

NEWS RELEASE HUMPHREY FOR PRESIDENT

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FOR IMMEDIATE RELEASE

CONTACT: Walt Wurfel

HUMPHREY CALLS FOR TAX CREDITS

FOR PARENTS OF NON-PUBLIC SCHOOL CHILDREN

CLEVELAND, April 28 -- Senator Hubert H. Humphrey today called for a system of tax credits for parents of parochial and private school children and "creative and constructive methods of assistance to ease the financial crisis facing non-public education."

Senator Humphrey issued a position paper on parochial and private schools in response to numerous inquiries on the subject. Following is the text of the Senator's statement:

"Our public schools are the foundation of our educational system. I was educated in public schools and I will always be a vigorous supporter of the American public school system.

"At the same time, I appreciate that public schools have benefitted academically from the challenge and competition presented by thousands of non-public schools throughout the nation.

"Today in Ohio, more than 330,000 students are attending non-public schools. These schools are making a significant contribution to American education. Private and parochial schools throughout this state and the United States have played an important role in assuring children the equal opportunity to obtain a quality education.

"I am concerned that the American traditions of cultural and educational pluralism are endangered by the financial crisis facing non-public education. When non-public schools are in trouble all schools in America share in these hardships. The closing of one private or parochial school places additional burdens on the public school system. And the continued closing of non-public schools places an extraordinary financial burden on local school districts where property tax rates for education have already reached the saturation point.

"In Ohio and elsewhere, non-public schools are caught in the same sort of cost squeeze experienced by millions of American working families. And like the families of this nation, non-public educational systems have received nothing more than election-year promises from the Nixon Administration.

"There is a growing tide of opinion in America which recognizes that we must encourage greater sharing of public and private resources within the framework of proper and responsible Constitutional safeguards. I believe the aim of this sentiment should be to promote educational reform among public and private schools and to make all educational systems in America truly responsible to the needs of our communities.

"I favor the creation of a system where parents would be able to receive a tax credit when their children attend approved private schools. The tax credit would not amount to more than the tuition paid. A system of tax credits for tuition, books, fees and supplies would provide substantial financial relief to millions of Americans families within the proper bounds of the Constitution.

"In my home state of Minnesota we have had the foresight and the practical good sense to tell the parents of non-public students by granting partial income tax credits for tuition paid to such schools. The Minnesota plan provides that a parent receive a direct credit not to exceed 80 percent of paid tuition, effectively limiting the program's application to secular instruction. the amount of the tax credit is also limited by a ceiling of \$100 annually for an elementary school child and \$150 for one in a secondary school. We have been assured of the Constitutional validity of that approach.

"I will urge passage of similar legislation by the Congress of the United States.

"I recognize that it would not provide a total solution to the problems faced by non-public schools. But it could be a significant beginning to preserve the right of every American child to know his or her own heritage through non-public education.

"There are other creative and constructive methods of assistance in the secular areas of private and parochial education.

"Along with public schools, these schools need improved testing and counseling and better health services. They need good text-books and instructional materials on secular subjects. And the children attending these schools deserve daily nutritious meals and safe transportation services. All of our schools require the latest scientific equipment of non-discrimination based on race, creed, color, of national origin.

"By taking the steps now to provide for a rich diversity and constructive competition in our educational system we can meet the demand not only for a more informed and skilled nation, but also for a better and more humane society."

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EDITOR'S NOTE: In 1963, as Assistant Majority Leader of the U. S. Senate, Senator Hubert H. Humphrey proposed that the Congress adopt a sliding tax schedule to help finance higher education in America.

He observed on the Senate Floor:

"The sliding tax credit schedule provides a sensible and workable system of federal assistance that helps every student, indirectly helps both public and private institutions and does so in a manner that in no way interferes with individual or institutional freedom or policies While this tax credit proposal would not solve all the financial problems related to higher education, it would represent a significant contribution well within our national means. It would provide this assistance in a manner that avoids any argument about federal control of education and also the nagging question of church-state relations. Moreover it would provide this aid without having to expand the Federal bureaucracy to administer the program."

--HHH--

April 21, 1972

TO: Senator
FROM: Dan
SUBJ: Marywood College Appearance
Scranton, Pa.
TODAY

*Sent
11:30 AM
April 21*

Here are some suggested excerpts for Marywood College --
the largest Catholic women's college in the country.

You can either use them in your remarks or hold them to
guide you in the Q. & A. session.

I AM DEEPLY WORRIED ABOUT THE CRISIS FACING CATHOLIC
AND OTHER PRIVATE SCHOOLS. ALL AMERICANS SHOULD BE
CONCERNED WHEN ANY VOLUNTARY PART OF OUR SOCIETY IS IN
TROUBLE. WE KNOW THAT THE HEART OF OUR DEMOCRACY HAS
ALWAYS BEEN THE VOLUNTARY, PRIVATE EFFORTS OF OUR CITIZENS.

* * * * *

NONE OF US CAN FAIL TO BE CONCERNED. CATHOLIC AND
PRIVATE SCHOOLS FURTHER THE "WHOLESOME PURPOSES OF SOCIETY,"
WHEN THEY ARE IN TROUBLE, OUR ENTIRE SOCIETY SUFFERS.

* * * * *

OUR TRADITIONS OF RELIGIOUS LIBERTY AND EDUCATIONAL
PLURALISM ARE THE FOUNDATIONS OF AMERICAN DEMOCRACY.

* * * * *

WE ARE ALL SENSITIVE TO THE CRISIS CONFRONTING
AMERICAN EDUCATION. I AGREE WITH THE CHAIRMAN OF THE
ASSOCIATION OF AMERICAN COLLEGES, FATHER PAUL REINERT,
THAT MANY PRIVATE COLLEGES AND UNIVERSITIES MAY BE "LIVING
OUT THEIR LAST YEARS." I BELIEVE THAT OUR NATION'S 1,500
PRIVATE COLLEGES AND UNIVERSITIES MUST BE GIVEN A NATIONAL
COMMITMENT OF ENDURING SUPPORT.

* * * * *

EVER SINCE I CAME TO CONGRESS IN 1949 I HAVE REPEATEDLY
STRESSED A NATIONAL COMMITMENT TO PLURALISM AND DIVERSITY IN
HIGHER EDUCATION. I HAVE URGED BOTH INCREASED INSTITUTIONAL
AID AND EXPANDED STUDENT ASSISTANCE.

* * * * *

CHANGES WERE SET IN MOTION BY THE SECOND VATICAN COUNCIL. INFLATION HAS CUT FAMILY INCOMES JUST AS PRIVATE SCHOOL COSTS ROSE. WITH NEW EDUCATIONAL LEGISLATION, PUBLIC SCHOOLS HAVE RECEIVED A GREATER SHARE OF THE FEDERAL DOLLAR THAN BEFORE.

* * * * *

WE MUST MEET THE CRISIS CONFRONTING CATHOLIC SCHOOLS. WE MUST ENCOURAGE GREATER SHARING OF PUBLIC AND PRIVATE EDUCATIONAL RESOURCES. OUR GOAL MUST BE TO PROMOTE EDUCATIONAL REFORM -- TO MAKE ALL SCHOOLS, PUBLIC AND PRIVATE, TRULY RESPONSIVE TO THE NEEDS OF OUR COMMUNITIES.

OUR FOCUS MUST BE TO DEVELOP AND EDUCATE CHILDREN --
NOT TO ARGUE ENDLESSLY OVER THE BUILDINGS WHERE THE
EDUCATION IS IMPARTED.

* * * * *

I HAVE INSISTED THAT WE MUST PROVIDE MULTIPLE FORMS
OF AID TO PAROCHIAL SCHOOLS. WE MUST GREATLY EXPAND
GRANTS-IN-AID FOR SCIENCE EQUIPMENT, MODERN EDUCATIONAL
TOOLS (E.G., AUDIO-VISUALS), AND IMPROVED FACILITIES AND
LIBRARIES. WE MUST ALSO EXPAND CHILD-FEEDING PROGRAMS IN
PAROCHIAL SCHOOLS, PARTICULARLY THE SCHOOL LUNCH PROGRAM.

* * * * *

PRIVATE SCHOOLS OUGHT TO BE PROVIDED WITH THE FULL
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THERAPEUTIC AND REMEDIAL SERVICES.

* * * * *

WE ALL REALIZE, I BELIEVE, THAT THE CLOSING OF EVEN
ONE VIABLE PAROCHIAL SCHOOL HURTS THE ENTIRE PRIVATE SECTOR
OF OUR FREE SOCIETY.

* * * * *

I AM EXTREMELY CONSCIOUS OF POTENTIAL DANGERS WHICH
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BUT WE SHOULD NOT LET OUR GENUINE FEARS OVERWHELM OUR SENSE
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Marywood College - Marion

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Judge Richard Conaboy
(But Corey - 12 years) 2 daughters

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Student Loan

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HHH

IN AMERICA TODAY, EDUCATION IS THE GATEWAY TO THE
FUTURE.

BUT THE AMERICAN EDUCATIONAL SYSTEM IS ONCE MORE AT
A CROSSROADS. WE ARE NOW ENGAGED IN A PROFOUND NATIONAL
DEBATE ABOUT THE PURPOSES OF EDUCATION.

I AM CONVINCED THAT THE BASIC QUESTION WE MUST ASK
OURSELVES AT THIS MOMENT IS: WHAT DO WE SEEK FOR MAN ON
EARTH?

OUR ANSWER TO THIS QUESTION WILL HELP US CHART THE
COURSE FOR THE KIND OF EDUCATIONAL SYSTEM WE NEED FOR A
BETTER AMERICA.

THIS IS THE CHALLENGE BEFORE US, WE SEEK HUMAN
DIGNITY, PERSONAL EXPRESSION AND FULFILLMENT, FREEDOM
AND JUSTICE, WE NEED A SOCIETY OF COMPASSION AS WELL
AS COMFORT.

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EDUCATION MUST HELP US ACHIEVE THESE AIMS, IT MUST
INVOLVE MAN IN IDEAS AS WELL AS THINGS.

* * * * *

WE MUST PARTICULARLY INCREASE DIRECT ALLOWANCES TO VETERANS. AFTER WORLD WAR II, MORE THAN HALF OF ALL VETERANS WERE ABLE TO ATTEND PRIVATE COLLEGES. WITH HIGHER COSTS AT PRIVATE COLLEGES, 80 PERCENT OF ALL VETERANS NOW ATTEND PUBLIC INSTITUTIONS. I INTEND TO INTRODUCE LEGISLATION TO REDRESS THIS IMBALANCE TO ALLOW GENUINE EQUALITY OF EDUCATIONAL OPPORTUNITY TO VETERANS.

TAX CREDITS FOR EDUCATION ARE AGAIN ON THE NATION'S AGENDA. IN 1963, AS ASSISTANT MAJORITY LEADER OF THE UNITED STATES SENATE, I PROPOSED THAT WE ADOPT THIS COURSE FOR FINANCING HIGHER EDUCATION.

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ON THE FLOOR OF THE SENATE I STATED:

"WHILE THIS TAX CREDIT PROPOSAL WOULD NOT SOLVE ALL THE FINANCIAL PROBLEMS RELATED TO HIGHER EDUCATION, IT WOULD REPRESENT A SIGNIFICANT CONTRIBUTION WELL WITHIN OUR NATIONAL MEANS. IT WOULD PROVIDE THIS ASSISTANCE IN A MANNER THAT AVOIDS ANY ARGUMENT ABOUT FEDERAL CONTROL OF EDUCATION AND ALSO THE NAGGING QUESTION OF CHURCH-STATE RELATIONS. MOREOVER, IT WOULD PROVIDE THIS AID WITHOUT HAVING TO EXPAND THE FEDERAL BUREAUCRACY TO ADMINISTER THE PROGRAM."

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CATHOLIC SCHOOLING IS IN A SERIOUS CRISIS.

* * * * *

1. I'D LIKE TO TAKE SOME TIME TO GET ACQUAINTED WITH YOU,
TO LET YOU KNOW SOME OF THE POSITIONS I'VE HELD:

--MAYOR OF MINNEAPOLIS.

--SENATOR -- 18THEYEAR.

--VICE PRESIDENT.

--DELEGATE TO THE U.N.

--MEMBER OF SEVERAL INTERNATIONAL NEGOTIATING TEAMS.

2. AND SOME OF THE THINGS I'VE DONE:

--I'VE FOUGHT FOR CIVIL RIGHTS FOR MORE THAN TWO DECADES --
BACK WHEN IT WASN'T POPULAR.

--I'VE FOUGHT FOR EDUCATION. I'M THE AUTHOR OF THE
STUDENT LOAN PROGRAM UNDER THE NATIONAL DEFENSE EDUCATION ACT.

--I WAS AN AUTHOR AND CO-SPONSOR OF THE FIRST MAJOR ENVIRONMENT ACT IN 1956 TO CONTROL AIR AND WATER POLLUTION. THIS WAS THE BEGINNING.

--I WAS THE AUTHOR OF THE PLACE CORPS AND THE JOB CORPS. I DEVELOPED THE IDEA OF THE PEACE CORPS HERE IN WISCONSIN IN 1960.

--I WAS THE ARCHITECT OF THE SALT TREATY -- I WAS ONE OF PRESIDENT KENNEDY'S REPRESENTATIVES IN MOSCOW -- WHEN HE SIGNED THE TREATY PRESIDENT KENNEDY TURNED TO MEDAREIDBAID: "HUBERT, THIS PEN IS YOURS, BECAUSE THIS IS YOUR TREATY."

--I WAS RESPONSIBLE FOR CREATING THE ARMS CONTROL AND DISARMAMENT AGENCY.

3. IN 1960 JOHN KENNEDY AND I TRAVELED ^{Across} WISCONSIN IN THE
PRIMARY CAMPAIGN. HE WON, BUT FOR ME THERE WAS VICTORY IN
DEFEAT. WE DEVELOPED A FRIENDSHIP AND MUTUAL RESPECT.
I BECAME HIS MAJORITY WHIP IN THE SENATE -- HIS LEGISLATIVE
LIEUTENANT.

4. I'M A TEACHER AND I KNOW IT'S GOOD TO STUDY HISTORY --
BUT IT'S BETTER TO MAKE HISTORY. IT ISN'T GOOD ENOUGH
TO HAVE A NEW IDEA, IT ISN'T GOOD ENOUGH TO BE OUTRAGED --
YOU MUST ACT.

5. THE GREATEST PURSUIT OF MANKIND IS PEACE. AND, AS
POPE PAUL HAS SAID, DEVELOPMENT IS THE NEW PEACE -- AND
DEVELOPMENT MUST BE HERE AT HOME AS WELL AS ABROAD.

IF WE ARE TO HAVE A PEACEFUL WORLD, WE MUST START
 HERE. IF WE CAN'T GET ALONG WITH EACH OTHER, WHAT MAKES
 YOU THINK WE CAN GET ALONG WITH THE WORLD? AND PEACE IS
 NOT JUST THE ABSENCE OF VIOLENCE AND WAR, IT IS THE PRESENCE
 OF A HARMONY OF LIFE.

EL I WANT AMERICA TO BE KNOWN FOR OUR COMPASSION AND
 UNDERSTANDING -- NOT FOR OUR HATE AND FIGHT. BUT WE MUST
 BEWARE OF TWO WORDS -- "HATE" AND "YESTERDAY." HATE IS A
 CANCER, AND YESTERDAY IS GONE. AND WE MUST REMEMBER TWO
 OTHER WORDS -- "LOVE" AND "TOMORROW." LOVE IS UNDERSTANDING,
 TOLERANCE, AND HUMAN DIGNITY. AND TOMORROW IS THE FUTURE --
 AND THAT'S WHAT IT'S ALL ABOUT. EACH GENERATION HELPS
 TO BUILD THIS COUNTRY -- YOU MUST LEARN NEW WAYS TO BUILD

AND CLEAR AWAY THE DEBRIS.

7. THE FUTURE IS NOW -- AND TODAY IS ALL WE HAVE --

TODAY IS THE FIRST DAY OF THE REST OF YOUR LIFE. WE MUST
MAKE THE MOST OF IT.

8. WE MUST FORCE AHEAD -- TO BUILD A SOCIETY OF JUSTICE
AND DECENCY. A SOCIETY WHERE THE OLD ARE CARED FOR, WHERE
THE YOUNG ARE GIVEN OPPORTUNITY, AND WHERE THOSE IN THE
FULLNESS OF LIFE HAVE A CHANCE TO MAKE A CONTRIBUTION TO
THE BUILDING OF A BETTER SOCIETY.

9. THAT'S MY MESSAGE TO YOU AND LET ME TELL YOU -- IT'S
IN YOUR HANDS. UNLESS YOU MAKE THE BEST OF IT, YOU'LL GET

THE WORST OF IT. WE MUST MOVE FORWARD -- OR WE WILL ONLY MOVE
BACK. WE MUST ACHIEVE OUR PROMISE AND OUR DREAM -- TO MAKE
AMERICA THE LAST BEST HOPE ON EARTH.

Marywood College

In America today, education is the gateway to the future.

But the American educational system is once more at a crossroads. We are now engaged in a profound national debate about the purposes of education.

I am convinced that the basic question we must ask ourselves at this moment is: what do we seek for man on earth?

Our answer to this question will help us chart the course for the kind of educational system we need for a better America.

This is the challenge before us. We seek human dignity, personal expression and fulfillment, freedom and justice. We need a society of compassion as well as comfort, of humanism as well as hardware; and of freedom as well as food.

Education must help us achieve these aims. It must involve man in ideas as well as things; in ethics as in engineering.

Diversity and full access to opportunity ought to be the hallmark of our educational system - at all levels.

I am deeply worried about the crisis facing Catholic and other private schooling. But all Americans should be concerned when any voluntary part of our society is in trouble. We know that the heart of our democracy has always been the voluntary, private efforts of our citizens.

Thomas Jefferson was well aware of this truth. Writing to the French Ursuline Sisters in 1803 President Jefferson stated that:

"Whatever diversity of shade may appear in the religious opinions of our fellow citizens, the charitable objects of your institution cannot be indifferent to any; and its furtherance of the wholesome purposes of society, by training up its younger members in the way they should go, cannot fail to ensure it the patronage of the government it is under."

Like Jefferson, none of us can fail to be concerned. Catholic and private schools further the "wholesome purposes of society." When they are in trouble, our entire society suffers.

Our traditions of religious liberty and educational pluralism are the foundations of American democracy. Justice Jackson once said that "compulsory unification of opinion achieves only the unanimity of the graveyard." We must continuously promote diversity of outlook and experience in America. We must beware of creating forms of democratic tyranny. As de Toqueville warned us, this would be worse than the classical kind: "it would degrade men without tormenting them."

We are all sensitive to the crisis confronting American education. I agree with the Chairman of the Association of American Colleges, Father Paul Reinert, that many private colleges and universities may be "living out their last years." I believe that our nation's 1500 private colleges and universities must be given a national commitment of enduring support.

Ever since I came to Congress in 1949 I have repeatedly stressed a national commitment to pluralism and diversity in higher education. I have urged both increased institutional aid and expanded student assistance.

We must particularly increase direct allowances to veterans. After World War II more than half of all veterans were able to attend private colleges. With higher costs at private colleges, 80% of all veterans now attend public institutions. I intend to introduce legislation to redress this imbalance to allow genuine equality of educational opportunity to veterans.

Tax credits for education are again on the nation's agenda. In 1963, as Assistant Majority Leader of the United States Senate, I proposed that we adopt this course for financing higher education.

On the floor of the Senate I stated:

"The sliding tax credit schedule provides a sensible and workable system of federal assistance that helps every student, indirectly helps both public and private institutions, and does so in a manner that in no way interferes with individual or institutional freedom or policies. This bill, providing for a declining tax credit for expenditures on tuition, fees, books, and supplies mitigates the distortion found in the large majority of bills that rely on tax deductions, additional exemptions, or non-variable tax credit . . .

While this tax credit proposal would not solve all the financial problems related to higher education, it would represent a significant contribution well within our national means. It would provide this assistance in a manner that avoids any argument about federal control of education and also the nagging question of church-state relations. Moreover, it would provide this aid without having to expand the federal bureaucracy to administer the program."

Catholic schooling is in a serious crisis.

Between 1967 and 1970 your elementary and secondary schools lost more than 10 percent of their enrollment, a decline of over 650,000 students. This decline continues.

We have reasons for this crisis. Changes were set in motion by the Second Vatican Council. Inflation has cut family incomes just as private school costs rose. With new educational legislation, public schools have received a greater share of the Federal dollar than before.

I am aware of your religious concerns for social justice. The growth of inner-city parochial school systems within the diocesan system -- working closely with our public systems -- is a clear sign of your social conscience. I applaud the pilot projects for joint public-parochial school planning in Philadelphia, New Orleans and San Francisco.

Every legislator is sensitive to financial sacrifice millions of families are making to provide Catholic schooling to their children. We know that your per pupil costs are less than one-half the costs in our public system. We also realize that this is largely due to the \$ $\frac{1}{2}$ billion in "contributed services" provided yearly by nearly 200,000 dedicated religious men and women. All Americans owe them profound gratitude for their dedication to educating the whole person.

We must meet the crisis confronting Catholic schooling. We must encourage greater sharing of public and private educational resources. Our goal must be to promote educational reform -- to make all schools, public and private, truly responsive to the needs of our communities. Our focus must be to develop and educate children -- not to argue endlessly over the buildings where the education is imparted.

I have insisted that we must provide multiple forms of aid to parochial schools. We must greatly expand grants-in-aid for science equipment, modern educational tools (e.g., audio-visuals), and improved facilities and libraries. We must also expand child feeding programs in parochial schools, particularly the school lunch program.

Private schools ought to be provided with the full range of auxiliary services. I find it discriminatory and unconscionable that any child is denied textbooks, testing services, counseling

services, and health and welfare services, transportation, psychological testing, and therapeutic and remedial services.

Last June the Supreme Court ruled in favor of "secular, neutral, and non-ideological" materials and services provided in common to all students. But the Office of Education has still not assured that federal assistance programs do, in fact, reach all eligible children, including those in non-public schools. I demand that the Office of Education guarantee that every state pass down funds on an equitable participation basis and not in discriminatory ways.

At this moment our gravest concern is the financial weaknesses of the parochial school system. And these are serious. All of us -- public officials, educators, parents -- are wrestling with ways to shore up these finances. But as the Supreme Court stated, we must not create "excessive entanglement" of church and state.

I believe we must impress on all Americans that the impact of reduced Catholic schooling could prove a major public burden. If the State of New York were to lose 70% of its Catholic elementary schools and 50% of your high schools through forced closing over the next decade, one estimate says that the public would incur nearly \$1 billion extra in school operating costs.

We all realize, I believe, that the closing of even one viable parochial school hurts the entire private sector of our free society. Were your system to collapse in large urban areas, the American taxpayer would be forced to bear an intolerable burden.

No one has all the answers to this crisis, but we should recall certain points from our history. When our Constitution was adopted, most schools were private, not public. In the early 19th Century these schools -- sponsored not by Catholic but by other religious bodies -- received public subsidies from tax monies. Only later did this practice stop.

I agree that we must not excessively entangle church and state. Yet as Chief Justice Burger has said, "The line of separation far from being a 'wall', is a blurred, indistinct and variable barrier depending on all the circumstances of a particular relationship." Metaphors can be helpful. But we must not let them prevent us from dealing with realities. I am extremely conscious of potential dangers which arise from the excessive intermingling of church and state. But we should not let our genuine fears overwhelm our sense of fair-play.

A growing American public accepts this reasoning. We should promote educational pluralism as a public good not just up to age 18, but throughout our lives.

It is time that we make a full-dress national study of the tax credit plan which I first proposed in 1963 for financing higher education. We must examine the pros and cons of utilizing tax credits for parents whose children attend approved private elementary and secondary schools.

Government must carry out its proper functions. As Ernest Barker once said, these are "functions of service rendered to rights and therefore rendered to persons, individual persons, who own these rights as the necessary conditions of the development in action of their individual personality." Government's responsibility is to protect the rights of persons -- not to preclude them from exercising these rights.

I have always favored the child-benefit theory of education. We must consider many hard questions before recommending that educational tax credits become law. Yet few Americans can deny that our nation grows strong and thrives on diversity of opinion and judgment. By fostering educational pluralism an educational tax credit could conceivably prove a way to further strengthen our democracy. I am, therefore, urging the Congress to study this proposal with the highest priority attention.

I feel very proud about what I've
done for the young people of ~~this~~^{the} ~~area~~^{area}

David J. Gross

H.S.

How have Catholic Parochial
Schools stayed open

works of parrots,
monthly ~~work~~

scrapping & saving

Selling everything
from cookies to

Xmas cards

it's like

aren't educating students, creating
a value

doesn't spend well of them
when schools are forced to live
from day to day, educating
teachers underpaid

242,000

I have spent my life fighting for the
rights of all Americans to do

under

42,000

151 schools

~~It means that~~

When parochial and private
schools are forced to
close students are denied
the opportunity for a choice
of their choosing and local
an additional financial
burden is placed on
Public



Minnesota Historical Society

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