

PUBLIC HEARING ON THOROUGH AND EFFICIENT EDUCATION

June 5, 1975⁴
Haledon, New Jersey
Commencing at 7:00 P.M.

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

SENATOR STEPHEN B. WILEY, CHAIRMAN

ASSEMBLYMAN ALBERT BURSTEIN, VICE-CHAIRMAN

SENATOR ANN MARTINDELL

SENATOR ANTHONY SCARDINO

ASSEMBLYMAN WILLIAM HICKS

ASSEMBLYMAN DANIEL NEWMAN

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SENATOR WILEY: It is a real pleasure to have all of you here.

My name is Stephen Wiley and I am a Senator from Morris County. I am Chairman of the Joint Education Committee. The other folks around the table here are also legislators and members of my committee.

To my left is Assemblyman Albert Burstein, who is Vice Chairman of the Joint Education Committee, which is in session here this evening.

To his left is Assemblyman Harold Martin from Bergen County. And, to his left is Senator Anthony Scardino, also from Bergen County.

To my right is Senator Ann Martindell from Ocean County and points north, now that legislative districts go across county lines.

Assemblyman Dan Newman is to Senator Martindell's right. Assemblyman Newman is from Ocean County.

And, Assemblyman Bill Hicks is close to home from this general section in Passaic.

We are one of two committees that are

1 concerned with the "Thorough and Efficient"
2 matter which is presently before the New
3 Jersey Legislature for a decision.

4 All of this comes before the Legis-
5 lature because a year ago the New Jersey
6 Supreme Court rendered a decision which said
7 that the Constitution requires that the sys-
8 tem of providing education be reexamined;
9 that a thorough and efficient education be
10 defined; and, that the funding of that sys-
11 tem of education be reexamined and the State
12 Aid Fund be changed.

13 The findings of the Court was that
14 the heavy dependence on local real property
15 and taxes was creating such wide
16 disparity, because of the different abilities
17 of the different towns to raise moneys on
18 that basis, that the State had to take a
19 larger role in funding to make it possible
20 for all districts to provide an adequate and
21 thorough and efficient education for the
22 children of New Jersey.

23 Our counterpart committee is the
24 Joint Taxation Committee, and they are con-
25 cerned with whether there shall be more or

1 different property taxes statewide or clas-
2 sified taxes or income taxes or whatever.
3 That is not our function. If you haven't had
4 a chance to speak your mind on that subject
5 to them, there are ways that that can be
6 arranged or ways that you can get in touch
7 with them.

8 What we are concerned about and what
9 we would invite your consideration and
10 opinions on, are the other aspects of it.
11 And, that is the definition of thorough and
12 efficient education and the State Aid formula,
13 the cost sharing and the full State funding.
14 In what fashion could the State allocate the
15 moneys that it has among the children or
16 among the local districts of the State?

17 We have met here this morning, as
18 many of you know, and this evening we met
19 til 6:00 o'clock. We were able to get
20 through all the witnesses except for one.
21 And, we will start with him first this
22 evening. And, then we have a list of some
23 sixteen witnesses who are scheduled for
24 this evening. I will read those so that
25 folks will know the order in which they will

1 be called.

2 We have tried to operate and have
3 succeeded largely in operating on the
4 assumption that it is important to all of
5 you to have the opportunity to speak, if
6 you want it. It is important to us to have
7 the opportunity to hear you. It is also
8 important for your fellow citizens in the
9 room to have an opportunity to hear you.
10 And, as the evening wears on, you will find
11 that some people will leave and those who
12 testify may leave. So, we don't want to
13 put anyone in the position, if we can avoid
14 it, where they are the last persons and
15 there is no one here in the audience to
16 hear their testimony.

17 With that in mind, and with generally
18 some attempt in fairness, we suggest to
19 all of you that you limit your testimony
20 to ten minutes. And, if you can do it in
21 less and summarize, that would be very
22 much appreciated. But, that is up to you.

23 The Committee members may or may not
24 have questions of you. They are free to ask
25 them. If you can answer them, fine. That

1 would be in addition to the ten minutes. I
2 will have my watch out and try to guide you
3 a little bit if we are pressing up against
4 the ten minute rule. I think if we observe
5 that, after looking at the list of witnesses,
6 we should be able to hear all of you who
7 wish to speak this evening.

8 Let me say one or two things pre-
9 liminarily: Some people understand, "Thorough
10 and Efficient" to mean what is contained in
11 the State Administrative Code which they
12 heard about, of some 300 pages in length.
13 And, so that we don't have to repeat it as
14 witnesses testify, let me say that there is
15 no official standing for that and indeed,
16 it has been withdrawn, as I understand it,
17 in its large scope. And, the State Depart-
18 ment of Education is thinking of something
19 much more limited in scope.

20 However, I repeat the point again that
21 it has no official standing. The point of
22 this Committee has been to hear all the
23 plans. We are going to hear Miss Cabany's
24 tonight, and others. We are going to hear
25 all of the plans and then do our best as

1 citizens and legislators to come up with what
2 seems best to us, and make a recommendation
3 to the Legislature.

4 There is nothing definitive as yet.
5 There are no proposals. There is the Govern-
6 or's proposal which we will hear about, and
7 the Revised Administrative Code and many
8 others. With that, let's just read through
9 the list quickly: Mr. Selby representing
10 Assembly Hollenbeck is first on the list. And
11 then comes the following: Margaret Guise,
12 Doris Cabany and Robert Stankiewicz, Mary
13 Panyko, Mr. Alfred W. Kucinski, Mrs. Catherine
14 Thibodeau, Mrs. Kathleen Golden, Mr. John
15 Bannan, Barbara and Daniel Martone, Sarah
16 Buechel, Mary Martens, Mrs. Gerald Aires,
17 Mrs. Peter Kueken, Mr. Joseph Warganz, Mrs.
18 Bianca Lehman, Mr. Herman Schmidt, Mr.
19 Charles Ehrmann, Mrs. Jerry Miraldi, Mr.
20 Charles Gray, Mr. Paul Sogorka, Susan Tovey,
21 and William Burke. Is there anyone else who
22 would like to be on the list?

23 (No response.)

24 All right, we will start then with
25 Mr. Selby representing Assemblyman Hollenbeck.

1 Will the witnesses please come down
2 to this table and use the microphone. We
3 would appreciate it.

4 Anyone who has a written statement and
5 who would like to submit that in lieu of
6 testifying is welcome to do so. Any written
7 statements, if you request it, will be made
8 a part of the Committee's records and will
9 be distributed to all the Committee members.

10 MR. SELBY: Senator Wiley, members of
11 the Joint Committee, my name is Edwin Selby.
12 I reside at 248 West Passaic Avenue in
13 Rutherford.

14 If I may, I would like to read a
15 statement for you prepared by Assemblymen
16 Hollenbeck and Visotcky, who offer their
17 regrets at not being able to do so in per-
18 son this evening.

19 "Education reform which provides for
20 a 'Thorough and Efficient' education must
21 begin with each local community. Local
22 communities through their Boards of Educa-
23 tion must take the responsibility it has
24 abrogated to the professionals. This is
25 the initial point where and how individual

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and parental rights have been lost. No educator planned to take over for parents. They instead, in too many cases, found themselves stuck with the job.

"We feel that the philosophy of community centered education is being expressed by all concerned but the shouting, the overwhelming fear, the misunderstandings and abundance of misinformation have clouded the issue.

"It is time that softer voices prevail, that all concerned begin to move forward by first agreeing that the ultimate common goal is better education for our children. It is time that the Legislature assume its Constitutional role in these matters. It is time for the State Department of Education to let people know that their primary function is to serve the state and its people. It is time that the communities realize that the education system is there to serve, that few teachers have any but the best interest of their children in mind; and that the biggest void in education today is real community participation.

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"Teachers must not fear this participation; rather they must encourage it. Where active community participation exists, it has only been successful.

"We realize the question of funding is basic, but we are here today to talk more about direction, structure and content. The question of what our education system should provide is paramount. The following is an outline of the points that we feel such a program must include:

"I. Community responsibility for local educational decisions.

"a. Elected Boards in all districts.

"b. Community review of curriculum and text material.

"c. Community review of professional qualifications.

"d. In all the above, professional input to the community should be stressed.

"II. The rights of individual parents must be protected.

"a. Parents should be able to review and question all educational material.

"b. Parents should be able to review

1 their child's personal record and receive
2 copies of the same. Such records should
3 be released accompanied by professional
4 interpretations.

5 "c. Children should not be placed in
6 special or experimental programs without
7 parental permission.

8 "d. Personality inventories, etc.,
9 should be administered only with parental
10 permission. Scores of such inventories should
11 be discussed with parents by professionals
12 whenever these surveys are administered.

13 "e. The responsibility of the parent
14 in education must be realized by the parent.
15 It must be recognized that the ultimate
16 responsibility for discipline of the child
17 lies with the parent and that if the parents'
18 failure in this or other areas of his
19 responsibility end in the disruption of nor-
20 mal educational activities for other members
21 of the community, the parent may forfeit his
22 rights in these matters.

23 "III. Regionalization of services.

24 "a. School districts should be
25 encouraged to regionalize services where

1 possible, if it will improve the educational
2 process of the child.

3 "b. How regionalized services are
4 used must be a matter of local discretion
5 and option.

6 "IV. Teachers:

7 "a. The decision about criteria for
8 teachers' credentials should be more evenly
9 distributed between the community and the
10 profession. We do not fully agree with cur-
11 rent and proposed legislation in this area.

12 "b. Some device must be enforced to
13 insure that both teachers and the community
14 meet in 'good faith' on contract negotia-
15 tions. Mediation must be neutral, but if
16 strikes are to be outlawed, the rights of
17 teachers to strive for the benefits equal
18 to the responsibility of educating children
19 must be protected in some manner.

20 "c. Teachers must be able to exercise
21 professional pedagogical decisions in the
22 classroom guided by the overriding respon-
23 sibilities of the parents and community to
24 decide which direction education will guide
25 their children.

1 "d. Teacher rights outside the class-
2 room can in no way be abridged; however, in
3 the classroom all available facts should be
4 presented on each subject covered, opinion
5 should be so labeled and opposing views
6 welcomed without penalty.

7 "e. A primary role of the teacher
8 and education should be to enable our citizens
9 to make proper decisions based upon all pos-
10 sible information. Teachers should be
11 granted the greatest latitude in bringing
12 about these ends.

13 "V. Scope of education:

14 "a. Our education system should give
15 each individual the opportunity to develop
16 to the fullest extent of his potentials.
17 This includes:

18 "1. The normal and academic education
19 of children as now constituted or in which-
20 ever way it may most effectively develop.

21 "2. Alternatives to the normal
22 milieu for those qualified, such as appren-
23 tice programs, extensive independent study,
24 schools without walls programs.

25 "3. Remedial programs to help those

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persons who are culturally or economically deprived attain a sound basis on which to learn and become self-sufficient.

"4. Special Education should be continued and expanded. It must provide for the mentally retarded, the physically disabled and the academically gifted.

"5. Vocational Education must be expanded. Vocational education should include preparing students to meet the demands of a technological society. Special emphasis should be placed upon those trades, crafts and skills without which our society could not function.

"6. Leisure Education should be stressed. Our technical society provides more and more leisure time. A population cannot exist unoccupied and alternatives to the use of this time must be constructively presented in the public schools.

"7. Continuing Education must be provided wherever possible. We have found that the quest for knowledge and the ability to learn do not end at age 18. A thorough and efficient education should be available

1 from childhood throughout adulthood.

2 "b. The State need not assume fiscal
3 responsibility for all the above programs;
4 however, it should provide the mechanism
5 through which they can exist.

6 "IV. Facilities:

7 "a. In order for the community to
8 become fully involved in local educational
9 programs, the educational facilities in each
10 community should be opened to that community.

11 This would include:

12 "1. Adult education programs

13 "2. Community aide programs

14 "3. Social activities

15 "b. Likewise education should involve
16 itself more with the community by fully using
17 the facilities available in the community
18 for its educational programs. Thus educa-
19 tion might utilize local:

20 "1. Theaters

21 "2. Businesses

22 "3. Libraries

23 "4. Museums

24 "5. Meeting rooms

25 "6. Parks.

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"c. This would in no way preclude the school from saving these facilities within the educational complex.

"VII. Future Programs:

"Despite many reports which may draw our population to make a contrary conclusion, the people of our state are, on the average, better educated than ever before; this is due to change and educational innovation. We are for change, innovation and controlled experimental programs. Such programs are important and often successful, especially when the community is fully informed and involved.

"a. Two experimental programs which have succeeded because of community input and involvement are:

"1. New Milford High School's system of modular scheduling.

"2. Newark's School within a School, a program for gifted children.

"b. The state should provide the mechanism through which experimental programs can continue.

"c. Experimental programs should keep

1 as their paramount concern the individual
2 rights and needs of students and parents.

3 "These are just a few of the points
4 which we feel should be considered in any
5 new legislation concerning education. We are
6 sure that education in New Jersey can move
7 ahead, but only through full and equal par-
8 ticipation by government at all levels,
9 trained professionals, and most importantly
10 each local community."

11 SENATOR WILEY: Thank you very much,
12 Mr. Selby.

13 That statement is submitted on behalf
14 of Assemblymen Hollenbeck and Visotcky.

15 MR. SELBY: Right.

16 SENATOR WILEY: Are there questions
17 by the Committee?

18 SENATOR MARTINDELL: It was inter-
19 esting in what you said about apprentice
20 programs. Could you expand on that a little
21 bit? Do you know of any?

22 MR. SELBY: I don't know of any at
23 this end taking place in the public schools.
24 I do know that some of the alternate
25 schools are being run privately to arrange

1 for apprentice programs with local businesses
2 and crafts areas. I would consider that
3 this would be rather easily implemented with
4 our consumer education; the vocational edu-
5 cation type of programs where the students
6 are in school half a day and work half a
7 day. Also, we have equivalency diploma type
8 programs already set up.

9 Now, such an arrangement could take
10 place in an apprentice type of situation
11 where a young person would be taken in as an
12 apprentice and also received tutoring or some
13 other night-time education. The idea of
14 expanding the ability to get on-the-job
15 training, I think, for a young person could
16 be important for those qualified.

17 SENATOR MARTINDELL: This was the
18 way children learned a century ago; helping
19 their fathers.

20 MR. SELBY: Right.

21 SENATOR MARTINDELL: And the other
22 question I wanted to know was about the
23 New Milford system of modular scheduling.
24 Could you describe that a little bit?

25 MR. SELBY: Yes. I believe it was in

1 1967 that the principal at New Milford, Mr.
2 Schneider, presented to the community the
3 idea of modular or variable scheduling which
4 breaks the daily scheduling to smaller units
5 called "modules" than the normal forty-five
6 or forty minute periods.

7 Now, this allowed two things to happen:
8 greater use of available room, plus you can
9 have a variable length class time on a par-
10 ticular day.

11 For instance, take a class including
12 lab; it could be three modes or if they were
13 twenty minutes, a full hour. Whereas, on a
14 day where it was simply straight lecture, it
15 could be two modes or forty minutes. And,
16 this could go across the board for all the
17 classes involved.

18 At the same time students were given
19 a great deal of freedom as far as choosing
20 what to do in their free time. Resource
21 Centers were set up around the building
22 where they could check in on any one of these
23 modes which happened to fall free within
24 their schedule. And, they were required to
25 be at one of these places during the day.

1 In implementing this, New Milford
2 High School sent out a vast amount of
3 literature explaining the situation to the
4 parents, explaining the goals of the program
5 to the parents of the community, and invit-
6 ing community response and participation.

7 At the same time, a full year of
8 preparation with the student body, getting
9 them ready to be able to handle this type
10 of new situation, was spent, both in school
11 and in after-school activity. So that when
12 the program was instituted, it was greatly
13 successful both in the school and very well
14 accepted by the community and it is still
15 at this point, I think, a success.

16 SENATOR MARTINDELL: Very good paper.

17 MR. SELBY: Thank you.

18 SENATOR WILEY: Assemblyman Hicks.

19 ASSEMBLYMAN HICKS: I would like to
20 say that I really enjoyed your paper and I
21 think some pertinent points were made.

22 One question under "b," "How regional-
23 ized services are used must be a matter of
24 local discretion and option."

25 By this do you mean that the State

1 should have no voice as to whether or not
2 to localize? Is this a matter for the local
3 board to decide?

4 MR. SELBY: I am sorry, Assemblyman,
5 I don't quite get your full question.

6 ASSEMBLYMAN HICKS: Do you feel that
7 regionalization is a matter for the local
8 boards to decide instead of the State or the
9 Commissioner?

10 MR. SELBY: I believe this is the
11 point that Mr. Hollenbeck and Mr. Visotcky
12 would stress; that alternately the decision
13 should rest with the local community of
14 whether to accept regionalized services
15 within their programs, based on the con-
16 siderations of what effect these regionalized
17 programs would have for their local com-
18 munity's philosophy in education.

19 ASSEMBLYMAN HICKS: It has been talked
20 about but no one knows yet, no one has de-
21 cided it yet. But, the idea that we might,
22 or that the State might, or that someone
23 might regionalize or consolidate the dis-
24 tricts so as to get a small number to better
25 service them or bring back their efficiency.

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There are about 600 school districts in the state and I am sure if this was a matter for the local boards to decide, there may be a conflict on the State level. Do you think so?

MR. SELBY: Of course, the school districts and even the municipalities at this point by the Constitution and by statute are determined by the State and given their power by the State. So, ultimately, the unit of government is determined by the State and the State Constitution.

However, Mr. Hollenbeck and Mr. Visotcky feel that the smaller unit of control that you have over your particular school, the better you will be able to educate towards each individual community's goals for its children. And, ultimately, be able to provide for what parents desire for their children.

We should remember that the children are placed in care of the schools. However, the ultimate responsibility must be that of the parents and that the smaller units will better allow the educational system to provide

1 those services to the parents. And, help
2 reach the parent's individual goals.

3 If I may speak as an individual on
4 this matter, I believe that we find often
5 the regionalized services become bogged down
6 in bureaucracy and bureaucratic demands where
7 sometimes, although we think we are saving
8 money, we might not.

9 I think that if we do enter into
10 regionalization, it must be entered into very
11 carefully and entered into with a maximum of
12 efficiency. I am not using the constitu-
13 tional term of the word, but with maximum of
14 efficiency as far as the economy of the pro-
15 grams would go.

16 For instance, in a city such as Newark
17 where I teach, there is in my mind a great
18 deal of waste because of the bureaucracy.
19 And, there is also, a great deal of aliena-
20 tion on the part of our local community and
21 a great amount of feeling of being lost in
22 the handling of bureaucracy which, I think,
23 if we regionalize in other districts, this
24 will also take place.

25 We have to be careful that if we

1 regionalize the services, we will still allow
2 the individual parents and the individual
3 communities to have the ultimate decisions
4 on what happens to their children. They are
5 their children.

6 Where we have regionalized services,
7 I think it would be of great benefit but
8 where we have regionalized decisions being
9 made, it sometimes is not to the benefit of
10 the local community and, in fact, it alienates
11 the local community.

12 As we state in here, "where the com-
13 munity is involved and fully involved, it
14 works much better." And, I can say this
15 from first-hand knowledge, in Newark, those
16 schools which have good community involvement
17 are good schools. The discipline is much
18 better and the education level is much bet-
19 ter. Where the community doesn't care, where
20 the community is lost, where the community
21 just is not involved in the educational pro-
22 cess, I think it shows up in the school it-
23 self.

24 ASSEMBLYMAN HICKS: Thank you, very
25 much.

1 SENATOR WILEY: Thank you very much,
2 Mr. Selby.

3 (Applause by audience.)

4 SENATOR WILEY: Let me, for the
5 information of those who are here and for
6 the record, highlight a proposal that has
7 been made by Senator Herbert Buehler, who
8 is a member of this Committee, and is unable
9 to be here today, and asked me if I would
10 mention it for the record. The entirety of
11 the statement has been, I believe, entered
12 into the record earlier today.

13 The statement is entitled, "Proposal
14 for a Feasibility Study to Establish a New
15 Jersey School Facilities Authority."

16 "In the current effort to comply with
17 court mandates on guaranteeing equal educa-
18 tional opportunity for all students in New
19 Jersey, much attention has been given to the
20 'thoroughness' of the system of education
21 provided. Equal consideration must be given,
22 as required in the language of the State
23 Constitution, to the 'efficiency' with which
24 the system of guaranteed educational oppor-
25 tunity operates.

1 "If the State is to provide a greater
2 share of school funding, balancing and re-
3 lieving the disproportionate burden of an
4 often inadequate property tax base in many
5 communities, it is vital that the State seek
6 to achieve the most efficient--and most eco-
7 nomical--educational systems possible con-
8 sistent with the obligation for a thorough,
9 quality program. This becomes particularly
10 critical in the areas of school construction,
11 interest rates, bonding costs, equipment
12 purchases, and similar capital expenses.

13 "Authority Proposal

14 "Therefore, the State Legislature
15 should authorize a study on the feasibility
16 of creating a New Jersey School Facilities
17 Authority. Such an Authority could provide
18 the coordinating ability of a state agency
19 and the flexibility of an independently
20 bonded public authority to assist local
21 school districts obtain necessary school
22 buildings, equipment, supplies, and other
23 services in the most efficient, most eco-
24 nomical manner possible.

25 "A School Facilities Authority within

1 the Department of Education could be similar
2 to the Educational Facilities Authority,
3 which is a unit of the Department of Higher
4 Education created in 1966 as a single,
5 central agency to facilitate the construc-
6 tion and operation of dormitories, student
7 centers, and classroom facilities at the
8 state's public and private colleges and
9 universities.

10 "Such an Authority could offer local
11 school districts:

12 "1. systematic school construction
13 services, based on standardized design com-
14 ponents and industrialized pre-assembly of
15 sub-systems,

16 "2. leasing of prefabricated, movable
17 classrooms during periods of temporary higher
18 enrollments,

19 "3. cooperative mass purchasing
20 facility components, equipment, and supplies,

21 "4. cooperative sharing of heavy
22 maintenance services and equipment,

23 "5. centralized computer services
24 for business, scheduling, planning, evalua-
25 tion, and other district data processing

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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

1 advocated by the Department of Education and
2 inherent in such State financing plans as
3 the proposed 'shared cost' approach, school
4 districts should be free to seek their own
5 construction and supply sources. Where a
6 local school district is not in a position,
7 however, to obtain bids on construction and
8 other supply services lower than the pre-
9 vailing rates offered through the Facilities
10 Authority, then the Commissioner might insist
11 that the district participate in the 'effi-
12 cient system' offered by the Facilities
13 Authority."

14 SENATOR WILEY CONTINUING:

15 Then it had a section on "building
16 needs" and the fact that there are building
17 needs throughout the State. And, then it
18 has a section on "Bond pooling" which sug-
19 gests that the present system under which
20 the school debt is issued district by dis-
21 trict has some elements of inefficiency;
22 that it might be better to pool the effort
23 on the state level and that facilities for
24 it could also provide other services in the
25 capital needs area.

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This is just a proposal by one individual who is a member of the Committee and may take the form of a legislative suggestion at some point.

At Senator Beuhler's request, I have brought it to your attention. It is available in its full text for anyone who might like to have a copy.

The next witness is Margaret Guise.

MRS. GUISE: Thank you.

I know that you said there have been revisions made. I am not aware of the revisions, so if what I oppose has been deleted from the revisions, just say, "Shut up" to me.

SENATOR WILEY: I will try not to say that.

MRS. GUISE: I would like to express my opposition to the T & E Report and also to the State income tax it will necessitate. Thousands of dollars will be spent each year on salaries for new and unnecessary administrators rather than on improving the education of our children.

The T & E will give the State Board

1 of Education the power to establish addi-
2 tional EIC Centers which will cost us an
3 astronomical sum of money and which pro-
4 vides questionable experimental programs for
5 our classrooms.

6 We do not need these experimental
7 educational centers to test their innovations
8 on our children. With few exceptions, the
9 aim of these so-called improvements is the
10 changing of my child's attitudes and values.

11 I refer specifically to the use of
12 CBRU's which come out of the Educational
13 Improvement Centers. Of the 41 CBRU's I have
14 examined, 22 deal with some type of social
15 behavior.

16 As a responsible parent, I am per-
17 fectly willing to teach my children proper
18 social behavior. In fact, I insist upon
19 that right. It is my opinion that we do not
20 need any part of this T & E Report as I do
21 not believe it will help to better educate
22 the children in New Jersey's schools but
23 will, in fact, hinder any chance they may
24 have at all of getting an academically sound
25 education.

1 SENATOR WILEY: Any questions by the
2 Committee? Assemblyman Hicks.

3 ASSEMBLYMAN HICKS: Mrs. Guise, what
4 do you offer instead?

5 MRS. GUISE: What's wrong with the
6 education the way it was when I was in school?
7 We didn't have the EIC Centers. We didn't
8 have social subjects behavior, and that type
9 of thing.

10 (Applause from audience.)

11 I wasn't taught mental health in
12 school. I mean, I didn't think I was a nut.
13 I came out of school pretty well educated
14 without that.

15 ASSEMBLYMAN HICKS: I mentioned
16 earlier that -- you know, you didn't have
17 Social Security. You didn't have a lot of
18 things that you have and need now. It is
19 understood.

20 MRS. GUISE: Yes, but everything new
21 is not good.

22 ASSEMBLYMAN HICKS: All I am saying
23 is that if you take things away, you need
24 something in its place; something equally
25 good.

1 MRS. GUISE: I think you are taking
2 something out and putting this in, though,
3 rather than teaching subjects that they used
4 to teach, they are teaching too many new sub-
5 jects which teach nothing.

6 ASSEMBLYMAN HICKS: I don't know what
7 you're for. I know what you're against, but
8 I don't know what you're for.

9 MRS. GUISE: I am for education without
10 these experimental programs that concern
11 social behavior. That is what I am for;
12 basic education.

13 (Applause from audience.)

14 SENATOR WILEY: Senator Martindell
15 and then Assemblyman Newman.

16 SENATOR MARTINDELL: My impression
17 from listening to testimony from the Educa-
18 tional Improvement Center and I have not
19 visited one. I have not seen the program.
20 But, my impression of the one in South
21 Jersey that has been going for five years
22 is that they never initiate a program in a
23 school district. They are asked by a dis-
24 trict to provide it. So, then, the respon-
25 sibility is in the school district.

1 MRS. GUISE: But what are they going
2 to do with all those Educational Improvement
3 Centers?

4 I, myself, would never ask for any-
5 thing out of them. I have seen what comes
6 out of them. What are they going to do with
7 them?

8 I mean, they cost a lot of money and
9 they built them. And, the programs that
10 come out of them have nothing to do with
11 arithmetic or anything else; arithmetic,
12 geography, history, nothing. It is all
13 social behavior. It is all mental health.
14 I don't care for anything that comes out of
15 them.

16 SENATOR MARTINDELL: They were never
17 imposed on anyone.

18 MRS. GUISE: No, they haven't been,
19 but if no one ever asked, what are the plans
20 for the EIC Centers?

21 If you left it up to the parents, I
22 am sure they wouldn't ask for this.

23 ASSEMBLYMAN NEWMAN: One question:
24 You indicated in your testimony and, obviously,
25 you read the original document that even

1 though the Senator did indicate to you and
2 rightfully so that the document has no
3 official standing, but obviously, you read
4 it. You said one thing that interested me
5 though. Out of all the witnesses we have
6 heard over the past six weeks, none has ever
7 said it before. You said that none of it is
8 any good. And, I don't really think you
9 meant that. Did you? That is my question.

10 Out of all you read in that document
11 suggesting improvements to education, and I
12 am not asking you to support or disapprove
13 of the document nor am I doing that, but
14 didn't you see anything in there that would
15 benefit education?

16 MRS. GUISE: Obviously, I am not an
17 expert on education. But, I really don't
18 see how it will help. To me it seems like
19 an awful lot of money and it doesn't seem
20 like it will help.

21 ASSEMBLYMAN NEWMAN: The answer to
22 the question is?

23 MRS. GUISE: In my opinion, I do not
24 think anything of it, no.

25 Thank you.

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SENATOR WILEY: Any other questions?

(No response.)

Thank you very much, Mrs. Guise.

(Applause from audience.)

SENATOR WILEY: Doris Cabany and
Robert Stankiewicz.

Miss Cabany has testified before.
Miss Cabany and Mr. Stankiewicz, we are
happy to have you with us. And, in Miss
Cabany's case, back with us.

You promised us a proposal and now
you have it. Welcome.

MISS CABANY: Thank you.

MR. STANKIEWICZ: Thank you.

I am Robert Stankiewicz. I am a parent
and a taxpayer and the Elmwood Park repre-
sentative of Masto. I am sure you gentlemen
have all heard of our organization.

I am an ex-Board member serving in
Elmwood Park. I have served for six years.

Ladies and Gentlemen, you and I are
the State of New Jersey. You who repre-
sent me do not give me the power to educate
my child. I and other citizens like you
and others give you some of this responsi-

1 bility. However, in giving the State a role
2 in this task, we have not given up our rights
3 or responsibilities to educate our children.

4 We hear much about our Constitution
5 and the fact that the people of New Jersey
6 have approved it. In fact, the people of
7 New Jersey in approving it were passing on
8 what was not that which is now being inter-
9 preted by the Judge.

10 We see the State Department of Educa-
11 tion through its much hidden report of
12 thorough and efficient education taking away
13 much of the local control which has made the
14 very system to which we point with pride.

15 I ask you to ask yourselves, when
16 was the last time anyone who is not in the
17 State Department of Education asked you
18 to reduce the number of school districts
19 within New Jersey?

20 What community or communities have
21 come to you and pressured you to do this?

22 What majority of constituents have
23 come to you and said, "Six hundred districts
24 are too much in New Jersey"?

25 Yet, in T & E the State Department of

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Education is supposing a whole department based on becoming regionalizers and district reducers.

In T & E by the State Department of Education, we see the taking away of local control by such changes as proposed in their 6273.2. One of the passages reads, "The educational proposal shall be adopted annually by the Board of Education" -- shall be adopted annually -- "shall include activities for which the school is responsible; shall be developed by the staff and other such items as complying with other items of the law."

It sounds good. It sounds logical.

Gentlemen, one of the proposals developed by my staff last year was that we would have one secretary for every five teachers. Is that what you meant by good education? I doubt it. I don't think you really know what all the demands are being made upon local boards of education and that a proposal developed by the staff and having to be passed by a board of education, is financially ludicrous.

1 The people must have ultimate control
2 of this system.

3 You have other bills such as 1087
4 which removes the public from all processes
5 in the first process. That is, control of
6 public employment. Once again, the State
7 Department saying, "Yes, we want more
8 local involvement." But the piece of paper
9 comes out taking away local involvement.

10 This Bill must not be passed in its
11 present form.

12 In T & E we have items such as teach-
13 ing a child in his native language until he
14 can function in English; a commendable idea,
15 a commendable practice. And, one that should
16 be put in in any district where a child can-
17 not function in English. But, in T & E we
18 would be mandated to continue this person's
19 native language throughout his school career.
20 This is ludicrous in a country and a state
21 where the language is English.

22 (Applause from audience.)

23 I would be mandated to have in-service
24 training programs for the staff. In my com-
25 munity we do engage in some of this activity.

1 But, under a mandated program, when would we
2 put it in? Would it be during the school
3 hours taking more time away from education?
4 After school hours?

5 When we hire an employee who comes to
6 us with acceptable credentials and a four-
7 year college degree, am I required to further
8 educate him?

9 Our laws state that we will educate
10 people in the State from ages 5 through 20.

11 My children learn best by having a
12 curriculum and staff employed, instituted,
13 and audited by local parents.

14 The large urban areas, as we have
15 witnessed in New York, are moving towards
16 decentralization and more local control and
17 involvement. In New Jersey, this in the main
18 was accomplished by elected school boards.

19 Please note that in no cases those
20 districts receiving the most State aid are,
21 one, large, and two, that those were appointed
22 boards of education. And, in all cases, these
23 districts have expended more funds and I
24 repeat, more funds, than any of the dis-
25 tricts throughout the State that have higher

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marks.

Therefore, the premise that, "dollars and education" is put to rest. We cannot find five educators across the State to come to any agreement on the relationship of money to education.

I ask you to reject the State Department of Education's T & E definition and propose a system which will be expounded upon by Miss Cabany. And, I suggest to you that if a system in New Jersey was failing and we expended one-tenth the leadership that we have put forth to push this tax program, that it would be a very short time before that school district would be turned around and turned into an ideal situation.

The parents in my community want to retain the present process control, and to enhance them with additional parental rights legislation.

Thank you.

(Applause from audience.)

SENATOR WILEY: Thank you.

Miss Cabany.

MISS CABANY: Thank you, sir.

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Members of the Committee, I thank you for the opportunity to appear here and preface my remarks with the hope that what we are looking for in New Jersey is a system of free public schools that educate.

(Applause from audience.)

I wish you wouldn't because this is quite lengthy and I don't want to be here for three hours talking to myself.

SENATOR WILEY: If you could hold your applause until this is over, that would be acceptable.

MISS CABANY: This program is presented by The Citizens for Home Rule and Education Coalition, including the State-wide Masto groups, the Care Group from Point Pleasant, and the New Jersey Action Committee on Education, the Concerned Parents of Mahwah, the Nutley Parents and Taxpayers Association, and parents groups and associations state-wide.

Our information comes from participation by people in meetings where we have discussed education. This is truly a parental proposal. A lot of our information comes from

1 Cupertino, California, Pasadena, California,
2 the Council for Basic Education in Washing-
3 ton, and the powers of the State Department
4 which funds and promulgates a basic education
5 course.

6 "The Academics-Plus Program is postu-
7 lated on the belief that the major role of
8 the school is to provide children with the
9 basic academic tools they will need to become
10 productive, responsible citizens in a free
11 and competitive society. The program recog-
12 nizes the importance of other aspects of a
13 child's development but asserts that limita-
14 tions of time prevent the school from achiev-
15 ing satisfactory results in so many areas.
16 It places a greater responsibility on the
17 parents to develop individual personal growth
18 and responsibility in their children and re-
19 quests of the school emphasis on seeking
20 proficiency in academic skills. While many
21 teachers in the district already follow these
22 guidelines, this program provides continuity
23 throughout the elementary school years.
24 Specific goals and curriculum are defined
25 at each grade level. The teacher sets the

1 pace and content of material to be covered,
2 based on the belief that most children are
3 too inexperienced to know what they need to
4 learn.

5 "The following points explain how
6 the program is implemented in the classroom:

7 "I. Heavy emphasis is placed on the
8 three R's, including composition skills, as
9 well as a solid curriculum in science,
10 history, and geography. Enrichment subjects
11 are taught, but the basics receive priority.
12 Students are expected to do work neatly,
13 properly, on time and will resubmit work when
14 needed.

15 "II. Skill subjects necessary for
16 fluent work at subsequent learning levels
17 receive the repetition, review, and drill
18 which are basic to their mastery.

19 "III. Classes are composed of varied
20 ability groups. Integrating ability levels
21 gives children an honest appraisal of their
22 own abilities as well as an appreciation of
23 the abilities of other children. All of the
24 children benefit from interaction with a
25 wide variety of their peers. The average

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and lower children need the spark given to a class by good leaders. Children with high ability need the chance to practice leadership roles in a realistic setting.

"IV. Whole group interaction in an orderly situation is the norm. Except in reading and possibly math, the class usually works together under the direction of the teacher. The teacher encourages participation from the students through questioning and class discussions. Individuals are not neglected, but individual attention starts in and grows out of work being done by the group. Contracts are not used as the instructional tool for a subject but may be offered to some students as enrichment material.

"V. The classes are conducted in separate classrooms with one teacher responsible for the students. Some exchanging of classes occurs at the option of the teachers in order to utilize their special strengths. This usually involves enrichment subjects such as art, music, and physical education. Occasionally a child with a

1 special need spends one period a day in
2 another classroom.

3 "VI. When needed, the program uti-
4 lizes the school supporting services such as
5 speech teachers, teacher-counselors, nurses,
6 psychologists, and ELP services.

7 "VII. The major responsibility for
8 student behavior lies with the parents. In
9 the classroom, discipline is firm but no
10 stricter than necessary to maintain a good
11 learning situation. Sensitivity to the
12 student's feelings with recognition of his
13 individuality can be maintained along with
14 firm discipline.

15 "VIII. Since research has indicated
16 that there is a direct correlation between
17 students' attire and their classroom behavior,
18 attitudes, and achievement, a dress code is
19 enforced. Children come to school neat,
20 clean, wearing shoes, and with their hair
21 out of their eyes. Current styles are
22 expected but clothing should be appropriate
23 to the school situation.

24 "IX. Homework is assigned at the
25 discretion of the teacher. When assigned,

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it is meaningful and realistic. Drill in fundamentals can be a feature, but unproductive busy work is not assigned.

"X. Parents are expected to cooperate with the school in the areas of dress, discipline, and health habits (adequate sleep and nutrition). Parents encourage children to take responsibility for their own homework. If this is not successful, they agree to see that the homework gets done by the child. Parents may be expected to help in drill assignments or by listening to oral reading practice by their children. Religious and moral training is the responsibility of the parents. Teachers re-enforce moral values but refrain from indoctrination in the political or religious areas.

"Parents should feel free to confer with the teacher at any time on any subject concerning the child. If you have a problem, please call the teacher for an appointment.

"XI. Testing is by standardized tests at the beginning and end of each year. In addition, teacher-made tests, end-of-unit, end-of-book, and OEC tests are used so that

1 both teachers and parents know where the
2 children are in their academic development.

3 "XII. Parent reporting is by report
4 cards using letter grades in academic areas
5 and the O-S-U system in effort, work habits,
6 and citizenship. There is a parent con-
7 ference in November, plus any other con-
8 ferences desired by parent or teacher."

9 "We propose the establishment of a
10 program for education in New Jersey which
11 will insure that each child in this state
12 receives the educational opportunity guaran-
13 teed by the Constitution of the State of New
14 Jersey.

15 "We believe that the primary duty of
16 the public schools should be to prepare
17 children for a productive life as responsible
18 citizens in a free and competitive society,
19 and to give them the basic tools they will
20 need whereby they can continue to learn.

21 "We believe in teaching them to
22 read, write, speak, spell and compute accu-
23 rately and effectively, to know and under-
24 stand our history, heritage and governmental
25 structure, and to reason in a logical and

1 objective manner. Competence in these
2 fundamentals must be achieved at the earliest
3 possible grade to allow time for expansion of
4 these subjects and of others now considered
5 as enrichment.

6 "We believe in challenging each child
7 to do his best by requiring that his work be
8 done properly and on time, and corrected in
9 order that his final exposure to each subject
10 area be one of success and satisfaction.

11 "We believe in reinforcing parental
12 teachings of citizenship, discipline, re-
13 spect and personal responsibility.

14 "We believe in reporting to parents
15 accurately and comprehensively, in writing,
16 the child's progress against a measurable
17 set of standards (Academic performance objec-
18 tives) and against class average.

19 "We believe in teaching of all sides
20 of controversial issues fairly and completely.

21 "We believe in eliminating group
22 labeling and stereotyping.

23 "We believe that children learn best
24 in a structured environment.

25 "We believe that children are happiest

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when they can see measurable progress in themselves.

"We believe that children need the thrill of competition with one another and against measurable standards.

"We believe that children need to overcome frustration and occasional defeats and to grow successfully from their frustrations and defeats.

"We believe that children are capable of learning more and at a more rapid pace than others and should be given the opportunity to do so.

"We believe that children are easily distracted by the unstructured classroom in which people move in various directions and are involved in a wide variety of simultaneous activities.

"We believe that children have better natural learning experiences in a structured classroom with a good teacher.

"We believe that parents should not have to put their children into private schools in order to give them the basic academic education that the Constitution

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guarantees them. High quality and standards are a mandate of that Constitution.

"We believe that parents have the right to expect that their children will not be made the subjects of experimentation without their consent.

"We believe that parents have the right to expect that the public schools will give their children a firm grounding in fundamental subjects upon which the students can build the rest of their lives.

"We believe that parents differ as to what they want their children to learn in the public schools, but that there is a significant number who wish their children to receive a higher level of preparation in the basics than is currently being offered in this state. (They are more concerned that their children be given this preparation than that an inordinate amount of time be spent on becoming 'well adjusted' or 'getting along with others'.) Most parents would rather that their children learn to be independent rather than interdependent.

"We believe that parents have the

1 right to expect that their children will not
2 have to have the progress of education inter-
3 rupted at the high school level by being
4 required to take remedial math or reading.
5 We believe that proven and realistic teach-
6 ing methods will preclude this type of
7 remedial work at the high school level.

8 "We believe that parents have the
9 right to live their own lives secure in the
10 knowledge that the public schools, to which
11 they have entrusted their children's educa-
12 tion, and for which they are paying through
13 taxes, will do a satisfactory job of imparting
14 that education without the direct involvement
15 of the parent being needed as a 'watchdog'
16 or as an assistant to the teacher.

17 "We believe that parents have the
18 right to insist that the reporting system
19 used by the school and the teacher gives them
20 an accurate, complete and factual measurement
21 of their child's progress against a measur-
22 able set of standards, including letter
23 grades.

24 "We believe that learning can be
25 accomplished best in a structured classroom,

1 and that this type of classroom need not be
2 antithetical to the development of a 'positive
3 self-concept' or 'self-esteem'. Expected
4 standards and schedules are consonant with a
5 child's sense of security which is a vital
6 part of the development of a good self-
7 image.

8 "We believe that learning must be
9 accomplished, if children are to assume a
10 productive place in a modern world, and can
11 best be accomplished in an orderly and
12 organized atmosphere.

13 "We believe that an atmosphere which
14 is warm and friendly, but which provides a
15 structured and positive approach to the busi-
16 ness at hand, is most conducive to learning
17 for children.

18 "We believe that an atmosphere which
19 is constantly challenging to a child's de-
20 sire to excel and to learn becomes an excit-
21 ing and interesting experience and is con-
22 ducive to success in school.

23 "We believe that schools have the
24 right to institute a reasonable dress code,
25 deportment, and discipline. (We feel there

1 is a direct correlation between inappropriate
2 dress appearance and a student's work habits,
3 self-esteem and attitude towards learning.)

4 "We believe that schools should
5 make these rules known to children and par-
6 ents.

7 "We desire that our children gain a
8 firm grounding in basic subjects and enrich-
9 ment areas at the earliest level possible in
10 the elementary school so that their oppor-
11 tunities for further learning in the high
12 school and college or career education are
13 enhanced.

14 "Areas we wish included in the cur-
15 riculum would include, at appropriate levels:
16 reading, writing, spelling, speech, composi-
17 tion, grammar, arithmetic (through fractions
18 and decimals and beginning algebra before
19 the seventh grade level), history, geography,
20 government and economics, art, music, drama,
21 physical education, physical fitness, science
22 (physical, biological and ecological),
23 library use and research skills, and other
24 subjects which may, from time to time, be
25 considered beneficial to the children by

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teachers and parents.

"We believe that the Principal can have a profound effect on the success of any educational program. We would like Principals to have a sincere belief in this type of education, who would work together with parents and teachers to attain the common goal of education. We would expect him to be fair, honest and friendly, while affording firm and consistent leadership for teachers and students alike. We desire that he lend his support, interest and encouragement on the basis of honest communication.

"We would want teachers who would want to participate in this type of education. We expect and welcome the full participation of teachers in curriculum planning. Teachers should be capable of commanding respect and attention from students by their ability and warmth, rather than by fear, force or bribe. We would want them to be people that children can look up to because of the positive example they set for them in attitude, ability and deportment. We would want teachers of various ethnic and

1 cultural backgrounds who could impart to
2 the children a respect for peoples of various
3 cultures and backgrounds on a natural and
4 reasonable basis.

5 "A committee, consisting of parents
6 and teachers involved, should be established
7 at the beginning of the school year with no
8 appointed members, all volunteers. The
9 purpose is to establish and provide a con-
10 tinuity of implementation and assessment of
11 the curriculum.

12 "Parents should be available upon
13 request of the teacher for consultation, and
14 as resource persons. They should be expected
15 to back the faculty in any extracurricular
16 activities within a reasonable scope of the
17 curriculum. They should not, however, be
18 expected to be involved in the classroom
19 teaching on a regular basis.

20 "The schools should meet the standards
21 set for safety for all school buildings in
22 the state.

23 "Equipment should be only the normal
24 equipment that is available now in the
25 schools of the state.

1 "The school would operate at the same
2 daily schedule and calendar for the year as
3 is currently practiced in the state.

4 "The same teacher-pupil ratio would
5 apply.

6 "The State Code would be followed as
7 far as the law is concerned, except that the
8 'Our Schools' goals would be limited to
9 academic subjects and strong parental rights
10 would prevail.

11 "Because of the fact that some of the
12 children may initially need help to catch up
13 to the curriculum goals for their particular
14 grade level, assistance of reading or math
15 specialists in the initial months of the
16 operation of this program. This determina-
17 tion, and requests for assistance, should be
18 made by the teacher and the principal. In
19 cases where the child cannot attain grade
20 level, the decision of whether or not to
21 hold him back shall be a joint one of teacher,
22 principal and parents. The concept of social
23 promotion because of chronological age only
24 should be carefully and individually
25 evaluated."

1 The transportation, etc., would be
2 very similar to what it is now, except there
3 would be very little regionalization at all.

4 I would skip the next several pages.
5 Nine and ten are simply short statements of
6 the previous remarks.

7 Pages eleven through, I believe,
8 eighteen, are samples of curriculum. I
9 would like the gentlemen of the Committee to
10 take a look at this since this is very similar
11 to the Cupertino of California and other
12 school systems, what they are currently
13 using now. And, if you will notice, our
14 children in any type of interstate testing
15 would find themselves in fair trouble,
16 especially as you get up to the sixth grade
17 level and see the completeness of the basic
18 education.

19 The only point I would like to make
20 on page seventeen is that, "The A-Plus
21 Schools will encourage pupils to participate
22 in their own learning through both teacher
23 instruction and teacher-class discussion of
24 subject matter and/or ideas as well as
25 written work.

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"We do not assume that all children are self-motivated nor that they necessarily want to learn that which they need.

"We believe that most children like and/or need direction, instruction, class-teacher interaction, supervision, due dates, grading of work, and follow-up.

"We place emphasis on curriculum guides for the teacher, curriculum content for the class, and mastery thereof for each student.

"It is not enough for the pupil to 'compete with himself'. It is good for him to attempt to better his own record, but he also needs to become aware of the accomplishments of others in his class and grade level, both inside and outside the school, the district and the state.

"We believe that conferences are enlightening and comments are helpful, but that parents and children like also to be able to see at a glance the marks of progress; meaning letter grades.

"Each teacher shall endeavor to impress upon the minds of the pupils the principles of

1 morality, truth, justice, patriotism and
2 a true comprehension of the rights, duties
3 and dignity of American citizenship including
4 kindness toward domestic pets and a humane
5 treatment of living creatures, to teach them
6 to avoid idleness, profanity and falsehood
7 and to instruct them in manners and morals
8 and the principles of a free government.

9 "We maintain that the school has the
10 right for dress code. We will expect full
11 cooperation from the parents in this regard.

12 "The teacher's responsibility is to
13 impart knowledge of specific subject matter.
14 Personal problems of the child are the respon-
15 sibility of the parents. The teacher needs
16 to be understanding, but needs to retain the
17 children's respect by maintaining her role as
18 an adult and not as a peer. We would expect
19 that as a professional he/she would keep
20 his/her private life out of the classroom.

21 "We would like to have teachers who
22 would personally desire to teach in this
23 type of classroom. We expect and welcome
24 full participation of teachers in the cur-
25 riculum planning. Such teachers should be

1 capable of commanding respect and attention
2 from students by their ability and warmth,
3 rather than by fear or force. We would ex-
4 pect that they be people that the children
5 can admire and look up to with respect be-
6 cause of the positive example they set for
7 them in attitude, ability, and deportment.
8 We would welcome teachers of various ethnic
9 and cultural backgrounds who could impart to
10 the children a respect for peoples of
11 various cultures and backgrounds on a natural
12 and reasonable basis."

13 I know this is not a Funding Hearing,
14 but I will go into that in a few moments.

15 What I would like to hit on most
16 strenuously now, is how. How do we accom-
17 plish this?

18 "The urgency of local control of
19 education is proven by the lack of success
20 in huge, monolithic centralized school dis-
21 tricts of the urban areas. We therefore
22 suggest the following plan.

23 "Local School Boards: All schools
24 are to be under the control of locally
25 elected school boards. These boards are to

1 have complete control of the schools in every
2 area as long as the children of that area
3 attain and maintain the level of expected
4 education. The local boards are to be re-
5 sponsible to the local electorate and to the
6 State Board of Education for academic
7 achievement. The process of education is to
8 be left to that local board as long as the
9 results show that the children are receiving
10 an equal educational opportunity. The local
11 board will bear the responsibility for the
12 completion of prescribed courses of instruc-
13 tion and may be removed if they fail in this
14 endeavor.

15 "In all areas, each high school and
16 its sending schools shall constitute a school
17 district. This will end the appointed board
18 situation and give the urban parents and tax-
19 payers control of the educational process.
20 The greater involvement will tend to allow
21 those with knowledge of the particular prob-
22 lems of any given area more control over
23 that area.

24 "The County School Boards Association
25 shall be composed of one member of each local

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board, chosen by that local board.

"The Executive Board or Committee shall be composed of seven members chosen by the members of the County School Boards Association. They shall serve for a term of one year.

"County School Board: The County School Board shall be chosen by the Executive Committee of the County School Boards Association and confirmed by a two-thirds vote of the representatives of that organization.

"The County School Board shall have the responsibility of the Vocational Schools of that area. They shall be responsible to the local boards of education through the County School Boards Association and to the State Board of Education for the academic achievement and career and vocational training of the children. They will also be subject to removal if they cannot or will not repair deficiencies in the educational processes of the vocational schools.

"The County Superintendent shall be screened by the Executive Committee of the County School Boards Association and confirmed

1 by a two-thirds vote of the representatives
2 of those local boards. This would insure
3 that the person chosen for this position
4 would be aware of the problems of the area.
5 It would also make that person accountable
6 to the local boards of education and through
7 them to the local electorate.

8 "State Board of Education: The State
9 Board of Education should be elected by the
10 vote of the people. This would serve to
11 remove the taint of political patronage from
12 the position. The Board should consist of
13 21 members, one elected from each County.
14 The term of office should be three years.
15 The salary should be an amount to include
16 only the expenses of the members, this to
17 keep the position from becoming a 'political
18 plum'. There would also be certain re-
19 quirements for the position and these I will
20 list:

21 "1. No member of the State Board of
22 Education may be an elected official in any
23 other capacity.

24 "2. No member of the New Jersey School
25 Boards Association may serve on the State

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Board of Education.

"3. No member of the New Jersey Education Association or the National Education Association may serve on the State Board of Education.

"4. No officer or trustee of any union may serve on the State Board of Education.

"5. No officer or trustee of any foundation-funded group or organization may serve on the State Board of Education.

"6. All members of the State Board of Education must be residents of New Jersey for at least five years.

"We feel that the above regulations will serve to make the State Board of Education exactly what it should be and not the mouth of any particular organization or pressure group. This could only help the educational process in New Jersey to become truly the equal process it is supposed to be.

"The same funding policy would be used for vocational and career education as for the academic. The reason for this increase in cost over the amount spent now and recommended by the Department of Education in

1 their recent publication is for increased
2 emphasis on the academics in these areas of
3 education. The same state-wide assessment
4 tests would be used in these schools and the
5 children would be expected to compete favor-
6 ably with the children in the academic pro-
7 grams. We feel that this would see more of
8 the young people entering the vocational and
9 career education fields. Our vocational
10 schools would no longer be what they are in
11 many areas now, the depository for the non-
12 academic child. This is an urgent require-
13 ment because of the Supreme Court decision
14 which mandates that the child receive an
15 education that allows him to become a 'com-
16 petitor in the labor market'. There is no
17 way that a child can compete if he is unable
18 to read, write or calculate.

19 "In interviewing prospective employers
20 for vocational and career education graduates,
21 we found that most of them are not content
22 with the training the students are receiving
23 in either the vocational or academic area.
24 In many cases the knowledge of how to use a
25 ruler is missing, in others the complaint of

1 inability to spell and, most serious, the
2 major complaint, the graduates cannot read
3 well enough to follow the most basic instruc-
4 tions. This situation must be attended to.
5 We, therefore, suggest remedial reading and
6 math courses for any who are in need until a
7 program of basic education solves the problem.
8 We further suggest that the basic high school
9 curriculum be mandated for all students.
10 History, math, English, etc., must be stressed
11 in order for the child to compete with others
12 in the work force.

13 "We further believe that the voca-
14 tional subjects be taught by professionals
15 in each particular field. We suggest that
16 the instructors be sought from the ranks of
17 the unions and professional groups connected
18 with the various fields."

19 Well, that is about it on education
20 except when we get back on the other area.

21 The basis for the entire thing, of
22 course, is the Court mandate and under the
23 funding aspect we would just like to submit a
24 proposal that we have here. And, it is on
25 page nineteen.

1 "The basic cost of education should
2 lie somewhere between the enormous costs of
3 funding in some areas and the amount spent
4 in some of the less affluent areas. These
5 costs, however, should cover the amount spent
6 on education, not the costs of recreation,
7 vacation or experimentation. The adoption of
8 the above resolution would mean huge savings
9 to the taxpayers in education costs since the
10 population paying for the schools would know
11 just what they were paying for.

12 "The former Acting Commissioner of
13 Education, Dr. Kilpatrick, stated that the
14 amount of \$1200.00 was needed to educate
15 each child in the state. We would use this
16 figure on the basis that he should have had
17 at his fingertips the information needed
18 to confirm his statement."

19 This would be raised by the local
20 districts in almost every case. The regular-
21 taxable property limited, lower socioeconomic
22 area, equal valuation per pupil under
23 \$40,000.00 which would naturally raise a
24 lesser sum and the balance to be given to
25 that area by the State on a per-child basis

1 since we are talking about children and not
2 money or ratables or dropping taxes.

3 Handicapped children, of course, would
4 require more funding and the additional in
5 both areas would come from the State. In
6 our particular figures here, \$300.00 from
7 the local level and \$700.00 in the lower
8 socioeconomic areas.

9 The educationally deprived must also
10 have available funds for them that are not
11 necessarily, perhaps, for the other children.
12 So, we have just taken a figure here that
13 we got out of a book somewhere, I guess, and
14 come up with something else.

15 Wherein, the area 2 group, which is
16 the equal low evaluation per pupil, or the
17 lower socioeconomic area would again always
18 raise that basic \$1,200.00 or our figure
19 here is \$800.00. But, it would always be
20 raised by the local level no matter what.

21 The difference then would be raised
22 by the state. The regular ability to tax
23 based on prior commitment, affluence of
24 community or ratables, we feel that this
25 is a particularly important point; that areas

1 that are able to raise the funds must do so.
2 We cannot subsidize the Ridgewoods or the
3 Franklin Lakes or, indeed, I must say, the
4 Carlstadts, which is where I come from. We
5 cannot afford to subsidize them any more.
6 We must subsidize the areas that are in
7 need.

8 "The costs of educating all the
9 severely handicapped or those needing special
10 education because of a medical handicap should
11 be borne by the State. This would serve to
12 ensure that those of this classification
13 would receive all the proper attention neces-
14 sary to their particular needs. This would
15 include all the proper facilities.

16 "The funding of the school system in
17 New Jersey is a matter that must be decided
18 upon immediately. We suggest that the
19 immediacy of the problem should not lead
20 us down any but the most sensible of paths,
21 however. The only way to ensure that each
22 child in this State receives the equal edu-
23 cational opportunity mandated by the Supreme
24 Court and by the conscience of a concerned
25 and aware populace, is to propose legislation

1 for a dedicated tax for education. In this
2 way only can this mandate be met. In this
3 way only can accountability in fiscal matters
4 be attained. The problems surrounding a
5 dedicated tax are nothing when compared to
6 the problems surrounding education where
7 there is no accountability.

8 "The most blatant example of this is
9 that areas having little or no need of
10 additional funding are receiving thousands
11 of dollars for the implementation of experi-
12 mental education while severely distressed
13 areas receive little or nothing. This situa-
14 tion should be stopped. The Federal and
15 State money invested in education should
16 go to the areas most in need. A dedicated
17 tax would insure this. The funding would
18 be controlled by the State Board of Educa-
19 tion, the Commissioner of Education and the
20 Chancellor of Higher Education. This would
21 serve to insure that the available funds
22 went where they were most needed for edu-
23 cating, not to areas willing to install
24 experimental unproven ideas just to obtain
25 money.

1 "We would suggest that the dedicated
2 tax be composed of the following: The Sales
3 Tax Revenue, \$681,987,900.00; The Lottery,
4 \$54,000,000.00; Parimutuel Revenues,
5 \$40,352,000.00; Corporation Business Tax,
6 \$249,642,000.00; Total, \$1,025,981,900.00.

7 "The amount listed above added to the
8 Federal money coming into New Jersey should,
9 with the local payments, cover completely the
10 costs of education. This amount is very near
11 the amount shown to be spent now. The only
12 difference is that under the proposed sys-
13 tem of education in this presentation and
14 the added accountability factors it would be
15 sufficient to meet the Court mandate.

16 "These funds can be raised by several
17 means, including a property tax, school tax
18 or funding under the recreational program of
19 the particular area. This amount, however,
20 should not be the problem of the senior
21 citizen. Therefore, this must be an additional
22 fund without the ability to tax the senior
23 citizen given to the local municipality.
24 This would serve to give assistance to these
25 older citizens who have supported our schools

1 for many years and should not now be taxed
2 out of their homes to pay for what the local
3 board terms as education. They would only
4 help to pay for what is truly education, the
5 dissemination of knowledge and teaching of
6 good citizenship.

7 "Those areas listed in the preceding
8 funding report as Area 2 would need addi-
9 tional assistance in raising leeway funds.
10 They would apply to the State Board of Edu-
11 cation for this assistance. This would be
12 granted them in a special fund designed for
13 this purpose. All Federal funds would have
14 to be taken into account when this assistance
15 was sought. This would mean that the special
16 grants from the Federal government would be
17 considered part of leeway funds. This is
18 done to provide accountability for Federal
19 as well as state and local funds.

20 "Capital Expenditures: Recognizing
21 the need in many areas for assistance in the
22 replacement or refurbishing of schools, we
23 would suggest that the State Board of Educa-
24 tion make a commitment to assist these areas
25 in the realm of capital expenditures. The

1 problem with this suggestion is that a deci-
2 sion would have to be made regarding where
3 the most urgent needs were evidenced. This
4 would have to be the responsibility of the
5 State Board. Our suggestion is that those
6 areas having schools over 60 years of age
7 or in poor repair would make application to
8 the Board for help. If, after investigation,
9 it was found that the need for upgrading the
10 facility was urgent, that area would be
11 granted a place on the priority list. The
12 list would, of course, be acted on in the
13 order of greatest need first.

14 "We further suggest that the State
15 commitment be met on the basis of ten new
16 schools or major repair situations per year.
17 The benefit of this type of thinking is that
18 we would not bind ourselves into a web of
19 financial ruin by attempting to alleviate all
20 the inadequate buildings at once, nor would we
21 be ignoring the urgency of the problem in
22 New Jersey.

23 "We further suggest that the decision-
24 making process begin on the local level with
25 the local board and an advisory group of par-

1 ents and taxpayers. The application to the
2 State Board of Education would follow and
3 the State Department of Education would
4 advise all parties concerned. In this way
5 we would have the most input from the local
6 level, with all understanding that the com-
7 mitment from the state was temporary only,
8 and that the area would eventually be expected
9 to carry its own weight. Municipal overload
10 would only be one factor in the considera-
11 tions, pupil need would be the prime factor.
12 This would serve notice on the various
13 municipalities that the State Board of Edu-
14 cation would not be responsible for the
15 fiscally irresponsible management of the
16 areas involved.

17 "We further suggest that after a
18 period of years when the worst of the schools
19 were upgraded, the State Board of Education
20 could perhaps assist those areas that showed
21 initiative by building and refurbishing their
22 own schools by offering to assist with the
23 capital indebtedness in those areas. This
24 could be accomplished with the aid of grants
25 or by direct payment. This would serve to

1 reward that initiative instead of penalizing
2 areas that assist themselves.

3 "We further suggest that the moneys
4 granted to any local area for the purpose
5 of upgrading the school system shall give
6 the State Board of Education or the State
7 Department of Education no increase in con-
8 trol of local matters at all. This would
9 serve to maintain the local autonomy that is
10 necessary for good schools."

11 The last thing which we will go into
12 but really has nothing to do with what we
13 are doing here but has to do with colleges.
14 And, we feel in our group, that while the
15 State Constitution mandates education from
16 five through eighteen or twenty, that
17 provision must be made for those seeking
18 further education. And, one of our choicest
19 points is that we absolutely must make it a
20 mandate that if there is possible further
21 vocational training for children, that is
22 needed after they leave our high school
23 levels, that they should have this made
24 available to them through a series of
25 scholarships or something like that.

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But, again, it is listed all there and it is best that you go into that by yourselves.

Thank you, very much.

(Applause from audience.)

MISS CABANY: If any of you gentlemen have questions, otherwise you may adopt it immediately.

(Applause from audience.)

SENATOR WILEY: Very thoughtful program and our hats are off to you, Miss Cabany and your associates for putting together such a thoughtful and complete program.

MISS CABANY: Thank you, very much.

SENATOR WILEY: Let me ask you one question without trying to get into the detail of it because that will take some more reading: In terms of what the State would require of districts, this is very specific, as obvious, in saying what children should learn and what parents should do and when school buildings should be replaced or built; after sixty years or after fifty years, how many schools per year and that children, for instance, should be taught to overcome frustrations and occasional defeats

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to develop sufficiently from their frustrations and their defeats.

I am just reciting some of the elements of the program preparatory to asking a question: Is it proposed that the State Legislature or the State Board of Education require this or dictate this for all districts in the state? Or, is this suggested as an idea or a model that any given district could look to and emulate?

MISS CABANY: We are suggesting it, Senator, in several different ways.

First of all, we are suggesting very strongly that since the State is in the business right now of mandating us to death under T & E, that if you are going to mandate, let's mandate academic achievement. I think it is urgent.

We are then proposing that while this particular program, of course we don't expect to see it adopted state-wide tomorrow, but we would like it to be a pilot program and we are presently investigating the ways of funding such a program for its implementation in selected school districts.

1 We feel that it is absolutely urgent
2 that programs of this type be instituted in
3 the, for instance, inner city. These chil-
4 dren have got to have the basics. If they
5 don't have it, we are all in trouble. How
6 can we properly solve the other problems
7 that we have in New Jersey if we don't edu-
8 cate our young people?

9 MR. STANKIEWICZ: Let me add, also,
10 that it is our hope that in reviewing this
11 plan you can understand that we have estab-
12 lished a curriculum guide. And, it is
13 hoped that you will use this to establish
14 standards rather than methods and processes;
15 once again coming back to the expectation of
16 the State and the parents for achievement.
17 Not in how to obtain it.

18 This should be left experimental up
19 to the local people.

20 SENATOR WILEY: When you say, "teach-
21 ing basics," Miss Cabany, just so that we
22 understand what this word means, you do see
23 this as going to a full program, I take it.
24 Don't you?

25 MISS CABANY: Yes. Right now we have

1 curriculum worked out through the sixth
2 grade level simply because after that we
3 feel that the curriculum must begin to grow
4 a little bit. And, perhaps in high school
5 has to specialize.

6 The basics in here for a sixth grade
7 level would make any high school freshman
8 blush.

9 SENATOR WILEY: I am just trying to
10 understand what you are proposing. Would
11 you want the State, for instance, to say that
12 all six hundred-odd districts in the State
13 shall, for grade six, have the following
14 curriculum in English, reading -- critical
15 and creative mythology?

16 MISS CABANY: Not necessarily. One
17 of the pages that I left out and that I had
18 left for you to peruse later on is the
19 area, for instance, that requires state-
20 wide testing.

21 It is on page eight and it is listed
22 under "Evaluation." It says, "Each group
23 level should be evaluated three times each
24 year by the Stanford Achievement Tests to
25 determine progress of students against

1 academic performance objectives."

2 The children in our area, by the way,
3 had been subjected to these tests not long
4 ago. And, we are proud in Carlstadt tonight.
5 The results are excellent. But, of course,
6 we have a fairly basic academic program in
7 our lower levels and our high school kind of
8 grows with it, you see. And, they have a lot
9 of courses in there that I think should be
10 left home, but they seem of interest to
11 some of the kids. At least their basic
12 level is good.

13 We seem to be pushing on this so
14 that the Stanford Achievement Tests, or
15 other appropriate academic performance test
16 -- and by this I don't mean to say what
17 effect it had.

18 SENATOR WILEY: O.K., but I just want
19 to get this clear in my mind.

20 We have to think of ourselves in our
21 role as legislators as making the decision
22 as to what the State will mandate.

23 Now, one or more of us are also
24 members of local boards of education. And,
25 sitting around a board of education we might

1 make very different decisions.

2 If you were on your board in your
3 district, you might, I suppose, adopt this
4 for that district as the educational plan.
5 Would you, sitting in the State Legislature
6 intend that, or would you intend that others
7 sitting in the State Legislature, adopt the
8 same specifics for all the districts in the
9 state?

10 The reason I ask this question, and I
11 am not trying to --

12 MISS CABANY: No, I understand.

13 SENATOR WILEY: We have heard today
14 a great deal of feeling of overcontrol.
15 People don't want the State telling them
16 what to do.

17 (Applause from audience.)

18 MISS CABANY: The problem here is
19 that you don't have to mandate which books a
20 child gets his knowledge from or which films
21 or whatever, which process. You don't have
22 to mandate anything except that the standards
23 of the Stanford Academic Tests or other
24 appropriate performance tests must be met.

25 Now, whatever way that the local

1 district would want to do this, that is
2 their problem; that is why we elected them.
3 It is why we suggest a lot of elected boards.
4 It is for input. I hate the word, I don't
5 like to say it.

6 SENATOR WILEY: Computers don't know.
7 I think Senator Scardino has a ques-
8 tion.

9 SENATOR SCARDINO: I would just like
10 to congratulate you, Miss Cubany, and your
11 organization for putting together such a
12 fine, comprehensive report. And, I don't
13 know and I can't recall really any other
14 group that has come in with such a signifi-
15 cant document addressing itself as specifi-
16 cally as this does to the problems that the
17 Legislature is faced with at this time.

18 I would just like to ask some basic
19 questions, if I may, just to establish a few
20 points.

21 I would take it from what you said
22 that the overall intent and purpose of this
23 particular draft that it pretty much ties in
24 with the districts that you are familiar
25 with at this point; namely, the districts in

1 your community and your surrounding areas,
2 to some extent or to a great extent. Would
3 that be correct?

4 MISS CABANY: You mean curriculum?

5 SENATOR SCARDINO: Yes.

6 MISS CABANY: It does, except that
7 they work a little harder if I were there.

8 SENATOR SCARDINO: Right. But,
9 basically those districts are addressing
10 themselves to pretty much what you outlined
11 in this report?

12 MISS CABANY: Many of them are, yes.

13 SENATOR SCARDINO: So, what you are
14 saying, I would think, is that that type of
15 approach would be perhaps something positive
16 in terms of implementing this in those
17 areas that we are trying to address ourselves
18 to in terms of deficiencies that they have
19 in one form or another. Is that correct?

20 MISS CABANY: They are building
21 deficiencies very carefully.

22 In other words, our point here is
23 that we do not feel that most school dis-
24 tricts, including our own even though they
25 do pretty well where I come from, even our

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own we do not feel that the basics of education are being met.

I had a guidance counselor at a regional high school tell me just yesterday that she has received several new students into our curriculum. Now, I don't know whether they came from our schools or moved in. I don't know. But, they are having terrible problems reading. We cannot have this. If they can't read, how can they write or speak or run for the Legislature or anything?

SENATOR WILEY: There is no rule that you have to be able to read. It is a good idea.

(Applause from audience.)

SENATOR SCARDINO: I think what I am trying to say basically is that from the remarks made by Mr. Stankiewicz and yourself --

(Disturbance from audience.)

SENATOR WILEY: We assure everyone an opportunity to come to the microphone down here.

SENATOR SCARDINO: I would just like to try and establish a point with Miss Cabany,

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if I can.

What we are saying basically is that we are trying to enforce, I think, the importance of home rule and a local control aspect. And, I can't agree with you more. But, what I am trying to say is that we have proven, and Mr. Stankiewicz made this very clear in his statement and I thought it was well said, that in this district, in the district that we are talking about, the Bergan County communities, and I am sure a number of other communities in the State as well, have been operating quite well and quite with economic soundness. Basically, because they do have that local elected board and because they do have that local public interest and most particularly, parental interest.

What you are saying, I think, ultimately in this report is not only beefing it up in those areas, but also offering the same ideas and the same suggestions that we have had, to these areas that are deficient and that we are trying to address ourselves to with the Boder decision.

1 MISS CABANY: First of all, yes,
2 definitely. I mean, I would inculcate as
3 quickly as possible into the Newarks, the
4 Patersons, the Camdens, and everything else,
5 the idea of local control, the idea of
6 parental interest.

7 No one will tell me never that be-
8 cause a woman is a different color than I
9 am she doesn't want the best for her chil-
10 dren. I will never believe that. No way.

11 (Applause from audience.)

12 MR. STANKIEWICZ: I just wanted to
13 reinforce that we tried to bring this out
14 in our proposal; that each high school
15 within the State of New Jersey and its
16 sending districts or elementary schools would
17 institute a school district. Indeed, this
18 may increase the number of districts in New
19 Jersey contrary to what some of the people
20 in the State Department want. But, we see
21 it taking place in systems which have gone
22 more liberal than us more early than us.
23 And, they are retreating back into the local
24 situation. They find it the only successful
25 program.

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SENATOR WILEY: Assemblyman Newman.

ASSEMBLYMAN NEWMAN: I, too, would like to congratulate you on the thoroughness of your report.

I would like for a moment to get away from the contents of the report and talk more about the application of it.

I will refer to some of the things that you do mention in the report. But, as Senator Wiley previously indicated in the opening of the hearing, the purpose of our Committee is to correlate all the materials submitted to us by all the various groups and/or people and try to make an intelligent recommendation to the Legislature that will be hopefully acceptable by most of the residents of this state including the T & E document as we know it and as it has been modified, and yours.

I respectfully submit, certainly not from an argumentative point of view, so please don't misunderstand me, but I submit and I have only had this in my hand for half an hour, but conceivably this could cause as much turmoil and stir in the interest of the public, that being the

1 citizens of New Jersey, as did the original
2 "Thorough and Efficient" document. Should
3 we send it out and give it the same exposure
4 as it got? I am going to give you a reac-
5 tion to that.

6 We have heard for the past several
7 weeks, as Senator Wiley and Senator Scardino
8 just indicated, an awful lot of testimony
9 about the preservation of the home rule
10 concept. And, I am sure that this evening
11 we will hear some additional testimony in
12 that regard. I hope that the evening is not
13 bogged down in this plan and that the people
14 will participate as they planned to do when
15 they walked in here this evening. But, I
16 think that as you presented the plan, I
17 think it is a gross intrusion of home rule as
18 I see it in dozens of areas.

19 Heretofore the testimony has all been
20 in reverse of that and that is why I am glad
21 you did such an excellent job in presenting
22 this document. Because, it is going to
23 make enjoyable reading from my point of
24 view as well.

25 Some of the things you suggested

1 violate labor contracts throughout the
2 State of New Jersey.

3 MISS CABANY: Which things?

4 ASSEMBLYMAN NEWMAN: For instance,
5 the mandating of parent conferences and
6 the participation of the teachers in various
7 projects which they are contractually obli-
8 gated not to do now.

9 I am just pointing out the highlights.

10 MISS CABANY: We have parental con-
11 ferences where I live. I can't talk about
12 contracts. We go in and we sift this type
13 of thing. I think the children are released
14 from school on these two or three days every
15 so many months at 1:00 o'clock. And, the
16 parental conferences start at 1:00 and the
17 teachers see each parent for a length of
18 time. It seems to work out well.

19 ASSEMBLYMAN NEWMAN: It sure does.
20 They are paid to do that.

21 MISS CABANY: I would suggest that
22 teachers be teachers and be more dedicated
23 and get out of the union field.

24 (Applause from audience.)

25 ASSEMBLYMAN NEWMAN: That is rhetoric.

1 That is not what we are here discussing and
2 that is your personal view and I may even
3 share it with you. But, this is not what
4 we are here for.

5 MR. STANKIEWICZ: May I give a
6 short microcosm of what you asked us --

7 ASSEMBLYMAN NEWMAN: While you're
8 doing that, while you are answering that
9 microcosm, include in that if you will
10 please, the mandating in this proposal of
11 regionalized school districts that don't
12 want to be regionalized.

13 MISS CABANY: I didn't do that.

14 ASSEMBLYMAN NEWMAN: I beg your pardon.

15 MISS CABANY: I didn't do that.

16 ASSEMBLYMAN NEWMAN: Next question.

17 MR. STANKIEWICZ: May I respond to
18 those two before I lose the thought?

19 SENATOR WILEY: Yes.

20 MR. STANKIEWICZ: One, you said we
21 would probably create mass turmoil throughout
22 the state in proposing such a plan. I can
23 only speak for one community. It took us a
24 great deal of effort to obtain the T & E
25 from a department of education who we employ

1 and pay. We almost had to beg to get a copy
2 of this and indeed it came at a very late
3 time.

4 When we called for a meeting on this
5 subject in a community of 20,000 people where
6 normally maybe a hundred people show up for
7 any issue, twenty-five. And, some of you
8 are board members and are aware of some of
9 the responses you get. One thousand people
10 showed up to discuss this.

11 The areas talked about were experimen-
12 tation, regionalization, losing control of
13 budgets, losing control of curriculum.

14 One thousand people. I ask you to
15 ask yourself, in your own community when
16 was the last time you had one thousand people
17 out to listen to such a discussion?

18 ASSEMBLYMAN NEWMAN: When we cancelled
19 the football game.

20 (Applause from audience.)

21 MR. STANKIEWICZ: And, indeed, I can
22 say categorically that the majority of people
23 at that meeting wanted us and this organiza-
24 tion and their local school board to retain
25 the processed control over their system.

1 Now, in talking about mandating these
2 programs, no. Right now the law prevents a
3 large city from going into these avenues.
4 We ask you to give them the opportunity to
5 become individual districts. Have them
6 vote on it. Do not mandate it on them but
7 give them the opportunity.

8 ASSEMBLYMAN NEWMAN: Do they have the
9 opportunity now?

10 MR. STANKIEWICZ: No, they do not.

11 ASSEMBLYMAN NEWMAN: To do what?

12 MR. STANKIEWICZ: In other words, in
13 the city of Paterson they have no opportunity
14 by law, or in Newark by law, to institute a
15 school district, buy one high school and
16 say four elementaries that are feeding it.
17 They don't have that in New Jersey.

18 ASSEMBLYMAN NEWMAN: That is putting
19 in regionalization now.

20 MR. STANKIEWICZ: No, it's breaking off
21 regionalization, sir.

22 ASSEMBLYMAN NEWMAN: I know that. We
23 have testimony on both sides of that coin;
24 forming the regionals and breaking up of
25 the regionals.

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There is one technical thing missing with this and any program that we finally consider. And, I would just like to have your view on that.

And, that is the enforcement of whatever program we recommend to the Legislature. I think, really, it is the biggest problem facing this Committee. And, that is to reach some conclusion as to whatever we define and the Legislature in its ultimate wisdom defines as thorough and efficient education.

The thought of policing that from a local level to the State Department to the Legislature, whether it be through the County Superintendent's office or the State Department. Do you have any feelings on that at all or how would you implement this program and what the procedure would be?

MISS CABANY: First of all, I firmly believe that if competition was stressed between schools in academics as well as it was between football and basketball, you would find that your academics would become stressed a

1 lot more in the schools. And, that your
2 level of achievement would rise.

3 I believe this because when I went to
4 high school myself, we were involved in a
5 situation with several towns in the vicinity
6 of our school. And, I did by the way, attend
7 a regional school and it was terrible. But,
8 the point I am trying to make is we had
9 academic meets. I mean, we actually sat
10 around a round table and argued logic at
11 sixteen and seventeen. I feel that this is
12 what our education must come to.

13 Again, we have lost that now. Our
14 children graduate from high school and they
15 can't read. I mean, if you don't know it,
16 it is time someone told you. They can not
17 read, sir.

18 (Applause from audience.)

19 We finished twelfth in a nineteen-
20 nation test on evaluation.

21 I went through this down in Trenton.
22 I didn't want to come here and complain now.
23 I would like to change it.

24 ASSEMBLYMAN NEWMAN: I have six kids
25 in the public schools and they read pretty

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good.

But, anyway, getting back to my question, and I don't want to hang you up if you don't have an answer.

MR. STANKIEWICZ: Possibly I can come closer to what you are looking for.

In a control basis, and we are talking about control of funds and achievements and having a responsibility back to an auditing agency, namely the state, if you adopted a series of academic series tests, you would have a standard; an easy recognizable standard to judge what is taking place within your state.

Second, if the district did not meet the goals, did not meet the standards, you could come in by State Law and call possibly for a re-election or a new school board.

Your State Department of Education could continue the leadership and advisory role that they presently have under law, come into a district, try to educate that district, try to get the message across that they are failing. And, then call for a

1 new election of people to represent that
2 school district, still maintaining local
3 control.

4 ASSEMBLYMAN NEWMAN: That would be
5 slightly different but that's good.

6 Thank you, very much.

7 MISS CABANY: That is also Mr. Tracken-
8 berg's suggestion of the Law Council of Newark,
9 and one of his suggestions in his report also;
10 that if a school board didn't measure up after
11 being given ample opportunity, it was "good
12 bye." I mean, "You're out. We will find
13 somebody else."

14 SENATOR WILEY: Assemblyman Martin.

15 ASSEMBLYMAN MARTIN: Your answer to
16 Mr. Newman's question just now in which you
17 said that if the State Department of Educa-
18 tion is not satisfied with the performance of
19 the local district, that it can step in and
20 call for a new election. Is that what you
21 said?

22 MR. STANKIEWICZ: Yes, I did.

23 ASSEMBLYMAN MARTIN: Now, assume for a
24 moment that that took place and the people
25 saw fit, as they have every right to, to

1 re-elect the same individuals. What would
2 you do then?

3 MR. STANKIEWICZ: I personally think
4 there are no absolute answers for correcting
5 a situation. But, I am sure each one of
6 us as a concerned parent and as a concerned
7 school board member, that if all of that
8 commotion took place within your district of
9 the State coming in and talking to your
10 populace and going through another election
11 and having to go before the people and
12 justifying why the State is in that community,
13 telling them that their children are not
14 meeting the standards of the rest of the
15 state, you would have a different system,
16 sir. It would change. Practical politics
17 would change it.

18 (Applause from audience.)

19 MISS CABANY: Just one short comment
20 on that: I had at one point during our talks
21 on this program that we are proposing, sug-
22 gested that as a result of the Stanford
23 tests or whatever series of tests the
24 State would give for academic achievement,
25 that -- let's take, for instance, if my area

1 where I live was not doing well. A very
2 meaningful thing to do would be to send a
3 letter to all the voters in the area telling
4 them that the State Board had found that
5 their area is lacking in achievement in
6 "X" and such areas. I don't know about any
7 other area, but I'll tell you something,
8 that school board will be mighty busy at the
9 next meeting where I come from.

10 And, I know that many of us have served
11 on boards or have tried to or assisted or have
12 had children in school, or have been constant
13 chronic complainers or something.

14 ASSEMBLYMAN MARTIN: There's only one
15 thing that troubles me with your answer. I
16 can understand the politics because if I
17 didn't I guess I wouldn't be sitting here.

18 But, the problem also shows up in the
19 continued rejection of school budgets.

20 We've had instances, and I'm sure many
21 of you are aware where the same budget has
22 been defeated more than once. And, I say
23 that if it can happen there, it can happen
24 in the circumstances I have just outlined.

25 And, furthermore, as Mr. Newman pointed

1 out, we are sitting here as legislators.
2 We have to make recommendations to our col-
3 leagues which we hope they will give some
4 credence to.

5 We have to provide for eventuality.
6 We can't take the chance that maybe, perhaps,
7 they will do just what you have outlined.
8 We have to have an answer. If we don't
9 have an answer, you will be down on us and
10 you would have every right to be.

11 MISS CABANY: Exactly. But, the
12 thing is, sir, that we are talking about
13 funding for schools and a district will be
14 required to spend a certain amount by law.

15 Now, if that district doesn't want to
16 spend for ski trips and the communion days
17 and nature camps or whatever we are paying
18 for all over the State of New Jersey, that
19 district will have a right to turn down
20 that portion of the budget.

21 But, they will not have the right to
22 turn down the portion of the budget that
23 demands education. Because, our Constitution
24 demands that we must provide a thorough and
25 efficient system. That is it.

1 So, that if we have to have a mandate,
2 we only have to have a mandate for education;
3 not as I said, for recreation, vacation or
4 playthings or whatever.

5 I heard one gentleman this afternoon
6 mention motel rooms for sleeping students in
7 Paterson.

8 SENATOR WILEY: We are grateful to you.
9 Thank you, very much.

10 MISS CABANY: Thank you, sir.

11 (Recess.)

12 SENATOR WILEY: Mary Panyko is the
13 next witness.

14 Mrs. Panyko, do I pronounce it right?

15 MRS. PANYKO: Panyko.

16 SENATOR WILEY: From Lincoln Park,
17 New Jersey. Welcome to the Committee.

18 MRS. PANYKO: Thank you.

19 SENATOR WILEY: We are looking forward
20 to hearing from you.

21 MRS. PANYKO: "Members of the Com-
22 mittee, Ladies and Gentlemen.

23 "I am speaking to you tonight because
24 as a parent I am very concerned about the
25 quality of education in New Jersey schools.

1 "I have read many articles and have
2 heard many speeches detailing the kind of
3 questions children are being asked in the
4 classroom. And, the kinds of ideas and
5 ideals they are being taught. And, I am
6 mystified as to what these have to do with
7 education. Parents have many aspirations
8 for their children, not the least of which
9 is a sound education that will take them as
10 far as their individual capabilities permit.

11 "I personally believe that emphasis
12 should be placed on academic education until
13 the end of the tenth grade. And, career
14 skills might be introduced earlier, but not
15 stressed before the eleventh grade.

16 "I believe, and I am sure most parents
17 would agree, that without a sound academic
18 education the student leaving high school
19 to enter the world of business and industry
20 would be inadequately prepared to function
21 well no matter how much vocational training
22 he has had. All children, regardless of
23 whether or not they desire education beyond
24 high school, should be able to read, write
25 and calculate. And, should have a basic

1 knowledge of history, science and geography.

2 "I have seen examples of the history
3 and English tests given in New Jersey schools
4 and they certainly do not stress academic
5 information on these courses. These tests
6 place emphasis on social problems and ask
7 the student to consider these problems and
8 suggest a solution or give an opinion. It
9 has been suggested that this sort of test
10 fosters critical thinking and lets the
11 student know that he may seek many solutions
12 to a problem. I submit that unless the
13 student can read and write well, and he has
14 a knowledge of the other academic subjects,
15 he is ill equipped to solve any problem and
16 unable to do any critical thinking on his
17 own.

18 "The key phrase here is 'on his own'.
19 Some educators believe critical thinking
20 can be taught to children in school. I
21 don't believe a course intended to foster
22 critical thinking will work simply because
23 critical thinking implies an ability to
24 reason based on previous knowledge. And,
25 one's own sense of values. Any attempt to

1 teach critical thinking to our young will,
2 of necessity, incorporate values into their
3 thinking, someone else's values.

4 "You may well reply that parents
5 incorporate values into their children every
6 day and these are not necessarily the values
7 the children keep when they mature. This is
8 quite true. However, it is a natural part
9 of a child's emotional growth to separate
10 himself from his parents and his parents'
11 ideas. And, to align himself with his
12 peers in preparation for adulthood. The
13 child understands that the parents' values
14 are a result of experience and knowledge.
15 These values are not handed down as fact.
16 And, when they are, it is still in the
17 nature of the child to separate himself from
18 his parents and to seek his own identity.
19 The child can feel free to discard values
20 that do not serve him.

21 "Teachers are not family and are not
22 familiar emotionally to the child. Parents
23 send children to school to professionals
24 whose job it is to impart academic knowledge.
25 We tell our children, in effect, that the

1 teacher knows more than we. Thereby, giving
2 credence to what they teach.

3 "The idea of the school being right
4 is so strong. I know a child who told his
5 parents they spelled their last name wrong
6 because the teacher made a mistake. Only
7 when the teacher explained it to him would
8 the child believe what happened.

9 "I have been talking about small chil-
10 dren. What about teenagers? This is a time
11 of great physical and emotional change in the
12 life of a human being. The values he has
13 learned he is discarding and rearranging to
14 fit his new views of life. Again, parents'
15 values are easily discarded or rejected
16 because it is the parents from whom he
17 wishes to separate. However, it is not so
18 easy to reject the values of his peer group
19 whose approval he seeks. And, harder still,
20 to reject the values learned in school from
21 teachers to whom he looked for the knowledge
22 that will help him toward adulthood. He
23 knows he must get academic knowledge from
24 school. To suggest to him that teachers
25 have superior knowledge in all areas creates

1 a situation where the student looks to the
2 teacher for all his answers and never
3 develops the critical thinking aimed for.

4 "The young must be allowed to form
5 their own opinions. Our children are not,
6 and should not be treated as robots. Indi-
7 viduality is essential if a society is to
8 grow. If our lives are to be improved, we
9 need fertile, creative minds and not people
10 who think as one.

11 "To burden our children with complex
12 social problems does not foster critical
13 thinking. And, may possibly foster depres-
14 sion and a feeling of hopelessness. I be-
15 lieve that childhood is a necessary part of
16 the development of a healthy human being.
17 Tackling the problems of society too early in
18 life stunts growth by taking away a necessary
19 time of innocence.

20 "The T & E states that racially im-
21 balanced schools will be forbidden and will
22 be corrected by transfer of students if
23 necessary. We must learn to live with
24 and respect our fellow man. Bigotry should
25 be stamped out. We must let our children

1 know by our example that humanity has been
2 wrong in its attitude toward other races
3 and religions. That is a responsibility
4 we must not ignore.

5 "I believe that just as a child
6 needs his family to be special to, so does
7 he need his neighborhood to be a small
8 world in which to find his place before
9 embarking into the larger one.

10 "Yes, I am against busing. I am
11 against anything that gives a child the
12 idea that where he lives is undesirable
13 thereby implying that he is undesirable. We
14 don't need busing. We need stronger zoning
15 laws to prevent slums. We need better rent
16 control to prevent exploitation. And more
17 to the point tonight, better, much better,
18 neighborhood schools.

19 "Give a child a neighborhood school
20 he can be proud of, a place where he can
21 learn, and you will give him a sense of
22 pride in himself and his world. These
23 schools are going to be used by someone.
24 Why not improve them for the children who
25 attend them now? We don't need to spend

1 money as much as we need to exercise common
2 sense. Busing tells a child that to improve
3 his lot he must leave his neighborhood and
4 the cultural sphere he was raised in, to
5 attend a school in another place only to be
6 taught his cultural heritage in a textbook.

7 "A child needs his roots. We need
8 to dilute prejudice to nonexistence. But,
9 we need not and should not dilute pride in
10 our individual heritages.

11 "I am very disturbed to learn that
12 the Thorough and Efficient Report states
13 that U.H.S. enrollment will increase 10 per-
14 cent per year for the next ten years. That
15 is a 100 percent increase in U.H.S. enroll-
16 ments by 1984.

17 "If attendance is voluntary, then no
18 one could predict with such precision what
19 the enrollment would be. If, however,
20 U.H.S. enrollment is to be increased by
21 vocational career guidance, and it would
22 certainly seem so if one reads Section II,
23 Chapter 54, 'County Career Educational Co-
24 ordinating Councils and County Career Edu-
25 cation Coordinators' which states 'The

1 function of each such County Career Educa-
2 tion Coordinator shall be to work coopera-
3 tively with local educational agencies and
4 County Career Councils in the promotion,
5 development and evaluation of a county-wide
6 system of career development and vocational
7 education programs extending from kinder-
8 garten through adult education.'

9 "Why career guidance in kindergarten?
10 Kindergartners should not be guided in their
11 careers nor should elementary school stu-
12 dents.

13 "I expect the school to teach my
14 child, feed his intellect, let him decide
15 at the proper time what his career desires
16 are, based on his academic standing and
17 career interests. And, by no stretch of
18 the imagination the proper time is grammar
19 school.

20 "Schools should impart knowledge
21 and instill a love of learning and not
22 guide a five or a ten year old into a
23 trade. The school should teach him that
24 it doesn't matter what he does but how
25 well he does it. The school should instill

1 a respect for diligence and let the child
2 decide where to apply that diligence.

3 "We all know and abhor parents who
4 decided at the birth of a child what career
5 he would follow. And, I am sure that we
6 agree it isn't fair.

7 "I submit that what isn't fair when
8 a parent does it, is absolutely dictatorial
9 when the State does it.

10 "I would not presume to guide my child
11 into a career and do not think the State
12 should entertain the notion that this is an
13 area in which it has a right to interfere.

14 "I hope our legislators in deciding
15 to accept or reject the T & E proposals will
16 recommend that many people hold strong
17 opinions on this issue and do not come to
18 these meetings secure in the belief that the
19 men and women we elect will protect our free-
20 doms. When they realize the State has
21 appropriated the rights of parents and the
22 minds of our children, they will know they
23 have been betrayed. And, now, more than
24 ever before, we need confidence in our
25 governing bodies."

1 Thank you.

2 (Applause from audience.)

3 SENATOR WILEY: Thank you, very much
4 Mrs. Panyko.

5 Any questions from the Committee?

6 (No response.)

7 Apparently not. We express our
8 appreciation to you.

9 MRS. PANYKO: Thank you.

10 SENATOR WILEY: Mr. Alfred W. Kucinski.
11 Will you give us your name and address,
12 please?

13 MR. KUCINSKI: Alfred W. Kucinski, I
14 live on Margaret Road in Milton, New Jersey.
15 That is Jefferson Township, Senator Wiley's
16 territory I believe.

17 SENATOR WILEY: That's right, sir.
18 Good to have you with us.

19 MR. KUCINSKI: Now, anyone I believe,
20 following Miss Cabany and Mr. Stankiewicz
21 would certainly be anti-climactic. However,
22 I shall try. It is short. It only runs
23 five minutes.

24 "In reading and studying a report on
25 'Defining Thorough and Efficient Education'

1 in New Jersey's school system, I feel that,
2 perhaps, I am the loneliest person in the
3 state of New Jersey. I am, after all, only
4 a parent and an individual taxpayer who
5 looks helplessly on as the control of his
6 children's education is slowly being eroded
7 away from him. We are here this evening to
8 try to determine what the courts mean by
9 'Thorough and Efficient Education', also
10 known as 'T & E'. To myself, 'T & E' does
11 not mean thorough and efficient, rather,
12 Takeover and Elimination of home rule in the
13 state of New Jersey; -- "

14 (Applause from audience.)

15 " -- we have ominous warnings of George
16 Orwell's 1984. Unfortunately, many of our
17 town fathers and many of our representatives
18 in Trenton are willing, or perhaps I should
19 say, desirous of having the State take over
20 education and with it home rule. The reason
21 why some of our local officials are in
22 favor of State takeover is because in that
23 way, they can delegate their responsibility
24 to someone else. The reason why our state
25 representatives want State takeover should be

1 obvious and needs no explanation.

2 "It has been proposed, by the Byrne
3 administration, that the State should take a
4 much larger role in monitoring and evaluating
5 the performance of local public schools;
6 including the possible step of taking over
7 districts which consistently fail to pro-
8 vide 'Thorough and Efficient' education to
9 all its students. Can we imagine the power
10 that the State government will be able to
11 wield over towns or districts that fail to
12 measure up to what, some bureaucratic drone
13 in Trenton feels, is not 'Thorough and
14 Efficient' education? Can the administra-
15 tion use this power to take over a school
16 district that doesn't toe the political
17 line of the party in power? Will the taking
18 over of a school district by the State lead
19 to school busing if the state agency deter-
20 mines that, that is what is needed to pro-
21 vide a 'Thorough and Efficient' education?

22 It is also proposed that the State would
23 recommend its own plan for corrective action;
24 including suggestions (or demands?) that
25 resources be reallocated or that local

1 spending be increased. This, once again,
2 will destroy home rule. We must not let
3 this happen!

4 "In the 'Special T & E Issue' of New
5 Jersey Education, published by the New
6 Jersey Department of Education, there are
7 proposals for the following: Psychometric
8 testing; second language instructions for
9 non-English speaking students (I assume
10 that also included are students of Polish
11 and Italian descent); effective articulation
12 for pre-kindergarten children (Does this
13 mean State controlled nursery schools?);
14 child study teams to evaluate children who
15 are being considered for retention a second
16 time, in other words, being 'left back'
17 twice in one grade; school psychologists;
18 the teaching of proper social attitudes,
19 which no doubt will, because of the law,
20 exclude God.

21 "I should like to conclude with the
22 following: once again, we hear the cry of
23 the professional educators about the needs
24 of our urban area schools. Ladies and
25 Gentlemen, the urban area schools are in a

1 mess because of political manipulations by
2 local politicians -- "

3 (Applause from audience.)

4 SENATOR WILEY: I think we should
5 save our applause until the end of the state-
6 ment and let the speaker go on.

7 I say this not because I dislike it,
8 but only because there are others who want
9 to get to speak tonight.

10 MR. KUCINSKI: " -- and some profes-
11 sional educators. By having the State take
12 over and run these schools will not, for
13 one moment, help the situation; it will,
14 rather, hinder it with bureaucratic bungling.
15 The State is attempting to take over the edu-
16 cation of our children. This plan, which
17 in the long run will be an economic disaster
18 upon the taxpayers, is an attempt to give
19 more power to our social planners; who feel
20 that there is no power superior to that of
21 the planners and the State. They feel that
22 old institutions, such as the family, are now
23 regarded as a hinderance to proper, liberal
24 education and proper social attitudes. If
25 we were to examine education as advocated

1 by the State and the followers of John
2 Dewey, we will find the same consistent
3 emphasis: not upon the God-given integrity
4 of the individual, but upon the collective
5 social good of the here and now materialistic
6 order.

7 "In 1953, a series of booklets pub-
8 lished by the United Nations Educational,
9 Scientific and Cultural Organization, titled
10 'Towards World Understanding' gave their
11 blueprint for education in the United
12 States. UNESCO's plan is slowly becoming
13 a reality because of two basic assumptions
14 on UNESCO's part:

15 "1. The State and not the parent is
16 to determine the child's education.

17 "2. All phases of education should
18 be subservient to the end of eradication
19 of all differences, in all children.

20 "First, State takeover! Next,
21 Federal takeover! And finally, what?

22 "If this takeover plan is adopted, it
23 will be another step in which the Government
24 will completely arrogate the parent's duty to
25 educate his child. Do we really want this?

1 In the final analysis, it is the parent's
2 duty to educate his child, not the State's,
3 and we should fight to keep that God-given
4 right! After all, God gave us our children;
5 in His invinite wisdom, He did not give the
6 child to the State and neither should we."

7 Thank you.

8 (Applause from audience.)

9 SENATOR WILEY: Any questions by the
10 Committee?

11 (No response.)

12 Apparently not. Thank you, very much,
13 Mr. Kucinski.

14 MR. KUCINSKI: You're quite welcome.

15 SENATOR WILEY: For those of you who
16 are standing in the back, there are quite a
17 number of seats, if you would like to come
18 down.

19 Mrs. Catherine Thibodeau. Is Mrs.
20 Thibodeau here?

21 A VOICE: Yes.

22 MRS. THIBODEAU: I had something more
23 formal written until I heard Miss Cabany.
24 I have rewritten what I had.

25 I am a member of a group, a New Jersey

1 Action Committee --

2 SENATOR WILEY: Give your name and
3 address for the record, please?

4 MRS. THIBODEAU: Catherine Thibodeau,
5 52 Nacoma Path, Lincoln Park, New Jersey.

6 SENATOR WILEY: Glad to have you
7 with us. Go ahead with your testimony.

8 MRS. THIBODEAU: I belong to an
9 organization called "A New Jersey Action
10 Committee on Education."

11 Our organization has heard from many
12 parents throughout the State who have many
13 reservations about the type of education;
14 the psycho-socio education they feel their
15 children are already receiving.

16 We have studied the State Department's
17 definition of "Thorough and Efficient Educa-
18 tion" wherein we feel this type of education
19 will be institutionalized through your edu-
20 cational improvement centers.

21 We are already spending a great deal
22 of money for education that does not educate.
23 And, it seems to us that the traditional
24 role of education has already been changed
25 from the acquisition of knowledge to programmed

1 responses.

2 Those of us who desire only an aca-
3 demic education for our children know that
4 choice is crucial to a free society.

5 Therefore, we expect the Legislature
6 to offer to us an alternative system of edu-
7 cation. I am sure that you will not deny us
8 the right to educate our children according
9 to our standards and values. And, our
10 organization would accept the alternative
11 education which Miss Cabany has put forth
12 this evening. So, if you're concerned about
13 different people wanting different educations,
14 then I want that kind of education.

15 (Applause from audience.)

16 Do you have any questions for me?

17 SENATOR WILEY: No.

18 MRS. THIBODEAU: Then, I have a ques-
19 tion. I have a question about this 23-page
20 report that you made reference to earlier.

21 SENATOR WILEY: Yes?

22 MRS. THIBODEAU: You didn't mention
23 23 pages tonight. That was my number. I
24 heard that the other night with you and
25 Dr. Reock and Dr. Kilpatrick. Is that what

1 you were referring to tonight?

2 SENATOR WILEY: Yes, twenty-some
3 pages. This is the slimmed down version
4 or the replacement for the large 300-page
5 administrative code that was being talked
6 about.

7 A VOICE: It was eighty this morning.

8 SENATOR WILEY: Someone did mention
9 sixty, seventy. But, the document was just
10 being considered by the State Board of Edu-
11 cation today at its meeting in Trenton.
12 And, I have been here and I don't know what
13 they have done. What I saw quickly was a
14 document of approximately 25 pages.

15 MRS. THIBODEAU: And that will be
16 the State Department's new definition or
17 administrative code changes?

18 SENATOR WILEY: Well, I'll read the
19 newspaper tomorrow and find out what they
20 said about it.

21 This is a very different approach.
22 Let me say that --

23 MRS. THIBODEAU: Concept?

24 SENATOR WILEY: Concept in omitting
25 obviously, 275 pages of material that has

1 made people apprehensive around the state.

2 MRS. THIBODEAU: May I respectfully
3 suggest that the Committee look very care-
4 fully at a list of Bills which we will fur-
5 nish you with their numbers at any time you
6 like, that will institutionalize T & E.

7 And, may I also respectfully suggest
8 that you do not need 326 pages when you have
9 over a hundred pieces of legislation that
10 will implement it. All you need is 23. The
11 rest is all legal.

12 A VOICE: They have a lot of money to
13 spend.

14 SENATOR WILEY: The legislation doesn't
15 concern us. I will tell you why. Because,
16 that is up to us.

17 MRS. THIBODEAU: It certainly is and
18 we shall be there through the summer to let
19 you know.

20 SENATOR WILEY: All of us have the
21 opportunity to look at it and hear from you.
22 So, we are in control of that process.

23 MRS. THIBODEAU: What process?

24 SENATOR WILEY: The legislative side
25 of it.

1 What the State Board does is another
2 matter. We are not the State Board.

3 MRS. THIBODEAU: But the Bills that
4 are there if they are approved, will adopt
5 the entire 300-page report.

6 SENATOR WILEY: Well, I would urge
7 you, as I say to everyone, and this is true
8 both of the Assembly and the Joint Committee
9 on Education.

10 Let us know your views on all of the
11 Bills and there will be five or six hundred
12 new Bills before the Legislature.

13 MRS. THIBODEAU: We have a list of
14 200 that we will furnish your office with --

15 SENATOR WILEY: Please do.

16 MRS. THIBODEAU: -- immediately.
17 All of you with.

18 Thank you very much for your time.

19 (Applause from audience.)

20 SENATOR WILEY: Mrs. Kathleen Golden.

21 MRS. GOLDEN: I am Kathleen Golden,
22 25 Williams Street, Lincoln Park, New Jersey.

23 SENATOR WILEY: Welcome to the Com-
24 mittee.

25 MRS. GOLDEN: Thank you, sir.

1 I am here as a parent representing my
2 family. I have six children and I feel that
3 your decision will directly affect them.

4 I have read the State Department's
5 definition of Thorough and Efficient and I
6 equate it with the PPBS's which is now in
7 effect in approximately 40 school districts
8 in New Jersey.

9 In our town of Lincoln Park, a Citi-
10 zen's Committee is being formed to study the
11 PPBS's because, as we have been told by our
12 Board of Education, this may possibly be man-
13 dated.

14 If the State Department's definition
15 is not being followed, I wonder where our
16 Board of Education got their idea.

17 We are now in the process of intro-
18 ducing CRBU's into a fairly good school
19 district. This was not requested by the
20 parents. Our children are going into ex-
21 perimental programs without full parental
22 knowledge or permission.

23 I am here tonight to express my
24 concern for the future of my children and
25 all the children in New Jersey.

1 The majority of the lessons in the
2 CBRU units which come out of the EIC's
3 have to do with social change and not aca-
4 demics.

5 I think local control is important
6 and necessary for an effective school system.

7 I found little if anything in the
8 T & E that would benefit my children.

9 You asked for alternatives. I think
10 Miss Cabany has expressed my sentiments
11 exactly.

12 Thank you.

13 (Applause from audience.)

14 SENATOR WILEY: Any questions by the
15 Committee?

16 (No response.)

17 Thank you, Mrs. Golden.

18 MRS. GOLDEN: Thank you.

19 SENATOR WILEY: John Bannan.

20 MR. BANNAN: My name is John Bannan.
21 I live at 144 White Beeches Drive in Dumont,
22 New Jersey.

23 I am the father of five school-age
24 children in both public and parochial
25 schools in New Jersey.

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"I've lived in five states, have observed the public and private school systems in each and while I've spent the last ten years in New Jersey, at an earlier time in my life, I attended grade school in Monmouth County.

"My jobs have given me the opportunity to observe the product of our school systems over the years as I not only supervise, but I hire and train new employees as well.

"I can tell you from first-hand experience, we have got a lot to worry about in education here in New Jersey. Sure, we're steps ahead of the public school system in New York, but we're falling back quickly.

"I've been following the dialogue in the papers and knowing full well that this leaves a lot unsaid, have made it my business to talk to other concerned parents and taxpayers and exchange views.

"In such an encounter, I learned about and asked for a write-up on an interesting proposal for educational reform.

"I was particularly struck by the common-sense approach of a proposal by the

1 Taxpayers Association of Parsippany and I'm
2 here tonight to offer it to you for considera-
3 tion, prefaced and followed by a few of my
4 personal thoughts.

5 "The basic problem of educational
6 reform in New Jersey today is compounded by
7 a two-part dilemma:

8 "Soaring costs in the deteriorating
9 public school system.

10 "The financial crunch on private
11 schools who are being forced to close down.

12 "State officials are so concerned about
13 the second part that they continue to explore
14 methods to provide assistance to private edu-
15 cation without violating Church and State
16 Court rulings.

17 "The proposal I will offer is a feasible
18 solution to both problems--cost and education
19 quality. It has a cost-effective funding
20 plan for both public and private schools that
21 should not incur Church and State conflicts
22 and its adoption would create excellence in
23 education through the stimulus of competi-
24 tion.

25 "It is, moreover, a viable and logical

1 logical alternative to the recommendations
2 made by the State Department of Education
3 that is dominated by the very people who have
4 created the crisis in New Jersey's education
5 today and whose chief interest appears to be
6 self-serving. I address myself now to the
7 most powerful lobby group in the State today,
8 the New Jersey Education Association Teachers'
9 Union.

10 "The failure of public education has
11 been amply documented by author-educators,
12 extensively reported in the news media, de-
13 cried by prominent public officials, de-
14 plored by college administrators and, finally,
15 dramatized by parents' increasing pleas to
16 simply provide a 'good basic education.'

17 "Far too many public schools are be-
18 coming juvenile jungles of terror, disorder
19 and violence.

20 "Still others are becoming, increas-
21 ingly, the philosophical spheres to ingra-
22 tiate and implement radical social change.

23 "Parental rights are grossly violated
24 by the indoctrination of their student-children
25 to socio-political behavior change and anti-God

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humanist ideologies which unfortunately today are widely practiced in the public school system.

"Most private schools, on the other hand, offer vastly superior education at one-half to one-third the cost of public education.

"Clearly a free choice in education is imperative--it is also a prerequisite and an inalienable right in a free society. As presently constituted, public education usurps that right.

"In New Jersey the State taxes everyone for a deteriorating public school system from which few obtain any benefits.

"Unlike our present monopolistic concept of public education, a free choice in education not only will engender educational excellence through the stimulus of competition which will also keep down costs, but it will enable parents to safeguard their children from the indoctrination through behavioral techniques of moral and religious ideologies that violate the philosophy of the home.

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"Here is the sum and substance of the proposal I now offer:

"1. Parents and guardians of all school-age children between the ages of 5 and 18 shall be entitled to a free choice in education. Accordingly, the New Jersey Administrative Code shall be amended and any necessary legislation shall be enacted to encompass the features described herein to guarantee educational freedom.

"2. The State shall establish an Educational Voucher Plan to distribute funds equally to all public and private schools. No conditions or terms other than expressed herein shall be part of the Education Voucher Plan.

"3. Each private school shall operate and maintain its school system and prepare its own curriculum and teaching plans without any interference, control or influence from the State or any agency, official, or person, except for Educational Voucher Plan administration as described herein.

"4. The State shall establish the cash value of the education voucher at the

1 median value derived from private and public
2 school operating cost averages for fiscal
3 year 1974. The value of the education
4 voucher shall be reviewed by the State bi-
5 annually and adjusted as necessary.

6 "5. The secretary of each local
7 school board shall supply the required edu-
8 cation vouchers to parents and guardians of
9 school-age children.

10 "6. Parents and guardians shall be
11 free to select either a private or public
12 school of their choice to enroll their
13 children each year.

14 "7. Students shall be free to trans-
15 fer to another school during the school term
16 and the voucher balance shall be assigned by
17 the State to the new school selected.

18 "8. The State shall redeem each
19 education voucher at the established value.
20 Education voucher payments shall be made in
21 ten monthly installments and not later than
22 30 days after submittal of vouchers.

23 "9. The State may withhold a
24 voucher's funds only when there is substan-
25 tiated evidence of a fraudulent enrollment.

1 Perpetrators of fraud shall be prosecuted by
2 the State under existing laws. Education
3 voucher funds shall not be withheld for any
4 other reason.

5 "10. Private, parochial and public
6 schools shall equally qualify for education
7 funds with the following exception: To
8 eliminate any Church and State conflict,
9 religion and religious subjects shall be
10 taught separately from the school's regular
11 curriculum and at the school's expense. The
12 costs of all books, teaching material, or
13 teaching services for any portion of a
14 normal, scheduled school day that is de-
15 voted to religious studies shall be propor-
16 tionately deducted from the applicable
17 voucher payments. Schools teaching religious
18 subjects during the hours of a normal school
19 day shall submit a monthly statement to the
20 cognizant State Authority and indicate the
21 services and material, expressed both in
22 dollars and percentages, that were expended
23 in religious studies for each student.

24 "11. The State may offer standard
25 achievement tests periodically to all schools

1 as an evaluation tool of educational quality.
2 Implementation and compliance by public
3 schools shall be in accordance with direc-
4 tives and policy of the State Board of Educa-
5 tion and the Department of Education. Pri-
6 vate schools may use these tests to evaluate
7 their academic effectiveness and to publicize
8 the results of these tests as an inducement
9 for future enrollment. Private schools are
10 encouraged to forward summations of test
11 results to the State Department of Education
12 for comparative studies and to act as a
13 stimulus to public schools to provide com-
14 petitive educational quality.

15 "12. Public schools and all student
16 transportation shall remain under the control
17 and jurisdiction of the State Board of Educa-
18 tion and the State Department of Education in
19 accordance with State Law.

20 "The Education Voucher Plan is not
21 really a new concept, but rather new to the
22 level of school it would now encompass.

23 "The Federal Government introduced the
24 Voucher Plan in Education to veterans of
25 World War II, the Korean War, and the Vietnam

1 War. It is the embodiment of the G.I. Bill
2 to Education for Veterans. The veteran is
3 free to make his educational choice of the
4 school he wishes to attend, public, private
5 or religious, and as long as it is accredited,
6 Government funds are made available for
7 tuition and other costs. No Church-State
8 conflict here. If there were, it would have
9 been challenged long ago.

10 "Now let us list the advantages of this
11 Voucher Plan proposal.

12 "1. Segregation and integration become
13 a moot issue.

14 "2. Viability of private education
15 is enhanced.

16 "3. Educational freedom in the
17 true spirit of democracy.

18 "4. Competition insures a thorough
19 quality education.

20 "5. Reaffirms legislative control and
21 criteria for public education and diminishes
22 the NJEA lobbyists' influence.

23 "6. Cost-averaging insures efficient
24 operation and economy. Public schools will
25 no longer create superfluous programs and

1 positions to relieve a glutted teacher mar-
2 ket.

3 "7. Thorough education and efficient
4 operation should lead to educational excel-
5 lence.

6 "8. Restores God-given parental
7 rights usurped by educationists.

8 "9. Children may be safeguarded from
9 odious ideologies.

10 "10. Maximum physical and psycho-
11 logical safety for children.

12 "11. Eliminates local school budget
13 defeats, appeals, litigation and controversy.

14 "This is certainly a more attractive
15 proposal than that of the State Department
16 of Education, who, despite the crisis in
17 public education have, in short, recommended
18 more of the same at prohibitive cost. They
19 have neglected all thought of fiscal reform to
20 put a stop to the sky-rocketing costs of
21 public education in New Jersey. Instead, they
22 address themselves primarily to the vast ex-
23 pansion of the very bureaucratic empire that
24 is responsible for our present-day dilemma.

25 "We still have time for a choice in

1 New Jersey. Our state's education cost
2 already ranks third highest in the nation.
3 It consumes one-half the State's budget.

4 "We certainly do not need an addi-
5 tional increase in educational costs at this
6 time, especially when they don't add to edu-
7 cational excellence. Let's reject the State
8 Department of Education's plan to implement
9 the definition of 'Thorough and Efficient' and
10 its \$300,000,000 price tag.

11 "Nor do we need a new pocket from which
12 to pay our educational bill. Let's tell the
13 Governor, 'Improve the product, don't pick
14 our pockets.'

15 "What we most certainly do need is
16 true fiscal reform in education--a reduction,
17 not a shift, in the costs we are paying--
18 and while we are at it, let's get our money's
19 worth in the form of an improved educational
20 base. I say the free choice in education can
21 help to achieve both. At the very least, it's
22 a step in the right direction."

23 (Applause from audience.)

24 SENATOR WILEY: Any questions?

25 (No response.)

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We thank you, sir.

SENATOR WILEY: Barbara and Daniel
Martone.

MRS. MARTONE: My name is Barbara
Martone, 20 Dwyer Road, Wayne, New Jersey.

"Gentlemen: I am opposed to the T & E
proposal because it usurps home rule and puts
control of education at the State and County
level. We know what the State and County
can do with our hard earned money. Waste it.
Where is the State Sales Tax and Lottery
moneys? The Cigarette and Gasoline Tax
moneys? It seems every new tax put into
effect is in the guise of education, but is
never spent for it?

"We in Wayne have also seen the inef-
ficiency of the County Government. They
maintain our main roads. I can assure you
they are the worst roads and cause the most
traffic problems. If this is any indication
of the way big government is going to help
our children, the way the County did our
roads, then God help our children.

"How could Judge Botter make a deci-
sion concerning a thorough and efficient

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education if he or no one else knows what it is? Where did Governor Byrne get the half billion dollar estimate if no plans for a program have been made?

"Your State testing program of 1972 proved dollars does not mean quality education. Towns spending less money per child scored higher than towns spending far more money. Now T & E includes busing and free lunch programs. How will busing improve the education of any child? How will free lunch programs improve their education?

"I suggest you find the Sales Tax, Lottery, Cigarette and Gasoline Tax moneys in your general fund and apply it to the communities who need and apply for State help and let those communities which are doing well be self-sufficient, or amend the State Constitution.

"The evils of central government have been demonstrated with Watergate and when T & E power is given to the State and County it is most certain to be abused as all power has been. Retain home rule."

Thank you.

1 Thank you.

2 (Applause from audience.)

3 SENATOR WILEY: Thank you very much.

4 Mrs. Sarah Buechel.

5 (No response.)

6 Mrs. Mary Martens.

7 (No response.)

8 Mrs. Gerald Aires.

9 (No response.)

10 Mrs. Peter Kueken.

11 (No response.)

12 Mr. Joseph Warganz.

13 MR. WARGANZ: Thank you, Senator.

14 It is a pleasure to be here. I was
15 not able to make copies to give you gentle-
16 men. I just barely finished working on it
17 this afternoon.

18 I am a Professor at the Community
19 College of Morris. I teach philosophy. My
20 address is 122 Old Wood Lane, Boonton, New
21 Jersey. And, that is about it.

22 "I cannot help but begin my testimony
23 today with an old Greek proverb from the
24 tragedian Euripides: 'Whom the gods would
25 destroy, they first make mad.' To paraphrase

1 --a madness, or at least an intellectual
2 confusion, always precedes the downfall of
3 an individual or a society. If we do not
4 truly educate our young people--and I be-
5 lieve that we are not--our country will
6 during their maturity fall apart at the seams.
7 I should like to address myself to three
8 things: the words 'thorough and efficient,'
9 the meaning of 'education,' and the Botter
10 decision.

11 "On the educational scene I see a
12 great many misplaced emphases. A case in
13 point is the grave discussion of these two
14 words, 'thorough and efficient,' which I can
15 only regard as a tempest in a teapot. I
16 find it fascinating that these two words
17 are quoted with an almost religious rever-
18 ence. It is as though Divine Wisdom Itself
19 had uttered them from Mount Simai a century
20 ago. A legislative committee with a \$50,000
21 budget has been set up to define two words.
22 I see them only as simple adjectives that
23 are getting too much read into them. If
24 these words, the choice of our ancestors,
25 bear such authority and merit such reverence

1 (as I am certainly willing to concede to
2 the letter of any Constitution), certainly
3 the intent and the meaning attached to them
4 by our ancestors merits equal respect. It
5 would surely be anomalous to show such
6 reverence for tradition in 'canonizing'
7 words in a Constitution and then deciding
8 that those venerable words can be interpreted
9 any way to suit contemporary trends from age
10 to age. Without concrete data to the con-
11 trary, I see no reason to believe that those
12 words had any special mystical sense to the
13 framers of our Constitution. They are common
14 adjectives one frequently adds to flesh out
15 a bare statement. From 'the Legislature
16 should provide a system of education' to
17 'should provide for the maintenance and
18 support of a system' is a simple clarifica-
19 tory step. No doubt it seemed appropriate
20 to qualify the bare term 'education' as
21 well. What kind of education? It should be
22 'thorough,' of course--and, of yes--'effi-
23 cient.'

24 "What did these two words mean? If
25 anything 'efficient' means 'not wasteful'--

1 'economically feasible'--'without duplication
2 and needless proliferation.' I find it
3 therefore unlikely that loose spending could
4 be justified by this word. Likewise, to
5 suggest that by 'thorough' the formulators
6 meant that the State was obligated to provide
7 'career education co-ordinators and councils
8 for every county to formulate career educa-
9 tion programs from kindergarten on' (as we
10 find it proposed in the suggested revisions)--
11 to suggest this, I think, is highly imagina-
12 tive historicizing.

13 "To sum up, then--if we are going to
14 take the popular position that it is legiti-
15 mate to see the meanings of the terms of a
16 Constitution as varying according to fashion-
17 able Court interpretation, then logically
18 we must divest these same terms of their
19 venerable Constitutional character and re-
20 duce them to mere current statutory level.
21 In this case legislators ought not to feel
22 constrained by hoary tradition or Court
23 orders, but should simply make the laws as
24 best they can for the needs of the time as
25 they see them. In other words, the

1 Legislature should continue to do its job--
2 as it has conscientiously tried to do--
3 without Court dictation. I respectfully
4 submit that in the present context the word
5 'Legislature' is far more important than
6 the words 'thorough and efficient.'"

7 (Applause from audience.)

8 "Likewise, I think the emphasis at
9 this time on the parameters involved in the
10 words 'thorough and efficient' is misplaced.
11 Rather the Committee should be addressing
12 itself to the broad sense of the word 'edu-
13 cation.' I believe that the 300-odd pages
14 of suggestions issued earlier and manifesting
15 the thinking of the Department of Education
16 in recent years, tend to confuse 'education'
17 and 'training.' Inevitably this loss of
18 distinction results in reducing the former to
19 the latter. What is education? What did
20 the word mean a century ago? 'Training' is
21 easy to define, simply in terms of its goal.
22 It is some process of instruction and example
23 that enables a person to function in some
24 specific way--way, as a mechanic or dentist.
25 'Education' in our tradition, and certainly

1 in the minds of the educated legislators a
2 century ago--was regarded differently.
3 Etymologically, it is a 'leading out'--
4 leading the young mind (not carrying it)
5 out of the darkness of its own passions and
6 prejudices to a reverence for the truth and
7 a new potential to discover it. It was not
8 a set of prepared answers, or even formulas
9 for answers; rather it was thought to per-
10 fect the person in his mind so that he could
11 make critical judgments, tell a good argu-
12 ment from a bad one, and stand independent
13 of cliches and slogans that replace thinking.
14 These are exactly the qualities that I find
15 less and less evident in the products of
16 secondary schools that come to me.

17 "I suggest that there are two causes
18 for this. One is that silly educational
19 cliché, 'we learn to do by doing,' which has
20 simplistically declared: 'An intelligent
21 adult can discuss problems like housing,
22 racism, etc. Let us therefore start our
23 primary graders discussing social problems,
24 for surely practice makes perfect.' The
25 result has been that while they can't spell,

1 or read, or write, or listen intelligently,
2 they become proficient in talking. They
3 are always giving their 'opinion' --"

4 (Applause from audience.)

5 "-- in the belief that all personal opinions
6 are equally meritorious simply because they
7 are personal. This breeds in them from the
8 earliest years an irrational subjectivism.
9 The truth for me is what I want it to be--
10 and the truth for you is what you want it
11 to be. Nothing has inherent value. A thing
12 is valuable only if someone values it. Such
13 an attitude is completely uncritical, seeing
14 no difference between fact and fantasy; it
15 is the death of education. This point is
16 made much better in the first chapter of a
17 work by C. S. Lewis, 'The Abolition of Man,'
18 to which I refer you gentlemen. Believe
19 me, this education to subjectivism will
20 lead to the abolition of man. This is why
21 I frequently tell students, when they first
22 come to me in college, that they have been
23 defrauded. While they should have been
24 disciplined by spelling requirements,
25 vocabulary study, grammatical analyses, they

1 Basis of Culture.' This is, I believe, the
2 greatest educational classic written in re-
3 cent decades. In it he recalls the Greek
4 and medieval educational tradition, on
5 which our civilization is based, with its
6 distinction between the two acts of the
7 human mind--ratio and intellectus, reason-
8 ing and understanding. The former is work;
9 it solves problems. The latter is free,
10 leisurely; it lives and enjoys life. It
11 sees beauty and loves the good. It re-
12 flects on its own act, and in this alone it
13 marks us off from the animals.

14 "We are seeing in our day a rush to
15 the former in education and a fatal blind-
16 ness to the latter. We replace courses in
17 French and poetry, for example, with driver
18 education. This is the road away from edu-
19 cation and towards training, and I submit
20 that it spells the end of our freedom--or of
21 the only freedom worth having. This path
22 leads to the formation of the proletarian
23 mind. We can be the richest nation in the
24 world and be proletarians at heart, because
25 we cannot see beyond 'work' to 'leisure,'

1 which is the basis of all culture. This
2 is the mentality that will be injected into
3 our system of education by suggested concep-
4 tions of the word 'thorough.' For example,
5 the revisions would require the State to
6 train everyone for any career from depart-
7 ment store clerk to auto mechanic through
8 its career education from kindergarten on.
9 It is clear, then, that from the point of
10 view of 'training' the meaning of the word
11 'thorough' will grow and grow decade by
12 decade as new information appears and new
13 careers open up. But I urge you gentlemen
14 to consider that the educated men who wrote
15 our Constitution a century ago were of a
16 different tradition. They saw education as
17 a perfecting of the individual's intellectual
18 powers, and since human nature has not
19 changed in the past century, the elements
20 that made a 'thorough' education then are
21 still the same today--developing in the child
22 basic intellectual skills so that he might
23 live more fully, appreciate the wonders of
24 our world, and as an individual solve what-
25 ever problems he might meet. I see no

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reason to believe that the framers of the Constitution understood 'thorough' as including training for a career or the imparting of attitudes and values."

(Applause from audience.)

"Finally, I should like to add that if the Botter decision is blindly followed, our educational system will be vastly more inefficient. I cannot easily accept the premise of the Botter decision as upheld by the Supreme Court that the quality of education depends essentially on the amount of money spent per child. We hear the complaint that central cities having less in property tax ratables cannot therefore provide educational opportunities for their children which is equivalent to those of suburban children. U.S. Office of Education studies of twenty cities from 1965-1968, and I have the copy here, shows that much or more money per child from all sources is spent in the slums as compared with the richer suburbs. Yet, equal results are not achieved. Other factors can nullify efforts which further infusion of money cannot

1 correct.

2 "One of our great men said that Mark
3 Hopkins on one end of a log and I on the
4 other; that was the ideal school.

5 "Now, it seems to me that something
6 has not been mentioned and that is that
7 the fundamental measure of educational
8 opportunity is the quality of the teachers.
9 If all pupils have equally qualified
10 teachers, they all have equal educational
11 opportunities. And, in a school system with
12 uniform state-wide licensing requirements,
13 this seems to be achieved. In the event
14 capital facilities are deficient, and local
15 taxation cannot handle the problem, granted
16 the State must fill the gap.

17 "The simplistic response to the
18 Botter decision is full State-funding through
19 income or state-wide property tax. This will
20 no doubt mean the end of local decision-
21 making. It will also mean greater waste.
22 Let me give you an example: In the mid-60's
23 if we were to compare a typical Long Island
24 school district and a New York City school
25 system, the instructional salaries in the

1 Long Island school district was 65 percent
2 of the budget. The instructional salaries
3 in the New York City school system, 34
4 percent of the budget. The greater the
5 size, the greater the inefficiency.

6 "I think I'd better mention that the
7 Botter decision did not absolutely mandate
8 a change. The Bateman plan, if fully
9 funded, would suffice.

10 "I believe the sentiment of the
11 New Jersey citizens is clear. They do not
12 want an income tax or another property
13 tax. If something is imposed on them and
14 on the Legislature by a Court under the
15 guise of some newly-discovered 'right' we
16 have a situation of judicial dictatorship.
17 There is a remedy for this, just as there
18 was a remedy for the Dred Scott decision.

19 "I believe that the people and the
20 Legislature ought not to abdicate their
21 judgments to any court in these days of free-
22 wheeling judicial fiats. If they are not
23 convinced that the reasoning of the decision
24 is correct, then they are morally obligated
25 to take steps to overturn it by the

1 amendment process. Let the Constitution be
2 clarified according to what the people judge
3 and want regardless of what a handful of
4 judges decide.

5 "Instead of mere statute which must
6 conform with the judicial decree, a Consti-
7 tutional Amendment can clarify the meaning
8 of T & E, guarantee the desired local
9 control, and determine the method of
10 financing.

11 "One final point concerns me: The
12 atmosphere of fear and defensiveness among
13 parents. This has been created by the eager
14 beavers of the educational establishment. I
15 think the most healthy and democratic thing
16 the Legislature could do is clip their
17 wings, tone down their enthusiasm.

18 "I ask you to consider this situation
19 and ask if it has any place in our free
20 society. I think it is a fact that it has
21 been created; meaning something has been
22 very wrong and the choice before us, broadly,
23 is between individual freedom and a continu-
24 ing trend towards Statism."

25 Thank you, gentlemen.

1 (Applause from audience.)

2 SENATOR WILEY: Any questions by the
3 Committee?

4 (No response.)

5 Thank you.

6 (Applause from audience.)

7 SENATOR WILEY: Mrs. Bianca Lehman.

8 (No response.)

9 Mr. Herman Schmidt.

10 (No response.)

11 Mr. Charles Ehrmann.

12 MR. EHRMANN: I am Charles Ehrmann,
13 Jr., 9 Morgan Drive, Succasunna, New Jersey.

14 What I have to say will be very brief
15 and since I have seen how it is going here
16 with the people tonight, I am sure I wouldn't
17 be asked any questions. But, I would like
18 to ask you one: I received a letter de-
19 scribing a program which is similar to what
20 I understand T & E to be, for my son's
21 kindergarten class. And, I called and in-
22 quired of the Principal just what it meant.

23 Now, in the course of that conversa-
24 tion I discovered this was not T & E. This
25 was a local program. They don't start T & E

1 until the fourth grade. Now, as I under-
2 stand it here, we have a kind of program;
3 something we are discussing now. We are
4 trying to find out how can this man now tell
5 me that between the fourth and twelfth grades
6 in my public schools, the program already
7 existed.

8 SENATOR WILEY: Who was it that you
9 spoke with? The Principal?

10 MR. EHRMANN: The Principal of my
11 son's school in Succasunna; that is Morris
12 County.

13 SENATOR WILEY: And he tells you that
14 a T & E, thorough and efficient --

15 MR. EHRMANN: Exists in our fourth
16 through the twelfth grades in Succasunna,
17 Roxbury Township.

18 SENATOR WILEY: And you take it that
19 he is referring to the provisions of the
20 Administrative Code. Is that what you are
21 talking about?

22 MR. EHRMANN: Well, I asked him if he
23 was familiar with the controversy. We were
24 definitely speaking of the same subject.

25 SENATOR WILEY: It is hard to under-

1 stand. I am not aware that Roxbury Town-
2 ship, which would be the area I presume
3 Succasunna --

4 MR. EHRMANN: I spoke to him about
5 Thorough and Efficient. I asked him if he
6 was aware of the controversy and the problems
7 and we really seemed to be talking about the
8 same thing.

9 SENATOR WILEY: Mr. Burstein suggests
10 it may be the testing program that he is re-
11 ferring to.

12 MR. EHRMANN: No, because the program
13 I received a letter about was not this pro-
14 gram. This program could not be implemented
15 until the fourth grade and was a State pro-
16 gram. Because, he mentioned that he didn't
17 have too many reservations about it as long
18 as the State had the ability to use it.

19 SENATOR WILEY: The fourth and twelfth
20 suggests that perhaps it may be the testing
21 program.

22 The State did have a state-wide test
23 program in the Fall of '72.

24 MR. EHRMANN: If I misunderstood him,
25 I am sorry I took your time with that.

1 SENATOR WILEY: Not at all. That was
2 in the fourth and twelfth grades. That was
3 in every district of the state.

4 MR. EHRMANN: I see.

5 SENATOR WILEY: Now, testing is men-
6 tioned and referred to as a possible part
7 of the Thorough and Efficient system. But,
8 that is something that has actually happened
9 already and is really not different from the
10 Thorough and Efficient system as outlined in
11 the Administrative Code which the folks are
12 talking about tonight.

13 This has been for two years a state-
14 wide testing program at certain grade levels.

15 A VOICE: That is not what he is
16 talking about.

17 SENATOR WILEY: Just one second.

18 MR. EHRMANN: I really think he and
19 I were on the same wave lengths.

20 SENATOR WILEY: I would suggest that
21 you ask him if he is not referring to the
22 state-wide tests and would you let me know?

23 MR. EHRMANN: I will be speaking to
24 him.

25 SENATOR WILEY: I am not that far away

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from you. Any further questions I would be happy to get clarified for you.

MR. EHRMANN: I would just like to read a few words from a book called "Atlas Shrugged." Somebody must be familiar with.

"If you surrender your power to perceive. If you accept the switch of your standards from the objective to the collective and wait for mankind to tell you what to think, you will find another switch taking place before the eyes of remorse. You will find that your teachers become the rulers of the collective, and if you then refuse to obey them, protesting that they are not the whole of mankind, they will answer, 'Obey. What means do you know that we are not?'"

And then, there is a little deletion there and I will continue:

"If you doubt that such is their purpose, observe with what passionate consistency the mystics of muscle are striving to make you forget that a concept such as mind has ever existed. Observe the twists of undefined verbiage. The words with rubber

1 meanings, the terms left floating midstream
2 by means of which they try to get around
3 the recognition of the concept of thinking.
4 Your consciousness, they will tell you, con-
5 sists of reflexes and reactions, experiences,
6 urges, and drives, and refuse to identify
7 the means by which they acquire that knowledge
8 to identify the act they are performing when
9 they tell it or the act you are performing
10 when you listen. 'Words have the power to
11 condition you,' they say and refuse to
12 identify the reason why words have the
13 power to change your --"

14 Thank you, very much.

15 (Applause from audience.)

16 SENATOR WILEY: Thank you, sir.

17 MR. EHRMANN: Thank you.

18 SENATOR WILEY: Our next name is
19 Jerry Miraldi.

20 (No response.)

21 The next name is Charles Gray.

22 MR. GRAY: My name is Charles H.
23 Gray, 112 Phillips Road, Somerset, New
24 Jersey.

25 We in New Brunswick represent the

1 Urban League and various parent associa-
2 tions within the Black community ask the
3 question why our legislatures are elected
4 or appointed? We contend that it is basically
5 to uphold the law.

6 As a people, it is very difficult to
7 get information and without information there
8 is no power. And, as a result of no power,
9 we cannot receive the benefits within the
10 Constitution that affect our lives.

11 Previously, many of you may have re-
12 ceived the Urban Report which opposes re-
13 gionalization of the Middlesex County school
14 system.

15 And, it is ironical that New Bruns-
16 wick is the only city whose city officials
17 are supporting the regionalization; for
18 political reasons, of course.

19 (Applause from audience.)

20 I would hope that I could come back to
21 that later on in the testimony. However, I
22 would like to go into the depth of the pre-
23 pared testimony before you here:

24 "I am Director of Educational Resources
25 and Youth Development for the Urban League of

1 Greater New Brunswick. My testimony be-
2 fore you embraces my experiences in the edu-
3 cational field beginning as a student of
4 segregated schools in the South to Defacto
5 segregated schools in the North. I have
6 also attended Black colleges in the South as
7 well as overwhelmingly White colleges in
8 the North. In addition to working in the
9 urban setting, I have also worked for over
10 five years in rural districts with migrant
11 families. The aforementioned statement is
12 given only to make you aware of the scope of
13 my concern over the dismal failure of the
14 educational system for Black and minority
15 students. As parents, we constantly observe
16 the end product of a young adult's educa-
17 tional experience. I am sure that everyone
18 has already brought before you statistics
19 which illustrate basic economic, political,
20 social and educational achievements for
21 Blacks. To observe the urban ghetto in its
22 present and historical setting is a vivid
23 illustration for those who do not even believe
24 in statistics.

25 "My testimony before you today will

1 attempt to highlight many of the concerns
2 which have been raised over the years by
3 parents, students, organizations, and com-
4 munity indigent groups. All of these
5 entities have worked separately and collec-
6 tively to attempt to make the educational
7 system respond to an ever increasing and
8 ever changing urban setting. It must be
9 remembered that the urban setting is a
10 culmination of the life experiences of those
11 who come from rural, suburban, and foreign
12 environments.

13 "I briefly spoke of statistics
14 earlier; let me just highlight a few of
15 which you may be familiar. Presently, over
16 one million high school graduates are con-
17 sidered illiterate. Considering all chil-
18 dren enrolled in an educational system, over
19 24 percent drop out before graduating, 32
20 percent receive a general diploma, 32 percent
21 go on to higher educational endeavors, and
22 one-half of those finish. A large number
23 of those dropouts who received general
24 diplomas have no or minimal marketable
25 skills. To say that our schools failed to

1 prepare young people for work is simply not
2 debatable.

3 "For urban children, the problem is
4 even worse. Dropout rates are higher, the
5 skills of graduates who receive general
6 diplomas are even negligible and the general
7 unemployment rate is much higher. Our
8 schools are feeding and perpetuating most
9 of the current ills of society. This must
10 be stopped now, and the schools must assume
11 the responsibility for rectifying the situa-
12 tion.

13 "What is the purpose of the school?
14 It is not to fail students. It is not to be
15 a custodial service. It is to prepare chil-
16 dren for the role as workers, citizens in the
17 'just society' at large.

18 "In establishing the goals of educa-
19 tion, it must be remembered that there is no
20 conflict between the concept of the product
21 and the process. Both are necessary. Let
22 me explain what I mean by the Product.

23 "a. All children must acquire demon-
24 strable, marketable skills to obtain his high
25 school diploma. The state of Oregon has

1 assumed this responsibility.

2 "b. All children must demonstrate
3 minimum proficiency in basic skills.

4 "c. All children should have the oppor-
5 tunity to enjoy maximum alternatives in both
6 curriculum and schooling processes as they
7 are developed by the local district educators,
8 parents and students.

9 "The process enhances this. We, as an
10 organization and parents, agree with many of
11 the concepts expressed in the State Education
12 Department in the Thorough and Efficient
13 definition regarding process. We support
14 the concept of maximum community involve-
15 ment. However, this is not enough."

16 In going into the depth of this testi-
17 mony, I do want to say that in the defini-
18 tion as proposed by the State Education
19 Department of T & E, it is nothing new
20 that we see in terms of why we believe that
21 a Thorough and Efficient education should
22 be insured. However, there are questions
23 that we raise as to the processes.

24 "If these processes are judged by the
25 State Education Department to have been

1 carried out effectively, but large numbers
2 of children are leaving school without the
3 skills which we have defined as the minimum
4 required for every citizen, then the school
5 fails."

6 The overwhelming majority in the ele-
7 mentary schools of 83 percent or more are
8 Black and Puerto Rican. There is obviously
9 a shift in the white population in terms of
10 their sending their children to parochial
11 and private schools. However, those same
12 individuals want to maintain the control of
13 the public school system. This is why we
14 have constantly battled them over the issue
15 of not only regionalization, but the issue
16 that we want our children to receive the
17 basic three R's, which they have failed to
18 receive.

19 I will continue now with the testi-
20 mony:

21 "The process cannot be deemed success-
22 ful if the student failed. The final judg-
23 ment of the success of the process must be
24 the success of the children.

25 "The inter-relationship of goals,

1 assessment, and resources are necessary to
2 develop accountability of the educational
3 process.

4 "Basic assumptions must be stated.

5 "a. Although each individual child
6 may not have the same potential as every
7 other child, we believe that the average
8 potential of the various racial, religious
9 and ethnic groups is identical.

10 "b. If at any grade level, the
11 average performance of a racial or religious
12 group, or a building, or a class, is sig-
13 nificantly different than the performance
14 of all children at that age level, this is
15 prima facie evidence of the inadequacy of
16 either the amount of resources expended or
17 the skills of the educators to use the re-
18 sources.

19 "The State must insure through account-
20 ability that this is ameliorated.

21 "The goals must be concise. Groups of
22 children should have similar output in basic
23 skills. Each child should achieve minimum
24 state-wide basic skill levels established for
25 each grade from kindergarten through 12.

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"The resources must be identified.

The State should guarantee that each child receive adequate resources to insure that goals A and B, as stated above, are achieved. Those resources could take the form of administrators, teachers, para-professionals, student aides, psychologists, social workers, medical doctors, nurses, food programs, health programs, music and cultural programs, pre-kindergarten programs, Title I programs, bilingual programs, etc.

"The assessment process is of great importance. Annual assessments should take place by the State to identify:

"a. The needs of the individual student for additional resources necessary to facilitate for the loss in the previous grade, and to achieve minimum goals of the next grade.

"b. The total needs of a child, or the district, which expressed in dollar form, must be guaranteed by the State.

"The State has the responsibility to make the judgment at some time that resources are adequate but performance is inadequate

1 and recommend the removal of poor performers.
2 Resources are adequate if the same resources
3 have generally resulted in acceptable perfor-
4 mance with similar children in other learning
5 units.

6 "In all of the above stated concerns
7 there is a continual pattern to illustrate
8 the concern that the State must have the
9 ultimate responsibility for insuring account-
10 ability of the educational process. As Black
11 people, we have historically relied upon the
12 Federal Government in the '50s and in the '60s
13 to insure that our basic rights are continu-
14 ally met. During the recent shift towards
15 decentralization of services through Revenue
16 Sharing and other Federal processes, we are
17 constantly noticing that accountability is
18 shifting to a more localized arena. Because
19 of the lack of political sophistication
20 within the Black and minority community and
21 the absence of any real viable resources we
22 must be dependent upon a higher authority
23 than the local level. We must have faith
24 that the State will assume the responsibility
25 and continue to insure that our basic rights,

1 privileges, aspirations, needs, and desires
2 are continually responded to in the
3 American democratic fashion. If we can be
4 guaranteed that this indeed will take place,
5 you can rest assured that a resurgence on
6 the behalf of parents, students, and organi-
7 zations such as the Urban League of Greater
8 New Brunswick will continue to work and strive
9 towards making this society and our community
10 a place where the equality of every person
11 will never be violated by those factors whom
12 we consider a minority."

13 If the State desires a system of a
14 Thorough and Efficient educational system,
15 certain changes must be made in defining
16 its definition of T & E.

17 I concur with the speakers who speak
18 consistently of parental involvement but
19 this involvement must involve a response
20 factor that meets the basic needs of the
21 children whom they have failed for so
22 long.

23 "We hope that the majority is reflec-
24 tive of the concerns raised by us here and
25 that justice and equality will prevail in the

1 end.

2 "The separation of Church and State
3 has often reminded us of the separation of
4 God and man. The Black experience has
5 always been the interrelationship of God
6 and man in fashioning the dreams and hopes
7 of man to reach his maximum God-like poten-
8 tial.

9 "Even though the interests of secular
10 schools remain quite apparent in the public
11 and private sector, this must not deter us.

12 "We would hope that the State will in-
13 sure that our children who comprise a vast
14 majority of the public educational arena -- "
15 especially in urban settings -- "will be
16 guaranteed all which is their basic right to
17 receive. The overwhelming concern of the
18 Black community through the churches, parents,
19 and organizations will always be voiced even
20 after the definition of Thorough and Efficient
21 has been defined by the Legislature, because
22 the process will continually be with us."

23 I would like to conclude by adding
24 that the busing of our children will not
25 make them better citizens than we are. And,

1 we question sometimes why our children are
2 used as tools in this entire process.

3 (Applause from audience.)

4 There is no basic difference of what
5 parents want for their children, whether
6 they be Black, White, Puerto Rican, or any
7 other. And, I would hope that while we,
8 as adults, continue to deal with the issues
9 of housing, employment, transportation, etc.,
10 that our children can get the basic skills
11 that are required by the educational system
12 that is mandated already by State Law for
13 them to receive.

14 Thank you, gentlemen.

15 ASSEMBLYMAN MARTIN: Mr. Gray, I would
16 like to ask you a few questions:

17 How long have you lived in the New
18 Brunswick area?

19 MR. GRAY: Approximately six years.

20 ASSEMBLYMAN MARTIN: Have you a good
21 familiarity with the school system there?

22 MR. GRAY: Yes, I have a familiarity
23 with it.

24 ASSEMBLYMAN MARTIN: I am speaking
25 particularly of the high school in New

1 Brunswick.

2 MR. GRAY: Yes.

3 ASSEMBLYMAN MARTIN: In the past two
4 years, have you of your own knowledge or
5 through others detected any change for the
6 better in the system?

7 MR. GRAY: For the past two years,
8 the only change that I have found significant
9 or relevant in terms for the betterment of
10 the system is the fact that the State De-
11 partment of Education unfortunately has had
12 to come in along with the Justice Department
13 to intervene to basically make the Board of
14 Education adhere to basic education.

15 The reason that I say that is pre-
16 viously during the last five years there
17 have been racial disturbances every year
18 except for two years in which we received
19 a program to work with. But, prior to that
20 the only type of changes that have been made
21 in the school system have been made by the
22 State Department of Education and the
23 Justice Department to insure that parents
24 and students whose rights were being
25 blatantly violated during that period of time

1 have been corrected. That is the only type
2 of change. But the local district itself
3 has not taken anything upon its own to make
4 any changes necessary and relevant to the
5 student population.

6 ASSEMBLYMAN MARTIN: Mr. Chairman, if
7 I may for just a moment -- you remember, I
8 am sure, Mr. Chairman, that you and I and a
9 few others from the Committee and I think
10 Bill Hicks -- no, it was Bill Perkins that
11 was with us that day in New Brunswick. We
12 spoke at some length with your Superintendent
13 of Schools, Dr. Charles Durant.

14 MR. GRAY: Yes.

15 ASSEMBLYMAN MARTIN: And as near as I
16 and some of the others could determine, some-
17 thing akin to "Thorough and Efficient" but I
18 am not talking in terms of Administrative
19 Code but in general terms, something akin to
20 that we understood from the Superintendent
21 had been put into effect in the school sys-
22 tem in New Brunswick on an unofficial basis.

23 The reason I asked you that question
24 was that I was wondering whether you have
25 seen anything that resembles a change for the

1 better that was not stated?

2 MR. GRAY: Well, ironically Mr. Charles
3 Durant, who is Black, came into the New
4 Brunswick city and prefaced his coming in by
5 stating that he would not have come in a dis-
6 trict with more than a 30 percent Black
7 population. Evidently he did not check the
8 figures before he came in. The unfortunate
9 part about this is that 83 percent of the
10 school population is Black.

11 He has instituted through an educa-
12 tional reform program a system called
13 "BOLUP," Behavioral Outcome Learning Unit
14 Program.

15 Now, many in the city of New Brunswick
16 consider that new, but all it is is asking a
17 teacher to prepare a lesson plan and this is
18 exactly what we are talking about. Prior to
19 this year, teachers were not even preparing
20 lesson plans for their classes. They were
21 not even preparing unit programs for their
22 classes. And, the institution of lesson
23 plans was considered something radical and
24 new by a Superintendent of Schools.

25 I know when I was going to school,

1 and I won't mention the number of years ago,
2 we had lesson plans. Teachers had lesson
3 plans and teachers had units.

4 There were certain objectives for the
5 students, types of achievements from the be-
6 ginning of the school year to the end, to be
7 met and that is all that has been instituted
8 in the New Brunswick school system. Anybody
9 can come in and check the records on this.

10 It is unfortunate that if that is
11 what he is attributing to a reform program or
12 a process program, it only illustrates dismal
13 failure that historically and hysterically
14 has taken place in New Brunswick.

15 SENATOR WILEY: Any questions?

16 (No response.)

17 Thank you, Mr. Gray.

18 MR. GRAY: Thank you.

19 SENATOR WILEY: Mr. Paul Sogorka.

20 MR. SOGORKA: I have sat here all
21 day.

22 SENATOR WILEY: Do you have something
23 to say?

24 MR. SOGORKA: I just wanted to find out
25 what the number of people was who intended to

1 testify. Thank you.

2 SENATOR WILEY: We'll take a five
3 minute recess.

4 (Recess.)

5 SENATOR WILEY: The last witness but
6 not the least is Susan Tovey.

7 MRS. TOVEY: I am presenting on behalf
8 of the Leadership Committee for Education
9 which is an organization of women with
10 national headquarters in Washington, D.C.,
11 under Martha Roundtree, and the women in our
12 organization number in the millions.

13 We are very concerned with what is
14 going on in education and I might say here
15 a few things, having listened to this all
16 day. I really feel I ought to be part of
17 the Committee at this stage; that some of the
18 main things that we heard were local control,
19 parental rights, accountability, quality
20 teachers, and pride in our system, pride in
21 our country, and return to basic education.

22 SENATOR WILEY: I don't like to inter-
23 rupt you, but would you give us your name and
24 address?

25 MRS. TOVEY: My name is Susan Tovey and

1 I come from Franklin Lakes in Bergen County.

2 SENATOR WILEY: Go ahead.

3 MRS. TOVEY: "The necessity for edu-
4 cational change is obvious. But, the causes
5 of that need for change are well camouflaged
6 in educational rhetoric and the bureaucratic
7 design of the professional innovator. The
8 'promulgation of failure' has dominated our
9 system and innovation has become a way of
10 life. Product analysis is practically non-
11 existent, while the innovators continue on
12 in the area of human experimentation with the
13 'child' as the subject and the 'teacher' the
14 experimenter.

15 "All this is put forth in the name of
16 'progress' and 'social need.' As the situa-
17 tion worsens, the cries for more and more
18 changes vibrate through the halls of the edu-
19 cational lobbyist and the victims, the chil-
20 dren and in some cases the teachers, are pro-
21 grammed further into the clutches of the
22 'behaviorist' educator, or the scientist of
23 change, and into the tenacious grip of the
24 bureaucratic education 'business.'

25 "In the words of the 'experts' them-

1 selves, lies the key to the entire picture.
2 All one has to do is read their volumes of
3 demagogic theories to see the suicidal path
4 down which they are attempting to lead the
5 gullible and the uninformed. Whether one
6 espouses their cause or not is immaterial.
7 The point is that the facts are all there for
8 the looking, but who takes the time to explore
9 the realm of the so-called 'expert.' The
10 phrase 'leave that to the expert' is an admis-
11 sion of intellectual sterility or laziness
12 and bias. How could a lawyer prepare any
13 case, without exploring the entire situation
14 or evidence surrounding his client at the time
15 of his difficulty. Such purposeful omission
16 of fact is in itself prejudicial, and there-
17 fore, has no place in the exploration of
18 anything as vital as the education of our
19 children.

20 "The existence of a tremendous problem
21 is obvious. The question is, what is the
22 solution? More of the same or a return to a
23 cognitive system that demands retention of
24 basic skills and an overall knowledge, that
25 will help perpetuate a system of freedom and

1 integrity?

2 "Let us look at some of the facts
3 behind the 'value change' and 'educational
4 failure' that has created the problems we now
5 face.

6 "The existence of experimentation is
7 born out well in a new book called 'Birth-
8 Rights' by Richard Farson, a psychologist,
9 co-founder and Chairman of the Board of
10 Western Behavioral Sciences Institute, in
11 La Jolla, California. Mr. Farson, bemoaning
12 the efforts of 'change' as not having worked
13 to date, states, 'The most innovative,
14 thoughtful, well-staffed programs ulti-
15 mately fail.'

16 "He goes on to say, 'Realizing that
17 the problem was not a lack of good ideas,
18 the consultants decided that the problem was
19 implementation. Perhaps, if the teachers had
20 opened up to the possibilities of change, if
21 their attitudes had been altered, their re-
22 sistance overcome, then the good ideas could
23 have been implemented. Acting on this
24 hypothesis, the problem was approached
25 through massive applications of sensitivity

1 training, group encounters, gaming and role
2 playing, simulations, and other in-service
3 education for teachers.'

4 "The teachers, for the most part
5 were willing and cooperative, but all this
6 training simply made their efforts in apply-
7 ing their new insights more frustrating when
8 they encountered opposition from the people
9 who ran their respective systems.'

10 "Consultants began working in inter-
11 group relations, conflict management,
12 organizational goal setting -- again without
13 success. Attempts to bring about fundamental
14 change escalated further to intensive con-
15 sultation with top leadership in each of
16 the school systems in the hope that using
17 the power of their high office, adminis-
18 trators could facilitate the designs for
19 education that were otherwise blocked. Still
20 no real 'change.'

21 "Mr. Farson goes on to state, 'At a
22 time when we need acceptance of diversity,
23 we teach uniformity. In the guise of
24 individualized instruction, each student is
25 programmed toward a common goal. Individual-

1 of children through the abolition of com-
2 pulsory education is the final 'goal' of Mr.
3 Farson, behavioral scientist and psychologist.

4 "According to an article by Peter
5 Wagschal in 'The Clearing House' (January,
6 1974), Director of Teacher Resources and
7 Improvement Program at the University of
8 Massachusetts in Amherst, reviewed in The
9 Ridgewood News, consulting is becoming 'big
10 business,' and a close examination of the
11 impact of the consultant and his innovations
12 on the early educational lives of his clients,
13 'the students, with whom he never has any
14 contact, is nearly always absent.'

15 "he goes on to say, 'It is difficult
16 to fault the public schools for their par-
17 ticipation in the consulting business ex-
18 cept, perhaps, for their inability to learn
19 from experience. For decades now, innovative
20 educators have been selling their wares to
21 the public schools, and for those same
22 decades, the little evidence we do have on
23 what happens to students indicates that
24 things have remained stubbornly the same
25 for them through it all.'

1 "In a book review by Robert Braun,
2 in the Newark Star Ledger on 'Left Handed
3 Teaching: Lessons in Affective Education' by
4 Gloria A. Castello, she questions, 'Who can
5 say whether the humanist psychology which
6 pervades affective learning is the proper
7 approach to human development?'

8 "And so the list goes on and the
9 questions prevail among 'experts' and lay
10 persons alike.

11 "Are we to learn from the past, or
12 are we to perpetuate yesterday's mistakes
13 and go further down the path of 'educational
14 failure'? This is a question that every
15 parent, teacher, and legislator is to ask
16 himself. After all, they are 'our chil-
17 dren' and they constitute the future of
18 America. Can we afford to gamble any more
19 with their future regardless of cost? The
20 price may eventually prove too much for even
21 the most willing to pay, as all expenditure
22 is not monetary. Freedom cannot be bought
23 back once it is lost. Further deterioration
24 of the educational process could mean the
25 loss of incentive by all children, rich,

1 poor, Black, White, or Oriental. The final
2 decision belongs to the 'representatives'
3 of the people. Their ability to protect the
4 rights of their constituents to educate their
5 children as they see fit is their most impor-
6 tant and primary function or responsibility
7 to date. This constitutes a basic principle
8 of freedom that cannot afford to be violated
9 in a time of constantly changing values.

10 "All eyes will be on the decisions
11 forthcoming on this issue, and the ability
12 to retain public confidence hangs in the
13 balance. All eyes are on New Jersey. Educa-
14 tion may tell the tale, for you can rest
15 assured that the voter is watching."

16 (Applause from audience.)

17 SENATOR WILEY: There is one additional
18 speaker.

19 State your name, please.

20 MR. BURKE: I am the last speaker
21 and I don't have a prepared speech. I had
22 something this morning but I had to leave
23 and I left the thing in my home. So, I made
24 up a few more notes here and I guess I'll
25 be a bit of a nit picker.

1 My name is William Burke, 10 Hope
2 Place, Ringwood, New Jersey, Passaic County.

3 Speaking as a father and a taxpayer,
4 the first thing I would like to say is that
5 I understand from conversations that I had
6 this evening that there are unfair taxes
7 being used now by the school systems.

8 A number of my friends tell me that
9 their children are coming home from school
10 now with literature from the school systems
11 promoting the tax and "Thorough and Efficient"
12 programs to the parents. They are asking
13 the children to bring this home and I know
14 for a fact that at the Allendale School
15 District it was taking place today.

16 And, I am told that it takes place
17 in a number of other communities right
18 here in North Jersey.

19 This is standard procedure; to use
20 our money against us.

21 Another thing that I think may be
22 unclear to a lot of people and perhaps to
23 all of us here I don't know. I went down
24 to Rutgers Law Library and reviewed the
25 Botter decision. And, my reading of it does

1 not indicate to me that Botter said that
2 we must have an alternative means of
3 financing our educational system here in New
4 Jersey.

5 All Botter said, is my reading of it,
6 was that the same amount of money per stu-
7 dent must be expended.

8 Now, that money, I contend, could be
9 raised locally and if a norm was set by the
10 State. However, I say that this is utter
11 nonsense to contend that equal money means
12 equal education.

13 Certainly when one considers the
14 fact that certain towns are far older than
15 others and that some towns employ busing
16 whereas others do not. Some of the
17 school districts have many newer buildings
18 than others.

19 The per capita expenditure does not
20 in any way indicate the kind of education the
21 children are getting.

22 The money may be expended on free
23 lunches and would have no bearing at all on
24 what my children were learning in school.
25 And, that brings us right down to the

1 question: Where does the State get the
2 money in the first place? We talk about
3 this as though they are giving us some kind
4 of a gift. My understanding of the govern-
5 ment is that it must first take from me in
6 order to give back. And, I say that in re-
7 gard to one of the statements that was made
8 earlier this morning, Governor Byrne was
9 being very nice in his program in that he
10 was going to allow at least 50 percent of
11 the money to be raised locally so we would
12 have a vote.

13 I refer those gentlemen to the pos-
14 sibility of the Federal Government using
15 blackmail techniques to beat the states and
16 local communities into line by threatening
17 to withhold funds. Should we put ourselves
18 in a position of being dependent upon State
19 funds for our whole education to a great
20 extent? Then, we would find ourselves in a
21 very similar position involving curriculum
22 dictated to us by the State authorities.
23 They would threaten to withhold the funds.
24 They would very soon be threatening to
25 withhold funds for housing or highways or

1 something else. They would use this money
2 to beat us into line.

3 The examples of this are myriad, for
4 anyone who reads the newspaper or listens
5 to the boob tube.

6 Going into it further, the loss of
7 control that we would find here to, indeed,
8 centralization of education or anything else
9 for that matter is brought about essentially.
10 Then, we should look to New York State as
11 being the most efficient operation in the
12 world. And, yet, we see over there utter
13 discord. No education but huge amounts of
14 moneys being expended and not just in the
15 field of education, but in the field of any-
16 thing else that you can name, New York City
17 does it worse. And, if we want to look to
18 a higher level, we can look to Washington.

19 The concept of local control that has
20 been a part of American from its outset.
21 It is this local control that in the long
22 run is thorough and efficient. It saves
23 money. It sees to it that the children
24 get the best education possible with the
25 least expenditure of funds. And, that is

1 what we are for. I don't want to lose
2 control of my courts, my schools, or any
3 of the other expenditures that my township
4 is involved in, to the State of New Jersey.
5 I find no examples in history where cen-
6 tralization of spending or control, power
7 of any sort, has ever been efficient.
8 Rather, the opposite is true.

9 I want to remain the master of my own
10 destiny and I think the citizens of any town
11 want to remain the masters of theirs.

12 We want control over our schools.
13 We are willing to raise the moneys locally
14 to educate our children. And, we ask the
15 other citizens in other towns to do the very
16 same thing.

17 Thank you, very much.

18 (Applause from audience.)

19 SENATOR WILEY: Thank you, Mr. Burke.

20 That is our concluding witness.

21 I speak for the Committee, I am sure
22 in expressing our appreciation for all your
23 participation.

24 If you get home and roll over in your
25 sleep and remember something that you want to

1 tell us -- that has happened before -- don't
2 hesitate. Get in touch with us. You can
3 do it through Paul Muller at the State
4 House.

5 We are grateful to all of you. It
6 has been very helpful to us and we will
7 undertake to do our work.

8 Thank you all.

9 (End of hearing.)

10 (The following statement was ordered
11 included at end of hearing.)

12 "In regard to the classification of
13 students by a child study team as promul-
14 gated in the Thorough and Efficient draft:

15 "While the draft is supposedly con-
16 cerning handicapped children, it maintains
17 'that a child who manifests a disability in
18 the perceptual areas involved in listening,
19 thinking, speaking, reading, writing, spell-
20 ing, and the study of arithmetic shall be
21 classified as perceptually impaired, and there-
22 fore subject to the benefits of a child study
23 team.'

24 "I do not wish to have my children
25 examined by a school physician or psycholo-

1 gist, a learning disabilities specialist
2 or a school social worker without my per-
3 mission.

4 "If the report is to state that the
5 child study team shall be for the benefit of
6 all students, then let it also state that a
7 parent or guardian shall be present at the
8 classification conference.

9 "Mary Ann Rosenbaum, Lodi, New Jersey."

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1 JOINT EDUCATION COMMITTEE
2 OF THE NEW JERSEY LEGISLATURE
3
4 PUBLIC HEARING ON THOROUGH
5 AND EFFICIENT EDUCATION
6

7 June 5, 1974
8 Commencing at 7:00 P.M.

9 C E R T I F I C A T E
10

11 I, CAROL J. BRISCHLER, a Shorthand Reporter
12 and Notary Public of the State of New Jersey, swear that
13 the foregoing is a true and accurate transcript of the
14 testimony and proceedings in the above matter.

15

16



Carol J. Brischler

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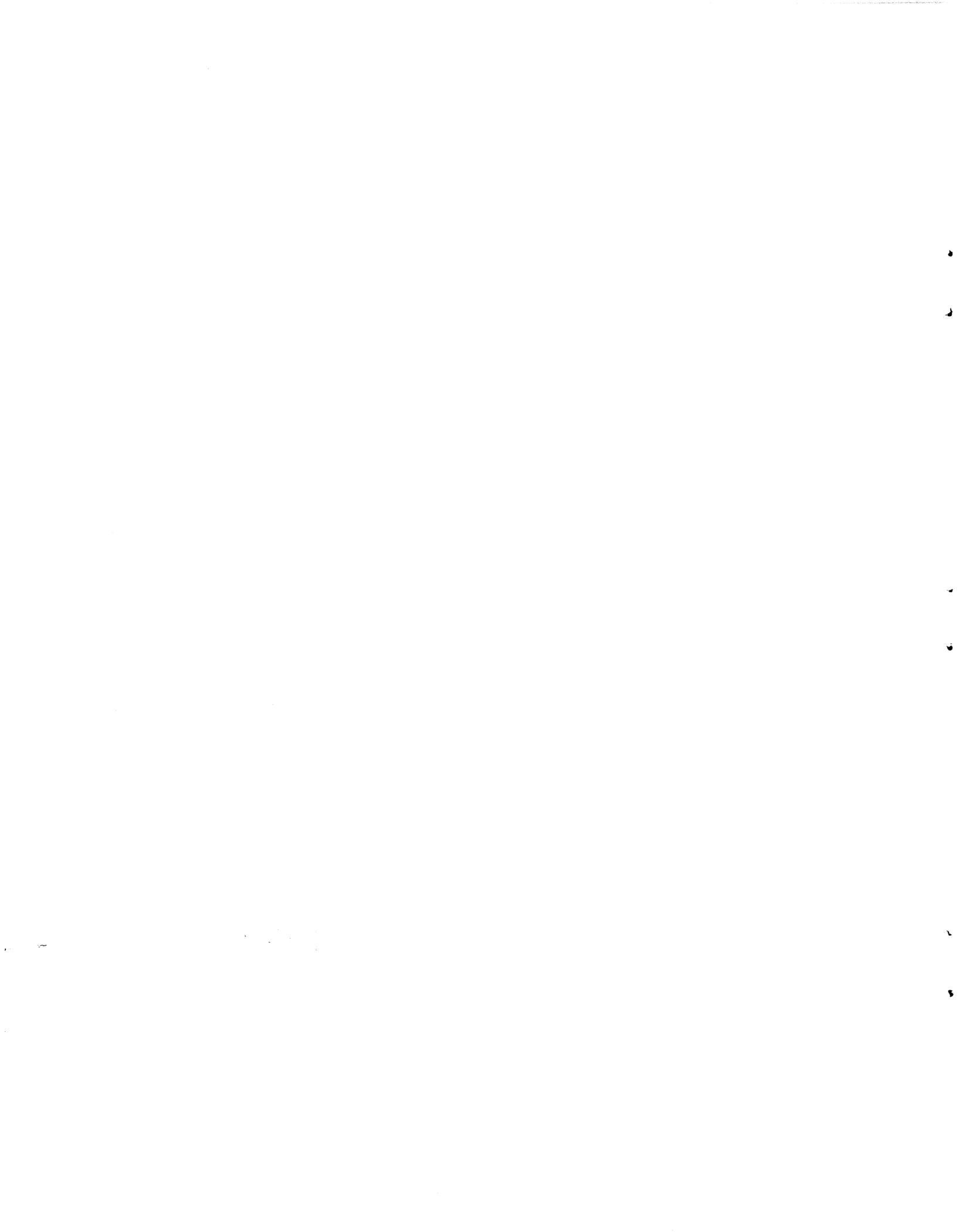
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