

| <b>Act<br/>Number</b>  | <b>Session</b> | <b>Bill<br/>Number</b> | <b>Total<br/>Number of<br/>Committee<br/>Pages</b> | <b>Total<br/>Number of<br/>House<br/>Pages</b>   | <b>Total<br/>Number of<br/>Senate<br/>Pages</b>                                   |
|--|----------------|------------------------|--|--|---|
| PA 71-430  |                | 5739                   | 6  | 7  | 1   |
| <u>Committee Pages:</u> <ul style="list-style-type: none"> <li>• <i>Education</i> 189-190</li> <li>• <i>Education</i> 210</li> <li>• <i>Education</i> 233-235</li> </ul> |                |                        |  | <u>House<br/>Pages:</u> <ul style="list-style-type: none"> <li>• 2697-<br/>2703</li> </ul> | <u>Senate<br/>Pages:</u> <ul style="list-style-type: none"> <li>• 2464</li> </ul> |

**H-113**

**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

**PROCEEDINGS  
1971**

**VOL. 14  
PART 6  
2503-3010**

JAMES F. BINGHAM, 157th District:

Thank you, Mr. Speaker. As I stated before in my presentation of the amendment, this provides for the immediate examination and detoxification of people who have been arrested for drug abuse crimes. I will not restate what I stated before, as I stated, this is a bill which was passed in New York state, and in California, and is a federal law. It prevents persons who are drug addicted from, if they consent to this procedure, from receiving bail. However, it permits the state to detoxification of the person, and very often will prevent the commission of another crime. Mr. Speaker, I urge the passage of the bill, as amended.

MR. SPEAKER:

Further remarks on the bill as amended? If not, all those in favor indicate by saying aye, opposed? The bill is passed.

THE CLERK:

Page 10, top of the page, Calendar No. 817, Substitute for House Bill No. 5739, An Act Concerning the Development of Innovative Educational Programs.

DAVID LAVINE, 73rd District:

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

MR. SPEAKER:

Question is on acceptance and passage, will you remark?

Thursday, May 13, 1971

80.

MBS

DAVID LAVINE, 73rd District:

Mr. Speaker, I understand we have an amendment to the bill. Will the Clerk read it.

MR. SPEAKER:

Will the Clerk call House Amendment Schedule "A"?

THE CLERK:

There are two amendments, sir. Do you wish the one relating to lines 46 and 47?

DAVID LAVINE, 73rd District:

Would the Clerk read the second amendment then?

THE CLERK:

House Amendment Schedule "A" offered by Mr. DeBaise of the 82nd and others. Correction. House Amendment "A" offered by Mr. Gillies of the 75th and Mr. Sarasin of the 95th.

Delete lines 46 and 47 and in line 48 delete the words "children to be served by the project."

MR. SPEAKER:

Question is on adoption of House Amendment Schedule "A", will you remark?

DAVID LAVINE, 73rd District:

Mr. Speaker, this is a housekeeping change within the bill and I move for its acceptance.

MR. SPEAKER:

Further remarks on House Amendment Schedule "A", if not, all those in favor indicate by saying aye, opposed?

Thursday, May 13, 1971

81.

MBS

Amendment "A" is adopted, it is ruled technical.

DAVID LAVINE, 73rd District:

Mr. Speaker, it is my understanding there is a second amendment.

THE CLERK:

House Amendment Schedule "B" offered by Mr. DeBaise of the 82nd and others.

DAVID LAVINE, 73rd District:

I'm sorry, Mr. Speaker. It seems that....

MR. SPEAKER:

It is the understanding of the Chair that this amendment is to be withdrawn and that certain questions will be raised. Would the gentleman from the 127th and the gentleman from the 9th try to clear up legislative intent.

DAVID LAVINE, 73rd District:

Thank you, Mr. Speaker. Mr. Speaker, this bill that we have before us today is an important bill for education of our young people within the state. It has a thrust to make education more relevant for our children. If you will notice within this bill it talks about innovative education. And we are suggesting, within this bill, that innovative education can be more than just the limits of what the board of education may provide. We are suggesting that where we talk about public input into education, we are talking about programs which might be developed by museums, libraries,

Thursday, May 13, 1971

82.

MBS

hospitals, universities. Where we talk about non-profit private groups, we are suggesting that civic organizations and community groups can make a very positive input into our educational programs. Mr. Speaker, these innovative programs must be submitted to the local school board, which examines them, and must rule and improve upon them, they then go to the state board of education, which must also examine and approve them. I think that this bill is an important forward step for education in Connecticut and I move its acceptance.

MR. SPEAKER:

Will you remark further on the bill?

ALBERT PROVENZANO, 127th District:

Mr. Speaker, very briefly, this bill, the innovative program bill was passed by this House two years ago and there were certain questions concerning the bill relative to mandatory sex educational programs in classes. Now, it was never the intent of the House Chairman or of this House two years ago to require that or to provide it through this avenue. Yet, certain questions were raised in my town indicating that Hartford required sex education under that bill. I want to make it clear and I want to ask the question to the House Chairman, whom I have a great respect for and I admire his sincerity, and I know him to be a very honest person. I want to ask him a question for legislative intent whether, in fact, this would provide the avenue for sex educational

Thursday, May 13, 1971

83.

MBS

programs in the school system?

MR. SPEAKER:

Does the gentleman from the 9th care to respond?

HOWARD KLEBANOFF, 9th District:

Yes, Mr. Speaker. Through you, Mr. Speaker, this bill is not, in any way, a door opener for sex education. For legislative intent we would like to make that very clear. It in no way attempts to mandate or bring in through the back door courses in sex education. I think the person who reported the bill out spelled out its objectives. I understand there has been some question of interpretation and for this reason I would be very happy to make it perfectly clear it is not a way to get sex in the schools. Any such course, or having it mandated, would really have to come through Section 10-15 of the General Statutes which talks about which courses should be mandated or shall be taught in the schools. I would also like to reassure any person that this bill specifically requires now the State Department of Education to review with the Joint Standing Committee on Education all such proposals and all such projects and all such programs. To account for them, to evaluate them and to tell us, and to furnish us any of their information, regarding this certain piece of legislation.

MR. SPEAKER:

Will you remark further on the bill?

RUTH TRUEX, 23rd District:

Thursday, May 13, 1971

84.

MBS

Thank you, Mr. Speaker. I rise in support of this bill. As has been explained it is enabling legislation and it has many safeguards. Any program has to be approved not only by a local board of education but by the state board of education as well. And it has the added feature of accountability back to the Joint Education Committee and we have all come to realize how important this factor of accountability is because it puts the legislature right on the line in knowing just exactly what goes on in the programs that it mandates. It merely provides for the opportunity for local boards of education to take advantage of the facilities available in their community to enrich and expand the programs which they offer at no extra cost unless they choose to incorporate it within their local budgets and I think it is a fine way of expanding areas of the educational system in this day and age when we come to realize that relevance is a very important factor. And I urge its passage.

MR. SPEAKER:

Will you remark further on the bill, as amended?

E. RONALD BARD, 145th District:

Mr. Speaker, I'd like to rise in support of this bill. I think that when we ask people who are not necessarily involved with the local boards of education to come in and give us some ideas on innovative education, I think we are going to gain by this. As Mrs. Truex pointed out, a lot of good programs that

Thursday, May 13, 1971

85.

MBS

would otherwise not be attempted because of the extra cost of money will be tried now and I hope that some good innovative education is gotten from those programs.

MR. SPEAKER:

Will you remark further on the bill, as amended. If not, all those in favor indicate by saying aye, opposed? The bill is passed.

THE CLERK:

Calendar No. 818, Substitute for House Bill No. 6490, An Act Concerning Appointment of Members of Board of Examiners of Embalmers and Funeral Directors.

JOHN F. PAPANDREA, 78th District:

Mr. Speaker, may this matter be passed retaining its place on the calendar?

MR. SPEAKER:

Without objection, so ordered.

THE CLERK:

Calendar No. 825, Substitute for House Bill No. 8187, An Act Concerning the Terms of Elective Municipal Officers.

JOHN F. PAPANDREA, 78th District:

Mr. Speaker, may this matter also be passed retaining its place on the calendar?

MR. SPEAKER:

So ordered.

THE CLERK:

**S-81  
CONNECTICUT  
GENERAL ASSEMBLY**

**SENATE**

**PROCEEDINGS  
1971**

**VOL. 14  
PART 6  
2436-2873**

May 26, 1971

28

all those in favor of reconsideration, signify by saying Aye. Opposed, nay. The Nays will have it. The bill will not be reconsidered.

THE CLERK:

Page 6, Calendar 772, File 1136, Favorable Report of the Committee on Education on Sub HB 5739. An Act concerning the Development of Innovative Education Programs. (Amended by House Amendment Schedule A)..

SENATOR MONDANI:

Mr. President, I move acceptance of the committee's favorable report and passage of the bill. This bill allows the development of innovative educational programs by either public or private, non-profit organizations, and particularly, in the case of private organizations, it must be cleared through the local board. The plans must specify the objectives, the methods of evaluation and involve the community and students. The State Board of Education does have the power to reject or ask revision in the program if it doesn't conform to the educational interests of the state. Also, in the last section, the State Board of Education is required to review annually with the Joint Committee on Education the progress of any of these programs and whatever they have learned from them. It's a good bill and I urge its passage.

THE CHAIR:

Question is on passage. Will you remark further? If not, all those in favor, signify by saying Aye. AYE. Opposed, Nay? The Ayes have it. The Bill is passed.

THE CLERK":

Calendar 784, File 840, Favorable Report of the Committee on Insurance and Real Estate on HB 8727, An Act concerning Motor Vehicle Financial Responsibility Requirements.

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION**

**PART 1  
1-330**

**1971  
Index**

A further provision of the bill is that any teacher who in good faith discloses or does not disclose such communication shall be immune from any liability civil or criminal which might otherwise be incurred or imposed. And will have the same immunity with respect to any judicial proceedings which result from such disclosure. Because while our first concern would ✓ be to protect the student and the well-being of the student and the rapport between the student and teacher, there is the possibility still that through disclosure the teacher might leave himself open to disclosure in the best intent attempting to find counsel and assistance for the student. The teacher might then leave himself open to law suit and civil law suit on the part of parents - and in this day and age - on the part of the student, himself.

A great deal of thought and care has gone into this proposal and we believe that this year - 1971 - is the year when the Connecticut General Assembly is going to take action on this matter. The time has arrived. We sincerely hope that this Committee will give serious and favorable consideration to the merits of the provisions of HB5448 and 5694.

I am not going to make any specific remarks in regard to the bills on racial imbalance. We have a general position and a general policy on the whole scope on human relations and I will make available to the Committee copies of our policy on human relations.

Rep. Klebanoff: Thank you, Mr. Quinn. I would also like to thank you for the use of the amplification system - without any strings attached - for this morning's hearing.

Do any representatives have any questions? Thank you.

Dr. Maurice Ross: Commissioner Saunders regrets very much that he can't be here this morning. He has commitments of long standing, so I have been designated to make statements on behalf of the Department. You have before you a number of bills which we have an abiding interest.

I am Associate Commissioner, State Board of Education. I urge the Committee to report favorably on HB5739, An Act Concerning the Development of Innovative Educational Programs.

Connecticut is an idea-oriented state. People with creative ideas abound in our communities and in our schools. It is well that this is so, for emerging problems constantly require new approaches to solution, whether in education or in any other facet of Connecticut living.

For a brief period of time, creative people in our schools had opportunities to test their ideas, either on an individual basis through so-called minigrants under Title V of the Elementary and Secondary Education Act, or through multi-district consortiums using funds from Title III of the same ESEA. Un-

fortunately, Title V monies can no longer be allocated for this purpose and half of the Title III monies are restricted to specific categorical activities. The legislation proposed here would enable us to make more effective use of the non-categorized funds which do remain, and also to function in a more effective leadership fashion for ourselves.

While a few school districts actually budget for the tryout of innovative programs without a demand for guaranteed success, most districts find it financially impossible to do this. Thus we can lock ourselves into a commitment to the "tried and true", without an opportunity to try for "the better". Both the General Assembly and the State Department of Education have a role as change agents. This act will enable them to function effectively, in partnership with local school districts in such a role.

I, again, thank you for the opportunity to appear before this committee to urge a favorable report on HB5739.

I would like also to urge you to report favorably on HB5743, An Act Concerning Reading Improvement Programs.

This bill provides one million dollars for the establishment or improvement of reading programs and for in-service teacher training programs in reading. The bill would permit local school districts, with the approval of the State Department of Education, to develop those programs which give maximum promise for improving children's reading abilities.

The bill is needed because -

1. Evidence shows that many children in Connecticut schools are not reading as well as their potential ability would allow.
2. A serious time lag exists between the development of innovative programs which have been proved successful and their general implementation. Successful implementation requires careful scrutiny of existing school programs, materials, and professional staff development, and provision for acceleration of change where required. This bill will permit schools to reduce this time lag.

I would like now to ask your support on HB5748, An Act Concerning the Reimbursement of Towns for Adult Education.

Presently, about seventy thousand (70,000) of an estimated million and one half adults are enrolled in the high school and general education programs throughout Connecticut. Life long education becomes a greater necessity with the rapid social, environmental and economic changes. Our parents and adults must be provided the same educational services as are provided to youth.

I can foresee if this bill is enacted a dark ominous picture of school principals, administrators, teachers, and even janitors being placed, moved, or elevated because of who they know and who their friends are rather than what they know and what their ability is. Only my children and other children can be hurt. So I would like to urge this committee to file an unfavorable report on HB6451. Thank you.

Rep. Mary Griswold: Barbara Kenny.

Barbara Kenny: Madam Chairman, members of the Committee I am a resident of Hartford and Legislative Chairman for the Parent Teachers Association of Connecticut an organization with some 100,000 paid members.

I would briefly speak in support of several bills this morning. We would support SB332 requiring driver education courses to include behind-the-wheel training on a limited access highway. Those of us who have had young people know, and the rest of you can imagine what it is to have our youngster take driver education, get a license as a qualified driver and then go out into a major non-access highway which is the most dangerous<sup>2</sup> driving. We feel this should be included in driver education.

I didn't realize that you were hearing all bills on driver education this morning so I have not the bills nor numbers with me but I would say for the PTA that we support teachers of driver education that they should be qualified and not necessarily certified. We are interested in having the parental right to teach children driver education ourselves be retained. We would support HB5746, An Act Concerning Free Instructional Supplies and Equipment. Non supplied materials often required by some teachers or boards of education often put undue pressure on parents and it is an obvious embarrassment to those youngsters who can't afford it. If passed it would tend to have boards of education put some breaks on teachers who would press special requirements on students unless they were truly important to that course.

We support HB5739, Concerning Innovative Educational Programs. Problems of education today are such that present methods are all too unsuccessful. Public education must innovate or fail.

We support HB5743, Concerning Reading Improvement Programs. Our ranks are filled with children who are not learning and have not learned to read. These children have two and one half strikes against them - society is a complete loser. We would further say that we hope that you will give favorable reports to these bills and if you do we certainly intend to press them in the appropriations committee as an organization and as individual members. Thank you.

for one minute that a selectman's office or a board of finance can undertake this job. It is a specialized job and should be undertaken by the board of education. However, this legislation of 1969 apparently now allows that this agreement once signed by both parties becomes law automatically within 30 days if there is not objection and the objection has to take the form of a referendum. I think the wording of this legislation, which I do not happen to have with me and I do not recall the verbatim, is rather sloppily written. It does indicate that this agreement has to be filed with the town clerk of the town. However, does the law mean once the contract is signed and of course the general public unless they are very alert do not know when the signature takes place.....if the law suggests, or implies, or is intended to imply that the agreement becomes law within 30 days of signature that is one thing. If it implies that it becomes law within 30 days of registering or filing with the town clerk that is a different thing. I think the wording is such that it would allow this agreement to become law within 30 days of signature and that the registering or filing of this agreement with the town clerk could take place on the 29th day for example. After signature. Which would leave no time for anybody to start the procedure of a referendum. I am very conversant with this particular thing because we have had this problem in Ridgefield this last school year and I think that this is one law which should be modified and I would like to see it revert to what was formerly the case as far as I suppose all of Connecticut was concerned - namely, that anything that the board of education wants to do in terms of budget whether it is a bus contract, whether it is a teacher contract, or whether it is the maintenance and operating of the schools, should come under review by the board of selectmen, or council, or what have you and a board of finance if such board does exist and have the final authority. In other words, we are coming back to this final authority of checks and balances. I believe in this intensely. In my own little way I feel that without it - while on one concern you always have fine upstanding people, members of the board and all the rest of it....you have to bear in mind that this will not necessarily always be the case.

We heard this morning about bills 5739 and 5743. I understand 5739 must be dealing with some innovative program which I suppose is the same as saying experimental program. Here, again, my business turn of mind recognizes that in the beginning a teacher, or a group of teachers decides to fill in some blank spot they feel exists in the school system and they write out a new program and they present it to the proper channels, getting up to the Superintendent, who then makes it known, if he thinks it suitable, I guess to the State Department of Education, and they think this is an excellent idea and then we find, shortly thereafter, that if it is considered satisfactory the State Department of Education will provide a seed type of money - maybe \$5,000, maybe \$10,000 and then the Board of Education then discloses this at one of their open meetings to the public and of course if Ridgefield is an example of all other 168 towns in Connecticut we all know the very fewest

of people attend these meetings. Though they all agree with them, it is a question of bringing yourself to take the time to do it. But this is the first time - and maybe there is a press reporter there so he will be putting it in the press, the paper, so that they will be seeing it subsequently, but you will find that there is no public discussion on the innovative experimental programs before the consummation that they are in being and that a certain sum of money has been provided to the town and you get a feeling that everybody is patting everybody else on the back and saying - "Isn't it marvelous, we are getting this new money here." But it is never explained and I think this is certainly something I would like to enlarge on....it is never explained to anybody by this board of education that this is the money for this year and if it is evaluated as satisfactory, thereafter it becomes a charge on the town as a whole. The program may cost \$5,000 the first year (actually it always costs more than that but you can never get the detail), but thereafter if it is evaluated as satisfactory, and of course the people who are evaluating have their self interest or self aggrandizement at stake and they are not thinking in terms of the poor old taxpayer and his property taxes which continually go up - where this money has to come from. We all know that the bulk of money for education throughout the whole country comes from property taxes. So I maintain that the legislature in Hartford should consider when they are considering these bills - and I don't know the detail of them, but they are 5739 and 5743 and various others that have been mentioned - they should recognize that ultimately these programs become an extra charge. Not a charge within the normal budget perimeters, but it becomes an extra charge on the community and I am one who always remembers the law...the old law...that every action has a reaction. So if you put in something, something has to go out. But I find, for example, in Ridgefield just recently, that whereas in Ridgefield the subject was economics was more or less considered a mandatory subject it is now being allowed to be diluted, shall we call it, into an elected subject. Now the problems of this world for 8000 years has always related around money and the handling of money which is simple economics and I would suggest that mathematics, and rudimentary economics is a very important thing - 1) being reading and after that mathematics, because if we can't read properly we will never be able to learn anything later on and when I find that we have 5743 regarding reading it is again a question of something extra. I maintain that if one wants to talk about education in the most simplistic terms I would suggest that the foremost responsibility of any educator anywhere in the world is to enable everybody to READ, because he is of no value to his community or to his country as he grows up if he can't read. Even if he had all the brawn in the world, if he doesn't know how to read instructions it can be so easily wasted. I would therefore say it should not be a question of introducing extra programs to teach reading. This should be done as the first basic necessity in every school and that the money provided for education should take care of this without any extra frilly programs on the side. I have read in our own maga-

zines that - and this was very recently. The last was about ten days ago. I have read that in America we are considered to have 16% to 25% functional illiterates in our community. This is a horrendous figure. Now I have also read - but I don't make this as a statement because I can't check it - but your committee is able to check it - that the figures in the United Kingdom or in Europe are infinitesimal in comparison. And then of course on the teachers side you will be told that, Ah, what do you expect: we have 25-27-28 children per classroom. This is terribly difficult to deal with. Well, we can say that of course the ideal is 1 to 1 but this is not practical. On the other hand if Europe does not have a similar problem, it is worth mentioning that in Europe you have 45 children as a matter of course in a classroom per teacher. So it becomes a question of do we lack adequate qualities in teachers. I have my personal opinions. It has even been mentioned by the last speaker, Mr. John Bannon representing the State Federation of Teachers. I couldn't agree with him more when he says that we should have some form of certifying the adequacy of quality of teachers and that he is the first to agree that any time we fault..... we find poor teachers, bad teachers, indifferent teachers, non-dedicated teachers, or what have you...this is a profession and in the world we are always being told to "Say it like it is." "look at it like it is", but other trades or professions have to toe the line. If you can't hack it, you are out. But I find here that there is a tendency under the law of tenure which seems to be a very terrible law and I know again that you will be dealing with it another time. It seems to me that if you don't change the tenure law you are not going to achieve what I think is so desirable and that as explained by Mr. Bannon is that there should be a reasonable and intelligent way... I'm not talking about being unfair and I'm not talking about one man's opinion, there must be - as he said - a proper procedure. But when there is ample proof that a teacher is inadequate he should be kicked out. There is no question about it. I don't see how this should remain a problem. We have come out of a difficult period when there were insufficient teachers for the number of pupils available due to the sudden population explosion, but presently we seem to be more than on an even keel and again if we believe the statistics you can read in the press and the magazines that we are....that within this decade we are going to have twice the number of teachers available for the jobs which will be vacant. So it would seem to me that the ample opportunity to refine this question of tenure to deal with Mr. John Bannon's very correct suggestion that something should be done to eliminate teachers in a fair way - no question about it. So that is what I would like to say on that.

In regard to driver education. Quite a lot has been said on this this morning. I find that it is rather peculiar that we are always talking about giving this, giving that, and giving the other to the young people. Now, of course, I am a father and I have dealt with my own children and nothing is nicer for a parent than to be able to give the right things, or to provide the right things for his children. But it is the same old story. Now we are being