving in State aid if any program like this
12 passes and I don't know if it will or not and what
13 you will be spending, particularly from local input,
14 not just from State aid because I don't think that
15 some of your figures are factual with all due respect
16 to your knowledge and the fact that you live in
17 Newark.

18 SENATOR WILEY: Just one comment. The 67
19 per cent figure appears in the booklet that's been
20 provided by the administration. It is keyed to
21 current figures as the Senator pointed out, but
22 those are current adopted budgets which go into
23 effect for the school year 74-75, so it's the coming
24 school year which yields that 67 per cent figure.

25 Assemblyman Worthington.

1 ASSEMBLYMAN WORTHINGTON: May I also point
2 out that one of the reasons Newark is getting this
3 kind of aid is that the average property evaluation
4 for wealth of the community behind each student is
5 only \$20,843. It costs the State the average equa-
6 lized wealth behind each student is \$53,000. This
7 is why Newark certainly does have a burden insofar
8 as it has many youngsters to educate and has very
9 little real property wealth in value behind each
10 child and this is the reason for proposed changes.

11 SENATOR WILEY: The general background of
12 this, we hear about it all the time. We may assume
13 many folks know. There are districts which have
14 evaluation of \$20,000 or more and for the degree
15 that we're depending upon real property to provide
16 for children's education, that kind of difference
17 is what stirred the Court to the decision that it
18 has handed to us. Our laws have recognized that
19 for some time and tried to accomodate us so that
20 when State aid was distributed, it took recognition
21 of the different levels of local ability to raise
22 funds.

23 What the Court has said is it was a nice
24 try but you didn't do well enough.

25 Assemblyman Hicks.

1 ASSEMBLYMAN HICKS: Since we're talking about
2 Newark and since Newark is the only town before us
3 today with this kind of problem, we've had Mahwah,
4 we've had Wayne, we've had other districts that have
5 the tax base, that have the kind of education they
6 want to have for the children. Newark only has
7 \$20,000 property behind each child in school. Mahwah
8 had \$94,000, some towns had \$106,000 already. The
9 whole idea is to find some means of equalizing to
10 guarantee and satisfy the method of "thorough and
11 efficient". This is a good example for the people
12 of New Jersey, let them see, let them lay it on
13 the table and examine it and saying that this isn't
14 right. It's not constitutional for any child, any
15 one child to have the right for an education at
16 the expense of another child having a material one.

17 SENATOR WILEY: Any other questions? Thank
18 you, sir.

19 Wallington Board of Education, unidentified
20 representative. We've had one of your citizens with
21 us, we're happy to have you with us.

22 MR. WARGACKY: I'm Walter Wargacky, W-a-r-g-
23 a-c-k-y. I've been a member of the Wallington Board
24 of Education, past president for 9 years.

25 As a representative of the Wallington Board

1 of Education, I'd like to go on record to voice
2 our opinion on the State's interpretation of
3 "thorough and efficient".

4 Thorough, according to the dictionary,
5 means carry through to completion or attainment.
6 Efficient, serving as or characteristic of the
7 efficient cause, see cause, that which occasions
8 or affects a result.

9 Basic education should be the goals of
10 "thorough and efficient" not treating education as
11 a social or medical problem. If we teach our chil-
12 dren to read and write and do arithmetic, I think
13 the Supreme Court's mandate will be satisfied.
14 Every community in the State of New Jersey should
15 be able to provide this basic education.

16 What does a free lunch program have to do
17 with education? We feel it has nothing to do with
18 education unless you're trying to change the name
19 of the State Department of Education to the State
20 Department of Health, Education and Welfare. If
21 the State must fund education, it should be based
22 on a per-pupil basis, not the formula which was
23 proposed by the legislature or the Governor, whoever
24 proposes the proposal.

25 Without repeating comments made by previous

1 speakers, I thank you, gentlemen and ladies, for the
2 opportunity of expressing for our community regard-
3 ing this.

4 SENATOR WILEY: Thank you. Your emphasis
5 are efficient on the point. Assemblyman Hicks.

6 ASSEMBLYMAN HICKS: What do you offer as an
7 alternative for "thorough and efficient"?

8 MR. WARGACKI: Our interpretation is to
9 stock with basic education, don't make the State
10 Department of Education a welfare and health educa-
11 tion. Our basic philosophy is that education should
12 be put in its proper perspective and basic education
13 is a thing that our children deserve in this State
14 such as learning how to read, learning how to write
15 and learning how to do mathematical problems. All
16 these other things that are being put into the
17 program, any lunch program, for instance, I feel is
18 not an educational problem. This is either a welfare
19 or a health problem.

20 I understand about 2 weeks ago one of the
21 Freeholders went into a class here in Paterson and
22 found 5 students sleeping in class. Now, does that
23 mean the State is going to take this to heart and
24 say gee, we're going to have to put a motel room on
25 every high school because every student needs sleep.

1 You may think it's silly making that analysis, but
2 this is my opinion.

3 ASSEMBLYMAN HICKS: I think that was proper.
4 Those students sleeping perhaps did not get adequate
5 sleep at home or were working. Do you think "thorough
6 and efficient" should or should not include health
7 services?

8 MR. WARGACKI: No, sir.

9 ASSEMBLYMAN HICKS: Dental services?

10 MR. WARGACKI: No, sir.

11 ASSEMBLYMAN HICKS: Psychological services?

12 MR. WARGACKI: No, sir. Education is educa-
13 tion and there's no other word for it. Education is
14 a learning process.

15 ASSEMBLYMAN HICKS: School nurses?

16 MR. WARGACKI: Excuse me?

17 ASSEMBLYMAN HICKS: School nurses, that kind
18 of thing?

19 MR. WARGACKI: Well, you do have school nurses
20 in a school to take care of the students if anything
21 happens in the school. This doesn't mean the school
22 nurse has to go to the child's home what problems
23 are in the home. This is a welfare problem and I
24 think what you're doing here is taking the school
25 systems and you're going to make it state Department

1 of Health, Education and Welfare.

2 ASSEMBLYMAN HICKS: In your opinion, the
3 State should be concerned with reading, writing
4 and arithmetic?

5 MR. WARGACKI: That is correct, and I think
6 these tests that you've administered and I give the
7 people in the State credit for administering them,
8 you'll find that there is a deficiency in the read-
9 ing writing and arithmetic and this is the basic
10 educational concept since there was one room school-
11 houses.

12 ASSEMBLYMAN HICKS: The State should provide
13 every child with an opportunity to learn reading,
14 writing and arithmetic and it's not being done now,
15 how would you go about getting the money to do this
16 with right now under the present system that it's
17 not available?

18 MR. WARGACKI: I made a present comment on
19 that. The State should take money and weigh it and
20 give it to the communities --

21 ASSEMBLYMAN HICKS: Where are they going to
22 get it from?

23 MR. WARGACKI: Sir, let me tell you. First
24 of all, when the state was founded, there was a
25 riparian rights. This money was to go for education.

1 There was a railroad tax to go for education,
2 cigarette tax which our community the first year got
3 \$6000 for, \$4000 the following year and after that
4 got nothing. There was a sales tax, there was
5 lottery. Where is all this money going? You're
6 not part of the tax committee you mentioned it before,
7 and I didn't want to get into tax, but since you
8 mentioned it, I had to let it go.

9 ASSEMBLYMAN HICKS: On this college campus
10 here, you have a new building going up, this is
11 part of the lottery money here, let's say this.
12 The railroad, too, they're being subsidized. Are
13 these more important than the children?

14 MR. WARGACKI: I want to know why. Why
15 should we subsidize all these things. This is why
16 the people move from New York to New Jersey. Take
17 the existing tax policies that you do have now and
18 use them more efficiently. You've got mills in
19 Trenton here and from what I heard that the State
20 is supporting Newark to a sum of millions of dollars
21 when our little community comes up with a total
22 school budget of \$100,442,991.00, the State gives
23 us \$219.00, \$219,000.00, and then takes it away on
24 us the following year. I don't understand the party.

25 ASSEMBLYMAN HICKS: I have one other question

1 and I'll be through. Where do you live?

2 MR. WARGACKI: In Wallington, I've lived
3 there, my mother lived there, my grandparents settled
4 there.

5 ASSEMBLYMAN HICKS: That's fine. But in
6 Wallington, what are the tax rates per dollar?

7 A VOICE: 3.61.

8 A VOICE: I think they went up, 3.83.

9 ASSEMBLYMAN HICKS: You live in a town where
10 you have \$102,000 behind each child to go to school.
11 You can have whatever you want there without any
12 tax effort on your part and you find a fault or are
13 against another child that has a tax base of \$20,000
14 behind him in the school system.

15 MR. WARGACKI: I'm not saying that. I'm
16 saying let the State support it and give it to each
17 child. We just built a new school, thank goodness
18 the people in our town supported us, but for the
19 last 13 years, our school budgets have always been
20 defeated.

21 ASSEMBLYMAN HICKS: How much State aid is
22 Wallington getting from the State?

23 MR. WARGACKI: I have just told you that.
24 \$219,347.

25 ASSEMBLYMAN HICKS: Let me ask you a question.

1 Since you're self-sufficient at \$104,000 per child,
2 would you be happy if you didn't get any State aid
3 any more and provided your own education?

4 MR. WARGACKI: With the restrictions you're
5 passing on now, I think we're better off keeping
6 our little town as a little island and providing
7 our own education.

8 SENATOR WILEY: Assemblyman Worthington.

9 ASSEMBLYMAN WORTHINGTON: I have a question
10 on the school lunch program. The way you talk about
11 the school lunch program, it's a giveaway free
12 lunch program for every youngster in the State of
13 New Jersey. You understand, really, that that's
14 not true.

15 MR. WARGACKI: We're not involved with a
16 lunch program.

17 ASSEMBLYMAN WORTHINGTON: Well, I know that
18 you're not involved in a lunch program because I'm
19 sure in your community you don't have any needy
20 children who would qualify for a reduced lunch
21 program or a free lunch program. But I think you
22 know if we're talking about education, this new
23 school that was built, is that air conditioned,
24 that school?

25 MR. WARGACKI: No, sir. We don't even

1 have an auditorium with cushioned seats.

2 ASSEMBLYMAN WORTHINGTON: I think a study
3 will show you that climate control can increase
4 the youngster's capacity by 23 per cent. And if
5 this is true, I'm wondering is this a legitimate
6 concern of education.

7 If we also have studies which show to us
8 that youngsters who are hungry and are coming into
9 school hungry and leave school hungry cannot learn
10 efficiently, then I'm wondering if this is true
11 and if there's a direct correlation between a young-
12 ster's hunger and a youngster's ability to learn.
13 I'm wondering if any committee in conscience must
14 address itself to those kinds of problems. I just
15 raise it as a question.

16 SENATOR WILEY: Senator Scardino.

17 SENATOR SCARDINO: If I may make a comment
18 and also address a question to the speaker, I didn't
19 think we were going to get involved in the school
20 lunch program today, but since my colleague and
21 Assemblyman Worthington brought up the subject, I
22 don't believe that that program should have been
23 passed in the legislature and I am convinced that
24 there are more districts than you would want to
25 believe that want no part of that program. It was

1 interesting because first of all I did not agree
2 with the manner in which the facts substantiating or
3 that the proponents put behind their reasons as to
4 why this program was necessary was adequate, nor
5 were they presented properly. They started off on
6 the premise that we have 70,000 young people, young-
7 sters in the State, who require some nutritious
8 lunch program. When I heard that, I said "Well, if
9 that's the case, let's address ourselves to the need
10 for the 70,000 needy children." But for some reason,
11 we decided now we're going to accomodate 400,000
12 youngsters and this did not make sense to me what-
13 soever.

14 Also, when it looked as though the program
15 was not going to make it through, it did not pass
16 committee, the first time it was brought up for a
17 vote it was defeated and a week later it came up
18 again and got through, but I can recall that when
19 the proponents of the measure saw it was going down,
20 then they used another measure, they talked in
21 terms of nutrition.

22 One of my colleagues said if we're going to
23 talk about nutrition, we better talk about break-
24 fast and not lunch. And this to me made plain
25 common sense. On top of that, the final argument was

1 well, if you don't want to buy that, you must realize
2 there are many mothers who want to go to work and we
3 should provide lunches in school, and that I don't
4 go for either because we're not a babysitting system.

5 SENATOR WILEY: You see all points of view
6 are well represented.

7 SENATOR SCARDINO: I also like to ask Mr.
8 Wargacki this question. Walter, are you saying that
9 the Wallington school system provides no services
10 other than teaching a youngster reading, writing
11 and arithmetic?

12 MR. WARGACKI: No, sir. We do have sport
13 services that we do provide. We do provide medical
14 examinations, we do provide dental examinations,
15 but these are done and the findings are referred to
16 the parents and it's the parents responsibility to
17 take care of them.

18 SENATOR SCARDINO: That's the point I was
19 getting at. Also, this could possibly extend in
20 the special services area, too, where perhaps I know
21 there were some districts in Bergen County, in Lynd-
22 hurst we have a part time psychologist and social
23 worker, I must say quite effectively. Your objection
24 is if you want the program, you want to have the
25 right to make that decision yourself at the local

1 level, is that correct?

2 MR.WARGACKI: That's correct.

3 SENATOR WILEY: Other questions? Assemblyman
4 Hicks.

5 ASSEMBLYMAN HICKS: Are there children in
6 Wallington that couldn't afford to pay for possibly
7 dental care?

8 MR. WARGACKI: Yes, sir.

9 ASSEMBLYMAN HICKS: Does the school provide
10 this without cost to them?

11 MR. WARGACKI: No, sir, it's done by the
12 local people in town.

13 ASSEMBLYMAN HICKS: Who pays for it?

14 MR. WARGACKI: The local people donate their
15 services to do these things.

16 ASSEMBLYMAN HICKS: Welfare?

17 MR. WARGACKI: No, sir. In other words, we
18 have a local physician that takes care of medical
19 examinations. We have a local dentist that takes
20 care of dental examinations. Or eyeglasses, for
21 instance. If a child is needy and it needs glasses,
22 the physician that takes care of this program donates
23 them at no charge to our school system.

24 ASSEMBLYMAN HICKS: Who pays for them?

25 MR. WARGACKI: The doctor out of his own

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

pocket, sir.

ASSEMBLYMAN HICKS: That's hard to believe, sir.

MR. WARGACKI: When you let your community participate in your school system, you'll find a lot of services and a lot of equipment, a lot of things done for the school that you wouldn't get done if it was a State program. I myself am in the burglar alarm business. I donated the burglar alarm system to the high school, we wired the fire alarms in at no charge for the school board. We've got people in town that do the same thing, they donate their services and their time to work for community projects, and our schools are our community projects.

SENATOR WILEY: Assemblyman Newman.

ASSEMBLYMAN NEWMAN: Do you feel that your district, your town, has any requirement to provide any education for the youngsters? Why do you bother in the first place. It's not mandated, there's no constitutional provision that requires your municipality to provide any services at all in the area of education including education itself. It's the State's responsibility to do that.

MR. WARGACKI: I don't think so. I think

1 it's our town's responsibility. When I became a
2 member of the school board, I was sworn in as a
3 member of the local Board of Education and I was
4 sworn to uphold the Constitution of the State of
5 New Jersey, and in the State of New Jersey it does
6 mandate that a system of free public education is
7 supposed to be provided for all children in our
8 district or anywhere in the State.

9 ASSEMBLYMAN NEWMAN: The point I'm making
10 and I'm not trying to be argumentative with you
11 because I share your problems with the board, the
12 point I'm making though, you're functioning as a
13 State official under the Constitution of the State
14 of New Jersey.

15 A VOICE: No, no.

16 ASSEMBLYMAN NEWMAN: Excuse me, whether you
17 like it or not, school officials are officials of
18 the State of New Jersey.

19 MR. WARGACKI: That's right.

20 SENATOR WILEY: Can we limit the conversation
21 to those who are at the microphone?

22 ASSEMBLYMAN NEWMAN: The Constitution of the
23 State of New Jersey requires that the State provide
24 a free public and thorough and efficient education.
25 The mechanism set up by the legislature before you

1 and which were ever thought of by our parents pro-
2 vided for the present system we have and it was
3 provided and built in by the legislature, this local
4 control we all talked about.

5 MR. WARGACKI: Correct.

6 ASSEMBLYMAN NEWMAN: And we all agree there
7 should community involvement. The point I'm making
8 to you is we shouldn't lose fact that it is a State
9 function. Do you have a Child Study Team?

10 MR. WARGACKI: Yes.

11 ASSEMBLYMAN NEWMAN: Do you have a school
12 nurse?

13 MR. WARGACKI: Yes.

14 ASSEMBLYMAN NEWMAN: Do you have remedial
15 reading teachers?

16 MR. WARGACKI: I might add with the school
17 nurse, the legislature passed a bill some 2 years
18 ago which required the school nurse to be put on
19 the teacher's salary guide which cost our community
20 \$4000 in one year. You people make the legislation,
21 we have to pay the bills.

22 ASSEMBLYMAN NEWMAN: That's right. Do you
23 have speech therapists?

24 MR. WARGACKI: Yes.

25 ASSEMBLYMAN NEWMAN: Remedial reading teachers.

1 MR. WARGACKI: Yes, sir.

2 ASSEMBLYMAN NEWMAN: Child psychologists?

3 MR. WARGACKI: Yes.

4 ASSEMBLYMAN NEWMAN: You have an optical
5 service for the children?

6 MR. WARGACKI: Yes.

7 ASSEMBLYMAN NEWMAN: Do you have gyms?

8 MR. WARGACKI: Yes.

9 ASSEMBLYMAN NEWMAN: Cafeterias?

10 MR. WARGACKI: Yes.

11 ASSEMBLYMAN NEWMAN: Music?

12 MR. WARGACKI: Yes.

13 ASSEMBLYMAN NEWMAN: Fine Arts?

14 MR. WARGACKI: Yes.

15 ASSEMBLYMAN NEWMAN: You have all of this,
16 you have an excellent system?

17 MR. WARGACKI: Yes.

18 ASSEMBLYMAN NEWMAN: Thank you.

19 SENATOR WILEY: Any questions. Thank you,
20 sir. We appreciate your testimony.

21 Mr. Lawrence Rubin. Mr. Rubin is not here.

22 Jay Williams of Pace.

23 MR. WILLIAMS: Honorable Legislatures and
24 ladies and gentlemen, I'd like to introduce a new
25 element --

1 SENATOR WILEY: Can we get your name and
2 address on the record, please?

3 MR. WILLIAMS: -- into these hearings that
4 are of great concern to many citizens of the State
5 of New Jersey.

6 My name is Jay Williams and I come from
7 Teaneck, New Jersey, and I represent an organization
8 we call Pace.

9 We of Pace, Parents Concerned for Education,
10 representing a large constituency of parents in
11 non-public schools, would like to be included in
12 the reconstruction of education financing in this
13 cur State of New Jersey, ending an inheritance of
14 divisiveness which has caused something less than
15 our American ideal.

16 The State of New Jersey as represented by
17 our Governor, Senators and Assemblymen years ago,
18 deemed it necessary for the citizens of this State
19 to receive an education. An educated citizenry
20 would be superior and beneficial to uneducated
21 citizenry. The State so wisely required all our
22 children to attend a school so that they could be-
23 come knowledgeable and achieve a level of academic
24 growth, able to perform with these skills so as to
25 insure their becoming productive citizens of our

1 State.

2 This was the ideal and yet as the time has
3 passed in reality we find ourselves searching for a
4 more nearly perfect method of achieving our original
5 goal.

6 PACE welcomes the State's search for a just
7 equitable Thorough and Efficient education. That
8 the time has come when all people of this State can
9 no longer afford the loss of an educated population
10 young or old. That the succeeding generations must
11 have the abilities through their knowledge and
12 stability as tax payers to fund this renewal. That
13 vast segments do now exist, uneducated to a degree
14 that they can be considered lost and will never be
15 able to offer any part of their potential as con-
16 structive citizens.

17 We of PACE agree that the State of New Jersey
18 must assume responsibility of all school age child-
19 ren for the fulfillment of their academic quality
20 regardless of school affiliations.

21 We suggest that a State Scholarship be awarded
22 each non-public school student of elementary and
23 secondary levels on a yearly basis to insure the
24 secular development of their educational excellence.

25 We propose, for your serious consideration,

1 that the amounts of the scholarships should be
2 established on the basis of the following rates:
3 \$500.00 per annum for each student attending an
4 elementary non-public school, \$1000.00 per annum
5 for each student in a secondary non-public school.

6 We welcome the State having a basis of eval-
7 uating the levels of achievement of all students in
8 elementary and secondary schools both private and
9 public. That the results of this testing can only
10 help to show where present weaknesses exist and
11 perhaps where those methods employed in areas indi-
12 cating a successful educational effort be shared on
13 a much broader basis and to insure a more rapid as-
14 similation of these results for all students on the two
15 educational levels.

16 From what has been printed in our press per-
17 taining to the pending revision, we can already see
18 substantial financial commitments will be forth-
19 coming for almost every educational public school
20 system in the State, excluding only a handful of
21 high ratable municipalities. The State will soon be
22 enlarging those already existing programs of Learning
23 Disabilities, Remedial Reading, Speech Centers and
24 Special Education in the public school systems to
25 such a degree that a great disparity may come to

1 exist for those students in non-public schools need-
2 ing these services. If these students are deprived
3 on an equal basis for sharing in, or developing in
4 the non-public sector, then we can only assume that
5 a large segment of the State student population will
6 not or may not share in Thorough and Efficient Edu-
7 cation.

8 The continuation of these abuses and inequities,
9 to every citizen's rights by denying all of the
10 educational privileges and advantages they are justly
11 entitled to, will only lead to an inequitable
12 situation that does not depict the true intent and
13 assurance of Equality and Justice in our Democratic
14 society.

15 PACE is aware that Alternative Schools are
16 burgeoning throughout our school systems. They are
17 as dissimilar and varied in operation and results as
18 are the geographic areas of this Garden State. In
19 essence one can attend these schools and feel that
20 he or she as a student is more aligned in the private
21 sector of education than public. Certainly this
22 unique approach to those students apting for this
23 system must make the State wonder what will be
24 Thorough and Efficient. Many of the schools in the
25 private sector have used the best of the results

1 gained from the Alternative School even though they
2 exist as current history.

3 Certainly as the State becomes aligned with
4 this new concept of education it will become apparent
5 of the parallel, that a non-public school is an Al-
6 ternative school available to a parent in the State
7 of New Jersey.

8 When this new funding is available certainly
9 those wonders of our culture in the fields of Music,
10 Theatre, and Art will be more obvious on a more
11 frequent basis at least, PACE hopes this will be so.
12 Will the private sector of education be deprived and
13 if so, can they as future citizens enjoy the ultimate
14 end of education, citizens, men and women for all
15 seasons Thorough and Efficient can make a dream come
16 true.

17 Will the private sector suffer if the results
18 of current studies move in a direction that is
19 contrary to what seems wise and just in any revalua-
20 tion of the present divisions of Public and Non-public
21 schools. We now deal with junior citizens and in
22 some few short years with the educated taxpayer.
23 That individual who will be asked to join those
24 currently supporting this fresh approach for educa-
25 tional funding.

1 PACE is aware that from all contacts that
2 those decisions being made this spring, contrary to
3 what onemight assume to be an obvious choice in the
4 incredible inflation, high costs, excessive levies
5 assumed by young families. That attendance in pri-
6 vate sector of education will be close to being
7 stable. That in some instances more than half of
8 the graduating class of the preliminary eight grade
9 students will move into the private sector specific-
10 ally secondary education.

11 Non-public education is going to be part of
12 the overall school scene here in the State for years
13 to come.

14 Keep in mind the proposals PACE seeks are
15 not religiously affiliated but rather are needs of
16 Parents, citizens of this State pursuing the educa-
17 tion of their children as required by law. Needs
18 that have been heretofore denied under the clouds
19 of the Establishment Clause. We parents intend to
20 challenge laws that take such large portions of our
21 educational budgets that we are forced to give up
22 the educational pursuits of our choice. In summary,
23 the State must be concerned for the education of
24 every student in the State.

25 Thorough and Efficient is still being defined

1 it says many things to many people. This can be
2 the golden moment of education for our State of New
3 Jersey. A chance to create, to re-make, to correct,
4 to build, to offer our youth and heritage in lasting
5 terms the implementation of the efforts of this
6 Committee, Assembly Senate, and our Governor. A new
7 defining to culminate a new era for Thorough and
8 Efficient Education for all students of this our
9 chosen State.

10 PACE thanks you for allowing us to offer
11 these views and wishes this committee every success.

12 SENATOR WILEY: Thank you, Mr. Williams.
13 Are there any comments or questions by the committee?

14 Senator Dumont.

15 SENATOR DUMONT: I've supported every program
16 for the non-public school and I agree with you. We
17 ought to continue to find answers, but it isn't
18 simple when program after program that we have passed
19 gets knocked down by one judge or another on the
20 basis of argument of separation of children and
21 State. I think it's a well-known fact that for
22 probably \$20,000,000 worth of support for the non-
23 public schools of New Jersey, we could save the
24 taxpayers money. But I think you have to realize
25 and I had been interested in any comments you have

1 in respect to this, what the difficulty has been
2 with several programs. You talk about the scholar-
3 ship situation here. Well, you know that the last
4 program that was struck down by a Federal Court was
5 the one that provided ten dollars for each family
6 for every child in attendance in an elementary
7 school of non-public type and twenty dollars for
8 each child in attendance in a secondary school of a
9 non-public type, and I simply point out to you if
10 we got in the scholarship situation, I think we're
11 asking for another court decision that will strike
12 that down as well. If you have any way to tell me
13 how it constitutionally can be upheld, I'll be
14 glad to listen.

15 MR. WILLIAMS: I'd like to make a few com-
16 ments in this area. Basically, I'd like to eventually
17 get across to legislatures that this is not a matter
18 of religious affiliation and the State of New Jersey.
19 This is the matter of me, a parent who has six
20 children, who is trying to fulfill the law of the
21 State of New Jersey that says I must send **my** child-
22 ren to school at least between the ages of five and
23 sixteen. And in that pursuit, I am given the free
24 choice as a citizen to pursue this area the way I
25 see fit as a parent.

1 I feel I'm being denied this right of pursuit.
2 And by keeping on bringing up the fact that this is
3 a religious issue denies me as a citizen the right
4 to teach my children the way I see fit in the area
5 of reading and writing and arithmetic because we
6 have the one area that we have of religion in our
7 school, they are denied all areas.

8 I'd like to go into one personal experience
9 I had in the past few months. My eight year old
10 daughter was separated in the class, the teacher
11 noted there was something not quite right in her
12 learning ability. In our town, it's very fortunate
13 we're near Fairleigh Dickinson College and there
14 was arrangements made with some of the teachers
15 there and students studying psychology to come in
16 and test children such as my daughter, and after
17 many sessions with this group of learned people,
18 the reason why I'm saying it this way is that these
19 services are available in our public schools in
20 Teaneck, New Jersey, but are not available to my
21 daughter who is also in Teaneck, New Jersey under
22 this business.

23 It was found that my daughter does have
24 some sort of learning disability in that what she
25 sees in her eyes does not come through to her muscles

1 in her eyes, and it reverses itself. The psycholo-
2 gist pinned down that this is a problem and that it
3 needs attention to have her develop in her educational
4 skills over the years. It's not available to me as
5 a citizen in Teaneck through the public schools
6 because I don't send my children to the Teaneck
7 Schools. I must withdraw my children from the
8 school of **my** choice.

9 I feel there's something inherently wrong
10 here. We're talking about my daughter whose learn-
11 ing ability is impaired with some physical thing,
12 and I say this happens across the board in many
13 cases in the State of New Jersey, and it keeps
14 being swept under the rug because of the separation
15 of children and State. This is a personal feeling
16 I have and I think it represents many people I
17 represent as I sit here today.

18 We have this personal experience and how
19 do we settle it? I felt if a person is given a
20 scholarship to the school of his choice and that
21 all of the people giving the scholarship really
22 should be concerned with can it give fruits forth
23 of education. If the State gave my child a scholar-
24 ship for \$500 and at the end of the year wanted to
25 test the child to see if she learned reading,

1 writing and arithmetic, they could soon see if the
2 investment was bringing forth fruits in the educa-
3 tion of my child, and I think that's what should be
4 done.

5 SENATOR DUMONT: I'm not disagreeing or
6 arguing with the thrust of your intention here, but
7 the last court that made a decision in respect to
8 that, the Presiding Judge was Judge Everett. I
9 went to law school with him so I called him. The
10 only thing we agreed on at the end of the conversa-
11 tion was the only way we were going to resolve this
12 problem is by possibly having Congress pass an
13 amendment which the states could then ratify to the
14 U.S. Constitution which would allow each state to
15 treat the problem as itsaw fit. But until we get
16 such an amendment to the U.S. Constitution, I think
17 we're going to be plagued with decisions of this
18 kind and the only thing we've been able to get
19 because it's never been tested or if tested turned
20 down or upheld by a court, the only thing we've been
21 able to pass on so far that hasn't been knocked down
22 by one court or another is the transportation which
23 we are now in the process of increasing and the
24 auxiliary services such as the health services and
25 so forth. You know that chaotic that arose a year

1 ago when all of the equipment had to be returned or
2 put up for auction sale. That was as a result of
3 that court decision which knocked down the grant to
4 each child, too.

5 MR. WILLIAMS: But again I think the idea in
6 people's minds is that they're giving aid to parochial
7 schools, and I think it's a misconception that the
8 aid is coming to me and my child in the development
9 of my education. We sat here and heard people
10 thinking about fully development of each child in
11 the school. Well, my child belongs in New Jersey,
12 too, and I want to see her get the education just
13 like children in Paterson or any other place.

14 My main thrust is in the re-evaluation of
15 Efficient and Thorough, I'd like to back off a
16 little further and include the whole State of New
17 Jersey and I feel the basic original concept of
18 requiring education was that the State wanted every
19 child to receive education and to further that to
20 the best of its ability and develop.

21 SENATOR DUMONT: I agree with you. I'm
22 simply pointing out the situation we face with
23 judges in this particular problem. It represents
24 fair play to those people who are contributing
25 through their taxes to the cost of public schools

1 and who want to contribute aside from that to the
2 parochial school. We can help to maintain those
3 non-public schools in operation and thus save the
4 taxpayers of the State great amounts of money that
5 otherwise would be consumed if their children had
6 to be absorbed in the school system.

7 MR. WILLIAMS: Could I make another comment
8 about that? Again, I still hear the words the
9 State would be maintaining those non-public schools.
10 I'm trying to get it off that level because it
11 really isn't on that level. It's the State trying
12 to help me educate my child.

13 I'd like to go into one more comment which
14 many people now in my category are starting to
15 think about. We're starting to find that the
16 increase in cost of public education is actually
17 apprising us out of our choice in education. I can
18 no longer pay the tuition and the cost of sending
19 my child to a non-public school so that I am then
20 forced by the costs of the public school going up
21 to take my child out of the non-public school and
22 put them into the public school. I have nothing
23 against public schools, I encourage and support
24 them, but I would not like to have my child deprived
25 because of this.

1 SENATOR WILEY: Any questions? Thank you,
2 Mr. Williams. We appreciate that.

3 We promised the reporter a break and we'll
4 fulfill our promise and return in ten minutes.

5 (Whereupon, a short recess was taken.)

6 (Whereupon, the hearing resumes after the
7 recess.)

8 SENATOR WILEY: Mr. Calabria, please, Frank
9 J. Calabria, not here. Judith Kimbeck (phonetic).
10 Miss Gertrude Unsel.

11 Miss Unsel, happy to have you with us.

12 MISS UNSEL: Thank you. I want to thank
13 the committee for giving me this opportunity to be
14 heard.

15 My name is Gertrude E. Unsel of Elmwood
16 Park. I am a member of the Board of Directors of
17 the Federation of New Jersey Taxpayers, Inc., and
18 secretary of the Home Owners Association of Elmwood
19 Park.

20 If the State of New Jersey has not been
21 providing for a "thorough and efficient" education
22 for all the children of the State over the past 27
23 years as required by the State Constitution, we ask:
24 Why not? We pay for a State Department of Education
25 which in fiscal 1970-71 had a total budget of over

1 \$697 million, and which at present must be around
2 \$1 billion; we pay for a Commissioner of Education with
3 a yearly salary of \$38,000 at last report, and we
4 also pay a Chancellor of Higher Education \$38,000 a
5 year plus a rent-free mansion; we pay a State Sales
6 Tax which was enacted for the support of education
7 and which this year is expected to bring over \$800
8 million; we have a State Lottery which was intended
9 to provide millions for school funding. Where is
10 all this money going? Our property taxes have not
11 been lightened one iota!

12 Last October, Sidney Glaser, director of
13 the State Division of Taxation, said that the state
14 would distribute to the municipalities \$18,120,922
15 in "excess" revenues - taxes which were collected
16 but were not needed and which should have been
17 returned to the taxpayers from whom they were col-
18 lected. The last Cahill budget showed a surplus of
19 \$330 million, also taxes collected which were not
20 needed and which will not be returned to the tax-
21 payers. Where is all this money going?

22 If the children in the big cities are not
23 getting as good an education as the children in the
24 suburbs despite the exorbitant property taxes col-
25 lected in the big cities, we should demand to know

1 why. In Elmwood Park it costs about \$1200 to edu-
2 cate one child. In Paterson it costs \$1400 to edu-
3 cate one child. For that price we could send the
4 children to private schools. Are we supposed to
5 believe that the children in the cities at a
6 higher-per-pupil cost are getting less education
7 than the children in small towns?

8 Schools in New Jersey are on the receiving
9 line for substantial Federal and State aid along
10 with the "mandated" guidelines which take control of
11 the schools away from local taxpayers. New Jersey
12 is reputed to rank 49th among the states in state
13 aid. This means that we the local property owners
14 have been providing well for our local schools and we
15 should be very proud.

16 If you have difficulty in defining "thorough
17 and efficient" perhaps it might be easier if you
18 defined what it is not, such as school lunch programs;
19 family living and sex instruction programs; sports,
20 sports, sports and field trips; psychological testing
21 and questionnaires prying into the private lives of
22 the students and their families; and the proposed
23 T&E Report which would like to steer the behavior of
24 students into the desired channels of the social
25 planners for a new world order. The schools were

1 created in the first place to provide the children
2 with the tools of learning, reading, writing and
3 arithmetic. But they are being cheated out of it
4 and the taxpayers are being cheated by their employees,
5 namely the NJEA and school administrations which
6 seek to provide bureaucratic jobs for their own
7 forever and ever!

8 No where in the State Constitution are the
9 courts given the power or authority to "mandate"
10 that the Legislature enact any laws whatsoever. The
11 Legislature is not obligated to takeover the local
12 schools or their funding. The State Department of
13 Education has the responsibility to insure that the
14 local school districts are providing a thorough and
15 efficient education for the amount of taxes that are
16 being provided by the local taxpayers through their
17 property taxes.

18 If there is anything unconstitutional in
19 our system of funding our local schools it is the
20 forcing of citizens to pay for Federal and State aid
21 which is in effect regionalization. Regionalization
22 is unconstitutional because it is taxation without
23 representation! It is also unjust, unequal and
24 unconstitutional to force people who have no children
25 in school to pay for the school taxes.

1 We have plenty of money floating around the
2 State Government now in "excess" revenues. We do
3 not need a State Property Tax nor a State Income
4 Tax. Let's cut the cost of education back to
5 Education only. **And** let the Department of Education
6 and the educationists live up to their responsibility.

7 There's one thing I would like to add just
8 looking at the Constitution after I got here. The
9 legislature shall provide for the maintenance and
10 support of a thorough and efficient system of free
11 public schools for the instruction of all children
12 in the State, etc. It seems to me that the State
13 has provided a thorough and efficient system of
14 free public schools and has provided for the main-
15 tenance and support thereof.

16 My contention is that the legislature is
17 under no obligation to let the State courts follow
18 the example of the Federal Supreme Court in making
19 laws and telling us we must do this at such and such
20 a time or else. The court has no authority and I
21 think it's up to the legislature to stand up and
22 remind the judicial department that it is an equal
23 arm of our government and that it is under no
24 mandate to take orders from the Supreme Court of
25 New Jersey.

1 Thank you.

2 SENATOR WILEY: Our problem is that same
3 Constitution establishes the Supreme Court to inter-
4 pret that Constitution. They've said we don't
5 comply.

6 MISS UNSEL: I understand from what I've
7 read in the newspapers that actually the Botter
8 Decision was concerned with a distribution of State
9 aid. I know about that suit brought by that lawyer.
10 But certainly if it's unconstitutional, it's uncon-
11 stitutional to say that I up here in this part of
12 the State must pay for the education of the children
13 down in Cape May. This is absolutely wrong. This
14 is regionalization, it's not hard to see that, and
15 regionalization is taxation without representation.
16 I have no representation in Cape May to have control
17 over what they teach down there in the schools, and
18 as I say, I think the legislature has been fulfilling
19 the constitution because it has provided a system
20 of a thorough and efficient system of free public
21 schools. That has been provided. It doesn't say
22 anything about the education.

23 It was mentioned here earlier this morning,
24 someone said she was a product of New York State. I
25 graduated from a New York State school system, I

1 have no idea as to how they funded their system,
2 but I do know they had a very, very efficient system
3 of testing and that was the state regents. We had
4 to pass the state regents tests. They were real
5 tough and if you passed them, you had a thorough
6 and efficient education.

7 Now, I don't know whether that is good for
8 New Jersey to have anything like that or not, but
9 I think the less control the State has, the better
10 it is. I think the State should supervise.

11 SENATOR WILEY: The regents in New York are
12 promulgated from the State level. That would be a
13 bit contrary to New Jersey's tradition.

14 MISS UNSEL: Yes, they did have certain
15 minimum requirements. You had to have one year of
16 American History and you have to have so much math
17 and science and language. I wouldn't particularly
18 favor that, but as I say, they had a criteria.

19 SENATOR WILEY: All right. We thank you.
20 Are there any questions?

21 Assemblyman Hicks has a question.

22 ASSEMBLYMAN HICKS: Ma'am, do you really
23 believe in the Constitution?

24 MISS UNSEL: Absolutely, thoroughly and
25 nothing but.

1 ASSEMBLYMAN HICKS: Are you satisfied that
2 the Constitution establishes the Supreme Court of
3 the land?

4 MISS UNSEL: The Constitution is the Supreme
5 Court of the land and we're talking about the
6 Federal Constitution, right?

7 ASSEMBLYMAN HICKS: Yes.

8 MISS UNSEL: Yes.

9 ASSEMBLYMAN HICKS: Do you believe that
10 the State Constitution is the same as the Federal
11 Constitution on a state level and to be upheld and
12 the state level the same as the federal level?

13 MISS UNSEL: I didn't get that last part of
14 it. The State Constitution is the same as the
15 Federal Constitution?

16 ASSEMBLYMAN HICKS: Do you think the State
17 Constitution has upheld on the state level just the
18 same as the Federal Constitution on the federal
19 level?

20 MISS UNSEL: Yes.

21 ASSEMBLYMAN HICKS: Do you feel if you and
22 your neighbor or you and someone else has an argu-
23 ment where a profit is involved and you can't
24 decide among yourselves how to settle it, you go
25 to court and settle it, would you settle as to the

judge's decision as to who is right and wrong?

MISS UNSEL: Right. The Botter Decision and the State courts have only to rule on what they interpret the law to be and I understand that the Botter decision did not mandate as has been reported in the newspapers that the State changed the funding. The State already gives us State aid and I understand that we were talking about equalization and, incidentally, the theory of equalizing the tax for schools did not come from the Botter Decision. It came from the Federal Government. The Advisory Commission on Inter-Governmental Relations issued a report in 1967 in which they outlined that. This agency of the Federal Government sends all the proposed laws to our State legislatures and the State legislatures enact them. In other words, the Federal agency is dictating to the states.

ASSEMBLYMAN HICKS: In 1875 or '76, a long time ago, the Supreme Court of our State mandated that there be a thorough and efficient education, and we're just getting around to trying to implement it. That was established because of a Supreme Court ruling and because of the amendment handed down by it to define thorough and efficient, and to define that, every child in New Jersey have a thorough and

1 efficient education. How can you say the courts
2 have no authority to demand these things?

3 MISS UNSEL: They don't have a right to tell
4 the legislature what to do. Our Constitution says
5 it must provide a thorough and efficient system of
6 free public schools and this is what they have done,
7 free public schools. They have provided that and
8 that has been provided over the years. It's been
9 nearly a century.

10 ASSEMBLYMAN HICKS: All the State is really
11 doing is telling the legislature to do what you
12 should do in the first place.

13 MISS UNSEL: I don't think the courts have
14 that right to say to the legislature do that because
15 the legislature is equal to the court in government.
16 It is equal to the court. It can only render a
17 decision or an interpretation, that's as far as the
18 court can go, but I understand that they also require
19 the legislature to pass laws on this within a
20 certain length of time and the court does not have
21 that authority. It's not in the Constitution giving
22 it the authority. You can assume that they do.
23 Individuals can assume that the court can do this,
24 but it's not written in the Constitution that they
25 can do this.

1 ASSEMBLYMAN HICKS: One statement and I'll
2 be through. I think and I think the attorney will
3 back me up on this, that the legislature simply
4 passes laws, the courts including the supreme courts
5 simply interpret the laws.

6 MISS UNSEL: But if this decision is as
7 reported in the newspapers, and I don't believe it
8 is, I haven't seen it, then it is making a law, it
9 is making a law in regard to our education and say-
10 ing that the legislature must enact it and by the
11 end of this year. Now, the court has no authority
12 to do that and it's up to the legislature to pass
13 a resolution to that effect, that the court does
14 not have the authority or constitutional right to
15 mandate anything to the legislature. It has only
16 the right to call the law as it sees it, but it
17 cannot go beyond that.

18 SENATOR WILEY: Any other questions?

19 SENATOR DUMONT: Mr. Chairman, not really a
20 question, but I think that's an argument that has
21 to be directed to the courts. I'm going to have to
22 say to this witness some of us have said that to the
23 courts time and time again, they aren't supposed to
24 be legislating, whether it's because we're not
25 fulfilling our responsibilities, and I think we try

1 to or about, **if** it's because the courts do legislate
2 from time to time, I don't think that's good. At
3 the same time, it is happening and it's a co-equal
4 branch of government and this is what you get into
5 in the system of checks and balances. I don't like
6 some of these decisions any better than you do, but
7 we're not in the position where we can just tell
8 them where to go because they do have the right to
9 declare unconstitutional something that we think is
10 constitutional. This is what you get into in the
11 American system of government, checks and balances.

12 MISS UNSEL: Mr. Dumont, it seems to me that
13 you are letting the courts, the judicial branch of
14 the government, assume the superior role of the
15 government and it is up to the legislature and our
16 Congress which are the legislative bodies, they are
17 the number one arm of the government, and it is up
18 to you to put some starch into your **back** and to put
19 both the executive department with its executive
20 orders and the courts in their proper prospective.
21 If the legislature doesn't do it who represents the
22 people, who will do it?

23 SENATOR DUMONT: That's what we've been
24 trying to do for years and I don't take anything
25 from any governor of either party or any court.

1 But I also have to realize there are three co-equal
2 branches of government and they act as checks and
3 balances on each other and that's the way it goes.

4 MISS UNSEL: When one branch infringes upon
5 the other, it's up to the other branch to push them
6 back. Also, you represent the people and other
7 branches outside of the government are not elected
8 by the people. If the judges were elected by the
9 people, perhaps they'd be more responsive to us.
10 It's up to the legislature to tell the courts you
11 have no right to legislate. They would be responsible
12 if they were thrown out each election day.

13 SENATOR WILEY: Any other questions by the
14 committee? Thank you, Miss Unsel.

15 MISS UNSEL: Thank you.

16 SENATOR WILEY: Mrs. Elaine Brodie. Mr.
17 Richard Johnston.

18 MR. JOHNSTON: As a change of pace, I'm not
19 going to talk about money. I'm not sure that's an
20 acceptable change of pace or not. What I wanted to
21 talk about was the proposal on thorough and efficient
22 that the State Department has put out, and I'll
23 proceed to read my statement which relates to that.

24 SENATOR WILEY: All right, sir.

25 MR. JOHNSTON: In the brief time which is

1 allotted to me, I should like to comment on Question
2 1 of the Research Questions. That question is "Who
3 should define the term 'thorough and efficient'
4 system of public schools?" Although I am a member
5 of the Mountain Lakes school board, I should like to
6 make clear that I do not speak in this instance for
7 my board. My comments are my own.

8 The point I want chiefly to make is that,
9 in my view, it would be a great mistake not to give
10 the State Board of Education a major role in admin-
11 istering "thorough and efficient". My experience on
12 my board -- and ours is a good board in a good school
13 system -- has convinced me that we on the local
14 level would have the greatest difficulty in
15 handling this job alone.

16 Much is said and written about the importance
17 of local control and the danger of a state take-over.
18 Local school boards are pictured as guardians of
19 democracy, suppliers of quality education and depos-
20 itories of educational wisdom. To a measure they
21 are, but the whole reality is somewhat less inspiring.
22 Local boards are in addition, all too often, masters
23 of minutiae, retailers of rhetoric and traffickers
24 in trivia. Rare is the board which in a given year
25 devotes more than the smallest portion of its time

1 to issues of basic educational significance. The
2 members are too busy parsing financial reports,
3 routing school buses and juggling personnel problems.
4 Local control is important, and state take-over is
5 to be avoided. But this does not mean that the
6 status quo should not be changed.

7 The foundation stone of what people in my line
8 of work call "boardsmanship" is that school boards
9 should concern themselves with policy making. That
10 is to say, we should be spending our time charting
11 the basic direction of the schools -- determining
12 philosophy, setting goals, prescribing objectives.
13 Such is no easy task for laymen. It is a task which
14 calls for long hours of consultation with the pro-
15 fessional educators whom we employ; and for equally
16 long hours with the students and the townspeople.
17 These time demands form part of the reason why school
18 boards are, for the most part, not now even attempting
19 this task of basic policy formulation. There are
20 however other parts of the reason for this failure
21 by school boards. Firstly, we question that we're
22 up to the job. After all, professional educators
23 are themselves in a ferment of controversy over
24 these basic questions. It's not easy for a layman
25 to reach decisions under these circumstances.

1 Second, there is simple procrastination. There is
2 the crisis of the hour to be dealt with. So
3 somehow this painstaking rethinking of educational
4 philosophy seems to never quite get done.

5 Instead, the local superintendent is largely
6 left to **his** own devices in this area. He may be a
7 faddist, in which case he innovates not at all. Or
8 he may be a moderate, who tinkers here and there as
9 time permits. Seldom however does he on his own
10 articulate any comprehensive program to guide the
11 district schools. He knows full well that the
12 local board would not tolerate this. They may not
13 get to this themselves, but **they'll** be darned if
14 they'll let the superintendent do it for them.

15 If such is a fair description of local
16 school operations today -- and I think it is --
17 where are school boards going to be when suddenly
18 confronted with "thorough and efficient"? Where
19 are they going to be when they have to come up with
20 a definition for their students? I submit they're
21 going to be right behind the eight ball. They will,
22 reluctantly, simply have to turn over the whole
23 problem to the superintendent -- unless, that is,
24 they get some help.

25 This help should take two forms. First the

1 boards, I fear, need a certain amount of pushing.
2 This is part of the reason why State Board help is
3 needed. It will provide deadlines and a clear des-
4 cription of the job to be done. It will tell the
5 local boards that by "X" date you must decide on "Y"
6 policy.

7 Second the local boards need guidance. They
8 need the helping hand of persons skilled in educa-
9 tional matters, yet independent of the local district.
10 Such persons hopefully could provide objective
11 advise and counsel to the boards, and to the adminis-
12 trations employed by the boards. Such might be the
13 counterpart of "Her Majesty's Inspectors" in England,
14 who have been the subject of much envy in the recent
15 periodical literature.

16 I feel the State Board is in the best position
17 to provide this help. I feel the legislature should
18 give it the responsibility of providing it. The
19 pending proposal of the state department indicates
20 to me that it is moving in the right direction.
21 There are things in the proposal I do not like.
22 I'll be complaining about these to the State Board
23 in due course. The overall thrust, however, is
24 correct. Local boards are to retain their prerog-
25 atives, but they're going to have to come up, on

1 schedule, with educational plans and programs for
2 their schools. These plans and programs will
3 require local boards, and local superintendents, to
4 face up to basic educational problems, and to involve
5 the faculty and the community in the process.
6 Furthermore, local boards and superintendents are
7 to have available an expanded county staff to assist
8 them -- not a centralized Trenton bureaucracy.

9 There is, I freely admit, a risk involved
10 in granting expanded powers to any state department.
11 For this reason I am submitting with this statement
12 certain proposed safeguards to be written into any
13 legislation granting "Thorough and Efficient"
14 authority to the State Board. There is, however,
15 an even greater risk in leaving things as they
16 are. I have confidence in the State Board, composed
17 as it is of members of the public with no axe to
18 grind and with no love of centralization or of red
19 tape. I welcome their more active leadership. It
20 is badly needed.

21 In the interest of time, I will not read
22 through the attachment, but will state merely in
23 summary that the various safeguards that are out-
24 lined there are designed to restrict the state
25 board strictly to setting forth procedures and

1 providing assistance in following those procedures
2 to enable the local districts to formulate a program
3 for their own schools. The program, once formulated,
4 will not be subject under these proposals to being
5 set aside by the state, will be a matter for the
6 local board to determine.

7 That concludes my statement.

8 SENATOR WILEY: Thank you very much, Mr.
9 Johnston. It's nice to have a representative here
10 for Morris County.

11 Are there any questions of Mr. Johnston?

12 ASSEMBLYMAN BURSTEIN: Let us assume for
13 the moment that these guidelines which I've scanned
14 through and which I guess are incorporated by some
15 extent in reflex to your statement are adopted and
16 whatever we come up with relating to what is sup-
17 posed to constitute a thorough and efficient educa-
18 tion for each school child is not met by a particu-
19 lar school district. The guidelines are adopted,
20 they've had no influence in the state board, and
21 yet they were efficient. What would the next step
22 be?

23 MR. JOHNSTON: There would be no next step.

24 ASSEMBLYMAN BURSTEIN: In other words, the
25 child who is not being thoroughly and efficiently

1 educated --

2 MR. JOHNSTON: If the local board has com-
3 plied with the state procedure, it has included in
4 its own program all the elements that the State
5 required to be included in the program. In other
6 words, its procedure has included all the things
7 the state required it to do and having done all that,
8 having listened to the State, having given the
9 State full audience and having then concluded on
10 the local level that that child has in its opinion
11 been given a thorough and efficient education.

12 ASSEMBLYMAN BURSTEIN: That would have to
13 assume there would have to be an assessment of some
14 sort to determine that, would there not?

15 MR. JOHNSTON: The Constitution does not re-
16 quire, I don't believe, that each child get a thorough
17 and efficient education. It requires that a system
18 be set up that would be designed to achieve that
19 end and if the local board has determined that such
20 a system has been installed and that the programs
21 it has adopted are such that would lead to that end,
22 that in my judgment should be sufficient.

23 ASSEMBLYMAN BURSTEIN: Is what you're saying
24 all that is required in your view is that the system
25 be thorough and efficient and not the end product,

1 that is, the child?

2 MR. JOHNSTON: Correct.

3 ASSEMBLYMAN BURSTEIN: I see. Thank you.

4 SENATOR WILEY: Any other questions? Yes,
5 Senator Martindell.

6 SENATOR MARTINDELL: Mr. Johnston, I heard your
7 comment about her majesty's inspectors. I toured
8 English schools for several weeks 5 years ago. Do you
9 think there's any relationship between what they do
10 and the helping teacher?

11 MR. JOHNSTON: Well, you're getting a little
12 outside of my realm of familiarity. I would say from
13 what descriptions I've read of the English system,
14 the type of service that's now being provided by the
15 County Superintendent's office does not compare favor-
16 ably to it. However, I would hope that any sort of
17 new system that emerges, that we would be able to
18 upgrade those departments, we would be able to provide
19 the type of personnel who are not just paper shufflers
20 and not just people who are trying to see if you towed
21 the mark set by standard, but instead people who are
22 in working with you trying to assist you, trying to
23 help you to decide for yourself what's best.

24 SENATOR MARTINDELL: You're not too satisfied
25 with the County Superintendent setup that you have?

1 MR. JOHNSTON: I would say at the present
2 moment, I am not, no.

3 SENATOR MARTINDELL: Thank you.

4 SENATOR WILEY: Assemblyman Hicks.

5 ASSEMBLYMAN HICKS: Mr. Johnston, in your
6 opinion, assuming that a school has complied with the
7 State mandate as to criteria, thorough and efficient
8 and at the end of one year or any designated length
9 of time, the State says your school in our opinion
10 is not supplying thorough and efficient, what should
11 this school district do in your opinion or if nothing,
12 what should the State do?

13 MR. JOHNSTON: Well, I assume any regulation
14 that the State issues will have in it certain pro-
15 cedures that are to be followed in that instance. If
16 the State is of that view, then there will be a cer-
17 tain procedure which will entail reviews by the State,
18 consultations with the local people, pointing out
19 where they think the problems lie. I think once that
20 procedure has been gone through, once the State has
21 had its input, again I repeat that should be the end
22 of the matter. You're going to have to place faith
23 in your local boards to some extent. I don't be-
24 lieve the Botter decision prevents you from doing so.

25 ASSEMBLYMAN HICKS: Then you're saying that

1 the prime final decision should be at local control?

2 MR. JOHNSTON: The final decision, yes.

3 SENATOR WILEY: Assemblyman Worthington.

4 ASSEMBLYMAN WORTHINGTON: Just an observation,
5 Mr. Chairman, and a point of clarification. Mr.
6 Johnston, this testimony was so well received by me,
7 I could have sworn you were from Atlantic County.

8 SENATOR WILEY: You can't have him.

9 MR. JOHNSTON: Flattery will get you every-
10 where.

11 SENATOR WILEY: Assemblyman Martin.

12 ASSEMBLYMAN MARTIN: The thing that troubles
13 me here, I've heard you say it may be twice or three
14 times in different words and I still am not clear
15 as to where are we going when the local Board of
16 Education having been pushed by the State Department
17 of Education, having been given a deadline and told
18 to adopt policy why assuming they don't do what
19 they're supposed to do, and you say we leave it there.
20 What if they don't have a thorough and efficient
21 system of education in that district? What do we
22 do? We haven't complied with the Supreme Court's
23 mandate.

24 MR. JOHNSTON: Well, as an example, the State
25 Department proposal, I guess it really isn't a

1 proposal, but it's a piece of paper in any event
2 that we've been asked to comment on, has in it as
3 you know a list of elements that should be included
4 in what they call their educational process plan.
5 One of those elements, for instance, is the plans
6 to make provision for active pupil involvement in
7 directed and self-selected activities. As far as
8 I'm concerned, the local plan to comply with that
9 regulation would have to have some such element in
10 it which in the local board's opinion did deal ade-
11 quately with that element of the state plan. All
12 I'm saying is that once the local board has faced
13 up in the manner the State prescribed to including
14 the element in its plan and the State has been
15 given the opportunity to critique the board's per-
16 formance and the board still says "Well, this is
17 the way we're going to get at that problem", I
18 think that is the end of the line. In other words,
19 the State can provide the ediface, that your plan
20 has to have the following features in it, A,B,C,D,
21 E,F,G. But I think then it comes up to me and my
22 compatriots on the Mountain Lakes Board to see
23 whether element C is, in fact, adequate to the pur-
24 pose. As long as it's relevant to what the State
25 has asked us to do, as long as it in fact is within

1 that description of element XC, then whether it's
2 adequate should be our judgment to make.

3 ASSEMBLYMAN MARTIN: In other words, as I
4 read you, even if we were to put this program in
5 effect shifting the funds from one area to another
6 to allow them to become more efficient, even if
7 those funds do go into an area that need them and
8 they have followed the guidelines that have been set
9 down, if that still doesn't produce thorough and
10 efficient, you would just leave them alone?

11 MR. JOHNSTON: My answer to that again is
12 there could never be agreement among any group of
13 reasonable minded people I fear as to what is and is
14 not thorough and efficient, and as long as the local
15 board has determined that it's thorough and effi-
16 cient, then it's thorough and efficient in my judg-
17 ment as long as they have followed the procedures
18 set forth and program which meets the specifications
19 of the State in the sense that it includes the ele-
20 ments that the State requires in the program.

21 Now, that may not be a wholly satisfactory
22 answer, but I think it's the best answer you can
23 come up with and still retain a reasonable amount of
24 latitude in the handling of your local people.

25 ASSEMBLYMAN MARTIN: But under no circumstances

1 would you have it go back to the State Department
2 of Education and have them remove from the local
3 board's control the conduct or the implementation
4 I should say of the program to see that it is meet-
5 ing the Supreme Court mandate?

6 MR. JOHNSTON: If the Mountain Lakes Board
7 fails to produce an educational process plan which
8 contains in it provision which in the Mountain Lakes
9 Board judgment calls for active pupil involvement
10 and directed and self-selected activities, if they
11 have failed to go through that procedure and come
12 up with such a plan, yes, then the State should
13 take over because you have an irresponsible school
14 board.

15 SENATOR WILEY: What did you say about sub-
16 ject matter in the first paragraph of the suggestive
17 legislative production? It says the standards by
18 the board would prescribe procedures to be followed
19 and subjects to be dealt with. Then it says standards
20 as to the substance of the plan would be advisory
21 only. The subject would be spelled out and required.
22 For instance, the State said we'd like you to look
23 at a scientific area and the local district came
24 back and said well, we'd teach physics, and the
25 State said no, we'd like you to teach chemistry, too,

1 we think kids might like that. Who wins that kind
2 of a case?

3 MR. JOHNSTON: It's a tough question. Under
4 the definition we have before us, the State is not
5 proposing such. I'm dealing with the proposal I
6 have before me from the State which does not purport
7 to require chemistry or physics or anything else.
8 All it requires is that the education program in-
9 cludes science and as far as I'm concerned, it's up
10 to the local board to determine what science is.

11 SENATOR WILEY: After evaluating the needs
12 of the student body.

13 MR. JOHNSTON: That's right. We may have
14 people on our board of whom I'd be one of the guilty
15 ones who would love to have them teach ornithology.
16 If we were successful in that endeavor, I would not
17 expect to be second guessed by someone in Trenton.

18 SENATOR WILEY: Thank you. Assemblyman Martin.

19 ASSEMBLYMAN MARTIN: I have another question
20 if I may. I don't know whether you were here before
21 when we had some questions regarding whether nutri-
22 tion and school lunches fit into a thorough and
23 efficient system of education, and I was wondering
24 whether in your experience as a school board member
25 or as a citizen, whether you feel that there is such

1 an area for this in thorough and efficient?

2 MR. JOHNSTON: Well, I'm sure as the Court
3 pointed out in the Botter decision, what is thorough
4 and efficient changes in time. When I was in school,
5 I know these things were not regarded as important
6 or essential. Today, I think realistically they
7 are. I don't believe by contemporary standards you
8 can run an adequate school program without a school
9 nurse, I don't think you could run an adequate
10 school program without a gym and if you have, you're
11 not favored the way we happen to be in Mountain
12 Lakes with everybody closed in, I don't think you
13 can run an adequate school system without a cafeteria.
14 These are necessities in the way we look at things
15 today.

16 SENATOR WILEY: Senator Scardino.

17 SENATOR SCARDINO: I would like, if I may,
18 to stretch the point Assemblyman Martin made. I
19 believe the question was raised in terms of a State
20 legislative mandate in terms of implementing a school
21 lunch program in a district. Would you agree to
22 that or would you agree to having the district make
23 its decision on its own?

24 MR. JOHNSTON: I'm a little bit at sea in
25 the whole lunch program. I really do not know what

1 the status of the pending proposal is on that.

2 SENATOR SCARDINO: The status is very simple.
3 Recently legislation was passed which requires that
4 certain districts must provide a school lunch pro-
5 gram and the requirement is very minimal, something
6 like 5 per cent or more of the school population
7 that require a school lunch program. Initially,
8 the legislation called for no requirement whatsoever
9 and I think I'd like to address the question in
10 those terms where the legislation says you must
11 provide it for the youngsters, you must make it
12 available.

13 MR. JOHNSTON: It doesn't upset me any. I
14 know we have a constant squabble at our rather affluent
15 community about whether we're going to provide lunches
16 or not, some of the mothers want Johnny home at
17 noon, others want to work and they can't work really
18 if we don't provide a school lunch program. I'm
19 of two minds on the subject and I would not be
20 horribly upset if the State made up my mind for me.

21 SENATOR WILEY: Thank you very much. Are
22 there any other questions?

23 Mr. Johnston, we appreciate your testimony.
24 Thank you for coming over.

25 Mr. Johnson from Cedar Grove, former Mayor

1 and retired teacher.

2 MR. JOHNSON: Thank you. Senator Wiley,
3 gentlemen, ladies, I'm here speaking today merely
4 as an interested private citizen. I have been a
5 Mayor of Cedar Grove, I have been a teacher and have
6 retired from active participation in that profession.
7 But I am interested. I've made a few notes, I'm not
8 going to make a long speech. I think I'll be well
9 within the 10 minute limit.

10 The thorough and efficient education can be
11 very simply defined as one simply which accepts each
12 child as it appears and carries it from that point
13 on to the limit of its ability to learn. It's in
14 the implementation of this definition that we run
15 into many, many situations which require a lot of
16 study, knowledge, hard work. For one thing, we
17 must recognize the individual differences in people,
18 children. You have your brilliant boy, the genius,
19 and he can be handled in one way. You have your
20 average student and some of things that you have to
21 do to keep the genius interested and occupied, why
22 it's not necessary at all for this average lad and
23 we have your slow learner and he requires a little
24 different approach. It may require the use of some
25 paraprofessionals to work in the school and give him

1 additional help so that he can progress and keep
2 up with his class.

3 Then we have our retarded children, they re-
4 quire an entirely separate approach. By their very
5 nature, they're never going to get to the point
6 where they're entirely self-sufficient. Some of
7 them do become proficient.

8 I remember one seriously retarded youngster
9 that I handled while I was still teaching and I met
10 him here not too long ago and I said "What are you
11 doing, John". "Well, I've got a good job." Fine.
12 "Who are you working for?" Well, he mentioned a
13 very prestigous firm of engineers and I said "Well,
14 just what are you doing for these people, John?"
15 Well, after a little questioning, it developed that
16 he was feeding the paper into the blueprint machine,
17 taking out the finished blueprints and folding them
18 and rolling them, but he was earning \$1.75 an hour
19 and he felt very proud of himself for doing this.

20 We have the physically handicapped. Now,
21 these require in some cases special facilities in
22 the building. They may have to provide ramps for
23 entrance, they may have to provide elevators to
24 get from one floor to another. They may have to
25 go to school in a wheelchair, therefore, the ramps

1 are necessary. All of these things add up to the
2 fact that all students do not and never will fit
3 into a common mold. Each one is an individual.

4 Now, our aim on the thorough and efficient
5 education is to provide each student with a maximum
6 degree of preparation for life beyond the school
7 period and when I say the maximum degree I say the
8 maximum of which he is capable of learning. We must
9 make it possible for those who wish to do it to go
10 to higher institutions and advance study. For those
11 who either through their own wish or through necess-
12 ity have to forego the advanced study, we must
13 provide them with some form of salable skills that
14 will help them go out on the job market and earn
15 a livelihood.

16 Now, these skills may be in the form of
17 machine operation such as the stenographer uses,
18 ordinary typing, bookkeeping, vocational training,
19 but when a boy leaves school, he should be equipped
20 to go out and get a job and perform some useful
21 service. Now, by the same token, each student is
22 a different individual from every other individual,
23 so that each of your 592 school districts differ
24 from each one of them.

25 Some municipalities, of course, have a number

1 of school districts, so my number is probably all
2 wet, but there is no such thing as setting one policy
3 which is going to apply and be efficient and get
4 the same kind of results in each of our 592 muni-
5 ciplaities.

6 What will apply to Newark will be absolutely
7 out of place in Cedar Grove or Mountain Lakes, and
8 this is the reason I feel as most everyone who has
9 spoken here today that the local control and the
10 administration of the schools is vitally important.

11 Speaking of the students, again, we must
12 provide for the emotional growth of the student, we've
13 got to educate the whole child, not just cram read-
14 ing and writing and arithmetic in them. These are
15 the basics and they're vitally important. Unless
16 they get a good ground in these basics, they're go-
17 ing to have difficulty with every other subject that
18 might come along because they have to read to learn
19 their history, they have to read their science, they
20 have to write reports, they have to write legibly
21 and they must be able to calculate simple sums.

22 Now, I mentioned the emotional development,
23 there are certain psychological requirements, abso-
24 lute requirements that might be met if the child is
25 to develop emotionally in a normal way. He must

1 first be recognized as a person, as an individual,
2 not just as one of a mob. He must gain acceptance
3 by his peers, his schoolmates, his parents, his
4 teachers and by others. He must have a sense of
5 security and this is vital. When I say security,
6 I don't speak of financial security. He must feel
7 that he belongs somewhere and that he is a part of
8 something. And this is best accomplished in neigh-
9 borhood schools with stable district lines locally
10 controlled.

11 A child must know who he is, where he is,
12 and if he fills a valuable niche in society and he
13 will never get to feel this way if he's going to
14 be pushed around from pillar to post and bused from
15 here to here every time there's a little demogra-
16 phic shift in the State of municipality.

17 Now, much has been said about testing here
18 today and testing is very important. We test for
19 several reasons. One, to let the child know how
20 he is advancing, what kind of progress he is making,
21 two, to let the teacher know whether she's getting
22 across to these children or not. And so these tests
23 should come frequently in all subjects. Now, the
24 third reason for testing is for evaluation of the
25 schools. Now, two years ago the State Board of

1 Education tested all 4th and 12th grade students.
2 The results of those tests are just coming out now
3 and I can't tell from what I read in the paper whe-
4 ther they approve the thing or not. They say that
5 some counties did pretty well, some others didn't
6 do so well. There are no reasons given. They say
7 the urban children were not as well -- didn't do as
8 well as a suburban and the rural, and I wonder how
9 many of these urban children didn't do well for the
10 simple reason they had a language difficulty and
11 didn't understand all the questions. Because we
12 have this problem in the urban schools, I taught in
13 urban schools, and the number of hispanic children
14 creates a very serious problem and I would urge you,
15 gentlemen, this is one thing that the State might
16 do, is to push programs for bringing these Spanish
17 speaking children up to par and making them fluent
18 in English.

19 There are those who say well, we should have
20 a bilingual program in the schools and get bilingual
21 teachers. That is not the answer. If I go to
22 Puerto Rico, I will expect to study Spanish and get
23 along in their language. When they come here, I
24 hope that I can help them to fit in the picture here
25 by teaching them the language that is spoken here.

1 This is being done but I don't think it is being
2 pushed to the extent that it should and if the
3 children are getting the maximum benefit from it.
4 Until they are brought up and made affluent in our
5 language, they're going to have problems and they're
6 not going to do as well as some others.

7 Now, I'm just going to make a suggestion
8 or two as to what the State might possibly do. I
9 think I have made my point that local control is of
10 vital importance because just like the individual
11 difference between children or difference between
12 school districts and the local boards are aware of
13 the conditions in their own bailiwick and can see
14 to it that whatever is necessary to provide this
15 thorough and efficient education is done. I think
16 the State can continue as it has in the past to
17 supervise teacher training and see that when the
18 teacher comes out of college, he is thoroughly pre-
19 pared to go into the classroom and carry on a tho-
20 rough and efficient course of study.

21 Now, I think perhaps you could exercise a
22 little more supervision over the administrators.
23 I've seen new teachers come in, get in difficulty
24 and throw their hands up and quit. I've seen new
25 teachers come in and struggle and struggle and struggle

1 for a couple years and then not given tenure and
2 I know in most cases with a little direction and a
3 little more assistance and encouragement from the
4 administration, many of these people could have be-
5 come excellent teachers, but they couldn't get the
6 chance. I think perhaps you could merely require
7 more frequent reports on each teacher and if they
8 show up difficulties, what is being done to overcome
9 these difficulties, what help is being done to make
10 more efficient teachers. And if they cannot be
11 brought up to a reasonable standard, then they must
12 be denied tenure because we can't continue a thorough
13 and efficient education with inefficient teachers.

14 I think that's about all I have to say,
15 gentlemen. Thank you very much for your attention.

16 SENATOR WILEY: Any question from the commit-
17 tee members?

18 ASSEMBLYMAN NEWMAN: I was just going to ask
19 him about that County Superintendent's bit again.
20 If we were to provide some sort of -- even in your
21 analysis of these districts with the local control
22 and involvement and as the previous witness indica-
23 ted before, we have to be thinking along the lines
24 of some checks and balances to see that they're do-
25 ing this, who would you recommend to be the policeman,

1 if you will, in that intermediate area?

2 MR. JOHNSON: Well, initially I would recommend
3 the local superintendent, that he should be heard
4 on his principles and see that they see that every
5 new teacher is probably broken in because these girls
6 and young men come out of college and they have been
7 given a lot of theory, they have been taught how
8 to teach, but now they've got a class of 20, 25,
9 30 youngsters in front of them and these youngsters
10 don't always react like they might have expected
11 them to.

12 I remember a substitute teacher came in to
13 school one day and he had just graduated, he's
14 tickled to death, he's going to come up here and do
15 a real good job. Maybe this Board of Education would
16 hire him regularly. Before the day was over, he was
17 beside himself, he didn't know what to do. I walked
18 into his class, it was not a bad class, but it was
19 noisy and the noise got the best of him and he
20 began to get noisy and that aggravated it, and the
21 first thing you know he had a class completely out
22 of his control. Now, a principal could have walked
23 in, stopped it like that and given him a word of
24 advice, quiet word or two with no further trouble.

25 ASSEMBLYMAN NEWMAN: Thank you. Thank you.

1 Mr. Chairman.

2 SENATOR WILEY: Fine. No other questions?
3 We thank you, Mr. Johnson. You've brought a lot
4 of experience and wisdom.

5 Let me just inquire by a show of hands which
6 of the following people at one time indicated they
7 would like to testify this afternoon, which are
8 here. John Ferrinella (phonetic), Mrs. George Fields,
9 (phonetic), Mrs. Fields is here, Thomas Pacello
10 (phonetic).

11 MR. PACELLO: Right here.

12 SENATOR WILEY: Okay. Joseph Long.

13 JOSEPH LONG: Here.

14 SENATOR WILEY: Mr. Long is here. Bea Cer-
15 vini (phonetic). Mrs. Strombino (phonetic). Mrs.
16 Strombino is not here. Mrs. MacKenzie (phonetic)
17 is not here. Mrs. Ehrenman (phonetic) is not here.
18 Susan Toby (phonetic)? Alice, I'm sorry, I couldn't
19 read the name previously, Alice Englestock from
20 Tenafly, Leadership Foundation, Betty Little has
21 left a statement with us, she's not with us, John
22 Foley (phonetic).

23 MR. FOLEY: Here.

24 SENATOR WILEY: Fine. Mrs. Bart Di Poli,
25 (phonetic) Mr. Di Poli is not here and Ed Salvy

1 (phonetic) is here. That is five and it's 25 minutes
2 past five. Suppose we meet 'til 6? We want to
3 hear you out and for those who are new, we're try-
4 ing to suggest that you limit yourselves to 10
5 minutes. If you want to limit yourself more, if
6 things that you have to say were said by someone
7 else, perhaps that would limit you a little bit.
8 We want to hear you and at the same time be fair to
9 everyone else.

10 We're losing our audience as we go along.

11 The next one on the list is Mrs. George
12 Fields. Welcome, Mrs. Fields.

13 MRS. FIELDS: My name is Mrs. George Field
14 and I'm co-chairman of the Citizens for Quality
15 Education which is a citizens group formed to help
16 maintain and upgrade the education in our community
17 which is Caldwell-West Caldwell. Our group has
18 studied the revisions in the administrative code.

19 We have prepared the following statement
20 for submission to the Joint Legislative Committee
21 investigating the thorough and efficient aspect of
22 the proposed revisions, in the administrative code.
23 I would like to make a short statement on the semi-
24 financial policy.

25 Citizens for Quality Education strongly

1 supports the upgrading of the poorer school dis-
2 tricts (especially rural and innercity) to reach
3 the quality of schooling available in the better
4 districts in satisfying the Supreme Court mandate.
5 In pursuing a "thorough and efficient" education
6 for all, we do not support a lowering of quality
7 education in our and other districts in which local
8 goals are satisfactory. Rather, we would support
9 added funding to raise standards across the State.

10 We wish to state our admiration and support
11 for the humanistic values as stated in the code that:

- 12 1. a thorough and efficient education be pro-
13 vided for all children; and
- 14 2. the emphasis be placed upon an individualized
15 approach for each child.

16 The State has assumed a monumental task in
17 attempting to construct a framework which will sa-
18 tisfy the needs of our heterogenous, densely popu-
19 lated State.

20 Since the State goal is both to provide
21 minimum standards and to individualize, it is under-
22 standable that certain aspects of the proposed re-
23 vision seems to conflict either with thorough and
24 efficient education or with individualizing educa-
25 tion. Since individual schools also have unique

1 needs, it is imperative that a grievance procedure
2 be incorporated into the revised Code to adjudicate
3 these and other problems. We recommend the creation
4 of an omnibus -like position under State supervi-
5 sion which would allow for meeting the individual
6 needs of schools and school systems.

7 We also feel that in those areas where the
8 State is requesting that the educational system de-
9 liver what are, essentially, remedial social services,
10 a minimum population-needs-ratio be established
11 before such services are mandated and provided
12 through educational channels. Where the population
13 of a given community falls below the stipulated
14 needs-ratio, direct, supplemental grants should be
15 made to individual families by the State.

16 Specifically, in many suburban areas, a
17 mandatory hot lunch program does not fulfill an
18 essential nutritional need. Rather, such a program
19 mandated across-the-board would divert funds from
20 more necessary areas. Similarly, a nursery school
21 program should be optional, not mandatory.

22 We think it important that individual commu-
23 nities maintain their right to raise additional or
24 "leeway" funds within State determined limits.
25 State standards may represent deliverable goals but

1 they do not represent ultimate ones. We do not
2 wish the State to be in the position of demanding
3 that all communities be reduced to a non-individuali-
4 zed and therefore mediocre average. We want to stren-
5 gthen, where possible, the State's commitment to
6 local control.

7 We recognize that in order to provide a
8 thorough and efficient education, needs must be de-
9 fined and measured and performance must be evaluated.
10 Despite this, we feel that the proposed revised
11 Code over-emphasizes continuous testing and reporting.
12 Teachers will be forced to spend too much time gather-
13 ing data, thus neglecting their primary function which
14 is teaching. This misuse of teachers negates the
15 delivery of a "thorough and efficient education."
16 Furthermore, if too much reliance is placed upon
17 test results, creative teaching will be stifled. A
18 prime example of this is the recent New York City
19 scandal in which teachers rigged reading test scores
20 by "prepping" their students.

21 I'd like to give another example. One of
22 the women recently mentioned the New York State
23 regents. I also went to New York State and those
24 regents were given only in high school. From my
25 own experience, we spent half of our school year

1 prepping for those New York State regents.

2 We would like areas other than testing em-
3 phasized, particularly those through which the qua-
4 lity of teaching and learning could be evaluated
5 and up-graded. All teachers should be subject to
6 periodic review and observation through local admin-
7 istrative procedures. That means tenured or non-
8 tenured. Improved in-service and extra-curricular
9 training and professional incentive programs should
10 be made available to teaching staffs. We feel that
11 regional E.I.C.'s could become one of the most valu-
12 able tools through which to up-grade, accelerate and
13 enrich the educational experience; however, we urge
14 that the facilities of the State Colleges be utilized
15 to develop programs. The colleges have geographical
16 and professional advantages to offer in the area
17 of teacher re-training.

18 We are particularly concerned with eliminat-
19 ing bureaucracy and avoiding duplication of services.
20 Many of the functions now proposed for the expended
21 Office of the County Superintendent seem more logic-
22 ally to fall within the province of a variety of
23 existing agencies or the State Department of Educa-
24 tion itself. To expand the Office of the County
25 Superintendent as proposed is to proliferate bureau-

1 cracy and to waste public funds, for the county is
2 an artificially created geographic entity which in
3 actuality does not reflect local allegiance or exert
4 meaningful influence. There is a need reflected here
5 to establish economic priorities so that education
6 may be provided for thoroughly and efficiently.

7 In conclusion, Citizens for Quality Educa-
8 tion wishes to reiterate their appreciation for the
9 tremendous and insightful effort that has been made
10 to provide for the specific educational needs of all
11 of New Jersey's children.

12 SENATOR WILEY: Thank you very much. Any
13 questions by the committee:

14 Assemblyman Hicks has a question.

15 ASSEMBLYMAN HICKS: Would you mind a little
16 elaboration on the population needs ratio? How would
17 you go about doing that?

18 MRS. FIELDS: I think that, I understand
19 that there is a bill, I don't know whether it's
20 passed or has only been passed in one house, concern-
21 ing the nutritional lunch to be served in which I
22 understand a 5 per cent was placed on whether a
23 community needs to provide a nutritional lunch or
24 not, and that's what we had in mind, something along
25 that line. In other words, some sort of a minimum

1 should be established, I don't know what it should
2 be, I have no idea, but if the community falls below
3 that minimum and has less than that number of peo-
4 ple that are in need, then there would be some
5 other way of handling these children so that they
6 would get the facilities, but not require that the
7 whole system do it.

8 ASSEMBLYMAN HICKS: Are you saying that the
9 school should not involve itself in the social econo-
10 mic needs at all?

11 MRS. FIELDS: No, I'm not saying that. I'm
12 saying that for the communities that do not fall
13 within certain needs ratios, that they should be
14 allowed to be excluded from certain programs because
15 in general if 95 per cent of the students do not
16 need a certain program, why should it be done across-
17 the-board?

18 ASSEMBLYMAN HICKS: I don't know, be a little
19 more specific. What are in your opinion essentially
20 remedial social services that the State is supply-
21 ing that should be --

22 MRS. FIELDS: We were thinking, for instance,
23 about the hot lunch program, that was one. We were
24 thinking about something like a head-start program
25 which might be correlated with the nursery school

1 program in which we would not like to have every
2 single school required to have that in a community
3 like Caldwell or West Caldwell, but it would be an
4 option which they could adopt or not adopt as our
5 board sees fit.

6 ASSEMBLYMAN HICKS: That is an option.

7 MRS. FIELDS: I'm just using that as an
8 example of the pre-kindergarten nursery school-type
9 thing that's in the thorough and efficient. They're
10 suggesting that all schools set up a preschool
11 program.

12 ASSEMBLYMAN HICKS: I guess the one you're
13 on is really the hot lunch program, is that right?

14 MRS. FIELDS: I'm sure there's other things
15 but they're not coming to my mind right now. I
16 think that as this becomes more thoroughly defined,
17 that there will be certain areas that will show up
18 and that it will fall under this category but I
19 can't think of any offhand.

20 ASSEMBLYMAN HICKS: Thank you very much.

21 SENATOR WILEY: Thank you. Any further
22 questions? We thank you very much.

23 Thomas Piscaldo (phonetic).

24 THOMAS PISCALDO: I want to say hello to
25 everybody here. My name is Tom Piscaldo and I live

1 in Paterson. And I see Mr. Hicks and he's the only
2 man here that's familiar. I see him at work now.

3 I had a lot of things to bring up and most
4 of the talkers ahead of me has brought them up and
5 I think this lady right here has brought up the
6 most important topic. We'll go on in that general
7 direction. We have a couple of words in the Consti-
8 tution that were not defined. We got along in this
9 country without defining them for many years, and
10 then comes along some incompetent or dishonest Judge
11 who wants to upset the applecart and mess up the
12 whole situation, and he comes and he says I'm going
13 to define them. That isn't his job and we never
14 elected him. It's the job of our elected represen-
15 tatives to define those two words and they can designate
16 that to be defined by anybody else who's elected.
17 But as long as it's an elected official who defines
18 those things, the people won't suffer as much.

19 Mr. Dumont said we don't have elected Judges
20 in this State. Why not? You people could give us
21 that. What's wrong with elected Judges? They
22 couldn't be any worse than what we've got now. We
23 elect you people to represent us and get up and
24 fight. I mean you're supposed to fight for us and
25 not let somebody else take over. We never elected

1 a Judge. But I want you to bear in mind, too, I saw
2 someone here say that we're discussing education,
3 not taxation. Bear in mind that education is taxation.
4 As a general rule of thumb, you can say that 60 to 80
5 per cent of taxes collected go for education and of
6 the amount going for education, 60 to 80 per cent
7 goes for salaries. So when you say that spending has
8 to be specifically the same per pupil, you can't let
9 people decide what salaries they're going to pay and
10 how cheap they can hire somebody. It should be under
11 local control by local elected officials. There's
12 no reason for the State to be involved at all.

13 You can make legislations for the Courts to
14 follow. You must stand up and resist the trend to
15 legislate by Judges. You must not follow legislation
16 by Judges. They are not elected. You are elected,
17 you represent the people. You can define the two
18 words in the Constitution, you can initiate legisla-
19 tion to amend the Constitution and remove those two
20 words. You can specify that the responsibility for
21 defining the words rests with elected officials only.
22 You can go further and you can legislate to remove
23 incompetent or dishonest Judges, and I consider Judge
24 Botter dishonest or incompetent, and we'll let the
25 public decide what if he's running for election and

1 he's not a good Judge.

2 In Paterson, we've got more bad Judges.
3 We've got Judge Schwartz who made an election with
4 cheating. But education and taxes are the same.
5 What could be more broad based than a property tax?
6 The property tax we have, everyone lives in a
7 house, absolutely everyone. I don't know a person
8 who sleeps in the street. None of my friends do.
9 Now, if they live in a house, their houses can
10 measure their income. The poor people live in
11 poor houses and the rich people live in rich houses
12 and their taxes could measure with their house.

13 The trick is to make people think that
14 their town is going to get more than they give out
15 and it don't work that way. If we get in Paterson
16 another tax, our people are going to pay it and
17 our working people are going to suffer with it and
18 we're not going to get more than we give out. We're
19 lucky if we give back what we give out. It's that
20 way all the time. It's that way with the sales tax.

21 Again, in closing, I'm going to make it
22 brief, fight incompetent and dishonest Judges,
23 stand up like legislators, throw them out. Make
24 the law and make them interpret it and if you
25 don't like the interpretation they give you, change

1 the law.

2 Thank you.

3 SENATOR WILEY: Thank you. Assemblyman Hicks.

4 ASSEMBLYMAN HICKS: You mentioned that we
5 got along very well in this country before we had
6 the Botter decision of thorough and efficient. We
7 got along pretty good before we had good security,
8 we got along pretty good before we had property
9 taxes, free public schools, right to vote, minimum
10 wage and a lot of things we got along pretty good
11 without. But do you agree we get along better with
12 them?

13 MR. PISCALDO: I can't generalize. I'd have
14 to take each one of those things.

15 ASSEMBLYMAN HICKS: Making a general state-
16 ment, is it better to be able to vote or not to vote?

17 MR. PISCALDO: It's better for people to
18 vote and it's better when the elected representa-
19 tives do their thing.

20 ASSEMBLYMAN HICKS: You vote for me, you
21 told me that.

22 MR. PISCALDO: Yes.

23 ASSEMBLYMAN HICKS: What I'm saying is that
24 the State feels the Constitution mandates and Judge
25 Botter himself and he's only interpreting the law,

1 that we would get along better with thorough and
2 efficient.

3 MR. PISCALDO: Yes, but that's assuming that
4 we get better and better as this country goes along
5 with passage of time. But we are not holding our
6 time. We are on a downhill standard of living.
7 I don't care who else gives you figures, but I'll
8 tell you the working man who goes to work is dishing
9 out about 50 per cent of his income for taxes that
10 he doesn't control, and I prefer that that working
11 man could spend his money where he wants to spend it.

12 I don't think any man on any level should
13 take taxes for unnecessary things and say that man
14 can't buy shoes because he's got to pay for building
15 a college or he has to live on beans because we
16 have to have higher salaries for teachers. I service
17 things in people's homes, I see old people eating
18 beans because they're paying taxes to pay for schools
19 and the teachers are getting fabulous salaries that
20 these people never heard of, double what these
21 people got in the mills, and they're asking for more.
22 ASSEMBLYMAN HICKS: You agree that the taxes are
23 too high and should be reduced. I'm sure whatever
24 is done for education must be based on the property
25 taxes. I feel we must find some way to reform our

1 tax structure at the same time making it thorough
2 and efficient by combining the two together with
3 some combination.

4 MR. PISCALDO: We agree on so many things,
5 Mr. Hicks, but let us never, never say that we're
6 reforming unless we reduce taxation. When we lower
7 property tax or claim we're going to claim lower
8 property tax and put on a sales tax, the people
9 come out losers. That money is going down the drain.
10 We could do without it.

11 ASSEMBLYMAN HICKS: One general statement,
12 then I'll be through, Senator. Around 1954, even
13 before that, Governor Driscoll had the same problem
14 of funding money, and each time they never did
15 anything about it. All of a sudden we're mandated
16 now. If we don't do this, suppose, okay, we'll
17 maintain a status quo, we'll leave all the schools
18 the way they are and forget about it. You know
19 what's going to happen? The Courts are going to
20 decide for you.

21 MR. PISCALDO: But Mr. Hicks, the Court
22 will decide and that's our very big danger today.
23 The Court is not elected and they are deciding too
24 much, so it's up to the legislature to specify what
25 the Court is to decide and it only takes a bill

1 run through that legislature and as long as you
2 tie that so that there's no income tax, the people
3 are with you. The people are with you because I'll
4 tell you, you got the 98 per cent of the people
5 don't want an income tax and 2 per cent think they're
6 going to get something out of it, they're in favor
7 of it.

8 You write the law different and Judge Botter
9 has to abide by what's written in the law and he
10 can't read, he has to be impeached.

11 SENATOR WILEY: All right. We thank you
12 very much.

13 MR. PISCALDO: Thank you very much.

14 SENATOR WILEY: Mr. Joseph Long.

15 MR. LONG: Senator Wiley, Assemblymen,
16 ladies and gentlemen, my name is Joseph Long, 225
17 Mill Street, Paterson, New Jersey. Once again,
18 New Jersey residents are being deluded that a State
19 income tax will reduce the property tax which it
20 will not. All that is being done is set up a new
21 bureaucracy which to implement busing with region-
22 alization, make robots of the children and schools
23 under the planned program and budgeting system,
24 and just one tax on top of another, no matter how
25 much money is poured into these cities for education,

1 they will not learn. For you can take a horse to
2 water, but you can't make them drink.

3 Newark is an example of the Federal and State
4 monies received by the cities' taxpayers money, and
5 the city is completely bankrupt. To ask for an
6 income tax without a referendum is unconstitutional,
7 degrading to the citizens of New Jersey advocating
8 Karl Marx's theory of control of the people and
9 finally dictating government not of the people,
10 for the people and by the people but by big brother
11 government.

12 The time has come to put the pressure on
13 our politicians. Get people involved to protest
14 this unjust tax for united we stand, divided we pay
15 and pay and pay.

16 At a time when there is loss of confidence
17 with our government, the middle income tax payer is
18 caught in a squeeze financially with big government
19 inflation and high taxes, proves we must return to
20 physically sound government, stop the exporting of
21 our technology and jobs out of any country and re-
22 store faith in our system of government.

23 Now, there's a few other things here that
24 came up during this session here and one was repre-
25 sentation. Some people here said that they repre-

1 sented their constituency. Now, I know for a fact
2 when this income tax come up two years ago, Assembly-
3 man Hicks voted for the State income tax and I
4 know that his constituency was overwhelmingly against
5 the income tax, and yet he voted for it. So where
6 is representation here? There is none.

7 Now, one other thing here I'd like to bring
8 up. Paterson received \$5,000,000 in State surplus
9 funds and yet there was increases in the school
10 budget of three and a half million dollars. It in-
11 creased the tax rate 14 points bringing it up to
12 5.41 on a hundred. Now, what I'm saying here is
13 that no matter how much money we keep pouring and
14 pouring and pouring into it, this has got to stop
15 because sooner or later the baloon is going to bust.
16 You can go so far and that's it.

17 I think the need today is to stop all these
18 new taxes as simple as that.

19 Now, I'm not going to define thorough and
20 efficient education because I don't know too much
21 about it, but I do know that this tax situation has
22 got to stop, we've got to put a limit on this. It's
23 got to stop. It just can't continue the way it is.

24 That ends my statement. Thank you very much.

25 SENATOR WILEY: Thank you, Mr. Long.

1 Assemblyman Hicks:

2 ASSEMBLYMAN HICKS: Mr. Long was my dear
3 friend and had I lost the election, you would be
4 sitting here instead of me, really. I respect you
5 for it, it's your right as an American citizen. I
6 did support Cahill's tax reform package because I
7 felt and I still feel that this State has got to
8 come about and get involved in a new tax culture.
9 It is my feeling that New Jersey has an aggressive
10 unequal money in a lithic and you can name any name
11 opposite the tax reform in our State and this, Mr.
12 Long, I felt and I feel now that New Jersey's prob-
13 lems are more important than Bill Hicks. I'll go
14 further, sir, that when it comes to deciding what
15 is good for the State of New Jersey and I mean all
16 21 counties, not just Paterson, to me, sir, unless
17 we face up to the problems of reforming our State's
18 tax structure two years from now, four years from
19 now or 20 years from now, it's the same problem.
20 Believe me, sir, facing the problem might cost me
21 my seat in the assembly, but so what. I'm there
22 to serve one term, two years, that's all I'm guaranteed
23 If I do what I think is right will cost me that seat,
24 that's all right. I don't mind at all.

25 MR. LONG: Mr. Hicks, I'd just like to

1 comment on that. We've had a sales' tax now, a
2 lottery tax and now you're asking for an income tax
3 and who knows what comes after that income tax,
4 maybe another graduated tax. If it's one to 14 per
5 cent, then it'll be one to 27 per cent, one to 54
6 per cent, it's a never ending situation. When you
7 ask for a sales tax and then you increase and you
8 have lottery, where's all this money going? What's
9 going on in this State? How come we don't know
10 where these monies are going? You throw everything
11 into one big grab bag and everybody gets their hands
12 in the pie and grabs it and nobody knows where that
13 money's going. With the scandals going on in
14 Trenton, I can just imagine what's happening. This
15 whole State is run by the mafia, you can bet your
16 life on it, because mafia has got control of the
17 State. It's a known fact. I can go out to Califor-
18 nia, New Mexico or any other state, Puerto Rico or
19 Europe, they know New Jersey is the most corrupt
20 State, Livingston, Fort Lee, Newark, they're there,
21 they've got control of the State and there are
22 even some in Paterson, too. We've got to clean
23 house, that's what we've got to do, buddy.

24 ASSEMBLYMAN HICKS: I was going to comment,
25 but I've changed my mind, Mr. Long.

1 SENATOR WILEY: Thank you, Mr. Long. I
2 think we've gone about as far as we can in the after-
3 noon session. We'll take the rest at the beginning
4 of the evening session.

5 Mr. Foley, in the interests of just knowing
6 what you have in mind and getting your statement
7 from you, can you summarize it for us?

8 MR. FOLEY: Actually, Senator, this is a
9 statement by William B. Grant, a commissioner in
10 Montclair, and he's asked me to read it to you.
11 It'll only take, I imagine a couple of minutes, just
12 pure reading.

13 SENATOR WILEY: Well, would it be satisfac-
14 tory to file it with the committee? We can duplicate
15 it, if you don't have extra copies, and distribute
16 it to the committee.

17 MR. FOLEY: We won't be able to be here at
18 7:00. He felt it was very important to have it read.
19 If it's your decision you don't want it to be read,
20 that's your decision.

21 SENATOR WILEY: We can have it read, but I
22 really feel we have to be here at 7:00.

23 MR. FOLEY: If that's your decision, fine.
24 I can leave this. This is a signed copy. You can
25 have that.

1 SENATOR WILEY: Fine. Thank you, Mr. Foley.
2 We'll resume then at 7:00. We'll call first Mr.
3 Selby and then those listed for the evening.

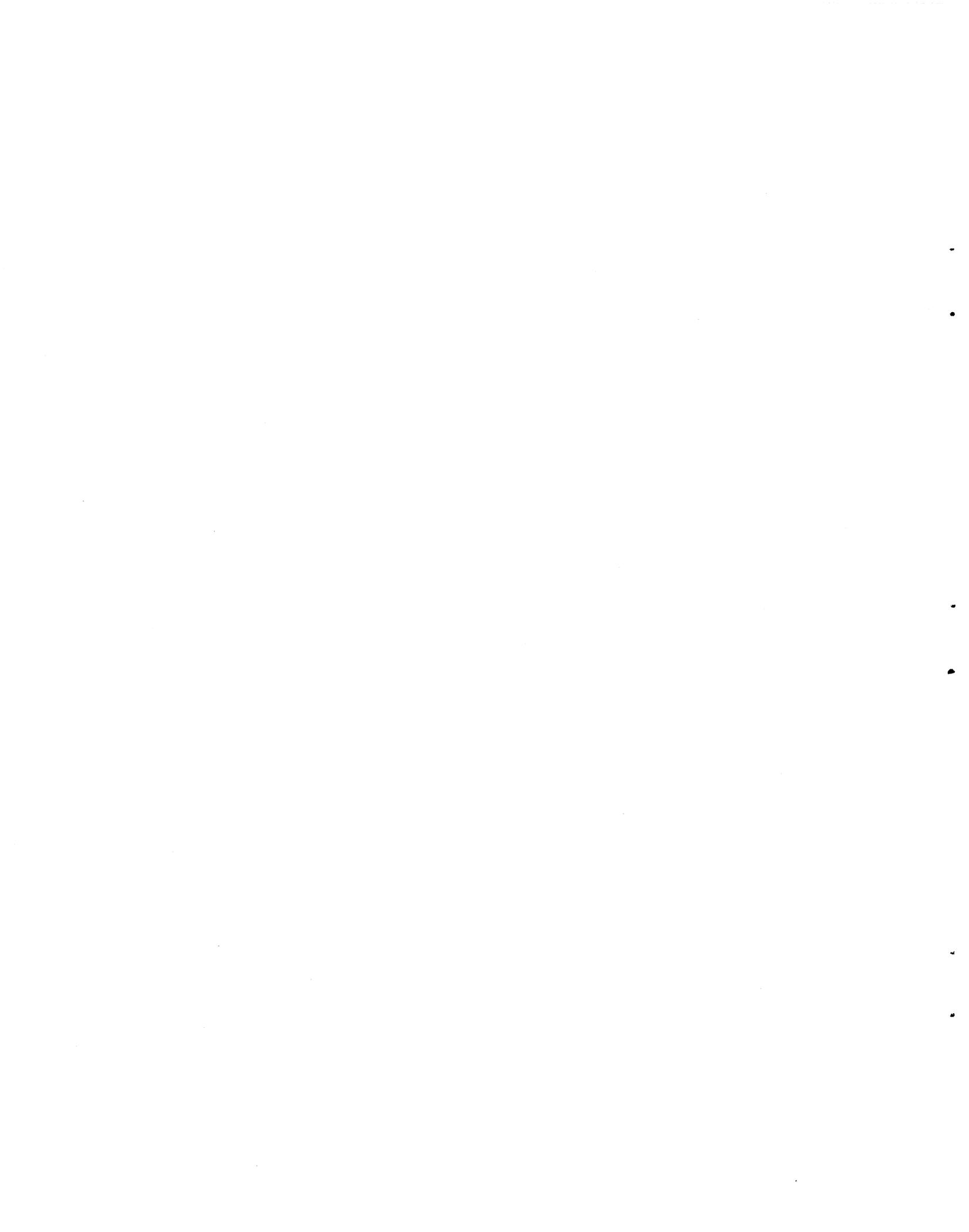
4 (Whereupon, the proceeding has concluded
5 for the day.)

6
7
8 *****
9

10
11 C E R T I F I C A T E

12 I, Lorraine Van Tassel, a Shorthand Reporter
13 and Notary Public of the State of New Jersey do
14 hereby state that the foregoing is a true and
15 accurate transcript of my stenographic notes.
16

17
18 Lorraine Van Tassel
19
20
21
22
23
24
25



H. B. ...

PROPOSAL FOR A FEASIBILITY STUDY TO ESTABLISH

A "N.J. SCHOOL FACILITIES AUTHORITY"

In the current effort to comply with court mandates on guaranteeing equal educational opportunity for all students in New Jersey, much attention has been given to the "thoroughness" of the system of education provided. Equal consideration must be given, as required in the language of the State Constitution, to the "efficiency" with which the system of guaranteed educational opportunity operates.

If the State is to provide a greater share of school funding, balancing and relieving the disproportionate burden of an often inadequate property tax base in many communities, it is vital that the State seek to achieve the most efficient -- and most economical -- educational systems possible consistent with the obligation for a thorough, quality program. This becomes particularly critical in the areas of school construction, interest rates, bonding costs, equipment purchases, and similar capital expenses.

AUTHORITY PROPOSAL

Therefore, the State Legislature should authorize a study on the feasibility of creating a New Jersey School Facilities Authority. Such an Authority could provide the coordinating ability of a state agency and the flexibility of an independently bonded public authority to assist local school districts obtain necessary school buildings, equipment, supplies, and other services in the most efficient, most economical manner possible.

A School Facilities Authority within the Department of Education could be similar to the Educational Facilities Authority, which is a unit of the Department of Higher Education created in 1966 as a single, central agency to facilitate the construction and operation of dormitories, student centers, and classroom facilities at the state's public and private colleges and universities.

Such an Authority could offer local school districts:

1. systematic school construction services, based on standardized design components and industrialized pre-assembly of sub-systems,
2. leasing of prefabricated, movable classrooms during periods of temporary higher enrollments,
3. cooperative mass purchasing of facility components, equipment, and supplies,
4. cooperative sharing of heavy maintenance services and equipment,

5. centralized computer services for business, scheduling, planning, evaluation, and other district data processing activities,
6. package-bidding, quantity purchasing, and regional warehousing of commonly used teaching materials to facilitate instant small quantity purchases by individual schools, thus avoiding the time-consuming and costly process of requisitioning, small-lot bidding, and delivery delays,
7. pooled issuance of bonds which, while not a general obligation of the state, would in all probability sell at an interest rate at or near the rate obtainable by the state itself and lower than the high rates now paid by many school districts that suffer from low property valuations.

Many of the planning, design, construction, and supply functions of the Facilities Authority could be carried out regionally, providing the efficiencies of a more coordinated approach without the inconvenience of carrying on all business with a distant Trenton bureaucracy.

School districts need not be forced to utilize the services of the Authority. Under the high degree of local decision-making advocated by the Department of Education and inherent in such State financing plans as the proposed "shared cost" approach, school districts should be free to seek their own construction and supply sources. Where a local school district is not in a position, however, to obtain bids on construction and other supply services lower than the prevailing rates offered through the Facilities Authority, then the Commissioner might insist that the district participate in the "efficient system" offered by the Facilities Authority.

BUILDING NEEDS

Population projections indicate a decline in New Jersey school enrollments over the decade. But, while a stable or falling pupil enrollment will help keep total construction costs below what has been recent experience, new construction will still be required to replace obsolete facilities (particularly in older central city neighborhoods) and to accommodate shifting populations within the state. Recently skyrocketing costs of construction and interest rates make attention to building efficiencies most important.

Through the Facilities Authority, the inefficiencies in the system whereby several hundred school districts now issue their own debt obligations could be eliminated.

Under currently proposed changes in the Administrative Code, each school district would be required to survey existing school facilities with regard to their condition and capacity, and to develop enrollment and building-need projections for 10 years. The Facilities Authority could then, on the basis of objectively determined standards and priorities, establish a state school-construction program. Safety, health standards, overcrowding, and obsolescence of facilities should be paramount in determining such priorities. The Facilities Authority, functioning as a public benefit corporation, could issue its own debt obligations. The obligations of participating local school districts would be repayable from annual State school aid appropriations.

A district constructing new facilities through the Authority would continue to have maximum control and involvement in developing its own projects. The district would select a site, subject to approval of the State Department of Education and its Facilities Authority. Upon approval, the district would proceed to hire its own architect, from among those registered and accepted by the Authority, and proceed with planning according to state guidelines. Bids, however, could be let and contracts awarded by the Authority and construction carried out under its management. The advantage of central administration would afford economies from utilization of modern methods of technology, construction, and systems management. The Authority would obviate many of the difficulties inherent in a system where each district learns through its own experience but where there is little sharing of the acquired expertise among districts. Development of new products, prefabricated construction of standard modular sub-systems, and bulk purchasing of materials and components can be attained through the proposed Authority. The Authority can provide research and development relating to construction techniques, building materials, and cost-data analysis, all of which are beyond the financial capabilities of nearly all individual school districts

A tendency to rely on older, known approaches rather than to experiment with promising newer ones is common in institutions like schools. Ironically where new construction techniques have not gained sufficiently wide acceptance due to institutional preference for the status quo, such techniques may not at first be economically competitive with conventional approaches simply by virtue of their infrequent utilization. The Authority may enjoy a sufficient margin of economy from its operations to encourage experimentation. Such economies might permit incorporation of flexibility features which, while initially more expensive, prove in future years to be more adaptable as educational concepts evolve, teaching methods change, technological innovations occur, and populations shift.

Under simultaneous construction planning for a number of school districts, the proposed Authority could encourage incorporation into plans of standardized components -- windows, doors, and steel beams that are all factory-prepared in a single, mass order. Systematic building through the Authority could utilize to a considerably greater extent prefitted, standardized components transported to the building site for quicker, easier assembly.

BOND POOLING

The present system whereby several hundred districts issue debt separately is grossly inefficient. Substantial savings in time and overhead could result from pooling the legal, underwriting, printing, advertising and related fees for these separate operations. Even with advice offered through the State Education and Treasury Departments, many small local school districts often lack the expertise to obtain and interpret information for best results in the complex task of timing and marketing debt obligations. Small school districts lack access to national credit markets. Their debt issues are small, so that overhead costs are disproportionately high. The municipal bond market is often not interested in these securities and they are hard to sell and trade. Many small districts have never been rated by credit rating services, whose appraisals are so crucial in determining the interest rate that a district must pay. Many other districts are given relatively low ratings, although school districts are hardly known to default on their bonds in this day and age and State aid may provide a considerable share of the debt service.

Instead of a group of smaller bond issues, pooling through the Facilities Authority could create a larger, more saleable issue. The result is a reduction in overhead costs and a lower interest rate through a stronger credit rating. Financing through the Authority could have the practical effect of permitting needed construction in districts delayed in building because of the restrictions and procedures for exceeding legal debt limitations.

ADDITIONAL SERVICES

A Facilities Authority need not confine its services to construction of new buildings. Space needs for a school district might be provided through temporary or relocatable facilities acquired through Authority financing, leased to the district on a rental rather than debt service basis, and returnable to the Authority when no longer needed for use in other districts.

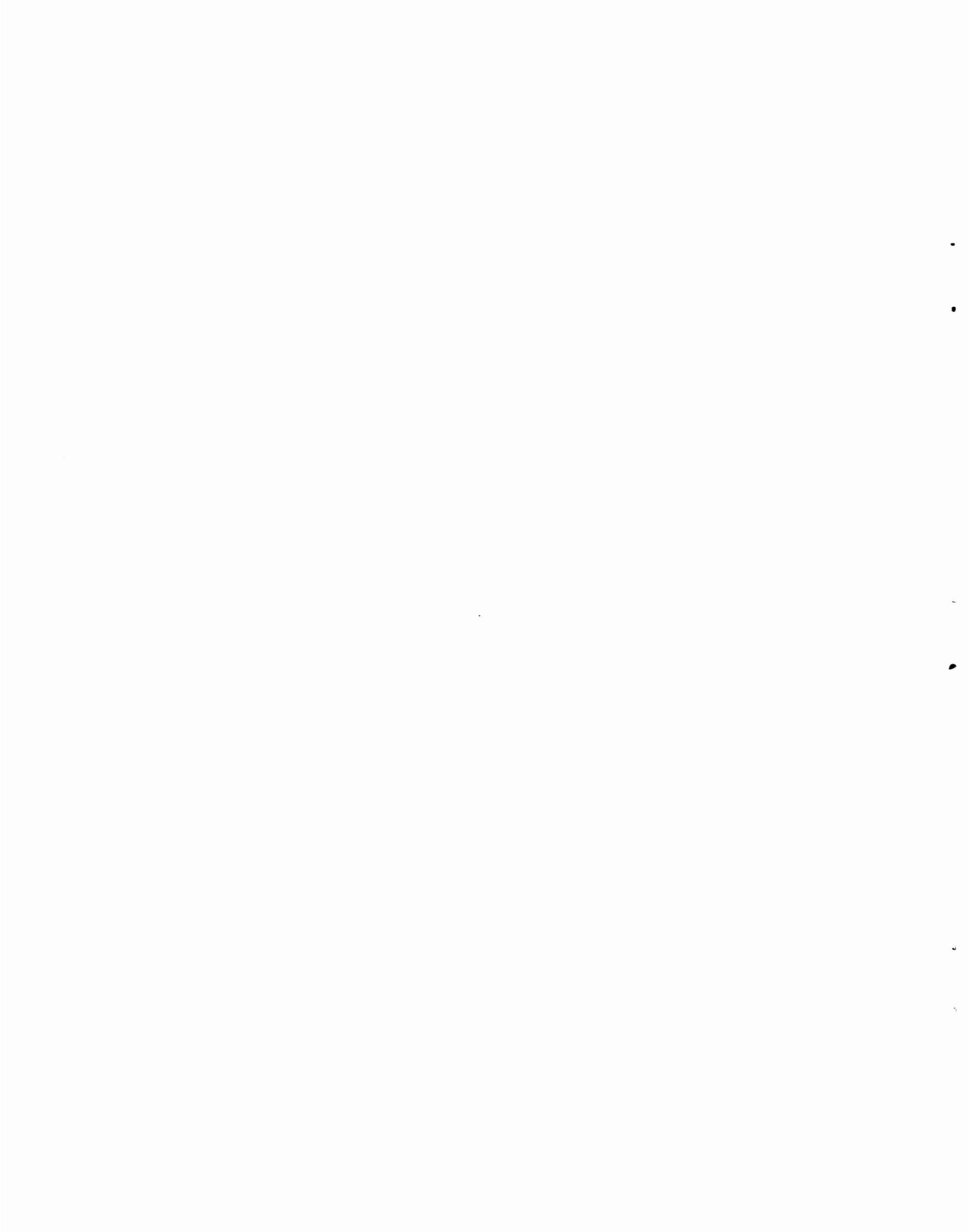
The Authority may also find it more feasible than would an individual board of education to acquire "found space" -- i.e. buildings not originally constructed for educational purposes but well suited for conversion to schools -- at considerably less cost than the prevailing rate of entirely new construction. Such buildings may include former office buildings, factories, churches, or even large houses. A building that is structurally sound and contains large open spaces can, with imaginative planning and modern materials, be easily transformed into the equal of a modern school. Authority ownership of such renewed "found space" can more easily facilitate reconversion and leasing out for other uses whenever there is ever a downward swing of the enrollment pendulum.

Similarly, urban school districts may more easily be able to participate through the Authority in interagency "combined-occupancy" development of joint facilities in apartment buildings, community centers, or other public structures. Such joint ventures can minimize the amount of land that need be removed from revenue-producing tax rolls for public facilities.

Study of the proposed Facilities Authority should not be confined to construction. All of the features of the Authority -- independent bonding, coordinated planning, design standardization, mass purchasing, etc. -- could provide many other services to local school districts. Furnishings and equipment could be purchased through the Authority's regional centers. Districts could contract for maintenance services. Computer service centers could be established with terminal connections in the various cooperating school districts.

Use of common teaching materials and supplies could be anticipated. Large quantity orders could be put out for bid and awarded on the basis of mass purchasing at prices that could undoubtedly be lower than those available to individual districts. Supplies could be ordered a year in advance and warehoused. Teachers would no longer need to wait frustrated by lack of paper, pencils, or other basic supplies. Assured of economy because of the Authority's low-bid practices, local school districts -- in fact, individual teachers -- could be authorized to make direct purchases without the delay and expense required for obtaining bids on relatively small quantity orders.

Feasibility studies on the proposed Authority should extend to food service, transportation, and similar auxiliary services which might be provided to clusters of adjacent school districts at costs lower than might prevail under individual operation.



PARSIPPANY-TROY HILLS SCHOOL DISTRICT

"Thorough and Efficient"

Background

In April of 1973 the State Supreme Court upheld the decision of Superior Court Judge Theodore I. Botter in the now famous case of Robinson vs. Cahill. This decision held that the present method of financing public education in New Jersey is unconstitutional under the State Constitution. The Supreme Court said that the financing method being used failed to provide the "thorough and efficient" system mandated in an 1875 amendment to the Constitution which says:

The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of five and eighteen years.

The Court further said that "the State has never spelled out the content of the educational opportunity the constitution requires," and directed that the State "define in some discernible way the educational obligation" meant by the phrase "thorough and efficient." The Court ordered the Legislature to evolve a plan for financing a system of education to comply with the constitutional mandate. The Legislature was given until December 31, 1974 to do this.

While the responsibility of developing a financial plan rests with the Legislature, the State Board of Education has undertaken the job of defining "thorough and efficient."

The Parsippany Board of Education, recognizing the far-reaching effects of such a definition, and desirous of participating in the discussion, set up an advisory committee to study the problem. This committee consisted of three Board members, two administrators and eight members of the public.

Because of serious time constraints, the committee confined itself to a limited number of issues, including a generalized definition of "thorough and efficient."

Definition

The committee defined "thorough and efficient" as a system of education by which all students of the State are educated to the full extent of their potential without regard to the ability of the local community to pay for such education. Our committee concludes that in order to carry out the concept of "thorough and efficient", the local community should assess its own needs and determine the goals and objectives to meet those needs. In achieving that goal the local community can best judge those programs and methods of study best suited to their student body.

The definition of "thorough and efficient" should not promote a standardized program, because to do so statewide would restrict or preclude desirable innovation and perhaps make it impossible to meet unique individual or community needs.

In short, local control is considered essential, for it tends to promote local interest in schools and lessens the danger of an impersonal bureaucracy which is insensitive to individual and local needs.

Teacher Education and Certification

Recognizing that the classroom teacher's role is fundamental to a thorough and efficient educational system, the committee endorsed a position paper on "Teacher Education and Certification in a 'Thorough and Efficient' System" prepared by the New Jersey Advisory Council on Teacher Education (see Appendix A).

The committee agreed with the statement that teacher education programs must continue to be approved according to the high standards of the National Association of State Directors of Teacher Education and Certification, plus supplementary State standards.

The committee also subscribed to the idea, expressed in this paper, of local districts being required to develop in-service programs for their staffs, with financial support allocated by the State to all districts for such programs.

The one point of disagreement with this paper was with the statement which reads in part, "The State will review, advise and approve submitted programs..." The committee felt that with all districts required to hold such in-service programs, the approval system by the State would become very cumbersome and time-consuming, to the detriment of local districts.

Another area of discussion relating to teachers and administrators where the committee felt that the State Board of Education and the Legislature could be helpful in reaching solutions is in the area of evaluation and tenure. It was felt that the State Board could be helpful in developing better evaluation instruments and that the Legislature ought to take a hard look at the whole question of tenure. While it was agreed that tenure ought to be retained, it was also felt that local Boards needed some modifications of existing laws in order to make it more feasible for them to eliminate inefficient staff members. Under present laws, it is almost impossible for local Boards to do this and this seemed to the committee to be inconsistent with the concept of "thorough and efficient."

Curriculum and Monitoring Efficiency

In the area of curriculum the committee felt that there ~~would~~ ^{should} be a basic core of courses open to every student, but that local districts should have the option of providing courses of study beyond this basic core. This would allow different courses to be offered to children in an urban, ghetto school than those for children in a rural, agricultural area, for example.

To monitor the quality and efficiency of education, appropriate tools should and could be developed locally and statewide, including testing. A good method of evaluating a district, while retaining important elements of local control, might be a School Approval Process designed by the State Department of Education. This could be developed along the lines used by the Middle States Commission School Approval Process. Another method might be to allow the County Superintendent more power to evaluate districts.

School Construction

The State should assume the full cost of all new building construction and should seriously consider the feasibility of assuming amortization of existing building indebtedness.

Facilities should be planned cooperatively by the State and the school district involved. While the State suggested maximums for numbers of students in a building ought to be a desired goal, local conditions should be taken into account in the planning.

County Superintendents

The role of the County Superintendent needs to be studied and re-evaluated. As presently designed, the Office of the County Superintendent is not now staffed quantitatively nor qualitatively in such a way as to be able to handle the School Approval Process. It might be more efficient to set up regional offices in lieu of the present set-up, based on the number and size of the districts to be serviced, rather than merely geographical location.

Mandated Services

All mandated services by the State (such as required busing) should be completely paid for by the State. In the past, the State has from time to time mandated items, such as busing, not directly related to educational programs and has left local districts with large items of expense that cut deeply into what can be provided in educational programs.

Administrative Code

Because of its flexibility and because it provides for public review of any changes, the Administrative Code is considered the best vehicle for defining "thorough and efficient."

Provisions for Deprived Children

Special provision must be made to provide additional assistance to all deprived children, be they from urban or rural areas.

Sanctions and Penalties

Appropriate sanctions and/or penalties must be devised for districts and/or Boards of Education that do not comply with the standards set up by the State Board of Education for "thorough and efficient" education. Perhaps, "educational receiverships" may in some cases become necessary until problems are resolved.

Conclusion

In conclusion, it is the belief of this committee that the ideas enunciated in this report would give local districts the opportunity to provide a thorough and efficient level of education for each individual child. It also seemed to us that whatever method the Legislature adopts for financing education, the formula must be readily adjusted to keep pace with the inexorable rise in costs. It is only through local control that we believe a "thorough and efficient" education can be attained.

Advisory Committee to Develop a Local Interpretation of "Thorough and Efficient"

Committee Members

Frank Calabria, Chairman	Nancy Finby
John Sheehy	John Sweeney
Nicholas Steenstra	Carol Novak
Pearl Stevens	Carlos Speers
Helen Dutton	Shelly Simon
Ruth Worms	Yale Lazris
Minnie Letts	

5/29/74

TEACHER EDUCATION AND CERTIFICATION IN A
"THOROUGH AND EFFICIENT" SYSTEM

It is inconceivable that a "thorough and efficient" system of education can even be considered without effective teachers. The most efficient facilities, the latest in materials, and the most modern transportation system are not sufficient without a certificated professional educator to utilize them. With all due respect to poets and philosophers, teachers are made, not born. A liberal arts background and a solid professional education are an absolute necessity to produce individuals capable of instituting a "thorough and efficient" system of education.

The education of teachers has come a long way since two-year normal schools. We have progressed to the point where a baccalaureate degree in an approved teacher education is a minimum requirement. In New Jersey, students who complete programs approved according to the Standards of the National Association of State Directors of Teacher Education and Certification, plus supplementary State standards, receive a regular certificate in the area in which they are prepared. Teacher education programs must continue to be approved according to these high standards in order to insure that the graduates of these programs will be able to assume their roles as teachers.

All teachers are prepared for certain specializations and school levels, such as art, mathematics, elementary, etc., which means that the programs preparing these students must also be so specialized to some degree. A college or university should provide a thorough and efficient system of recruitment, screening, studies, evaluation, counseling, and field experiences to prepare a teacher at the conclusion of a four-year baccalaureate degree program. Local school districts should make provisions for continuing education of their teachers, administrators, and other staff personnel in response to their expressed needs. The State must be prepared to allocate financial support to all districts for their in-service programs. Each local district must develop its own plan for in-service education in keeping with local school boards and other prevailing policies. Every in-service plan should include representation from appropriate professional groups with the group to be served having a major voice in establishing the criteria which would include the topic(s) to be studied, length of the program, necessary resources, evaluation procedures, and other pertinent factors. The State will review, advise, and approve submitted programs according to standards developed by the State in consultation with various professional organizations. After approval the State must assist in the financing

of in-service programs according to some standard formula based on need.

In addition to the improvement of the instructional program in the schools, these in-service programs will provide teacher training institutions with necessary feedback in order for them to revise and update their undergraduate pre-service teacher education programs.

It is the strong desire of the New Jersey Advisor Council on Teacher Education that the concerns expressed in this statement be seriously considered in the definition of a "thorough and efficient" system of education for New Jersey.

Paul -
Paterson
revised

PASSAIC RIVER COALITION

25 HOLMESBROOK ROAD, BASKING RIDGE, N. J. 07920 • PHONE (201) 766-3416

Statement before the N.J. Legislature - Committee on Education,
June 5, 1974, William Paterson College, re: "Thorough and
Efficient Education" - N.J. Constitution

Betty A. Little, Director Education DIV.

The Passaic River Coalition is an urban watershed association in the most densely populated section of New Jersey and includes 112 communities and 3.5 million people. We are concerned with the total society and environment, natural and man-made with emphasis on the interrelationships especially as they relate to the socio-economic factors. Education can play a key role in developing an environmentally aware and responsive citizenry, and we have, therefore, committed our major effort to community, college and secondary school programs. Since 1970, we have been engaged in such programs in Somerset County; in 1972 through the Presidents Environmental Merit Awards Program in 23 high schools in Morris County and starting in the spring of 1973 in a multi-county program, "The Passaic River Watershed Archeological/Environmental Program No. 1 and No. 2" for high school credit and enrichment under a grant from the N.J. Council on Environmental Education. Our community efforts have been continuous, and next Wednesday, we will present a conference to explore "The Development of a Work/Leisure Ethic for New Jersey, an Industrial State" at Fairleigh Dickinson University (Madison) under a grant from the N.J. Committee on the Humanities, an affiliate of the National Endowment for the Humanities.

"Our educational System...is under attack." writes Ronald S. Barth in the forward to Open Education Re-Examined. "Schools are being challenged from all sides - students, parents, teachers, administrators and school committees. In this turbulent climate, everyone is searching frantically for new and better forms of education. This quest is especially difficult because there are almost as many concepts of quality education as there are persons in education." The protection of this diversity, however, may be the most essential part of the educational system of the future. If we recognize that of all species on the earth, man is the most varied in his talents, abilities, and interests, then we will place emphasis on "thorough and efficient" not on equal education but on quality education for all children to their highest ability so that we reach the goal set by the court of equipping "...a child for his role as a citizen and as a competitor in the labor market."

The educational climate has changed greatly since 1875. At that time knowledge was limited and the change in the quantity of information and the pace of life considerably slower. There was no need for the continuous resetting of goals. It was reasonable for the parent generation to establish what knowledge it felt necessary for the student generation and to pass on information and skills which had visible application to financial success and public recognition.

Today we live in the age of cybernetics where knowledge doubles within a decade so that conceivably not only the content but the scope of knowledge becomes more the function of a machine than a man. We find ourselves a society in transition where a vast array of new goals must be set. We are in the process of re-evaluating the work/leisure relationship, the goods versus services and experiences relationship. A time when man is faced with possibly a hundred years of living, the possibility of not one career but three, a family with few children or none and a job which requires few intellectual capacities but a leisure which requires the highest and best level. We may indeed be entering what Margaret Mead calls "figurative learning", a process by which the old learn from the young how to adapt to changing material and human circumstances.

To these changing circumstances has recently been added a recognition of environmental problems which require reorientation of the society and personal commitment on a scale not formerly known.

The recent testing procedure has been embarrassing to schools and communities and appears to criticize rather than to offer constructive support. We would favor a method of educational assessment built on longer range goals. We suggest a 3-5 year plan for achieving minimum requirements for basic skills in reading, writing, mathematics, and citizenship be established together with a program of strategies for achievement.

Initially it might be easier to define "thorough and efficient" in relation to increased money outlays or physical plant, but such an approach has been extensively criticized by such authors as Henry M. Levin writing in "Resources for Urban Schools - Better Use and Balance". Levin says, "Unfortunately, the large urban school systems have shown themselves to be incapable of building educational programs that will capitalize on the cultural attributes of minority children...a larger budget purchasing more of the same ingredients will make a larger version of the same dismal cake. There must be qualitative changes in the recipe in order to improve the quality of education for minority children." "The basic flaw of the education system", he concludes, "is that there are no incentives built into the system to satisfy social goals." As we develop better strategies for providing "thorough and efficient", we must remember first that "thorough and efficient" education differs widely for children of different backgrounds and public school education is expected to develop the talents of all children and also that involving the children themselves in educational decisions is an effective means to teach, as John Dewey has said "by doing" the meaning of citizenship.

For the first time we are beginning to deal with education systematically, viewing the family, community, formal education, quasi-educational associations, and even TV-media as a part of the educational process. We urge that there be a wide acceptance of the educational potential outside the formal classroom by the encouragement of consortium among schools to engage in special activities, the use of talented teachers on an itinerary basis, use of college-secondary school programs, and of quasi-educational association and agencies where they can provide greater efficiency.

Such study programs now used by some schools should become universal. They could be publicly and privately financed, but should receive recognition on the student's record.

During the Hearings on the Environmental Quality Education Act of 1970, participants expressed the desire for environmental education to be interdisciplinary, multidisciplinary and community oriented. Without the encouragement of outside factors environmental education has drifted into additions to the science curriculum; ecology added to biology, current events to earth science, and for the lower levels perhaps a nature trail or area to develop and study. Unfortunately, our environmental problems can only be solved when we are able to change attitudes and develop a political process which is responsive. Currently under a grant from the American Association of University Women, Education Foundation, Washington, D.C., I am conducting an opinion survey of community leaders in the Passaic River Basin. In the first 200 returns, only one person did not express support for environmental education. Only about two-thirds were willing to express an opinion regarding "thorough and efficient" education, but of those, more than half called for creating a citizenry concerned with the future.

What perhaps is more significant is the number of those who were unable to answer questions relating to governmental agencies which have direct control over their lives. Typical were comments such as "Where do I find the answer", or "I feel that I should have taken a course." Students in several high schools participated and also seemed better prepared for vague environmental problems in distant places than they were to deal directly with New Jersey problems to which they could address themselves as student-citizens. For education to become successful, funds should be made available to stimulate projects and individual teachers to provide incentives that will make possible the development of materials and skills directed towards dealing with problems on a community oriented basis - skills such as writing, public speaking, group organization, and political processes are essential to the citizen of the future and an important part of "thorough and efficient" education.

The environment of man in northern New Jersey, in an urban watershed, depends on building a sound economic structure on a narrow natural resources base. The pressures of inflation which have been particularly evident in the rapid rise in the cost of food and clothing - particularly cotton clothing, make it appropriate for government to seek every means to control its expenditures.

The Newman report addresses itself particularly to education and calls for a return to the forces of the educational market place - to the health and openness of competition, commenting that "there seems to be no historical evidence that centralization of social services results in a more effective service." Suggestions have been made that we may have come to that time in governmental expenditures particularly regarding education when

we shall have to explore a variety of methods to provide educational services if for no other reason than there may be no other way to achieve our educational goals within our financial resources.

Dr. David Mathews, president of the University of Alabama, writing in the Saturday Review/World (2/9/74) calls for a reshaping of education to respond to the coming years which he predicts will be "leaner and harsher in which initiative, creativity, diversity and even competition - may take on greater importance." We agree and we can only hope that the formulation of "thorough and efficient" will open for all students the possibility of achieving this goal in some measure.

During the Cahill Administration a Management Report was developed but like many such studies very little of its contents have been implemented. We urge that the Legislature explore these earlier recommendations regarding government efficiency, possibly utilizing the Division of Program Analysis under the Office of Fiscal Affairs to determine various methods for government to live within its present tax structure without adding to the financial burden of its industry and citizen an income tax.

The process of this reevaluation and revision must be programmed over a long-term period. We have already suggested a 3-5 year program in order to determine the definition of achievement requirements. This same time period must also be used to reorganize and make more efficient our State government operation. To add taxes without reform is fiscally irresponsible.

As a semi-private organization dealing within the public sector with a long term interest in our society, we, therefore, offer our services to this Committee to begin the formulation of a "thorough and efficient" education, a "thorough and efficient" fiscal program, and an investigation into the "thorough and efficient" and open operations of government. How do we begin?

AUG 13 1985



