

<b>Act Number</b>	<b>Session</b>	<b>Bill Number</b>	<b>Total Number of Committee Pages</b>	<b>Total Number of House Pages</b>	<b>Total Number of Senate Pages</b>
PA 71-653		570	79	7	6
<u>Committee Pages:</u> <ul style="list-style-type: none"> <li>• Education 676-753</li> <li>• Education 439</li> </ul>				<u>House Pages:</u> <ul style="list-style-type: none"> <li>• 5661-567</li> </ul>	<u>Senate Pages:</u> <ul style="list-style-type: none"> <li>• 2779-2784</li> </ul>

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**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

**PROCEEDINGS  
1971**

**VOL. 14  
PART 13  
5555-6226**

Tuesday, June 8, 1971

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6762, An Act Concerning Modernization of the Bail Procedure.

JOHN MAHANEY, 92nd District:

At this time, I'd move that Calendar No. 1507, Substitute for House Bill No. 6762 be recommitted to the Committee on Judiciary.

MR. SPEAKER:

Question is on recommitment, will you remark? Is there objection? Hearing none, the matter is recommitted to the joint committee on Judiciary.

THE CLERK:

Page 16, Calendar No. 1530, at the bottom of the page, Substitute for Senate Bill 570, An Act Concerning Provision for Bus Transportation for Children Attending Private Schools.

THOMAS MC NELLIS, 85th District:

Mr. Speaker, I move acceptance of the committee's joint favorable report and passage of the bill.

MR. SPEAKER:

Question is on acceptance and passage, will you remark?

THOMAS MC NELLIS, 85th District:

Mr. Speaker, this bill provides busing services for children in private schools but this busing service or transportation service provided must be the same kind as the transportation services provided for the children in the public schools, if a town does not transport children to the public schools then they do not have to transport children to the

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private schools. Reimbursement, under this bill, would be by the state to the towns, the same as the reimbursement for children being bussed to public schools, that is \$20.00 per pupil or 1/2 the cost. The bill further eliminates the mandatory referendum. I urge passage of the bill.

SARAH CURTIS, 16<sup>4</sup>th District:

Mr. Speaker, I oppose this bill because it is a mandatory bill. It says the towns shall supply. If it were may, I would certainly go along with it, my town does supply transportation for children to private schools, I approve of it but I do not think that at this time, at this place, we should force our towns to supply this private school education.

ROBERT ROGERS, 15<sup>4</sup>th District:

Mr. Speaker, I rise in support of this bill. What it does is establish a uniform policy throughout the state with regard to providing school bus transportation for children attending non-public schools. Heretofore, this has been the subject of local options, to be determined, largely, by a referendum in each of the towns considering it. While normally local option is a desirable thing in many aspects of our public affairs, this particular issue has almost without exception been extremely divisive when put to the referendum in community after community. It has become a highly emotional issue, it has divided the towns, put them into opposite camps, and this is one time, I think, in our society, when we do not

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need polarization in new issues. We have enough problems of that sort throughout our society that are difficult to remove. Here is one polarization element in our society that can be removed in the simplest way possible by passing this bill. I urge its passage.

MR. SPEAKER:

Will you remark further on the bill? Will you remark? If not, the question is on acceptance of the joint committee's favorable report and passage of the bill in concurrence. All those in favor....

FRANCIS COLLINS, 165th District:

Mr. Speaker, it is with some reluctance that I have to rise on this bill. I was the original sponsor of the bill in its original form. Since that time there has been added an appropriation of some \$200,000, I believe, that's provided in the bill, the Finance Department indicates that its much more like \$300,000 that would be required to implement this bill. This money, unfortunately, is not provided in the Governor's budget or the Democratic leadership budget, it is a shame that this bill faces a potential veto because of the fact that improper funding was made for this particular bill because of the fact that no funds are provided even though there is an appropriation in this bill, because of the fact that there are no funds provided in the budget, I am forced to vote against it.

VICTOR TUDAN, 42nd District:

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Mr. Speaker, I suggest we pass this bill and let the Governor veto it. This bill is badly needed.

MARILYN PEARSON, 128th District:

Mr. Speaker, I'd like to object to the removing of the referendum in the bill, as I have on other bills that we've had before. I feel that we are taking away the rights of the people by doing this. The referendum is one of our basic rights, and as I've said here before on one of the other bills, and I object to the taking away of our referendum.

LUCIEN DI MEO, 98th District:

Mr. Speaker, I'd like to speak in favor of the bill. I believe it is a good bill, I believe that the advantages of education and the advantages that the state provide whether it is in bussing or other assistance, should be uniform. Nor do I think that communities should decide necessarily always, and in every case, what facilities they will allow the children to enjoy. What I am speaking for is uniformity and education, I believe that this bill brings us one step closer, I believe that the children that do attend private schools do have a right to be bussed the same as the children in the rest of the school system within that community. Thank you.

RICHARD EDWARDS, 155th District:

Mr. Speaker, I rise to support the bill and hope that when negotiations proceed on the fiscal matters that this can be satisfactorily taken care of. I do not think that the matter of referendum is at issue here. The bill, as I read it.

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merely says that a town shall provide for its private school students, the same kind of transportation that it provides for its public school students. This then merely means that if a town provides for its public school students, it should not treat them any differently than the other children in the town. The same service should be provided for all. The matter of a referendum would be perfectly possible for a town that wishes to decide whether to provide any transportation at all but if it does, it certainly should provide it for all its children.

E. RONALD BARD, 145th District:

Mr. Speaker, I'd like to echo the remarks of Rep. Edwards that hope that when negotiations take place later in the week or perhaps later in the month that some money can be found for this. There are many of my constituents who's children go to private school believe it only fair that their children should be treated the same as the children in the public schools.

Thank you.

JAMES BINGHAM, 157th District:

Mr. Speaker, before we pass on this bill I would like to mention in passing that a man who occupied the position that you have, the former Speaker of the House, with great courage broke a tie and voted for school bussing to parochial schools and making it a local option bill. That person, Mr. Speaker, is the Honorable Milton Brown.

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ROBERT D. KING, 48th District:

I want to make it very clear, Mr. Speaker, that what I am about to say has nothing to do with the fact that I am going to vote against the bill. I am going to vote against the bill because of the budgetary problem only. There has been no allocation of money to carry out the purposes of this bill and that, I think, is a practice that by this time, we should have learned to guard against. However, I do point out, and we have skirted the question but we haven't quite brought ourselves to say it, that there still remains in this issue at least a shadow of a constitutional question. I am not at all certain whether the issue will be pressed, certainly other constitutional questions on the same issue are before the courts and it could very well present a problem. However, regardless of that I would vote for the bill if it had been properly funded, money appropriated for it, but this is not so and reluctantly therefore, Mr. Speaker, I shall vote against the bill.

JOHN PAPANDREA, 78th District:

Mr. Speaker, just a very gentle reminder that it was only a few hours ago when the Governor presented his amendment to his budget document which deleted, not the amount of money that would delete its fund from the transportation for private schools but the staggering sum of \$7½ million, so I don't think we should continue to play with mirrors. The fact of

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the matter is, that there is money in the budget, it is a good bill and we should vote it.

MR. SPEAKER:

Will you remark further? If not, the question is on acceptance of the joint committee's favorable report and passage of the bill in concurrence, all those in favor will indicate by saying aye, opposed? The bill is passed.

JEAN THORNTON, 21st District:

Mr. Speaker, point of personal privilege. I would like to introduce to you people today a distinguished person from Glastonbury. He was named Rookie of the Year at the Indianapolis 500 Speedway Race a week or so ago. He finished eighth pushing people like the Unser brothers and Mario Andretti, I guess he didn't even finish, he is the first man from Connecticut who ever entered this race and completed it. I admire his ability, his skill but most of all I admire his courage. I don't see how he could do what he does. Out in hall I asked him if he owned the car that he drove and he said no, that some man from California, he said he had the easy part, he just drove it. Well, I differ with him on that but I do have great admiration for him. And if you'll stand, Dennis Zimmerman from Glastonbury and his father, I'm sure the House will give them a good hand.

DENNIS ZIMMERMAN, Glastonbury:

Thank you. Thank you, ladies and gentlemen, I want to

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payment will, must be made so that the State Department of Transportation can comply with Section 304, Title 3 of the United States Code. And so, that the State Department will not lose Federal Funds for highways.

For those who may be interested, in inverse condemnation is where you have land locked piece of land, and you would have an opportunity to bring an action to force the state to bring condemnation proceedings.

THE CHAIR:

Question is on passage, will you remark further? If not all those in favor of passage signify by saying, "aye". Opposed, "nay". Bill is passed.

THE CLERK:

CAL. NO. 971. File No. 1360. Favorable report of the joint Committee on Judiciary. Substitute House Bill 7486. An Act Concerning Retirement of a Judge of Probate.

SENATOR JACKSON:

Mr. President, I move acceptance of the joint committee's favorable report and passage of the bill. This bill spells out the length of service required for retirement of Probate Court Judges. I urge passage.

THE CHAIR:

Will you remark further? If not, all those in favor of passage signify by saying, "aye". Opposed, "Nay". The ayes have it. Bill is passed.

THE CLERK:

CAL. NO. 979. File 1366. Favorable report of the joint committee on Appropriations. Substitute Senate Bill 570. An Act Concerning Provision for Bus Transportation for Children Attending Private Schools.

SENATOR HOULEY:

Mr. President, I move the acceptance of the joint committee's favorable

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report and passage of the bill. The bill provides that any Town, City, Borough School District, shall provide for its children attending private schools area not conducted for profit when a majority of the children attending such a school are from such a municipality. The same kind of transportation that is provided for the children attending other public schools. Any such Town, City, Borough School District providing transportation under this Act, shall be reimbursed for the cost of such transportation upon the same basis, in the same manner as any Town, City or Borough of School Districts is so reimbursed for transporting children attending its public schools. I move the adoption.

THE CHAIR:

Is on passage. Will you remark further?

SENATOR CRAFTS:

Mr. President, I rise to oppose this bill. I believe that the matter should be left entirely in the jurisdiction of the Townships. This matter should not be legislated to demand that the town spends this kind of money.

SENATOR PETRONI:

Mr. President, members of the circle, I rise to support this bill. This is a bill that, will equalize the problem that confronts many school systems in the State. It's basically a question of getting all the children to school by public transportation. The bill deals with the safety of the young people whether they go to a public or private school. I think it's fair and I think it's necessary and I ask the circle to support it.

SENATOR CIARLONE:

Mr. President, members of the circle, I rise to support this bill. This bill recognizes the responsibilities that the State of Connecticut has to

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all its children. Those children attending public and private schools alike. It's a good bill and I urge adoption.

SENATOR EDDY:

Mr. President, I merely wish to associate myself with the remarks of Senator Ciarlone. It is a matter of where we should provide this. I believe now, for all the children. I think the time has come and let's pass the bill.

SENATOR STRADA:

Mr. President, for the reasons inumerated by the previous speakers, I also endorse this bill.

SENATOR FINNEY:

Mr. President, I rise to oppose this bill. And I think maybe for some reasons that are telling, maybe they apply mostly to my own town and District.

The Town of Greenwich, for is fourty-eighty square miles in area and it has carefully over the years, planned the location of its many public shools so as to avoid as much as possible, transportation of public school children.

In spite of this, the cost of transportation, this year, is 400,000 dollars, which \$400,000, which comes out of the Education Budget. I will admit there have been times, when I thought there ought to be a way of taking this out of something else than Education. But, in Greenwich, we have private schools, such as, Greenwich Country Day, Edgewood, Whitney, Brunswich, Day-croft as well as the new Catholic MIddle School, which encompasses grade 5 through 8, which take children from all areas of this very large town.

Noone seems willing to even guess, what the cost of transportation of transporting these children will be. In view of such a lack of information, and because last year such transportation was rejected, in a close vote, on a referendum, in which 10,000 people voted out of 32,00 who were eligible, I

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feel called upon to oppose this bill. I have a letter also, which supplies some information and another kind of look at this. And this letter says, the bill is, in my opinion, wrong in principle, in that it would take away public money to pay for the bussing of students whose families can afford to pay tuition Bills, from 1000 to 2000 dollars.

The fact that in Greenwich, tax money would be used to buss students to such schools and then she lists the ones that I did, and other institutions most taxpayers, can afford to send their children to, was undoubtedly one of the reasons the referendum was defeated.

The bill also would cost the State and the Towns much more than is being admitted. The two hundred thousand dollar appropriation, wouldn't begin to cover the cost of reimbursing the towns throughout the State, for transporting these non-public schools students.

If we use the figures released by the school administrators last year, which estimated 1800 of the towns 4000 plus non-public schools students, would require bussing. Greenwich alone, would be entitled to a \$20.00 per pupil investment of 37,600 dollars. This is almost 1/5 of the amount appropriated for the entire State, even though Greenwich has less than 1/25 of the non-public school students in the State.

I would just like to say to you, that that letter comes from my opponent in the last election.

THE CHAIR:

Question is on passage. Will you remark further?

SENATOR DENARDIS:

Mr. President, I rise to support this bill. The Constitutionality and legality of public aid for transportation for children attending private

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schools has long been established. I think the parents have a right to all the supportive services necessary for their children to attain an education, whether it be in private or public schools.

SENATOR IVES:

Mr. President, I rise to oppose this bill. Under the present statutes these students can obtain the transportation. It, however, is a local option and it should be decided on a local option basis. And not having the State mandate it. And that what this bill requires. I oppose this bill.

SENATOR MONDANI:

Mr. President, I rise to support the measure. The measure was reported from the Education Committee on to the Appropriations Committee. We, too, felt that worthy referendum procedure removed, the community should be reimbursed on the same basis as they are reimbursed for transporting public school children. This is what is in the bill. It puts both on an equal basis. If this were not done, I think I would too. be here and oppose the bill. But, we are providing the grant. We are providing the children are treated equally and I think it's important that we pass this measure. Pass it to provide the transportation many of the communities have and also, provide those communities, with the funds necessary. Funds that they are not now receiving. Funds necessary to continue this transportation program. And, I urge the members of this circle to vote, yes, on this bill.

THE CHAIR:

Will you remark further?

SENATOR HAMMER:

Mr. President, through you, a question to the Senator Houley. Is it appropriated money for this \$200,000 in any of the budgets that are being

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talked about?

SENATOR HOULEY:

Through you, Mr. President, the reply is \$200,000 bill which we are now considering, which would in fact be in the appropriation of \$200,000.

THE CHAIR:

Will you remark further? If not, all those in favor signify by saying, "aye". Opposed, "nay". The ayes have it. The bill is passed.

THE CLERK:

CAL. NO. 988. File No. 1185. Favorable report of the joint committee on Banks and Regulated Activities. Substitute House Bill 6807. An Act Concerning Social Purpose Investments of Savings Banks.

SENATOR CALDWELL:

May that be passed retaining?

THE CHAIR:

So ordered.

THE CLERK:

CAL. NO. 989. File No. 1175. Favorable report of the Joint Committee on Labor and Industrial Relations. Substitute for House Bill 8557. An Act Concerning Termination of Workmen's Compensation Benefits.

SENATOR SMITH:

I move for acceptance of the joint committee favorable report and passage of the bill. This bill very simply, Mr. President, prevents the arbitrary discontinuance of the workmen's compensation benefits, without prior written approval of the Commissioner. And provides for notification to the injured person. I move for passage.

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION**

**PART 2  
331-675**

**1971**

Thursday

EDUCATION

February 18, 1971

Rep. Klebanoff: Rep. Holdsworth.

Rep. Earl T. Holdsworth (125th District) I would like to speak relative to HB6816 which is School Construction Grants and Loans.

As we know practically every municipality is near the limit of their bonded indebtedness and the construction of schools is causing a great burden, and in some instances the limitations are such that future expansion at the present time is restricted. This bill would exempt from any debt limitations requirement the bonding by the municipalities for the purpose of repaying school construction loans. This would be a great asset to all of the municipalities, and if we are to continue to keep improving our school plant, this is a requirement for our municipalities. Thank you.

Rep. Klebanoff: Rep. Pearson.

Rep. Marilyn Pearson: (128th District) I would like to speak in behalf of HB5008. During the last session of the General Assembly the growth grant was eliminated from the statutes and I would like to see that this would be replaced. I do feel that the communities that have a great amount of growth now - communities, for example, like the town of Fairfield, Trumbull and my own town for Stratford - have been increasing their population, and I do feel that although the cities do have a great problem the growth is now in the suburban community. I don't know whether there will be money to do this, but it would cost roughly \$7 million. This is the estimate that I have. I have figured it out for every town in the state of Connecticut about how much they lost in this last bi-ennium because the growth grant was eliminated. So I would urge that you consider this adding back into the statutes this growth grant. Thank you.

Rep. Klebanoff: Rep. Bigos.

Rep. Stanley Bigos: (45th District) I wish to speak on the general subject of additional state aid for education. I have no particular bill in mind because there are many bills and I would find it difficult to pick the one that I feel would be best suited. I would like to leave that to the committee. However, it is not construction grants that I am interested in; I am only interested in operational costs. I would like to call the committee's attention to the fact that in the last term we did give an additional amount, but we did eliminate the growth grant. In cases like Enfield where growth has become phenomenal, and it has not yet stopped, we have been seriously hurt. We have reached a critical point in our finances, and we are now in a position where we are totally dependent on state aid - at least, for education. I feel that we should take no steps that would abandon the state aid that I think that we are entitled to. I feel, as one representative, that I would like to have the opportunity to vote for some kind of a bill in this session which would give more aid.

Rep. Klebanoff: Senator Eddy.

Senator Roger Eddy: (9th District) Very briefly, I would like to speak in behalf of SB570 relative to bus transportation to private schools.

This matter has been decided many years ago that it is permissible by the majority will that such transportation will be provided for private schools. I dislike the referendum

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION**

**PART 3  
676-1011**

**1971**

## EDUCATION

Monday

March 1, 1971

AID TO NON-PUBLIC SCHOOLS

Location: Bushnell Memorial Auditorium, Hartford

Legislators: 9:00 A.M.

Public: 9:30 A.M.

Bills covered at hearing as follows: HB5744, HB5798, HB5969, HB6240, HB6349, HB6452, HB6539, SB570, SB572, SB1079.

Senator Thomas Mondani, Presiding.

Senator Mondani: Good Morning Ladies and Gentlemen. We will start with the first portion of our program. State. Rep. Povinelli.

Rep. Henry Povinelli: (120th District) I would like to go on record as being in favor of HB5744, HB5969, HB6240, and SB570 and SB572, all having to do with aid to non-public schools.

Putting all prejudice aside and speaking from strictly an economic point of view, I must in all good conscience state the following:

↓ First, there are approximately 88,000 children in non-public schools in the state of Connecticut. If these schools are forced to close and the effected children are forced to attend public schools, each city and town will have to pay an average of \$788.31 per pupil. A tune of approximately \$69,344,000. Non-public schools are asking only \$150 per pupil to educate these same children or approximately \$13,200,000. Simple arithmetic proves this is quite a bargain for the state of Connecticut - a savings of \$56,144,000 to the Connecticut taxpayer.

Further, it should be noted that it will be necessary for the state to spend additional millions to build and equip enough schools to accomodate these same 88,000 students.

Second, the inner city, with so many children who need special attention the non-public schools keep them in an atmosphere of discipline and respect for God and country and contrary to adverse publicity that sometimes appears in the news media there is open enrollment in all of these schools.

## EDUCATION

March 1, 1971

When we no longer have a pluralistic school system; if there is no longer any<sup>other</sup> place for the parents to send their child but to a public school - then we will have finally achieved the unwanted statis of educational regementation and the seeds we sow will reap a very bitter end.

Our task is not to judge the division between church and state, rather it is the job of solving the financial plight of an intregal part of our educational system in our state.

We do not deny our citizens the right of choice of an education for their children, so why do we deny these same citizens who pay an equal share of taxes their right to receive a smaller portion of educational aid.

The bills before this committee will allow our children to get the best education possible for the least amount of money without sacrificing anything. I sincerely urge this committee to support whatever aid is at all possible to aid our non-public school system. Thank you.

Senator Eddy: (9th District) I would like to speak specifically in favor of SB510 which has my name on it as well as many other names. This is the bill which would provide transportation costs to these students in non-public schools. The change in the bill, as everyone knows, is instead of saying "may" it says "shall".

My reason for being in favor of this primarily is that I think that once a democracy - what we are - has decided through its elected representatives that this is a proper course of action then it should no longer be left for local option. I have to be.... I do not believe in local option. I think that it tends to tear communities apart. What is good enough for one town, is good enough for all towns. What is good enough for one child, is good enough for all. I think that now that it has been established that this is both constitutional and the majority of the people are for it - I think there is no longer any reason for us to throw this back for local vote. I think that all that tends to do is tear communities apart over religious grounds and I think that this is possibly the worst that can happen to any town. It has happened occasionally, and I believe that it should never happen again. I would like to see throughout the state - on providing transportation for the students to non-public schools.

In general, and without being specific, I would also speak in favor of the general idea of providing aid to non-public schools through any means that this committee finds is constitutional. Thank you.

Rep. Earl T. Holdsworth: (District 125) I would like to speak in favor of HB6349 State Grants for Purchase or Lease of Existing Private Schools for Public School Purposes.

This bill was introduced as a safety measure and we hope that it isn't going to be necessary for this bill to take place. But - if in the event that private schools are closed, it is certainly going to be necessary for the leasing or purchasing of these buildings in order to facilitate the continuing of education for these children.

Now, what this bill basically does is to provide grants by the state to the municipalities for the purchase of these buildings. Purchase or leasing of these buildings in order that the buildings would be available to the municipalities. All of the municipalities are basically in trouble financially and they certainly face an impossibility to purchase or lease these buildings. If it does come to pass that the private schools no longer operate then a bill of this sort is certainly necessary. Thank you.

Senator Mondani: Rep. Elmer Mortensen.

Rep. Elmer Mortensen: (24th District) I am here to speak in favor of HB6452. Mr. Chairman I will be very brief because I know that there are many speakers here today and this will have a good going over. But I do want to say this - that I think the time has come that we quit talking about this.....we have got to have action now. Because of the threats, and the problems of the private schools financially. We know the problems of the state of Connecticut, we know the problems of the City of Hartford and any other city. Now it seems to me that the big question is whether you want to pay \$200 now - or instead, wait until they do come to your public schools and then come from \$800 to \$1100. Just imagine what this would do to the city of Hartford. The city of Hartford would get over 5,000 of these children from private schools. This would mean over \$4,000,000 in taxes. And we already can see what they are going through at the present time.

Mr. Chairman, members of your committee, I'll be very brief as I said because I know that this bill - and I am sure and hope that you will give it careful consideration and act upon it - it will then come to a committee that I serve on (the Appropriations Committee) and I can assure you that it will have my support. Thank you.

Senator Mondani: Senator Pac.

Senator Stanley J. Pac: (6th District) Mr. Chairman, members of the committee I speak here in favor of providing aid to the private sector in general. I am not speaking for any bill in particular.

You will be hearing a lot regarding the unconstitutionality of this aid. This is really not the issue before you. Rather, the question is whether it is in the public's interest to provide this aid. If you so decide, then of course you should find ways to legally do this.

Gentlemen, the private elementary and secondary schools in this state educate a substantial number of our children. All of these children are entitled to a public school education. Closure of these schools will inundate and adversely effect the public school system as we know it. If the people of this state are depending on the good will and good sense of (inaudible).....I think that their confidence is misplaced. For they simply will have no place to go. They will have no choice. Within five years half of these school systems will have to close.

In New Britain, a few years ago, one of the schools closed down after a fire. They decided not to repair the edifice. Another parish in New Britain has announced that they will have to close one of the biggest school systems in New Britain.

So, these are the questions before you. Now, Catholics really do not need this system any longer. The public needs it more than the Catholics. As a matter of fact ~~we~~ - the National Association of Catholic Laymen has recommended that we phase out this whole system.

Let me just bring out another point in this issue of public vs. private sector of education. This is the potential possibility of equalizing education. Think of all of this unused classroom space that we have in the private schools. Think how we can use this to equalize education. This could be done as a condition for these grants that they take in some of the disadvantaged.

In Chicago there are 22,000 blacks that attend grammar school, and another 5,000 that attend high school and in all of these schools the drop-out rate is less than 1%. Less than 1%. While in the public schools in the ghettos the drop-out rate is 50% to 70%. And in the other schools in the city it is considerably higher than the 1%. These are not my figures, but you can look at the ECS Bulletin of last February. So these are the things that are before you. Not just the fact that you can save money - but you can perhaps better the quality of education in our schools.

Let me bring up one more point. The positive aspect of this aid. I think that the time has come when we must realize that the Catholic school education of today is not the same education of 20 years ago. And much to my regret. It is a different breed of education altogether. It is in this respect that I think we have to do away with this business of established education being a rigid and dogmatic thing. Because like the rest of society it has become a little more permissive. At the same time it still has some semblance of discipline. So with these thoughts in mind I urge you, and ask you to vote a favorable on some sort of school aid. Some way that will be politically and, of course, legally palatable to our state. Thank you.

Senator Mondani: Rep. ....Senator Anthony Ciarlone.

Senator Anthony Ciarlone: (District 10) I don't think it will be necessary to go into the merits and the rights involved in state aid to private schools. The Connecticut General Assembly in 1969 certainly discussed this at length and exercised great wisdom in adopting this legislation. Unfortunately the Supreme Court declared the 1969 legislation unconstitutional. Since an appeal is now before the Courts, education in private schools cannot afford to wait.

We are now basically seeking the same assistance, however reimbursement will be directly made by the Secretary of the State Board of Education to the School District rather than to the parent or guardian.

HB5744 addresses itself to this reimbursement. I might hasten to add that this reimbursement is far short. When one considers that the state's share to the cities and towns is \$200.00.

HB6240 would provide an allowance for textbooks, to be paid direct from the Secretary of State Board of Education to School Districts. Being one of the individuals who originally submitted and supported state aid to private schools in 1967, I will support any legislation that will afford children attending private schools the same reimbursement and services as those attending our public schools. Anything less would be a disservice to the approximately 100,000 students of private schools.

I urge support of state aid to private schools by this honorable committee.

Senator Mondani: Rep. Panuzio.

Rep. Nicholas A. Panuzio: (134th District) I am pleased to appear before you and to speak on behalf of the parents and friends of children who attend non-public schools. I wish to speak on behalf of this bill which I have co-sponsored. I am fully aware of the financial crisis which faces our state and the unfortunate need for additional heavy taxes on our people. However, the problems that are facing our private schools is beyond our comprehension. The problem is particularly acute in many of our large cities such as Bridgeport where the schools that are being threatened are the ones in the center of our problem areas. I would like to make several particular points:

1. There is a need for a continuation of choice in our educational system, in the conscientious exercise of their right to choose state approved non-public education for their children. Parents of these children make a major contribution to the public welfare. It is in the best interest of our state to have a continuation of choice which will provide for a better educational system.
2. Should parents of children now enrolled in non-public schools be forced by economic circumstances to transfer any substantial number of their children to public schools, an enormous financial, educational, and administrative burden would be placed upon the public schools and upon the taxpayers of the state. Any substantial portion of this burden would be intolerable and present standards of public education would be jeopardized.
3. The amount of money requested per student is fifty dollars less than the present amount granted to public education under the A.D.M. Program with special considerations for deprived children. Any private schools that are forced to close due to financial problems with the resultant factor that their students would return to public schools would find the state paying more money for the same students under the A.D.M. Program.
4. In the City of Bridgeport for example, there are nearly 9,000 students attending our non-public schools. Our cost per student in our public school is \$893. Should

the non-public schools be forced to close their doors, the burden on the state for the attendance of these students in the non-public schools would be \$1,800,000. The additional cost to the people of Bridgeport would be approximately \$6,200,000. This would be a net mill increase of more than ten.

5. One of the difficult factors is that many of our private schools are located in the inner city areas and are providing additional school facilities where public schools have failed. There would be a tremendous burden on our local governments to replace old and deteriorated schools should these non-public schools be forced to close.

6. Financial squeeze facing our non-public schools has been developing over the last four years due to loss of state financial aid during the past two years and a drop in the number of women entering religious orders has necessitated the hiring of higher salaried lay teachers. The cost of school building maintenance and the decrease of students who have been forced to return to public schools due to high cost have also placed a burden on the private school.

I am sure that during the course of these hearings, you will have any advocates who will define more clearly some of the needs of non-public education. Certainly the support of the Governor who has made provisions in the budget for an increase over the previous period will be important in your legislative planning. I cannot impress upon you enough the tremendous need to help private education so as to prevent a heavy burden on our taxpayers. Within our cities the closing of any non-public schools will place an unbearable burden on our people. Above that will be the intolerable burden placed on our people because the non-public schools will not be able to provide for the social needs as well as the educational needs for so many of our disadvantaged.

In closing, it is time for us to push aside the cries of the past and to deal with the major problem immediately. The idea we must keep foremost in our minds is that this bill will provide immeasurable for people; and after all, that is the essence of what we are trying to do. It provides aid to parents with children in non-public schools. It provides aid to our disadvantaged. It provides a better long range plan for our taxpayers both on a state and local basis than would closing of our non-public schools. Finally, it provides for better education and free choice of education for thousands of our young people. It is for all of these reasons, that I urge your immediate support for these proposals.

Senator Mondani: If we could go in this order? Rep. Simons, Rep. Erb, Rep. Papandrea.

Rep. Agnes Simons: (139th District - Bridgeport) As a citizen of the State of Connecticut I address myself to the need of state aid for non-public schools. Since I am a State Representative from the City of Bridgeport, I am very aware of the internal financial problems that exist. Our public schools are struggling to educate the number of students they already have. Sound logic would tell us that by supporting the non-public schools we will indirectly, but definitely, aid our public schools.

In addition to this, no one can deny the public service performed by our non-public schools. Right in the core city in which my District lies, the need for the non-public school is evident. The strengthening of moral codes, the development of citizenship, the concern for brotherhood -- all are of paramount importance in the non-public school.

I believe that in order to benefit the needs of all, it is essential that we support state aid for non-public schools. I especially favor the passage of Senate Bills 570 and 572 and House Bill 6240.

If our State is going to survive these trying times, then we as citizens need to concern ourselves with the needs of all citizens, most specifically, the education of all citizens.

Rep. Lillian Erb: (66th District-Groton) I am assistant House Minority Leader speaking in behalf of the Republican House Leadership and the Meskill Administration.

The Republican House Leadership and the Meskill Administration support the concept of aid to non public schools providing that a constitutional way can be found to provide this aid with state funds. The last session of the legislature appropriated six million dollars. The Governor has provided in his budget an additional appropriation of one and a half million dollars for aid to non public schools. This amount, added to the six million dollars appropriated by the 1969 legislature, makes a total of seven and a half million dollars available to non public schools once the constitutional question is resolved. We hope that your committee will be able to find a legal and proper alternative to provide these funds but we want to stress, for this year, we are only recommending an additional amount in view of the drastic financial condition of this state and in spite of the financial condition of the state, was .....I'm sorry .....we are only recommending an additional appropriation on one and a half million dollars. The sum was limited to this amount in view of the drastic financial condition of this state and in spite of the financial condition of the state, was a recommendation and a commitment by the Governor toward finding a solution to a difficult situation that the non public schools find themselves in.

We hope that your committee will give serious consideration to finding a constitutional approach to this problem with the monetary provision included in the Governor's budget. Thank you.

Senator Mondani: Rep. Papandrea.

Rep. John Papandrea: (78th District) Good Morning Mr. Senate Chairman, Mr. House Chairman, Members of the Committee. I am the Democratic Deputy Majority Leader of the House of Representatives. Unfortunately, I do not have authorization to speak for the Democratic House Leadership, but I think that what happened to this bill the last time certainly bespeaks the bi-partisan support that it had and I am sure that it will continue this time.

I don't think that you need long, and lengthy speeches. You will have plenty of them this morning. I think you will have plenty of expertise outlining the constitutional arguments to you.

Let me say very simply, the purpose of this bill is praise-worthy. Its need is clear. Its reason compelling. I think that you in your wisdom and talent that you have among your numbers and among your staff can do a great service to the state of Connecticut by finding a constitutional outlet which will permit much needed state aid to our private schools in this state. I don't think that there is any question that we will have the same overwhelming number in favor this time as we did the last time. Let's just hope that we can have a fast report and plenty of time to do the work that has to be done. Thank you very much.

Senator Mondani: Rep. Rogers.

Rep. Robert Rogers: (District 154) You will hear a great deal of testimony today regarding the principle bills all of which I strongly favor for obvious reasons and for the same reasons that the similar bills were enacted very heavily during the last legislature. I would prefer rather than speaking on those bills to speak about one bill that is perhaps even less controversial and not even speak about the substance of that bill since it, too, will be covered later this morning. I merely want to talk about SB570 relating to transportation to children attending private schools and as I said, rather than speak on the substance of the bill, to speak very briefly only as to the urgency of early passage of this bill and early action by this committee.

This bill will require bus transportation by the towns where children are now attending public schools - which now is optional throughout the state. There are only a very few towns that would be affected by making this bill mandatory in nature. While they are very few, nevertheless it will involve town funds. We are at that point in time in which most, if not all, of the towns in the state are right now working on their budgets and within the next three or four weeks will have to firm up those budgets and within a week or so after that will have to come up with any adjustment in their mill rates for taxation purposes. Therefore, since we are in a very tight time situation at the town level, it would be very important for the various finance committees of the towns, and the boards of taxation to know early in the game what their financial requirements will be. Therefore, if we could act upon this bill within the next couple of weeks - right to the floor of the House, and Senate and to the Governor I am confident of its early passage at that level and if this committee could report it out favorably as soon as possible it would be very helpful not only to the citizens as a whole, but particularly the finance boards of the 169 towns of our state. Thank you.

Senator Mondani: Rep. Sullivan.

Rep. David J. Sullivan, Jr.: (District 130) I am somewhat concerned about SB572 and the question of warrants. I would respectfully suggest that the counsel for the committee look into this carefully because in the case of Schwartz vs. South Burlington School

District a program was evolved where the School Districts were paid...excuse me... the School Districts paid the Cathedral High School and subsequently Rice High School in South Burlington, both of which were Catholic High Schools but private schools. The Vermont Supreme Court indicated that their Constitution and the Constitution of the United States prohibited that and it was denied by the United States Supreme Court.

It seems to me that we are going to have to consider this very carefully because the need is so apparent and so obvious - if we are tied up again with long and lengthy law suits, as we well may be, many people in the State of Connecticut are going to suffer. I would respectfully request that the Committee look into the question of direct payments to the towns, just as many of us benefited from the GI Bill and attended a private institution that was religiously affiliated, without any difficulty. I would very respectfully suggest that I would look into that and I would be glad to supply the committee counsel with the facts on that particular question. Thank you.

Senator Mondani: Rep. LaGrotta.

Rep. Guido LaGrotta: (District 170) I am here today to speak on HB5798 which is an Act Concerning Loans by the Municipalities to non-public schools.

I am...I have told Rep. Fox that I would read this statement for him. This is not my bill. I am really doing a "John Alden" act for Foxey because he is presently engaged this morning in the Aging Conference down in Missouri.

Statement:

This bill seeks to permit legislative bodies of municipalities, at their option, to authorize the selling of bonds, and re-lending to non-public school bodies funds to enable the construction of school buildings.

Such loans to non-public schools would be restricted to 30 or 40% of assessed or market valuations of the Real Property of the borrowing non-public school, secured by liens on physical properties, and on tuitions and other assets of the non-public borrowing schools.

Non-sectarian, non-public schools are today finding it increasingly difficult, if not impossible to raise voluntary funds for building purposes.

In my own District, one non-public, non-sectarian school has had to defer indefinitely, expansion plans, two others are in grievous trouble in this regard.

Non-public, non-sectarian schools provide a large segment of our school population with a solid sound education. They should be encouraged to continue doing so, in a manner which will cost the State nothing, since any borrowings

will be re-paid to the municipalities over a reasonable period of years. Failing to aid such needed non-public schools, our towns and cities will find themselves increasingly obligated to assume the education costs of more and more present non-public school students.

In my town the non-public school population has in five years declined from 35% to 25% with substantial increase in cost to the taxpayers. This is not a sectarian problem. Actually, the parochial schools are tending to reduce schools. The non-sectarian are at a cross-roads. The time to help this educational branch is now - at no cost to the taxpayer. Your support for this bill is urged.

Respectfully - A.U. Fox, 152 nd District

Sen. Mondani: Rep. Stolberg. Then Senator Power and then, Rep. McNellis.

Rep. Stolberg: It is very tempting this morning to say what everyone would like to hear. But I feel it incumbent upon me not only to try to please the gallery, but to speak directly to two major questions.

One is the preservation of the United States Constitution, which I think has been stretched in many areas today - and we must return to its real provisions. Secondly, and most importantly, the children involved in the state of Connecticut.

I am afraid that we are due for a long court involvement and a long Constitutional interpretation on the whole question of state financing private areas of our life, including private education. But while this is being done, I don't think we can afford to let the students go wanting. Therefore, I have committed...I have submitted a bill which doesn't speak to the problem many of you are concerned with - that is, preservation of the private schools, but it provides that no child in the state of Connecticut will go wanting while we are trying to resolve the Constitutional debate.

Unfortunately, this will be ready this afternoon rather than this morning. If you would like to identify it, it can be identified by Leg. Comm. Office #33212. It is the bill that provides that the state will immediately grant emergency aid to any town or school district in the state of Connecticut whenever there is an additional enrollment pressure in that town of 1% or more. Any town or school district can immediately apply for emergency aid to operate either the facilities that are available or other emergency facilities so that no student in the state of Connecticut need go without education for one day while we, their parents, and the courts are trying to resolve this very serious problem that we face.

Sen. Power: (District 30th) I would like to speak in favor of SB572. Also other bills relating to Aid from the State for Private and Parochial Schools. Other speakers before me have probably said, and I am sure that you are well aware of the fact that there are now some \$6 million set aside for this and it has been held up because of the question of constitutionality. The Governor, this year, has put an-

other 1 1/2 million in his budget for this same purpose. I support all of these bills. The concept of State Aid must be considered because many of these schools are having very, very terrific financial problems at the moment and I am sure that you have all been reading in the papers where some have been closed and others possibly will be unless we can get some money to them.

So, I am highly in favor of all of these and I hope that we can find some constitutional means of getting this money to them. Thank you very much.

Sen. Mondani: Rep. McNellis.

Rep. Thomas McNellis: I remove myself from the committee for a few moments to make a statement in support of the bills before this committee which regard Aid to Non-Public Schools.

Putting all the other issues aside for a moment, such as the constitutionality of this matter, which is not the question before us today, let us consider for a moment the economics of this issue. Our non-public schools in this state are saving this state more than \$67 million per year by conducting a sound education.

Two years ago this committee and the legislature appropriated \$6 million to purchase non-secular services from these schools.

I feel the state must aid these schools in their non-secular subjects and I certainly urge favorable action on these bills.

Senator Mondani: Are there any other state legislators who care to speak on this topic. If not we will declare that portion closed and we will go into the public portion.

Rep. Howard Klebanoff: Presiding at Public Portion of Hearing.

Good Morning, Ladies and Gentlemen. On behalf of the Committee I would like to welcome you here this morning. I am House Chairman of the Education Committee. Before we start this morning, I think it would be helpful if I introduced to you the members of the Education Committee we have with us.

Senator Stolberg, Rep. Coatsworth, Rep. Motto, Rep. Provinelli, Rep. LaGrotta, Rep. Chagnon, Rep. McNellis, who is the House Clerk of the Education Committee, Senator Mondani, who is the Vice-Chairman on the Senate side of the Education Committee, Senator Odegard, Rep. Mastrianni, Senator Charlone, and Rep. Rock.

We have sort of a hap-hazard amplifying system up here and if any of you cannot hear us, especially those in the back please raise your hand and we will try to raise our voices.

Rep. Klebanoff: Paul Orth.

Paul W. Orth: Mr. Chairman, Members of the Committee I am a Cooperating Attorney for the Connecticut Civil Liberties Union in opposition to these bills by and large.

I cannot possibly in five minutes say all I have to say. I specifically request an opportunity to appear before this committee to present further material and even tell you the bills for which we would have no objection.

My remarks this morning are directed primarily to SB572 and several bills of similar nature.

The main grounds of the opposition of the CCLU to proposed SB572 were stated to this honorable committee two years ago. Now they will only be briefly repeated lest they be forgotten, before I pass on to matters that may have more impact:

1. The bill clearly violates the Establishment Clause of the First Amendment of the United States Constitution and Article Seventh of the Connecticut Constitution;
2. The bill would undermine our historic ideal of separation of Church and State;
3. The bill presents a threat to the viability and diversity of our cherished public school system and would change a corollary principle that has never been questioned until recent years -- that those parents who seek a non-public education for their children must pay for it;
4. The bill would accelerate the fragmentation of our society and increase religious conflicts -- one evidence of which already is the threat, implied in the statement of purpose in the Bill that parochial school students might be "dumped" upon the public school system;
5. The bill is administratively unworkable, but if policing of "secular subjects" were really attempted, the state would be unnecessarily injected into the non-public school system -- to the detriment of both; and
6. The bill is a misnamed bill which camouflages by legal-sounding devices its primary purpose of aiding Church-dominated institutions to meet the increasing cost of education -- as publicity supporting the Bill has acknowledged.

We point out merely two of these devices:

First of all, instruction in non-public schools, the preponderance of which are operated by religious institutions, is not made "secular" merely by defining "secular education" as any subject presented in public school curricula. For instance, a European history course taught from a textbook with a Christian orientation, by a nun in a classroom containing religious symbols and nearly all Catholic youngsters, does not become truly secular simply because a course in European history is given in the public schools.

Secondly, to say that this Act is an assistance to parents, rather than to schools, is a sham belied by the very terms of the Act. A parent must apply for the benefits, must notify the non-public school, and must assign his warrant to the non-public school. The Treasurer can make payment only to the school, not to the parent. Thus, where the parent is not free to use the warrant himself but has payment of it to the school commanded, there is clearly open and direct payment from the state to the school his child attends.

Let me now say that I have been impressed by how many legislators, even lawyer legislators who should know better, are unimpressed by our legal arguments. What concerns them is that cost inflation threatens the non-public school system, and that to avoid wholesale closings they must somehow rescue these schools by massive injection of public money. This concern is legitimate, if exaggerated, and if irrelevant to the Establishment Clause of the First Amendment. If we concede that economics may force some non-public schools to close, all of us also should in honesty doubt that there will be wholesale closings, a threat which Monsignor Donahue, Head of the U. S. Catholic Conference on Education, has characterized as "bordering on blackmail." Right now, taxpayers do receive a "break" because many children are educated in non-public schools at private expense. The question is, how long will this temporary benefit last if large amounts of public aid are given? The answer is, not very long at all, if large experience and clear pronouncements of Catholic groups is any guide. For example, the National Catholic Welfare Conference already demands public funds for parochial schools for the teaching of all subjects to the same degree as public schools. A similar group in Ohio expects the state should subsidize about seventy percent (70%) of the total operating costs of such schools. After the foot is in the door, there is rapid escalation to nearly full parity with public schools. Demands in Pennsylvania quadrupled to seventy-five (75) million in a year or two. This Bill will probably cost two or three times the six million dollars (\$6,000,000) first appropriated in Connecticut's 1969 law recently declared unconstitutional. How public support for two separate school systems will save taxpayers money a few years from now and in the long run is hard to understand. Furthermore, Monsignor Donohue was recently quoted in Boston as saying: "If we accept state and federal money, we will have to dilute the concept of Christian education so that we would provide no real alternative to the public schools."

But if you seriously consider legislation leading to nearly full support for both public and non-public school systems, you must put into the scales a social objective -- ending all forms of discrimination -- which has assumed paramount importance in recent years, in relation to the dismal record of most non-public schools in furthering this objective. This "dismal record" claim is based on statistics founded on information supplied to this committee by the Archdiocese of Hartford two years ago, and on records of the State Board of Education. These form the basis of contentions made in a brief recently presented to the United States Supreme Court on behalf of the CCLU, the Connecticut Council of Churches, State Conference of NAACP Branches, Connecticut Jewish Community Relations Council, Americans United for Separation of Church and State, and certain individuals.

Here there is only time to sample the statistics and argument, but they are well-founded and must be seriously considered in assessing the current merits of most non-public schools in relation to their competing need with public schools for more public funds.

Private schools require payment of tuition, compliance with their academic and other enrollment criteria, and compliance with their rules for continuing attendance and graduation. Those which are religious oriented expose the students to the religious concepts and symbols of the sponsoring sect. Many are located in suburban areas so that private transportation is required in order to attend; few are located in the urban center or ghetto.

As taxpayers we support the public school system which must take all children and provide the education which the state is obligated to provide by the State Constitution. Any taxpayer or parent has a right to inquire into the operations of the public school and may determine the policy of that through his power as a voter. No tuition is charged, no uniforms need be worn, no religious requirements may be made, no special requirements may be imposed for admission, and no expense to the pupil is involved to reach the school. Public control and accountability over all aspects of operation is the essence of the public school system.

Should the state support a private school system which can establish academic and other "reasonable admission" requirements which will effectively exclude the poor and the "undesirables" and thereby ensure that the public school system will become the resting place for the many who would not meet such requirements? Should the state support schools which require tuition, any amount of which will deny enrollment practices which can only result in the further unbalancing of our public schools in the urban areas?

Of the 259 non-public schools which applied for state aid under the 1969 Act, 97 had not one educationally deprived student in their enrollment. 43 had less than 2% of such in their student population, 40 had 2% to 5%, 34 had 5% to 10%, and 44 had more than 10%.

On minority group enrollment, the picture is equally dismal. The Hartford Archdiocese reported that its schools in Hartford had a total enrollment of 5,578 students of which 5.13% were Black and 4.78% had Spanish surnames. In contrast in 1968, the public school system of Hartford had 12,411 Black students alone in a total student population of 28,034. In 1969-70, Black enrollment was 47%, Spanish surnamed was 16%, a total minority enrollment of 63.1%. Generally differences of five or more times characterize the relative percentages of minority group enrollment in the public and non-public schools throughout the state.

Of the schools applying for aid under the 1969 Act, those which admitted to religious affiliation (Roman Catholic, Lutheran, Episcopal and Jewish) identified the number of students in their enrollment who were not of the religion of the sponsoring sect as only 2.20%!

As stated by the United States Supreme Court in the landmark case of Brown v. Board of Education: "Separate Educational facilities are inherently unequal." The discrimination in Connecticut is not substantially different from that in the Deep South. Any school with discriminatory practices -- whether by design or by result, whether on racial, religious, or economic grounds -- does not operate in the public interest. Discriminatory practices are learned in the home and the school and form the core of lifelong practice. The vicious circle of such discrimination must end, and instead true cooperation learned in a strong, balanced school system.

This state's obligation is to strengthen the public school system which is open to all students and under public control. This state has no obligation to support schools, which, by effect or by design, have discriminatory enrollment practices. That lesson was told us years ago; it's about time we really listened.

Thank you.

Rep. Klebanoff: Bud Mahon, James Moran, and Rabbi Okolica.

John Mahon: Thank you. I am Treasurer of the City of Hartford. I speak today in support of public assistance to parents of children attending non-public schools, specifically SB572.

The eight Catholic schools currently operating in the City of Hartford enroll approximately 4,980 pupils, most of whom are residents of Hartford. If these Catholic schools were to close, or if their facilities were substantially curtailed because of their increasingly greater financial problems, the City of Hartford would have to absorb additional numbers of pupils into its already over-burdened public school system.

The net current operating expense per pupil in the City of Hartford for 1969-70 as reported by the Connecticut Public Expenditure Council was \$1,104.14. The presence of over 4,900 pupils in Catholic schools of the City represents a savings to the taxpayers of Hartford of five and 1/2 million dollars in the operation of public schools. It is in the best interest of Hartford and every other large city in Connecticut to keep non-public schools operating.

I also am president of the Fathers Club at South Catholic High School, Hartford. The Fathers of the 1,065 pupils attending this school support legislative attempts to provide state assistance to parents such as ourselves in order that we may continue to keep our children in the school of our choice as is our rights. This is getting harder and harder for tuition costs are going higher and higher and the school of our choice is being priced right out of our ability to pay.

With some state assistance to us, as would be provided under such a bill as SB572, we and thousands of other parents in this state could more readily meet rising tuition expense, continue to keep our children in the non-public schools, and, by the same token, save our cities money. Thank you.

Rep. Klebanoff: Thank you Mr. Mahon. Mr. Moran.

James J. Moran: Ladies and Gentlemen of the Committee. I am a resident of Stamford. Although trained in the law, I am not appearing here today as a lawyer, but as a parent, vitally concerned with the future of non-public schools in our state.

I am pleased to take advantage of this opportunity to discuss this important subject in the light of our American tradition.

The school problem which will be discussed here today results from the dual pattern assumed by the American educational system in the nineteenth century - that is, the public school as the single public supported school, and the church-school as barred from public support. This historical pattern is outdated in our present pluralistic society.

In seeking a solution to this problem, we must bring to bear the full American tradition. Our task is to assemble all the relevant principles, bring them into harmony, and give them the development necessary in the light of today's realities. The American tradition is a treasury. We must have the intelligence and courage to make harmonious use of all its principles.

In enacting a law, two principles are important. First, we must remain true to the inner spirit that animates the American tradition, namely the idea that the American is a free man under a limited government whose actions are themselves subject to a higher law. Second, we must reckon with the changing realities of American life - whether they be social or economic or religious realities. Let us then look at these changing social, economic and religious realities and the relevant principles which are a part of our full American heritage.

Since their establishment in the nineteenth century, generations of Connecticut citizens have managed, often with great and even heroic sacrifice, to support our non-public school programs without any significant assistance from any public source. In addition to the generosity of the lay people, the schools have been supported through the contribution made by teaching sisters, priests, brothers and dedicated laymen who over the years accepted only minimal salaries and thereby, in effect, subsidized the total educational endeavor. The decline of vocations to the teaching orders and congregations and the rising cost of education itself which is but one aspect of the rising cost of living now force us to expect substantial and effective assistance from public funds, the public funds which have been obtained through the taxation of all citizens for the education of all children and to which we parents have contributed in a proportionate and not insubstantial measure. We need not dwell at length on the impact of inflation, high taxes and unemployment on the ability of parents to pay tuition. Other speakers will make the extent of this impact clear if, indeed, any clarification is needed.

Total Federal, state and local receipts today exceed 35% of the gross national product. The Federal Government collects 91% of all income taxes, which is two-thirds of all taxes collected in this country but gives back only 11 cents of every dollar they collect to help support state and local government. As a result, many local governments, particularly in our great cities, verge on actual financial collapse. Even states find their backs to the financial wall as a result of Washington's monopoly on taxpayers' money. If cities and states which possess the power to compel the payment of taxes are having financial difficulty, should we be surprised to find that a financial crisis faces the non-public schools which depend for their voluntary financial support on parents who have been subjected to high taxes and the ravages of inflation and unemployment?

It has been recognized at an early date in the history of our country that the power to tax is the power to destroy. We must not allow the unwise allocation of the vast funds collected by the Federal government to destroy our cities, states and charitable and educational institutions - whether public or non-public.

From a socio-religious point of view, American society today has assumed a new pluralist structure, notably different from the structure it exhibited a century ago when the public school had its beginnings. The good of a pluralist society must be defined in pluralist terms. The denial of public aid to a school system which serves the secular needs of a particular religious community in America represents a failure to deal with these altered pluralistic realities of American Life.

What are the consequences then of these changed realities as far as the educational crisis in the nation and indeed in the State of Connecticut is concerned.

The same groups which take a very narrow view of the constitution and which have told us in the past that bussing and textbook loans are unconstitutional will also tell us that a tuition grant bill is unconstitutional. They do not come forward with formulas of their own which would provide assistance to children in non-public schools in the measure that the present situation requires. By opposing all forms of effective aid, they in effect proclaim that the American tradition of liberty and justice for all, under God, does not require that we protect the civil liberties of every American child in a pluralist society. In the name of non establishment, they seek to establish a single school system, from which all religious instruction (with the possible exception of secular humanism) has been excluded, as the only school system entitled to public support. Given today's economic realities, they seek to establish a single monolithic school system which all but the wealthiest citizens will be forced to attend. Ladies and gentlemen, such a single school system would be a sign not of limited government but of a totalitarian government. It has no place in the life of America if we are to be true to our principles.

We reject this view of America and I feel certain that upon reflection you also will reject this view.

In renewing the wisdom of the past in the light of the realities of the present, the first relevant principle is the traditional concern to keep inviolate, in changing circumstances, the right to the free exercise of religion. We must not render lip service to an abstract religious liberty but must safeguard it in the concrete. If church related

schools do not exist, my freedom as a parent to choose such schools does not exist. Those Americans who choose non-public schools for their children for deeply religious reasons should not be penalized for exercising their freedom as guaranteed in the First Amendment of the Constitution.

The second relevant principle has been recognized by the Supreme Court in the landmark decision of Pierce v. Society of Sisters. The Court there said "The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

Thus, we see that it is irrelevant to proclaim that our children are free to attend public schools. The American tradition requires that children have the right not to attend public schools. This is evidenced by the compulsory attendance law of the state which has long recognized that a child has the right to pursue an education in a school other than a public school.

Equal justice under the law is a third relevant American principle. The doctrine that public aid for education in secular subjects should be denied by law to certain schools simply on the grounds that they teach a particular religion is unjust. In this era of inflation and high taxes, we parents need some of our own tax money returned to us if non-public schools are to be free to render the public service which, until now, our citizens have taken for granted.

The fourth and fifth principles to be kept in mind were enunciated as follows by the Supreme Court in Zorach v. Clauson. "We are a religious people whose institutions presuppose a Supreme Being. When the state encourages religious instruction or cooperates with religious authorities by adjusting the schedule of public events to sectarian needs, it follows the best of our traditions. For then it respects the religious nature of our people and accommodates the public service to their spiritual needs. To hold that it may not would be to find in the Constitution a requirement that government show a callous indifference to religious groups. That would be preferring those who believe in no religion over those who do believe."

A fourth principle then is that separation of church and state does not require state hostility to religion.

A fifth principle inherent in the American tradition is the concept of accommodation. It has never been the tradition in America for government to regard the spiritual and religious needs of the people as being entirely outside the scope of its active concern. One outstanding example of government accommodating its public service to those needs is the granting of tax exemptions to properties of religious institutions.

With respect to a sixth American principle, namely the non-establishment of religion, we wish to point out that we do not ask for public funds to teach religion, to promote the Catholic faith, or to maintain Catholic worship. We shall gladly bear such expenses. We do ask for funds which will enable us to continue to teach at the elementary and secondary level the language arts, arithmetic, and mathematics, science, health and safety, geography, physical education, the fine arts, languages, both ancient and modern, and the biological and physical sciences.

Time does not permit a full airing at this forum of all the legal reasons and citations why SB572 does not result in the establishment of religion. However, may I make three practical observations:

First, the Bill before the Committee has been drafted by a nationally recognized firm which is pre-eminent in the field of constitutional law. The Committee may, if it so desires, seek legal briefs from interested and qualified parties on the constitutional issues involved.

Second, it is possible that the U. S. Supreme Court will shed further light on this entire question before the legislature must act in this session but it is more probable that timely guidance will not be available.

Third, the legislature has the right and indeed the duty to protect the constitutional rights of citizens. Since the bill under consideration involves the survival of many non-public schools and affects such fundamental rights as religious liberty and equal justice, we urge that the legislature not use the cases pending in the U. S. Supreme Court as an excuse for postponing action. Justice delayed is justice denied.

We will conclude by recalling George Washington's warning that "reason and experience both forbid us to expect that national morality can prevail to the exclusion of religious principles." I am not suggesting that Washington would have endorsed public support for religious instruction. I am suggesting that his Farewell Address indicated that he would be greatly surprised to find that religious instruction was the victim of punitive efforts to discourage or suppress it. Yet, this is the consequence of denying public support to education in secular subjects in a parochial school.

Rep. Klebanoff: Rabbi Okolica.

Rabbi Henry Okolica: Congregation Tephareth Israel, New Britain, Connecticut.

This is a personal view which is gleaned from a resolution adopted by the National Biennial Convention, Nov. 29, 1970 of the Union of Orthodox Jewish Congregations of America, in Washington, D. C.

There are six million American children, thirteen percent of all school-age children, attend non-public schools. The quality of their education is obvious importance to the national welfare. Of this number, over 80,000 represent Jewish children enrolled in more than 400 orthodox Jewish day schools, 65,000 of them on the elementary and 15,600 on the high school level.

Like other institutions of learning, Jewish day schools are hard hit by rising costs and face financial crisis. With about only 40% of their budgets covered by tuition, they are experiencing huge deficits. Particularly acute is the problem in the large metropolitan areas, where many parents are unable to afford tuition.

Federal and state governments are beginning to recognize their obligation to aid in resolving the financial crisis facing private education. Especially helpful are the so-called "purchase of services" statutes passed in recent years by Connecticut, Michigan, Ohio, Pennsylvania and Rhode Island. Another promising avenue of aid is the proposed experimental voucher plan, commonly known as the "Jencks plan," to be financed by the Federal Office of Economic Opportunity. This plan would have the additional advantage of affording the poor the option, already exercised by the affluent, of choosing private education for their children.

Many states, like Connecticut, have constitutional provisions which unfairly restrict aid for the secular programs of religious schools. We call for their repeal and for substitution of the language of the First Amendment to forbid establishment of religion by a state. This, in our opinion, will constitutionally permit state legislatures to render direct financial aid to religious schools up to the full cost of their secular programs.

The orthodox community is all too aware how Jews throughout history have suffered from government sponsorship of religion. No group is more appreciative of the American principle of separation of church and state. We would never risk Jewish security or tamper with the basic fabric of American freedom in order to receive government funds. However, we believe to be specious the oft-repeated argument that government support for the secular programs of religious schools is an erosion of the separation principle. The law requires children attending religious schools to study secular subjects.

Government licenses these schools and closely supervises their secular programs. Government directly benefits from the educated citizens that these schools graduate. It is, therefore, both constitutional and equitable for government to share the cost of their secular programs.

#### ORTHODOX JEWISH DAY SCHOOLS OF CONNECTICUT:

1. Stamford
2. Fairfield
3. Norwich
4. New Haven
5. Hartford

Approximately 1,000 children attending.

Rep. Klebanoff: Anna Nowak.

Anna Nowak: I am a Certified Public Account and a resident of North Haven. I represent, today, the School Board of the Archdiocese of Hartford. I speak in support of three bills, namely: SB572, HB6240, SB570.

The Archdiocese of Hartford Catholic School System numbers approximately 46,367 pupils in kindergarten through grade 12, who are enrolled in 105 elementary schools and 17 high schools in 36 cities and towns throughout Hartford, New Haven and Litchfield Counties. The parish schools are maintained by very modest tuitions averaging approximately \$50 per pupil and the balance of the cost of operating the schools is subsidized by the respective parishes. Diocesan high schools are financed by tuition presently ranging from \$375 to \$430 per pupil and parish assessments.

Catholic people are finding it increasingly more difficult to exercise their constitutional right of choice of schooling for their child simply because that right is becoming too expensive for the average person. Costs of maintaining parochial schools, as in public education, have increased tremendously due to many factors. Because of these increased costs many parishes, particularly those in the urban areas, are unable to continue operating their schools at the same level with only contributions from parishioners.

The seriousness of the situation was highlighted by the Archdiocesan Superintendent of Schools, who publicly notified eight to nine schools on December 30, 1970, of the strong possibility that they might have to close in June, 1971 unless extraordinary steps were taken locally. Again under date of January 29, 1971, by letter, the Superintendent recommended to approximately 60 additional parish schools that a total of 165 classrooms be closed, unless additional financing is developed at the local level for 1971-1972. Considering that the average net current operating expense per pupil in Connecticut for the year 1969-70, as published by the Connecticut Public Expenditure Council, was \$788, if 165 classrooms were closed and six of the schools that are in critical condition were forced to close, this would put approximately 6,678 students into the public school system with a cost of over \$5,000,000 to the taxpayers of Connecticut principally in the Hartford, New Haven, New Britain, Meriden and Waterbury areas.

Archbishop Whealon, aware of the seriousness of the situation, has announced an Emergency Catholic Schools Collection which will be taken up in all Catholic churches in Hartford, New Haven and Litchfield Counties on March 7. His letter, which was read at all Masses yesterday, said in part, "...Several Catholic elementary schools in the Archdiocese, including some in the inner city, will be forced to close in June. Though all Catholic high schools and most elementary schools are in difficulty, these schools of our poorest parishes are reaching the end.

"The only realistic hope for our schools lies in state and Federal Aid to non-public schools for secular subjects. The last Connecticut Legislature passed a bill, later declared unconstitutional, which is being appealed to the Federal Supreme Court. The Governor and the present Legislature have already shown concern and some hope of help. But all this is uncertain and agonizingly slow -- and these several schools are now coming up to their moment of decision."

This collection, announced by the Archbishop, is only an emergency measure, an attempt to keep classrooms and schools open as long as possible until a satisfactory long term solution can be found. This solution must come through State and Federal Aid. The Catholic people do not wish to have their schools closed or curtailed.

Five schools have actually closed in the Archdiocese in recent years, principally for financial reasons. The implications for public education arising out of our current situation are evident.

If all Catholic schools were to close in the Diocese of Hartford the total operating cost to all 36 cities and towns for the 46,367 additional pupils would amount to over \$38,000,000. These figures are based on the Connecticut Public Expenditure Council's actual figures for net operating expenses per pupil for the various areas for the year 1969-70, not the average cost of \$788. These figures do not include any provision for capital expenditures which would be necessary. The hardest hit areas would be Bristol, Hartford, New Britain, New Haven, Waterbury, and West Hartford. All of these areas would have an expenditure of over two million dollars and up to six and one-half million dollars to meet. The City of Hartford would have an additional operating cost of over five and one-half million dollars and New Haven \$5,200,000.

The Hartford Archdiocesan School Board, whose principal responsibility is to advise Church leaders concerning the general well-being of the 122 Catholic elementary and secondary schools in Hartford, New Haven and Litchfield Counties, respectfully requests and supports legislative measures designed to aid parents of pupils enrolled in non-public, non-profit schools of the State.

Rep. Klebanoff: Walter Brown.

Walter Brown: Mr. Chairman, Members of the Education Committee, Ladies and Gentlemen, I am Vice President of F.W. Brown Construction Company in Norwich. We serve the entire area known as Eastern Connecticut.

As a result I feel I am qualified to speak from personal knowledge of the area, cost of living, employment, unemployment and the heavy relationship of educational costs on a town's tax rate.

I come to this hearing today to speak on behalf of those parents who have elected their God given rights of Freedom of Choice in the education of their children.

I would like therefore to elaborate briefly on the minimum financial costs that would occur to the people of Eastern Connecticut upon the closing of the parochial and regional school systems in the four counties comprising Eastern Connecticut, Middlesex, New London, Tolland and Windham.

Here is an area, known as the Second Congressional District but comprising almost 50% of the entire area of the State of Connecticut. The figures and amounts I will use in my presentation are based upon figures appearing in the Connecticut Public Expenditure Council booklet dated January 1971 entitled "Local Public School Expenses and State Aid in Connecticut."

In September 1970, the elementary and secondary schools operated by the parishes in the area that is known as the Diocese of Norwich had a registration of 7323 pupils in elementary schools and 3302 pupils in secondary schools. For a total registration of 10,625 pupils.

Based upon a calculation of this registration, at the per pupil net current operating expense of those cities or towns affected the minimum net current operating expenses that would face the affected cities or towns upon closing of these schools would be:

Elementary	7323 pupils	\$4,987,606
Secondary	<u>3302 pupils</u>	<u>2,363,677</u>
	<u>10,625</u>	<u>\$7,350,283</u>

You will note that I have only mentioned minimum net operating expenses for if the average net current operating expense figure for the entire state of Connecticut (\$788.31, page 3 of the report) were used the amount of cost would be \$8,375,794 based upon the registration of 10,625 pupils.

The area known as Eastern Connecticut has been hard hit by the large unemployment existing today in the State of Connecticut when available statistics indicate an unemployment rate of over 9%. The parishes supporting the school operations are hurting and many are unable to meet all their current expenses. While there has been no complete closing of a school, we have experienced a closing of some classrooms with more to follow under an orderly process of retrenchment.

I again point out that the figures quoted by me cover only net current operating expenses. In all fairness, however, I ask you to bear in mind the additional costs that would arise from capital outlays in these cities or towns affected by the closing of parish or regional schools.

I hesitate to calculate a figure for this total amount but I would note that in Eastern Connecticut the following cities and towns in 1969-1970 had an increased debt service, equipment and transportation cost compared with 1968-1969 as a result of a public school building program.

New London	\$84.06 to \$452.65	per pupil or 438% increase
Stafford	104.06 to 807.18	per pupil or 675% increase
Old Saybrook	237.76 to 791.69	per pupil or 233% increase
Montville	93.26 to 221.33	per pupil or 137% increase
Putnam	90.64 to 287.66	per pupil or 217% increase

In closing may I respectfully point out that the passage of the bills for which this hearing has been scheduled will provide for parents an opportunity to elect their inherited right of Freedom of Choice in the education of their children at a tremendous saving in educational costs to the entire State of Connecticut.

Edwin M. Jones: Mr. Chairman, Ladies and Gentlemen of the Committee I appear today as the Chairman of the Bishop's Finance Committee of the Diocese of Bridgeport. I speak on behalf of that committee in consideration of the matters affecting the whole Diocese - the Liety of the Diocese, and the Catholic citizens and children of the Diocese.

Two years ago this legislature listened to testimony of a great many people, including my own, in favor of a partial re-imbusement in tuition State Aid Bill. The legislature made an in-depth study of its own and then proceeded to make history in this country by forthrightly declaring that the public policy of the State of Connecticut is that non-public schools, including parochial and all church sponsored schools, teaching secular subjects, promote the general good of Connecticut - and further declaring that all non-public schools are entitled to receive aid from the general fund of the State. This was a significant step and far-sighted action by our legislature.

Although we all know that the legislation of two years ago, which was to have produced \$6 million of state aid, didn't even result in even \$1 in state aid, yet the fact supporting a need and wisdom for new legislation that will help parents of non-public school children are stronger than ever.

Let me cite a few of these facts - I will summarize them briefly.

First, the cost of state and local government for public school education, and the resulting tax burden on all citizens has risen sharply in two years. I am sure you realize, members of the committee, that state aid to public schools increased to the astonishing total in this state of \$225 million in 1969-70. That is almost a quarter of a billion dollars. This is \$343 for each child enrolled in public school. The figure is almost double what it was two years ago when we last spoke here. The increase alone in the two years is \$153 per child, or \$100 million. This has been higher state taxes paid by all of us. Now, on top of these state payments for public schools, local governments have paid \$420 million for public school expenses in 1969-70. This is also up by \$100 million in two years. This, of course, has meant sharper local property taxes, also paid by all of us.

Second fact: The mounting tax monies going to public schools benefit directly only the parents sending their children to public schools. Contrarywise, non-public parents receive nothing back directly - or very little, from their taxes. This is serious discrimination against Catholic parents and all parents of non-public school children.

With these tremendous amounts of state aid going to public schools, is it any wonder that non-public school parents are seeking their fair share of state money in the form of partial tuition reimbursement in return for their contribution to the public good?

It is now clearly evident that thousands of Catholics and other parents can no longer afford to choose non-public schools. The general tax burden is too heavy. They have no money left to pay special non-public school tuition after indirectly paying tuition to public schools thru taxes.

Thousands of Catholics and others are being forced to send their children to schools not of their choice. The number increases each year.

This result was never intended by any law and is out of character in our free country. Are parents thus to be deprived of the right to send their children to the school of their choice? If that is where you are going to wind up, is our country any longer the land of the free?

Fourth, enrollment in the elementary parochial schools in the Diocese of Bridgeport has dropped to 21,500 this year, down from 27,100 two years ago a decline of almost 6,000 students. Moreover, the cost of operating these elementary schools, which are paid for out of tuitions and general parish revenues, has risen from \$4,100,000 two years ago to \$5,500,000 this year. Thus, the cost is up from \$150 per child to \$250.

Fifth, Costs have risen from \$2,600,000 to \$3,500,000.

Now, this is the significant point. Tuition collected by the secondary schools this year are going to be about \$1,200,000 shy of expenses. The deficit had to be made up by borrowed money. Yet, collections to parish churches are down and payment from the parishes to the Diocese are running far below expected levels. There are two results: one is, much money had to be borrowed by the Diocese which has to require us to sell assets to pay them off; second, the tuition to secondary schools had to be increased to \$600 next year. This is going to deprive many more of the rights to go to those schools.

These then, gentlemen, are the facts, among others that justify enactment of the state aid bill this year. I urge you on behalf of our diocese and our people to do so.

Mayor Anthony Sbona: I am here this morning to address myself to a problem that I feel is real and it is not an attempt on the part of the Catholic Church to coerce funds for the preservation of non-public schools.

You have heard Mr. Brown speak on the total per pupil net current operating expense that would apply to the cities and towns of Eastern Connecticut should there be a closing of the parochial and regional schools in that area.



What concerns me more is the affect the closings of three parish elementary schools and two regional high schools would have on the tax rate of the City of Middletown.

The registration at the three parish schools totaled 880 students while the registration at the two regional high schools totaled 1,666. It is reasonable to assume that 40% or 666 of the high school total are pupils from the City of Middletown. This would account for a total of 1,546 Middletown pupils in the Catholic schools.

Based upon the per pupil net current operating expense for the year 1969-70 of \$728.08 as determined by the C.P.E.C. report of January, 1971, I devel op the following information:

1,546 pupils @ 728.08	\$1,125,611.68
Less: Allowance for A.D.M.	<u>309,200.00</u>
Cost to City of Middletown	\$ 816,411.68

Grand List · \$215,733,600

which means an increase of 1 mill will raise about \$215,700.00. To raise \$816,400 would necessitate a mill increase of 3 8/10ths.

The current tax rate for Middletown is \$43.40 per thousand. I expect an increase of \$2.50 per thousand for increased costs for the next year. If \$3.80 per thousand had to be added for additional educational costs, the total increase of \$6.30 would amount to an overall increase of 14 1/2%.

Members of the Education Committee increased costs of local taxation of 14 1/2% for Middletown and similar amounts by other communities is something the cities and towns cannot absorb. It must be kept in mind that I am only talking of net current operating expenses. Additional pupils would mean additional schools and this means capital outlays which would add further costs.

I urge your serious consideration of the bills before your committee for Aid to Non-Public Schools. This aid is a matter of vital importance.

I might add, that the children that are educated in parochial schools are not alien to the American way of life. The children that have graduated parochial schools throughout the history of this nation have preserved the great American tradition. We have provided leadership and in the best sense of the American tradition and this aid will continue to provide that type of citizen in these trying times. Thank you.

Rep. Klebanoff: John Gilhooly, Miss Patricia Maness, Roger Nelson, Rev. Roger Rotvig, and Jeffery Mines.

John J. Gilhooly: Mr. Chairman, members of the education committee, ladies and gentlemen. I am President of the Connecticut Federation of Home School Associations, an organization that represents over 200,000 parents and teachers in our great state of Connecticut. I am speaking to you in support of public aid to non-public schools and in particular as it applies to SB570 and SB572 as well as HB6240.

Your witness here today is certainly a measure of your concern and intention to keep these schools open. Parochial schools have been around for a long time. Let's keep them around for a long time to come.

You have heard from spokesmen for the three catholic dioceses in the state of Connecticut as to the financial costs that would occur to the various cities and towns in the state if the many elementary and secondary Catholic schools were to close.

I would like to summarize what this cost would mean on an overall state basis. Figures presented to you today indicate the registration in September 1970 in the Catholic elementary and secondary schools totaled 85,291 pupils.

You already know that the average net current operating expense per pupil for the state of Connecticut, published by the Connecticut Public Expenditure Council is \$788.31. Based upon the registration of 85,291 pupils and this average cost of \$788.31, a total dollar amount of \$67,235,748 is developed indicating to you a portion of the cost of education which the cities and towns in the state save. I say to you, a portion of the cost of education for if the average state rate for debt service, equipment and transportation were used of \$224.22, the total of this amount would be \$19,123,948.

Members of the education committee the bill before you asking for aid in the amount of \$150 for elementary school pupils and \$200 for high school pupils develops the following:

63,905	Elementary @ \$150	\$9,585,750
21,386	Secondary @ \$ 200	4,277,200
<u>85,291</u>		<u>\$13,862,950</u>

When it is considered that the education being offered to students in Catholic schools is on a par with the schools throughout the nation based upon the Iowa Tests, it must be recognized that the operation of Catholic schools in the state of Connecticut are providing a tremendous bargain when our request for state aid of \$13,862,950 compares with what could be the cost, based upon the average costs developed by CPEC, of \$86,359,696.

Connecticut, you have got a good thing going for you - your Parochial Schools.

Patricia Maness: I am Patricia Maness. I am a black, non-Catholic, distressed and concerned parent. My husband and I have a daughter in the 3rd grade at St. Thomas School in Waterbury, Connecticut. I am also Secretary of the Home and School Association.

St. Thomas in Waterbury is one of the non-public schools that is in grave danger of closing at the end of the school year 1971. Now why is it faced with closing? A simple answer, yet not so simple "A lack of funds." Yes, we pay tuition, but tuition alone is not enough.

This is a unique school that is totally integrated - regardless of race or religion. Certainly, I believe in the type of education that it offers and the atmosphere it affords, so educationally and ethically we are tops. These benefits should not be lost because of finances. This is a period when our economy is depressed and we are in need of financial assistance. As taxpayers, this is not too much to request.

I ask myself, does anyone want to help in an area where help is needed and can be given? What happens to our affluent country if indeed the Core of our nation, our children are deprived of basic, quality education.

As a matter of record, I am very much in favor of the three bills that have been submitted to the General Assembly for action due this session. Bill 572 which contains in its structure assistance to parents of Non-Public Schools. Bill 570 the matter of transportation and Bill 6240 - dealing with the loan of Textbooks.

Thank you for this opportunity to be heard and I hope - your support.

Rev. Roger Rotvig: I am the Rev. Roger A. Rotvig. I reside at 230 South Main Street West Hartford. I represent the Legislative Sub-committee of the Connecticut Council of Churches of which I am chairman.

It is my purpose to speak in opposition to the principle of "Aid to Non-Public Schools" without specific reference as to how that aid is given, for example to parent or pupil or teacher or school.

Many churchmen, who consider Religious Liberty as the fundamental right guaranteed by the first amendment to our United States Constitution, have had to forego many opportunities for public aid and preferred status in order to maintain a real institutional separation between church and state. While the constitution does not forbid interaction between church and state, that interaction has to be carefully limited to areas where no possible confusion can exist as to whether or not the aid is to the religious function of the institution.

It is increasingly apparent that the United States Supreme Court, as well as other lower courts, are affirming that principle when they use first amendment considerations to strike down legislative attempts to grant aid. A variety of states have attempted to find ways to grant such aid without violating first amendment considerations, but to my mind, none have been successful in avoiding the area of the court's concern.

This very morning, the United States Supreme Court begins hearings on appeals from decisions on laws of Connecticut, Pennsylvania and Thode Island. We will continue to have a clarification by the Supreme Court on this issue. Any further attempt to legislate on it, unless it contains some new, untested concept, is both futile and harmful to the ultimate good of the religious and educational climate of our state.

While it is not the area of experness, it should also be mentioned that Fourteenth Amendment considerations frequently enter the courts consideration of laws which seek to grant aid to private (as over against religious) schools. The equal protection principles of that amendment have generally mitigated against public aid to private schools as they are usually constituted.

Opposition to "Aid to Non-Public Schools" is therefore opposed for the following reasons:

1. The courts are regularly finding such attempts at aid to be in conflict with first and fourteenth amendment principles. Exceptions to this might be considered when some new, untested principle is proposed where aid could be granted in a non confusing manner and thus not jeopardize the safeguards of amendments one and fourteen.
2. Passage of "aid" legislation raises false hopes and thus deters families who feel the necessity for an alternative to the public school from committing themselves fully to pay the price for such an alternative.
3. Discussion and passage of "aid" legislation hinders a determined look at options for schools with severe economic problems that could transform them into schools that qualify for public aid to carry on an innovative program of public education to compliment the traditional programs of education in an area of extreme need.
4. Recurrent consideration of the "aid" issue with little hope of the results standing the court tests, sets segments of the religious community against one another and diminishes their ability to join hands in a massive assault, in a way permitted by first and fourteenth amendment consideration, on the lack of moral and spiritual teaching of our children of school age.

It is my sincere hope that these thoughts will aid you in making a decision that will work to the long range good of all our children in both public and non-public schools and can serve as a stimulus to those in the religious community, as well as those engaged in non-public education to work together for the greatest possible advance for those in all our schools, being guided by the dynamic principles of Religious Freedom and Equal Protection as set forth in our United States Constitution.

Jeffery Mines: Mr. Chairman, Ladies and Gentlemen of the Sub-Committee I am speaking in behalf of the Connecticut Jewish Community Relations Council.

This Council represents all of the major Jewish communities of Connecticut and many of the smaller ones, as well as the state affiliates of the national Jewish Community relations agencies, such as American Jewish Committee, American Jewish Congress and Anti-Defamation League of B'nai B'rith.

Two years ago, we appeared before this Committee in opposition to P.A. 791. This was the precursor of the so-called parochial legislation which was enacted by the Legislature and thereafter declared unconstitutional by a unanimous three judge federal court in the case of Johnson v. Sanders.

Now we appear to re-affirm our opposition to bills which would make state funds available to non-public schools, particularly at a time when the hard-pressed public schools need assistance in amounts which are clearly not going to be available.

We oppose SB572 which would provide state payments to a Parental Assistance Fund in amounts almost equal to the aid now being provided for public school students, and HB6452 which would provide similar payments to parents. These bills are constitutionally rationalized on the premise that secular instruction in church-related schools can be isolated from religious instruction. We believe this premise is untenable and that any purchase of secular services by payments to parents, whether direct or by voucher, is basically indistinguishable from state financing of religious education, and therefore unconstitutional.

We oppose SB1079 which would provide scholarships for children attending non-public schools, HB 5744 which seeks to amend the existing legislation which has been declared unconstitutional, and HB5798 which would authorize municipalities to make construction loans to non-public schools at pre-determined rates of interest.

We also oppose SB570 which would eliminate the present local referendum provisions with respect to bus transportation for non-public school students and make the provision of such transportation mandatory in all towns.

Finally, we oppose in its present form HB6240 which would provide for the purchase and loan of textbooks to non-public school students. This bill goes considerably beyond the textbook provisions of the New York Statute which was upheld in the Allen case.

It has been argued that financing parochial schools would save the taxpayers of Connecticut money, since if these schools close the children would have to be sent to the public schools for their education. Even if this should happen, in the long run it is not going to be more economical for the taxpayers to support two or more school systems, than it is to support one.

It is hardly necessary for us to reiterate our long standing policy of safeguarding the constitutionally protected freedom of non-public schools to exist. It can be predicted that Jewish day school and the very considerable part time religious school system will continue to grow. We feel however, that such school must in the last analysis be supported from sources other than government funds.

Rep. Klebanoff: Dr. Sheridan.

Dr. Bernard Sheridan: Mr. Chairman, Members of the Education Committee and Ladies and Gentlemen. My name is Bernard Sheridan. I am the Chairman of the Norwich Diocesan School Board. This Board represents twenty-seven elementary schools and five regional high schools in the New London, Middlesex and Tolland Counties which comprise the Norwich Diocese. Also Windham County.

We are asking a state aid for the teaching of secular subjects in the non-public schools of this State. We are not asking the sum of \$200 per pupil that is given to the towns for each student enrolled in the public schools. We are asking \$150 as a percentage of the per-pupil aid for teaching the secular subjects in our schools.

In October of this school year, the Iowa Test of Basic Skills was administered to all of the fourth grade and seventh grade classes in the twentyseven elementary schools in the Diocese of Norwich. The Iowa Test of Basic Skills measures achievement of Vocabulary, Reading Comprehension, Language Skills, Work-Study Skills and the Arithmetic Skills. It is a well-known, respected and widely used instrument in both public and non-public schools in the state and throughout the country. It is my pleasure to report the combined achievement levels of the fourth grade classes in the following secular subject areas:

<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Work-Study</u>	<u>Arithmetic</u>	<u>Composite</u>
81%ile	80%ile	73%ile	80%ile	72%ile	72%ile

The average composite test score of the 72%ile attained by the thirty-two fourth grades is noteworthy in the light of the fact that the 50%ile indicates average achievement.

The achievement levels attained by the thirty-two seventh grades tested in the same secular subjects are as follows:

<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Work-Study</u>	<u>Arithmetic</u>	<u>Composite</u>
83%ile	74%ile	78%ile	69%ile	60%ile	73%ile

The combined achievement level of the 73%ile speaks well for the instruction provided in secular subjects in light of the fact that the 50%ile indicates average achievement.

I have appeared here today to point out to you the achievement levels attained in secular subjects in the schools of the Norwich Diocese. These scores reflect the dedication and effort expended by the religious and lay teachers to provide a good, secular education for the children of parents who have exercised their right to choose the school that they feel is best for their children.

I respectfully urge you to give a favorable report to this Bill so that the children who have attained these scores may enjoy the same freedom of choice when they become parents.

Mayor Gino J. Arconti: Mayor of the City of Danbury approximately 51,000 people.

Mayors are realists and pragmatists. If September came upon us and the non-public schools did not open I would be faced with a situation of having to accommodate five elementary schools and one high school. This would cause a 20% added enrollment in our system. This is the reality of the situation.

We look at the economics and we find that we would need to raise \$1,800,000 additional dollars. This represents immediately 18% in our educational budget that together with a projected 17% in our public school budget makes a total of 35% increase for educational costs this year alone. Now, as we all know the cities in our state and in our country are in serious trouble. We, who are chief executives from communities both large and small are charged by law to be responsive to the needs of our people. The cities are restricted in the main to raise their revenue from property taxes. We have a difficult task. It appears to me that the aid for non-public education is a worthwhile one. And for many reasons.

One could look back to 1940 and one looks at the record and sees that about 20% of our national income was taxes, 10% by the federal government, and 10% by the state and local government. One makes an analysis of the year 1970 and one sees that the national income is being taxed at 35%, which means that these dollars are coming from all our people. People who send their children to non-public schools too. Is it any wonder they can't meet tuition costs? They then have an obligation to possibly return some of these dollars back so that the people who wish to send their children to non-public schools will have the where-with-all with which to do it.

I, as an individual, and also Mayor of a fairly good sized city support the bills to aid non-public schools.

I would like to submit for your consideration that justice cries out that there be a fair distribution of wealth to all the people. Thank you very much.

Rep. Klebanoff: Mr. Pauroso.

Ciprian A. Pauroso: I live at 132 Preston Street in Windsor. I speak as a representative of the concerned parents of children in St. Gabriel School and as a parent myself of four children in that school.

We feel as parents we have a fundamental right to choose state-approved education for our children. We have in the past had opportunity to exercise this right because of the availability of a dual system. One, public education, an obligation of society, supported by all taxpayers, including those who don't use it. And two, the private and parochial schools which offered state-approved education programs. This dual system is good, it compliments each other and promotes healthy competition which results in better education for all children. We are in danger of losing the non-public schools, and therefore a choice of education for our children because of economic circumstances.

There is no disputing the fact that in recent years the cost of education has risen very sharply. This we find has put non-public schools in financial difficulties with many being forced to seriously consider closing or at least reduce their programs. At our St. Gabriel School we have now been forced into a consolidation program in September. We will reduce to one class per grade, one a year, meaning a 16 class room school will in a few years be only an 8 classroom school. In students this means, where our school just a few years ago educated approximately 600 Windsor children - this number will be reduced to under 300. This is our best hope without some aid and it is very conceivable that even consolidation will not work and the school will have to be closed entirely.

We, therefore, support meaningful financial aid by the state of Connecticut to keep the non-public schools open. Tokenism aid will not be enough. We hope the General Assembly will enact legislation that will give financial aid to these schools in a form that will be constitutionally legal. The best approach, we feel, is legislation that provides for financial assistance to parents of pupils attending non-public schools. Therefore, we strongly support SB572 which provides for this type of assistance.

Other legislation has been proposed for assistance to non-public schools and students who attend these schools. Therefore, we also support HB6240 which would provide for loan of textbooks to students enrolled in non-public schools. And while we in Windsor have been fortunate to have bussing supplied to students attending St. Gabriel's School we feel this should be a right of the student regardless of school he is attending and therefore support SB570.

We parents of children of St. Gabriel School, therefore, urgently plead for the General Assembly of the State of Connecticut to give us aid so we can keep our school.

Hugh Curran: Mayor of Bridgeport.

Mr. Chairman, members of the committee, The remarks that I will make this morning I will also make on behalf of Senator J. Edward Caldwell from Bridgeport.

One of the previous speakers indicated that we should wait for the Supreme Court to find a way to assist non-public education. Well, I would dare say that if we wait I doubt that anyone in this room, in this hall, will be alive to see what happens. I don't mean to make this remark facetiously.

The Supreme Court's prerogative is only to interpret the law. It is our job to find a way - yours and mine.

The state of Connecticut mandates all 169 towns to educate every boy and girl under the age of sixteen years. It doesn't say that they shall be educated in buildings, or under the auspices of any public entity or public body. !

I went to school, college and law school at the expense of the United States government. The G.I. Bill of Rights. Gentlemen, if that isn't help and assistance, I don't know what it is.

I attended a Catholic College. Those challenges that were made of the G.I. Bill were easily handled by the courts at that time. I don't think that there is anyone - and I would hope and pray that the Supreme Court would have the same opinion - that this was unconstitutional. This was assistance to an individual and I would urge you in your consideration to take under very serious consideration those bills which call for direct aid and also for assistance for parents of non-public school children.

I have been informed that in Bridgeport should the private school systems that do exist close, we will be required to absorb between 8,000 - 9,000 school children. I don't have to tell you what kind of a staggering cost this would mean to our city. In addition, it would create an immediate crisis in terms of capitol expenditures. It would create an immediate shortage of teachers. Because I doubt that the religious orders would keep the nuns here in Connecticut. Also, a great number of dedicated teachers in our private schools and our retirees of our public school system would not be eligible to work for any public school system.

Gentlemen and Ladies, it is incumbent upon you as members of the General Assembly to find a way - to find a way to assist all 169 of the towns in this state in the crisis that is facing us here this morning. I would venture a guess that if we do not act, and if we do sit back and wait for the Supreme Court then within the next two years we will see the end of the private school system here in our state and I don't think you want it - I know I don't want it - and I doubt very much whether the people of the state of Connecticut want it. Thank you.

John R. Goldeme: Mr. Chairman and members of the Education Committee I am here to support SB572, providing for assistance to parents of pupils attending non-public schools.

My Son, age 9, is enrolled in Sacred Heart School in Bridgeport. I am president of the home school association of that school. By present day standards the school is situated in an area considered by some to be disadvantaged.

Sacred Heart School has 261 pupils. Of these, 30 are non-white; 68 are spanish speaking. That makes 98 out of a total enrollment of 261 that might be considered members of minority groups. Percentagewise that adds up to 37 1/2%.

My purpose in mentioning these figures is quite simple. It is frequently stated by opponents of aid to non-public schools that such aid would work to the detriment of minority groups. From these figures it is certainly not true in Sacred Heart School. Furthermore, I believe these percentages will hold up in any of our large cities where the preponderance of the minority groups live.

Sacred Heart School has been in existence over 75 years. It was not considered a segregated school then and it certainly cannot be considered one now. It is aid such as is being proposed in this bill that will keep Sacred Heart School from becoming a segregated school.

The financial plight of the non-public school is obvious, and needs no further discussion from me - other than to mention the pinch on my own pocketbook.

I know I don't have to send my son to Sacred Heart School, but I believe the constitution of the United States gives me the right to send him to a school of my choice, and I also believe that as long as I am not violating any of the laws of the United States including the civil rights act, that that same constitution entitles me to receive some aid toward the education of my child regardless of the type of school in which he is enrolled.

Concerning the separation of church and state, I am at least as interested as any opponent of this bill in keeping church and state separate. Because - if they are not separate then the very choice I am now defending will have disappeared.

The First Amendment to the Constitution says in part, that Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.

It is the free exercise thereof that the passage of this bill will help maintain.

Rep. Rufus Rose: I was particularly interested in your comment that you are vitally interested in keeping the separation of church and state. I would like to ask you if you would approve and accept the idea that if the public children were admitted into a religious school under these bills, that that school would remove all icons, religious pictures, and other religious.....

John Goldeme: No Sir, I would not.

Rep. Rufus Rose: Now, the next question which follows this. Do you think that such icons, pictures, or other religious decorations in any way perform a visual education of religion to those who enter those buildings.

John Goldeme: Yes, I certainly do. There is no question in my mind.....

Interruption from the audience.....

Rep. Rufus Rose: I ask these questions because I, too, am extremely interested in finding a way to help this problem be solved. I propose these questions, as I am sure you have heard them perhaps before this meeting, so that you will recognize that we, as legislators, operating under the Constitution of the State of Connecticut and under the Constitution of the United States must recognize that when you agree that these icons, these decorations and other religious adornments of a building do have an educational value to those who are in that building - this does mean that we ask, supporting true public taxation which the General Assembly would pass under these circumstances, religious education to the public. I think this is very clearly and logically a violation of the intent and the exact wording of the Constitution. Thank you.

John Goldeme: Well Sir, I believe that is your interpretation which you certainly are entitled to. But, it is not the interpretation that I would put on it. Thank you.

Mrs. Hilda Diaz: Mr. Chairmen, members of the Committee, members of the audience my name is Hilda E. Diaz and I am a Puerto Rican Attorney, a resident of Hartford and a member of the Education Committee of the Spanish Action Coalition.

As such I would like to speak in support of HB6452. Under general statutes, Sec. 10-184, parents have a duty to bring the children up in some lawful and honest employment and instruct them or cause them to be instructed.... and I am quoting.

It has been decided by the Connecticut Supreme Court in the case of Schneider v. Neusion 147, Conn. 374. that the state can compel school attendance but cannot compel public school attendance for those who choose to seek and can find equivalent education elsewhere.

The municipalities, under Sec. 10-240 have a duty to maintain the schools and for that purpose they are given a purposeful grant by the state. Parents who decide to send their children to non-public schools are being discriminated against. For economic reasons ( and this is especially for Puerto Rican parents) they are deprived of their freedom of choice. This is especially true of those families of spanish speaking parents who wish to send their children to private or non-public schools, but cannot do so because they are compelled in effect to pay a double tuition. If parents throughout the state of Connecticut are to be helped, they should be helped all alike.

I would like to add a few words as there were some questions on the floor before. This might be a way to solve the problem of the contributinal question through the examination of the statutes that I have just cited and the Supreme Court decision.

I, therefore, urge you to support and vote in favor of this bill 6452. Thank you.

Sister M. Caroline: Principal of St. Stevens School in Bridgeport.

In speaking of the school I know best, I ask you to consider the similar contribution of other parochial schools. Our school is located in the west end. Our children come from the low income housing project across the street. Almost none of them belong to the St. Steven Church membership and many are not Catholic. For most of the children of the area attendance at the local public school is simply taken for granted. For some few, whose parents can afford the tuition, there is an alternative - they can go to St. Stevens. The simple fact of having the freedom to make a choice between two possibilities adds dignity and value to the process of education.

I am, myself, a product of public school education and it is due to the inspiration of the dedicated teachers in my experience that I have devoted my life to education. Many wonderful people are involved in the public schools, everywhere, doing much more than simply working to make a living. Many fine programs are offered to public school children. Although me must recognize nation-wide studies that show it is often just those schools serving the most educationally deprived children which somehow end up with the smallest budget and the highest teacher turnover.

What, then is the alternative offered by a school like St. Steven's?

First, it is a comparatively small operation. It is coordinated with and supervised by a wide educational circle, but still retaining human dimension. The teacher can keep his schedule flexible and give students interest and enthusiasm high rating on his list of priorities. While the basic subjects of language arts and math are recognized by prime importance, they can be presented slowly where necessary to allow even the poorest student to feel some measure of success and achievement.

Our school also offers a framework within which special programs for the educationally disadvantaged, such as a reading laboratory, english as a second language teachers, as well as the Follow-Thru, Head-start classroom can function effectively.

Perhaps the greatest value to a school like ours, however, is the fact that it can be a neighborhood school in the best meaning of that term.

At least a part of the faculty will be living very near the school. In our case, only a few yards away. This is, for me, and I hope for our students and their parents the most rewarding aspect of our experience. We live with our students. The violence, the hardships, the fear, are experiences we share to a great extent because they are a part of our common atmosphere. So are the joys - such as sitting in the backyard at dusk when a third grader comes to show his baby brother, or his new puppy. It means someone is there to talk to even tho both mother and father may be working during the school day, or scheduled parent-teacher meetings. It means walking to the supermarket and comparing prices with Johnny, and purchases with Mrs. Rodriguez. Part of the faculty can give their after hours voluntarily to children on a person-to-person basis, teaching them to take advantage of community resources - such as libraries, parks, and museums. They can serve on committees or organizations working to make the community better, because it is truly their home also. Many parents take this alternative because they see values in our school which they want for their children.

But, for our people this one choice often leads to another, an agonizing one. Often we find that only one or two children of a large family are enrolled in our school because of the tuition. To obtain a choice in education parents have to make the choice among their own children.

I sincerely hope that they can be helped. Thank you.

Mrs. Mary Winiarski: Mr. Chairman, members of the committee. As a graduate of the parochial school system of the City of Hartford, a mother of nine children all of whom are presently enrolled in Catholic High and Parochial school systems of this City - and finally, as an over burdened taxpayer would like to express my support for state assistance for non-public schools.

While my position may seem contradictory from a taxpayers viewpoint and completely selfishly motivated from the viewpoint of a mother with children in non-public schools, I believe that state support is a realistic and practical solution to the ever increasing costs of education of our children.

I have at great expense to myself consistently enrolled my children in Catholic schools for essentially two basic reasons - the first, to become educated in the basic secular subjects in preparation for a living; and the second, in order that they may acquire a lasting and guiding philosophy of life which is not predicated on materialism.

My own parochial school education provided me with such a background and I can see it materializing in my own children. Obviously, such an education has been subsidized by the Catholic church and participating parents on a voluntary basis at great cost. The beneficiaries of such Catholic education have been the local and state governments who have been provided with good citizens without the financial costs that would have been necessitated by public education.

The Catholic school system is now confronted with a financial crisis. They are faced with the option of closing schools or classrooms or demanding impossible tuition from the parents.

In my own case I have reached the limits of what I can pay in tuition for my own children and their transfer to the public school system would represent at six years per pupil cost of an additional expense to the City of Hartford of approximately \$9,500 of which the state's share would be approximately \$2,200 and yet the state assistance of a much smaller amount to permit my children to remain in the Catholic school system.

Catholic school system has the physical tools to continue secular education, but it needs immediate financial assistance. I think I can speak on behalf of the other parents who want to keep their children in Catholic high and parochial schools at an actual savings in cost to the state this way. Thank you.

Samuel T. Younger: I live in Bridgeport, Connecticut. Titles: I am recording secretary for Bassett Local #229, Bridgeport, Connecticut; recording secretary for the A. Phillip Landolph Institute Chapter Bridgeport. Doesn't really mean anything.

Sen. Mondani: We have it in the record, Mr. Younger. It does, now.

Samuel T. Younger: Thank you.

As a taxpayer, a labor leader, a concerned citizen, and as a Baptist parent - of two children in Blessed Sacrament Catholic School I am totally in favor of this Bill.

As a taxpayer, I am interested in improved, true economy in government. The non-public have made possible economy in government to the tune of from \$8 billion a year over the past hundred years of their existence. They have rendered, and are rendering, vital public service to this nation. Because of the heroic generosity of the Catholic sisters and lay teachers accepting so little for their services, Catholic schools can educate children for 1/3 or even 1/4th as much as public schools.

I'm going to depart from this. I came here to beg.

I don't know if any of you have ever had to look into your child's face as he comes in from school - his normal routine, his normal habit, and have him walk up to you, and look up at you and say: "Daddy, they're closing my school." Well, first of all I'm not a politician, I'm not politically oriented and I'm not politically inspired, but were I able at that particular time to be the President of the United States, the Congress, the Senate - the whole entirety rolled up into one, (like it is in this science fiction book I'm reading) I would have said No, your school is not going to close.

I'm going to leave quick, and I'm going to leave with this.....S.O.S.

And I'm not talking about Brillo Pads!

**Mrs. William Genuario:** I am Pastor of Sacred Heart in Bridgeport and Chancellor of the Diocese of Bridgeport.

I speak today, however, as the Pastor of another inner city church which has an inner city school. To give some more statistics adding these to those of Sacred Heart and St. Steven, we have 136 black children in our school - 48 Catholic and 88 non-Catholic. 30 Spanish children, 29 Catholics, 1 non-Catholic. 170 Caucasians - 167 Catholics and 3 non-Catholics. We are proud to say that we have had one Chinese girl.

In the East end of Bridgeport we have had one school burn down, and we have not two other public grammar schools. Our school has begun and has for some time been feeding and giving the community a sound education based Judeo-Christian principles.

I would like to answer one of the questions that was asked just a moment ago about the icons and everything. You know we might go along with you if perhaps we could have in place of the crucifix, in place of the icons and what was described as religious medallion. Could be perhaps have a dollar bill up there on which it is said: "In God We Trust". The 100th part of the dollar also has "In God We Trust". We are relating to the community. Project Concern has its problems. We are trying to get to people in the suburbs who are culturally.. for cultural education. We have a school. We have several schools. We have a great number of schools in the City of Bridgeport that are doing what Project Concern is trying to do in Westport and other places. Why can't we have some of that, perhaps.

These are emotional arguments. We do want it constitutionally approved. But sometimes we forget that organized religion - that the founding fathers were talking about - not a trust in God.

We speak about the moral fiber of the United States being weakened. Well, if we keep taking God out of education then we might as well give up right now.

Science was challenged to bring three men back from the moon safely. If you legislators, and if the great Congress of the United States of America cannot find a way to educate our children with a moral fiber what have we got.

John J. Murphy: Ladies and Gentlemen, I am John J. Murphy, Chr. of the Bridgeport Diocesan School Board. I speak today in support of financial aid to non-public schools.

The fundamental right of the parent is challenged by the economic crisis of the non-public school today. I refer to the right of the parent to select the manner, mode and place for his child's education. As the costs increase, the parent gradually loses the ability to select or utilize the choice of non-public schools.

The Catholic parent prefers the parochial school for the values, the philosophy the discipline and the advantages he feels it provides. To support this preference he pays a tuition, a parish subsidy and other ancillary costs while still contributing to public school taxation. Herein the Catholic parent has a grievance - form of double taxation.

I submit it is reasonable for the Legislature to partially remove that grievance by providing suitable financial aid to the parent. It is vital that the Legislature recognize the necessity for providing this assistance.

Catholics do not wish to close their schools, for they know they provide a necessary element of competition to the public sector of education. These Catholic schools promote and encourage the development of educational advances to effectively improve the total education of the child. The loss of this school system would reduce our nation's educational effort from a truly pluralistic one to a monopolistic one.

This country was founded on the basic ideal of maintaining differences, for it is in these differences we have found strength. We cannot permit these strengths to be weakened by economic pressures.

You cannot and must not continue to discriminate against those who clearly seek to provide what they feel is best for their children. The Catholic school system must be maintained in Connecticut for the benefits it provides not only in holding down educational taxes, but also because it provides thoughtful and conscientious Connecticut citizens fully aware of their responsibilities to town, state, nation and God.

I respectfully request your positive action to provide financial assistance to the non-public school.

Mrs. Jean Rivers: Did not come forward to speak.

Sister Eileen Marie O.P.: Thank you, sir. Members of the Committee, ladies and gentlemen, as a member of the teaching order of the Catholic Church which has rendered service in the City of Bridgeport for 49 years to the state of Connecticut, I speak as a citizen of Connecticut for only six months.

It is my considered opinion that the value of the education which is being given to our children in an inner city community plagued by the problems of dope, of race, or violence in the streets, is a problem which can be met by you, gentlemen - dedicated to the finest ideals of what America stood for. Let's not forget Nathan Hale said: "I only regret that I have but one life to give for my country." I am proud that our sisters, and our school system are doing everything it can possibly do to stem the tide of evil which is rising about all of us. What happens in Bridgeport, is reflected in Westport. What happens to one human individual, happens to all of us.

An old Roman poet said once: "Nothing that is human is foreign to me." If I am human, my brother who is deprived, my fellow citizen who is discriminated against in regard to his religious rights and his right to a good education is also being inflected - I am also being inflected with his evil and his wounds. Therefore as a teacher in Blessed Sacrament School which provides by the way, psychological counselling for troubled or disturbed students - a reading laboratory which is second to none and which is serviced by the City of Bridgeport with an expert and with a reading assistant - a dental clinic in the school, which will care for the dental health of our children, a library and a tutoring service - run by an 80 year old religious who is mentally as alert as any person in this room and who has given herself 35 years of dedicated service to the City of Bridgeport and has seen many hundreds of fine young citizens go into various walks of life from her teaching career.

We find these, as a teacher, very compelling reasons. But, I leave the most compelling to the last. That when the possible closing down of our school was announced it took seconds for a black parent to rise and say: "If we need \$60,000 what can we do to save our school and our children who are students of the 340 students that we have of every race, color, creed who are vitally interested (so much so they have sacrificed their spending money which in some cases is a very small amount of money) to help save our school?"

As Americans we cannot afford to lose this option. I believe in the United States of America. The name American ends with I can. Together, you and I can.

Beatrice Moore of 19 Coe Avenue, Meriden reading letter from Captain Walter Griffis Salvation Army, Meriden.

Statement from Captain Walter Griffis:

Re: SB572, SB570, HB6240 Gentlemen: I regret my inability to be physically present to speak out whole heartedly in favor of these three bills, both as a father of children attending St. Rose Parochial School in Meriden and as a duly ordained Minister of the Gospel of that branch of the Christian Church known as The Salvation Army.

I quote from Jane Addams when she says, "America's future will be determined by the home and the School. The child becomes largely what he is taught, hence we must watch what we teach it and how we live before him."

As a Salvation Army Officer and even prior to that as a Police Officer and a 12 1/2 year veteran of active duty with the U. S. Army, I have frequently been transferred around these United States. As my five children grew older, their education became a more critical problem to me. I found that the quality of education in public schools fluctuated widely according to geographical location. I therefore searched into all aspects of private schools and found that the Catholic Schools of our country were uniform in their high standards of teaching. There wasn't any fluctuation in quality at all and therefore when we transferred for instance from Waterville, Maine, where my three boys were in the Catholic Consolidated School, to Meriden, Connecticut where they now attend St. Rose School, the academic qualifications were identical and therefore the children did not suffer in that respect.

Some people in their concern have asked me about the possibility of theological differences arising. We have never found this to be a problem in that the Catholic schools have always strongly pointed out to me at registration time and at various other times that religious education absolutely was not a necessity and that a substitute period would be provided for those times when the Catholic children would be involved in religious education. I would digress a moment to point out what I found to be the one time when a problem did arise. It was at the Catholic Consolidated School in Waterville, Maine when a new teaching Nun arrived to take over the class of one of my boys. As an assignment she requested the children to write a letter to their parish priest and turn it in. My boys letter began, "Dear Dad". I imagine the dear Sister felt this to be insubordination until she read the first sentence. "I hope Mom is feeling better than when I left home this morning." I feel we narrowly missed losing a Nun thru heart attack there. Mother Superior explained to her that the boy's father indeed was his parish priest in that I am a Minister of the Gospel and have my priestly function to my own flock. I have always allowed my children to have religious education, and this by their own desire, because I feel that we should be intimately familiar with not only other religious but other races of people as well and by knowing others on an equal basis as children they will grow up without the deep rooted fears and prejudices of our current generation.

I feel that these three bills can not be anything other than outstandingly beneficial to all segments of the public and therefore put my full support of them on public record.

Sincerely yours, Walter Griffis, Captain

Rep. Bruce Morris: I represent the 111th District in the City of New Haven. I am assistant Majority Leader of the House of Representatives. I am not speaking in behalf of the leadership in the House. I am speaking for myself and my constituents.

I am a graduate of the non-public school system. St. Mary's High School in the City of New Haven. If it had not been for my opportunity to attend a school like that - on scholarship, by the way - I would not be before you today as a State Representative, or as a Graduate Engineer.

There are fifteen Catholic High Schools in the City of New Haven with an approximate enrollment of 5,276 students. According to the Conn. Public Expenditures Council

The net operating expenses per pupil in the public schools in New Haven is \$999.49. Simple arithmetic shows that by having these children in non-public schools over \$5 million is saved New Haven taxpayers.

I have sponsored HB 6240, and I support SB572. My bill to provide loans of textbooks for children attending non-public schools has proven effective in New York State and would go a long way toward helping all the taxpayers in my district.

I have two non-public schools in my district. One, St. Martin De Poras and the other, St. John's. Now, I must admit, and I believe, that those children who are educated in the parochial schools in this state are receiving a far superior education than those in the public schools. I must give this credit to the system itself and to the good nuns who have devoted their lives to this education.

There could be no education in a situation of chaos. There could be no education when we do not have discipline in our schools. Our public schools are not, I feel, committed to the kind of education that my children have received in the public school.

I would like to end my testimony with that remark. Thank you.

Everett Heintz: I am a registered voter in the Town of Wolcott. I am here as a non-Catholic parent speaking in favor of SB570, SB572, and HB6240.

Four of my children attend Sacred Heart in the City of Waterbury. This decision required considerable thought since:

First, we have a good school system in the Town of Wolcott and the children would get a satisfactory education.

Secondly, our children must be driven ten (10) miles each day to school at our expense.

Thirdly, the cost of the non-public school tuition has steadily increased to the point where it is really hurting our budget and my wife and I must sacrifice many things to provide our children with this education. Why then have we decided that our children should attend a non-public school when my own education was through at the New Park Avenue Public Grammer School here in Hartford?

The most important reason is that our non-public school provides a no-nonsense education in which learning and character development come first and foremost. Sports, hot lunches, competition, games, and field trips are second.

Application of religion flavors the teaching and spices up the learning. This is the seasoning which is so important in the development of sound character in which love and respect are emphasized.

My children are taught under rules and regulations that would not be acceptable in the public school. Honesty and integrity become a daily part of their children's instruction. I find that this atmosphere seems to only sharpen their minds because we experience many lively discussions around the supper table in which even the youngest, a seven year old, participates.

In addition to developing their minds, my children obtain a deep respect and love for both their lay and religious teachers. It is this moral conditioning upon which this country depends and we can all be thankful that it is still available.

We are all going through difficult times in bringing up our children. They have many things available which are new to us as parents. Obviously, we can't supervise them every minute of the day. We must depend upon their integrity and there is no question that our non-public schools develop the character needed to say "no" to the many temptations to which our children are subjected.

The development that I have seen in all five of my children has convinced me of the absolute necessity of continuing the non-public schools.

As parents, we may have damaged our environment, but we can still maintain the Christian relationship that has made our nation the greatest in the world. I urge you to support the pending legislation for the benefit and improvement of the next generation. The price tag is a bargain for the results that will surely follow.

Thank you.

I have here 413 signatures that were collected over the past week that favor this legislation. I have turned these over to the Clerk. Thank you.

Francis McDermott: Mr. Chairman, members of the committee I come here from Norwich, Connecticut - the Norwich Diocese. I come here today to speak on behalf of myself and the other parents and taxpayers on a very simple subject.

I could get up here like a lot of previous speakers and I could quote facts and figures that are there and most people aren't too concerned with facts and figures. You have them in front of you, members of the committee, you are familiar with what they are. But I am a little bit concerned as a parent in this great State. I always get concerned when somebody wants to take something away from me. I don't mind if they are not going to touch anything, or take it away, but when they make an attempt to take away something that I think is my birth right I am going to get out and speak for it.

Now I hear the opposition. The opposition has been around for 40 years. It has the same cliché and the same cry - it has never changed. The so-called separation of church and state. I urge some these speakers today, and they would have you believe that the Catholic parent is an affluent member of society with all kinds of money and I am here to say that we all know that this is one of the biggest fallacies that there is.

The Catholic parent that sends his child to a non-public school is not affluent he is your mill-hand, your factory worker, your office worker, his the people who is unemployed and he is the people of the City that don't have money.

It is out of his meager earnings, these dimes and quarters that he has built one of the greatest non-public school systems the world has ever known and he has built it on a self-sacrificing teachers who have dedicated them lives to that Church.

Now I have never been concerned as a parent of a non-public school child before. I have listened to these arguments about transportation. I laughed and I sat back and it didn't concern me because I realized that we could support our Catholic schools and the Catholic type of education in non-public education.

But with the current tax rate today, with the proposed 7% that I am going to have to pay if it goes thru on my children's clothes, medical care and everything else - I can no longer afford it. I can no longer afford to pay the taxes required. The taxes to keep the state and our nation going, so I must look for help. Now when I look for help, I find that we go to the Constitution. So, therefore, I must go to the Constitution, too. As a parent that Constitution gives me certain rights. The right of everybody in this country to life, liberty and the pursuit of happiness. The one that I am concerned with is the right to liberty.

Now, I can hear these arguments. The liberty that this Constitution guarantees me guarantees me a freedom of choice that I, as an American citizen, can choose where I want to send my children. Your law says that I must educate them, so I must obey the law and will educate them. I have a choice of a public or non-public school and for very definite reasons I chose a non-public school. All I have to do is look at some of my tax money - and it is my tax money I'm worried about. You don't give me a right to say what you are going to do with it. You support a state college where students can destroy, disrupt and you don't do nothing about it. And that is taxpayers money. But, when I come in here and say give me some of my money - my taxes to support the school of my choice, I hear we gotta separate the church and the state. This is the greatest hoax that has ever been perpetuated upon the American public because it discriminates against me and discrimination in any form is wrong.

I hear speakers get up here and they hollar discrimination, but they are the first on the band-wagon to fight against the non-public schools and that is discrimination. Discrimination against me as a parent with my money.

The record of the non-public school stands for itself. But, let's say this - That Constitution with this separation of Church and State, the one that gives me liberty, the one gives me the freedom of choice is the one that says in very simple language (I don't need lawyers talk, I don't need all this going before the Supreme Court) that I can understand: "There shall be no establishment of a state church" and regardless if they establish a state church they would have to go to Congress, House, Joints, President and it would have to go to the States before it could be established.

If you give me some of my tax money to support the school....because if these schools fail there is no choice left for me. They must go to a public school and they must go to a public school where they can't even say "Thank God for this beautiful day and the weather you gave me" because we killed that one already.

So you see my freedom of choice is not left. You are depriving me and you are taking it away from me. One point tho, and I know that I am going a little over-time. One point, and I have heard it for years that if you give bus transportation to the parochial schools children that is out. Again, Church and State. Well, you know they have been giving transportation to Catholic school pupils for one heck of a long time and I have been searching and I have been looking ...there are about 100 and some odd denominations of religious faiths in the country and I can't see an established state church, yet, so where is this going to be any different?

I am a taxpayer and a parent and it is up to you and it is your duty to represent the parents in this auditorium and give them that money so I have a freedom of choice to send my child that I want, not the school you dictate. Thank you.

Barbara Kenney: Chairman of Legislation for the Parent-Teachers Association of Conn. which is an organization of some 100,000 members. Thank you for the opportunity to appear before you today and to give testimony concerning PTA policy of public funds for public schools.

The National PTA and the Connecticut PTA believes that a strong public school system which provides excellent educational opportunity to all children is essential to maintaining the strength of our democracy. This responsibility can be met only through the open doors of the public schools. In our view, therefore, money drawn from all citizens according to their economic ability, in taxes, should only go to schools open equally to the children of all citizens, and governed by the representatives of all citizens in the public school boards.

PTA policy is not critical of independent or parochial schools. Such schools serve a variety of good purposes, and many of us throughout PTA utilize them for our own children for special reasons. Public schools, however, are governed in the public interest and for the good of all children, by public policy and regulation. Public funds going to non-public schools would be used to serve selected purposes for a selected enrollment.

Again, if tax support were to go to both public and non-public schools, non-public schools would be strengthened beyond the public schools and could compete broadly for both teachers and students. One of the chief educational virtues of the public schools is that the student body is representative of our society. If non-public schools were enabled to draw heavily upon our public school students in a selective fashion, both equal educational opportunity and education for democracy would be impaired. Moreover, a competitive system of non-public schools frequently weakens local interest in and support of public schools. Therefore support of non-public schools is not an appropriate savings of public funds.

It is our obligation as citizens, rather, to concentrate our efforts in financial support of public schools, and for the welfare of our democratic society strive to make public education excellent for all children. Thank you.

Anthony Suraci: Of North Haven. Hopefully, I represent some of the parents of St. Rita's Parochial School and St. John the Baptist Parochial School in New Haven.

Let me say at the outset that I, myself, as an individual have been protestant oriented for over 65 years. All of my children have been brought up as Catholics.

What I am leading up to is the fact that if we still believe in God then I want the Parochial schools to remain open because we can see and touch the wisdom that God has given us.

I am aware that the time is rather limited and I will not go into specifics. But let me tell you something. The old cliché that you cannot fight city hall is not true and I am going to prove it to you.

In my immediate family we have eight educators. One in particular was Professor of Education at Seton Hall University. As it happens perhaps 60% of the people who are involved there are non-Catholics. So my son volunteered to go to Washington to see what could be done and with the permission of the Bishop and the Dean he has to go to Washington. He was told - well, don't you know the question of separation of state and church. He said to them, "I know all about it - It's old hat." But I am not going to Washington to foster the Catholic religion, I'm going there hopefully to try to get better teachers, better classrooms, more books, more paper and yes, even an extra pint of milk for the children and the adults. And with that, he went to Washington. You members please take notice. He went to Washington and within four days he was back with a grant of a quarter of a million dollars. And when he returned to Newark the Bishop almost was so amazed that he didn't know what to say. But he said to him - this is now your project, I want you to name your own faculty members and he appointed eight Roman Catholics, seven Protestants, Two Jews and two Black people. After a few months he returned to Washington and to make a long story short - he succeeded in getting a total grant of over one million dollars for the children and the people of that area. If you don't believe it - check it out. It is documented and is something that cannot be denied.

You can't fight city hall? I'm showing you how to do it.

It goes without saying that where there is a will, there is a way. I have personally volunteered to go to at least fifteen public and parochial schools and demonstrate and speak on my art of Mental Formation and I have been before thousands of young people and let me tell you.....And now I say this in all sincerity and I could never deny it - that the discipline in the parochial schools far succeeds that what you get in the public schools. I have seen it. And because of that I submit to you that we gotta have the parochial schools

because they are coincident with the education of people who really want to learn, but foremost to have God in almost everything that they strive to think about. I say it could be done. If we here in Connecticut attempt to emulate what my son has done then rest assured it can be accomplished.

Thank you.

Charles Whitty: Asst. City Manager for the City of Norwich. I am here today on behalf of Thomas Hissom, City Manager of Norwich, and the Norwich City Council.

My purpose in appearing is to state that in the City of Norwich there are 1,417 students attending Catholic and other non-public schools.

If for one reasons or another those students were to enroll in the Norwich public school system, the increase in local taxation, even allowing the \$200 A.D.M. state allowance, would be \$675,625.41, per year.

In tax rate terms, this would represent a 9% mill increase on our current mill rate of 59.28. A 9% increase would mean 5.33 mills for a total rate of 64.61 mills.

Therefore, we urge that this committee give careful consideration to these figures in arriving at a decision in this matter. Thank you very much.

Molly Russo: From New Haven, Connecticut. I am here as a mother, grandmother, and fourth ward Democratic Chairlady in New Haven.

I am here mainly concerned with our St. Anthony School which you will see behind me is what is well represented. (Banners and people in gallery)

We have done anything and everything in the past trying to raise maney to keep this school up. Now it is impossible. We are not here to beg for money, we are entitled to it. It is our legal right. St. Anthony's School is located in the ghetto. I am not ashamed to say it - I live there. I have lived there for a long time and I have no intention of getting out of that particular area because of other people who have moved in. Our school has been a wonderful school and has a very high rating. We have a wonderful faculty who has worked for us continusly for a lot less money than the public school teachers would have worked for.

There is one aspect that I would like to bring out. They say that if this school is closed that we would either have to lease it or sell it to the City. No. That is not true. We can tear that school down. We can use it for a parking area. We don't have to give it to the City for a minimum of it's cost. Impossible. We have worked, sweated and saved and given until it has really hurt.

This year my daughter didn't have the money to send her children to school. Well, they are our grandchildren, so my husband and I - who are at the age where are supposed to be saving money for our retirement - dug into our pockets and we paid for our grandchildren to go to school. We want them to get a good education. The Catholic system has never been beaten. It is the best system that we have ever had in this country.

One more thing - If I thought that hanging a picture on my wall or putting a statute in my hallway would demand respect for me when people walked in then I would plaster all my walls with religious pictures.

There seems to me that St. Anthony's school has all denominations and minority people - it is a great advancement that was never there before in years before and it has shown the children of today that they can get along. They have helped each other.

There is a public school directly across the street from St. Anthony's. This building has been taken away from us by the City of New Haven and turned into a public school. If you want to see any difference between parochial school children and public school children be there as school gets out and you will recognize them the minute they hit the street.

There is one more thing, if I may. It is really very foolish for me to stand here before you and ask for a very small sum of money. I say a small sum of money because as I said earlier this is a ghetto area and a couple of years ago if you will remember there were riots over Congress Ave., Washington Ave. up and down for about three mile area. We didn't have to go the Assembly and we didn't have to go to the Supreme Court - but we got the troops out in time and we got the police out in time and we got the National Guard out in time. With no advance notice. We didn't care that we had to pay the money. The state pays us for violence, right? But what does the .....I mean let the state pay for education. Educate our children so they won't want violence in the streets. Thank you.

Jacquelyn Beale: Meriden, Connecticut.

I send my children to a Catholic school as an aid in helping my husband and I, to teach the word of God to them. I want them to see Christianity at work while at the same time they are learning about their religion.

I feel they can get a well-rounded education in all subjects plus learn about their religion.

In this way, it may help them to discover that God is in everything. We are supposedly a Christian nation and therefore we cannot separate Him out of our lives for Sunday only. A Christian perspective is necessary in this troubled age.

By sending my child to A Catholic School, I am exercising my freedom of choice, but if our schools cannot exist, then this right is denied me.

As a Catholic I believe in our democratic process and therefore I believe our State should aid all non-public schools along with the Catholic schools.

Therefore I support the legislation submitted on behalf of the non-public schools. I favor the passage of SB572. Thank you.

Albert Vesce: Representing Thompsonville Taxpayers.

(Transcription is inaudible at this point, however, Mr. Vesce spoke in favor of the bills supporting Aid to Non-Public Schools in order to help keep our taxes down)

Mayor Mancuso: Enfield

Just let me say that probably Mr. Vesce doesn't speak as well as so many of us do, but on the other hand after seeing him operate in Enfield for a good many years he is a very dedicated and honorable person. We are happy to have him as a citizen of Enfield.

I stand before you here today and, of course, maybe some of you have heard of Enfield - it is that fast-growing northern central Connecticut community that has been considered for an All-American City Award and I hope that this is true. But on the other hand although I am boasting here a little today I do want to boast about the monumental school construction program that we have experienced for the past ten years.

I have with me one of our annual reports which I will submit to you and you will see that we have built 10 schools in the past ten years in the Town of Enfield. Now you will say: "What has that got to do with the bill before the House today?" Well it has this to do with it. Besides building the ten schools and if we back up just two years we have built 12 schools for the public school system. During that time we built six parochial schools, so that is 18 schools in twelve years, honorable members of this committee. Let me state further that people in the Town of Enfield have paid for these schools. Yes. We choose where we want to go. After 36 years of education for my three children I would gladly say that I pay for their education during the 20 years of that 36 years was spent in parochial school. I paid for it. Now, it comes a time when all of us are asking to tighten up our belts. Governors all over the country are asking our people to tighten up their belts. Mayors are asking. Now, let's reflect. If we were to eliminate the parochial schools, think of the cost of it to a Town like Enfield. Three new additional schools, 75 teachers, salaries astronomical. I can go on and on. As a matter of fact, schools are something I can talk about for hours. But I must say at this time that I am proud to see that the people of Enfield have supported and financed all types of schools.

Let me close by saying that we are just proud of the accomplishments of our local parochial schools. We are educating approximately 2000 youngsters at a cost of approximately \$374,000 in addition to the educational costs the five educational plants are valued at over \$8 million. Surely, our fellow Americans will not sit idle and permit Catholic education which has contributed so much of genuine worth to society to be priced out of existence because of the economic pressure of the rising costs of education.

I plead with you to help us a little. We have helped ourselves a long time. With your help we will continue to provide the education for our youth all over the state of Connecticut that we will all be proud of. Thank you very much.

George J. Krecidlo: I live in Central Village, Connecticut. I am a parent with six children attending All Hallows School, Moosup, Connecticut.

I appear before you as a parent to support the educational bills which have been presented to the legislature providing for State aid to non-public schools.

Along with many other parents whose children attend non-public schools, I have elected my inherited right in the FREEDOM OF CHOICE SELECTION of the education of my children.

This election I realize places an extra burden on me, a taxpayer, but I am prepared to pay this extra burden for the privilege of choice. However, it must be recognized that not every parent has the ability to pay this extra burden and they should not be deprived of their inherited right by lack of funds.

Evidence was given to your committee on February 18, 1971 that a study conducted by the association of Superintendents of Eastern Connecticut concluded that local educational costs range from \$500 to \$1300 per pupil.

All around us we have daily evidence of the financial difficulties faced by the cities and towns and by the state of Connecticut itself. The closing of non-public schools will result in further increased costs and taxation to the taxpayers whether it be to cities or towns or the state.

The bill providing for a warrant of \$150 to a parent for a child in a non-public elementary school or \$200 for a child in a non-public secondary school is a way of insuring lower costs of education to the taxpayers and providing parents with their inherited right of FREEDOM OF CHOICE IN EDUCATION.

I ask for your support of the bills before your committee which provide for state aid to non-public schools. Thank you.

Mrs. Joseph Fiore reading statement written by husband.

Statement from Joseph J. Fiore: Ladies and gentlemen: As a citizen of the State of Connecticut, I am obligated by law to make provision for the education of my children until the age of 16.

While I recognize that an excellent Public school system is provided, I choose to educate my children in a school where a more complete type of education is given.

As a taxpayer, I am called upon to contribute to the cost of education of the children of the community. I read in a newspaper that this cost last year exceeded \$800 per pupil in the Public School System. As a matter of simple justice, I believe that it is only fair that I be re-imbursed at least in part by the State for the three (3) children which I send to non-public schools. In order to avoid possible misuses of funds, this partial re-imburement could be in the form of a warrant or draft payable to the school where the children are being sent.

I believe that the State already has the power to regulate all non-public schools to be certain that a minimum basic education compatible to State standards is being given the children. The payments to or through the parent could overcome the argument of unconstitutionality under the First Amendment to our national Consitution.

Respectfully, Joseph J. Fiore.

Mrs. Joseph Fiore: I would like to add a remark of my own. I feel any reimbursement of tax money from the state for the aid to education of my child is an encroachment of religion on government. Thank you.

Armand Fabbri: Diocese of Bridgeport Teachers Association representative.

The Diocese of Bridgeport Education Association, representing some 350 teachers, lay and religious, would like to go on record in support of financial assistance to parents of pupils attending non-public schools.

Our association is well aware of the invaluable service non-public schools of the state provide their communities in preparing their students to be functioning members of society. It would be one of the gross injustices of our time if we allowed the closing of schools which for years have substantially reduced the financial burden of education which rests with the taxpayers. An injustice, first, because the educational legacy which non-public schools leave for our society will be summarily discounted. An injustice, because the financial responsibility which would fall on our already overtaxed citizenry will be staggering. An injustice, because the right of parents to choose state-approved non-public schools would be radically curtailed. Finally, an injustice, because education would not be allowed to profit from the free enterprise and competition that our pluralistic society generates.

As educators in non-public schools and as citizens and parents, ourselves, we see no conflicts of interest between our performance in the classroom and our duties as citizens. If the record of the non-public school contribution to our community did not speak for itself, we would not be urging you to pass immediately this legislation so critical to our existence.

Thank you.

Mrs. Kenneth Walsche: Reading statement from President of Archdiocesan Council of Catholic Women, Mrs. Roland A. Calabrese.

The Archdiocesan Council of Catholic Women, an organization representing over 33,000 women in the Archdiocese of Hartford, hereby endorses SB570 and 572 and HB6240.

The Archdiocesan Council is comprised of local councils and affiliates throughout the three counties -- Hartford, New Haven, and Litchfield Counties.

Many of our members are alumnae of the Archdiocesan parochial school system. Many of our members are mothers of children who are now attending our parochial schools.

We believe that the Connecticut parochial school system, as indeed, the whole system of Catholic education throughout the country, is making a tremendous contribution to the educational system of the state of Connecticut and to our democratic system of government. The motto of the Catholic Schools is "For God and Country" and this is certainly the basis of our fine school system.

As mothers, we have seen the fine traits of loyalty, steadfastness, and patriotism develop in our children, along with all the secular educational developments of the "Four R's", reading, writing, arithmetic, and the 4th, now added, research. We know through personal experience that the Catholic schools are helping to raise good citizens...men and women who can reason and discuss and formulate plans for the betterment of all mankind. This means that in addition to the qualities of mind necessary to a lively intellect, the Catholic student must secure those qualities of person that will enable him to be an effective individual in his personal life, his family life, his social life, and his civic life. We have seen this development taking place in our own children.

As taxpayers of the state of Connecticut, we have been for many years supporting two school systems. We have contributed untold tax monies to the state, much of which has gone for public school education. This we were pleased to be a part of. At the same time, we, as Catholics, have completely supported our own school system. Now, with economics as they are, we feel that we are entitled to aid from the state to help us keep our school doors open.

Private Non-Profit School Systems and the Public School system form a partnership in American education. Both systems train children for their lives as useful American citizens. The basic curriculum is the same in both. Repeated studies attest to the general quality of education in secular subjects in private schools. But in the parochial school system, the whole person is being developed. The schools seek to train the boys and girls in attitudes, habits, and moral values which will enable them to have respect for Christian life, respect for law and order, and respect for the dignity and rights of all their fellow citizens. Our schools provide a solid foundation for a meaningful life.

We believe that the parochial school system provides healthy competition for public schools, diversity in education for children, and a freedom of educational choice for parents.

Therefore, we appeal to the legislators to provide funds to help support the teaching of secular subjects in the parochial or non-public schools of Connecticut.

The Archdiocesan Council of Catholic Women supports the passage of SB570, SB572 and HB6240.

John Woermer: I am President of State Hedwig Home School Association in Naugatuck. I am in favor of all the bills for aid to non-public schools. My reasons are thus:

As you have heard today from various Pastors, Principals of non-public schools and private schools, they cannot provide under the present economics without state aid. You have heard from the Mayors of the various big cities that the public school system cannot survive if the non-public school system fails. So this puts everything back into the state. The state of Connecticut is the governing body of the school regulations of both public and non-public schools. They set the standards.... The non-public schools provide a dual system. We have a choice. We can send them to the public system, we can send them to the non-public system. Both school systems have to follow the state standards. That the non-public schools have a higher scholastic standing than the public schools shows that religion isn't interfering and they are doing their part as per the state regulations.

Now, if the state is going to be the governing body and it says they will contribute to public school children - they have to stay in school til they are 16 - I say that the state is discriminating against the non-public schools.

I choose to send my children to non-public schools, I therefore, accept the burden that I should pay something extra for my choice. I also feel that icons on the walls and religious statutes that there is disagreement on, that I should pay my portion for this. I also say since we are complying with the state rules and standards that they should owe us a portion of this aid. We are providing education for the state for many years - for FREE. The state of Connecticut has been getting a free school system and it is about time, in fact, long over-due, that they accepted their portion of this and provide equal allotment to both parents of public and non-public school children.

Robert O'Farrell: Assistant Superintendent of Schools in the Norwich Diocese.

Earlier a gentlemen was here speaking in opposition to a bill and it reminded me that recently I purchased a Sesame Street Book of Puzzles for my kindergarten daughter and most of the pages are printed with pictures and the viewer has to try to detect the author's purposely play dumb. Today, I would like to discuss the adult Book of Puzzles that has recently been distributed to the legislators of the State and is available for purchase by the public. It is entitled "Wake Up Connecticut" and is a case against financial aid to parochial schools.

As a book to stir your interest it is extremely well done. It consistently tells half the story and the reader becomes interested in finding out what the other half was. It quotes part of what people said and you become in what the whole speech was. It quotes polls, Gallup polls...but not the most recent polls. It explains some relative Supreme Court decisions but somehow or other it leaves the others out. There are two or three mathematical puzzles and I would like to read just one. According to Wake Up Connecticut there are 4,000 vacancies in the public schools. Seats for students. Last year 2,000 children left the non-public schools. And then it says "So naturally everyone has a seat". There are 169 towns in the state and it doesn't seem to make a difference whether these kids have to go say, from New Haven to Fairfield to get in that seat, or from Fairfield to Stafford Springs...the seats are there. So it is very obvious that if there are 4,000 spaces you can put 2,000 kids in them. It is this kind of argument that is being used.

There is one section on which you have heard alot about today - It is not going to cost anything. Not a thing.

Even tho there are only three pages in this little puzzle book, I would like to tell the other half of the story.

The first half story deals with the establishment clause of the First Amendment of the Bill of Rights. The book half of the story explains that parochial schools or religious associations and taxing levys would be support for religious institutions and then it says that it is quite clear that any aid to a religious school taxes the public for support... It is very clear who the author of the puzzle book is. But not to the Supreme Court of the United States. Somehow, they neglected to discuss to what extent the government may support the public activities of these religious schools. I am sure the authors must realize that four major Supreme Court decisions have dealt with the issue and each has found the support constitutional. There has been no mention of the fact that construction grants, salaries and maintenance costs, bus transportation, free textbooks have already been declared constitutional. It is also reasonable to suspect that the authors are also aware of participation of non-public school students in the National School Lunch Act, National Defense Education Act, Secondary Education Act, Public Act 35, the Child Nutrition Act, the Higher Education Act, the National Science Foundation Act, and the Economic Opportunity Act, somehow they seem to leave those out.

So the gentlemen asked (and we have all had a long day) . . . . I would recommend that you read this pamphlet and if any member . . .inaudible.

William Roper: Mr. Chairman, members of the Education Committee, Representatives of the State Legislature it seems to me that the purpose of this hearing is not to discuss the issue whether we, of the Catholic faith have an inherent right to send our children to parochial school. It seems to me that the purpose of these bills, which have been submitted in good faith by the legislators, to the legislature and specifically to this committee is an economic situation and the purpose of this hearing and the ultimate decision of this hearing is to decide whether the Catholic schools in the state of Connecticut will continue so that we may exercise that inherent right.

Members of the committee, I am sure that you have heard today many figures relative to Catholic education. There are some 85,291 students attending parochial schools in the state of Connecticut. If we were to exercise the dollars that are expended by the Public Expenditure Council concerning public schools \$788 times the 85,291 students in the state of Connecticut attending parochial schools the taxpayers of this state including non-Catholics would spend some \$67,300,000 over and above what it costs them today for the causes in the state of Connecticut. The issue here is do those non-Catholics want to have their taxes increased to the tune of \$67,300,000 per year? I say, Mr. Chairman and members of this committee that this does not include the bond payments for the construction programs for parochial schools, this does not include the maintaining of 235 schools in the state of Connecticut, 231 elementary schools and 35...I mean 34 high schools. That cost alone to the state of Connecticut taxpayers would far exceed any of the rhetoric that we have seen here today in opposition to aid for education for non-public schools.

In the city where I reside there are approximately 17,000...that is 1,700 students who attend parochial school. If tomorrow the Bishop of the Archdiocese of Hartford, Bridgeport and of Norwich was to give the order to close all the schools in the state of Connecticut we would have to expend that \$67 million in taxes in this state and in my opinion it would cost approximately \$1,713,000 in my city. So, gentlemen, I suggest to you that the problem is not whether we can send our children to Catholic schools or not, but the problem is whether the state of Connecticut wants to take upon itself to pay out in excess of \$67 million if the schools close tomorrow. I thank you and I urge that you pass this legislation giving aid to non-public schools. Thank you very much.

Madeline Matchco: Reading statement from John J. Driscoll, President of Connecticut State Labor Council, AFL-CIO.

The State Labor Council supports SB# 572 with one significant qualification. We believe that in order to ensure that the voucher system of state aid to non-public schools not become a means of perpetuating segregated education, an affirmative

action program should be required to bring minority group pupils into all non-public schools.

Our national organization, AFL-CIO, has strongly opposed the voucher system as proposed by the present Administration where it would apply to so-called freedom of choice to attend certain public schools. We can distinguish between this and the system presented in SB572, which does not apply to public schools.

The bill refers to the Civil Rights Act of 1964, and requires certifying that the non-public school complies with this Act before aid can be given. This law does not, under the policies of the present Administration, require any affirmative action to integrate schools. We therefore believe that a specific provision should be added to Section 9, to provide that each school shall also certify that it has adopted a program of open enrollment to pupils of every ethnic, racial or religious group, and has offered to adopt an affirmative action program approved by the State Board of Education for attendance of minority group pupils.

We know that some Catholic schools already take part in Project Concern on a voluntary basis, to promote integrated education. One Catholic school in Westport takes minority group pupils from Bridgeport at a time when the Westport public school system has not yet done so.

For the sake of an educational system which will provide a balanced and wholesome pupil selection, we urge that the Committee adopt such an amendment.

Mary C. Shallow: On behalf of the Greater Hartford Council of Catholic Women representing 10,000 women of the Greater Hartford area, we are here to ask you for a fair and well-considered reception of our request for the preservation of the rights of parents to have their children educated in accordance with the dictates of their consciences. This is in connection with an economic threat to the very existence of non-public schools -- and the elimination of these schools will make it difficult or impossible to maintain quality of education in public schools.

We believe that an education is incomplete that does not cover the religious content of life. This is an American belief - as old as the Republic. It is based on the conviction expressed by George Washington in his Farewell Address: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable supports. And let us with caution indulge the supposition that morality can be retained without religion...reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle."

We also firmly believe that in our pluralist society, in schools operated by the state, religion should not be taught.

The American system of public education has provided a diversity and depth of learning for numbers of students without parallel in any society. American Catholics are part of this system: most of our children are educated in it; many of us work in it as teachers and administrators; all of us support it financially.

We must recognize that in addition to its inestimable benefits to our society, public education, with the constraint on it in the religious area is imposed with a serious limitation. Dr. Harry E. Fosdick, a leader in American Protestantism, said in an article in *The Christian Century*: "In our public schools the pupil comes into contact with every major social interest -- save one. With scrupulous regard for sectarian neutrality, we have excluded all instruction in religion from general education. Religion is thus discounted in the eyes of youth. It does not seem important. As a result, recent generations of American youth have grown up ignorant of religion and indifferent to it."

Rather than have their children denied all religious education in the formal education that is the central experience of their lives, Catholics - along with other American religious groups - have established and maintained schools where religion can be taught. This is in keeping with the oldest American tradition; for virtually all of our earliest schools were religious schools.

In these non-public schools are taught all the subjects necessary to achieve and enjoy the good life -- plus God's Law of Love - permeating the entire school - God's Law of Love - the love of God and of all men that forms the spiritual atmosphere.

We have had these schools for over a century - we are proud of the people they have helped form and of the contribution they have made to our country. We have yielded our desires for many other things in order to pay their costs.

However, in recent years the costs imposed on us to support all schools - the public and non-public - has out-stripped our financial resources. So we face a situation where - unless a share of the money we have given to support education is used for the non-public schools, the latter will not survive.

This would destroy our right as parents to have our children educated as we believe they should be. For what good is a "right" if its exercise is made an inordinate financial burden.

These same economic realities pose a threat to the public schools if the non-public schools are eliminated. An education will still have to be provided for the displaced students. This will inevitably cause an increase in cost of public education - adding to the already serious tax problems of the state and local communities. And at the least, it can cause a serious dilution in the quality of public education caused by the need to absorb quantities of students that school staffs and facilities are not designed for.

In conclusion, we appreciate the opportunity to have spoken here today, and we are confident that you will give fair and thoughtful consideration to our remarks. We have asked that you preserve the rights of parents to have their children educated in accordance with the dictates of their consciences. This has been an American right from the founding of the Republic. Within the realistic light of today's economics it will be meaningless without the passage and implementation of SB570 and 572 and HB6240.

If the parents of non-public school students lose this right, it will mean an additional financial burden on the State and local communities - with a lessening of the quality of public education. We urgently recommend that you act favorably on: SB570 and 572 and HB6240.

Mr. Nelson Farquhar: Connecticut Association of Independent Schools representative.

This statement is made in behalf of the Board of Directors of the Connecticut Association of Independent Schools. This association is composed of ninety-two institutions all non-public - but including a wide variety of types.

The Directors believe that the General Assembly have done well to continue the search for constitutional means to assist non-public schools on an optional basis. Assistance to those non-public schools that qualify for it and that seek it is clearly in the public interest; a broad assumption that the Federal Constitution intends to forbid the State to appropriate funds for educational purposes unless these purposes are met wholly within the public systems appears to the Directors to be unjustified and contrary to the public interest.

Accordingly the Directors of the Association support the purposes of Bills 572, 1079, and 6452 and urge that particulars be carefully reviewed and if necessary revised in anticipation of the court tests that would most likely take place if any of the bills were enacted into law so that optional forms of assistance, including award of scholarships may be expeditiously provided to students and to schools, and their parents in this State.

Mrs. Clifford Woods: Representing Citizens in support of Public Schools, Greenwich.

The efforts of the state to provide our young people with the highest standards in education are a monument to our democratic society. This use of tax money has provided a public school system which is available to all, and its doors are opened to every child without exception. The families who wish to chose a special and separated education away from the public school should not expect any support from a system which has more than met its obligation to the parents in Connecticut. Any Legislation which would provide public funds away from the public school system would only encourage fragmentation of our educational system and weaken the public school upon which the strength of this country lies. Public tax money should not be made available to any separate or private school demands; these public funds should only remain under the supervision of all citizens and should be used only in the interest of the public as a whole,

To provide funds in any way at all for the private or separate schools is undermining the democratic process and only encourages social, religious and racial discrimination. Whether these funds shall be provided in the form of a voucher system or busing or grants, public money should not ever be deligated to the support of a private system. We in Connecticut should not condone the use of public money in this way.

It is folly in the light of our current fiscal crisis to even consider diverting funds to special interest groups draining away any tax dollars from the public interest would denote a failure on the part of the Connecticut legislative body to protect the office to which they are committed by public election. The legislators function is to protect the use of the tax dollar for the use of the community and state as a whole. Can you legislators consider cutting back on important budgetary projects in the state's name of economy while proposing to allocate new funds to private bodies?

Let us look at what we have and what we have done; we have public education and the state is fulfilling its obligation to the taxpayer by providing public schools and a system for all of its children. Any extention of the use of public funds which would support private schooling which is select and discriminative is indeed an illigimate and improper use of tax money.

We the citizens in support of public Schools, from Greenwich, Connecticut, urge you to turn down any bills giving support to private and parochial schools.

(The Citizens in Support of Public Schools was formed last Spring to oppose a referendum on busing for private and parochial schools in Greenwich. This referendum lost. The sponsoring group intends another referendum this Spring so we are re-activating ourselves.)

John Lyddy: When I heard about this bill I felt that the students who are directly involved should be heard as to what their feelings are.

Last Thursday we had a meeting of five of the nine Bridgeport Diocesan High Schools. The general feeling of the students is that they got definetely a superior education from the parochial schools - from their standpoint; that they would not in any way give up any element of this education for public school. They, themselves, feel that if the parochial schools close some of them do not enjoy the idea (inaudible). 6,500 high school students alone will be passed on to public schools. They don't want this. They are showing their support by having a small program going for the three bills for State Aid for non-public schools. To show the parents who are taking the burden to show that we want something to do for support of these bills. We cannot stand by and watch these schools close. It is impossible.

I have gone through eight years myself - eight years of an elementary school - I have gone through three years of a high school and I would not sell that

education for all the money in the world. Therefore, I plead that this committee reports those three bills on the basis that whether or not money is the important thing - education of students is the important thing.

Andrew Melechinsky: I am from Enfield. (Mainly inaudible).....It is wrong morally. It is wrong legally. It is also unconstitutional. The Constitution also states that no state....I would like to also point out a couple of other laws if I may especially to those Catholics who have been supporting these bills today. Two of the laws of God - 1) Thou Shalt Not Steal. When you take my money against my will it violates the law of God. The other law - Thou Shalt Not Covet Thy Neighbor's Goods. That ....Now I have been quoting from the law, the Supreme law of the land as stated by the Constitution itself. That is my Constitution and it is of every citizen of this country. It protects them and it protects me, it protects us all equal.

Well, what is my solution. It is this - We can recognize that the taking of tax money from Catholic, parochial and other private school parents for the purposes of supporting public schools has been, and always unconstitutional and I would like to see this committee purpose to the Assembly and get enacted a resolution - a simple resolution - affirming the right of every parent who provides for his child's education through other means than public school to be able to deduct from his taxes the amount that he gives for that purpose. This is the solution to the problem. This is what the Catholics and the hierarchy should be supporting.

George Balco: Did not speak.

Mary B. Sullivan: As a former Board member of the Greenwich Association for the Public Schools and a member of the Steering Committee of the Committee for One New High School in Greenwich, I have experienced the difficulty of getting support for badly needed public education facilities in a town which sends one third of its children to private and parochial schools (more than 2/3 of non-public school population go to private, secular schools). The opponents of the new high school wanted to remodel the old building with almost 2,000 students on the premises trying to study. That was almost ten years ago. Our new high school finally opened its doors this fall, too late for my own two daughters.

I have come to oppose this bill, which would use public money to subsidize private and parochial education, on two very basic and deeply held grounds.

1) It breaches the separation of church and state and is in violation of the Connecticut constitution which states that no person "shall by law be compelled to join or support...any congregation, church or religious institution." If this bill were passed, it would compel the residents of this state, through a voucher system, to support a church activity.

The law that was passed at the last session of the legislature to provide public services to private and parochial schools was declared by the court to be unconstitutional. In view of that decision, and while the issue is still before the courts on appeal, I question the propriety of passing another bill aimed at providing an even

greater amount of aid to parochial schools. If the issue is a constitutional one, it should be resolved not by legislative action but by a referendum.

In fact this hearing has been a demonstration of the injection of religious pressures into the area of the state. Also AFL-CIO amendment is an example of state control.

While no constitutional issue is involved with aid to private secular schools, it would be an obvious injustice to tax people to help support privately operated schools whose student bodies come almost entirely from the upper income groups.

2) My second reason for opposing this bill is that it would seriously weaken the quality of public education. At a time when we are having difficulty adequately supporting our public schools in the face of inflation, population growth and higher taxes, this bill would add a critical burden to the education budget. The primary source of support for our elementary and secondary schools is the local property tax, which as we all know has been going up throughout the state at a rate of over 10 percent a year. I heard State Rep. Audrey Beck report in a speech this Saturday that if we are to stabilize the local property tax burden and not have it go still higher, an increase of \$175,000,000 in state aid to education will be needed. This is nowhere near to being provided in the governor's budget. In the face of this need, to take from \$17 to \$20 million dollars in state money, which is what this bill would appear to cost (113,548 non-public school children by \$150 to \$200) and divert it to private and parochial schools, would be at the direct cost of public education.

There are those who say this is cheaper than assuming the full cost of public education for so many additional children. This argument is fallacious for at least two reasons. First, it assumes that in the absence of a voucher system all private and parochial school children would transfer to the public schools. This is not the case. Second, and more basic, this kind of bargain basement approach to our public education commitment would have the long term effect of undermining the public schools by setting up and fostering a dual system of education.

The groups most concerned with public education recognize this danger. The National Parent Teacher's Association has pointed out that we are not yet supporting one school system adequately and that, if public educational resources are shared, the ultimate effect will be to strengthen non-public schools at the expense of the public schools. There is one other aspect. Non-public schools, be they private or parochial, can be selective in their admissions policies. Public schools may not. If we subsidize the non-public schools, and inevitably reduce the support given to public schools, are the public schools to be left only those who are not "wanted" by the non-public schools? Are we going to create two classes of children? What effect would this have on the workings of our democracy?

I sympathize with the plight of the parochial schools. Part of their financial problems seem to stem from internal changes taking place within their schools such as the increased number of lay teachers. But they also are affected by the same things that

are causing problems in public education -- namely, inflation and high taxes. The solution, I feel, is for all of us to work together for policies on the national and state level that will halt the inflation and reduce the military expenditures that take up the major part of our national budget. This would free more of our public and private resources to enable both public and non-public schools to exist and flourish.

Heriherto M. Crespo: I am a resident of Bridgeport and a member of the City Council. I represent an area of about 18,000 people where there are seven non-public schools with an enrollment of no less than 2,000 pupils. This is an area that is known as an inner city.

I think that I am qualified to speak before you because besides being a municipal legislator, I am a father of four children, two of which are now in high school.

I might also add that I had the saddest feeling this past year because of rising costs in the parochial schools and the educational system I have had to transfer my kids from the parochial school to the public schools. A loss to the parochial school and a gain to the public schools because my kids are children that average 96 - 98. I do have two children in parochial school and two others in high school - which is public school.

I have heard, mostly on the local level, that we, of the inner city don't pay taxes and this is the biggest lie I ever heard in my life.

(Some inaudible)

I do know that there is a tragedy in the making as I said before and it is up to you to help us. I would like to send my kids to parochial school but I am faced with the problem that I can't afford it and I have to send them to public school. I don't regret it, because my children will do as well in public school as in parochial school.

I urge you, the committee, to go before the state Legislature and urge everyone in the body to pass the bills that are before you. It will help the parochial and nonpublic schools in the state of Connecticut.

The people of the inner city contribute so much to the economy of the state and if you break it down into numbers you will find out.

I think that we, as Catholic parents in the state of Connecticut, ought to have the right to share a little bit of the tax money that we pay. I am sure that we do pay a little taxes.

I love this country. I spent two years in Korean War. I would like to have my kids say the same thing I do. I love this country. Ladies and gentlemen of the Education Committee - the choice is yours. Thank you very much.

Rep. Klebanoff: I have to answer, because the question has been raised. Where is the money going. I wish we knew where it was going to come from first. But I hope that we can find an equitable answer also.

Laura Pope.

Atty. Laura J. Pope: I am reading a statement from Warren J. Foley, President Connecticut Association of Boards of Education.

Subject: Use of Public monies to finance the education of elementary and secondary pupils in private schools.

On February 26, 1971, the CAFE Executive committee at a special meeting held to consider legislation voted to reaffirm its position in opposition to the use of public funds to finance the education of elementary and secondary pupils in private schools. The Beliefs and Policies of our Association state:

...This federation is devoted to the improvement of public education through available resources and services.

...The CAFE Executive Committee shall render continuous leadership in assisting Boards of Education in Connecticut to strengthen and improve public education. To accomplish this end the Executive Committee shall... support strong public education and oppose that which weakens it...

A position of opposition to the use of public funds for pupils in private schools was first formally adopted by our Executive Committee on February 26, 1969. It was affirmed by the Delegate Assembly on March 22, 1969. No attempt was made to change this position during the Delegate Assemblies held on May 9, 1970 and on October 29, 1970 - both of which were devoted to adopting legislative position.

Today there is no group of individuals more acutely aware of the financial difficulties besetting all kinds of educational institutions than are school board members. The real cost of education is much more apparent because most men and women will no longer wholly or partially give their lives to educating the young. Salaries for faculty in both public and private schools have risen sharply as a result. Inflation has hit all items in our budgets, and construction costs have zoomed out of sight. We sympathize deeply with the men and women trying to keep private schools alive and well, but our devotion is to the public schools. We submit that the first priority of the General Assembly should be solving some of the financial crises facing local public schools before it even entertains suggestions that the taxpayers of this state support private education.

Public education has become a right for every individual in this country, but the citizen's duty to support public education does not carry with it the obligation to pay taxes for grants to individuals so that they may choose to be educated in private institutions. What the public pays for, it has the right to control, and therein lies the conflict. If the public controls the private school, then it is no longer private

and should become part of the public school structure. If the public does not control the private school, then it has no obligation to finance the education of the persons who choose to attend it.

An article printed in COMPACT, a bimonthly publication of the Education Commission of the States expressed our concerns well:

"Tax aid to parochial and private schools would mean disaster for public education. A Gallup pool in early 1969 indicated that 59 per cent of people polled would send their children to private or parochial schools, if tuition were free! The reasons cited for doing so were, in descending order: superior education, social prestige, better discipline, and 'escape from racial difficulties.' In other words, selfish parents who could do so without cost would like to place their children in exclusive, selective, 'status symbol' private schools. It takes no prophet to predict that tax aid to non-public schools would mean government subsidization and promotion of the growth and proliferation of exclusive, mostly ideologically-oriented private schools operated by churches and special interest groups from the far left to far right. American public schools, like those in many other countries, would become little more than dumping grounds for racial and religious minorities, the poor, the handicapped, the problem children, the underachievers.

"The selectivity of existing non-public schools is one of the factors causing racial, religious, class, academic and other imbalances in urban public schools, not to mention the flight to the suburbs and ghettoization of central cities. Tax aid to non-public schools could only aggravate these problems." \*

Public funds for education should be spent for public purposes by public agencies accountable to the public. Therefore, we oppose the concepts in SB570, 572, and 1079 and HB5744, 4798, 6240, 6452, 6539.

A more realistic approach to the temporary problems caused by the closing of a parochial school is to give state assistance to the school district which assumes the task of educating the children. Accordingly, we support the concepts in HB5969 and 6349.

Thank you.

\* Doerr, "Public Schools Publicly Supported," COMPACT, February 1970, p.34.

Michael LaRose: Thank you, Mr. Chairman. I am speaking as President of St. Francis of Assisi Council. I am Chairman of its Finance Committee.

I would like to just employ a cliché that maybe all of you have sometime or other heard as the punch-line to a TV commercial and it goes 'wise up'. Well I hear I hope attempts to wise up to the stark realities of the finances of the State of Connecticut and how they relate to Catholic education.

But before I get into that, as a Catholic parent, I find it difficult to equate some of the arguments that are used where the Constitution is held as the instrument for composition. I fail to equate that with what is happening without the same business of the Constitution raising en masse and doing something about.

I live next to a college that is supported by tax dollars by the millions and it seems that we would give protection and comfort to those who would disrupt our society. To those who would burn our flag - and have in fact done so.

We seemingly are subsidizing an insurrection from within. This bothers me when somebody tells me that it becomes a legal, Constitutional issue, although as I understand the First Amendment of the Constitution - it doesn't say anything of the kind. Now that is one of the things.

Most recently, not that my town is any different than any others - we had an incident in high school where at a public assembly the flag of the United States was torn. Now these are things that seem to become rather awkward to explain to - regardless of how articulate you may be - how this can happen in the same country where these same people are saying get the Constitution to help. This gets down to the practical nuts and bolts of the situation. This is where I say "Wise Up".

In New Britain we have 3,500 children in parochial schools - 8...that is 7 grammar schools, 2 junior high schools, and 1 high school. Now, if we were to close these schools tomorrow (and please don't read into this comment a threat) ...because this is going to happen. The decision hasn't yet been made to close. But one is being deliberated now and that is St. Mary's School. I am sure that the decision will be made to at least maybe shut down half of the school. So that this isn't an idle threat - this is stark reality.

Assuming that we would close the schools...and I would like to say to the ladies from Greenwich...that their best days for public education are also behind them because without the existence of a strong parochial school system which has taken up a good portion of the financial load the free ride, and free-wheeling spending of the public schools will also be looked at with great-great scrutiny.

Now, if you were to close these schools for 3,500 children, using 30 students to a class we would have to employ 117 teachers. If you were to use the figure that is presently...Oh, this is a good one...this is a sideline. I called the Board of Education this morning because as a substitute I was pressed into service and I wasn't too well prepared...I asked for the Supt. of Schools and the young lady said, "I'm sorry but I can't but you through, is it important?" I said, "Well I think it is important. I'm going to a hearing this afternoon and this hearing is going to decide the fate of whether or not we are going to keep open the parochial schools. So, is this important enough for him to speak with me?" She said, "Oh, yes." So I think that this is the tip-off.

The figure they gave me is \$785 per pupil. You multiply that by 3,500 and you will come up with \$2,727,500. Our present tax rate in New Britain is 77.35 mills. We are just enjoying a 7.5 mill increase and we won't forget it the next time. Now, we would have to increase the mill rate by another 9.916 mills. That is almost 10 mills. Now, true, somebody will say well the state pays a portion of that. I don't care where the money comes from, it is still my taxes that pay it. I say "Wise Up." Instead of you having to put a bill of \$2,747,000 with a capitol outlay of 100 classrooms, I think it is going to raise heck in the entire capitol expenditure base of every community in this state.

We do have a 9.916 mill rate and again, as I say, you have 100 classrooms to put together and you can get all for \$700,000 (I'm speaking now of New Britain) per year at its maximum limit using the \$200 and not the \$150. Using the \$200 it would cost the state of Connecticut - the taxpayers of Connecticut - \$700,000 per year in New Britain, or have it the other way. Close the schools and it would cost you \$2,727,000. A clear savings of \$2,000,000. "Wise Up." Thank you very much.

Joseph Hughes (Inaudible)

Mayor Uccello: Honorable Chairman, Rep. Klebanoff, distinguished Senators, and Representatives I am Antonina P. Uccello, Mayor of the City of Hartford speaking both as Mayor and as a graduate of both parochial and public schools. Specifically St. Joseph Cathedral and High School in the City of Hartford.

I am speaking in favor of SB572, and generally, Mr. Chairman, in support of State Aid for non-public education. I was not here this morning, I have just arrived. I haven't heard the pros and the cons. However, I hope that I won't be repetitive, and I intend to be very brief.

Later this year the Supreme Court of the United States will hear arguments relating to PA791 of the 1969 session of the General Assembly. On October 14, 1969 this act, which would have distributed \$6,000,000 to 263 non-public schools in Connecticut, was found unconstitutional by a three-Judge Federal Court. These developments point to the need to enact constitutionally permissive alternatives to preserve the partnership of these financially troubled non-public schools with the public schools of the State in the education of our youngsters.

Our recent budget deliberations in Hartford served to remind us of the burden that non-public schools carry in this partnership. The 4983 pupils enrolled in parochial schools in Hartford would cost the taxpayers \$5,232,150 at the rate of \$1050 per pupil provided in the adopted budget for the Hartford Board of Education if these schools were forced to close. Of this total, 160 are public school pupils attending parochial and private schools through the auspices of Project Concern. The danger that many of these parochial schools will close is very real. The present financial plight of the 210 parishes in the Archdiocese of Hartford is largely attributable to the rapid increase in the costs of operating schools. The National Catholic Education Association has announced that 500,000 pupils have been turned over to public schools nationally due to shut-downs of parochial schools in the past two years. President Nixon has estimated that it would cost an additional four billion dollars per year in public funds just to operate public schools to educate all non-public school students.

There are indications that the United States, alone among western nations in restricting aid to public schools, is on the threshold of change. President Nixon has directed the Justice Department to file a "friend of the Court" brief in support of Pennsylvania's services law passed in 1968 and scheduled to be heard by the Supreme Court later this week. On March 3, 1970 the President cited the "specific problems of parochial schools" in outlining his charge to the Presidential Commission on School Finances.

Hopefully we will, in time, have a new definition of public education which will encompass all schools which comply with the provisions of section 10-188 of the general statutes. Until then I believe the enactment of SB572 will be a first modest step that is constitutionally permissible in providing assistance to non-public schools. In helping these schools we will be helping all taxpayers regardless of race, color or creed. If we in Hartford had the additional burden this year of educating the youngsters presently enrolled in our parochial schools, our taxes would have gone up over 6 mills more. Instead of 78.5 mills, taxpayers would be paying 84.6 mills.

I respectfully urge your support for SB572, SB570 and HB6240.

Thank you.

Rep. George B. Connors: (168th District-Stamford) In Stamford we have a problem. We have 10 parochial schools, a Catholic high, two girls schools. They represent all ethnic groups regardless of race, color or creed. I happen to be a parishoner of St. Mary's in the East side of Stamford which has the biggest elementary school in New England - 1600 pupils. Right at the present time the parishioners cannot afford to carry the load. We are down to 504 pupils. Just to mention a couple of schools - we have, 300 in one, St. Bridget's 250 (and I don't want to go into detail on this because I know you have a big agenda). If they close the Catholic schools in the city of Stamford there would be nothing but chaos. At the present time we are running a very big budget on the Board of Education. Better than \$26 million. Now we are not the largest city in the state of Connecticut, but by the same token, how much can the people take?

The people are willing to pay - they are willing to educate their children. There is no distinction between ethnic groups. Our schools there in the city of Stamford there is no distinction. At the present time we have more pupils in our parochial schools than they have in the city of Hartford. We have 5400 pupils. Now, I know, as a taxpayer myself, and representing people, I feel they have got to do something if they cast all these children on to the Board of Education in the city of Stamford the city of Stamford will go broke because we can't afford to pay it. They say we are one of the richest towns in the state. We are the richest and we are paying a high tax rate. We are paying through the nose because we are the gateway to New England coming out of New York City and we are really getting the people with the large salaries and we all have to pay the same price.

We have one school that is going to close this coming summer after June. That is the end of that school. The Board of Education at the time was running 13 rooms in St. Mary's School. They are going out of business. All our schools seem to be going...around the country...we are in for \$1 million in busing. How much can the taxpayers pay? I feel this bill, SB572 and the other bills, there are a number of them...should go through because in fairness to the taxpayer, I feel, and my constituents feel, that they should get a fair shake because actually they are paying double taxation. They are paying to the churches and the schools. Not the churches - let me eliminate that, excuse me. They are paying for the schools themselves and they are also paying for the public schools. I feel these bills should go down...I mean, up. Every bill here should be voted on favorably. Thank you very much.

Mary DeVine: Did Not Speak.

Ellis Hardy: I speak to you as a citizen and as a public school teacher. Mr. Chairman ladies and gentlemen as I listened today and heard one message repeating itself by either opponents or proponents, and I speak specifically about SB572, and that is let's find a way. (Inaudible)

A Gallop poll I stated recently that the American people...that a majority of Americans do not wish to see the private and parochial schools in this country close. Another poll stated that a vast majority of Americans if given a choice between public and the non-public education - for whatever reasons - would remove their children from public school and put them in private or non-public, parochial schools. These same polls, to the best of my knowledge and I have read several of them, also state that the majority of Americans do not want to see direct aid to church-related or private schools. That is the point to which I wish to speak.

I do believe that we have to find a way to enable parents to send their children to private and parochial schools. I do believe that way that we find, a view that you, the leaders of education and the legislature and state capitol find, is the way to solve that problem. But is consistent with the decent Constitutional principles of this nation. That is the point that concerns me most. I will confine the remainder of my remarks to that point.

The first point comes from the Constitution and the First Amendment to that Constitution and the first principle of the Bill of Rights - "Congress shall make no law respecting the establishment of religion, or prohibiting the free enterprise thereof." This law....(inaudible)

Two, the proposals before you as legislators in my judgment would create an establishment of religion in that it supports sectarian education.

Three, the proposal would prohibit the free exercise of religion in that it utilizes compulsory taxation and ultimately the police power of the state, to support the sectarian education.

Four, it seems to me that this proposal is clearly forbidden by the Constitution. Clearly. Clearly forbidden by the Constitution. It should be struck down at the earliest possible opportunity.

There is only one place that I know of that that deals directly with tuition vouchers and this was struck down in Schwartz v. South Burlington in 1960. That case is accessible today if you wish to study it. A tuition voucher system has already been declared unconstitutional in this state about 10 years ago.

I would like to close with two questions. First of all, in relation to Mayor Uccello's remarks, I think that we are moving toward a new kind of public school, but I wonder if it is going to be the public school system and the parochial parents want. I wonder if it is going to be the kind of school system the public school parents want. I think we are likely to end up with the elimination of private and parochial education even if we do provide the money needed now precisely because we are providing the money. A school cannot be private and public at the same time. It must be one or the other.

I honestly believe that in attempting to save the non-public school system in this state - which they may - we are going to turn the non-public schools in this state into public schools. Maybe not in the next 10 years, or 20, but surely within the life-time of our children.

The second question if have is (and this, of course is related to my own firm belief that it is clearly unconstitutional - SB572). I wonder how much longer the concerned people of this state, and particularly the younger generation - the generation which is now between 18 and 21 years old - will continue to respect the legislature that continuously passes acts, enactments which are struck down by the Courts as unconstitutional? Preservation of this Constitution is not the sole prerogative of the Courts. It is the responsibility of the Legislature, it is the responsibility of the Executive, it is the responsibility of each and every citizen of this country. I do not believe that this younger generation can continue to respect their legislature if you don't say these are the basic laws of this land. Respecting the basic rights of the many, many, religious and non-religious minorities that comprise the people of this nation. Thank you very much.

Mrs. Rita Siering: (Hartford) My presence here today was just to swell the numbers. I have read this brochure from the Connecticut Federation for Home Schools Assn. It says that if you are not a part of the solution, you are part of the problem. So I decided to make a few remarks of the top of my head without research on facts and figures all I can voice are the thoughts that I have. And in the late hour of the day, I hope I don't break down.

May I go on record as being in favor of SB572. My parents before me helped support St. Justin's Parish of the Sisters of Mercy in Bridgeport. There were five of us children attending schools. One sister now living in Virginia is now sending her 10 children to Holy Cross Academy. One sister, a nun is devoting her future to the rehabilitation of drug addicts. My husband, a conscientious and dedicated state employee, right here with 20 years service, is President of the Home School Association here in Hartford. We have six children. One graduate of St. Paul's Catholic and now a student nurse who wants to devote her life to the care of the sick. Two students at South Catholic, one boy studying five languages and averaging in the 90's in languages; another girl on the honor roll, another two students at Immaculate Conception both straight A students.

If either my husband or myself were to expire tomorrow, it would be with the knowledge that our only claim to fame would be to know that we have sacrificed to pay tuition for good education with the spiritual up-lift so that our children might become good and productive citizens of this state of Connecticut.

Ed Maykut: Did not speak.

Sister Julie: I am Principal of St. Mary's School in Bridgeport, Connecticut. For nearly 70 years St. Mary's School has been open on the East side of Bridgeport educating thousands of children from different ethnic groups. Presently our enrollment is largely Puerto Rican and Black. Education is the hope of these people. It is the key to the future. Catholic schools have given quality education. We honestly appeal to you to give the financial aid necessary to see that this quality education can continue. Thank you.

Sister Maris Stella: Did not speak.

Mr. Joseph Jenecaro: Mr. Chairman, Committee members and ladies and gentlemen. I am a student at Notre Dame Boys High School in Fairfield, Connecticut and in my junior year.

I have been here a short time this afternoon and I have heard an abundance of rhetoric on the issue of aiding Catholic education. However, I have heard little from any students. Only the adults who pay for, administrate, and operate the parochial schools, but it is we, students, who are the biggest part of them. If we consider the case in point of the need of state funds for parochial schools one can see that this aid is imperative. I would like to tell you about the effort myself, and three friends of mine have made today.

This morning I found myself without transportation as a result of my car undergoing difficulty rendering it not able to make this trip. I told this to a friend of mine who had no previous knowledge whatsoever of these hearings and almost immediately she offered me the use of her car. I live in Fairfield. I had never driven further than Stratford, myself. I know the way to Hartford, like I know the back of my hand - which isn't too easy to drive.

However, through trial and error - and a lot of error - we have arrived. And we will do what we can today to keep our schools open.

Why do we want to keep these schools open? Because the education that we receive, the spirit we are instilled with and the experiences we have as Catholic school students we cannot have in public schools.

In summarizing I would like to say, that though we are four in a group of thousands we know that there are thousands more that will come, and work, and sacrifice to keep our schools open. If a school system can inspire the thousands of students it has to keep their schools open - it is a beautiful one. That must not die and will not die.

May I say that perhaps many people will give up what may be a futile effort to save our schools; but the students who are the schools, will never quit. Whether it be a drive to Hartford, working all summer, or anything we can do to save our schools. Perhaps what we must have is an impossible dream. However, we will do exactly as that song says to accomplish our goals, if necessary. Which is to march to hell for a heavenly cause. Thank you.

Rep. Klebanoff: Ladies and gentlemen we have completed our speakers list. We also have to vacate the Bushnell at this time. We would certainly like to thank the Bushnell, on behalf of the Committee, and we also want to thank you for your patience and consideration.

I declare this hearing closed.

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Following are statements filed with the committee to be attached to the record and transcript of this hearing.

To the Members of the Education Committee

As a Representative of the 13<sup>4</sup>th Assembly District in the City of Bridgeport, in the 1969-71 General Assembly, and as a member of that Session's EDUCATION COMMITTEE, many agonizing hours were spent in drafting the SEER bill, and later, the Substitute for Senate Bill 657, now known as Public Act No. 791, passed by a sizable majority of both Houses of the Assembly, and later declared unconstitutional by a 3-member panel of judges, thereby voiding an official act of those who represent the people.

It was the clear intent of the Senators and Representatives that an unfair tax burden was placed on the parents of non-public school children, and in some small measure, this situation would be recognized by a slight easing of this double tax burden by the General Assembly in passing the bill.

The non-public schools have turned out many of the State's distinguished leaders over the years, through an educational system equal to, if not surpassing that of the public school system.

A number of factors contribute to the dilemma of the non-public schools' parents today. They have borne the costs of building and maintaining the schools, paying for textbooks, teacher's salaries, and other rapidly rising operating costs, while trying to meet their community obligations in the face of rising costs of living, taxes, unemployment problems, and spiraling inflation. And because parents choose by constitutional right to send their children to a non-public school for reasons of their own, it would seem the right, just and equitable response of the legislators would be to return to the taxpaying parents, a portion of the tax dollars which would have gone for their children's education. In my opinion, these inequities and injustices have gone on for much too long. Therefore, as a former member of the Education Committee, and as a private citizen, and parent who has known the hardship of double taxation in educating six children privately through college level, I

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sincerely urge your whole-hearted support of the present bill up for consideration - Senate Bill 572, an act providing tuition grants to parents of children attending non-public schools.

Please bear in mind that non-public schools in this State educate approximately 15% of all elementary and secondary school pupils, and it is not fair to expect that parents and guardians of these children enrolled in non-public schools are required to pay general taxes which are used to pay town and school districts within the State for public school educational costs, without receiving similar financial assistance in providing a secular education for their children.

Sincerely yours,



Agnes E. Giannini  
Former State Representative  
134th Assembly District  
Bridgeport

Former Member, **EDUCATION COMMITTEE**

44 Lincoln Avenue  
Bridgeport, Connecticut 06606

STATEMENT OF REP. LOUIS SMITH VOITTO, 116th DISTRICT,  
TO HOUSE EDUCATION COMMITTEE IN SUPPORT OF  
PENDING BILLS FOR AID TO NON-PUBLIC SCHOOLS

Should the State of Connecticut furnish financial aid of various forms for non-public schools? I think we should for the welfare of our children.

This question can no longer be ignored because Connecticut's educational system is threatened by the realization that non-public schools are in serious financial trouble. Most citizens fail to realize that the problems facing the non-public schools are not confined to only these schools. Indeed, both political and educational leaders are now forced to recognize the tremendous impact the future of these schools will have on the public school system of this State.

I won't dwell on the financial aspects of this issue.

Informed citizens readily appreciate the fact that the cost of public education coupled with that of non-public education is so high that most citizens simply can't afford to support the two school systems.

We can solve this problem if debate concerning aid to non-public schools is arrested long enough for all sides to look at the issue in its proper perspective. That is, both political and educational leaders must force themselves to transcend politics and religion and concern themselves with the heart of this problem: the welfare of our children.

The objective of both non-public and public school systems is to provide quality education for our children. The two systems are not diametrically opposed in their endeavors to produce intelligent citizens. Both systems contribute to produce better Americans. The competition between non-public and public schools has proved to foster a better quality of education for the students. Hence, only the children can be hurt by the closing of non-public schools.

We shouldn't overlook the cultural benefits of the various types of schools we call "non-public". They have made a substantial contribution to our American heritage. The vacuum to be created by

the absence of different types of schools would be tremendously detrimental to the pluralistic culture Americans have always enjoyed.

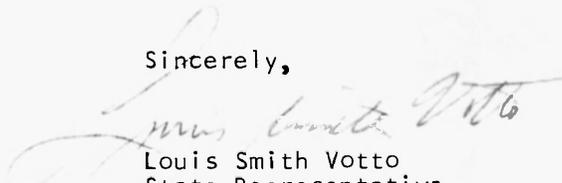
As non-public schools are cut back or closed, the children and parents are forced to accept the public school system. Therefore, we shouldn't overlook the fact that a problem of freedom is involved. This freedom is one of choice in education. The lack of it would be a sad commentary on the state of freedom in Connecticut and America.

In European democracies, the freedom of choice in education is the freedom of choosing a public or non-public school with equal ease. Either school system can be chosen without financial or social burden. The government operates on the conviction that the education of children in either kind of school is equally important to the public interest. Consequently, the government supports the education of all children regardless of the type of school they attend.

I submit that we in Connecticut shouldn't destroy freedom of choice in education.

Thank you for your anticipated consideration of these remarks.

Sincerely,



Louis Smith Votto  
State Representative,  
116th District

LSV:epc



**State of Connecticut**

HOUSE OF REPRESENTATIVES  
STATE CAPITOL  
HARTFORD, CONNECTICUT 06115

JOSEPH T. GORMLEY  
ONE HUNDRED FORTY-SECOND DISTRICT

March 11, 1971

71 DOGWOOD LANE  
FAIRFIELD, CONN. 06430

TO: HOWARD M. KLEBANOFF, CHAIRMAN, EDUCATION COMMITTEE

FROM: REPRESENTATIVE JOSEPH T. GORMLEY, 142nd ASSEMBLY DISTRICT (FAIRFIELD).

SUBJECT: S.B. 572, AN ACT CONCERNING PROVISIONS FOR FINANCIAL ASSISTANCE TO PARENTS OF PUPILS ATTENDING NON-PUBLIC SCHOOLS.

Mr. Chairman, Members of the Committee:

I am Representative Joseph T. Gormley, of 142nd Assembly District, (Fairfield). I wish to speak on S.B. 572, An Act Concerning Provisions for Financial Assistance to Parents of Pupils Attending Non-Public Schools. I submit to this Committee, completely aside from any religious significance, but for strictly economic reasons, I speak in favor of this Bill.

If we don't give the aid recommended in the Bill, which will enable the Non-Public School System to continue operating, they will be forced to close, and the education of these children will then have to be absorbed into the public school system, which will place an even more staggering burden on the towns, cities, and State of Connecticut, which could be disastrous.

The taxpayers in my Assembly District in Fairfield, already overburdened with high taxes, could not stand this crippling blow. I believe it makes more sense to extend financial assistance to parents of pupils attending Non-Public Schools - thereby enabling these schools to continue operating - rather than refuse to extend the aid which could cause these schools to cease operating.

I, therefore, favor this Bill and express an earnest hope that your Committee will give it a favorable report.

*Joseph T. Gormley*  
JOSEPH T. GORMLEY

March 1, 1971

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Chairman of Public Hearing on Aid to Nonpublic Schools,

In as much as the people in attendance here at the Bushnell today are the only ones who have a chance to voice their views, I would like to see an evening hearing, in places convenient to everyone. Such as regional hearings in at least four areas in the state. There are many other people interested in expressing their views and attending the hearing today, that because of employment and other daytime commitments can not. Evening hearings would solve this problem and a full consensus of views would be heard.

*John Smith - member of the  
East Hartford Board of Education  
Mrs. Margaret Archambault - private  
Citizen*

My personal view as a member of a Board of Education is, since all problems of Education are the direct concern of the Board of Education, I think it would behoove those who are sponsoring this type of legislation to get the consensus of the local Boards of Education. If regional hearings were to be held they could be invited to present their views both Pro and Con.

*John Smith - member of the  
East Hartford Board of Education.*