

RULES AND REGULATIONS  
DEPARTMENT OF EDUCATION

A-1267

State of New Jersey  
Department of Education  
175 West State Street  
Trenton 8

December 13, 1954

TO BOARDS OF EDUCATION:

In the 1954 session of the New Jersey Legislature, there was enacted a series of laws dealing with the educational provisions for the mentally and physically handicapped children, now known as Chapters 178, 179, and 180, Laws of 1954. Ever since this legislation was signed by Governor Meyner early in July, our department has been at work studying regulations and procedures which can help to make these new provisions effective. We have consulted with specialists in the field, with a view to having a program which will be both desirable and practical.

Enclosed herewith you will find the following bulletins related to the programs of the mentally retarded, the mentally trainable, and the physically handicapped children:

1. Digest of Chapters 85, 178, 179, and 180.
- ✓ 2. Tentative Standards for Approving a Clinic or Agency for Purposes of Classifying Mentally Retarded Children - Chapter 178, P.L. 1954.
- ✓ 3. Tentative Rules and Regulations for the Classification of Mentally Retarded Children as Prescribed by and Supplemental to Provisions in Chapter 178, P. L. 1954.
- ✓ 4. Tentative Rules and Regulations for the Approval of Special Classes as Prescribed by and Supplemental to Provisions in Chapters 178 and 179, P. L. 1954, and in Addition to Rules and Regulations for the Classification of Mentally and Physically Handicapped Children.
5. Tentative Form - Application for Approval of Special Class (As Provided in Chapters 178 and 179, P. L. 1954).
- ✓ 6. Tentative Standards for Approving Psychological or Psychiatric Examiners Chapter 178, P. L. 1954.
7. Bulletin Supplementing Rules and Regulations for the Approval of Special Classes.
8. Revised Certification Standards for Teachers of the Handicapped.

It is our hope that these rules and regulations will be of assistance in clarifying the operation of our programs for the handicapped. We anticipate rendering additional service to local school districts in this area through our Director of Special Education, Dr. Boyd E. Nelson, and through the services of the county supervisors of child study, some of whom we hope to be able to appoint in a short time.

It is our intention to issue additional bulletins concerned with a more detailed classification of the physically handicapped, approval and individual instruction of children who are hospitalized or home-bound, and other forms of supplementary instruction.

At the meeting of the State Board of Education held on December 3, 1954, changes were made in the certification rules pertaining to the certificates for teachers in the special education fields of the mentally handicapped, blind, partially seeing, deaf, hard of hearing, speech defective, orthopedically handicapped, socially and emotionally maladjusted, and lowered vitality. The changes, effective as of December 3, 1954, were made in recognition of the severe shortage of teachers in the field of special education, especially of teachers of the mentally handicapped. It is our hope that these revisions will increase the supply of teachers for this work, and at the same time maintain appropriate standards. They provide for the granting of a provisional endorsement to all teachers who hold limited or permanent elementary, secondary, or specific field certificates. To renew such endorsements, teachers must complete annually some further training in the special education of the handicapped, in accordance with the rules presently in force.

Your attention is also called to the fact that Chapters 178 section 2 and 179 sections 1 and 14, require reports of certain handicapped children. Our department is now studying means to implement this proposal by setting up a uniform annual report procedure in all local districts which will provide for the district, to our department, and to other state departments who have an appropriate interest, the names of such children. Further information concerning this matter will be sent to you in the near future.

It will require much cooperation and the combined efforts of all of those interested in public education to make this new program achieve its desired ends. Together with other institutions, our state teachers colleges will bend their efforts toward providing increased training facilities for teachers of the handicapped presently in the field, as well as to recruiting and training the additional number of specially qualified teachers needed. We shall also encourage and assist in-service programs at a county and local level designed to give immediate assistance to teachers who are only partially trained to meet such responsibilities. Our county superintendents, as well as our Director of Special Education, are eager to advise districts who wish to organize joint facilities for the accommodation of the handicapped, as well as to advise such districts on transportation procedures.

As we expand our program, let us do so with confidence in the belief that we are thereby extending educational opportunity to many children who have not had equal opportunity heretofore. If we can achieve this desired end, the difficulties we face in organizing the program will be worth the effort.

Very sincerely yours,

F. M. RAUBINGER

Commissioner of Education

Enc. 19

cc: County Superintendents  
Local Superintendents  
Non-Superintendent Districts (via offices  
of county superintendents)  
State Board of Education  
State Board of Examiners  
Division Heads  
State Teachers College Presidents  
School of Education (Rutgers)

C-315

DIGEST OF SECTIONS OF CHAPTER 85 P.L. 1954  
WHICH APPLY TO ATYPICAL CHILDREN

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Section 2. "Definitions:

"Approved special class shall mean a class for physically handicapped or mentally retarded children, and all other classes for atypical pupils approved by the Commissioner of Education

"Atypical pupils shall mean pupils who are physically handicapped or mentally retarded and who are not accommodated through the school facilities usually provided for normal pupils."

Section 3(b) States that all atypical pupils shall be counted in the same manner as normal pupils in determining the foundation program.

Section 6. "Atypical pupils

"(a) In addition to all other aid, each school district operating an approved special class or classes shall be paid \$2,000.00 per class for such classes; and each school district sending atypical children to special classes outside the district of residence shall be paid 1/2 the amount by which the tuition charged for such pupils exceeds \$200.00

"(b) For every mentally retarded or physically handicapped pupil furnished individual instruction or training at home or in school, by reason of the fact that there are too few mentally retarded or physically handicapped pupils in the district to form a special class or by reason of the impracticability of transporting such a pupil to a class maintained in another district, the school district shall be paid 1/2 the cost of such education as determined by the Commissioner of Education."

Section 7. "Transportation:

"Each district shall also be paid 75% of the cost to the district of transporting pupils to a public school when the necessity for such transportation and the cost and method thereof have been approved by the county superintendent of schools of the county in which the district paying the cost of such transportation is situated."

DIGEST OF CHAPTER 178 - P.L. 1954

This law makes it mandatory for boards of education to classify mentally retarded children into three groups: Educable, trainable, or those who are so mentally retarded as to be neither educable nor trainable. Each board of education shall separately or jointly with one or more boards of education employ a psychological examiner and may employ a psychiatrist to administer procedures for diagnosis and classification or may contract with any approved clinic or agency. Boards of education may provide the education and training required under the act by any of the following methods:

- (a) By establishing a special class or classes in the district;
- (b) By sending pupils to a special class in the public schools of another district;
- (c) By agreement with one or more school districts to provide joint facilities; OR
- (d) By individual instruction or training at home or in school whenever, in the judgment of the board of education with the consent of the Commissioner, there are too few mentally retarded pupils to form a class in the district, or whenever it is impracticable to transport a child because of distance or other good reason to a class referred to in subsections (a), (b), or (c).

All special classes or special instruction provided under this act must be approved by the Commissioner of Education. No special class for educable retarded children shall contain more than 15 pupils and no class for trainable retarded children shall contain more than 10 pupils. The superintendent of schools or the principal of a school in a district where there is no superintendent, may, upon advice of the examiner refuse to admit, or, having admitted, may exclude any child whose mental retardation is so severe as to be classified as neither educable nor trainable. The superintendent or principal shall report to the secretary of the board the names and addresses of all children who have been refused admission or excluded. The secretary shall forward this list to the county superintendent who will forward it to the Commissioner of Education.

Re-Examination. Pupils are entitled to reclassification after a period of one year upon request of the person having custody and control of a child.

The board shall furnish transportation to all children found to be mentally retarded under this act who qualify for such transportation under section 18:14-8 and may furnish transportation for any child for a lesser distance if in its judgment the mental retardation of the child is so severe as to make such transportation necessary and advisable.

Transportation: The board shall be entitled to 75% reimbursement for all transportation to a public school when approved by the county superintendent.

The Commissioner shall with the approval of the State Board of Education:

- (a) Promulgate rules and regulations for the classification of mentally retarded children.
- (b) Establish standards for the approval of special classes.

The Commissioner with the approval of the State Board of Education and the Board of Control of the Department of Institutions and Agencies shall prescribe suitable standards for approval of examiners and clinics engaged in the classification of children.

The Commissioner may require any district having available space to accept pupils from another district on a tuition basis.

DIGEST OF CHAPTER 179- P.L. 1954

This law repeals sections 18:14-9 and 18:14-68 to 71, inclusive. It provides that each board of education shall ascertain, according to rules and regulations prescribed by the Commissioner, what children in the public schools between the ages of 5 and 20 cannot be properly accommodated through the school facilities usually provided because of the extent of their physical handicaps. Each physically handicapped child shall be classified according to categories and procedures prescribed by the Commissioner. Any medical inspector of the district may administer the procedures for classification prescribed in this act, or whenever in the judgment of the board it is necessary or advisable, an orthopaedic surgeon or other specialist of recognized standing may be employed for the purpose; or, a board may contract to use the services of any clinic or agency approved by the Commissioner.

It shall be the duty of each board of education to provide suitable facilities and programs of education for all children who are classified as physically handicapped by any of the following methods:

- (a) By establishing a special class or classes in the district;
- (b) By sending pupils to a special class in the public schools of another district;
- (c) By agreement with one or more school districts to provide joint facilities;
- (d) By instruction supplementary to the regular program of the school not to exceed 5 hours weekly, whenever in the judgment of the board of education with the consent of the Commissioner, the physically handicapped pupils will be best served thereby; OR
- (e) By individual instruction at home or in school whenever in the judgment of the board of education with the consent of the Commissioner, there are too few physically handicapped pupils to form a class in the district or whenever it is impracticable to transport a child because of distance or other good reason to a class referred to in subsections (a), (b), (c) or (d).

The maximum number of pupils in any class in the categories listed in this section shall be as follows: cerebral palsy, 10; general orthopaedic, 15; cardiopathic, 15; blind, 8; combination blind and partially seeing, 8; partially seeing, 15, deaf, 8; hard of hearing, 10; chronic defects and diseases, 15. The maximum of pupils in any class of a category not listed in this section shall be prescribed by the Commissioner. The board of education shall furnish transportation to any physically handicapped child if, in the judgment of the board, upon the advice of the examiner, the physical handicap is such as to make transportation necessary or advisable.

The board shall be entitled to 75% reimbursement for all transportation to a public school when approved by the county superintendent.

District Must Submit to County Superintendent:

- (a) Names and addresses of all children classified under this act.
- (b) Names and addresses of parents or guardians.
- (c) Category to which they have been classified.

The Commissioner may require any district having available space to accept pupils from another district on a tuition basis.

C-309

CHAPTER 180, LAWS OF 1954

AN ACT concerning education, amending sections 18:3-17, 18:14-14 and 18:14-112 and repealing section 18:14-67 of Title 18 of the Revised Statutes.

BE IT ENACTED BY THE SENATE AND GENERAL ASSEMBLY OF THE STATE OF NEW JERSEY:

1. Section 18:3-17 of the Revised Statutes is amended to read as follows:

18:3-17. The Commissioner, with the advice and consent of the State Board may:

(a) Prescribe a minimum course of study for the elementary schools and for the high schools, if in his opinion, it is advisable so to do;

(b) Prescribe procedure for ascertaining what children, in the public schools, cannot be properly accommodated through the school facilities usually provided because of the extent of their mental retardation and prescribe procedures for the diagnosis and classification of such children for purposes of education and training.

2. Section 18:14-14 of the Revised Statutes is amended to read as follows:

18:14-14. Every parent, guardian or other person having custody and control of a child between the ages of 7 and 16 years shall cause such child regularly to attend the public schools of the district or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school.

Such regular attendance shall be during all the days and hours that the public schools are in session in the school district, unless it is shown to the satisfaction of the board of education of the school district that the mental condition of the child is such that he cannot benefit from instruction in the school or that the bodily condition of the child is such as to prevent his attendance at school, but nothing herein shall be construed as permitting the temporary or permanent exclusion from school by the board of education of the district of any child between the ages of 5 and 20, except as explicitly otherwise provided by law.

3. Section 18:14-112 of the Revised Statutes is amended to read as follows:

18:14-112. When in any county a survey has been made setting forth facts and conditions regarding physical handicaps and mental retardation among children of school age, the results of which shall, in the opinion of the commissioner warrant the establishment of a department of child study, there may be appointed by the commissioner, with the approval of the State Board, a supervisor of such department who shall work under the authority of the county superintendent.

The term of office of the supervisor and his salary shall be fixed by the Commissioner with the approval of the State Board.

4. Section 18:14-67 of the Revised Statutes is repealed.

5. This act shall take effect on July 1, 1954.

Approved July 20, 1954.

A-1261

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

December 1, 1954

TENTATIVE STANDARDS FOR APPROVING A CLINIC OR AGENCY FOR PURPOSES OF  
CLASSIFYING MENTALLY RETARDED CHILDREN - CHAPTER 178, P.L. 1954

1. Any psychological or psychiatric examiner directing, supervising or administering a clinic or agency for the purpose of classifying mentally retarded children shall possess the same qualifications and shall submit the same credentials in the same manner as required of individual examiners engaged for this same purpose. (Refer to Standards for approving psychological or psychiatric examiners.)
2. Clinical classification shall conform to the general requirements for the classification of mentally retarded children. (Refer to Rules and Regulations for the classification of mentally retarded children) Such classification shall be approved and certified by the administering officer of the clinic or agency.
3. No school district may utilize the services of a clinic or agency for purposes of classifying mentally retarded children unless the clinic or agency has been approved by the Commissioner of Education. Application for approval shall be submitted by the clinic or agency to the Division of Academic Credentials.

A-1262

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

December 1, 1954

TENTATIVE RULES AND REGULATIONS FOR THE CLASSIFICATION OF MENTALLY RETARDED CHILDREN AS PRESCRIBED BY AND SUPPLEMENTAL TO PROVISIONS IN  
CHAPTER 178, P. L. 1954

1. Mentally retarded children shall be classified as (1) educable; (2) trainable; or (3) neither educable nor trainable as defined by law. (See digest of Chapter 178, P. L. 1954)
  
2. Classification shall be based upon an overall study of a child's abilities and needs.
  - (a) A special physical examination should be given by the medical inspector of the school district, or a report of a physical examination acceptable to the medical inspector of the school district may be furnished, if requested, by the parent or guardian. In either case the medical inspector should transmit a report of the child's physical examination to the psychological or psychiatric examiner to assist him in his classification.
  - (b) The psychological or psychiatric examination should include a comprehensive battery of tests which would reveal both verbal and non verbal potentialities as well as personality factors pertinent to group experience. The examination should also include estimates of social, physical and educational maturity from direct testing, historical data, and interviews.
  
3. Classification shall be made by an approved psychological or psychiatric examiner or an approved clinic or agency. The team approach can make an important contribution in the determination of eligibility for instruction or training. In addition to the psychological or psychiatric examiner who administers procedures of diagnosis and classification, a team may include but need not be limited to a school administrator, school health officer, teacher, social worker and psychiatric social worker.

4. To be eligible for instruction or training a child shall have achieved minimal abilities in feeding himself, taking care of toilet needs, profiting from group participation, understanding simple directions and expressing basic wants.
5. A child may be refused admission or excluded temporarily for a reasonable time pending examination and classification. Final decision as to eligibility for instruction or training may be subject to trial enrollment.
6. Any child classified as neither educable nor trainable may be refused admission or excluded from the educational program. Such a child shall be eligible for re-examination, upon the request of the parent or guardian after a period of one year from the date of the last previous examination. Any child refused admission or excluded shall be reported according to law. (See digest of Chapter 178, P. L. 1954)

A-1263

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

December 1, 1954

TENTATIVE RULES AND REGULATIONS FOR THE APPROVAL OF SPECIAL CLASSES AS PRESCRIBED BY AND SUPPLEMENTAL TO PROVISIONS IN CHAPTERS 178 AND 179, P. L. 1954, AND IN ADDITION TO RULES AND REGULATIONS FOR THE CLASSIFICATION OF MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN

NOTE: Additional rules and regulations may be added as they apply to special classes for specific categories of handicapped children.

1. Procedures of diagnosis and classification and placement shall be according to legal and approved standards (See rules and regulations pertaining to classification.)
2. Factors pertaining to health and safety shall be observed.
  - (a) Suitable health inspections and nursing services are included as part of the school program.
  - (b) Adequate provision has been authorized by the local board of education for continuing psychological service.
  - (c) Attention is given to the location, adequacy and maintenance of toilets, stairways, play areas, building approaches, lunch rooms, entrances and exits.
  - (d) Fire protection, heating, lighting and ventilation factors are considered with regard to the needs of the type of children involved.
  - (e) Provisions are made for rest, lunch and special training in accordance with child needs.
3. Adequate building facilities shall be provided.
  - (a) Building facilities shall allow for the use of such special equipment and activity programs as pertain to the needs of special classes.
  - (b) The special classroom areas in school buildings shall meet standards for approval required for all other regular classrooms.
  - (c) Temporary quarters for such classes, like other classrooms granted emergency approval, must have the annual approval of the county superintendent of schools.

4. A course of study or training, adjusted or adapted to the special needs and abilities of the pupils with emphasis on their capabilities, shall be offered.
5. The teacher or teachers assigned to the class must hold an appropriate teaching certificate as prescribed by the State Board of Education. (See rules concerning teachers certificates.)
6. Equipment and teaching materials suitable to the education or training of handicapped children shall be provided in consideration of ability and age levels, and in recognition of educational and social needs.
7. Any joint provision for facilities, examinations or transportation under Chapters 178 and 179, P. L. 1954, shall be provided under the terms of an agreement adopted by resolutions of each of the boards of education concerned and shall be in all respects according to the law. Any such agreement shall not become effective until approved by the Commissioner.
8. An effective program of supervision for special classes shall be provided.
9. Factors pertaining to class size, appropriate groupings and integration with the total school program shall be observed.
  - (a) Classes conform to maximum sizes as established by law: cerebral palsy, ten; general orthopaedic, fifteen; cardiopathic, fifteen; blind, eight; combination blind and partially seeing, eight; partially seeing, fifteen; deaf, eight; hard of hearing, ten; chronic defects and diseases, fifteen; educable mentally retarded, fifteen; trainable mentally retarded, ten;
  - (b) Factors of chronological and mental age are weighed in the formation of special classes, as well as factors of social adjustments.
  - (c) Participation in a total school activity program is provided to the extent that the capabilities of the children permit.

(d) In the placement of a handicapped child the following are considered in the order given: a. the child; b. other children; c. the community; This is the case whether the child is placed in a regular class, a special class in a regular school or a special school.

10. Records descriptive of child needs, abilities and progress shall be available for guidance and study.

(a) The cumulative record folders contain the usual pupil information with recommendations for the child's educational, social, physical and vocational adjustment.

(b) Records of general and special examinations and individual abnormalities and characteristics are available to teachers or supervisors in the program and to the Commissioner of Education or to his designated representatives.

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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

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Tentative Form

Application for Approval of Special Class (As  
Provided in Chapters 178 and 179, P.L. 1954)

\_\_\_\_\_ County \_\_\_\_\_ District or Districts

Category of Handicap \_\_\_\_\_ Name of Class or Grade \_\_\_\_\_

Name of School \_\_\_\_\_ Date Class Originated \_\_\_\_\_

Address of School \_\_\_\_\_

Physicians, Examiners or Agencies making classifications \_\_\_\_\_

\_\_\_\_\_

Name of Teacher and Teaching Certificate or Certificates she holds \_\_\_\_\_

\_\_\_\_\_

Name and Position of Administrator or Supervisor  
Immediately in Charge of Program \_\_\_\_\_

I hereby certify that this application for approval of a special class is made  
with knowledge and approval of the \_\_\_\_\_ Board of Education  
School District \_\_\_\_\_ Signed \_\_\_\_\_  
Superintendent, Secretary of  
Board of Education

This form to be made out in quadruplicate; one to be retained by the local dis-  
trict, three forwarded to the County Superintendent who will retain one for his  
files and forward two copies to the Director of Special Education, State Depart-  
ment of Education.

1. Date of origin of application. 2. Date Received by County Office. 3. Date re-  
ceived in office of Special Education. 4. Dates of visit and review. 5. Date of  
review of adjustments if needed. 6. Date of approval by Commissioner of Education  
or his designated representative.

A-1265

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

December 1, 1954

TENTATIVE STANDARDS FOR APPROVING PSYCHOLOGICAL OR PSYCHIATRIC EXAMINERS  
CHAPTER 178, P. L. 1954

1. A psychological examiner shall have graduated with a Master's or higher degree in psychology or educational psychology from an approved college or university and shall have had satisfactory supervised professional psychological experience in the examination of mentally retarded children following a Master's degree; or shall have been certified by the State Department of Education as a school psychologist and shall have had satisfactory experience in the individual psychological examination of retarded children; or shall have graduated with a doctor's degree in personnel and guidance and shall have had one year of clinical orientation.
2. A psychiatrist in order to qualify as a psychiatric examiner shall hold a license from an appropriate medical authority, shall have had five years of accredited training or experience as a full time psychiatrist and shall have had satisfactory experience in the individual examination of mentally retarded children.
3. Psychological or psychiatric examiners shall submit credentials to the Division of Academic Credentials for review and approval by the Commissioner of Education.
4. Initial approval of any examiner under this act shall be effective for no more than two years from the date of approval.

A-1266

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
175 WEST STATE STREET  
TRENTON, NEW JERSEY

BULLETIN SUPPLEMENTING RULES AND REGULATIONS FOR THE  
APPROVAL OF SPECIAL CLASSES

1. Procedures of diagnosis, classification and placement shall be according to legal and approved standards.

Definitions - Mentally Retarded

Chapter 178, P. L. 1954, defines mentally retarded children into three groups:

(a) Educable mentally retarded children, who are those who may be expected to succeed with a minimum of supervision in homes and schools and community life and are characterized particularly by reasonable expectation that at maturity they will be capable of vocational and social independence in competitive environment.

(b) Trainable mentally retarded children, who are so severely retarded or socially immature that they cannot be classified as educable but are, notwithstanding, potentially capable of self-help, of communicating satisfactorily, or participating in groups, of directing their behavior so as not to be dangerous to themselves or others and of achieving with training some degree of personal independence and social and economic usefulness within sheltered environments.

(c) Children who are so mentally retarded as to be neither educable nor trainable.

I.Q. designations were purposely avoided in the legal definitions. It was recognized that an intelligence quotient is only one of several measures in determining ability to be educated or trained. Social competence is the major factor in classification.

We might further describe educable retarded children as being incapable of being educated efficiently through ordinary classroom instruction, but may be expected to benefit from special training and facilities designed to make them economically useful and socially adjusted. They are capable of achieving limited or moderate degrees of proficiency in basic learning skills. They may have competency for social and economic independence. Their I.Q.'s will probably fall between 50 and 75. They should not be confused with the mentally ill, emotionally disturbed or socially maladjusted.

We might add to the legal definition of trainable retarded children by saying that these children are capable of learning certain social adjustments and personal efficiencies which will enable them to become useful in their own homes or under sheltered circumstances. In general these children will achieve very limited useful knowledge of academic skills. Their ability to achieve with adequate training places them in a zone between independent living and permanent care. Their I.Q.'s will probably fall below 55. From a point of view of etiology, they may represent the results of organic brain damage, a clinical condition such as mongolism or a garden variety of familial retardation. In general, social competence should be at a higher level than mental competence. Their control of gross motor functions should be such that they will not be a danger to themselves or to others.

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To clarify our definitions further we can state that children who are neither trainable nor educable require permanent supervision or care, and are not capable of profiting from group training. It is not likely that they can qualify for school training programs until they shall have achieved the social competencies usually expected of a normal three year old child.

#### Requirements for School Admission

Item 4 of standards for diagnosis and classification outlines minimal social competences for admission to classes for mentally retarded children. It reads:

To be eligible for instruction or training a child shall have achieved minimal abilities in feeding himself, taking care of toilet needs, profiting from group participation, understanding simple directions and expressing basic wants.

It becomes apparent that although classes in public schools are available for children between the ages of five and twenty, a severely retarded child may not have achieved the minimal competencies necessary to be termed trainable at the age of five. Such social development may not have been achieved until he reaches the age of six, seven or even eight. It is also believed that a few children make no further progress in training situations some time before they reach the age of twenty. In such instances children might again be classified as neither educable nor trainable. Such decisions, however, must be based upon a thorough and competent psychological evaluation.

#### Change in Classification

It should be recognized that any classification may or may not be of a permanent nature. A child may be neither trainable nor educable from the viewpoint of group participation and training at the age of five but may become so at the age of seven. It is likewise probable that many children who are trainable at the ages of seven, eight or nine may become educable at more advanced ages. Also, there might be a two way interchange of a few children between the regular school classes and classes for educable mentally retarded children, depending upon a combination of several factors of maturity, development and environment.

#### Definitions - Physically Handicapped

Chapter 179, P. L. 1954 defines physically handicapped children as those between the ages of five and twenty who cannot be properly accommodated through school facilities usually provided because of the extent of their physical handicaps.

The categories of physically handicapped children under Chapter 179, P. L. 1954, are: cerebral palsy, general orthopaedic, cardiopathic, blind, partially seeing, deaf, hard of hearing, chronic defects and diseases, and speech defects connected with some physical defect.

Any medical inspector of the school district may administer the procedures of classification. However, it should be realized that adequate examinations and evaluations require the aid of specialists in specific categories, for example:

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- (a) Orthopedically handicapped children should be evaluated by orthopedists. For cerebral palsied children there should be available the additional advice of specialists in that field.
- (b) Cardiopathic children should be evaluated by cardiologists.
- (c) Blind and partially sighted children should be evaluated by ophthalmologists.
- (d) Deaf or hard of hearing children should be evaluated by otologists.

#### Referrals to other Agencies

It is advisable that schools become aware of public and private agencies other than public schools which assist in the care and training of handicapped children. Referrals to such agencies should be a vital part of our schools' contribution in areas of the handicapped. This is especially true in cases where handicapped children are found ineligible to attend classes in our public day school system.

#### II. Factors pertaining to health and safety shall be observed.

It is recognized that health and safety factors need special emphasis in regard to many handicapped children. Many are more susceptible to colds and other common diseases, and the effects of ordinarily simple ills may be quite pronounced. Therefore, heating, ventilation, rest, sanitation and eating habits are of unusual importance. Safeguards and instruction pertaining to health should often become a vital part of the regular daily training program.

Many physically handicapped children and the more severely mentally retarded cannot react as rapidly to dangerous situations as do normal children. They may not have unhampered freedom of body and limbs and may be unduly excited or strained in crowded places. Fire protection, play areas, toilets, building approaches, stairways and entrances and exits should therefore receive careful consideration. Lunch might become an integrated part of the instructional program or might be served in special quarters.

It is important that handicapped children be granted opportunity to utilize and protect to the fullest their normal senses to compensate for handicapping characteristics. Therefore, factors pertaining to efficient study, mental health and social adjustment need special emphasis. Classroom lighting, seating arrangements, attractiveness of rooms, psychological services and special therapies should be given special attention and can be vital factors to successful school programs.

Because the physical abilities and health needs of handicapped children are subject to change, nursing and medical service should be readily available and periodic examinations should become an important part of the school program.

#### III. Adequate building facilities shall be provided.

Our schools are committed to meeting the needs of all children in a positive manner. Handicapped children are part of the total enrollment and their schooling is part of the total educational program. It is not a matter of providing facilities for one group of children as opposed to another group; it is a matter of meeting total needs.

Other things being equal it should be recognized that special equipment and activities necessary in the training of handicapped children require additional space or auxiliary facilities. It is suggested that 40 square feet or more be allowed per pupil in classroom space. It may be necessary to give special consideration to storage space for such items as cots, mats, wheelchairs and workbenches.

Facilities for handicapped children should equal those for other children in matter of attractiveness, convenience and adequacy.

IV. The Course of Study or Training is Adjusted or Adapted to the Special Needs and Abilities of the Pupils with Emphasis upon Capabilities.

It should be remembered that handicapped children may be 99% like other children. The difference may be within a small facet of the total individual. Training programs should emphasize the likeness of handicapped children to normal children. Although defective senses should not be neglected, a good educational program gives maximum consideration to developing normal capabilities and to minimizing the effects of handicaps.

A course of study or training should be designed in keeping with recognized goals or aims of general education. Major areas of training should include: Personal care, communication, health and safety, social relationships, emotional adjustment, diversional and recreational activities, motor development, and work habits and skills.

A review of literature on curriculum for various types of handicapped children will prove most valuable.

V. The Teacher or Teachers Assigned to the Class Must Hold an Appropriate Teaching Certificate as Prescribed by the State Board of Education.

Recognition should be given to the need for employing teachers of superior training and ability. Consideration should be given to such teacher qualities as capacity for self direction, desire for further training, patience and perseverance, ability to counsel with parents, ability to become part of a total school program, physical fitness and emotional stability.

Sufficient teachers trained to teach specific categories of handicapped children are not readily available. It may be advisable to acquire the services of superior teachers certified in elementary, secondary or special subjects, and grant them provisional endorsements in areas of the handicapped. While the principle of equal pay for equal training and experience should be recognized, it might also be remembered that additional training requiring additional effort or sacrifice on the part of the teacher might also justify additional compensation.

Especially in areas of the handicapped there are some teachers who have received excellent training in special courses at institutions which did not formerly, or do not now give university credit. Such training as well as practical experience should be considered before employing teachers upon an emergency certificate basis.

Local boards of education should in many instances facilitate the acquiring of courses and training recommended for teachers to receive permanent certification in special fields.

VI. Equipment and Teaching Materials Suitable to the Education or Training of Handicapped Children Shall be Provided in consideration of Ability and Age Levels, and in Recognition of Educational and Social Needs.

It is suggested that teachers and supervisors of special classes participate in planning for desirable equipment and materials to be used.

Before acquiring special equipment and classroom supplies and materials, it is advisable to visit and study classes throughout the state which have been operating successful programs. There are a number of published equipment and material lists for several categories of the handicapped. Teachers and supervisors of special classes should become familiar with the suggestions offered.

Regardless of other helps it is essential that teachers and supervisors of classes for handicapped children, possess unusual qualities of versatility and adaptability.

VII. Any Joint Provision for Facilities, Examinations or Transportation Under this Act shall be Provided Under Terms of an Agreement Adopted by Resolutions of Each of the Boards of Education Concerned and Shall be in All Respects According to the Law. (Chapters 178 and 179, P. L. 1954) Any Such Agreement Shall not Become Effective Until Approved by the Commissioner.

In many districts the success of special classes in several categories of the handicapped depends upon the desire and ability of local boards of education to cooperate one with the other.

Factors to be jointly considered should be: the best interests of the children, the availability of facilities, existing lines of transportation, distances from classes, population centers, quality of programs, economy of operation, maintenance of responsibilities of local communities, possibilities of integrating handicapped children into the regular school program and opportunities to assimilate handicapped children into community activities.

VIII. An Effective Program of Supervision for Special Classes Shall be Provided.

Supervisory personnel trained in special education should be provided where the needs require such service. In all instances classes for the handicapped require no less supervisory assistance than do regular classes. A danger can exist in special classes being considered as apart from the regular school program rather than a part of the total school program. Supervisory service should recognize that classes for handicapped children might serve as pilot classes and contribute to a better understanding of social needs and educational procedures for all children.

IX. Factors Pertaining to Class Size Appropriate Groupings, and Integration with the Total School Program shall be Observed.

While maximum size classes for handicapped children are set by law, there are no established minimum sizes. Class sizes below maximums may depend upon many factors such as transportation possibilities, number of children with like handicaps in a given area, quality of teaching and supervisory personnel, and assistance which may be needed to attend to individual personal needs of the children.

Generally there should be no more than five year age spread for children within the same class.

Where possible handicapped children should participate in the educational offerings and activities of the total school program.

Child needs for evaluation, promotion and social cooperation should be recognized and fostered.

X. Records Descriptive of Child Needs, Abilities and Progress shall be Available for Guidance and Study.

It is especially important that comprehensive records show factors of growth and development. Records should be adequate to guide educators, parents, therapists and medical, social and psychological examiners and counselors in determining sound day by day educational techniques and procedures. They should provide information and recommendations useful in determining continuing and future programs toward educational, social, physical and vocational adjustment. Records should also be available for study by the approval authority in order to determine adequacy of classification and program.

## MENTALLY HANDICAPPED

**AUTHORIZATION.** This endorsement is required for teaching mentally handicapped children in elementary or secondary schools.

### REQUIREMENTS.

limited or permanent

1. A/ elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary practices and procedures before qualifying to teach mentally handicapped children on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:
  - Methods of Teaching Handicapped Children
  - Speech Correction
  - Psychology of Handicapped Children
  - Child Growth and Development
  - Reading Disabilities
  - Clinical Measurements
  - Arts and Crafts for Slow Learners
  - Curriculum Building for Different Maturation Levels
  - Programs, Materials, and Methods for Teaching Slow Learners
3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching mentally handicapped children, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching the mentally handicapped and eighteen additional semester-hour credits in the courses listed above.

**Note.** The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

G-599

BLIND

AUTHORIZATION. This endorsement is required for teaching the blind in elementary or secondary schools.

REQUIREMENTS.

limited or permanent

1. A/ elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary practices and procedures before qualifying to teach the blind on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Programs and Materials for Teaching Partially-Seeing Children  
Methods of Teaching Handicapped Children  
Psychology of Handicapped Children  
Child Growth and Development  
Methods of Teaching Typewriting  
Arts and Crafts for the Blind  
Anatomy, Physiology, and Hygiene of the Eye  
Methods of Teaching the Blind  
Principles of Education of the Blind  
Braille and Methods of Teaching Braille

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching the blind, or sixty clock hours of clinical experience.

TERM. The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching the blind and eighteen additional semester-hour credits in the courses listed above.

Note. The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

G-600

PARTIALLY-SEEING

AUTHORIZATION. This endorsement is required for teaching partially-seeing children in elementary or secondary schools.

REQUIREMENTS.

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary practices and procedures before qualifying to teach the partially-seeing on the elementary school level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Principles of Teaching the Blind  
Methods of Teaching Handicapped Children  
Child Growth and Development  
Methods of Teaching Typewriting  
Methods of Teaching the Blind  
Psychology of Handicapped Children  
Reading Disabilities  
Anatomy, Physiology, and Hygiene of the Eye  
Programs and Materials for Teaching the Partially-Seeing  
Principles of Education of Children with Impaired Vision

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching partially-seeing children, or sixty clock hours of clinical experience.

TERM. The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching partially-seeing children and twelve additional semester-hour credits in the courses listed above.

Note. The eighteen semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

DEAF

AUTHORIZATION. This endorsement is required for teaching the deaf in elementary or secondary schools.

REQUIREMENTS.

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary practices and procedures before qualifying to teach the deaf on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Psychology of Handicapped Children  
Child Growth and Development  
Anatomy and Physiology of the Ear and Speech Mechanism  
Audiometric Testing and Hearing Aids  
Auditory Training  
Speech Reading  
Language Development for the Deaf  
Teaching of Speech to the Deaf

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching deaf children, or sixty clock hours of clinical experience.

TERM. The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching the deaf and eighteen additional semester-hour credits in the courses listed above.

Note. The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

## HARD OF HEARING

**AUTHORIZATION.** This endorsement is required for teaching hard of hearing children in elementary or secondary schools.

### REQUIREMENTS.

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary practices and procedures before qualifying to teach hard of hearing children on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Child Growth and Development  
Anatomy and Physiology of the Ear and Speech Mechanism  
Psychology of Handicapped Children  
Auditory Training  
Speech Pathology  
Speech Correction including Phonetics  
Methods of Teaching the Hard of Hearing  
Speech Reading  
Audiometric Testing and Hearing Aids

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching hard of hearing children, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching hard of hearing children and eighteen additional semester-hour credits in the courses listed above.

**Note.** The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

Dual certification for teaching speech defectives and hard of hearing children will be granted upon the completion of six semester-hour credits in the field of teaching speech defectives in addition to the twenty-four credits listed above.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

G-603

### SPEECH DEFECTIVE

**AUTHORIZATION.** This endorsement is required for teaching speech defective children in elementary or secondary schools.

#### REQUIREMENTS.

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary procedures and practices before qualifying to teach speech defective children on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Child Growth and Development  
Anatomy and Physiology of the Ear and Speech Mechanism  
Psychology of Handicapped Children  
Speech Correction and Phonetics  
Speech Pathology  
Speech Practicum

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teach speech defective children, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching speech defective children and eighteen additional semester-hour credits in the courses listed above.

**Note.** The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

Dual certification for work with speech defective and hard of hearing children will be granted upon the completion of six semester-hour credits in the field of teaching hard of hearing children in addition to the twenty-four semester-hour credits listed above.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

G-604

### ORTHOPEDICALLY HANDICAPPED

**AUTHORIZATION.** This endorsement is required for teaching orthopedically handicapped children in elementary or secondary schools.

**REQUIREMENTS.**

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary procedures and practices before qualifying to teach orthopedically handicapped children on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Speech Correction  
Psychology of Handicapped Children  
Child Growth and Development  
Vocational Guidance of the Orthopedically Handicapped  
Anatomy, Physiology, and Kinesiology  
Health Problems of the Orthopedically Handicapped  
Education and Care of the Orthopedically Handicapped  
Rehabilitation through Physical Education, Physical Therapy,  
and Occupational Therapy

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching orthopedically handicapped children, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching orthopedically handicapped children and eighteen additional semester-hour credits in the courses listed above.

**Note.** The twenty-four semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

G-605

### SOCIALLY AND EMOTIONALLY MALADJUSTED

**AUTHORIZATION.** This endorsement is required for teaching socially and emotionally maladjusted children in elementary or secondary schools.

#### REQUIREMENTS.

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary procedures and practices before qualifying to teach socially and emotionally maladjusted children on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Mental Hygiene  
Child Growth and Development  
Problems of Instruction of Maladjusted Children  
Clinical Tests and Measurements  
Child Guidance  
Psychology of Handicapped Children  
Clinical Case Studies  
Advanced Mental Hygiene  
Family Relationships

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching socially and emotionally maladjusted children, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching socially and emotionally maladjusted children and ten additional semester-hour credits in the courses listed above.

**Note.** The sixteen semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

### LOWERED VITALITY

**AUTHORIZATION.** This endorsement is required for teaching children of lowered vitality in elementary or secondary schools.

**REQUIREMENTS.**

1. A limited or permanent elementary, secondary, or specific field teacher's certificate. The holder of a secondary or specific field certificate must present at least eight semester-hour credits in courses in elementary procedures and practices before qualifying to teach children of lowered vitality on the elementary level.
2. A minimum of six semester-hour credits chosen from the courses listed below:

Methods of Teaching Handicapped Children  
Mental Hygiene  
Child Growth and Development  
Medical Needs and Physical Conditions of Cardiac and  
Undernourished Children  
Educational Problems of Special Health Classes  
Advanced Mental Hygiene  
Psychology of Handicapped Children  
Nutrition

3. One hundred and twenty clock hours of approved student teaching or one year of approved experience in teaching children of lowered vitality, or sixty clock hours of clinical experience.

**TERM.** The limited endorsement may be made permanent when the applicant completes three years of successful experience in teaching children of lowered vitality and ten additional semester-hour credits in the courses listed above.

**Note.** The sixteen semester-hour credits may be acquired either within or in addition to the college program.

A provisional endorsement may be granted to the holder of a limited or permanent elementary, secondary, or specific field teacher's certificate who lacks the credits specified in Section 2. This provisional endorsement will be valid for one year, during which time the teacher must complete a course in Methods of Teaching Handicapped Children or Psychology of Handicapped Children or a course of similar content dealing with adjustment and orientation problems pertaining to the handicapped or to procedures, courses of study, or programs of instruction for the handicapped. This provisional endorsement will be renewed annually on completion of at least one course chosen from the group in Section 2 until the credits for the limited endorsement have been presented.

A-1150

REVISION OF RULES OF THE STATE BOARD OF EDUCATION

EFFECTIVE JANUARY 1, 1954

COUNTY SUPERINTENDENTS

The County Superintendent and Boards of Education

115. The county superintendent shall meet each board of education in his county as often as necessary or advisable.

116. Whenever in any school district incorporated under the provisions of Chapter 7 of the School Law the number of vacancies in the board of education is such that there is less than a majority of the total number of members of such board, and by reason thereof such board is without a quorum and unable to transact business, the county superintendent of schools of the county in which such school district is situate shall appoint persons who possess the qualifications required for membership in a board of education to fill enough vacancies to bring the number of members of the board of education to a quorum. The persons so appointed shall hold office until their successors are elected in the manner provided by law.

117. Whenever a new school district shall be created and there are no persons living therein who have resided in the territory comprised in said district three years, the county superintendent of schools of the county in which such district is situate shall appoint as members of the board of education for such district nine persons who possess the other qualifications for membership in a board of education. The persons so appointed shall hold office until their successors are elected in the manner provided by law.

118. The county superintendent shall take measures necessary to the enforcement of the State Law requiring boards of education to employ only those teachers who are properly certificated for the positions held. The county superintendent shall notify the local board of education and the Commissioner of Education immediately when he learns of a teacher holding a position in violation of the State certification laws and regulations.

The County Superintendent and the Schools

119. Each county superintendent of schools shall visit the schools under his jurisdiction as often as may be necessary. He shall render such supervisory service as he may deem desirable with respect to problems of school administration and supervision, school and classroom organization and management, methods and materials of instruction, curricula, programs of guidance, in-service training of teachers, appraisal of educational results, the appropriateness and adequacy of school sites, building and equipment, and shall insofar as possible make his office a service bureau for the school in his county.

120. Each county superintendent in his annual report to the Commissioner of Education shall specifically report as to whether the provisions of the School Law relating to the reading of the Bible and the law relating to the daily salute to the Flag have been complied with in the various districts therein. He shall annually, and at such other times as he may deem advisable, direct the attention of the boards of education therein to the necessity of complying with the provisions of said sections.

121. The county superintendent shall advise and make recommendations for the development of suitable building facilities and the installation of proper equipment in the school districts under his jurisdiction. He shall submit such recommendations from time to time to the Commissioner of Education. The Commissioner, in his discretion, may refer any such matters to such Assistant Commissioners as he may designate.

The County Superintendent and School Law Decisions

122. The county superintendent shall ascertain whether the judgments and orders of the Commissioner of Education and the State Board of Education in controversies arising under the School Laws of the State or under the rules and regulations prescribed by the State Board of Education are obeyed, and shall inform the Commissioner of Education fully concerning the action taken by the parties with respect to such judgments and orders.

123. The county superintendent shall preserve carefully all reports of school officers and teachers, and at the close of his official term shall deliver to his successor all records, books, documents, papers, and property belonging to the office.

The County Superintendent and Teachers' Institutes

124. The Commissioner of Education may authorize the county superintendents to hold institutes in such counties of the State as he shall deem advisable.

125. The county superintendent shall make all necessary local arrangements for the county institute. He shall report to every board of education the attendance of teachers at said institute.

126. No public school shall be in session, nor shall be deemed to be in session, during the period the institute for the county is being held, unless excused by the Commissioner of Education.

127. Each teacher shall attend the annual institute held for the county in which he is teaching, and no deduction shall be made from the salary of any teacher for the time he is in attendance upon said institute, but no teacher shall be paid for time not in actual attendance at said institute except upon presentation of a written excuse from the county superintendent.

SUPERINTENDENTS

Conditions Necessary for Approval

Any superintendency hereafter approved shall meet the following conditions:

128. a. The district or districts shall have a staff of at least twenty-five full-time teachers.
- b. The Superintendent shall hold an appropriate certificate prescribed by the State Board of Education.
- c. The salary shall be not less than six thousand dollars \$6,000.00 per annum.
- d. The county superintendent shall certify the necessity for the appointment and the Commissioner of Education shall approve it. This certification to the Commissioner of Education by the county superintendent of schools shall be accompanied by an application for such approval from the employing board or boards of education.

Duties of a Superintendent

129. In the performance of his duties, the superintendent shall visit the schools under his jurisdiction and shall examine into their condition and progress. He shall be responsible for the supervision of instruction and for advising the principals and teachers in procedures, methods, and materials of instruction and he shall be responsible for the discipline and conduct of the schools. He shall exercise such educational and administrative leadership, supervision and guidance as may be necessary for producing best possible educational conditions and outcomes.

130. a. He shall appoint such clerks as may be authorized by the board or boards of education.
- b. He shall nominate to the board or boards of education such assistant superintendents as shall be authorized by the board or boards of education.

131. It shall also be his duty to recommend and prepare for the board or boards of education lists of textbooks and reference and library books, materials of instruction, instructional equipment, and school supplies, for approval by the board or boards of education, but it is not the duty of the superintendent to purchase or distribute them.

132. He shall ascertain if teachers are properly certificated and shall report to the board or boards of education teachers who are not properly certificated.

133. He shall make reports on the schools under his supervision to his board or boards of education, and, when so required, to the county superintendent, to the Commissioner of Education, and the State Board of Education.

A-1149

REVISION OF RULES OF THE STATE BOARD  
OF EDUCATION

concerning  
ACTIVITIES AND ATHLETICS

EFFECTIVE NOVEMBER 6, 1953

101. No person not certified as a teacher and not in the employ of a board of education shall be permitted to organize public school pupils during school time or during any recess in the school day for purposes of instruction; or coaching or for conducting games, events, or contests in physical education or athletics.
102. No change.
103. The person or persons to be responsible for the coaching, teaching, or training of individual pupils or school teams for interscholastic athletic competition, whether employed specifically for the purpose or assigned from the teaching staff, shall be certificated members of a school faculty and shall be designated officially by the board of education for the duties for which each appointee is to be held responsible.
104. No change.
105. Good physical condition, freedom from injury, and full recovery from illness shall be prerequisites to participation in athletics, whether in practice or in competition. Each candidate for a place on a school athletic squad or team shall be given a complete physical examination by the medical inspector or designated team doctor prior to the first practice session. He shall receive a certificate or record card signed by the medical inspector or team doctor testifying to the candidate's physical fitness or lack of physical fitness for the sport he has selected. The reasons therefor and the medical inspector's or team doctor's approval or disapproval for the candidate's participation shall be registered thereon.
106. No change.
107. No change.

State of New Jersey  
Department of Education  
175 W. State St.  
Trenton 8

RULES OF THE STATE BOARD OF EDUCATION

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NOTE: These rules were approved by the State Board of Education  
at its meeting on November 5, 1954

RULES OF THE STATE BOARD OF EDUCATION

APPROVAL OF HIGH SCHOOLS

High schools which meet the standards set by the State Board of Education shall be classified as "Approved High Schools". A list of these schools shall be kept on file in the office of the Commissioner of Education.

I. APPROVAL PERIOD

1. A visit for evaluation of the school by an authorized representative of the Commissioner of Education shall be a prerequisite to approval by the State Board of Education.

2. In a district maintaining more than one high school, approval of each school shall be granted separately.

3. The maximum approval period of a high school shall be five years. Conditional approval may be granted for a shorter period of time.

4. During the period of approval any proposed changes in curriculum, in standards, or in the grades embraced in the organization of the school shall be subject to the approval of the State Board of Education.

5. Approval may be revoked if the school does not maintain the established standards or if the school fails to adhere to the program for which it has been approved.

II. CLASSIFICATION OF SCHOOLS

1. The following grade groupings shall be used to classify secondary schools which possess the other characteristics of school organization:

- Grades 7 to 9 inclusive, junior high school
- Grades 10 to 12 inclusive, senior high school
- Grades 7 to 12 inclusive, six-year high school
- Grades 9 to 12 inclusive, four-year high school.

2. Partial high schools shall not be eligible for approval.

III CURRICULUM

1. The curriculum shall comply with statutory requirements and shall be that which has been adopted by the local board of education and approved by the State Board of Education.

2. A copy of the program of studies together with the regulations governing its administration as formulated locally and approved by the State Department of Education shall be kept on file in the principal's office of each high school. It shall indicate the subjects taught, the required and elective subjects, the number of class periods per week and the number of credits for each. It shall indicate the minimum number of credits required for graduation.

3. The subject offerings shall be sufficiently varied to provide for the educational needs of normal youth of high school age living in the community which the school is intended to serve.

4. The educational program shall be designed to stimulate each pupil to achieve the highest level of attainment of which he is capable.

5. The school shall maintain a program for the promotion of character and citizenship, and for the development of mental and physical vigor.

6. Guidance service shall be provided to assist each pupil and his parents to make suitable choice in the use of all available educational resources of the school.

7. The school shall maintain a plan for curriculum development and for the advancement of instructional efficiency.

#### IV. GRADUATION

##### A. Subject to approval of the State Board of Education

1. Each four-year high school shall establish a minimum set number of credits to be required for graduation, to be not less than 76 credits nor more than 84 (15  $\frac{1}{5}$  to 16  $\frac{4}{5}$  units).

2. Each senior high school shall establish a minimum set number which shall be not less than 57 credits nor more than 63 credits (11  $\frac{2}{5}$  - 12  $\frac{3}{5}$  units) to be completed in grades 10 to 12 inclusive.

3. Six-year schools may base their graduation requirements on formal completion of grades 9 to 12 or grades 10 to 12 within the credit limits established for four-year or senior high schools respectively.

4. Each Junior High school shall establish a statement of policy governing graduation

B. Diplomas shall be granted only to pupils who have completed fully the requirements for graduation as established in the curriculum approved by the State Board of Education, except as provided for seniors entering military or naval service (R.S. 18:14-82).

High school diploma credit may be allowed for music study under private instruction. The privilege of granting such credit shall be subject to regulations prepared by the Commissioner of Education. Applications for approval of the plan for use in high schools shall be considered as received.

V. PROFESSIONAL STAFF

1. TEACHERS. The high school shall have an adequate number of teachers properly certificated for their respective assignments.

2. PRINCIPAL. The primary responsibility of the principal shall be the supervision and administration of the school. Except for teaching assignments he shall devote full time to the supervision and administration of the school.

a. If he teaches any classes his daily teaching assignment shall be limited as follows:

<u>School Enrollment</u>	<u>Maximum Number of Teaching Periods</u>
Under 400	2
400-500	1
Over 500	0

b. When the high school enrollment does not exceed 300 pupils, the superintendent of the school district may also serve as high school principal provided that he does no teaching and provided that at least one-half of his time is given to administration and supervision of the high school

c. Regardless of enrollment in a regional high school the principal of a regional high school may also serve as superintendent of the regional district provided he devotes his full time to administration and supervision. When there is more than one high school in a regional district, there shall be a principal for each

school; one principal may be designated as superintendent or there may be a superintendent who serves in this capacity alone.

#### VI. TEACHING LOAD

1. The number and variety of assignments of the teacher and the number of pupils assigned to the teacher shall be sufficiently limited to enable the teacher to make adequate preparation for his responsibilities.

2. Class sizes shall be sufficiently limited in numbers to provide opportunity for a reasonable amount of attention by the teacher to the individual needs of the pupils.

#### VII. INSTRUCTIONAL EQUIPMENT

The equipment for teaching all subjects offered shall be adequate for efficient instruction. The library facilities shall be adequate.

#### VIII. CLERICAL STAFF

Sufficient clerical staff shall be provided to eliminate as far as possible the time and effort required from the professional staff for routine clerical work.

#### IX. PUPIL RECORDS

Adequate records shall be kept for the guidance and counselling of pupils presently in school. Records which are to be preserved when the pupil is no longer in the school shall show clearly the subjects taken, the mark received and the credits awarded. All records shall be safe-guarded.

#### X. SCHOOL EFFICIENCY

The school shall maintain a plan for the measurement of its own effectiveness through the use of such measures as standardized tests, observational records, the study of dropout rates, the follow-up of graduates and early school-leavers, and other evaluation procedures.

#### XI. BUILDING AND SITE

1. The building shall be adequate, shall afford suitable accommodations for study, class and laboratory work, library services, health and physical education, guidance and counselling, shop and homemaking instruction, administration and all other school services recognized in the approval of the school.

2. All buildings shall be kept clean, sanitary, and in good repair. The walks and outside steps shall be promptly cleared of snow and ice. The school grounds shall be kept clean and well-ordered.

3. The toilet rooms shall be well-ventilated and supplied with warm water, soap and towels. Toilet paper shall be available in each stall.

## XII. DEFINITIONS

### 1. Class period

No class period shall be less than forty minutes in length, exclusive of time allowed for passing.

### 2. School Year

A school year shall consist of not less than one hundred and eighty school days.

### 3. Units and Credits

a. A unit represents approximately one-fourth of a year's work in the high school and shall consist of a minimum of four hundred minutes of directed learning each week of the school year, of which not less than two hundred minutes a week shall be in a class in the high school under the direction of a properly certificated teacher. In New Jersey, a unit shall be evaluated as five high school credits.

b. Courses which because of the limitation of class time or because of the absence of home study do not constitute a whole unit shall be evaluated fractionally in the ratio which the time spent on them bears to the time assigned to a whole unit.

APPROVAL OF PRIVATE SECONDARY SCHOOLS

I. A private secondary school located in New Jersey may, upon the request of its governing authority, be registered by the State Board of Education as an approved secondary school if, after inspection by a representative of the Commissioner of Education, it shall be found to comply with the following conditions:

1. It is under the management of a board of trustees or other responsible body of control.
2. It provides instruction in regularly organized classes.
3. It meets standards equivalent to those prescribed by the State Board of Education for public high schools. A private school by statement of purpose may limit the kind and number of pupils for which it intends to provide education.

II. Graduates of private approved secondary schools who meet the requirements shall be entitled to admission to the State teachers colleges on the same conditions as graduates from public secondary schools.

III. The application for approval of a private secondary school shall be made in writing and shall include the following information:

1. The official name and location of the school.
2. The grades or school years which are embraced.
3. The general purposes or special aims of the school.
4. The names and addresses of trustees, or the controlling body of the school.
5. A copy of the constitution and by-laws or other basic statement which indicates how the trustees are selected and how the school is regulated.
6. Number of days in which school is in regular session during the school year.
7. A copy of the daily time schedule, indicating the time of opening and closing school each day, the beginning and closing of each class period, time allowed for passing between each class, time allowed for

lunch period or other recess.

8. A copy of the weekly class schedule, indicating subject, teacher, room, and number of pupils in each class.

9. The number of boys and girls in each grade.

10. The names of the principal or headmaster and the teachers, their scholastic and professional preparation, the number of years of experience of each, the subjects taught by each teacher and the teaching load assigned to each.

11. A copy of the program of studies, showing subjects and curricula offered, indicating the constants and electives, the number of class periods per week for each subject and the credit value of each.

12. The number of credits required for graduation.

13. A brief description of the extra-curricular program.

14. A brief description of the guidance program.

15. A brief description of the arrangement by which the school evaluates its effectiveness.

16. With regard to the library: a) a list of the encyclopedias, dictionaries and other major reference books; b) the amount of expenditure for new books during each of the most recent three years; c) a list of the newspapers and magazines regularly received.

17. The approximate value of equipment for (a) Biology (b) Physics (c) Chemistry and (d) General Science.

APPROVAL OF EVENING HIGH SCHOOLS

I. The rules for the approval of high schools shall apply in general to evening high schools.

II. No pupil who enrolls for diploma credit may be less than fourteen years of age.

## RULES FOR APPROVED SECONDARY SCHOOL SUMMER SESSIONS

OPERATION. The rules for the approval of full-time secondary schools except as otherwise provided shall apply to secondary summer sessions. No summer secondary session may be approved unless it 1) is operated by a board of education without charge to the pupils living within that district, or 2) is operated as an integral part of the program of an approved private secondary school. Application for approval shall be made yearly.

TEACHER QUALIFICATION. Teachers in approved secondary summer sessions conducted by boards of education shall possess certificates valid for secondary school work in subjects taught. Teachers in the summer session of an approved private school shall be members of the regular staff of that school or some other approved secondary school. In each public and private school, a member of the administrative, supervisory or teaching staff shall be assigned to the responsibilities of administration and supervision of the summer session.

ADMISSION OF PUPILS. The assignment of pupils to subjects in summer session shall be based on permission from the principal of the school which the pupil regularly attends, naming the subjects which the pupil may take and the purpose for which each subject is being taken. The equivalent of one year's work in a major subject (one unit) in advanced work shall be regarded as a maximum. In review work, two major subjects shall be regarded as a maximum.

### CREDIT.

(a) Advanced Work. To receive advanced credit for a subject not previously taken in high school, the pupil shall receive class instruction in summer session equivalent to an amount not less than the minimum customarily required in high school; namely, 3600 minutes class instruction for  $2\frac{1}{2}$  high school credits ( $\frac{1}{2}$  unit), or 7200 minutes for 5 high school credits (1 unit). The time calculation shall not include time for passing of classes or for regularly scheduled recess periods. Class instruction shall be supplemented by regular home or study-hall assignments as required in regular high school organization.

(b) Review Subjects. In subjects which are given for review or for other purposes not including advanced credit, a subject meriting a full year's credit (1 unit) shall be organized to provide at least 3600 minutes of classroom instruction in addition to home or study-hall assignments. One semester courses ( $\frac{1}{2}$  unit) shall provide a proportionate amount of classroom instruction.

Instruction in English, Mathematics, Social Studies, Science or a foreign language may be given at different grade levels concurrently in the same class if the class size does not exceed ten pupils.

(c) Separation of Advanced and Review Classes. If pupils in advanced work and in review work are instructed in the same class the instruction shall be limited to one grade level in one subject, e.g. Algebra I, English III, Spanish I, etc.

(d) Records and Transcripts. The amount of time which a pupil has spent in receiving class instruction shall become part of his permanent record and shall be included whenever his record is transferred to another secondary school.

CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES  
OF THE UNITED STATES

Allowable Credit. Subject to conditions listed below the board of education in a district maintaining an approved secondary school is authorized to apply toward meeting the requirements for the high school diploma, credits for the following educational experiences of military and maritime service personnel while in the armed forces of the United States:

(a) Successfully completed basic training in the Army, Navy, Coast Guard, Merchant Marine, or other special military services including auxiliary services for women.

(b) Off-duty courses conducted by the Armed Forces Institute or Maritime Services Institute in the Army, Navy, Coast Guard, Merchant Marine, or other special military services including auxiliary services for women.

(c) Courses of instruction which are a part of the training given to members of the armed forces for specialized and technical service.

(d) General growth from informal educational experience in the services as indicated by the General Educational Development Tests of the Armed Forces Institute.

Conditions.

(1) The requirements for graduation from any high school already approved by this Board may not be changed unless such changes are approved by this Board upon recommendation of the Commissioner of Education.

(2) The crediting of the educational experiences listed above, toward the high school diploma, shall not be prima facie evidence of certification of such subjects for admission to a given college; such certification to a given college shall depend upon the requirements of the said college as interpreted by the principal of the high school concerned.

(3) Credit for a high school equivalent certificate shall be accepted by the Bureau of Academic Credentials when the applicant presents official records of high school courses approved by and completed under the direction of the Armed Forces Institute, or passes examinations administered by the Bureau of

Academic Credentials in such subjects.

(4) The maximum credit for basic training shall be 10 credit points. The guide for interpretation of the certificate of successfully completed basic training shall be the following (Section C-1, pages 7 and 8 of "Earning Secondary School Credit in the Armed Forces," published by the National Association of Secondary School Principals, 1944):

"RECOMMENDATION: That the school grant a maximum of four credits (two units, ten credit points) for the 'successful completion' of such basic or recruit training programs in accordance with the school's policy of allowing school credit for learning fields described in the basic training course. If the basic or recruit training program varies from the usual 12- or 13-week standard program, then a proportional amount of credit should be awarded on the basis of four credits (ten credit points) for a 12-week basic or recruit training course."

(5) The off-duty courses referred to in (b) above shall be reported to the school principal upon the official USAFI forms properly completed and attested by the Commanding Officer, Education Officer, Educational Services Officer, or Information-Education Officer.

(6) The guide for the evaluation of the courses of specialized instruction referred to in (c) above shall be the "Guide to the Evaluation of Educational Experiences in the Armed Forces," published by the American Council on Education.

(7) Credit for general educational growth, referred to in (d) above, is valid for placement purposes and not for terminal purposes. The General Educational Development Tests do not rate mastery of content material; rather, they rate ability to interpret material dealing with topics in the several fields. The school is authorized to place the returning veteran at such grade levels in these fields as the evidence warrants. The student may not use such credits as the final credits to complete his diploma requirements. If the resulting advanced standing is further validated by subsequent satisfactory work by the student

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in any field, credit for the intervening courses in that field may be allowed.

## CORRESPONDENCE COURSES IN APPROVED SECONDARY SCHOOLS

Correspondence school courses of a vocational nature may be used in secondary schools subject to the following conditions:

1. This action shall permit only the use of correspondence school courses of a vocational nature which cannot be economically offered in the regular program of studies.
2. Students shall be admitted to such courses only upon recommendation of the principal of the school. Only pupils of the tenth, eleventh, and twelfth grades are eligible.
3. Not more than 15 credit points (3 units) of such courses shall be credited toward the high school diploma. Not more than one such course shall be taken at one time by any student.
4. The courses utilized under this plan shall be limited to those which the student may use for credit toward the high school diploma.
5. The students taking these courses shall meet daily for one period under the supervision of a teacher regularly assigned to this duty; this teacher shall devote the period to guiding, advising, and assisting in the instruction as needed.
6. All expenses of these courses shall be paid by the school district.
7. This action shall not be considered a blanket approval for such courses in all schools. Applications for approval of the plan for use in high schools will be considered as received.

State of New Jersey  
Department of Education  
Division Against Discrimination  
1060 Broad Street  
Newark

RULES OF PRACTICE

Established pursuant to Section 17,  
Chapter 169, P. L. 1945  
(as amended and supplemented),  
effective as of April 4, 1951.

FREDERICK M. RAUBINGER,

COMMISSIONER

RULES OF PRACTICE

1. As used in these rules, unless a different meaning clearly appears from the context, "Commissioner" shall mean the Assistant Commissioner of Education assigned to the Division against Discrimination, since under section 8A of the statute (Chapter 169, P.L. 1945) such Assistant Commissioner shall act for the Commissioner, in his place and with his power.

2. Any complaint made pursuant to the statute shall be filed at the office of the Division against Discrimination, 1060 Broad Street, Newark, New Jersey. Two copies of the complaint shall accompany the original.

3. The complaint shall be typed, and shall be entitled according to the following specimen:

State of New Jersey  
Department of Education  
Division against Discrimination

John Doe,                    )  
                              )  
          Complainant,        )  
                              )  
vs.                            )  
                              )  
Richard Roe,                )  
                              )  
          Respondent.        )

COMPLAINT

4. The complaint shall state the name and residence of the complainant and the name and address of the respondent (the person or organization alleged to have committed the unlawful practice complained of). It shall set forth the date, place and other particulars of the alleged act of discrimination, specifying the subsection of Section 12 of the "Law Against Discrimination" (Chapter 169, P.L. 1945, as amended) on which the complaint is based. It shall also contain a statement as to any action or proceeding instituted in any other form for the same unlawful practice, showing the disposition of such other action or proceeding.

5. The complaint, whether signed by the complainant or his attorney-at-law, shall be verified by the complainant. The verification shall be in the form of a short affidavit in which the complainant deposes that he has read or has had read to him, as the case may be, the complaint to which the affidavit is annexed, and that the statements therein made and the particulars therein set forth are true.

6. The facilities of the office of the Division shall be available, during office hours, to any person claiming to be aggrieved by an alleged unlawful practice, to the end that such person may be given advice and assistance relative to the filing of a complaint.

7. After the filing of the complaint, the Commissioner shall cause prompt investigation to be made in connection therewith. If, after such investigation, the Commissioner shall determine that probable cause does not exist for crediting the allegations of the complaint, he shall by letter notify the complainant or his attorney, as the case may be, to that effect. If, however, the Commissioner shall determine that probable cause exists for crediting the allegations of the complaint, he shall endeavor to eliminate the unlawful practice complained of by conference, conciliation and persuasion.

8. In case of failure to eliminate such unlawful practice, or in advance thereof if in his judgment circumstances so warrant, the Commissioner shall cause to be entered and served in the name of the Division a written notice of hearing, together with a copy of the complaint, requiring the respondent to answer the charges of the complaint at a hearing before the Commissioner to be held at a time and place specified in such notice. The notice shall be sent by mail to all parties at least twenty days before the date of such hearing.

9. If respondent elects to file a written verified answer, he must do so within ten days from the date of service of the notice of hearing, unless such time is extended by the Commissioner. Whether such answer is filed or not, the respondent may appear at the hearing in person or by representative, with or without counsel, and submit testimony. Any allegation in the complaint which is not denied or admitted in such an answer shall be deemed admitted, unless the respondent shall state in the answer that he is without knowledge or information sufficient to form a belief as to the allegation. The notice of hearing shall inform the respondent as to the matters set forth in this section.

10. The answer shall be typed, entitled in the cause, verified by the respondent, and filed at the office of the Division Against Discrimination, 1060 Broad Street, Newark, New Jersey. Two copies of the answer shall accompany the original. The answer shall contain a denial of each and every allegation of the complaint controverted by the respondent, or a denial of any knowledge or information thereof sufficient to form a belief as to such allegation, and a statement of any matter constituting a defense.

11. The Commissioner or the complainant may amend any complaint, and the respondent may amend his answer, at any time and in any manner which the Commissioner deems fair and reasonable.

12. In the discretion of the Commissioner, the complainant may be allowed to intervene and present testimony in person or by counsel. If the complainant is allowed to intervene, the Commissioner shall enter an order to that effect. The application to intervene shall be typed and shall state the reasons therefor and whether the complainant will appear in person or by counsel.

Such application shall be filed at the office of the Division against Discrimination at least five days before the day set for the hearing. Two copies of such application shall accompany the original.

13. Subpoenas and subpoenas duces tecum for the attendance of witnesses and for the production of books, records, documents and other papers at the hearing may be obtained by the parties upon request to the Commissioner.

14. Notices, subpoenas, orders and all other papers relating to any hearing, and all papers relating to any matter under investigation or inquiry, shall bear the name of the Commissioner and shall be countersigned by the Assistant Commissioner.

15. The case in support of the complaint shall be presented before the Commissioner by the attorney for the Division, and evidence concerning attempted conciliations shall not be received. The Commissioner shall not be bound by the fixed rules of evidence prevailing in the courts. The testimony taken at the hearing shall be under oath and be transcribed. Stipulations may be introduced in evidence, if signed by the person sought to be bound thereby or by his attorney.

16. The Commissioner may, upon his own motion, or upon motion made in behalf of the complainant or respondent, adjourn any hearing from time to time.

17. In the event of failure of the complainant to appear personally at the time and place designated for the hearing, or at the time and place to which the hearing may be adjourned, the Commissioner may, in his discretion, dismiss the complaint.

18. In the event of failure of the respondent to appear at the time and place designated for the hearing, or at the time and place to which the hearing may be adjourned, the Commissioner

may, in his discretion, permit the hearing to proceed ex parte, and he shall make his findings upon the evidence so presented.

19. An order of the Commissioner issued after hearing shall set forth the findings of fact of the Commissioner, his decision, and in his discretion, an opinion containing the reason or reasons for the decision.

20. The rules herein contained shall be considered as general rules of practice to govern, expedite and effectuate the procedure before, and the actions of, the Commissioner in connection with complaints filed pursuant to the statute; and, except as to such parts thereof as are statutory provisions, they may be relaxed or dispensed with by the Commissioner, in his discretion, in any case where a strict adherence thereto may result in injustice.

21. These rules, and any amendment, addition or modification thereof, shall be available to the public at all offices of the Division.

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
TRENTON

THE CHILD  
FROM TWO TO FIVE



STANDARDS FOR APPROVAL  
OF  
CHILD CARE CENTERS

1952

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
TRENTON

THE CHILD  
FROM TWO TO FIVE



STANDARDS FOR APPROVAL  
OF  
CHILD CARE CENTERS

1952

### Reasons for Revision of Standards for Child Care Centers

The original standards were drawn up five years ago to meet a pressing need for regulations to use in licensing nursery schools and other child care centers as required by Chapter 303, P. L. 1946. These standards were considered tentative, to be tried out in the field and then revised in more permanent form.

These tentative standards have now been rearranged and rewritten after a careful study of our experience in applying them. The committee which prepared the proposed new standards has found out what conditions child care centers could be expected to meet and has moderated some standards while raising other standards. Suggestions from people operating and working in the centers have been taken into account.

I believe the proposed new standards are a decided improvement over the original tentative standards. There has been time for the committee to write the standards more carefully and to arrange them in more logical order. The standards are more definite and clear. Several suggestions for carrying on child care programs have been removed from the tentative standards because they were advice rather than standards; they will be incorporated later in a handbook for the guidance of people operating child care centers.

JOHN H. BOSSHART  
Commissioner of Education

### *Standards for Approval—*

Definitions .....  
Purpose of Standards .....  
Procedure for Operati .....  
Applying the Standar .....

### *Personnel* .....

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Director .....  
Head Teacher .....  
Head Teacher—without .....  
Teacher .....  
Assistant Teacher .....  
Volunteers .....  
Cooks .....  
Janitor .....  
Special Personnel .....  
    The nurse .....  
    The physician .....  
    The case worker .....  
    The psychologist .....  
    The nutritionist .....

### *The Program* .....

Play Activities .....  
Health Care .....  
Records and Reports .....  
Parent Participation .....

### *Physical Facilities* .....

Housing .....  
Play Rooms .....  
Coat Room; Lockers .....  
Toilet Facilities .....

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### for Child Care Centers

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N. H. BOSSHART  
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**STANDARDS  
FOR  
PRIVATE KINDERGARTEN  
AND  
DAY NURSERIES,  
PLAY  
GROUPS, CAMPS, AND  
RECREATION  
CENTERS  
FOR  
CHILDREN  
AGES OF  
THREE TO  
SIX**

*Approved by the State*

In the spring of 1945, the State Department of Institutions and Agencies expressed concern over the rapidly expanding nursery school movement. Many of these privately operated centers, some of which were of five had high standards of operation. However, a large number of centers were, however, a large number of centers which focused their attention on profit rather than on the best interests of the children.

Realizing that the period of rapid expansion since this is the time of the attitudes that affect all aspects of the State Department of Institutions and Agencies for setting up standards to be followed by children attending these centers.

The State Department of Institutions and Agencies took action to safeguard children by holding conferences, and with the help of P. L. 1946 was enacted to provide for the care of "certain private child care centers."

It is the feeling of many who believe that New Jersey took a wise step in that it coordinates the work of the State Department in child care centers. Wherever groups has been placed within the State Department works closely with the State Department and Agencies and the State Department.

These standards have been developed by representatives of the State Department of Institutions and Agencies, Teachers Colleges, the New Jersey State Teachers' Association, nursery schools, day nurseries, and other interested parties, thinking of the committee which has been set up to care for all children regardless of their financial service.

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**STANDARDS FOR APPROVAL OF  
PRIVATE KINDERGARTENS, NURSERY SCHOOLS,  
DAY NURSERIES, CHILD CARE CENTERS, PLAY  
GROUPS, CAMPS, FOR CHILDREN BETWEEN THE  
AGES OF TWO AND FIVE YEARS**

*Approved by the State Board of Education on October 5, 1952*

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**Introduction**

In the spring of 1945, the New Jersey Association for Nursery Education expressed concern over the child care problem arising out of the rapidly expanding nursery centers in the State. They realized that many of these privately operated programs for children under the age of five had high standards, excellent facilities and programs. There were, however, a large number of privately operated facilities which focused their attention on the money-making aspect, with little regard for the best interests of the child.

Realizing that the period from two to five years is of special significance since this is the time when the basis is laid for the habits and attitudes that affect all aspects of a child's life, the Association felt that the State Department of Education should assume the responsibility for setting up standards to guarantee a good educational program to children attending these centers.

The State Department of Education consulted with the State Departments of Institutions and Agencies and Health to initiate a plan of action to safeguard children attending nursery centers. After many conferences, and with the help of the Nursery Association, Chapter 303, P. L. 1946 was enacted to provide for the registration and regulation of "certain private child care centers."

It is the feeling of many people in the field of early childhood education that New Jersey took a big step forward with the licensing law in that it coordinates the services of Education, Health and Welfare in child care centers. While the responsibility for approval of nursery groups has been placed with the State Department of Education, this Department works closely with the State Department of Institutions and Agencies and the State Department of Health.

These standards have been prepared by a committee consisting of representatives of the State Department of Education, State Department of Institutions and Agencies, State Department of Health, State Teachers Colleges, the New Jersey Association for Nursery Education, nursery schools, day nurseries and public school administrators. The thinking of the committee has been in terms of a good program for all children regardless of the framework or structure operating the service.

### Definitions

Over the years many terms have been used to indicate programs for children below the age of six. Due to a greater understanding of conditions conducive to the best growth and development of young children, the tendency now is to use the term, early childhood education, to cover this period. The principles of Child Development apply equally to the whole area. Within the framework each teacher plans the kinds of experiences which best meet the needs and interests of the individual child and of the group. The term, child care center, used in Chapter 303, P. L. 1946, applies to all private, nonsectarian care facilities in the State for groups of six or more children between two and five years of age with four exceptions. (See Chapter 303, appended)

By whatever name the group is called, e.g., private kindergarten, nursery school, day nursery, cooperative group, play group, camp, the program should provide for all phases of a child's physical, social, emotional, and mental development. Parents should be included as an integral part of the program and they should be assured that a professionally prepared teacher directs the program.

### Purpose of Standards

1. To insure safe and adequate standards for physical facilities, and to provide a program for the care and guidance of children in the two to five year age group.
2. To set forth standards for evaluating "child care centers."
3. To consult with operators of "child care centers" and to inform them regarding the requirements necessary for obtaining a certificate of approval from the State Department of Education.
4. To provide a source of information whereby the public may be informed of those groups that offer an environment and program of high professional standards.
5. To protect the standing of reputable nursery schools.

### Procedure for Operating Centers

1. A person or persons planning to open a center for a group of six or more children from the age of two and under the age of five years, in which any tuition, fee, board, or other form of compensation for the care of the children is charged, shall apply to the State Department of Education for an Application for Certificate of Approval.
2. Every private group, coming under the intent of Chapter 303, P. L. 1946, shall have applied for and obtained from the Commissioner of Education, a Certificate of Approval before opening.
3. The housing shall meet local building, sanitation, and fire codes.
4. The local health and fire departments shall be consulted to approve or certify that there is no hazard to the health and safety of the children. Such things as stairs, furnace, hot water heater, bathroom, kitchen, exits, fire extinguishers, plumbing and the electrical facilities are checked.

5. The application and filed with the C by a money order or made payable to "Com P. L. 1954). In the fee will be returned

5a. Current approv be filed with the ap

6. A visit shall be made of Education and a report

7. A Certificate of Appro under the standards. Thi for a period of three years,

8. The Certificate of Ap children for which approv

9. The Certificate of Ap subject always to the approv

10. Any changes in the ment, or staff after a Certif to the State Department of

### Applying the Standards

1. The standards herein or optimum; they should l
2. Approval of groups i each and every standard, vided for the children; the the relationship of adults t
3. The policy of the Sta private initiative and exp standardization.

5. The application form shall be completely filled in and filed with the Commissioner of Education, accompanied by a money order or a certified check for fifteen dollars made payable to "Commissioner of Education" (Chapter 116, P. L. 1954). In the event the certificate is denied this fee will be returned.

5a. Current approval of the local fire department shall be filed with the application.

6. A visit shall be made by a representative of the State Department of Education and a report made to the Commissioner of Education.

7. A Certificate of Approval will be issued to any group that qualifies under the standards. This Certificate of Approval shall be in force for a period of three years, unless revoked for good cause.

8. The Certificate of Approval shall state the maximum number of children for which approval is granted.

9. The Certificate of Approval shall be renewed every three years, subject always to the approval standards.

10. Any changes in the location of the nursery, the building, enrollment, or staff after a Certificate of Approval is issued, shall be reported to the State Department of Education within thirty days.

#### *Applying the Standards*

1. The standards herein set forth are not to be considered as final or optimum; they should be raised gradually and constantly.

2. Approval of groups is not contingent upon strict compliance with each and every standard, but rather on the kind of environment provided for the children; the use they are able to make of such facilities; the relationship of adults to children, and of children to each other.

3. The policy of the State Department of Education is to encourage private initiative and experimentation as opposed to conformity and standardization.

### Personnel

The number of adults to children shall be such as to insure safety and guidance adequate for the growth and development of the children in the group.

There shall be a minimum of two adults for any total school group.

The children shall not be left unattended at any time.

The following ratio of adults to groups, based on enrollment, is recommended:

Two and three year olds together	10-15 children	two teachers
Four and five year olds together	15-25 children	two teachers
Two year olds	6-8 children	one teacher
Three year olds	8-10 children	one teacher
Four year olds	10-12 children	one teacher
Five year olds	12-15 children	one teacher

#### Qualification of Staff

The person responsible for setting the educational policies and program shall be a qualified nursery school teacher.

The teachers already engaged in nursery school work and who do not at present meet the qualifications, shall begin further training at once in an accredited teacher training institution, with a view to completing the necessary qualifications.

All adult personnel connected with a child care center shall present to the center an annual written statement from a qualified physician certifying their physical health, including freedom from tuberculosis ascertained by physical and chest X-ray examinations.

The teacher is the key to a good program. She should be a secure, flexible person with a sense of humor. She is a person who creates a warm, friendly atmosphere. She has patience, self-control and a clear, well modulated voice and presents an attractive appearance.

#### Director

The director shall be qualified by professional knowledge, training and experience in the fields of education, child psychology, social group work or social case work and should be sympathetic to all.

If she teaches, she shall meet the qualifications set below for the head teacher and in addition should have administrative ability and be able to work effectively with people.

#### Head Teacher

She is the person responsible for the program for the school.

She shall have graduated from a four year established college or teacher training institution.

She shall have had fifteen hours of credit in courses in Early Child-

hood Education in college or must be in child psychology school curriculum.

She shall have had at least a year of approved nursery school as a teacher.

She should hold a certificate from the state.

Teachers should apply for C. Preston, Secretary, State Education, 175 West State S

Those schools approved b  
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To encourage those who  
taking courses, the following  
set up.

#### Head Teacher—without a co

She shall have five years  
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She shall take courses in  
fields in accredited schools,  
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#### Teacher

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She shall have graduated  
school.

She shall have had one y  
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She shall have had fifteen  
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She may be a person qual  
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#### Assistant Teacher

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- 15 children two teachers
- 25 children two teachers
- 8 children one teacher
- 10 children one teacher
- 12 children one teacher
- 15 children one teacher

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hood Education in college or in addition to college work. These credits must be in child psychology, growth and development, and nursery school curriculum.

She shall have had at least two years teaching experience in an approved nursery school as a teacher.

She should hold a certificate of eligibility as a nursery school teacher from the state.

Teachers should apply for a certificate of eligibility to Dr. Everett C. Preston, Secretary, State Board of Examiners, State Department of Education, 175 West State Street, Trenton 8, New Jersey.

Those schools approved by 1950 by the State Department will continue to be approved, even though the head teacher does not yet qualify, provided she is taking courses toward that end.

To encourage those who have not had college education to keep taking courses, the following way to become a head teacher has been set up.

*Head Teacher—without a college degree*

She shall have five years experience as a teacher in an approved nursery school.

She shall take courses in Early Childhood Education and related fields in accredited schools, amounting to thirty credit hours, if three hours credit is given for each course, or twenty credit hours if two hours credit is given for each course.

*Teacher*

A teacher may take charge of a group of the size recommended in the present standards.

She shall have graduated from four year high school or secondary school.

She shall have had one years teaching experience as an assistant or as a student teacher in an approved nursery school.

She shall have had fifteen hours in nursery school curriculum and child development.

or

She may be a person qualified to teach in a public elementary school, provided some courses in early childhood education have been a part of her background.

*Assistant Teacher*

She may not take charge of a group, but with her help, one teacher may take care of one and a half times the number of children she could teach alone.

She shall be a high school or secondary school graduate, or a parent. Of prime importance is the fact that she have a natural aptitude for getting along with children.

### *Volunteers*

Volunteers in the nursery should always work with a trained teacher who knows the children. They should be selected on the basis of natural aptitudes as well as training. They should be able to give a definite amount of time at regular periods. Volunteers can be very helpful in enriching the program.

### *Cooks*

Cooks should be dependable and adaptable, and understand the preparation of meals for young children.

Cooks should plan and prepare food under the supervision of the director.

They should be responsible for serving the meal, for washing the dishes, and keeping the kitchen clean, sanitary and orderly.

### *Janitor*

Care should be taken to select a person who is suitable to be around children. It is desirable that the janitor be a general handy man. Duties should be assigned by the person in charge.

### *Special Personnel*

#### (1) *The nurse*

It is helpful for a registered nurse to be available to assist the teachers in the health program.

She should be fitted by experience, training, and personality to work with young children.

#### (2) *The physician*

A physician should visit the unit on a regular schedule. He should be available for consultation and for emergencies.

#### (3) *The case worker*

It is desirable that the services of a regular case worker be available for counseling with the staff and with the families. Case workers should have specific orientation in nursery programs.

#### (4) *The psychologist*

It is desirable that the services of a psychologist be available for counseling with the staff.

#### (5) *The nutritionist*

A trained nutritionist should be available. Such services may be planned on a consulting basis, locally or regionally.

The program should provide first hand experience. It should be directed toward children or cooperating with others and get along with others and help to organize and extend sympathetic guidance from the child development and

### *Play Activities*

The importance of suitable use, can not be overestimated. Needs of young children is certain equipment invites are best fitted for use by

Children should be free most of the day. Provision interests by allowing various same time. Permit overlap

Equipment and material to choose and can be resp

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The pupil-teacher ratio s and guide all of the childr

There should be provision activities.

There should be adequ balanced and challenging

The daily schedule should rest, and sleep, toileting, in routines furthers a sens child a sense of direction.

Activities should be p differences based upon de skills. Schedules should, adjustment to individual r occasions or crises.

Young children need fre should be a regular rest p additional rest as needed.

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## The Program

The program should provide an environment where children are offered first hand experiences based on their interests and readiness. It should be directed toward purposeful creative activities of individual children or cooperating groups of children where they can learn to get along with others and to take responsibility; where they can be helped to organize and extend their experiences; where they can receive sympathetic guidance from adults who understand the fundamentals of child development and mental hygiene.

### *Play Activities*

The importance of suitable play equipment, its organization and its use, can not be overestimated. An understanding of the interests and needs of young children is necessary for a wise choice of equipment. Certain equipment invites social and group play, while other materials are best fitted for use by individual children.

Children should be free to choose their own play activities during most of the day. Provision should be made for individual needs and interests by allowing various types of activities to be carried on at the same time. Permit overlapping of activities wherever desirable.

Equipment and materials should be so placed that children are free to choose and can be responsible for putting it away.

There should be opportunity for children to play alone as well as in a group. The younger the children, the smaller should be the group.

The pupil-teacher ratio should be such that each teacher can observe and guide all of the children in her group.

There should be provision for alternate periods of quiet and vigorous activities.

There should be adequate equipment, indoors and out, to insure balanced and challenging opportunities for each child.

The daily schedule should provide for reasonable regularity in eating, rest, and sleep, toileting, dressing, and outdoor activities. Regularity in routines furthers a sense of security, lessens resistance and gives the child a sense of direction.

Activities should be planned to give consideration to individual differences based upon developmental needs, interests, readiness, and skills. Schedules should, therefore, be flexible in order to permit adjustment to individual needs and capacities and to allow for special occasions or crises.

Young children need frequent periods of rest and relaxation. There should be a regular rest period midmorning, before the noon meal and additional rest as needed.

The children should rest on their cots after the noon meal. Most children under five will sleep.

Adequate time should be allowed for toileting and washing before meals, and for rest and outdoor play periods. The amount of adult help will depend upon age, ability, and tempo of the individual child.

Meals should be nutritionally adequate and attractively served.

A hot luncheon should be served if the program runs through the noon meal.

In addition to the main meal, a midmorning and midafternoon snack of fruit, fruit or tomato juice, and wholewheat crackers or a sandwich are usually provided.

### *Health Care*

Each child shall be inspected before he enters the group and before the mother or attendant leaves. The inspection may be done by a nurse or a teacher who has been instructed in the inspection procedures by a physician or nurse.

Each child shall have a complete physical examination by a physician before admission. Re-examination should be made at least every six months thereafter. If a child is under the regular care of a pediatrician, the physical examination should have been made within the last four or five months before admission.

The school shall provide a form upon which the physician can submit a record of the child's health history, immunization data, and the findings of the last medical examination.

It is strongly recommended that only children who have had a tuberculin test and who have been inoculated against diphtheria, smallpox, whooping cough, and tetanus be admitted to the group.

A child having a physical or mental handicap which requires special care or continued close supervision shall be enrolled only with the approval of the physician.

Simple first aid equipment shall be readily accessible and a person trained to give first aid available. A doctor shall be readily available at all times.

Any child who has been absent because of illness shall be readmitted only with a certificate from the family physician, the school physician, or the local Department of Health.

### *Records and Reports*

Records and reports should be kept for evaluation and for use in planning. They should include:

- Health records
- Family background and personal habits and interests
- Progress records and reports
- Conference reports

### *Parent Participation and Education*

Provision should be made for active relationship between parents and the program of group care and guidance through:

- Casual contacts
- Specific appointments
- Home visits by the teacher and by other members of the staff
- School visits by parents for observation of children's activities

- Encouragement of parent through music,
- Group discussions—parent development
- Question and answer
- Definite parent participation of the newly enrolled child.
- Initial conference with parent group
- Home visits by teacher
- Parent and child visit adjustment
- Parent's remaining adjustment
- School-parent cooperation out with regard to satisfaction
- A bulletin board and a staff and parents.

A program of a half or full day program eliminates the need for lockers, storage space, lavatories, and include outdoor space.

### *Housing*

The nursery school unit, where possible, should have a south well ventilated, dry, warm,

For rooms located above ground precautions as guards on windows. Rooms shall have more than one exit.

Basement rooms shall not be used when used during short periods of weather. Ventilation and windows shall be free from damage.

Rooms used as family living areas shall be specially approved.

Two unobstructed exits shall be used by the children. Exit doors shall be easily accessible to the children.

Walls and floors shall be cleaned frequently.

Fireplaces, open-face hearths, and hazardous windows, in the case of fire, protected by screens or guards.

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Encouragement of parent participation in the nursery school,  
through music, stories, children's parties, toy repairing, etc.  
Group discussions—talks, lectures, films which interpret child  
development

Question and answer period between parents and teachers

Definite parent participation is essential to a satisfactory orientation  
of the newly enrolled child. This may require techniques such as:

Initial conference with the parent before the child enters the  
group

Home visits by teacher

Parent and child visits to school to consider further individual  
adjustment

Parent's remaining at school for a time with the child as individ-  
ual adjustment may require

School-parent cooperation should be carefully planned and carried  
out with regard to satisfactory transportation of children.

A bulletin board and a circulating library should be provided for  
staff and parents.

### Physical Facilities

A program of a half or full day affects the facilities needed. A half-  
day program eliminates the necessity of a kitchen and sleeping facilities.  
All programs shall include play rooms, isolation room, coat room or  
lockers, storage space, lavatories, and toilets. Any preschool unit shall  
include outdoor space.

#### Housing

The nursery school unit should be located on the first floor and, if  
possible, should have a south and east exposure. The rooms shall be  
well ventilated, dry, warm, pleasant, and sunny.

For rooms located above the first floor, there shall be such safety  
precautions as guards on windows and handrails for stairways. Such  
rooms shall have more than one functioning exit.

Basement rooms shall not be used unless specially approved, except  
when used during short periods as necessary play space in inclement  
weather. Ventilation and lighting shall be adequate. The floor and  
walls shall be free from dampness and odors.

Rooms used as family living quarters shall not be included, unless  
specially approved.

Two unobstructed exits shall be provided from all floors and base-  
ment areas used by the children, as a safety precaution. These exits  
shall be easily accessible to the rooms and to the out of doors. Outside  
exit doors shall open outward.

Walls and floors shall be finished in such a manner that they may be  
cleaned frequently.

Fireplaces, open-face heaters, stoves, hot radiators, electrical outlets,  
and hazardous windows, in rooms used by children, shall be adequately  
protected by screens or guards.

Stairs shall be easy and safe for children's use with a handrail that children can easily reach.

The window space should be one fifth or more of the floor area. They should be low enough for the children to see out.

A temperature of 68-72 degrees should be maintained throughout the day at a point two or three feet from the floor when the outdoor temperature is below 68 degrees.

The water shall be of a safe, sanitary quality obtained from a water system which has been approved by the Board of Health.

Rooms should reflect a homelike atmosphere and an appreciation of beauty and harmony.

### *Play Rooms*

To provide for varied activities, the play room should allow a minimum of thirty-five square feet of floor space per child based on the enrollment, exclusive of bathroom, lockers, kitchen, office and storage.

Low open shelves should be provided for unit blocks, transportation toys and other materials with enough adjacent space in which to build. Closed cupboard space should be provided for extra supplies. There should be other low open shelves and screens on rollers which can be moved about to divide the room into areas. Adequate storage space should be provided to keep all equipment and supplies clean and orderly.

It is advisable to have one or more small rooms adjacent to the large play room. These rooms can be used by small groups for short periods of time. They may also be used for stories or housekeeping activities.

A sink with running water is desirable in each play room.

Furniture shall be child size and sturdy.

- Tables: Oblong tables about 30" x 48" and 24" x 36"  
Round table about 30" in diameter  
Smaller tables for the home center, etc.  
14" - 16" high for 2 year olds  
16" - 18" high for 3 year olds  
18" - 20" high for 4 year olds

- Chairs should be posture type with saddle seats  
8" - 9" - 10" from seat to floor for 2 year olds  
9" - 10" - 11" from seat to floor for 3 year olds  
10" - 12" - 14" from seat to floor for 4 year olds

Cots: For the half day program, children may rest on rugs. Each child shall have his own rug. Rugs should be washed frequently.

For the all day program, children shall have individual cots, sheets, and blankets. Beds used by members of the household shall not be used by the children. Cots and bedding shall be kept clean and in a sanitary condition.

A 54" cot is suitable for children two to five years of age.

### *Coat Room; Lockers*

Open-face lockers with children's outer garments a may be used if they are lo

### *Toilet Facilities*

Toilets and washbowls s and easily accessible. Th and girls. Low partitions provided.

Toilet and washbowl sh fixtures can be adapted to a low platform four or five and independence.

At least one toilet and w dren is recommended. T condition. A supply of hot of these facilities shall, at main play room.

If towels, washcloths, an marked and hung up. Pap are sanitary.

### *Isolation Room*

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### *Kitchen*

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Closed cupboards shall cooking equipment.

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*Coat Room; Lockers*

Open-face lockers with separate compartments in which to hang children's outer garments and store extra clothing are desirable. Hooks may be used if they are low enough for the children to reach.

*Toilet Facilities*

Toilets and washbowls should be on the same floor used by children and easily accessible. There need be no separate facilities for boys and girls. Low partitions without doors separating the toilets may be provided.

Toilet and washbowl should be child size. If not so built, standard fixtures can be adapted to the use of the small child by constructing a low platform four or five inches from the floor to encourage self help and independence.

At least one toilet and washbowl with low mirror for every ten children is recommended. These facilities must be kept in a sanitary condition. A supply of hot and cold water must be provided. Location of these facilities shall, at least in part, be on the same floor as the main play room.

If towels, washcloths, and combs are used, they shall be individually marked and hung up. Paper towels have proved quite satisfactory and are sanitary.

*Isolation Room*

Suitable arrangements shall be made for the isolation of a child in the event of illness until such time as he can be taken home.

The isolation room shall be furnished with articles that can be thoroughly cleaned and with bedding that can be boiled or aired in the sunshine.

*Kitchen*

When children remain for lunch, a separate unit shall be provided for the kitchen. This shall be equipped with stove, refrigerator, sink, dishes and cooking utensils, adequate to prepare and serve the noon meal as well as midmorning and afternoon snacks.

Closed cupboards shall be provided for the storage of dishes and cooking equipment.

All dishes and utensils used for serving or preparing food shall be washed with hot, soapy water, and thereafter immersed in clear, scalding water and allowed to drain dry, or treated in some equally effective manner. Towels shall be boiled daily if used.

No common drinking utensil shall be permitted except it be thoroughly cleansed before being used by another person.

Kitchens shall be screened from May 1st to November 1st and effective methods used as a protection against insects and rodents.

Garbage shall be kept in closed containers, removed from the building daily, and garbage cans washed frequently.

*Outdoor Space*

A minimum of 100 square feet per child of outdoor space should be provided and shall be adequately fenced or otherwise protected from hazards from traffic, driveways, etc.

The play area should have sun and shade, good drainage, grass, some paved surface and a place to dig. The area should be readily accessible from the playroom and toilet facilities.

An outdoor storage shed is recommended for outdoor toys and movable equipment.

An outlet for running water is recommended for water play.

*Equipment and Materials*

Before purchasing equipment it is advisable to check for durability and quality of the materials.

The different kinds of equipment shall be safe, with no sharp edges, points or splinters, easily cared for and suitable. It should provide for different types of activities and serve particular needs and interests of the age groups.

Following is a list of suggested materials for activities both indoor and outdoor. It is intended as a guide and should be varied to meet the needs of the group and reflect the resources of the environment and initiative of the teachers.

*Indoor*

Creative: easels, paints, clay, large crayons, paper (unprinted newspaper, construction, etc.), cardboard, cloth, wood, sand, and water

Physical and Motor: jungle gym or climber if space permits

Dramatic and Social: housekeeping materials (sturdy dolls, doll carriages, chest of drawers, stove, dishes and cooking utensils, sink, dish cabinet, ironing board and iron, clothespins, rope, broom, dustpan, mop, child size washtubs and washboards, telephones, etc.).

Constructive: unit building blocks (200-500 blocks per group) transportation toys and wedgies

Work bench, tools (vise, brace and bit, small plane, sandpaper, iron clamp, screw driver, hammers—7-8 ounces with large head—12" crosscut saw, wire nails in assorted sizes such as #14 x 1, #14 x 2, #15 x 1, #15 x 1½, #16 x 1, roofing caps and washers), and soft wood in convenient sizes

Manipulative: beads, hammer bed, nested blocks, take apart toys, puzzles, and sand toys

Books and Pictures: stories, poems and picture books, a few good paintings as well as magazine pictures

Music: song and rhythm  
tone rhythm instrument

Exploratory: pets, terrariums, siphons, plants, etc.

Water and Sand Play:  
sandbox

*Outdoor*

Permanent and Fixed Equipment  
with slide, steps and  
pipe set in concrete  
ment

Expendable and Movable

hollow blocks  
5½" x 11" x 1"  
5½" x 11" x 2"

play boards  
5½" x 3' x ¾"

kegs and packing boxes

ladders  
44" x 14"  
54" x 14"

saw horses  
2' x 12"  
2' x 16"  
2' x 20"

walking boards  
8', 10', or 12'

locomotor equipment  
(cycles)

garden tools (shovels,  
rope, buckets, washers)

Additional opportunities  
natural objects as trees, flowers

Cages should be available

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blocks, take apart toys,

cture books, a few good

Music: song and rhythm books, victrola records, simple but good  
tone rhythm instruments, and a piano

Exploratory: pets, terrariums, aquarium, magnets, pulleys, gears,  
siphons, plants, seeds, and bulbs

Water and Sand Play: paint brushes, boats, siphon, hose, soap, and  
sandbox

#### *Outdoor*

Permanent and Fixed Equipment: jungle gym, climber or platform  
with slide, steps and ladders, digging hole and/or sand pit, sewer  
pipe set in concrete base, and storage shed for movable equip-  
ment

Expendable and Movable Equipment:

hollow blocks  
5 1/2" x 11" x 11"  
5 1/2" x 11" x 22"

play boards  
5 1/2" x 3' x 3/4"

kegs and packing boxes

ladders  
44" x 14"  
54" x 14"

saw horses  
2' x 12"  
2' x 16"  
2' x 20"

walking boards  
8', 10', or 12' x 10" wide x 7/8" - 1 1/8" thick

locomoter equipment (wagons, wheelbarrows, push trucks, tri-  
cycles)

garden tools (shovels, scoops, trowels, etc.)

rope, buckets, washtubs, and sand tools

Additional opportunities may be provided for climbing by such  
natural objects as trees, fences, and logs.

Cages should be available for pets.



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7. The Commissioner of Education may request the assistance of the Commissioner of Institutions and Agencies and the Director of the State Department of Health in carrying out the purposes of this act.

8. Any person, firm, corporation or association, operating or conducting any child care center except by authority of a valid certificate of approval as required by this act shall be deemed guilty of a misdemeanor.

9. The commissioner, subject to the approval of the State Board, may appoint such officers and employees and fix their compensation and expenses, within the limits of available appropriations, as may be necessary to carry out the purposes of this act.

10. There is hereby appropriated to the State Department of Education the sum of ten thousand dollars (\$10,000.00) or as much thereof as may be necessary to carry out the purposes of this act, when such sum is included in any annual appropriation act.

11. Any act or part of any act, to the extent that it is inconsistent with the provisions of this act, is hereby repealed.

12. This act shall take effect the first day of July, one thousand nine hundred and forty-six, except that any appointment, and any confirmation of any appointment, permitted by this act may be made prior to such date.

### Helpful References

- Allen, Y. Winifred and Campbell, Doris: *The Creative Nursery Center*  
Family Service Association of America, 122 East 22nd Street,  
New York. 1948. 172 pp.
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RULES AND REGULATIONS  
of  
THE STATE BOARD OF EDUCATION

16. Health, Safety, and Physical Education Committee. This committee shall have charge of all matters relating to the health program, physical training and athletics, housing, medical inspection, and safety in the public schools of the State.

47. It shall be the duty of every local board of education maintaining school shops or kitchens for instruction as part of home economics, manual training or industrial arts courses to provide all equipment, mechanical and electrical, now in service, or which may hereafter be placed in service in such shops or kitchens, with guards or other protective devices that shall meet the standards specified in the Labor Laws of the State and the Safety Code of the State Department of Labor.

SCHOOL HEALTH SERVICES

Every board of education in this State shall adopt rules to govern health services in its school district and such rules and regulations shall include as a minimum the rules and regulations of the State Board of Education which are expressed in the following sections.

Medical Inspection

63. Every board of education in this State shall appoint at least one medical inspector. He should be appointed for at least one year.

64. The medical inspector shall direct the professional duties or activities of the school nurse and shall compile and issue regulations governing professional techniques, the conduct of inspections or tests, and the administration of treatment.

65. Boards of education, school medical inspectors, any medical specialist employed by a school board, school dentists, teachers of health, and nurses shall at all times comply with the rules and regulations of the local boards of health and of the State Board of Health which relate to the sanitation of public grounds and buildings and to the prevention and control of communicable diseases.

66. Medical inspectors shall omit teeth and gums in making physical examinations of pupils who have been or will be examined by a school dentist in the current school year.

67. For beginning pupils, medical inspectors may accept a record of a thorough physical examination made by a family physician or by a physician working under a plan for the examination of pre-school children, provided that

the plan and the records or reports used in either type of examination have been approved by the State Board of Education.

68. If a board of education requires the medical inspector to undertake special work not included in these rules or required by statute, the board must enter into an agreement with the medical inspector concerning such additional duties.

69. Each medical inspector shall record the results of examinations upon a record form recommended by the Commissioner of Education. Such form shall be kept in a permanent file and shall be the property of the board of education and must be preserved by it. The individual health record shall be forwarded with other school records of pupils who transfer to another school district. If a child leaves school for any other reason, the record remains the property of the school.

70. The results of health examinations or of treatment administered or recommended by the medical inspector shall be reported to parents, upon forms provided for the purpose by the board of education.

71. Boards of education shall submit reports of medical inspection to the Commissioner of Education at times and in the form prescribed by the Commissioner.

#### Nursing Service

72. All nurses engaged in any capacity in the public schools shall comply with the rules and regulations of the local board or boards of education having jurisdiction, and shall be subject to the administrative authority of such school and school districts. When possible, nurses shall be assigned to carry on follow-up work in the homes of the pupils.

#### Prevention and Control of Communicable Diseases

73. The rules of a board of education pertaining to the prevention and control of communicable disease in schools shall be distributed to all principals, medical inspectors, and nurses, and the rules shall be explained by the medical staff to the entire employed personnel at the beginning of each school year.

74. Any pupil who appears to be ill or who is suspected of having a communicable disease shall be excluded from school or isolated at school to await instructions from or the arrival of an adult member of his family, the medical inspector, or the nurse.

75. Any pupil retained at home or excluded from school by reason of having or suspected of having a communicable disease shall not be readmitted to his classroom until he presents a written certificate of good health from a regularly qualified physician who has examined or attended him.

76. The rules of the State Department of Health pertaining to communicable diseases among school children shall apply in determining periods of incubation, communicability, and quarantine and in excluding or readmitting pupils known to have had or suspected of having had contact with cases of communicable diseases.

77. Medical inspectors shall comply with the regulations of the State Department of Health concerning the reporting of communicable diseases.

### Dental Health Service\*

78. The school dentist shall direct the professional duties or activities of the dental assistant or of the nurse assigned to the dental service.

79. Reparative dentistry shall be limited to pupils whose parents indicate consent to such treatment upon a form provided for the purpose by the board of education and filed with the school principal, but in no case shall a pupil be forced to undergo treatment against his will.

80. Each school dentist or any dentist examining or treating pupils with the approval of the board of education shall record the results of examinations, treatment administered, and recommendations upon the health records of the pupils or upon dental health records provided for the purpose by the local board of education and recommended by the Commissioner of Education. In all other respects the rules relating to medical inspection forms shall apply.

81. The results of dental examinations or of treatment administered or recommended shall be reported to parents upon forms provided for the purpose by the board of education.

82. Boards of education shall submit reports of the dental health service to the Commissioner of Education from time to time and in the form recommended by the Commissioner of Education.

### The School Lunch

83. Cafeteria or lunchroom employees of boards of education whose duties include the preparation, cooking, or serving of food shall be required to be clean in person and clothing; familiar with the essentials of personal hygiene, sanitation, and disease prevention; and free of dental cavities, disease of the gums, skin disease, tuberculosis, syphilis in contagious form, or other communicable disease. A contractual requirement for such employees shall be a signed agreement to submit to a medical examination, to diagnostic tests for tuberculosis or syphilis, and to X-ray or fluoroscope examinations upon the request of the board of education.

84. Boards of education shall comply with the regulations of the local, county, or State Board of Health governing the health or the employment of food handlers.

85. Food handlers in the employ of boards of education shall be subject to all rules and procedures designed to prevent or control the transmission of communicable disease.

86. In a school district in which one or more cafeteria or lunchroom workers are employed, the board of education shall prescribe rules for the sanitary operation of kitchens and lunchrooms, which rules shall be posted in the kitchen and shall be explained to the kitchen and lunchroom employees by the medical inspector, nurse, or lunchroom manager at the beginning of each school year.

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\* For districts which include this service in their health programs.

87. The principal and the medical inspector or the nurse shall periodically inspect the school kitchen, lunchroom, and accessory rooms and equipment and shall report sanitary conditions found at each inspection, together with recommendations, to the board of education.

88. In districts in which cafeterias or lunchroom facilities are operated, boards of education shall provide adequate facilities and equipment necessary for the sanitary and safe operation of such lunchrooms and cafeterias.

#### SCHOOL SAFETY SERVICES

89. Every board of education in this State shall adopt rules to govern the supervision of pupil safety in its school district and such rules and regulations shall include as a minimum the rules and regulations of the State Board of Education which are expressed in the following sections.

##### Accident Prevention

90. Principals shall introduce and administer precautionary measures and practices to prevent accidents, panic, and fire.

91. The safety rules of the board of education and the preventive measures and practices applicable to local conditions shall be explained to the personnel by principals at the beginning of each school year and copies of the rules and procedures shall be posted in schools at points conveniently accessible to the personnel.

##### Safety Patrols

92. Any organization of pupils whether designated as a patrol, council, court, club, committee, or school police which has for its purpose the prevention of accidents to pupils in the school building, on the school grounds, on a sidewalk or path adjacent to a street, road, or highway, or in a school bus or other vehicle approved for the transportation of pupils shall be regarded as an essential part of the school program and as a method of safety instruction and shall be employed and administered as such by the school personnel.

93. The practice of using pupil safety patrols to direct pupil traffic across streets, roads, or highways or to serve in any capacity shall be permitted only when approved by the board of education.

94. No person, organization, or public agency shall organize, direct or instruct any form of pupil safety organization in a public school except as authorized by the board of education.

95. A pupil desiring to serve on a school safety patrol or with any similar organization performing patrol duties shall file with the school principal a signed application form and a form of consent signed by one parent or legal guardian. The forms shall be provided by the board of education and they shall be worded in a manner to indicate that the applicant and his parent or guardian are aware of the possible hazards of patrol duty and that in case of injury to himself no liability will be attached to the board of education or to any employee of the board of education.

96. Boards of education shall cause all applicants for appointment to a

safety patrol and their parents to be informed of the purposes and activities of the patrol and the possible hazards in line of duty.

97. One or more members of the school staff shall be assigned to the safety patrol in the capacity of advisor or supervisor.

98. Under no circumstances shall school patrols be vested with authority to direct vehicular traffic nor shall a patrol member stand in the street while vehicles are passing.

## PHYSICAL EDUCATION AND ATHLETICS

### Physical Education

99. The foundation program in physical education for the public schools of this State shall be the program prescribed by the Commissioner of Education, as provided in sections 18:14-93 to 97 of the Revised Statutes.

100. In all schools not having the services of certificated physical education teachers, the responsibility for the program of activities and instruction shall be that of each teacher or such responsibility may be delegated to one or more teachers designated by the superintendent of schools or the supervising principal.

101. A person not in the employ of a board of education shall not be permitted to organize public school pupils during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

102. The program of activities or sports to be employed by any public school in competitive contests, games or events or in exhibitions with individual pupils or teams of one or more schools of the same district, or of other districts, shall be approved annually by the superintendent or supervising principal and by the board of education.

103. The person or persons to be responsible for the coaching, teaching, or training of individual pupils or school teams for interscholastic athletic competition, whether employed specifically for the purpose or assigned from the teaching staff, shall be certificated members of a school faculty and shall be designated officially by the Board of Education for the duties for which each appointee is to be held responsible.

104. In cases in which the athletic facilities are not owned by the municipality or the board of education, the board of education shall require that adequate safeguards to players and spectators be provided by the owner. The field, room, court, track, stands, and surrounding premises shall be kept in good condition and free from hazards.

105. Good physical condition, freedom from injury and full recovery from illness shall be prerequisites to participation in athletics, whether in practice or in competition. Each candidate for a place on a school athletic

squad or team shall be given a complete physical examination by the medical inspector or designated team doctor prior to the first practice session. He shall receive a certificate or record card signed by the medical inspector or team doctor testifying to the candidate's physical fitness or lack of physical fitness for the sport he has selected. The reasons therefore and the medical inspector's or team doctor's approval or disapproval for the candidate's participation shall be registered thereon.

106. A pupil representing his school in interscholastic athletic competition shall sign a form furnished by the board of education, the wording of which shall embody a request to be enrolled as a candidate for a place on a school team in a specified sport. He must execute an acknowledgement that physical hazards may be encountered, and a waiver of any claim for damages made by him or by other persons in his behalf in case of personal injury.

107. Every candidate for a place on the school athletic squad or team shall submit a form furnished by the board of education conveying consent to his participation. Such form shall be signed by one parent or the legal guardian and include a waiver of any claim for damages in behalf of such candidate.

#### GENERAL ORGANIZATION AND SUPERVISION OF SCHOOL HEALTH SERVICES

##### Co-operating Agencies

108. Any program or plan sponsored or conducted by a person, an organization, or a public or private agency for the purpose of providing dental or nursing services, safety programs, athletic programs, lunchroom facilities, or any other services which aid in the preservation and promotion of the health of school pupils, through co-ordination with or as a part of the school organization regardless of the location of the facilities and equipment used, shall be under the jurisdiction of the district board of education. The board shall approve all programs, have administrative direction of the pupils and of the personnel working with the pupils, and shall approve and have control of records and reports.

##### HEALTH SUPERVISION

109. Rules and practices adopted by boards of education to govern the supervision of pupil health, the hygienic management of classrooms by teachers, and the sanitary operation and maintenance of the school buildings, grounds, and equipment by custodians, matrons, and firemen shall be explained to the personnel annually by the principal, medical inspector, or nurse.

##### CARE OF THE INJURED PUPIL

110. Boards of education shall adopt rules and a program of procedures for the care of pupils injured at school and shall require that such rules and program be explained at the beginning of each school year to all employees and that copies be posted in each school at points conveniently accessible to the personnel.

### FACILITIES, EQUIPMENT AND SUPPLIES

111. Boards of education shall furnish each school building within its district with an emergency kit or cabinet with first aid equipment and supplies recommended by the medical inspector.

112. Boards of education shall provide proper and adequate facilities for the medical inspector, dentist, and nurse, and the equipment and supplies necessary for the proper performance of their duties.

113. Boards of education shall provide by regular appropriations suitable and adequate equipment for carrying out the program for physical education activities.

114. Boards of education shall provide the necessary text and reference books, informational materials and teaching devices necessary for carrying out the program of instruction required by the statute in physical and health education including home nursing, domestic hygiene and first aid, safety education, and the effects of alcohol and narcotics.

### SCHOOL HYGIENE

141. Adequate school facilities shall include:

- a. Good drinking water within the school building or upon the school grounds. If within the school building, the water shall be available from faucet, drinking fountain, or closed container. No drinking water may be kept in open containers. Individual drinking cups shall be required, except where drinking fountains are in use.

Boards of education shall have drinking water from local sources tested at least once during each school year. The Commissioner of Education is authorized to designate the month during which a board shall submit samples of water to the State Board of Health.

- b. Schools shall be furnished with adequate lavatory equipment. Such equipment shall be reasonable in amount and shall include lavatories or basins, an ample supply of water, liquid or powdered soap, and individual towels. The equipment shall be kept in sanitary condition.
- c. All toilets shall be kept in sanitary condition and shall be supplied with toilet paper.

The Commissioner of Education shall require all boards of education to comply with the provisions of this rule.

## STATE SCHOOLS

### Health Examinations of Students and Employees

147. The administration of tuberculin tests shall be an essential part of the health examination of all who enroll as regular students in the New Jersey State Teachers Colleges, the State Manual Training and Industrial School for Colored Youth, and the State School for the Deaf.

148. Any student admitted to any of the above named institutions must be free from active tuberculosis of any type or degree in any organ or part of his body. No student shall be retained in any of these schools who shows evidence of active tuberculosis. Every student shall submit to an examination or diagnostic test for the purpose of determining the presence of tuberculous infection when requested by the president or the principal so to do. Any president or principal of the above named institutions may at any time require an examination to determine the presence of active tuberculosis.

149. Every applicant for employment at any of these institutions as an executive, member of the faculty, custodian, clerk, matron, cook, kitchen worker, or servant, shall be required to prove that he is free from active tuberculosis.

150. The president or principal of any of these institutions may at any time require an employee, regardless of classification or length of service, to submit to diagnostic tests or examinations for the purpose of determining the presence of tuberculous infection.

151. The Commissioner of Education shall prescribe the procedure to be followed in such examinations.

### RULES GOVERNING THE EXAMINATION OF EMPLOYEES OF BOARDS OF EDUCATION

Adopted by the State Board of Education on  
May 11, 1940

1. If in making these examinations for the school year ending June 30, 1940, all persons who were recommended for an X-ray of the chest have been X-rayed and, if certificates have been filed by the medical inspector for the remainder of the employees or by the individual employees to the effect that they are free from communicable or infectious disease, this shall constitute compliance with the regulation.

2. In those districts in which every employee has had an X-ray chest examination in accordance with the regulations of the local board of education, such examination shall constitute a compliance with the rule.

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RULE CONCERNING THE ROUTINE PHYSICAL EXAMINATION OF  
SCHOOL BOARD EMPLOYEES

RESOLVED: That effective August 2, 1940, and until changed the scope of the routine examination prescribed by the State Board of Education under authority of Chapter 295, P.L. 1939, shall be the detection of active tuberculosis in individual employees under a procedure as follows:

The first step may be either a tuberculin test or an X-ray examination of the chest. When the test is used, employees having no reaction shall be held as having successfully met the requirements of the routine examination. Individuals reacting positively must have the X-ray examination of the chest. If no signs of active tuberculosis are found by X-ray, the individual has met the requirement. If there is evidence of possibly active tuberculosis, the individual must undergo an additional test, presumably the sputum test, to determine communicability.

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RULES OF THE STATE BOARD OF EDUCATION  
CONCERNING TUBERCULOSIS CASE-FINDING IN PUBLIC SCHOOLS

1. In accord with the provisions of Chapter 294, P.L. 1939, the board of education of every school district in which a high school is located shall require that all pupils of grades nine, ten, eleven, and twelve and all special students enrolled in the high school whether as undergraduates or as post-graduates, shall be tested or examined annually, as early as possible in each school year, to determine the presence or absence of active or communicable tuberculosis.

2. When a tuberculin test is employed, the negative reactors, that is the pupils exhibiting no reaction to the test, may be regarded as non-tuberculous and as having satisfied the requirements as stated in paragraph one. Pupils reacting positively in any degree shall be required to submit to an X-ray examination of the chest. If the X-ray reveals evidence of possibly active tuberculosis, the individual shall be required to submit to appropriate tests to determine if the infection is communicable. If no signs of active pulmonary tuberculosis are revealed by the X-ray, the individual may be regarded as having met the requirement, but in all such cases parents shall be notified that under these circumstances the positive test may indicate tuberculosis infection elsewhere in the body, and, since the board of education has no further responsibility, that supplemental medical advice or service outside of school is recommended.

3. To be eligible as a member of an athletic squad or team representing the school or any unit of the school organization, a pupil must be free from active or communicable pulmonary tuberculosis and the test or the examination employed in conformance with this requirement shall be administered before participation as a member of such squad or team is permitted.

Resolution adopted by the State Board of Education on October 11, 1946:

Resolved: That boards of education be authorized, in their discretion, to accept the successful completion of basic training in the military or naval service of the United States or the United States Merchant Marine in full satisfaction of the physical training requirements of Section 18:14-96 of the Revised Statutes.

A-854

State of New Jersey  
Department of Education  
175 West State Street  
Trenton 8

State Board of Education

Office of the Secretary

July 19, 1949

TO BOARDS OF EDUCATION:

Upon the recommendation of the Commissioner of Education, the State Board of Education at its meeting held on July 8, 1949, adopted the following resolutions amending Rule 196 of the Board pertaining to kindergartens:

Resolved: That Rule 196 of the Rules and Regulations of the State Board of Education be amended to read as follows:

For the purpose of apportionment a day shall consist of not less than four clock hours of actual school work, except in kindergartens approved by the Commissioner of Education under rules and regulations prescribed by the State Board of Education where a continuous session of two and one-half clock hours may be considered a day.

Resolved: That the following rules and regulations be prescribed for the approval of kindergartens in school districts requesting a full day's apportionment for one continuous session of two and one-half clock hours:

1. Every kindergarten teacher shall hold a certificate valid to teach in a kindergarten. This rule shall become effective immediately.
2. No pupils other than kindergarten pupils shall be taught in the kindergarten room when the kindergarten class is in session. This rule shall become effective immediately.
3. A balanced program shall be conducted to meet the developmental needs of kindergarten pupils with no formal instruction in reading, writing, number work, or other similar subjects. Suitable facilities, equipment, materials, and supplies shall be provided including movable furniture. This rule shall become effective September 1, 1950.
4. The classroom should be adequate for a kindergarten program, with a floor space of not less than 24 square feet per pupil.
5. The maximum enrollment for any kindergarten class should not exceed 30 pupils per teacher. No teacher should be assigned more than 50 kindergarten pupils in any day.

These rules shall not be retroactive.

Yours very truly,

JOHN H. BOSSHART

Secretary

F-549

STATE DEPARTMENT OF EDUCATION  
TRENTON 8, NEW JERSEY

STANDARDS FOR PROFESSIONAL SCHOOLS OF MUSIC

JANUARY 1949

State Department of Education  
Division of Higher Education  
Trenton 8, New Jersey

STANDARDS FOR PROFESSIONAL SCHOOLS OF MUSIC  
REVISED AND APPROVED BY STATE BOARD OF EDUCATION  
ON NOVEMBER 5, 1948 UNDER CHAPTER 113, PUBLIC LAWS 1942

1. Purpose

The purpose and program of the school of music shall be for music instruction. Selling of instruments, music, or supplies or other similar activities shall be incidental to the program of instruction.

2. Curriculums

- a. The curriculum shall be planned in accord with sound educational principles.
- b. The courses required for each curriculum, the number of required hours of instruction per week, and the number of weeks each student is required to attend in completing a curriculum shall be published in the official bulletin.
- c. The courses of the curriculum shall be sequential in nature ~~in~~ ~~as~~ ~~practical~~.
- d. The courses shall be listed by terms or semesters and by years for each curriculum.
- e. In the official bulletin there shall be a written statement descriptive of each course offered in each curriculum. Along with this description, there shall be listed the number of hours required per week in classroom and private instruction. These requirements for each course shall be such as can be justified on the basis of student needs and the objectives of the curriculum.
- f. The required and elective courses shall be in keeping with the professional objectives of the school.
- g. All courses included in the curriculums shall be so organized and presented that they will contribute to the cultural and professional growth of the student.
- h. The curriculums shall be consistent with the number of students enrolled, financial support, available personnel, and facilities for instruction.
- i. Syllabi for all courses offered in a professional school of music shall be prepared and kept up to date. Copies of these syllabi shall be kept on file at the school and on request shall be made available to the Commissioner of Education or his representative.
- j. Written statements descriptive of each curriculum shall be available to the student in the official bulletin of the school.

3. Buildings and Equipment

The school shall comply with state and city building requirements with respect to fire hazards, hygiene, floor space, ventilation, heat, and

light. All rooms and studios used for instructional purposes shall be inspected by a representative of the Commissioner of Education. Such facilities will be approved for classroom and studio purposes only when they have met the following standards:-

- a. The rooms and studios for instruction shall be adequate for the number of students enrolled. They shall be well-lighted, heated, and ventilated.
- b. Clean and sanitary toilets shall be readily available to the students.
- c. Adequate equipment shall be available for use in instruction.
- d. There shall be adequate space for cloaks and student supplies.

#### 4. Recognition by Leaders in Music Education

The school of music to be approved shall be endorsed by at least three recognized leaders in the field of music education.

#### 5. Requirements for Admission

- a. An applicant may be admitted to a curriculum leading to a diploma, provided he presents evidence of graduation from an accredited high school and successfully passes the entrance examinations required for his major curriculum.
- b. An applicant who is a non-high school graduate may be admitted to a curriculum leading to a diploma provided he passes with high scores the entrance examinations required for his major curriculum and also successfully passes with scores satisfactory to the Commissioner of Education standard examinations in reading, English usage, general mathematics, and scholastic aptitude.
- c. All new students shall be admitted on probation for the first term or semester. The school shall publish the conditions for termination of probation and the conditions of dismissal. These conditions shall be explained to the students.
- d. All records used as the basis for admission shall be retained by the school and on request made available to the Commissioner of Education or his representative.

#### 6. Requirements for Matriculation

- a. Each student who successfully passes the courses of the first term or semester may be matriculated for graduation provided he demonstrates abilities which give reasonable assurance that he can qualify as a professional musician.
- b. Before matriculation, each applicant shall be rated as satisfactory by a committee of faculty members. This rating shall be on the basis of the student's performance of compositions of his own choosing. The ratings and comments of the committee members who examine the student shall be in writing, over the committee members'

signatures, and kept on record during the time the student remains in attendance. These ratings and comments shall be made available on request to the Commissioner of Education or his representative.

#### 7. Qualifications of Teachers

Before employment, all members of the teaching staff shall have been endorsed by the State Department of Education as having qualifications for the anticipated teaching assignment. Evidence concerning the following will be considered:-

- a. Graduation with a degree from an accredited college with adequate preparation in the subject-matter field to be taught.
- b. Qualifications equivalent to the requirements for teaching music in New Jersey public schools.
- c. Former membership in the faculty of an accredited college of music.
- d. Recommendations from teachers of music or professional musicians who have attained recognition for outstanding competence. These recommendations must certify that the person concerned has:-
  - (1) Broad experience in music as related to teaching.
  - (2) Outstanding ability in artistic performance.
  - (3) Qualifications which will make for high competence in teaching.

#### 8. Faculty Assignments

- a. Faculty members shall be assigned to teach only in those fields where they have demonstrated high competence.
- b. Instructor's time shall not be divided between two classes during one instruction period.
- c. Class size shall ordinarily be limited to 30 students. All classes with students above 30 shall be fully justified by the Directors of the school.
- d. Any teaching load in excess of twenty-five periods of one hour in length per week in the classroom or in private instruction, or both, in addition to preparation, office hours, student consultation, and committee responsibilities, shall be justified by the officials of the institution in terms of such factors as size of classes, type of teaching, or instructional emergencies.
- e. Class instruction shall be such as requires intensive study and independent application. In judging a teacher's qualifications, the following will be considered:-
  - (1) Evidence of mastery of subject matter being taught.
  - (2) Ability to awaken interest and effort.
  - (3) Ability to explain difficult subject matter.
  - (4) Ability to clarify purposes of instruction.
  - (5) Ability to make assignments.

- (6) Ability to test student achievement.
- (7) Ability to guide classroom discussions.
- (8) Ability to demonstrate skills and techniques being taught.

9. Faculty Stability

The school must demonstrate to the satisfaction of the Commissioner of Education that its contracts with teachers and its emoluments for the personnel employed are such as will stabilize the faculty and keep turnover of personnel to a satisfactory minimum.

10. Minimum Number of Teachers

The New Jersey State Department of Education does not approve educational institutions having fewer than two full-time teachers.

11. Library

The school shall provide through its own library the desirable reference books, magazines, records, and other materials which are necessary for thorough and efficient study in the different courses offered.

The use of the library for instructional purposes by both faculty and students is of paramount importance. The books and records it includes should support and supplement the instruction and the subject matter of the courses, and these books and records should be carefully and widely used. The use of the library should show mutual participation by students and faculty in the problems of instruction. The faculty member in charge of the library shall present evidence of competence in library management. His assignment in duties other than in library shall be such as not to interfere with the efficient administration of the library.

12. Administration

- a. The school shall be administered in accord with sound and established educational practices.
- b. No one shall be approved as executive head of a professional school of music until he has demonstrated through training and by experience as a teacher in an approved school that he has the qualifications of a competent and ethical school administrator.
- c. His participation in school activities other than administration or his participation in activities not a part of the school shall be such as not to interfere with the efficient administration of the school.
- d. The executive head of a professional school of music shall have the administrative assistance necessary for adequately manning the school and effectively coordinating the work of the faculty.

13. Financial Stability

The school shall demonstrate to the satisfaction of the Commissioner of Education that it has financial stability to carry out the program of

instruction submitted for approval.

14. Tuition, Fees, and Other Charges

Tuition, fees, and all other charges shall be published. The officials of the school shall justify to the satisfaction of the Commissioner of Education that the tuition, fees, and other charges are reasonable on the basis of costs and services rendered.

15. Student Achievement Records

Student records shall be kept in a fireproof container planned for that purpose. These records shall show institutions previously attended and level of attainment in each. Each course completed in the school of music and the grade attained shall be recorded on the student's permanent record.

16. Diplomas

If diplomas are awarded, the requirements for attaining such shall be published in the official bulletin of the school. Written statements concerning these requirements shall be available to the students.

17. Official Bulletin

The official bulletin of the school shall be printed or mimeographed. It shall describe fully and clearly the program of the school and the administration regulations. Its statements shall set forth the relationship between the obligations of both the school and the students. The bulletin to be printed shall show:-

- a. Statement of objectives.
- b. Location of the school.
- c. Courses offered.
- d. Tuition and fees charged.
- e. Equipment available.
- f. Names and qualifications of the teachers.

All statements in the bulletin shall be accurate and comprehensive.

18. Ethics

- a. Persons shall not be listed or advertised as members of the faculty or staff of the school unless said persons are regularly employed to teach one or more subjects in the curriculum.
- b. Persons employed as lecturers or demonstrators may be listed in publications and advertising as such and not as teachers.
- c. No officer or employee of any school shall solicit any student to leave an institution at which he is in attendance, whether it be a high school, college, university, or other music school.
- d. No student or prospective student should be allowed a premium or other special financial inducement for registration.

- e. No school may advertise that it is endorsed by manufacturers, business establishments, organizations, or individuals unless it can present written evidence of the fact.
- f. The school shall not misrepresent actual or probable earnings or opportunities for its graduates.
- g. The school shall state specifically in writing its policy in regard to refunds and allowances for absences and withdrawals.
- h. All advertising shall be honest and sincere and shall not tend to discredit any other school.
- i. In the publications of the professional school, only those degrees which have been conferred by accredited colleges or universities shall be listed for faculty members. It is the responsibility of the school to have written verification of the conferral of all degrees listed in its publications.
- j. The school shall have a reputation for ethical dealings with its students, its faculty, and with the public.
- k. Scholarships may not be issued as a means for reducing tuition rates. Scholarships may be issued only if actual endowments or gift funds are available for that purpose. This standard shall not be interpreted to prevent the exemption of a limited number of worthy students from the payment of their entire tuition provided such students are in financial need.

F-548

STATE DEPARTMENT OF EDUCATION  
TRENTON 8, NEW JERSEY

STANDARDS FOR PROFESSIONAL SCHOOLS OF ART

JANUARY 1949

State Department of Education  
Division of Higher Education  
Trenton 3, New Jersey

STANDARDS FOR PROFESSIONAL SCHOOLS OF ART  
REVISED AND APPROVED BY STATE BOARD OF EDUCATION  
ON NOVEMBER 5, 1948 UNDER CHAPTER 113, PUBLIC LAWS 1942

1. Purpose

The purpose and program of the school of art shall be for art instruction. Selling of paintings or art supplies or other similar activities shall be incidental to the program of instruction.

2. Curriculums

- a. The curriculum shall be planned in accord with sound educational principles.
- b. The courses required for each curriculum, the number of required hours of instruction per week, and the number of weeks each student is required to attend in completing a curriculum shall be published in the official bulletin.
- c. The courses of the curriculum shall be sequential in nature ~~in so far as practical.~~
- d. The courses shall be listed by terms or semesters and by years for each curriculum.
- e. In the official bulletin there shall be a written statement descriptive of each course offered in each curriculum. Along with this description, there shall be listed the number of hours required in classroom and studio instruction. These requirements for each course shall be such as can be justified on the basis of student needs to reach the objectives of the curriculum.
- f. The required and elective courses shall be in harmony with the professional objectives of the school.
- g. All courses included in the curriculums shall be so organized and presented that they will contribute to the cultural and professional growth of the student.
- h. The curriculum shall be consistent with the number of students enrolled, financial support, available personnel, and facilities for instruction.
- i. Syllabi for all courses offered in a professional school of art shall be prepared and kept up to date. Copies of these syllabi shall be kept on file at the school and on request shall be made available to the Commissioner of Education or his representative.
- j. Written statements descriptive of each curriculum shall be available to the student in the official bulletin of the school.

3. Buildings and Equipment

The school shall comply with state and city building requirements with respect to fire hazards, hygiene, floor space, ventilation, heat, and light.

All rooms and studios used for instructional purposes shall be inspected by a representative of the Commissioner of Education. Such facilities will be approved for classroom and studio purposes only when they have met the following standards:-

- a. The rooms and studios for instruction shall be adequate for the number of students enrolled. They shall be well-lighted, heated, and ventilated.
- b. Clean and sanitary toilets shall be readily available to the students.
- c. Adequate equipment shall be available for use in instruction.

#### 4. Recognition by Leaders in Art Education

The school of art to be approved shall be endorsed by at least three recognized leaders in the field of art education.

#### 5. Requirements of Admission

- a. An applicant who is a graduate of an accredited high school may be admitted, provided he successfully passes an examination in proportion, perspective, imagination, and color perception.
- b. An applicant who is not a high school graduate may be admitted provided he successfully passes, with scores satisfactory to the Commissioner of Education, standard examinations in reading, English usage, general mathematics, and scholastic aptitude. In addition, the non-high school graduate shall be required to pass with a high score an examination in proportion, perspective, imagination, and color perception.
- c. All new students shall be admitted on probation for the first term or semester. The school shall publish in its official bulletin the conditions for termination of probation. The school shall also publish causes for dismissal.
- d. All records used as a basis for admission shall be retained by the school. These records shall include all examination papers submitted. All records including examination papers shall, upon request, be made available to the Commissioner of Education.

#### 6. Requirements for Matriculation

- a. Each student who successfully passes the courses of the first term or semester may be matriculated for graduation provided he demonstrates abilities which give reasonable assurance that he can qualify as a professional artist.
- b. Before matriculation, each applicant shall be rated as satisfactory by a committee of faculty members. This rating shall be on the basis of a portfolio of projects completed by the student concerned. Projects rated as the basis for matriculation shall be retained in the office of the school during the time the student remains in attendance. The contents of the portfolio shall be made available on request to the Commissioner of Education or his representative.

## 7. Qualifications of Teachers

Before employment, all members of the teaching staff shall have been endorsed by the State Department of Education as having qualifications for the anticipated teaching assignment. Evidence concerning the following will be considered:-

- a. Graduation with a degree from an accredited college with adequate preparation in the subject-matter field to be taught.
- b. Qualifications equivalent to the requirements for teaching art in New Jersey public schools.
- c. Former membership in the faculty of an accredited college of art.
- d. Recommendations from teachers of art or professional artists who have attained recognition for outstanding competence. These recommendations must certify that the person concerned has:-
  - (1) Broad experience in art as related to teaching.
  - (2) Outstanding ability in artistic performance.
  - (3) Qualifications which will make for high competence in teaching.

## 8. Faculty Assignments

- a. Faculty members shall be assigned to teach only in those fields where they have demonstrated high competence.
- b. Instructor's time shall not be divided between two classes during one instruction period.
- c. Class size shall ordinarily be limited to 30 students. All classes with students above 30 shall be fully justified by the Directors of the school.
- d. Any teaching load in excess of twenty-five periods of one hour in length per week in the classroom or in private instruction, or both, in addition to preparation, office hours, student consultation, and committee responsibilities, shall be justified by the officials of the institution in terms of such factors as size of classes, type of teaching, or instructional emergencies.
- e. Class instruction shall be such as requires broad reading, intensive study, group discussion, independent application, high quality in oral and written communication, and ability in reaching justifiable conclusions. In judging a teacher's qualifications, the following will be considered:-
  - (1) Evidence of mastery of subject matter being taught.
  - (2) Ability to awaken interest and effort.
  - (3) Ability to explain difficult subject matter.
  - (4) Ability to clarify purposes of instruction.
  - (5) Ability to make assignments.
  - (6) Ability to test student achievement.
  - (7) Ability to guide classroom discussions.

9. Faculty Stability

The school must demonstrate to the satisfaction of the Commissioner of Education that its contracts with teachers and its emoluments for the personnel employed are such as will stabilize the faculty and keep turnover of personnel to a satisfactory minimum.

10. Minimum Number of Teachers

The New Jersey State Department of Education does not approve educational institutions having fewer than two full-time teachers.

11. Library

The school shall provide through its own library the desirable reference books, magazines, and other materials which are necessary for thorough and efficient study in the different courses offered.

The use of the library for instructional purposes by both faculty and students is of paramount importance. The books it includes should support and supplement the instruction and the subject matter of the courses, and these books should be carefully and widely used. The use of the library should show mutual participation by students and faculty in the problems of instruction. The faculty member in charge of the library shall present evidence of competence in library management. His assignment in duties other than in library shall be such as not to interfere with the efficient administration of the library.

12. Administration of the School

- a. The school shall be administered in accord with sound and established educational practices.
- b. No one shall be approved as executive head of a professional school of art until he has demonstrated through training and by experience as a teacher in an approved school that he has the qualifications of a competent and ethical school administrator.
- c. His participation in school activities other than administration or his participation in activities not a part of the school shall be such as not to interfere with the efficient administration of the school.
- d. The executive head of a professional school of art shall have the administrative assistance necessary for adequately manning the school and effectively coordinating the work of the faculty.

13. Financial Stability

The school shall demonstrate to the satisfaction of the Commissioner of Education that it has financial stability to carry out the program of instruction submitted for approval.

14. Tuition, Fees, and Other Charges

Tuition, fees, and all other charges shall be published. The officials of the school shall justify to the satisfaction of the Commissioner of Educa-

tion that the tuition, fees, and other charges are reasonable on the basis of costs and services rendered.

15. Student Achievement Records

Student records shall be kept in a fireproof container planned for that purpose. These records shall show institutions previously attended and level of attainment of each student concerned. Each course completed in the school and the grade attained shall be recorded on the student's permanent record.

16. Diplomas

If diplomas are awarded, the requirements for attaining such shall be published in the official bulletin of the school. Written statements concerning these requirements shall be available to the students.

17. Official Bulletin

The official bulletin of the school shall be printed or mimeographed. It shall describe fully and clearly the program of the school. Its statements shall set forth the relationship between the obligations of both the school and the students. The bulletin to be printed shall show:-

- a. Statement of objectives.
- b. Location of the school.
- c. Courses offered.
- d. Tuition and fees charged.
- e. Equipment available.
- f. Names and qualifications of the teachers.
- g. School calendar.

All statements in the bulletin shall be accurate and comprehensive.

18. Ethics

- a. Persons shall not be listed or advertised as members of the faculty or staff of the school unless said persons are regularly employed to teach one or more subjects in the curriculum.
- b. Persons employed as lecturers or demonstrators may be listed in publications and advertising as such, and not as teachers.
- c. No officer or employee of any school shall solicit any student to leave an institution at which he is in attendance, whether it be a high school, college, university, or other art school.
- d. No student or prospective student should be allowed a premium or other special financial inducement for registration.
- e. No school may advertise that it is endorsed by manufacturers, business establishments, organizations, or individuals unless it can present written evidence of the fact.
- f. The school shall not misrepresent actual or probable earnings or opportunities for its graduates.

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- g. The school shall state specifically in writing its policy in regard to refunds and allowances for absences and withdrawals.
- h. All advertising shall be honest and sincere and shall not tend to discredit any other school.
- i. In the publications of the professional school, only those degrees which have been conferred by accredited colleges or universities shall be listed for faculty members. It is the responsibility of the school to have written verification of the conferral of all degrees listed in its publications.
- j. The school shall have a reputation for ethical dealings with its students, its faculty, and with the public.
- k. Scholarships may not be issued as a means for reducing tuition rates. Scholarships may be issued only if actual endowments or gift funds are available for that purpose. This standard shall not be interpreted to prevent the exemption of a limited number of worthy students from the payment of their entire tuition provided such students are in financial need.

F-764

STANDARDS FOR LICENSING NEW JERSEY FIELD REPRESENTATIVES  
AND AGENTS OF CORRESPONDENCE SCHOOLS  
ADOPTED BY THE NEW JERSEY STATE BOARD OF EDUCATION  
JUNE 2, 1950, IN CONFORMITY WITH CHAPTER 230, LAWS OF 1949  
AND REVISED MAY 2, 1952

A. Basic Information Concerning Licenses:

1. No field representative or agent of any private correspondence school located outside or within the State shall solicit students or transact business in New Jersey after July 1, 1950, unless he shall have secured from the Commissioner of Education a license to be issued by him under such rules and in such form as he shall prescribe, with the approval of the State Board of Education.
2. A license to act in New Jersey as a field representative or agent of an approved correspondence school may be either provisional or standard. A standard license is valid for a period of one year. It is renewable annually unless revoked for a good cause after a hearing. A provisional license is valid for one year unless revoked for a good cause after a hearing. It is not renewable.
3. The fee for the issue or renewal of a license is \$5.00. Fees must be paid by certified check or money order and must be made payable to the New Jersey Commissioner of Education.
4. The license is issued to a particular individual to serve as a field representative or agent of a particular school. The license is not transferable to another person. If employment ceases, the license should be returned to the New Jersey Commissioner of Education where it will be held until the expiration date or until the agent is again employed by a correspondence school.
5. The license of the field representative or agent may be endorsed for an additional school or schools upon the request of school officials concerned.

B. Qualifications Basic to Licensing:

1. A provisional **non-renewable** license valid for one year to serve as a field representative or agent of a correspondence school will be issued to an applicant who presents evidence satisfactory to the Commissioner of Education that:
  - a. He has attained the age of 21 years.
  - b. He is of good moral character and has a good reputation for honesty, truthfulness, and fair dealing.
  - c. He is enrolled for an approved training program for field representatives conducted by the correspondence school concerned.
  - d. He has been employed, subject to receiving a New Jersey license, to represent a correspondence school which:
    - (1) Is approved by the proper officials in the State where located.

- (2) Has secured approval by the New Jersey Commissioner of Education of the contract it proposes to use with New Jersey students. The contract to be approved shall enumerate the following:
  - (a) The total cost to the student.
  - (b) The initial payment at the time of registration.
  - (c) The amounts of subsequent payments and a statement specifying when the payments are due.
  - (d) A list of the books, supplies, and equipment, ~~and~~ ~~to~~ to be furnished by the correspondence school.
  - (e) A list of the books, supplies, and equipment, ~~and~~ ~~to~~ which the student must purchase in addition to those provided by the correspondence school.
  - (f) All other charges, ~~and~~ ~~to~~ which the school ~~may~~ makes such as fees for a diploma or for graduation.
  - (g) The terms of settlement for the student who decides to discontinue his enrollment and withdraw from the school.
  - (h) The terms of settlement for the student who is dropped by the correspondence school.
  - (i) The particulars concerning instruction during completion periods in schools, shops, or laboratories provided such instruction is offered.
- (3) If a correspondence school advertises a completion period in a school, shop, or laboratory, the contract to be approved shall specify:
  - (a) The basis for qualifying as a student for admission to the shop, laboratory, or school for the completion period concerned.
  - (b) The location of such shop or laboratory or school.
  - (c) The schedule of periods of instruction in such shop, laboratory, or school.
  - (d) The number of days of instruction to which the qualified student is entitled.
  - (e) A description of the facilities in the shop, laboratory, or school concerned.
  - (f) The amount of additional tuition required, ~~and~~ ~~to~~ for attendance at the shop, laboratory, or school used for the completion period.

- (g) The student's responsibility for paying the cost of transportation to and from the shop, laboratory, or school where the completion period is scheduled.
  - (h) The student's responsibility for paying the cost of room and board while in attendance during the completion period.
  - (i) A list of the books, supplies, and tools, ~~and~~ ~~cost~~, which will be furnished by the school for use by the student while in attendance during the completion period and the rental cost, ~~and~~ ~~cost~~, for the use of such books, tools, and supplies.
  - (j) A list of any additional tools, equipment, work clothing, books, or other items which must be purchased by the student for use during the completion period.
2. A standard license renewable annually unless revoked for good cause after a hearing will be issued to an applicant who presents evidence satisfactory to the New Jersey Commissioner of Education that he has met the requirements of a. and b. as listed below:
- a. That he has satisfactorily served in New Jersey as a provisionally licensed representative of an approved correspondence school for a period of at least six consecutive months
- and
- b. That he has satisfactorily completed an approved training program for field representatives conducted by the correspondence school which he represents. Training programs to be approved for New Jersey representatives must be organized to provide instruction concerning:
    - (1) The Trade Practice Rules for Private Home Study Schools as approved by the Federal Trade Commission, November 2, 1936, and official amendments to these rules.
    - (2) Chapter 230, New Jersey Laws of 1949, and the rules and regulations of the New Jersey State Board of Education concerning correspondence schools and agents of correspondence schools.
    - (3) Basic laws concerning contracts and sales.
    - (4) Ethics for salesmen.
    - (5) Principles of guidance as they apply to judging the fitness of students to enroll for the correspondence courses concerned.

C. Revoking the License of a Field Representative or Agent:

The license of a field representative or agent may be revoked if after a hearing the Commissioner of Education finds and determines:

1. That the field representative or agent concerned has violated the Trade Practice Rules for Private Home Study Schools approved by the Federal Trade Commission, November 2, 1936, or has violated any official amendment to those rules.
2. That the field representative or agent concerned has enrolled students in courses for which they are clearly unfitted on the basis of previous educational attainments and previous experience.
3. That the field representative or agent has conducted himself in a manner unbecoming a professional worker in education.

D. Cancellation of the License of a Field Representative or Agent:

The license of a field representative or agent may be cancelled if the Commissioner of Education finds and determines:

1. That the school which the agent represents has not fulfilled its contract with one or more New Jersey students.
2. That the school which the agent represents is no longer approved in the State where located.

E. Amendments:

The New Jersey State Board of Education reserves the right to amend these regulations from time to time.

F. Renewing Licenses:

**Standard** Licenses shall be renewed annually upon the payment of a fee of five dollars (\$5.00) provided the applicant qualifies under the regulations current at the time the fee for renewal is paid. **Provisional Licenses are not renewable.**

F-765--8/28/53

STANDARDS FOR APPROVING CORRESPONDENCE SCHOOLS  
LOCATED IN NEW JERSEY  
ADOPTED BY THE NEW JERSEY STATE BOARD OF EDUCATION  
JUNE 2, 1950, IN CONFORMITY WITH CHAPTER 230, LAWS OF 1949  
AND REVISED MAY 2, 1952

A. Basic Information Concerning Certificates of Approval for Correspondence Schools

1. After July 1, 1950, no correspondence school located in New Jersey shall solicit students or collect fees until a Certificate of Approval has been granted by the Commissioner of Education.
2. The receipt of a Certificate of Approval is assurance to the officials of a correspondence school and to the students that the school meets the standards of the New Jersey State Board of Education and that it has the legal right to operate.
3. The issuing of a Certificate of Approval to a correspondence school does not accredit the courses offered as valid for transfer to any other school or college in New Jersey.
4. A correspondence school located in New Jersey when approved may in its advertising use the following statement: "Approved by the New Jersey Commissioner of Education."
5. The fee for the initial issue of a certificate of approval is \$50.00.
6. A Certificate of Approval may be renewed annually upon payment of a fee of \$25.00. Fees must be made payable to the New Jersey Commissioner of Education.
7. Any Certificate of Approval may be revoked for a good cause after a hearing.
8. An Application for Certificates of Approval shall be filed with the Commissioner of Education. It should be in the form of a letter with data to show how the following Standards have been attained.

B. Standards

1. Name of the School

The name of the school shall be descriptive of its function or functions. Any word or words which suggest an official relation with a municipality or with the State shall not be used. Any change in the name of an approved school shall be registered with the Commissioner of Education prior to the use of the new name.

2. Location of the School

A school is approved for a specific location. Any change in the location of the school shall have the prior approval of the Commissioner of Education as to adequacy of facilities.

3. Administration of the School

- a. Each correspondence school shall have an executive head. The executive head of the school shall present evidence that he has the qualifications and the experience essential for competent and ethical administration of a correspondence school.

- b. The executive head of a correspondence school shall have the administrative assistance necessary for adequately manning the school and effectively coordinating the work of the teachers.
- c. Each private correspondence school located in New Jersey shall furnish such information and reports from time to time as the Commissioner of Education shall deem necessary and proper and in the manner ~~and on forms~~ prescribed by him. Failure to furnish any such information or report or to conform in every particular to standards prescribed for such private correspondence school shall be good and sufficient reason for the refusal of a Certificate of Approval for such private correspondence school or for the revocation of a Certificate of Approval previously granted.

#### 4. Organization and Nature of Correspondence Courses

Each course of instruction offered shall consist of:

- a. A preliminary lesson or set of instructions on "How to Study" by the home-study method, or adequate instruction on how to study each lesson assignment.
- b. Textual or lesson materials which are:
  - (1) Adequate in that they cover the subject as fully and as thoroughly as announced.
  - (2) Accurate in that they are well authenticated.
  - (3) Current in that they represent reliable modern information on the subject.
  - (4) Presented in a simple, clear, interesting, and logical manner so that the students can grasp the important points readily.
  - (5) Illustrated with photographs, cuts, and drawings which clarify the explanations and not simply adorn the text.
  - (6) Printed in such a manner as to contribute to ease of study.
- c. Instructional service on each lesson or unit assignment consisting of:
  - (1) A series of examination questions or problem assignments which thoroughly stress the important phases of the subject presented and which require a demonstration of the student's ability or skill in applying the information ~~secured~~ attained.
  - (2) An individualized correctional service pointing out the errors, directing the student to sources of correct information, as well as supplying additional explanations and supplementary instructional material when necessary.

- d. A definite system of encouragement and stimulation of students to provide:
  - (1) Regularly scheduled and thorough study of the lesson assignments.
  - (2) Reasonable regularity in sending written summaries and examinations to the school for correction, comment, and evaluation.

#### 5. ~~Instruction~~ Qualifications of Instructional Staff

Definition - A supervisor of correspondence instruction is a person responsible for grading the papers sent to the school by the students and for guiding the students in their study.

- a. Each approved correspondence school in New Jersey shall maintain an adequate and competent instructional staff.
- b. The individualized correctional service shall be in charge of a supervisor or supervisors of correspondence instruction who shall have as a minimum the following educational preparation and experience:
  - (1) A high school education and a combination of at least six years of higher education, teaching, and experience closely related to the subjects to be taught. This standard shall not operate to prevent the employment of competent assistants without these qualifications to grade papers under the direction of an approved supervisor of correspondence instruction.
  - (2) A knowledge of educational psychology and methods as those subjects apply to the courses to be taught.
- c. Each supervisor of correspondence instruction shall be endorsed by the Commissioner of Education. An approved correspondence school located in New Jersey may employ for a period of not to exceed sixty days a supervisor of correspondence instruction who has not yet attained endorsement by the Commissioner of Education. Any supervisor of correspondence instruction so employed shall attain endorsement by the Commissioner of Education for the particular assignments concerned within sixty days. In applying for endorsement of supervisors, correspondence schools shall ~~also~~ submit a form provided by the Commissioner of Education to show for ~~each supervisor concerned the following~~ data concerning each applicant for endorsement as follows:
  - (1) Educational background and attainments.
  - (2) Work experience related to the courses concerned.
  - (3) Three references who are qualified to judge the supervisor concerned.

#### 6. Financial Stability

Each correspondence school located in New Jersey shall annually demonstrate to the satisfaction of the Commissioner of Education that it has financial resources sufficient to carry out ~~its~~ <sup>its</sup> program of instruction as ~~submitted for approval~~ announced in the school's official publications.

7. The Official Bulletin or Catalog

Each correspondence school located in New Jersey shall from time to time issue a printed bulletin which shall clearly indicate that it is an institution offering courses by correspondence. Its statements shall set forth the obligations of both the school and the students. The bulletin shall show the following:

- a. The name and location of the school.
- b. The name of the executive head of the school.
- c. A description of the lessons and the courses offered. Upon approval of the Commissioner of Education, this standard may be met by publishing a description of the courses offered as a bulletin separate from the catalog.
- d. The fees and tuition charged.

A correspondence school may meet this standard by publishing separately its list of fees and charges provided an up-to-date list of such fees and charges is kept filed with the Commissioner of Education in Trenton, New Jersey.

- e. Requirements for graduation.
- f. The maximum time allowed for completing each course.

8. Financial Records

Each school shall maintain detailed financial records. These records shall be subject to inspection by the Commissioner of Education or his representative.

9. Responsibility for Agents and Field Representatives

Each school shall be accountable for the acts of its licensed agents and field representatives as these acts affect the rights of students or prospective students.

10. Bonding Agents

For the faithful performance of their financial responsibilities, each correspondence school in New Jersey shall require its field representatives and agents to be bonded in an amount approved by the Commissioner of Education.

11. Preliminary Sales Training

Each private correspondence school located in New Jersey shall give its sales representatives adequate preliminary training and exercise careful supervision to guard against any misrepresentation to prospective students and to prevent the enrollment of pupils who lack qualifications for probable success in completing the course concerned.

## 12. Nature of the School's Contract with Student

The Contract to be approved shall enumerate the following:

- a. The total cost to the student.
- b. The initial payment at the time of registration.
- c. The amounts of subsequent payments and a statement specifying when the payments are due.
- d. A list of the books, supplies, and equipment, ~~if any~~, to be furnished by the correspondence school.
- e. A list of the books, supplies, and equipment, ~~if any~~, which the student must purchase in addition to those provided by the correspondence school.
- f. All other charges, ~~if any~~, which the school may make such as fees for a diploma or for graduation.
- g. The terms of settlement for the student who decides to discontinue his enrollment and withdraw from the school. ~~These terms may be printed as a supplement and attached to the regular contract used in New Jersey.~~
- h. The terms of settlement for the student who is dropped by the school. ~~These terms may be printed as a supplement and attached to the regular contract used in New Jersey.~~
- i. The particulars concerning instruction during completion periods in shops, shops, or laboratories provided such instruction is offered.

## 13. Completion Periods in Shops, Schools, or Laboratories

Completion periods in shops, schools, or laboratories may be offered by correspondence schools located in New Jersey provided the shop, school, or laboratory concerned is approved by the Commissioner of Education as adequate for the courses offered. If a correspondence school located in New Jersey advertises as part of a course a completion period in a school, shop, or laboratory, then the contract shall specify:

- a. The basis for qualifying as a student for admission to the shop, laboratory, or school for the completion period concerned.
- b. The location of such shop or laboratory or school.
- c. The schedule of periods of instruction in such shop, laboratory, or school.
- d. The ~~number~~ number of days of instruction to which the qualified student is entitled.
- e. A description of the facilities in the shop, laboratory, or school concerned.
- f. The amount of additional tuition required, ~~if any~~, for attendance at the shop, laboratory, or school used for the completion period.

- g. The student's responsibility for paying the cost of transportation to and from the shop, laboratory, or school where the completion period is scheduled.
- h. The student's responsibility for paying the cost of room and board while in attendance during the completion period.
- i. A list of the books, supplies, and tools, ~~if any~~, which will be furnished by the school for use by the student while in attendance during the completion period and the rental cost, ~~if any~~, for the use of such books, tools, and supplies.
- j. A list of any additional tools, equipment, work clothing, books, or other items which must be purchased by the student for use during the completion period.

#### 14. Standards for Enrollment

Each correspondence school located in New Jersey shall either:

- a. Establish and print standards of educational achievement which students shall attain before enrolling for each course offered

or

- b. Begin each course with simple basic readings and illustrations which lead gradually to the more advanced lessons.

#### 15. Records

A summary of the student's educational achievement shall be recorded on a form planned for that purpose. These records shall be retained by the school for a period of at least 20 years.

#### 16. Avoiding Unfair Practices

Each correspondence school to which is awarded a New Jersey Certificate of Approval shall avoid the unfair trade practices enumerated in Trade Practice Rules for Private Home Study Schools approved by the Federal Trade Commission, November 2, 1936, and as amended ~~thereafter~~ **subsequent to that time.**

#### 17. Revoking a Certificate of Approval

The Certificate of Approval of a correspondence school located in New Jersey may be revoked if the Commissioner of Education after a hearing finds and determines:

- a. That the school concerned has violated the Trade Practice Rules for Private Home Study Schools approved by the Federal Trade Commission, November 2, 1936, or has violated any official amendments to these rules.
- b. That the school concerned has not maintained the ~~above~~ standards which are officially approved by the State Board of Education for New Jersey correspondence schools.

18. Amending These Regulations

The New Jersey State Board of Education reserves the right to amend these regulations from time to time and make the amendments effective after notices have been published for a reasonable time.

19. Renewing Certificates of Approval

Certificates of Approval of a correspondence school located in New Jersey shall be renewed annually upon the payment of a fee of \$25.00 provided the correspondence school concerned is complying with the current regulations of the State Board of Education.

F-799

STATE OF NEW JERSEY  
STATE DEPARTMENT OF EDUCATION  
TRENTON, NEW JERSEY

STANDARDS FOR GRADUATE INSTRUCTION  
IN  
NEW JERSEY COLLEGES AND UNIVERSITIES

APPROVED BY STATE BOARD OF EDUCATION  
ON  
MAY 14, 1954

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STANDARDS FOR GRADUATE INSTRUCTION  
IN  
NEW JERSEY COLLEGES AND UNIVERSITIES

All New Jersey colleges and universities which were not conferring degrees prior to March 17, 1891 are required by law to obtain approval of the State Board of Education for conferring such degrees.

New Jersey colleges and universities which desire to secure approval to offer graduate instruction and confer Masters' degrees shall apply for the authorization of the New Jersey State Board of Education by making application with attached documentation on forms to be prescribed by the Commissioner of Education to show that the Standards herein have been attained. The application and documents will be reviewed by an official committee selected by the Commissioner of Education. This reviewing committee will visit the institution and appraise its resources for graduate instruction on the basis of the Standards herein enumerated. The expenses of this committee will be paid by the institution being appraised in terms of the Standards.

Authorization to confer specific Masters' degrees will be granted for a term of three years on the basis of the demonstrated ability of the institution to meet the Standards for Graduate Instruction, and the recommendation of the Commissioner of Education. Re-evaluations under these Standards will be made at the end of the term of authorization by the Commissioner of Education or his representatives.

Authorization to confer specific Masters' degrees will be for specified curriculums approved by the Commissioner of Education. Modifications of such approved curriculums, based upon the Standards, if requested in writing, may be made during the term of authorization provided that they are approved in advance by the Commissioner of Education.

Applications for authorization to confer specific Masters' degrees for specified curriculums shall be filed through the office of the Assistant Commissioner for Higher Education, 175 West State Street, Trenton 8, New Jersey.

The graduate programs of instruction in colleges and universities already approved to confer Masters' degrees under authority of the State Board of Education will be reviewed periodically.

Institutional Resources

1. Evidence shall be presented on forms prescribed by the Commissioner of Education to show that the financial income and financial resources of the institution during the past several years have resulted or will result in the recruitment of a highly competent graduate faculty, the development of an excellent graduate library, the maintenance of superior laboratory facilities, and adequate facilities for graduate instruction and personnel services as shown by budgetary provisions.

The annual budget for the graduate school shall also be adequate for the maintenance and replacement of equipment, facilities, and faculty, as needed. Budgetary provisions must also be made for the annual replacement of obsolete equipment, and the purchase of new equipment.

2. Evidence shall be presented to show that there is a reasonable assurance that the financial income, in addition to tuition and fees, which is anticipated by the institution will maintain a high quality undergraduate program and the proposed program of graduate instruction. The cost of graduate instruction can rarely be met from tuition income. The institution which desires to confer any Master's degree will be expected to show that a substantial portion

of the estimated cost of graduate instruction will come from sources other than tuition.

3. Each institution which is approved under these Standards shall have the necessary special facilities and equipment for advanced work. This shall include adequate space, needed conference rooms and appropriate visual and auditory equipment.

#### Library

4. Evidence shall be presented to show that the institution has, or will provide:
  - a. A basic collection of books in each field in which graduate instruction is to be given. The collection should provide for institutional circulation, graduate use, and service in the off-campus centers where graduate level extension courses will be given. The collection shall include the recent editions of studies by recognized authorities in each graduate field in which instruction is offered.
  - b. Ready access to the principal journals in each field of specialization, with back numbers for a minimum of fifteen years, if obtainable. Photostats of journals or parts of journals may be accepted in lieu of the actual publication. Where applicable, foreign journals also shall be included.
  - c. The basic monographs in each field of graduate study as recommended by the departments concerned.
  - d. Reasonably up-to-date and adequate encyclopedic or reference publications, and the leading periodical indexes and comprehensive bibliographic works.
  - e. Ample room for library study as related to actual and contemplated enrollments.
  - f. Ready access to publications on microfilm; a microfilm reader and micro-photo-duplication services, where needed, should be available.
  - g. A library administered by a librarian and staff with demonstrated competence for graduate school library services. In evaluating the library, all official records and the services of the library will be reviewed.
  - h. Arrangements for inter-loan services with other libraries, where needed.
  - i. A carefully developed program to determine the ability of graduate students to use the library effectively, and the provision where needed for cooperative instruction in the use of the library on the graduate level for such students by the library and the departments concerned.
  - j. Adequate library hours at times appropriate to the needs of graduate students and faculty.

### Laboratories

5. Evidence shall be presented to show that the institution has provided or will provide the following for its laboratories:
  - a. A variety of specialized equipment needed in the graduate program, and available in sufficient supply for the use of graduate students and faculty.
  - b. Qualified personnel who will supervise the purchase, maintenance, and replacement of laboratory equipment and facilities in the various fields in which graduate laboratory instruction is offered.

### The Faculty

6. An organization composed of representatives of the faculty and administration shall be responsible for planning and guiding the graduate program.
7. Each faculty member assigned to teach a graduate course shall give evidence of scholarship in the field of his teaching. This evidence may be through the completion of requirements for advanced degrees, or by related research, writing or broad experience in his field. A Master's degree in the field in which the faculty member is teaching graduate courses should be a minimum requirement and a Doctor's degree is highly desirable.
8. Only experienced teachers who have demonstrated excellence in classroom instruction shall be placed in charge of the planning of graduate courses. This does not exclude the assignment of specialists or guest lecturers to instruct on the graduate level, or to assist with laboratory projects.
9. The institution shall present evidence to show that its full-time graduate faculty teaches substantially more than half of the graduate courses. Part-time graduate faculty members with high qualifications may be assigned to teach courses for which they have demonstrated special competence.
10. Graduate school instructors must be allowed adequate time for instruction, conferences, direction of research, review of theses, and related reading and study as a part of their regular responsibilities. In general, assignment of graduate instruction for additional compensation to those who already are carrying a standard load is not an approved practice. The reviewing committee will study all graduate faculty assignments to determine their effects on the graduate program and the quality of instruction.
11. Scholarly research and writing for professional publications is desirable for those assigned to teach graduate courses. Evidence in this regard will be evaluated by the reviewing committee.

### The Program

12. Each program of graduate instruction shall be carefully integrated into an over-all pattern of sequential courses to meet individual needs and interests. Each program shall differentiate the basic, specialization and elective courses. A substantial proportion of each program should provide for concentration in a field of specialization. The college or university which offers graduate instruction shall publish a separate graduate bulletin or catalog including adequate information concerning admission requirements, tuition, fees, programs of study, degree requirements, course descriptions, and other pertinent information.

13. Advanced graduate courses designed to broaden the student's knowledge, to train him in collecting, summarizing, evaluating and interpreting data are fundamental. At least seventy-five percent of all courses offered should be open only to graduate students. In this group of courses, there should be seminars based upon both broad and intensive reading, individual research and critical group thinking. Desirable prerequisite undergraduate courses or graduate courses needed for background should be required without credit.
14. In general, the completion of a written thesis based upon the established standards of the institution should be satisfactorily completed by most candidates for Masters' degrees. With the prior consent of the department head and advisor, a creative project, a field study or an additional seminar for 6 or more semester hour credits may be accepted in lieu of the thesis requirement.
15. Planned study in two or more graduate schools may be permissible for some students. The institution conferring the Master's degree, however, should not accept by transfer more than twenty-five percent of the program required for the degree.
16. Under no circumstances should any credit be given for correspondence courses to apply toward a Master's degree.
17. If provision is made for completing graduate courses at off-campus centers, or in extension, these courses must meet the specifications above. The library and laboratory facilities shall be adequate to develop and maintain high standards. Short-term courses or workshops should not, other than in individual cases, with the prior approval of the candidate's department head and advisor, be accepted for graduate credit.
18. Attainment of a Master's degree must involve the candidate in at least one full academic year or the equivalent of study and instruction. Opportunity for part-time study may be made available if part-time students who are engaged in full-time employment are only permitted to carry programs commensurate with their available time to attend regularly scheduled classes, to do all required reading and writing, and to meet all other academic standards of the graduate school.
19. A written comprehensive examination of the candidate's knowledge and understandings in his field of specialization is a necessary prerequisite to the conferral of the Master's degree. This examination should cover thoroughly the field of specialization and not just the graduate courses completed by the student. It should be retained for a period of years by the institution, with the student's written answers, as a part of the official, permanent record of each graduate student, and should be available for the evaluation of the reviewing committee.

#### Students

20. Only those students who have completed the requirements for a Bachelor's degree with an undergraduate major in the field of proposed graduate study or in a closely related field from a nationally accredited institution, or who have satisfactorily passed a standard graduate examination, may be matriculated for a Master's degree. This does not preclude a limited graduate program for above average undergraduate seniors whose part-time undergraduate program is such that they may carry one or two graduate courses in their fields of specialization, with or without graduate credit, as determined by the policies of the institution while completing other requirements for the undergraduate degree.

21. Only students of talent, character, and capacity for scholarship should be admitted to graduate courses. Admission should be limited to those who have attained one or more of the following:
  - a. An above average scholarship rating during the last two years of their undergraduate study, or
  - b. A reputation among their professional associates as a practitioner of high merit, or
  - c. A high score on a qualifying test such as the Graduate Record Examination or the National Teachers Examination.

Any exception must be fully justified to the satisfaction of the reviewing committee.

22. Auditors in graduate courses are not considered conducive to high quality attainment on the part of graduate students working for degrees. The admission of auditors to graduate courses should be limited to those approved in advance by the department head and the instructor.

STATE DEPARTMENT OF EDUCATION  
DIVISION OF HIGHER EDUCATION  
Trenton 8, New Jersey

~~CONFIDENTIAL~~ STANDARDS FOR APPROVING NEW JERSEY SCHOOLS OF BUSINESS

New Jersey Schools of Business, at their request, may be appraised by the Division of Higher Education. Those schools which are maintaining the following standards will be approved for enrollment of veterans. Approved schools are certified to the Veterans Administration.

Part I Curriculum

1. Definitions
  - a. Subject - A branch of learning such as literature, science, bookkeeping, etc.
  - b. Course - A unit of a subject organized for instructional and administrative purposes. Examples: elementary bookkeeping, principles of bookkeeping, cost accounting, beginning shorthand, English for business, etc.
  - c. Curriculum - A group of courses organized as the required basis for attaining a certificate or diploma. Examples: stenographic curriculum, secretarial curriculum, accounting curriculum, etc.
2. The curriculum shall be organized in accord with sound educational principles.
3. The courses of the curriculum shall be sequential in nature insofar as practical.
4. Courses to be offered in each curriculum shall be described. This description shall consist of a few sentences which shall explain the nature and extent of the course requirements.
5. The curriculums shall be consistent with the number of students enrolled, financial support, available personnel, and facilities for instruction.
6. In organizing courses and curriculums each should be assigned a number. The maximum number of clock hours of class instruction required for completing each course should be designated. The grouping of courses into curriculums should be listed with the total number of clock hours scheduled for completing each curriculum offered.

Note: Business school officials may secure a memorandum on business school organization by writing to the Division of Higher Education, 175 West State Street, Trenton, New Jersey. This memorandum includes the recommendations of a committee representing the New Jersey Association of Schools of Business. It lists illustrative curriculum and recommended maximum clock hours of instruction to be offered in any one subject matter field.

## Part II Faculty

### 1. Teachers employed before September 1, 1946.

A teacher who was regularly employed in any New Jersey School of Business on September 1, 1946, is approved for that school. Such a teacher, if employed in another school, will be classified as a "new teacher" and should meet the standards specified for a "new teacher."

### 2. Qualifications of new teachers.

A "new teacher" is one who has been employed in a New Jersey School of Business subsequent to September 1, 1946. A "new teacher" shall have the qualifications listed below in either section a or b.

#### Section a

- (1) Completion of a four years' curriculum in an accredited college with specialized training in the subjects to be taught.

and

- (2) Completion of a minimum of six semester points in professional education courses for teachers of business with at least one course in methods.

or

#### Section b

- (1) Completion of a minimum of one year of post-high school training in either an accredited college or an approved school of business with specialized training in the subjects to be taught.

and

- (2) Completion of a minimum of three years of experience in business closely related to the subjects to be taught.

and

- (3) Completion of a minimum of six semester points in professional education for teachers of business with at least one course in methods.

### 3. Probationary Teachers

Individuals who are qualified with the exception of the six semester points in business education including a course in methods may be employed as probationary teachers for not to exceed twelve months provided they agree to complete at an

accredited college or university the necessary business education courses within a year from the date of employment. These courses may be completed in evening, extension, or summer session classes, or by correspondence study. When the necessary business education courses have been completed satisfactorily, the probationary teacher may be employed as a regular teacher.

4. Filing Certified Evidence of Teachers Qualifications

Certified evidence of the qualifications of each teacher employed since September 1, 1946, should be filed with the State Division of Higher Education.

5. Maximum Teaching Load

The class teaching load of both day and evening assignments of any full-time teacher should not exceed thirty-two clock hours per week.

Part III Administration

1. The admission and retention of students shall be governed by the following:

a. The following may be admitted and classified as diploma students:

(1) graduates from grade 12 of accredited high schools.

or

(2) those who hold the New Jersey High School Equivalent Certificate or a Certificate of equal rank from another state.

or

(3) those veterans who present evidence that an advisement and guidance officer of the Veterans Administration recommends enrollment in the school and the curriculum concerned.

b. Applicants who cannot qualify under the above paragraph may be admitted as special students on probation provided they have attained exemption from compulsory school attendance laws. The probationary period may not exceed two months for full-time students and four months for part-time students. A probationary student before the end of two months in day school or four months in night school shall pass satisfactorily standard tests in reading, English usage, and arithmetic. A probationary student who passes the standard tests satisfactorily may be reclassified as a diploma student. A probationary student who does not pass the standard tests with satisfactory scores within the time limits specified shall be dropped from the school.

- c. The number of probationary students shall at no time be greater than ten per cent of the number of students on roll in the school concerned. Non-high school graduates enrolled for summer sessions need not be counted as probationary students provided they are planning to reenter high school at the beginning of the fall semester.
  - d. Standard tests taken by non-graduates of high school shall be retained and, on request, made available to the Commissioner of Education or his representative.
  - e. An up-to-date list of all special students on probation shall be kept and made available to the Commissioner of Education or his representative on request.
2. The recommended minimum length of recitation periods is forty minutes for all major subjects.
  3. On the average, there should be at least one full-time instructor for every thirty day students in attendance in the school. Administrative officers may not be counted as full-time teachers.
  4. A school year shall be a minimum of thirty-two weeks.
  5. Each school of business shall maintain adequate records which show:
    - a. Subjects completed and grades attained in the high school previously attended.
    - b. Attendance at the school of business.
    - c. Subjects completed and grades attained in the school of business.
    - d. Examination scores for each non-high school graduate admitted.

#### Part IV Building and Equipment

1. Each school of business shall comply with State and city building requirements with respect to fire hazards, hygiene, floor space, ventilation, heat, and light.
2. The equipment should meet the following requirements:
  - a. A minimum of one typewriter to every three day school students of typewriting.
  - b. Other office machines and equipment to meet the requirements of the courses offered.

#### Part V Ethics

1. Scholarships may not be issued as a means for reducing tuition rates. Scholarships may be issued only if

- 5 -

actual endowments or gift funds are available for that purpose. This standard shall not be interpreted to prevent the exemption of a limited number of worthy students from the payment of their entire tuition provided such students are in financial need.

2. No school of business may make any statement or promise, either oral or written, with reference to guaranteeing positions.
3. Each school of business shall conduct its affairs in accord with the best interests of its students and the public at large.
4. Each school of business shall maintain a satisfactory reputation for ethical relations.
5. Each school shall publish its schedule of tuition and methods of payment in its catalog or rate sheet and shall not deviate from such published rates until a new schedule of tuition is adopted and published.

Officials of Schools of Business who believe that their schools meet the standards listed above are invited to apply for appraisal. Schools approved are reappraised annually.

STATE DEPARTMENT OF EDUCATION  
DIVISION OF HIGHER EDUCATION  
Trenton 8, New Jersey

NEW JERSEY'S STANDARDS FOR BIBLE INSTITUTES

In order to secure approval to participate in the educational program for veterans under Federal Public Law 550 (1952), Bible Institutes shall meet the following standards:

1. Organization

The institution shall be incorporated as one not for pecuniary profit under the laws of the State of New Jersey. Such an institution shall be governed by a board of trustees responsible according to the articles of incorporation for the approval of institutional policies and the managing and ownership of institutional property.

2. Financial resources

Before approval, the institution must present evidence of financial stability. Ordinarily, this requirement can be satisfied by evidence that (1) employees are receiving incomes adequate for meeting moderate living expenses, (2) that the institution has a substantial equity in the property used or a long term lease under conditions which can be reasonably fulfilled, and (3) that financial accounting and property inventories are in accord with sound business procedures.

3. Physical equipment

Buildings and grounds must be adequate to provide for the program advertised in the catalog and bulletins of the institution. Safety hazards shall have been eliminated. Sanitary conditions shall prevail.

4. The faculty

It must have a faculty of competent instructors under the direction of an administrative officer who devotes full time to the instructional program of the institution. Members of the teaching staff shall have qualifications equivalent to those required for ordination in one of the denominations represented in the institution or hold a bachelor's degree based on a four years' curriculum from an accredited college.

5. Academic qualification of students

No one shall be matriculated as a candidate for the diploma of graduation (not a degree) who has not previously graduated from the 12th grade of an approved high school or demonstrated equivalent educational attainment by having completed the requirements for the Academic Qualifying Certificate issued by the New Jersey Department of Education.

This standard shall not operate to prevent the enrollment of a limited number of non-high school graduates who wish to complete courses without satisfying requirements for matriculation and graduation.

6. Curriculum

The curriculum or curriculums shall be organized on a combination professional and general culture basis. Courses in literature, psychology, philosophy, science,



11. Records

Permanent records of the scholastic achievement, personality characteristics, and religious work experience of each student shall be maintained at the institute. These records will be retained in a fireproof container except when being used by the officials and faculty members of the institute. These records shall be available for inspection by the New Jersey Commissioner of Education or his official representatives.



~~XXXXXX~~

STATE DEPARTMENT OF EDUCATION  
Trenton, New Jersey

Insurance Curriculumms

REQUIREMENTS FOR ESTABLISHING ELIGIBILITY BY  
DISABLED OR WOUNDED VETERANS TO PARTICIPATE IN THE  
BENEFITS PROVIDED BY NEW JERSEY REVISED STATUTES 17:22-6, AS AMENDED

CHAPTER 294, P. L. 1952

An Act concerning insurance brokers', agents', and solicitors' licenses, and amending Section 17:22-6 of the Revised Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. Section 17:22-6 of the Revised Statutes is amended to read as follows:

A citizen of this State who has served in the military or naval forces of the United States in any war, has been honorably discharged, and who having been wounded or disabled in line of duty has completed any of the vocational courses in a college or school prescribed by the Federal Government or approved by the Department of Education of the State of New Jersey qualifying him to operate as an insurance broker, insurance agent or insurance solicitor, may, upon presentation of a certificate certifying that he has completed such a vocational course qualifying him as aforesaid, obtain from the Commissioner, without cost, a license to operate as an insurance broker, insurance agent or insurance solicitor, which license shall be the same as other licenses issued under this subtitle.

2. This act shall take effect immediately.

Approved May 24, 1952.

APPROVED COURSES

The educational programs approved by the Department of Education of the State of New Jersey for disabled or wounded veterans who wish to qualify under the above statute are as follows:

SECTION A

Courses required for those who are applying for a license to serve as an agent of accident, health, or life insurance companies:

<u>Course Titles</u>	<u>Credit in Semester Points</u>	<u>Clock Hours</u>
1. General principles of insurance	2	30
2. Health and accident insurance	2	30
3. Insurance laws and responsibilities for agents, brokers, and solicitors	1	15
4. Life insurance	3	45
TOTAL	8	120



State of New Jersey  
Department of Education  
Vocational Division  
Trenton 8

FOREWORD

The provisions of the State Plan for Vocational Education, adopted by the State Board for Vocational Education in July 1947, expire on June 30, 1952.

Dr. McGrath, U. S. Commissioner of Education has suggested that State Boards for Vocational Education request the continuation of the present plans with any amendments necessary to provide programs to meet occupational changes. It is necessary, therefore, to take action requesting the approval of the present State Plan for Vocational Education with the attached amendments.

The proposed amendments do not create any new positions and they do not involve any additional expenditures of State or federal funds. The amendments, if approved, will legalize what is being done to meet conditions which have changed since 1947.

John A. McCarthy  
Assistant Commissioner of Education

May 20, 1952

8. State Supervision of Finance and Statistics.

A State supervisor will be designated to be responsible for the supervision of finance and statistics necessary to maintain an effective program.

a. Special duties:

1. Cooperate with local boards of education in preparing budgets for all fields of vocational education included in the State Plan.
2. Review budgets prepared by local boards of education and prepare recommendations to be submitted to the State Director of Vocational Education for the approval of budgets.
3. Distribute financial and statistical report forms to local school districts and cooperate with these districts in the preparation of such reports.
4. Review reports of applications submitted by local school districts for reimbursement of Federal funds for vocational education.
5. Review the distribution of State funds for vocational education to local school districts.
6. Check applications for reimbursement for Federal funds with budget applications and make necessary records of reimbursements checked against the purposes for which expended.
7. Prepare annual statistical report for the State Director to be transmitted to the U. S. Commissioner of Education.
8. Prepare annual financial report for the State Director to be transmitted to the U. S. Commissioner of Education.
9. Prepare recommendations to the State Director of Vocational Education for payment of Federal funds for vocational education to local school districts.
10. Make periodic inspection of records in local districts to determine the supporting evidence of expenditures for which Federal funds are requested as reimbursement.
11. Carry out research on financial and statistical reports to determine costs of administration, supervision and operation.
12. Maintain correspondence with local school districts and prepare narrative and financial summaries to the State Director.

b. Qualifications of the State Supervisor.

1. Education

General - High School graduation with a major in Business Education.

Technical and Professional - Completion of courses on a post-high school level in general and cost accounting in an approved school or institute majoring in these fields.

2. Experience - Not less than five years of experience in cost accounting and/or office management in industry or commerce and at least two years of experience in a state, county, or local school district dealing with the financial and statistical accounting in the use of Federal funds.

Page 117 - Insert after end of paragraph (6) "Methods of Instruction" the following:

Part-time apprentice classes

The State Board for Vocational Education will maintain, within the Vocational Division, a program for the approval of apprentice training in the trade and industrial fields. The approval procedures will involve:

- (1) An application form which will be prepared in duplicate by the employer giving the following information:
  - (a) Name and address of employer or firm
  - (b) Nature of business
  - (c) Number of employees
  - (d) Classification of employees by trades
  - (e) Ratio of apprentices to skilled mechanics in each apprenticeable trade which will have an organized apprentice program.
  - (f) A job breakdown for each program of apprentice training to be conducted by the employer. The job breakdown will be arranged in learning progression order and will cover the entire period of apprenticeship.
  - (g) A wage scale for each field of apprentice training to be conducted. This wage scale will be arranged in progressive steps and covering the entire period of apprenticeship.
  - (h) A statement signed by the authorized bargaining agency, if any, agreeing to the program of apprentice training.
  - (i) The signature of the employer agreeing to the terms of apprenticeship and also agreeing to conduct the apprentice training in full conformity with state and federal laws and regulations.
- (2) An agreement or indenture to be signed by each apprentice and the employer or representative of the employer or in some instances by a labor organization, in which the apprentice and the employer will assume the responsibility to carry out the terms of the agreement. The agreement will be made on a form prepared by the State Department of Education and will include:
  - (a) The name and address of the apprentice
  - (b) The apprenticeable trade in which the apprentice will be enrolled.
  - (c) A job breakdown for the specific apprenticeable trade, which breakdown will be arranged in learning difficulty order and will cover the entire period of the apprenticeship.

- (d) A wage scale for the specific apprenticeable trade arranged in progressive steps covering the entire period of apprenticeship.
  - (e) Provisions for related instruction for a minimum of 144 hours per year for each year of apprenticeship.
- (3) Each application for apprentice training will be investigated by a member of the staff of the Vocational Division or by the local coordinator of apprentice training to determine the fitness of the employer to provide apprentice training and the facilities available for carrying out the progressive job steps.
  - (4) If and when the employer gives evidence of ability to maintain the standards of apprentice training as outlined in this plan, a certificate of approval will be issued to the employer through the Vocational Division, New Jersey Department of Education and the apprentice will be registered and given an identification card which will include the registration number assigned to him.
  - (5) Members of the staff of the Vocational Division, and or, local coordinators of apprentice training will periodically inspect the approved programs and advise employers and apprentices regarding the progress of the apprentice development. Periodic reports will be filed in the Vocational Division recording the progress of each apprentice.
  - (6) Upon the completion of the program agreed upon by each employer and apprentice, the employer will request the formal recognition of completion and the Commissioner of Education will issue to the apprentice an official statement of such completion.

Page 116 - b. Trade Preparatory Part-time Schools and Classes. Change to read: These programs will include occupational preparatory part-time classes and cooperative part-time classes. Only employed persons will be enrolled in these programs. (Delete on page 116 - Occupational preparatory part-time schools and classes and the entire section following on page 116 and the sections (2) to (6) inclusive on page 117.)

Page 128 - c. Plan C.

Delete statement: "There are no provisions for this program at present."

Insert the following:

Type C programs will be organized to render service to out-of-school youth and adults who are unemployed, temporarily employed, or employed in an occupation other than the one they wish or intend to follow. These courses will be developed to prepare for entrance into occupations. An occupation will be regarded as a recognized subdivision of a skilled trade. The type C programs will not be used for pre-employment for a skilled trade.

(1) Hours per week - weeks per year.

These courses will be given at a time and place to meet the needs and convenience of the trainees. In no instance will the length of training exceed 200 hours. Courses will be discontinued when they have served the purpose for which they were organized. New courses will be organized when new needs develop.

(2) Character and content of course of study.

Courses of study will be outlined to meet specific needs and the courses will be filed with the Vocational Division New Jersey Department of Education. Occupational proficiency will be emphasized. The course will include necessary related subjects as well as subjects that will contribute to social and civic competency.

(3) Qualifications of instructors.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

(4) Age of pupils.

The minimum age of pupils will be 16 years. Only those will be admitted to these classes who can be legally employed at the time the training has been completed.

(5) Required or minimum plant and equipment.

The State Board of Education will require local boards of education to provide the plant and equipment to permit the accomplishment of the objectives.

(6) Methods of instruction.

Methods of instruction will be used that meet the objective of occupational preparatory classes. Generally, individual instruction methods will be used, however, in some instances conference methods or demonstration and illustration methods will be used.

STATE OF NEW JERSEY  
STATE BOARD OF EDUCATION  
TRENTON

STATE OF NEW JERSEY, ss.

TO....., Greeting:

We command you, that laying aside all and singular business  
and excuses you personally be and appear before.....

Assistant Commissioner of Education of the State of New Jersey, at

..... New Jersey, on..... the.....

day of....., nineteen hundred and.....

at.....o'clock in the..... to testify all

and singular what you know in a certain cause now pending before the  
Commissioner of Education, for the State of New Jersey, wherein.....

.....is appellat and.....

is respondent; and also that you bring with you, and produce at the same  
time and place, certain.....

.....

together with all other documents, books of accounts, letters and paper  
writings whatsoever that can or may afford any information or evidence in  
said cause, and this you shall in no wise omit.

Witness, the State Board of Education of the State of New Jersey  
at Trenton, New Jersey, this.....day of.....  
nineteen hundred and.....

President, State Board of Education

Attest:

Secretary, State Board of Education

.....,  
Appellant, :  
: vs. :  
The Board of Education of the : PETITION OF APPEAL  
: of .....  
Respondent. :

To the Commissioner of Education of the State of New Jersey:

The appellant, ..... of the ..... of  
..... in the County of ..... and State of New  
Jersey, says:

1. That ..... (Grounds of Complaint)
2. That ..... " " "
3. That ..... " " "
- ETC.
4. Appellant therefore prays that an order be issued by the  
Commissioner of Education, etc. etc.

STATE OF NEW JERSEY )  
COUNTY OF ..... ) ss

....., being duly sworn on his oath says that he is the  
appellant in the above entitled cause and that the statements contained in  
the above petition of appeal are true to the best of his knowledge and belief.

.....

Sworn and subscribed before  
me this ..... day of ....., 19.....

.....  
(Signature of official taking oath)

STATE OF NEW JERSEY )  
COUNTY OF ..... ) ss

....., of full age, being duly sworn on his oath says:  
That on ..... the ..... day of ....., 19....., he served on  
..... the (District Clerk, President or other official  
representative) of the Board of Education of the ..... of .....,  
New Jersey, a true copy of the annexed petition of appeal by delivering the  
said copy of said petition of appeal personally to the said .....

.....

Sworn and subscribed before me this  
..... day of ....., 19....

.....  
(Signature of official taking oath)

(The above form is not to be filled in by a petitioner, but indicates the type of  
petition approved by the Department of Public Instruction)

RULES GOVERNING APPEALS TO THE STATE BOARD OF EDUCATION

211. An appeal to the the State Board of Education in a controversy arising under the School Laws must be taken within thirty (30) days after the Commissioner of Education has filed his decision in said controversy. It shall be taken by filing with the Commissioner and serving by registered mail or personally upon the adverse party or his attorney a notice identifying the decision and stating that an appeal is taken to the State Board of Education from it, or from such part of it as may be specified. Proof of service shall be filed promptly with the Commissioner.

212. In every controversy in which the decision of the Commissioner of Education has been appealed to the State Board, he shall certify the record to the Board within twenty (20) days after the filing of the notice of appeal, and remit the record, so certified, together with the notice of appeal and affidavit of service thereof with two extra copies of his decision to the Chairman of the Law Committee of the Board. That Committee shall consider all such appeals and report and recommend its conclusions thereon to the Board, which shall thereupon decide each appeal by resolution in open meeting.

213. Within twenty (20) days after the appeal has been taken, the appellant shall file with the Secretary of the State Board of Education six (6) copies of the points upon which he relies, which shall contain accurate references to the evidence and authorities, if any, in support of said points, and shall serve upon the respondent or his counsel one copy thereof. Within ten (10) days thereafter, the respondent shall file six (6) copies of his answering points and references to the evidence and authorities with the Secretary of the Board and shall serve one copy thereof upon the appellant or his counsel. The Secretary of the Board shall forthwith transmit the copies of points so filed, but not as part of the record, to the Chairman of the Law Committee, who shall thereafter fix a time and place for the hearing of the appeal, if either party, by notice filed with and prefixed to his points, shall request an oral hearing. Further memoranda or briefs may be received by the Law Committee at its discretion at or subsequent to the hearing.

214. All notices of hearing shall be sent by the Chairman of the Law Committee by mail, addressed to the counsel who have appeared for the parties in the proceeding, or, in the absence of such appearance, to the parties in person at their last known residences. Where one of the parties is a board of education the notice shall be addressed to its secretary or the district clerk. All notices of hearings shall specify the time and place of the session of the Law Committee at which the appeal will be heard.