

HB 5953

PA 841

1971

Education 91-94, 118-120, 159-160

House 5066, 5090-5091

Senate 3402

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION**

**PART 1  
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Rep. Truex

find it almost impossible to get into the technical schools for various reasons and would be able to take technical and vocational courses at the community college level. That bill has not been printed, it's a statement of purpose bill, but if you would also consider that concept, I would be most grateful. Thank you.

Rep. Klebanoff:

Thank you, Representative Truex. Representative Griswold.

Rep. Griswold:

Ladies and gentlemen of the Committee, I want to speak for HB 5953 (Rep. Griswold-Senator Hammer) AN ACT CONCERNING OCCUPATIONAL TRAINING PROGRAMS which was introduced by Senator Hammer and myself. I'm sorry to say, as printed it doesn't have Senator Hammer's name on it, which I think and believe was a mistake of the computer, but it is a Griswold-Hammer bill. This bill has a price tag of \$2,000,000 which is six or seven times the amount appropriated for career training in the present biennium that we are in now. This bill would make it possible to strengthen our occupational planning in the high schools by five or six times and do it next year, not two years from now when building are built and facilities are bought. We have the need of right away, next year September, 1971 doing something in the regular high schools that will give the youngsters in that high school a chance to learn a trade or an occupation they can use immediately after graduating. I am not alone in feeling that the attempt of efforts must be made immediately to bring occupational programs into the main stream of the State educational system. Every speaker who has spoken so far this morning and every speaker who will speak, I am sure will have the same approach. Too long have we in the United States, and especially in New England, allowed occupational programs to be under funded and underprivileged. In the midwest and the west, the priority of education is not as markedly anti-vocational as it is here. Good midwestern high schools have excellent

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courses integrated into the curriculums of their high schools. Thus, a collegebound youngster can learn the satisfaction of working with his hands which will be helpful throughout his career, whether he becomes a doctor, lawyer or merchant-chief. In a school where occupational training shares the curriculum with academic subjects, the young person who is not a book-learner can find meaningful career-oriented courses, preparing him for a job immediately after high school. Such a school does not separate the academically inclined sheep from the vocationally oriented goats and avoids the stigma which we Americans have allowed to fall on manual work. Including vocational courses in regular high schools also makes it possible for young people to change from vocational training to pre-college courses in midstream, if motivation changes. I am happy to say that the New Haven Board of Education, my town, is planning additions to two of its three high schools for vocational facilities. However, New Haven, even without these additions, I'm told, could spend \$150,000 which is what this bill is advocating for each school district, if a school district can use it. New Haven could spend \$150,000 in 1971-72 to great advantage on vocational programs, using present rooms in the high schools, store-front facilities and apprentice-type opportunities in industrial plants. Wise and knowledgeable people in educational circles are urging a change in priorities towards more emphasis on vocational-technical education. United States Representative Edith Green, chairman of the special subcommittee on education of the House Education and Labor Committee has said: "One of my top priorities for the 1970's is more emphasis- much, much more emphasis on vocational technical education. With increasing leisure and increasing technology, we must reject the utterly false assumption that a person, to be successful and happy, must be a lawyer or a doctor and not perhaps an excellent and a much in demand plumber or a medical paraprofessional, dedicated and compassionate..." John Gardner, former Secretary of HEW puts it eloquently thus: "We must learn to honor excellence, indeed demand it, in every socially accepted human

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- Rep. Griswold: activity, however humble the activity, and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher, and the society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because philosophy is an exalted activity will have neither good plumbers nor good philosophers, and neither it's pipes nor it's theories will hold water." I most urgently request the Education Committee of the General Assembly to act with decisiveness and with funds to up-date our vocational training in the high schools of Connecticut. Thank you.
- Rep. Klebanoff: Thank you Representative Griswold. Any questions? Are there anyother representatives who wish to make a statement?
- Senator Power: Mr. Chairman, members of the Committee, I'm Senator Power from the 30th District. I would like to inform the lady that I had to fix a sink last Saturday. I couldn't afford to hire a plumber so I fixed it myself. It took me twice as long to do it but I got it done. I'm here to speak for a bill that has been filed by me with the Legislative Commissioners office. It hasn't gone into print yet. But very briefly what it does is ask for an expenditure of \$200,000 appropriation to provide funds for vocational educational training, and also to give some of this money to guidance counselors to attempt to counsel some of the boys and girls who should go into vocational-educational instead of going onto the community colleges. This was a program started sometime back about five years ago by the Naugatuck Valley Industrial Council and according to their experience they were able to train youngsters in the trades during summertime, an eight week five day-a-week course. Two of the vocational schools in the Torrington-Waterbury area. They figure that the cost of sending a boy or girl to the community colleges is around \$1,000 a pupil, and this particular training period in the summertime was able to be done for approximately \$500. per person, and they could then go directly into the industries and carry on their training from there. I believe and

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Senator Power: they believe that the \$200,000 figure would adequately take care of the 14 vocational-educational schools throughout the State of Connecticut. There are a couple of other speakers to speak on this later on in the hearing. I would like to ask the Committee to seriously consider this particular bill when it does come out. It isn't in your possession right now, but it should be coming out pretty soon. Thank you very much.

Rep. Klebanoff: Thank you, Senator.

Sen. Ciarlone: Good morning members of the Committee. My name is Tony Ciarlone, Senator from the 10th Senatorial District in New Haven. I'm here to talk on SB 117 (Sen. Ciarlone) AN ACT CONCERNING THE ESTABLISHMENT OF A VOCATIONAL SCHOOL IN THE NEW HAVEN AREA. I'm not going to go into an indepth discussion here this morning as to why we should have a facility of this nature in New Haven and surrounding towns because as I look at the Committee here I'm certainly aware of the fact that you are aware of the fact that there is certainly a great need in this area. To those of you, however who are not from the urban areas, let me say to you, that we are not responding in this area to the needs of vocational-technical training to those children in our school system that are not orientated towards a college education, and this is the area we are trying to touch on and I say to you unless we have vocational training, technical training of some sort, what's happening here in our city is we are merely providing social promotions and we aren't really making these children available for the labor market when they come out of school. Unless this is corrected in the very near future, we're only going to continue to create a, or rather continue to perpetuate an already serious condition. I'm sure you're aware of this, money is a great problem, but I think we have to make priorities here and the cities certainly are in need of this technical school or vocational school as it may be. Thank you.

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- Mr. Murphy: how many dollars we'll get. But for the distribution of the funds according to the population of Connecticut, this is one way of arriving at dollars might be available to various communities.
- Rep. LaGrotta: Perhaps you've answered this Mr. Murphy, but is any rate given to the number of non-public children at all in your formula, in a community? You may have answered it, but I'm curious.
- Mr. Murphy: I don't know of anyway, Mr. LaGrotta of indicating this, but in a selected program, the programs have to be made available as they wish it to non-public school students.
- Rep. LaGrotta: My point was in determining the position a city, that's one of the big loop holes as Senator Hammer said.
- Mr. Murphy: I'm sorry, I would have to check back, and give an opinion on it. I would have to check back on the facts.
- Sen. Mondani: Mr. Willard Davis.
- Mr. Davis: I am Willard H. Davis, supervisor of Industrial Arts and Industrial-Vocational Education in the City of Hartford. I wish to comment, or speak briefly in support of bill HB5953, introduced by Mary B. Griswold, and also the bill which is being proposed here, which is state aid for local vocational education programs of which you will hear more after I conclude. I would call attention to the statement in the bill HB5953 "said programs may include occupational training courses, early exploratory and guidance programs, remedial and related instructions as necessary, and co-operative work study programs." I am particularly concerned with that part of the bill which covers early exploratory and guidance programs. It is in the middle school, namely grades 6, 7, and 8 that we think of early exploratory and guidance programs. Exploratory programs in a sense that youngsters have an opportunity to try out and experience by doing in a variety of areas or activities typical of our work-a-day world. Such as woodworking, metal working, power mechanics, industrial

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Mr. Davis:

plastics and ceramics, electricity and electronics and the world of construction. It is my contention as a former teacher of industrial arts in the State of Connecticut since 1935 and as a supervisor in a large city school system since 1965, that young people have to have an opportunity to explore and to try out a variety of activities so that they will discover their abilities, their aptitudes and their talent. It has been my observation that when a young person discovers that he or she has a talent, you can't hold that person back. Unfortunately, not enough of our youngsters have an opportunity to discover that they do have a talent. It has been my observation as a former teacher many years in the State of Connecticut, that in following through with this exploratory or try-out experiences in the middle school, that when our young people go on with other vocational courses in the high school or in grades 9 through 12, that it has had quite an effect on their lives. I would briefly site some examples. A young man returning back to school several months after graduation as a machinist aboard a ship in New London, he was able to get a high score in his placement testing in this area because he had some high school machine shop. Another boy comes back in visiting after graduation and has been able to apply to his apprenticeship time in industry the hours spent in the high school comprehensive high school shop. To me these are observations which point up the fact that this type of program in our comprehensive high school and in our middle schools of our cities and towns pays off. Before closing I would like to just site an instance which concerns me very deeply this year and that is that in Hartford we had to eliminate our 6th grade program and in so doing we had to inactivate our shop in the Arsenal School in the northend of Hartford, and we also had to inactivate our 6th grade shop at the Hooker School because of our budget crisis. There is certainly a definite need on the part of the State of Connecticut, on the part of our young people in the schools, that the State of Connecticut support the local communities in order to further this type of program. Thank you.

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Sen. Hammer: I have one question, if I may. This bill that you spoke of concerning state aid for local vocational education programs.

Mr. Davis: That is the one I referred to, yes.

Sen. Hammer: I see now, we don't have it in bill form yet. I've seen now what the difference is. The difference having been explained, I hope, is that in this bill, the programs would be developed by the towns, by the municipalities and the boards of education.

Mr. Davis: That is correct.

Sen. Hammer: And in this other bill that Mary Griswold and I submitted, say the training programs, the specific programs would have to be approved by the State Board of Education. Do you feel that the towns, the municipalities is perfectly safe to leave the development of these programs to the municipalities without approval by any one unit?

Mr. Davis: I say, yes that the local community is cognizant of the need for the program and has within it's employment people who can develop the type of program that is needed.

Sen. Hammer: You don't fear any duplication, etc., such has been one of the, seems to be one of the guiding principles in the State Board of Education turning down some of these programs. You don't fear this sort of thing?

Mr. Davis: No, I do not. My concern is that we meet the needs of the young people within our community as best we can, and to do that, we need financial support.

Sen. Hammer: It's my concern too.

Mr. Davis: Thank you.

Sen. Mondani: Mrs. Norcross.

Mrs. Norcross: I'm Gertrude Norcross, Executive Director of the Easter Seal Society for Crippled Children and Adults of Connecticut and a member of the

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Mr. Snoke:

talk too long here. I would like to say that I was concerned when I heard about this bill HB6693 on setting up a department of vocational rehabilitation. I'm past chairman for several years for the Employ the Handicapped Committee. I've worked very closely with the Department of Vocational Education. It seems to be efficient, practical, and gets people from here to there. As a matter of fact, we brought one girl into our own organization who showed rapid progress and was completely rehabilitated on the board of the Goodwill Industries, and they cooperate closely with it. I'd be seriously concerned, I don't know what the motive is behind this or what the thought is, but in today's schedule of things or in today's economy I think that it would be well if we not change this at the present time. As I say, it has been raised in status in the Department of Education here, Dr. Peters told you that, and I worked with them over the years and I can't think of any department that's doing a more practical or modern up-to-date job, and they're doing just fantastic. So I would suggest leaving it just as it is.

Sen. Mondani:

Mr. George Hastings.

Mr. Hastings:

My name is George Hastings, 799 Main Street, Hartford and I'm speaking on behalf of the Connecticut Conference of Mayors, particularly with respect to HB6242 and HB5953 which are substantially identical. One has a definite appropriation in it, and they provide that grants for occupational training maybe given to towns or regional school districts in an amount up to \$150,000. One observation has been made by several people who've appeared before you, and that is that the actual technical schools or vocational schools that we have around the State are insufficient to do the job. My understanding from the Conference of Mayors that they're hard to get into, the requirements which I am sure are good for the purposes of that particular school are high, therefore they don't fill the need for career training or occupational training for the student who is not a good student and who is unable to get into these technical schools, and of course in sheer numbers they don't have room

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Mr. Hastings: enough for the number of pupils that need this kind of education. Therefore, committing the regular, general high school to have more resources to provide career education for students right in the public high schools of each town and city seems to be an immanently sensible way to fill a great need and the Conference urges your support for this legislation. Thank you.

Sen. Mondani: Thank you, Mr. Hastings. Mrs. Tracy.

Mrs. Tracy: I am Kathleen Tracy, chairman of the State Advisory Council on Vocational Education. The State Advisory Council on Vocational Education supports the efforts made by the sponsors of these bills presented here for the improvement of vocational education. Our evaluation in 1970 showed us there were two areas weak in vocational education. One the attitude of guidance counselors. We need counselors who are more vocationally orientated. Middletown has a pilot program, Mr. Martin Jaska is the regional guidance counselor at Vinal Technical School. He covers high schools in Middletown and surrounding towns. I believe it's eight schools. Vocational Education Department has a request to expand its program to cover other regional districts. We hope you will give this a great deal of consideration. The Advisory Council feels very strongly that guidance counseling should start in the 4th grade. However, we have been led to believe that this is too much to expect at this time, but we very strongly feel that it must start in 6th grade. Later than that, in most cases is too late. The State Advisory Council on Vocational Education feels strongly that young people entering the world of work should be educated to the very best of their capabilities. In fact, every young person in this State with 12 years of schooling should have a marketable skill. The student who is terminating his education at the end of 12 years, will be taking on the responsibility of a family within a few short years. The student who is going on to higher education needs to have better earning capacity today. I needn't bring this to the

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Page 16, calendar 1169, house Bill 7903, file 1284.

Calendar 1170, substitute for House Bill 7959, file 1292.

Calendar 1171, substitute for House Bill 8228, file 1294.

Page 17, Calendar 1217, substitute for House Bill 7686,  
file 1349.

Page 18, Calendar 1234, House Bill 6837, file 1353.

Calendar 1242, substitute for House Bill 6448, file 1377.

Calendar 1245, Substitute for House Bill 7974, file 1382.

Page 19, Calendar 1263, substitute for House Bill 5561,  
file 1431.

Calendar 1273, substitute for House Bill 5247, file 1429.

Calendar 1274, substitute for House Bill 6512, file 1428.

Page 20, Calendar 1299, House Bill 5147, file 1437.

Page 21, Calendar 1308, substitute for House Bill 5895,  
file 1463.

Calendar 1311, substitute for House Bill 5953, file 1445.

Calendar 1312, substitute for House Bill 6123, file 1468.

Calendar 1316, substitute for House Bill 6292, file 1456.

Page 22, Calendar 1322, substitute for House Bill 6447,  
file 1497.

Calendar 1324, House Bill 6525, file 1475.

Page 24, Calendar 1379, substitute for House Bill 9229,  
file 1576.

Page 25, Calendar 1383, substitute for House Bill 7744,  
file 1573.

Page 28, Calendar 1422, substitute for Senate Bill 240,

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MR. AJELLO:

I would like to move now that we reconsider our previous action on page 21 of today's calendar. Calendar 1311, Substitute for House Bill 5953, file 1445. This is one of those we passed in the list of Appropriation items and it has been discovered there should have been a technical amendment offered to it and it is for that purpose I ask for reconsideration at this time.

MR. SPEAKER:

The motion is to reconsider. Will you remark further. Is there objection. If not, the item will be reconsidered.

Representative Griswold.

MRS. GRISWOLD:

I move acceptance of the committee's favorable report and passage of the bill 5953. I ask for reconsideration of this because it was an amendment on the Clerk's desk at the time this went through, I regret that I didn't catch it in time. The amendment that I would like to have voted on now is simply a change in the effective date of this formula for occupational training in the high schools. The change would take it from July 1, 1971 to July 1, 1972. Both sides of the House knew about this amendment and agreed that it is an appropriate amendment. I move passage of the amendment.

MR. SPEAKER:

Representative LaGrotta.

MR. LA GROTTA:

I concur with the remarks and I think this is a good amendment.

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MR. SPEAKER:

Further remarks on Amendment Schedule A. If not, all those in favor indicate by saying Aye. Opposed. Amendment A is adopted. Representative Griswold.

MRS. GRISWOLD:

I move passage of the bill as amended.

MR. SPEAKER:

Questions on acceptance and passage as amended by House Amendment Schedule A. Will you remark further. If not, all those in favor will indicate by saying Aye. Opposed. The bill is passed.

CLERK:

Page 23, Calendar 1347, House Bill 8825 - An Act Creating a Fraudulent Claims Board.

MR. SPEAKER:

Representative Sullivan of the 130th.

MR. SULLIVAN:

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

MR. SPEAKER:

Will you remark.

MR. SULLIVAN:

The Clerk has an amendment.

MR. SPEAKER:

The Clerk will call Amendment Schedule A.

CLERK:

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