

## JOINT RESOLUTIONS

WHEREAS, The Committee heard testimony that from time to time a correctional officer may, because of physical reasons or the psychological stresses of his duties, have become incapable of performing adequately on the job; and

WHEREAS, The Committee determined that there should be perhaps a means whereby such correctional officers can be dealt with in a way so that they are either transferred to another position within the correctional system or within State employment in general; and

WHEREAS, However, the Committee also recognized that the transfer of correctional officers who can no longer adequately perform their duties raises certain problems with respect to job security, training, and related areas that have to be resolved; now, therefore, be it

RESOLVED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Department of Personnel and the Division of Correction study the problem of the transfer of correctional officers in the State Correctional System who may not be capable of adequately performing their duties because of physical or psychological reasons and recommend ways of handling the transfer of these correctional officers to other positions in the correctional system or to State employment in general; and be it further

RESOLVED, That the Secretary of Personnel and the Commissioner of Correction report their findings and recommendations to the Constitutional and Administrative Law Committee on or before July, 1973; and be it further

RESOLVED, That copies of this Resolution be forwarded to the Secretary of Personnel, Henry Bosz, and Commissioner of Correction, James Jordan.

Approved May 7, 1973.

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No. 23

(House Joint Resolution 81)

House Joint Resolution requesting the Inter-Agency Public School Construction Program and the State Superintendent of Education in conjunction with local superintendents of education to study the feasibility, necessity, cost, and desirability of installing emergency generators in all public schools in Maryland.

WHEREAS, Many Maryland public schools have suffered the inconveniences and loss of school time caused by a power failure; and

WHEREAS, Loss of school time due to power failure creates not only idle hours for students but also causes a break in the continuity of programs and courses.

WHEREAS, Lost days, then, add up in terms of lost continuity, idle time for students, wasted teaching hours, and lost time for evening programs and courses.

WHEREAS, Evening classes, community activities, and extension hours have become an integral function of our public schools requiring use of swimming pools, gyms, auditoriums, and other facilities; and