

**Bianca, Pam**

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**From:** Joshua Katz <jalankatz@gmail.com>  
**Sent:** Friday, February 21, 2014 12:47 AM  
**To:** LABTestimony  
**Subject:** SB 220

To whom it may concern:

I regret that I will be unable to attend the public hearing regarding SB 220 on 2/27. I am submitting written testimony in lieu of attendance.

As a former history teacher, and an educator deeply concerned with all topics related to teaching, I am writing in strong opposition to SB 220. It is my belief, based on a long career in the classroom spanning 3 subjects, and including high school and college level teaching, that curricular decisions must be left to teachers (and students.) Some input from local school boards is acceptable and unavoidable. However, requiring specific curricular items at the state level creates an unworkable school environment and is, in my opinion, entirely unacceptable.

In addition, the requirement by any authority of specific course content is, in my opinion, an unacceptable imposition on teachers' freedom. It also complicates the task of finding innovative and creative ways to teach a course, since the teacher must be concerned that project-based learning, learning by discovery, understanding by design, and other new educational approaches might be seen by regulators as leading to non-fulfillment of the requirement.

As a history teacher, I was thankfully free of specific curricular requirements. This allowed me to teach in a creative way, crafting my course around student interests, strengths, and weaknesses. The more specific requirements are established, the harder it will be to teach such a course.

Furthermore, as a supporter of the free market, I am extremely worried that the portion of this bill requiring instruction in free markets would lead, in many classrooms, to lectures specifically criticizing the free market, rather than open discussions about markets and the role of government. I believe that a requirement to teach about free markets will cause teachers to lean in the direction of lecture and the imposition of their views on students.

Thank you,

Joshua A. Katz  
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