

# ***Annual Report*** **1963 - 1964**



**The State Board of Education  
and the  
Commissioner of Education  
to the  
Legislature of the State of New Jersey**

(Pursuant to NJSA 18:2-10 and 18:3-11)



**THE ANNUAL REPORT**

of the

**State Board of Education**

and the

**Commissioner of Education**

for the

**School Year of 1963-1964**

**Is Respectfully Submitted**

to the

**Legislature of the State of New Jersey**

**FREDERICK M. RAUBINGER**  
*Commissioner of Education*

**STATE BOARD OF EDUCATION**

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**FREDERICK M. RAUBINGER**

Commissioner of Education

*Clerk of State Board, MRS. OLGA M. THINES*

## FOREWORD

During 1963-64 the Department of Education moved forward to provide as fully as possible for the varied needs of New Jersey's students. Using available funds and the personnel of nine divisions and 21 county offices, the Department provided improved services for students of all ages—from the pre-kindergarten group to adults seeking education.

As the importance of education is realized by more and more people, the demands upon educators will increase greatly. It is becoming increasingly apparent education is an ongoing process—one which is not limited to certain age groups or held in traditional classroom settings.

The expanding role of education is indicated by the Department's participation in adult education and the Junior Five Project designed for pre-school age children. The Department worked not only on the regular areas of education, such as new college programs, curriculum development and school bus safety, but also on the beginnings of important new educational developments.

Studies of five counties were made by the Office of Two-Year Colleges to determine the need for county colleges. Preparation for implementation of the Vocational Act of 1963 was made and the field of technical education was vastly expanded; 15 counties are now offering or developing programs, a 400% increase over six years ago.

Whether it be exerting leadership in the vocational study group, backing a needed bond issue for higher education, or conducting research in the minimizing of school dropouts, the Department is striving to help schools improve so society can reap the benefits.

FREDERICK M. RAUBINGER,  
*Commissioner of Education.*

**DIVISION AND BUREAU HEADS**  
**CENTRAL OFFICE**  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**June 30, 1964**

**OFFICE OF THE COMMISSIONER**

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Joseph E. Clayton, *Deputy Commissioner*

Francis S. Pinkowski, *Acting Director, Bureau of Research and Publications*

Edward J. Vogelsong, *Director, Personnel and Administrative Services*

Hugh W. McLaughlin, *Education Editor*

George S. Allen, *Director, State Agency for Surplus Property*

George C. Henger, *Supervisor, Print Shop*

Thomas R. Young, *Chief, Data Processing Services*

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Cleve O. Westby, *Director, Bureau of Building Services*

Harold Y. Bills, *Director, Bureau of Business Services*

Orville G. Parrish, *Director, Bureau of Transportation Services*

**DIVISION OF CONTROVERSIES AND DISPUTES**

Eric Groezinger, *Assistant Commissioner*

**DIVISION OF CURRICULUM AND INSTRUCTION**

Robert S. Fleming, *Assistant Commissioner*

William H. Warner, *Director, Office of Secondary Education*

Anne S. Hoppock, *Director, Office of Elementary Education*

Boyd E. Nelson, *Director, Office of Special Education*

Robert R. Rowen, *Director, School Social Work*

James Jan-Tausch, *Director, Remedial Education*

J. Kirk Seaton, *Director, Psychological Services*

George C. Boone, *Director, Education of the Handicapped*

Everett L. Hebel, *Director, Office of Health, Safety and Physical Education*

William H. King, *Coordinator, Office of Audio-Visual Education*

Julia Weber Gordon, *Director, Office of Child and Youth Study*

**DIVISION OF HIGHER EDUCATION**

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Allan F. Rosebrock, *Director, Bureau of Teacher Education and Certification*

Donald L. Herdman, *Director for College Curriculums for Teacher Education*

Stephen Poliacik, *Director, Field Services for Higher Education*

Clyde E. Weinhold, *Director, Bureau of Adult Education and  
Academic Credentials*

Elizabeth L. Ehart, *Director, Office of State Scholarships and  
Student Loan Program*

Guy V. Ferrell, *Director of Community and Two-Year College Education*

Edward J. Bambach, *Director of Finance Planning*

Charles R. Kelley, *Director, Graduate and Professional Education*

**DIVISION OF VOCATIONAL EDUCATION**

Albert E. Jochen, *Assistant Commissioner*

Neal B. Perkins, *Assistant Director of Vocational Education*

Wilmot Oliver, *Director, Vocational Teacher Training*

Nicholas Frigiola, *Director, Technical Education*

Harry Reddig, *Director, A.R.A., Manpower Development,  
Apprentice and Extension Training*

Benjamin Shapiro, *Director, Curriculum Laboratory*

James E. Segear, *Director, Statistics, Finance and Research*

Carl Schaefer, *Director of Vocational-Technical Education,  
Rutgers, The State University*

**DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY**

Roger H. McDonough, *Director*

**DIVISION OF THE STATE MUSEUM**

Dr. Kenneth W. Prescott, *Director*

**NEW JERSEY SCHOOL FOR THE DEAF**

Charles M. Jochem, *Superintendent*

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## DIVISION OF ADMINISTRATION

The Division of Administration consists of the Office of the Deputy Commissioner of Education, the Personnel Office, the Office of the Education Editor, the Bureau of Research and Publications, the Data Processing Unit (IBM), the State Agency for Surplus Property, and the Print Shop.

The Deputy Commissioner is responsible for the internal administration of the Department, as well as the liaison with the Governor's Office, the Legislature, other State agencies, and the general public. In addition, he supervises the activities of the above-mentioned offices.

*Highlights* of the year's activities include the following:

1. Prepared for printing the January, 1964, edition of the *Rules and Regulations of the State Board of Education*. This booklet contains the rules adopted in 1955, as well as additions, revisions and amendments through January, 1964. In addition to the distribution of this newly printed booklet, copies of revisions, amendments and additions to the rules during the past school year were sent out.
2. Coordinated the work in the formation of the Committee to Study the the Needs of Vocational Education in New Jersey.
3. Assisted in the preparation and passage of major legislation pertaining to education. Examples are listed as follows:
  - a. Chapter 136, Laws of 1963, authorizes boards of education to accept and hold in trust gifts for the purpose of awarding scholarships to students for higher education in colleges, universities and graduate schools.
  - b. Chapter 164, Laws of 1963, revised the minimum salary schedule for teachers and other certified full-time professional employees of boards of education.
  - c. Chapter 187, Laws of 1963, permits local school districts to send children to privately operated, nonprofit, day classes in schools whose services are nonsectarian providing services for emotionally disturbed or socially maladjusted children if no suitable public school placement is available.
  - d. Chapter 69, Laws of 1964, permits counties or municipalities to contribute money, as well as property, for the establishment and operation of county colleges.
  - e. Chapter 73, Laws of 1964, amends and supplements the *school* bond law to make certain changes regarding the equalized valuation of taxable property and debt limitations.

- f. Chapter 106, Laws of 1964, permits boards of education of two or more school districts to become a regional school district, provided the same is approved at a special school election held in both districts.

Other major accomplishments of the Division are listed as follows:

1. Supervised internal and inter-divisional activities within the State Department of Education.
2. Served as liaison officer with State Legislature on matters dealing with education.
3. Prepared legislative memoranda and drafted bills as needed.
4. Prepared for printing the school law bulletin for the 1963 legislative session, as well as a synopsis of pertinent school legislation.
5. Assisted in the preparation of various reports including the Commissioner's Opening Bulletin to school districts, and other notices to boards of education.
6. Arranged for and/or conducted Department staff meetings, the meeting of superintendents of schools new to their positions, the meeting of all superintendents in the State, monthly meetings of county superintendents of schools, and meetings of related agencies working with the Department.
7. Prepared and distributed the list of the Department staff assignments.
8. Prepared and distributed the Department's General Master Calendar.
9. Collected information from various divisions concerning out-of-State travel, and compiled the list of the approved trips.
10. Collected information from the various divisions concerning the allocation of moneys from the Travel Advisory Committee Fund, and prepared lists of approved requests.
11. Operated mimeograph service for the divisions and bureaus of the Department.
12. Provided division personnel as speakers and consultants for professional and community groups throughout the State.
13. Developed policies and instructions in all areas of personnel administration for management approval and promulgating them in usable form.
14. Assisted supervisors in developing facts about new or changed positions; evaluated positions in accordance with class standards; contributed to analysis of organizational problems.
15. Ascertained and organized staff needs for recruitment purposes; worked with the Department of Civil Service in establishing qualifications for existing titles and new titles; maintained qualifications indicative of

- present employees; checked with other State agencies for candidates when necessary; referred candidates as vacancies occurred; processed appointments, promotions, and other actions, checked for adherence to law and regulations (a total of 2,368 CS-21 forms were processed in connection with the foregoing actions); interviewed and corresponded with all applicants and all employees interested in placement.
16. Analyzed, appraised and administered a pay plan in accordance with applicable laws, regulations and policies; where discretion was authorized, made wage and salary studies as a basis for setting up pay scales.
  17. Assisted division heads in the development of facts, duties and statements about new or changed positions; periodically evaluated positions in accordance with allocation standards and the position classification plan; interpreted the classification plan to Departmental personnel and studied the need for and recommended changes.
  18. Acted in liaison capacity with employee association and interpreted personnel policies and regulations; advised management on all administrative matters that affected human relations and morale; counselled with employees and supervisors on human relations problems; administered the Suggestion Awards Program and elicited employees' participation; established machinery for adjustment of grievances and umpiring its use; interpreted leave policy.
  19. Conducted exit interviews, advised on and processed retirements; advised administrators on disciplinary suspensions and removals. A total of 580 CS-22 forms were processed in connection with resignations, retirements, termination of temporary employment, etc.
  20. Kept employees informed of various rights and obligations pertaining to their public employment status.
  21. Maintained roster and files of pertinent personnel information on all employees of the Department; maintained statistical records and prepared reports on employee population, separations, absenteeism, sick leave, transfers, promotions, and other related data. Developed informational materials for supervisors and employees on the Department's personnel procedures, regulations and policies through handbooks, manuals and other media.
  22. Arranged for the Commissioner's annual tea and reception at Trenton State College in honor of those employees with 25 years of service or more and those who retired. This year, a total of 56 employees retired.
  23. Solicited the Department staff for various drives, such as the Delaware Valley United Fund, March of Dimes, Mental Health, Radio Free Europe, Heart Fund, and United States Savings Bonds.

24. Encouraged and assisted in carrying out a health education program for Department personnel; maintained liaison with the Claims' Bureau and supervisors of injured employees; prepared reports and maintained the necessary records of injury claims.
25. Prepared and distributed 97 news releases pertaining to the State Board of Education, the Department of Education, or related activities and statistics.
26. Wrote six Department *Newsletters*, and edited a total of 21 *Newsletters*, including issues of the *Secondary Bulletin*, *School Lunch and Nutrition Newsletters*, *The Exchange* and *The Compass*.
27. Wrote one and edited nine other articles for the "State Department Reports" section of the New Jersey Education Association *Review*.
28. Prepared 12 monthly reports of Department activities for the Governor's Office.
29. Edited the 1962-1963 Annual Report of the Department in preparation for printing.
30. Processed 294 printing requisitions for the Department.
31. Initiated the weekly Department Bulletin (DENOTES) on November 1, 1963, and published 29 subsequent issues.
32. Received, sorted and entered into scrapbooks more than 1,800 clippings regarding Department news releases and other news pertaining to the State Board of Education, the Commissioner of Education and the Department of Education.
33. Arranged two panels of Department personnel for the Rutgers' "Forum of the Air" broadcasts.
34. Completed routine research studies.
35. Revised the report of *Administrative Problems in New Jersey Public School Districts*.
36. Disseminated information to local school districts on the dropout study.
37. Devised procedures for gathering data from summer dropout questionnaire forms.
38. Report of certificated personnel (A7b) :
  - a. Coordinated with the Director of Teacher Certification in revising the certificate coding.
  - b. Coordinated with the Office of Secondary Education and Division of Vocational Education in revising and expanding the course and/or subject assignment codes.

- c. Revised report form A7b and punched cards to reduce number of items on the report and number of cards to be punched per person.
  - d. Prepared table shells for statistical information to be developed from the 1962-1963 A7b card deck.
  - e. County conferences were held in the following counties to discuss the first mechanized report of certificated personnel: Bergen, Camden, Essex, Gloucester, Hunterdon, Middlesex, and Union.
  - f. Rendered services in the development of the teacher placement form.
39. Surveyed several secondary schools to determine the nature of source documents used to capture input for the A and B reports.
  40. Conferred with the Division of Business and Finance on automation of school lunch and school buildings.
  41. Conferred with the Director of Business Services on development of a unified system of educational statistics (USES).
  42. Reviewed two additional pilot district attendance applications.
  43. Conducted a survey of State Department of Education research studies covering the period 1962-1964. The survey was conducted in cooperation with a U. S. Office of Education nation-wide survey.
  44. Developed a proposal for a Unified System of Educational Statistics (USES).
  45. Developed a chart to reflect the flow of certificated personnel information in a unified system of educational statistics.
  46. Developed recommendations for a centralized reports control system.
  47. Coordinated with the Division of Curriculum and Instruction in setting up a demonstration of the classroom computer teaching device known as Minivac.
  48. Compiled and summarized Department accomplishments and chronology of major events.
  49. Coordinated Title X Annual Report preparation and estimates for the ensuing year (National Defense Education Act).
  50. Collected data for and prepared the *New Jersey School Directory* for distribution.
  51. Participated in local and State-wide meetings in presenting and interpreting research findings.
  52. Worked closely with county offices and local districts in improving accuracy of data submitted.

53. Worked increasingly with other offices in improving questionnaires and reporting forms.
54. Processed registrations and grade reports for 14,000 students in the six State colleges.
55. Processed 16,000 applications for State scholarships.
56. Prepared reports on 14,000 dropouts.
57. Printed approximately 4,197,008 impressions.
58. Performed other functions in the Department print shop, such as the following:
  - a. Collated 1,404,585 printed sheets.
  - b. Exposed and developed 1,054 metal offset masters.
  - c. Completed 530 pages of typography.
59. Carried out selective program of securing properties (State Agency for Surplus Property) which would be economically repairable and usable in educational, health, and civil defense activities.
60. Submitted a total of 2,817 applications, and completed a total of 1,157 transactions in the final distribution to the activities involved above.

## **DIVISION OF BUSINESS AND FINANCE**

The Division of Business and Finance is responsible for the financial control of the Department of Education. It consists of a Bureau of Business Services, a Bureau of School Building Services and a Bureau of Pupil Transportation. Each bureau is headed by a Director, who is directly responsible to the Assistant Commissioner and through him to the Commissioner of Education.

Its major areas of responsibility and service to the Department and to the local school districts are as follows:

1. The General Control of Business and Financial Matters of the Department.
2. The Apportionment and Distribution of State Aid.
3. The Supervision and Continued Improvement of Business and Accounting Practices in Local School Districts.
4. The Planning, Construction, Financing and Operation of School Buildings and Other Educational Facilities.
5. The Coordination of the State-Wide Program of Pupil Transportation.

The major accomplishments of the Division of Business and Finance for the year 1963-1964 are presented by its three bureaus.

## **Bureau of Pupil Transportation**

Steady increase is being noted in the utilization of the service of this bureau in planning new transportation systems and evaluating older systems to effect savings both to the State and to the local school districts. Approximately 37 school districts were evaluated last year.

County Superintendents are now using the Bureau's personnel exclusively in transportation training programs for new school board members, administrators and board secretaries. A new "Application for State Financial Aid" was designed and printed for use in the school year 1964-65. The new form was conceived to increase the control checks now on all State Aid moneys reimbursed in the area of pupil transportation.

Workshops for school bus drivers were conducted through the school year with classes being conducted between 7:30 and 10:30 in the evening. Evening classes seem to be most popular with the drivers, attracting a much larger attendance than afternoon meetings did.

The staff compiled statistical data on 582 school districts which provided the necessary information for local boards of education to evaluate their transportation system in comparison with other systems of similar size and nature in the State. Information was not only disseminated and used by the local boards of education but has now reached the point of acknowledged value where outside agencies and states have requested duplicate copies.

Edited and printed a pamphlet on school bus safety which was distributed to every school in the State.

Published an annual report that analyzed all public school bus accidents in the State. New Jersey's system of prewarning lights continued the excellent safety record established last year. New Jersey, during the same period, showed a large overall increase in motor vehicle accidents.

Reviewed the financial state aid reports from all school districts and approved approximately \$11,500,000 of state aid moneys.

Instituted, with the approval of the county superintendents of schools and the State Board of Education, a new type of school bus which will be able to transport from 15% to 30% more pupils in school districts that transport both elementary and secondary pupils in the same vehicle. As the majority of school districts fall into this category, the new bus will effect substantial savings both to the State and to the local municipalities.

Maintained a series of checks and balances that established areas of economy in both district-owned and contract school bus operation. When a district's cost began to project beyond the so-called "green or economy area," personal visits were made to determine the cause, after which the district was surveyed for possible solutions to the problem.

An added feature of this bureau was the consultative service in all phases of pupil transportation. We have established close rapport with all county superintendents of schools, local superintendents of schools, boards of education, PTA. organizations and safety committees.

This bureau has maintained close personal relationship with the Public Utility Commission, Division of Motor Vehicles, New Jersey Safety Council and New Jersey State Police.

Continued to maintain files on all State Department of Education vehicles with the State Motor Pool. This required file records on all phases including miles traveled, individual logs, gas and oil consumption, cost per mile and garage locations.

This bureau is in the process of conducting research into the second area that has been noted for fatal accidents to school children. The area is located directly in front of the school bus where the hood of the vehicle obscures the student from the view of the driver. During the past school year, three students have been killed in New Jersey in this manner. The study includes experimentation in the use of cross-over mirrors, radar and sonic beams. It is our opinion that before another year elapses, we will have a solution to this problem.

## **Bureau of School Building Services**

### **Architectural Services**

There were 289 final plans approved in 1963-64 as compared with 266 the previous year. The number of preliminary plans approved increased from 137 to 190. There were 158 final and 146 preliminary inspections of schools under construction.

On September 11, 1963, the State Board of Education adopted a regulation requiring automatic fire detection equipment in all public schools by September, 1968.

Inspections of the roof of a school which collapsed and a school under construction revealed faulty welding of steel joists. As a result of our memorandum to all architects alerting them to the need for careful examination of this type of joist, the steel fabricating industry appears to be tightening up its quality controls.

### **Consultative Service on School Plant Planning**

The requests by boards of education for the help provided by the consultants on school plant planning continued to increase. During the year consultants made 260 trips to school districts, 77 for evening meetings. They held 435 conferences, attended 85 hearings on extension of credit,

reviewed 216 schematic plans (161 were revised), reviewed 229 preliminary plans (138 were revised), and prepared 27 special reports.

### **Contractor Classification**

Approximately 2,800 registered classifications were issued during the year to contractors intending to bid on public school construction, remodeling and repair work. To date more than 1,600 contractors have been classified on a semi-annual basis.

### **State Colleges Construction Program**

The year saw much of the construction financed by the Higher Education Bond Issue completed and placed in service. Projects included a gymnasium and library at Glassboro State College; a dormitory-food service building at Jersey City State College; a dormitory-food service building, a science building addition and the expansion of the heating plant at Montclair State College; additions to the gymnasium, the library and the fine and industrial arts building at Newark State College; a science and mathematics building, a food-service-dormitory building, an addition to the gymnasium, and industrial arts building and an addition to the heating plant at Trenton State College. Construction is proceeding on several projects at Newark, Montclair and Paterson State Colleges.

The Bureau has supervised the selection of equipment costing \$773,000.00 for the new college buildings. It has coordinated the planning of parking facilities and roads for the State colleges which will cost when completed about \$380,000. It also determined equipment requirements and arranged for its purchase for the Department of Education building at a cost of \$56,258.00 and is currently assisting the staffs of the State Library and the State Museum in the selection of equipment for the new Cultural Center.

The staff has taken an active part in the selection of sites and in planning facilities for several of the proposed county colleges.

The Bureau coordinated the planning of the upper school and a boys' dormitory for the State School for the Deaf.

## **Bureau of Business Services**

### **Bookkeeping and Accounting**

1. Prepared 26 annual budgets requesting the appropriation of \$172 million for the Department and assisted in the presentation of these budgets to the Budget Director.
2. Maintained the appropriation ledgers for the Central Office and college construction funds.
3. Maintained records and deposited miscellaneous revenues totaling \$107,165.00 for the Central Office to June 1, 1964.

## State Aid

1. Completed the audit of some 39,000 school registers submitted by local districts to establish basic enrollment data used in the determination of State Aid.
2. Computed estimates of \$96,258,917.00 in State Aid payable under the provisions of Chapter 85, P. L. 1954, for 1964-65 for State and school district budget purposes.
3. Recomputed the 1963-64 State Aid apportionments, Chapter 85, P. L. 1954, and directed payments of \$91,315,299.00 to some 578 school districts.
4. Withheld apportionments of Veterans' Liability for the Teachers' Pension and Annuity Fund and notified each district of the amount withheld.
5. Computed estimates of State Building Aid under the provisions of Chapters 8 and 9, P. L. 1956 and prepared schedule of available funds of \$17,159,264.00 for each school district for 1964-65.
6. Reviewed proposed capital budget of each school district to determine the amount and allocation of School Building Aid funds. Directed payments of \$16,261,843.78 to the school districts and transferred \$354,341.22 to the Capital Reserve Fund.
7. Maintained the Capital Reserve Fund accounts of \$2,016,212.58 for 91 school districts. Interest earned amounted to \$55,890.43 during the year. Twenty-five school districts withdrew \$557,845.67 from the Capital Reserve Fund account.
8. Reviewed matching funds of the school districts and directed State Aid payments of \$375,637.00 for Evening Vocational Schools and State Aid payments of \$59,756.06 for Evening Schools for Foreign-Born Residents.
9. Verified the computation of State Library Aid and directed payments of \$577,268.87 on pro rata basis of 204 municipalities which include 12 counties.
10. Received requests for Special State Aid, Chapter 85, P. L. 1961, from 27 school districts.
11. Directed payments of \$857,499.00 to local school districts for the Program of Emotionally and Socially Maladjusted Pupils.
12. Directed payments of \$29,680.00 to eight school districts for Special State Aid for Pupils Resident on State-Owned Property over 2% of average daily enrollment.

## **Federal Aid**

1. Supervised all financial transactions involving National School Lunch funds. There were 917 schools participating located in 358 school districts. Claims paid to April 1, 1964, total \$1,461,367.12.
2. Supervised all financial transactions involving National School Milk funds. There were 1,868 schools participating located in 519 school districts. Claims paid to April 1, 1964, total \$2,097,089.67.
3. Pursuant to an agreement with the United States Department of Agriculture, our auditors have conducted 37 complete lunch or milk audits to date.
4. In the areas where there has been an impact of population due to Federal activities, Federal assistance applications, under P. L. 874 and P. L. 815, were processed as follows:

a. *P. L. 874*

RSF-3 (1962-63) 177

RSF-1 (1963-64) 177

Approved Entitlements (funds used for current expense purposes) for the 1963-64 fiscal year, as of June 1, total \$6,299,715.00, representing 71% of the districts filing applications.

b. *P. L. 815*

As of June 1, the sum of \$923,000.00 has been reserved for building aid during the 1963-64 fiscal year. Additional applications are anticipated prior to the cut-off date of June 30.

5. During the 1963-64 fiscal year, funds paid to June 1, 1964, amounting to \$1,174,480.99 were distributed under the National Defense Education Act as follows:

Title III-319 claims amounting to \$736,675.38

Title V -216 claims amounting to \$437,805.61

Pursuant to our State Contract, auditors have conducted 535 complete audits to date.

## **Financial Accounting—Local School Districts**

1. Conducted a special investigation of the business practices of a local school district and made the necessary reports covering findings and recommendations.
2. Seventeen board secretaries made use of our staff, particularly the supervising auditors, for on-the-job instruction.

3. Conducted 12 inspections of accounts and business practices of local school districts and made necessary reports covering findings and recommendations.
4. Members of the staff attended four meetings of board secretaries to give group instruction on accounting problems relating particularly to the prescribed accounting system.
5. Reviewed and analyzed 596 audit reports of local school districts.
6. Members of the staff participated in the program of five state-wide conventions or meetings.
7. Staff members attended five local school district board meetings to assist them with problems concerning business practices.
8. Met with school business officials at two meetings of the accounting committee.
9. Attended two meetings sponsored by the United States Office of Education.
10. Members of the staff attended conference regarding NDEA financing and requirements.
11. Reviewed five machine accounting conversions on general accounting of local school districts.

### **Reports**

1. Prepared and published the Twelfth Annual Report of the Commissioner of Education on Comparative Financial Statistics of School Districts.
2. Prepared a study of educational statistics extracted from the A-3 reports.
3. Completed the audit of 290 high school cost reports.
4. Maintained bond record cards for each of the school bond issues approved by the Attorney General and acknowledged receipt of all canceled bonds filed with the Commissioner.

### **Extension of Credit**

1. Conducted 70 hearings for extension of credit involving proposed bond issues of \$78,670,000.00 to June 1, 1964. Eight additional hearings will be held during the month of June.
2. Maintained record of school bonding elections; of those that have been reported, 82 were passed and 23 were defeated.

### **School Budgets**

1. Reviewed two school budgets submitted to the Commissioner of Education after same had been rejected twice by the electorate. Made recommendations to the Commissioner for fixing the tax levies.

## DIVISION OF CONTROVERSIES AND DISPUTES

The summary of accomplishments for the year 1963-64 of the Division of Controversies and Disputes in regard to cases appealed to the Commissioner of Education is as follows:

Active Cases—July 1, 1963 .....	37
Cases Received—July 1, 1963 to May 31, 1964 .....	61
Total Cases—July 1, 1963 to May 31, 1964 .....	98
Cases Decided .....	44
Cases Discontinued .....	13
Cases in Process (May 31, 1964) .....	41
Days of Hearings .....	56
Conferences of Parties .....	30
Election Recounts .....	12

This year, again, showed a 10% increase in the number of cases handled, now nearing the one hundred mark. As a result our backlog is larger, 41 cases compared to 33 a year ago. This is as many cases as the present staff can process without falling behind. It should be noted, also, that some of the matters were unusually complex, involving racial and religious problems in the schools.

Other accomplishments include:

1. Prepared for publication copies of decisions for the 1962-63 pamphlet edition of School Laws and School Law Decisions.
2. Prepared questions and answers on school law each month for publication in "School Board Notes," the magazine of the State Federation of District Boards of Education.
3. Represented the Commissioner of Education on the Migrant Labor Board and advised the Director of Migrant Education on the operation of the program for migrant children.
4. Worked with the Deputy Attorney General on matters pertaining to school legal questions and Commissioner's decisions.
5. Served as speaker, consultant, or resource person at State College classes in school law, county board of education workshops, and county and local groups of school superintendents, principals and teachers.
6. Worked with the Association of New Jersey School Board Attorneys.
7. Arranged conferences of attorneys, parents, citizens and others in attempts to resolve controversies and obviate resort to formal proceedings.
8. Prepared copies of decisions for release to newspapers and the public.

9. Prepared various legal forms for the Commissioner's signature authorizing procedures in school districts pursuant to statute.
10. Enlarged and improved library of court decisions, legal information and resource materials pertinent to the functions of the Division.
11. Answered extensive inquiries by correspondence, telephone and interview on matters of school law.
12. Disposed of one extremely lengthy tenure case (Chatham Township v. John Nies) and spent more than 15 days of hearing on another (Newark v. Marmo).
13. Attended and participated in four national conferences on school legal problems.

## **DIVISION OF CURRICULUM AND INSTRUCTION**

### **Office of Secondary Education**

#### **Administration**

Continued the pilot project for school approval through self-study. Eighty-six public secondary schools prepared self-studies which were reviewed during visits by the county superintendents and representatives of the Office of Secondary Education.

Attempts were made to begin to bring the private and parochial schools' approvals up to date. Eight private and 14 parochial schools were visited.

The Annual Form A and Form B Reports were completed by all 521 schools on the Approved List of Secondary Schools.

The Annual Occupations of Graduates Report for the class of 1963 was secured from all public secondary schools and summarized by the Office. A total of 55,058 pupils were graduated in June, 1963. Of this number, 49% went on to advanced schooling; 2.3%, to further secondary schooling; 36.2%, directly into employment; 6.4%, to national service; 3.1%, not in school or employed; and 2.6% unaccounted for.

Reviewed ten requests for change of high school designation and for termination of sending receiving relations. The number of sending districts has decreased approximately 50% in the last 10 years.

Four regional high school proposals were reviewed.

Reviewed and processed requested approval for changes in the secondary school program of 118 New Jersey secondary schools. By subject areas the following number of changes were approved:

Art—13  
Business—43  
Behind-the-Wheel—14  
English—21  
Home Economics—11  
Languages—66

Math—23  
Music—22  
Reading Improvement—6  
Science—18  
Social Studies—42  
Vocational—50

Participated in the revision of Secondary Office and Departmental questionnaire forms sent annually to the schools in order to adapt them to data processing technology.

Processing of approximately 40 credentials of foreign students.

Planning conferences with districts in the process of creating new junior high schools.

Participated in the completion of a three-year Federal audit of NDEA accounts with members of the U. S. Office of Education.

Prepared Annual Federal Narrative and Statistical Reports for NDEA, Titles III and V-A.

Revised NDEA State Plan for Titles III and V-A.

Held two NDEA Orientation Conferences for School Administrators and Board Secretaries.

Reviewed and approved 215 Title V-A and 430 Title III, NDEA, district applications for 1963-64; approved 97 Title V-A and 161 Title III applications for 1964-65.

Audited and approved 430 Title III, 1963-64 NDEA claims for payment to local school districts; audited and approved 215 Title V-A claims.

Prepared 1964-65 NDEA, Titles III and V-A manuals and applications and distributed them to all local school districts.

Conducted 55 office conferences, pertaining to the NDEA program with school districts.

Conducted 76 office conferences, pertaining to the NDEA program with manufacturers.

Participated in the visiting foreign teachers program conducted by the State Department of Education.

Annual narrative reports for NDEA Title II were prepared.

Two NDEA orientation conferences for school administrators and board secretaries were held.

New NDEA Title III manual and applications were prepared.

Planning conferences (15) with districts in the process of creating new schools.

Processing of educational planning for new building construction: 17.

Worked with Business Division and Building Services Office on new schools.

Processing of 75 summer school approvals.

Liaison with Northeastern States Citizenship Project: 4 meetings.

### **Improvement of Curriculum and Instruction**

Met monthly with the executive committees of the New Jersey Association of Secondary School Administrators and the New Jersey Secondary Teachers Association. Assisted in the planning of six State professional meetings sponsored by these organizations.

Served on the National Secondary School Principals' Large High Schools' committee in planning a regional conference for New Jersey, New York, and Connecticut.

Conducted monthly in-service programs for the Office of Secondary Education. Topics included: Distributive Education; Business Education; College Admission; Modern Foreign Languages; State Scholarships; State Student Loans; Physical Education; Varsity Athletics; Vocational Education; and College Board Examinations.

Planning committee for annual conference of core teachers which was attended by 125 teachers.

Planning committee for annual conference of junior high school principals attended by 150. Topics discussed were linguistics, social studies, reading and athletics.

Conducted and arranged for a pilot study with 42 schools on instruction about venereal disease.

Planned and arranged for ten workshops on "smoking and lung cancer" for secondary teachers in all twenty-one counties.

Planned and sponsored regional workshop in science, mathematics, modern foreign languages and guidance.

Forty-one workshops in science and mathematics were planned and conducted.

A biology workshop was held for biology teachers.

Consultation was provided (in-service, curriculum planning and evaluation) to many local school districts in workshops and in-service or professional days in art, English, social studies, general curriculum problems, science, mathematics, modern foreign languages and guidance.

Participated in the 12th Annual Rutgers Student Council Advisors' Workshop.

Served as consultant to Y.M.C.A. Youth and Government Conferences at the State House, Trenton.

Organized and conducted the 3rd Annual Student Council Advisors' weekend workshop at Blairstown.

Organized and conducted the 38th Annual New Jersey Student Council Convention at Rutgers University with 2,600 participants.

Sponsored two New Jersey students to the Second Senate Youth Program held in Washington, D. C.

Executive committee assignments with "Core Teachers Association," New Jersey Secondary School Principals' Association, New Jersey Music Educators' Association, New Jersey Association of Teachers of English, Governor's Commission on Youth Involvement, N. J. Science Teachers Association, Association of Mathematics Teachers of New Jersey, New Jersey Personnel and Guidance Association, New Jersey Health Careers Service and New Jersey Engineers' Committee for Student Guidance.

Served on interdepartmental Committee of Education and Health.

Participation in national and/or regional meetings: NCTE, MLA, American Academy of Political and Social Science, International Reading Association, College Reading Association, College Conference on Communications, School, College Conference on English, U. S. Army Junior Science and Humanities Symposium, National State Science Supervisors, National Association of Student Councils, Middle Atlantic States Library Association, American Personnel and Guidance Association.

Participated in the Douglass College Art Conference Planning Committee.

Developed educational plans for exhibits for the Natural Science Hall of the New Jersey State Museum.

Compiled and distributed a listing of Regional National Science Foundation Institutes to all secondary schools.

McCarter Theatre students matinees: 55,000 students attended.

New Jersey High School Performing Arts Festival: 27 schools participated.

Prepared and delivered speeches to student and parent groups, teacher and administrative associations, regional meetings and national conventions.

Planned, coordinated and supervised an experimental curriculum project dealing with the special educational needs of underprivileged children in the 8th grade at Trenton Junior No. 5.

In connection with the Trenton Project, schools were visited, materials developed, field trips planned, and reports developed.

Participated in Executive Training Program for State Guidance supervisors in data processing conducted by I.B.M. Endicott, New York.

Participated in conference on Educational Guidance in the Space Age conducted by NASA Research Center, Langley, Virginia.

Conducted eight county-level Guidance workshops.

Served as consultant to Exploratory Guidance Conference for Counselors and Ordained Ministers, Synod of New Jersey, United Presbyterian Church.

Participated in Teachers' College, Columbia University Workshop on Counseling the Disadvantaged.

### **Publications**

Published six issues of the Secondary School Bulletin containing items of general interest to high school principals. Compiled with many requests for reprints of articles entitled "How Warm is Your School" and "Suspensions and Dropouts."

Directory of Approved New Jersey Secondary Schools 1963-64.

Directory of Guidance Personnel of Approved New Jersey Public Secondary Schools 1963-64.

Vocational Education in the Comprehensive High School.

Needs of New Jersey Secondary Schools If Compulsory School Age Is Raised to 18 years.

Assisted in the preparation of a teaching guide on venereal disease.

Summer Institute Announcements for Science, Mathematics, Language and Guidance.

*Lab Safety: A Guide to Safety Practices in the School Science Laboratory.*

"Let's Unify Junior High School Science," CSSS Capsule, Council of State Science Supervisors, March, 1964.

"Focus on Culture and Youth," *NJEA Review*, March, 1964.

*Using Current Curriculum Developments*, published by ASCD, June, 1963.

"Introduction" to *A Jesse Stuart Reader*, published by McGraw-Hill Book Co., 1963.

Prepared an article for the New Jersey Art Education Association *Annual* entitled "Art in New Jersey Secondary Schools."

Compiled and published list of New Jersey Public School Elementary and Secondary School Art Teachers.

Revised and made available to secondary schools the dropout study instrument.

## Research and Surveys

Occupations of Graduates, Class of 1963.

Participated in "Shadow Study" of 100 New Jersey secondary students.

Participated in survey of guidance practices in N. J. secondary schools.

Participated in surveys of school needs in Hillsborough, North Plainfield and East Rutherford.

Survey of practices in 30 schools regarding instruction about venereal disease.

*The Status of Guidance Personnel in New Jersey, 1963-64.*

Federal Statistical NDEA Reports.

The following two questionnaires were developed:

The Status of N. J. Junior H. S. Science Programs, 1964-65.

The Status of Physics Programs in N. J. High Schools, 1964-65.

Study of the Effects of Paperbound Books on the English Language Arts Curriculum, Grades 1-12. Fifty schools and approximately 12,000 students were involved.

Developed and sent out questionnaires to all New Jersey secondary schools regarding current practices in In-Service Professional Improvement. These have been returned and tabulated.

Completed pilot dropout study in Middlesex County.

## Office of Special Education Services

1. Approved over 1,400 special classes.
2. Approved individual instruction for over 3,000 children.
3. Approved supplemental instruction for over 6,000 children.
4. Approved over 150 programs for the emotionally and socially mal-adjusted.
5. Approved over 250 psychological and other examiners of handicapped children.
6. Certified to the federal government lists of blind children in city programs; ordered and distributed supplies and equipment on federal grant program; and performed accountant and auditing functions for this program.
7. Cooperated with Division of Mental Retardation, Division of Constructive Health, Division of Children's Services, Division of Mental Health and Hospitals, Division of Vocational Rehabilitation and Governor's Office on the Governor's Committee on Lifetime Disability.
8. Provided leadership for 14 county supervisors of child study and four child study teams.

9. Provided leadership roles in the New Jersey Federation of Council of Exceptional Children and its local chapters; the New Jersey Conference on the Handicapped; the New Jersey Association for Retarded Children; New Jersey Society for Crippled Children and Adults; New Jersey Council on Convulsive Disorders; New Jersey Association for Brain Injured Children; New Jersey psychological organizations; organizations of social workers; speech and hearing organizations, remedial organizations, New Jersey Welfare Council, New Jersey Mental Health Association and other groups.
10. Prepared tentative rules and regulations for Chapter 187, P. L. 1963 and responded to avalanche of inquiries regarding the new law.
11. Prepared tentative rules and regulations for jointure commissions.
12. Completed studies: (1) suicides in New Jersey; (2) dropout analysis in depth; (3) survey of Central Hunterdon County Regional High School.
13. Cooperated with and expedited the activities of the Commissioner of Education's Committee to study the 1954 Beadleston Acts.
14. Expedited the developing of State traineeship and fellowship plan for federal funds to train teachers and supervisors of handicapped children.
15. Gave leadership in racial relationship problems in public schools.
16. Made special efforts in organizing classes for neurologically impaired; facilities at secondary level for retarded children; a new educational program at the Betty Bacharach Home in Longport.
17. Resolved at some level over 100 appeals made to the Commissioner of Education regarding questions of exclusion from school, placement and classification.
18. Cooperated with the other members of the Department of Education and the Division of Curriculum and Instruction. Examples: School #5 project in Trenton; Teacher training programs with colleges; shadow study; department meetings and programs.
19. Surveyed Atlantic County Florence Crittenton Home and made recommendations for improved services for unwed mothers. Consultation regarding education for unwed mothers resulted in improved services in several areas of the State.
20. Extended the development of county organizations for school social workers, school psychologists, remedial instructors and administrators of programs for handicapped children.
21. Of special importance were institutes involving federal funds (a) institute on school social work (\$3,000) federal support, (b) a three-day institute on relationships between school mental health teams and community guidance and mental health centers—(over \$3,500 federal support).

22. Surveys were completed on extent of services under the 1954 and 1959 Beadleston Acts. A comprehensive survey on the extent and functions of school social workers was made.
23. Extensive consultation services were provided to many local boards of education and to many public and private agencies providing education and diagnostic services for handicapped children.

### **DIVISION OF CURRICULUM AND INSTRUCTION**

Several basic goals were established for the Division for the 1963-64 school year. These goals were:

1. Continue to explore numerous ways of facilitating instructional improvement in New Jersey schools—Elementary and Secondary.
2. To explore the concept of cultural deprivation and ways by which the curriculum can contribute to meeting needs of all children in a culturally deprived community.
3. To continue to consider plans for dealing with racial imbalance.
4. To explore the area of health as a vital curriculum area and to develop suitable materials for improving health curriculum experiences K-12.
5. To study the social studies.
6. To continue to explore ways of developing approaches to evaluation which are ongoing and which provide the basis for describing various aspects of the work of our schools.
7. To continue to analyze the effectiveness of the Division of Curriculum and Instruction.

Extensive work has been carried on in these seven areas. Task forces became the vehicle for attacking these priority problems. As the need for people with special skills became apparent, they were identified from the various offices of the Division. This year demonstrates the validity of inter-office work on current curriculum problems rather than continuing the practice of having each office work alone.

#### **Work with City of Trenton on Cultural Deprivation**

For over a year the State Department of Education has been working with the Trenton City Schools in an attempt to develop effective ways of dealing with problems of a changing community and with varied complexities of cultural deprivation. In addition to working with the administrators of the schools of the city, a pilot school—Junior Five School—of about 1,200 children, was identified. This project has attempted to demonstrate ways by which teachers can become increasingly sensitive to children and ways of developing programs in harmony with their needs. The State Department of Education has made some funds available. Extensive consultative services

of the Division of Curriculum and Instruction of the State Department of Education has assisted teachers with their work. A third cooperating group has been Trenton State College. The basic design of the project has been to work with teachers and children to determine their concerns and needs, and to identify ways by which their teaching competencies can be improved. Included in the pilot project are a variety of carefully designed activities.

1. The development of a nursery school for four-year-old children.

In an effort to reduce the extent of deprivation before children enter school, efforts were made to help them develop positive feelings about themselves and to extend their verbal competencies. Emphasis is given to story telling, rhythms, games, simple art experiences and extensive attention to basic health needs. It was necessary to provide these children with an early morning snack, a hot lunch, and a warm friendly environment in which to develop positive personal relationships. Since they came to school having limited background in verbal communication, an effort has been made to engage them in many experiences which they could talk about. Their home lives were limited to a given geographical area in the city with multiple and complex home and family problems. They engaged in aimless activity as they did not know how to play. Their days were filled with television, lonely waiting, or too much excitement. There was little time for love and affection. After three months in nursery school, they are beginning to speak in sentences; they have learned to play purposefully; and they are actively engaged in learning experiences.

2. Efforts to upgrade teaching.

Emphasis in this program has been given to upgrading teaching in all grades of the elementary and junior high school. This has been done through teachers' workshops, conferences, institutes and extensive planning sessions with teachers and consultants. It is interesting to note that one of the first problems to be attacked was to help the staff (half white and half Negro) work together as an effective unit. As a result of these intensive training sessions, the teachers are trying new ways of broadening the base of experiences for each child; making him more aware of his environment and encouraging him to translate these concepts into reading and writing skills. One of the important outcomes of these activities is the student's increased desire to learn, a feeling of confidence about his own ability to succeed, and his improved self-respect.

3. Work with underachieving children.

Careful study of a group of so-called "underachieving" children has been made. Emphasis has been given to a variety of unique, curriculum-

related experiences in the community and in school. Included in this list was a weekend camping trip with teachers and consultants from the Department as a demonstration in group living and outdoor education. These children were very much in need of an experience which would demonstrate the benefits of cooperative planning and living together.

#### 4. Parent education.

Much emphasis has been given to the parent group in an attempt to help them develop an image of the school as an agency interested in people and their needs. Plans are under way for an extensive adult education project in which more than 400 parents will be taking courses. Included in the list of courses are home improvement, child care, basic reading, English for the Spanish-speaking group and basic English for Negro parents.

A variety of research undertakings have been carried out primarily to assist the faculty with the identification of their problems and with determining ways of attacking problems evident in the school. It should be borne in mind that this project is different than many of those over the country in that research and record keeping are keyed to reflect pupil and teachers' needs and have become an important basis for the improvement of the school. It should also be borne in mind in this project that every grade level is being helped beginning with four-year-old children and going through the ninth grade. A series of experiences has been created whereby other administrators in the City of Trenton are observing and analyzing experiences under way in this demonstration project.

With cooperative activities by a city school system, a State College engaged in the preparation of teachers and the State Department of Education, some positive results should occur. Obviously the needs are pressing and must be met by all the resources at our command.

### **Smoking and Lung Cancer Project**

In cooperation with the State Department of Health, the American Cancer Society and the Division of Curriculum and Instruction, extensive activity has been carried out in helping teachers deal with the problem of teaching about the relationship of smoking and lung cancer. Ten workshops have been held involving approximately 500 teachers. All of this grew out of a project in which the State Department of Education developed a resource guide on the smoking and lung cancer problem entitled "Smoking and Lung Cancer—Teaching Reference Guide." This guide was tried out in 50 schools, refined, revised and then printed. After printing, it was made available to all New Jersey Schools. During the 1963-64 school year, efforts were made to assist teachers in the use of the material. Actually this became a series of demon-

strations in which teachers were shown multiple ways of helping young people find answers to their questions.

It is interesting to note that the State of New Jersey seemed to pave the way for schools of the Nation in the study of this problem. As the Surgeon General and the American Medical Association were highlighting this relationship, New Jersey teachers had a document in their hands and were being helped to improve ways of using it. There has been widespread enthusiasm over the State for the material and great interest in its use. There have been many by-projects from this project. These by-projects deal with the urgency of making the teaching of health vital and dynamic. The vitality of work in this area has been brought about because the questions of youth have been respected and honestly considered.

### **Work on Venereal Disease Education**

About two years ago, the Department of Health sponsored a meeting at Trenton State College to demonstrate the nature of the growing problem of an increase of venereal disease among young people. During the summer of 1963 a committee of educators assembled in Trenton to consider the venereal disease problem. Included in this group were teachers of biology, health, physical education and college health, as well as a superintendent of schools, a curriculum coordinator, a physician, a nurse and several representatives of the State Department of Education's Curriculum staff. Growing out of their considerations were proposals for a resource document to be modeled somewhat after the document which had been successfully collected on smoking and lung cancer. This document was prepared and made available for a trial run in 50 New Jersey schools during the spring of 1964. On May 7, 1964, representatives of the experimental schools assembled in Trenton to pool experiences and advice concerning the document. Teachers brought in logs, reports, illustrations of student work and teacher bibliographies, and developed evaluative procedures used. These materials were assembled and all suggestions for revision analyzed. The document has now been completed and is in the process of being published during the summer of 1964.

In the early fall (1964), a series of work conferences will be held to assist New Jersey school personnel with methods of dealing with the venereal problem. Six centers will be established, one on each of the State College campuses. A series of workshops will be held, and it is hoped that the State College faculties will work closely with schools as they implement plans for helping teachers deal with the venereal problem. It should also be kept in mind that college students in each of the six campuses will have an opportunity to observe and participate in these studies.

During the spring of 1964, Professor Virginia Dennis arranged for the seniors at Jersey City State College to work with the personnel of the State

Departments of Education and Health on the venereal problem. An entire morning was spent on this topic for the 500 college students.

### **Suicide Studies**

The Office of Special Education has completed a special study on suicides during a three-year period. The 41 case studies described and the analysis made by Dr. James Jan-Tausch have important implications for the school and the school program. The numerous pressures which this group of young people seem to experience are impressive. They are impressive since in many cases they are generated by the work of the school. Plans are under way for the printing of this bulletin and for widespread circulation to the schools. It is hoped that this will add to a storehouse of new insights concerning the importance of pressures on young people.

### **Adolescent Study**

During the year a comprehensive analysis of today's adolescents has been made by the Office of Child and Youth Study. Dr. Julia Gordon has made an intensive analysis of the research of the past 10 years describing today's adolescent. Since the early work of Louella Cole, Peter Blos, and Robert Havighurst, no systematic attempt has been made to pull together the literature dealing with the adolescent. This study attempted to identify characteristics of today's young people and to point up changes and trends which have important curriculum implications. Plans are under way to develop a bulletin on this topic and circulate this material to all of the high schools of the State.

### **Paperback Study**

With the help of a small grant from the New World Foundation, secured largely through the efforts of Dr. Max Bogart, a project has been carried on during the 1963-64 school year to investigate the uses of paperbound books in our schools. It seemed important to study such questions as—How can paperbound books be used? How can teachers be encouraged to use a variety of titles rather than a single title? At what grade levels in the school system can paperbound books be used effectively? How durable are the books? A carefully selected group of schools has been identified and teachers have been working on this in a systematic way all year. The special funds secured from the Foundation were used to secure the services of an individual to assist us in the research aspects of the project. The publishers, themselves, have made available large quantities of paperbound books for use in the schools. The research activities have included interviews, observations, check lists and questionnaires. Results which will be summarized during the summer are emerging.

## **Shadow Study Project**

In an effort to observe first hand the work of adolescents in our secondary schools, a project was designed which has been described as the Shadow Study Project. Individual young people were shadowed or followed or observed for an entire school day. The design of the study was based on the desire to observe three groups of fifty students each.

Group A—was comprised of 50 students who were clearly college bound.

Group B—was for those for whom high school was terminal, business, vocational, etc.

Group C—included 50 students who were described by the school as general education and whose plans and purposes are not clear.

A team of 150 observers participated. These observers are especially able supervisors, staff members of the Department, college teachers, and others. Each young person was observed for an entire day and a careful record was developed including the educational setting in which the student was and how he responded. This record was developed for each of the class sessions of the entire school day. Assuming that a student takes five classes, we will have a report that will reflect something over 750 class sessions.

## **Study of Guidance in Selected High Schools**

An effort has been made this year to review the role of guidance in the New Jersey Secondary schools. Twenty schools designated for school approval visits during the spring of 1964 were selected. A member of the staff of the Division of Curriculum and Instruction spent a day in each school analyzing the guidance setup and making observations concerning guidance problems in the school. It should be borne in mind that this can well become a setting which would make possible implementation of findings from the Shadow Study, the Suicide Study, Dropout Study, Adolescent Study, and others.

## **Kindergarten-First Grade Workshops**

As schools become increasingly concerned with academic achievement, there seems to have been a feeling that children should be taught to read earlier. There have been a variety of efforts created designed to formalize the kindergarten and to cause kindergarten teachers to teach reading as a formal subject to five-year-old children. In an effort to deal objectively and directly with this problem, a series of workshops was planned for kindergarten and First Grade teachers. Twelve counties participated and more than 1,500 teachers were involved. The plan of the workshops was to help teachers clarify alternatives to formalizing the work of the kindergarten. These workshops demonstrated the reasonableness of the positive approach to the problems. It also demonstrated the great need to take problems to a large

group of teachers in an attempt to help them deal with problems directly. Relationships with State and National Organizations.

In April the Division of Curriculum and Instruction spearheaded the work of the State Association for Supervision and Curriculum Development group in conducting its second statewide conference. Growing out of this conference were several significant projects. Among these will be a document entitled "Understanding Pressures of Children and Youth" which has been developed by key people in the State.

Key relationships with National groups included:

1. Dr. Fleming's work, dealing with mental health and learning, with the ASCD 1966 Yearbook Committee.
2. Dr. Fleming's work with the National Education Association to refine ways of improving teacher education for elementary teachers. This work resulted in a publication of the NEA.

In addition to the work with national groups, extensive activity has been carried on by the Assistant Commissioner with New Jersey professional groups including supervisors, elementary principals, superintendents, PTA groups, the New Jersey Junior Historical Society, State and county curriculum groups, State College groups and the State ASCD and ACEI units.

### **Progress of Overall Purposes**

Earlier in this report reference was made to the seven basic goals of the Division for 1963-64. The activities described above contribute in a variety of ways to the fulfillment of many of these purposes. The following material is an attempt to summarize some specific accomplishments for each of the areas of purposes listed:

Purpose 1—Continue to explore numerous ways of facilitating instructional improvement in New Jersey schools, elementary and secondary. Accomplishments include: in-service activities, kindergarten-first grade workshops, paperbound study, development of a series of newsletters, activities with county staffs, county groups planning, school approvals, facilitating self-study, study, develop merit of new materials, classroom visitation followed by conferences, State-wide meetings and conferences and radio and television activities.

Purpose 2—To explore the concept of cultural deprivation and ways by which the curriculum can contribute to meeting needs of all children in a culturally deprived community. Accomplishments include: development of a comprehensive project with the City of Trenton, consultation with other cities on cultural

deprivation, conferences concerning needed materials for counseling minority groups, work with school physicians and nurses and interviews with the press concerning cultural deprivation.

Purpose 3—To continue to consider plans for dealing with racial imbalance. Accomplishments include: visitation of schools with problems of racial imbalance, county-wide institutes on the nature of imbalance, formation of a committee of Curriculum and Instruction staff to continue to serve as a group to watch racial imbalance, staff meetings of the Curriculum and Instruction Division discussing problems of racial imbalance and continued focus on quality teaching.

Purpose 4—To explore the area of health as a vital curriculum area and to develop suitable materials for improving health curriculum experiences K-12. Accomplishments include: development of curriculum materials in the area of health, joint meetings with the Interdepartmental Committee between the Department of Health and the Department of Education, participation in local medical group meetings, development of an organization of and a workshop for school physicians, extensive participation in a variety of activities with the Department of Health, cooperative work with the American Cancer Society and continued emphasis on health as a vital area of the curriculum.

Purpose 5—To study the social studies. Accomplishments include: the development of a pilot project in Ramapo Valley and Pascack Valley Regional High Schools, continued participation in the Nine States Citizenship project, cooperative work with Cedar Grove, New Jersey, in the development of its social studies guide and extensive work with the New Jersey Junior Historical Society.

Purpose 6—To continue to explore ways of developing approaches to evaluation which are ongoing and which provide the basis for describing various aspects of the work of our schools. Accomplishments include: the development of a series of pilot evaluative projects of elementary schools, continued emphasis on school approval visits and self-study of secondary schools and work with helping teachers and supervisors in evaluation.

Purpose 7—To continue to analyze the effectiveness of the Division of Curriculum and Instruction. Accomplishments include: conferences of the staff of the Division of Curriculum and

Instruction to evaluate its effectiveness, inauguration of a plan of task forces for study and development of recommendations and refining ways of working within the Division to use major staff resources most effectively.

The basic purposes for the current year have been realized. The efforts of the year continue to focus on the central job of the Division of Curriculum and Instruction as being that of facilitating good teaching and enhancing the development of leadership in the curriculum field. The projects suggested to date have all had as a focal point the development of individual potentialities and the assistance of schools with protecting the basic needs of youth, both emotional and academic. The Division has been able to continue to focus on the development of educational principles which facilitate human achievement.

Major problems in our schools seem to reflect needs which give rise to the following goals for 1964-65:

1. To explore ways of assisting superintendents and principals to define and to clarify their role in facilitating instructional improvement.
2. To explore realistic ways of identifying and communicating ways of facilitating instructional improvement in every school in New Jersey.
3. To continue to place emphasis on the needs, problems, pressures and characteristics of New Jersey children and youth to the end that effective procedures are established for facilitating growth and learning. As a part of this goal it is urged that continued emphasis be placed on the following:
  - a. identification of gross health needs.
  - b. continued clarification of ways of dealing with problems of cultural deprivation.
  - c. to continue to emphasize the nature of adequate guidance for all children in New Jersey schools.
  - d. to continue to analyze, characterize and implement the nature of effective conditions for learning.
4. To continue to study the nature of comprehensive evaluation and to develop ways of communicating the results of evaluative efforts to both the layman and the professional. Included in this activity are the following:
  - a. continue to develop effective techniques on evaluation.
  - b. continue to place emphasis on ways of self-evaluation by individual teachers and school faculties.

- c. to explore ways of using the results of evaluation to develop a realistic and positive image of the school as an institution concerned about people rather than as an agency to dispense knowledge.
  - d. to use the results of evaluation as a basis for the clarification of goals and purposes.
5. To explore ways of developing effective means of communication between individuals in the Curriculum Division and those engaged in the professional preparation of teachers.
  6. To explore ways of facilitating more intelligent consumption of research through a series of conferences, publications and seminars as well as through the use of research approaches to the solution of problems.

**Office of Health, Safety and Physical Education**  
**Physical Education (Including Athletics)**

Programs in physical education on all levels of instruction continued to develop and improve throughout the State. Schools have expanded both the indoor and outdoor areas for physical activity.

1. Working Relationships were continued with National, State, County and local groups and associations.
  - a. Facility planning for new schools and new construction for physical education and athletics continued with architects, administrators and teaching staffs. Visitations were also made to a number of school districts with swimming pools, for cost and maintenance facts. About 30 conferences were held for this type of service in facility planning.
  - b. Conferences were held with local school districts on program revision in health and physical education from kindergarten through 12th grade. Meetings of this type involved about 20 groups.
  - c. Conferences with administrators and health teaching personnel were held with relation to the semester or block of time scheduling in health education. A number of school districts are being used as pilots for this approach to health instruction.
  - d. About 35 conferences, workshops and clinics were attended and participated in. These were either administrative, supervisory or teaching groups. Problems relating to program improvement, teacher relationships, staffing, facilities and new trends in health, safety, physical education and athletics were discussed.
  - e. Office Staff and Division Conferences were held with members of the department to create a better understanding of the programs

within the department and division. This year conferences were held with Building Services and Controversies and Disputes.

- f. Worked closely with N.J.H.P.E.R. in planning and participating in five district conferences in Health, Safety, Physical Education and Athletics. Such conferences were attended by approximately 1,500 people throughout the State.
- g. Assisted in planning and participated in N.J.H.P.E.R. Annual Meeting and Conferences as a part of N.J.E.A. Convention. This conference involved three days of meetings and clinics. Approximately 1,500 participated in health, safety, physical education and athletic sectional meetings.
- h. Attended National Conferences of A.A.H.P.E.R. Society of State Directors and President's Council on Youth Fitness and all planning conferences of American Cancer Association for workshop on smoking.
- i. Attended and participated in several conferences on school lunch particularly as it related to nutrition of teen-age youth.
- j. Attended and spoke at about 30 meetings and dinners relating to Youth Physical Fitness. These involved students, older youth and adults concerned with athletic and outdoor recreational programs.
- k. Participated in a number of Secondary School Approval Visitations.
- l. Visited about 30 schools on request to advise about program improvement or to review facilities for improvement.
- m. Assisted in developing manual on School Tuberculin Testing Guide for distribution to all schools.
- n. Assisted in development of a questionnaire to survey status of Health Education in Secondary Schools.
- o. Continued to work closely with City Directors Association for Health and Physical Education in planning programs and acting as a consultant. This association held three conferences on accident prevention in physical education, working with the State colleges, discussing quality programs in physical education.
- p. Continued work as consultant to the New Jersey Athletic Directors and Coaches groups with relationship to direction, organization and administration of athletic programs—especially on the Junior High School level.

## 2. *Studies—Surveys—Bulletins*

- a. Completed reviews of Elementary Physical Education Newsletter for use in elementary grades K-6. This publication should be ready for September, 1964.

- b. Developed articles and material for each issue of N.J.H.P.E.R. publication "The Reporter" which has a circulation of 1,200.
- c. Revised T.B. Screening Regulations to meet new State Board of Education Rules.
- d. Obtained acceptance of the Elementary and Junior High School chapters of the School Athletic Report for New Jersey; completed most of required work on Senior High School Chapters.
- e. Conducted a survey of colleges and universities on the extent of the physical fitness programs going on for a report to the President of the United States.
- f. Assisted in survey of randomly selected schools in New Jersey on Physical Fitness programs for report to President's Council on Fitness.

### 3. *Consultative Services*

- a. Continued consultative services to county and local groups for workshops and institutes. These involved areas of health services, health education, safety, physical education and athletics.
- b. Acted as consultant to New Jersey City Directors Association for Health and Physical Education.
- c. Participated as a consultant to the New Jersey Association for Health, Physical Education and Recreation, on Council and Executive Committees; also, as consultant to the Physical Fitness and Legislative Committees.
- d. Participated as a panelist or speaker at administrators conferences, athletic clinics, coaches meetings and food service meetings.
- e. Continued relationships as consultant to about 30 committees in areas of health, safety, physical education, physical fitness and athletics.
- f. Attended all New Jersey State Interscholastic Athletic Association Executive Committee Meetings.

### **Health Services and Health Education**

- 1. Provided assistance in the planning and development of "Smoking and Lung Cancer—1963 Teaching Reference Guide" by Dr. Phyllis Busch.
- 2. Organized 10 one-day workshops in Smoking and Lung Cancer for 482 science and health teachers.
- 3. Assisted in developing a Venereal Disease Education Teaching Reference Guide to be used in the secondary schools.
- 4. Organized a pilot project using teaching guide in venereal disease edu-

cation. A workshop, attended by 56 teachers was held in Trenton in January to acquaint the teachers with the use of the guide.

5. Assisted in developing *School Tuberculin Testing Guide* for distribution to all schools.
6. Formed a committee to develop a guide for School Health Services.
7. Directed a workshop at the N.J.E.A. Convention in Atlantic City for purpose of further developing a guide for School Health Services. One hundred twenty-five school nurses participated.
8. Assisted in planning for Eye Symposium Meetings which were conducted by the N. J. Commission for the Blind.
9. Assisted Office of Teacher Certification in development of approved College programs in School Nurse Certification.

The Office also participated in secondary school evaluations, the Governor's Committee on Nursing Education and Recruitment, and Health Careers Conferences.

Members of the Staff visited secondary schools to observe health education practices and published the School Nurses Bulletin.

The Office assisted in planning Hunterdon County workshops in mental health and developed a questionnaire to survey the status of health education in secondary schools.

Members of the staff attended the following professional conferences: A.S.C.D.—Atlantic City; American School Health—Kansas City; N.J.E.A.; A.A.H.P.E.R.—Washington, D. C.; Audiology—Jefferson Hospital, Philadelphia; Child Study Association of America—New York City; New Jersey School Physicians Conference.

### **School Lunch Program**

1. Administrative reviews were performed in accordance with Federal-State agreement requirements for the National School Lunch Program and Special Milk Program. Emphasis was given to good management practices, sanitation, nutrition, and the educational aspects of school lunch. More than 33 million Type A lunches were served in 923 schools. Approximately 90 million half-pints of milk were served in 912 schools.
2. School Lunch and School Milk contracts were reviewed and approved.
3. Three hundred ten reviews and evaluations of programs were completed and reports filed for Federal review.
4. Seven County School Lunch Workshops, attended by 1,400, was conducted.
5. A training session for new School Lunch Managers was conducted.

The Office also prepared nine school lunch and nutrition newsletters, participated in several elementary and secondary school evaluations, and acted as consultant to school administrators, school lunch supervisors and managers, Boards of Education, architects, building services, and food service consultants.

### **Office of Elementary Education**

The Office of Elementary Education, acting as a cooperating unit of the Division of Curriculum and Instruction, worked toward its goals with the individuals and the groups, and through the activities, listed below:

## **PARTICIPATION IN DIVISION WIDE PROJECTS**

### **Shadow Study Project**

Six members of the Elementary Office each spent at least one day in studying one high school student. This was part of the Shadow Study Project planned by the Curriculum and Instruction Division.

### **Trenton—Junior School #5 Project**

Participated as requested by: acting as a member of the Advisory Committee, developing plans for the nursery school, developing plans for a continuing workshop for primary teachers, serving as a consultant in elementary physical education, surveying all physical education materials and facilities and recommending equipment and facility needs, serving on a subcommittee which proposed and put into operation an after-school swim program and serving on a subcommittee which made proposals for an adult education program.

### **Committee Studying Disadvantaged Children**

An effort was made to help members of the Curriculum and Instruction Division develop a philosophy in relation to teaching disadvantaged children and youth. A bibliography of materials was studied and collected, local districts were consulted and conferences were held to examine the practices and needs in relation to guidance of disadvantaged children and youth. Committee members visited and discussed this area of concern with people in St. Louis and Minneapolis.

## **REGIONAL CONFERENCES FOR TEACHERS OF KINDERGARTEN AND FIRST GRADES**

The staff of the Office of Elementary Education, in cooperation with representatives of the New Jersey Association of Kindergarten Teachers, the New Jersey Association for Childhood Education, the Department of Classroom Teachers of NJEA, and the Department of Elementary School

Principals of NJEA planned and conducted a series of six regional conferences for approximately 1,500 kindergarten and first grade teachers and interested administrators. The project grew out of the concern teachers are feeling about the undue pressures upon young children and the resulting need to study and strengthen teaching and curriculum at this level.

Mercer, Monmouth, Somerset, Middlesex, Essex, Union, Burlington, Camden, Bergen, Hudson, Morris and Passaic counties participated in these conferences. The program began in mid-afternoon and closed in the early evening. The theme for the conferences was *A Vital Curriculum for Today's Young Children*.

### **County and Local School Groups**

#### **With Helping Teachers**

Conducted two orientation meetings with eight beginning helping teachers assigned to the counties of Atlantic, Bergen, Burlington, Cape May, Cumberland, Passaic, Sussex and Warren.

Recruited four new helping teachers.

Assisted 46 individual helping teachers by planning for in-service meetings with teachers and principals, planning ways to work with children, teachers and lay people, and by visiting schools.

Held six meetings of total helping teacher group to promote in-service growth and to work on statewide projects, conducted a four-day elementary education workshop for helping teachers, county staff and central staff members.

Assisted helping teacher project committees who are preparing materials for publication on organization of the elementary school, uses of television, Parent-Teacher conferences, uses of programmed materials, elementary school libraries, evaluation, elementary physical education and mathematics in the elementary school.

Planned seven regional meetings of helping teachers and bookmen to see new materials and examined materials and equipment exhibited during State and national conventions.

#### **With County Staffs**

Attended staff meetings in five counties to help with planning and to evaluate and study particular concerns.

Helped with 26 professional meetings and workshops at the request of nine county staffs including those for teachers, principals and superintendents.

Worked with the county staffs in the annual, required approval of kindergartens.

## **With Local and Regional Districts**

Consultants for 38 in-service programs with teachers and administrators.

Visited 50 schools on call to help with local problems and projects, including work in schools to improve the quality of physical education and related activities.

Consulted with 15 local curriculum committees.

Spoke at 15 meetings of lay groups including parent-teacher associations and boards of education.

Acted as consultants for five schools involved in self-evaluation.

Acted as consultants in four counties for five local districts who were interested in assessing their own schools and planning next steps. These studies required visits to the schools for planning, recruitment of a team of helping teachers and central staff members to visit the schools on a designated day and the writing of a detailed report for each district. A follow-up conference with the local district and the county superintendent also was held.

## **ELEMENTARY SUPERVISORS**

A program committee of six supervisors from Morris and Somerset counties planned with us for the year's program.

A fall and a spring meeting were attended by 115 supervisors and curriculum coordinators. The fall theme was "Developing Citizenship Values" and the spring theme, "Helping People Change."

A September orientation meeting was held for first year supervisors to explain the services of the State Department of Education.

A three-day workshop was held at Atlantic City with 55 supervisors on the theme, "Every Child a Challenge to Teach."

## **EDUCATION OF PRE-SCHOOL CHILDREN**

One hundred sixty-eight visits to child care centers were made; of these, 122 visits were for approval purposes, 16 visits were to aid new centers, and 30 visits were to assist problem centers.

Worked with Bureau of Children's Services as a member of Day Care Advisory Committee to improve and expand group and family day-care services.

Consulted with two local school districts to help establishment of pre-kindergarten programs in those districts.

## **Educational Programs for Children of Migrant Workers**

Set up procedures to operate four centers for children of migrant workers in Cedarville, Cranbury, Deerfield Township and Woodstown.

Planned and conducted these summer programs for six weeks for 365 children including four day-care centers for children under five years of age.

Continued to work with county and local staffs on the problem of attendance of migrant children during the regular school term.

Conducted an adult education class for migrants.

Set up procedures to operate an educational program for teen-aged migrants in cooperation with Glassboro State College.

### **Work with State Colleges**

Worked with State Colleges at Newark and the Division of Higher Education to set up a plan for courses for teachers in early childhood education.

Spoke or consulted at Jersey City, Newark and Glassboro, including meeting undergraduate groups and seminars.

Attended two meetings of the South Jersey Research Council at Glassboro State.

### **Publications**

#### *The Compass*

Two issues of *The Compass*, the publication of the Office of Elementary Education, were distributed. The Titles are "Elementary School Libraries" and "Shall We Teach Formal Reading in the Kindergarten?"

The following issues have been prepared for printing: "Organization of the Elementary School," "Uses of Television and Programmed Materials," "Elementary Physical Education Today," and "Reporting Child Progress Through the Parent-Teacher Conferences."

#### *Special Publication*

*Learning About New Jersey*, a guide to teaching about New Jersey was published. Mrs. Dorothea Partch, Camden County helping teacher, worked with the office staff in preparing this bulletin.

#### *Slides and Script*

"The Characteristics of a Good School," a set of kodachrome slides picturing a good elementary school in action and a tape recorded script, was completed by a group of helping teachers and the Director of Audio-Visual Aids.

## ORGANIZATIONS AND OFFICIAL GROUPS

One or more staff members acted in these capacities:

At the request of the U. S. Department of Health, Education and Welfare, the staff worked with Dr. Richard Scheetz in planning for six foreign visitors to visit New Jersey schools during February. Helping teachers in two counties served as hostesses and arranged visits to schools, colleges and community groups.

Served on Executive Committee as office representative to New Jersey Department of Elementary School Principals and attended monthly meetings.

Served on Executive Committee as office representative to New Jersey Association of Kindergarten Educators and attended six meetings.

Helped plan New Jersey Curriculum Work Conference and served as group leaders during the conference.

Participated in NJEA Professional Improvement Day.

Served on committees for the State ASCD conference.

Served on committee of New Jersey Junior Historians.

Helped with local, State and national meetings of the Association for Childhood Education.

Participated in the State meeting of the American Association of School Administrators, the State Federated Boards of Education and the State Parent-Teacher Association.

Consulted by a committee of the American Association of Health, Physical Education and Recreation.

Participated in planning for NJEA meeting of N. J.—H.P.E.R.A.

Attended and participated in the national conferences of AAHPER, DESP, ASCD and NCSCEE.

Prepared articles for national publications and for *School Board Notes*.

Helped with local and State meetings of Association for Nursery Education.

### Office of Child and Youth Study

1. Developing leadership in school systems.
  - a. Held eight all-day Leadership Development sessions, four for first-year leaders of Child and Youth Study groups, and four for second-year leaders. In addition to the 35 leaders and co-leaders, about 35 others—principals, helping teachers, psychologists, reading specialists—attended regularly.

- b. Conducted the seventh annual Conference on Human Development attended by 154.

Consultant Dorothy Lee, cultural anthropologist, led consideration of "Freedom of Opportunity."

- c. The following conferences with administrators were held: Monmouth County Supervisors Round Table (Primack), Monmouth County Elementary School Principals (Primack), Monmouth County High School Principals (Primack), Salem County Elementary School Principals (Van Looy), Curriculum Development Council at Glassboro (Van Looy), Bridgeton High School Guidance Dept. and Principals of Sending Districts (Van Looy), Mercer County Principals (Coulson), Mercer County Principals (Gordon) and Somerset County Principals (Gordon).

2. Continuing to strengthen teachers and administrators as scientists of human behavior and learning.

- a. The staff worked with 29 Child and Youth Study groups with 351 participants in 12 counties. The program of the Office was explained to faculty groups, superintendents and other key people to increase understanding of its aims and effectiveness.

3. Cooperating with State Colleges.

- a. In October the staff of the Office of Child and Youth Study, Dr. Fleming and Mr. Ward met with representatives of the Human Development teaching staffs of the six State Colleges to discuss their respective Human Development programs.

- b. The members of the Office of Child and Youth Study and Mr. Ward spent a day in Glassboro visiting the Human Development classes. Under the guidance of the Human Development staff, four of whose members earned their doctorates at the Institute for Child Study of the University of Maryland, 800 freshmen and sophomores observed children in the public schools two half-days a week.

- c. The seventh annual Conference on Human Development was planned in cooperation with the Trenton State College.

4. Strengthening the relationship between the home and school.

- a. Special emphasis was given in the study groups to home visits and more home visits were made.

- b. A leadership development group was conducted for parents in Linden to prepare leaders for prospective study groups for parents in Linden School #10.

- c. Consultant help was given to study groups for parents and Parent-Teacher Association meetings were addressed.
5. Unifying the program of the Division of Curriculum and Instruction.
  - a. All members of the staff participated in the three-day Elementary Education workshop devoted partially to School Organization.
  - b. Direction has been provided to the State Department's Trenton Jr. 5 Project on the education of the culturally disadvantaged. Consultant help in child study and its curriculum implications to the teachers of the intermediate and primary grades was given in a series of all-day workshops.
  - c. All members of the staff participated in the Division's project on Adolescents. A working paper and bibliography on "Today's Adolescents" has been prepared.
  - d. All members of the staff participated in workshops and institutes held by local school systems and county staffs.

Provided consultant services to the Englewood Summer Workshop for teachers of pre-school and kindergarten children and speakers for numerous institutes.

- e. Other activities:

Consultant help on a monthly basis was given to kindergarten teachers in Englewood on the problems of integration.

Staff members spoke to teachers, guidance counselors and administrators on the development of children from birth through adolescence.

6. Writing:

Marion Coulson wrote an article on the Trenton Jr. 5 Project for the *New Jersey Education Review*, April, 1964.

Julia Gordon wrote the following:

A series of ten monthly articles for *The Instructor* on "Issues in Mental Health." The education department of the American Medical Association in Chicago requested permission to reproduce these articles for distribution.

A series of ten monthly unfinished stories for children dealing with their problems, also for *The Instructor*.

"Out-of-School Activities in a Semi-Rural Community." *New Jersey Education Review*, January, 1964.

"The Courage to Do." *Childhood Education* (The magazine of the Association for Childhood Education International), January, 1964. A digest of this article appeared in *The Education Digest*, March, 1964. Permission to reproduce this article was requested by the

George Williams College in Chicago, Illinois, for use of the faculty and student body.

Permission was also requested by Dr. Helen Heffernan of the State Department of Education to reproduce "Grouping and Human Values." *School Life* (official journal of the U. S. Office of Education), July, 1963, for distribution in the schools of California.

## 7. Educational Television

Julia Gordon helped prepare, and appeared on, a television program on grouping children for learning, "Progress 1963," sponsored by the New Jersey Education Association. It was viewed on WNBC-TV Channel 4, New York on December 28.

## Office of School-Industry Cooperation

1. Liaison was maintained with school and industry personnel at State and local levels by working with the New Jersey Academy of Science, New Jersey Advisory Committee for Aerospace Education, New Jersey Education Committee for Civil Defense and Disaster Control, New Jersey Engineers' Committee for Student Guidance, New Jersey Research and Development Council, New Jersey Science Teachers Association, Committee for Improvement of Statistical Services, Princeton Area Science Education Committee and the Trenton Area Science Education Committee.

## 2. Teaching Aids—Printed Materials—Visits

Arrangements were made for biology and chemistry teachers to preview the teaching aids, the *Speech Chain* and *Speech Synthesis Experiment* in seven regional meetings in the State.

Two copies of the booklet, *Satellite Communications Physics*, were distributed to each public and each private school library in the State through the cooperation of the New Jersey Bell Telephone Company.

Five hundred-fifty reprints of the article, "Effective Laboratory Experiences at the High School Level," were obtained from *Science and Math Weekly* for distribution to high schools in the State.

Ten copies of the booklet, *Tales of New Jersey*, were mailed to each elementary and each high school in the State through the cooperation of the New Jersey Bell Telephone Company.

The scheduling of the lecture-demonstration, *The Science of Semi-Conductors* was coordinated for the 408 high schools in the State.

Arrangements were made for eight different groups of school personnel (six groups of students, one group of school administrators, and one

group of foreign educators) to visit the Bell Telephone Laboratories at Murray Hill.

Arrangements were made to accommodate seven visiting foreign educators for a six weeks' stay in different communities in New Jersey and for three foreign school administrators to observe the work of helping teachers in the State for one week.

3. The Coordinator provided consulting services, and/or led seminars, and/or made speeches for the following: Teachers of the Hanover Park Regional School District, School administrators and industry personnel at East Paterson High School, Science teachers of Union County Regional High School District No. 1, School administrators of Woodbridge, Personnel of the Western Electric Engineering Research Center at Princeton, School and industry personnel at the Western Electric Plant at Kearny and the Northeastern Regional Meeting of the National Science Teachers Association.
4. Prepared material for inclusion in the reports of the Department of Education Committee for the Study of the Proposal to Establish and Operate a County College in Atlantic, Cape May, Cumberland and Middlesex counties.
5. Coordinated the efforts of the persons who prepared the Educational Story which is to be portrayed in the Natural History Hall of the new State Museum.
6. Taught Block "A" of the Civil Defense Adult Education course for ten classes of State employees.

#### **Office of Audio-Visual Education**

1. A book listing effective ways for teachers to use audio-visual materials and equipment has been written by the Office and will be available for the coming school year.
2. The possibility of using automatic data processing equipment to assist County Audio-Visual Centers in preparing film catalogs has been explored. Preparation is being made to establish a pilot program in one county.
3. Worked with helping teachers to complete the elementary slide presentation. Twenty-five sets of slides were distributed by County Audio-Visual Centers, State colleges and individual school systems.
4. Set up the Audio-Visual Center in an attractively functional way to allow for observance and use of equipment on display.

## DIVISION OF HIGHER EDUCATION

1. *Bond Issue Participation:* The Office of Graduate and Professional Education fulfilled over 200 speaking engagements documenting the needs of higher education in the 1963 Bond Issue program. Since November 5, 1963 the Office has spoken before lay and professional groups on 51 occasions concerning the status and needs of higher education in New Jersey.
  
2. *Special Studies:* Four special studies were conducted by the Office of Graduate and Professional Education. The first study traced the 3,393 New Jersey secondary school graduates who applied, but were not recommended, for admission to one or more of the New Jersey State Colleges in Fall, 1963. The study located 3,339 of the 3,393 youth; it reported that 2,488 applicants, or 75% of the total did enter college in Fall, 1963; 486, or 15%, were employed full-time; 104, or 2% in the Armed Forces, married, or moved away. The status of 261, or 8%, was unknown by the secondary schools.

The second study, "Analysis of Family Incomes in New Jersey by Counties, 1962" related the incomes of New Jersey households to the current costs of undergraduate and graduate education. The study was the basis of discussion with New Jersey's public and private colleges on such issues as: the comparison of increases in family income and the rising cost of college, and the tuition changes and estimated enrollments projected on family ability to finance college educations.

The third study, entitled "New Jersey Youth Enrolled as Full-Time Undergraduate and Graduate Students in Public and Private Colleges Outside New Jersey, Fall, 1963," located New Jersey youth enrolled as undergraduate or graduate students at the 2,100 colleges and universities in the United States and its territories. The study summarized the full-time college attendance of New Jersey youth in 1963-64 as follows:

Academic Class	In-State			Out-of-State	Grand Total
	Public	Private	Total		
Freshmen	8,476	5,475	13,951	16,045	29,996
Undergraduates	26,511	17,597	44,108	46,187	90,295
Graduates and Professional	1,684	1,340	3,024	5,382	8,406
Total	28,195	18,937	47,132	51,569	98,701

The fourth study, entitled "Updating the Strayer Report," compared and analyzed the 1963-64 college attendance of New Jersey youth as projected in 1962 by the Strayer Report with the actual attendance record. Among the significant findings of the report were:

- a. The *Strayer Report* assumed a percentage increase of .9% per annum in the number of New Jersey youth to enter college. Actually, the increase has been over 2% per annum.
- b. The *Strayer Report* assumed a percentage increase of 1% per annum in the number of New Jersey youth to enter college in New Jersey. That is, a shift of 1% per annum from out-of-state to in-state enrollment by New Jersey youth. Actually, the enrollment shift has been to out-of-state institutions at a percentage increase of 2.5% per annum.
- c. The *Strayer Report* assumed a percentage increase of .5% per annum in the number of New Jersey youth to enter New Jersey publicly-supported colleges. Actually, New Jersey youth entering colleges in New Jersey have been enrolling at the publicly-supported institutions at a percentage increase of 4% per annum.

The last two above-mentioned reports were used extensively in the deliberations and report of the Joint Legislative Committee to Study Capital Needs and Related Matter in the Field of Public Higher Education, which recommended a \$40.1 million higher education bond issue referendum to be put before the electorate in November, 1964.

3. *Committee on Vocational Education*: In the December, 1963-June, 1964, period, the Office of Graduate and Professional Education served as secretary to the Committee to Study the Needs of Vocational Education, appointed by Commissioner Raubinger on December 16. The report of the Committee on New Jersey's needs in vocational education was submitted to the Commissioner on June 30.
4. *Mid-Atlantic Regional Conference on Higher Education*: The third annual Mid-Atlantic Regional Conference on Higher Education was held at the State Department of Education on May 16. Divisions of Higher Education from the State Departments of Education of New York, Connecticut, Pennsylvania, and the Universities of Massachusetts and Delaware were represented. S. V. Martorana, Director of Planning for Higher Education for New York State reported on the planning study currently being conducted in New York in relation to the provisions of the Higher Education Facility Act of 1963. Developments and needs of higher education in the Mid-Atlantic Region were reported by State representatives.
5. *Finance Planning, State Colleges*: The Office of Finance Planning has been responsible for the development of a planning program of individual and group conferences for the Business Managers of the six New Jersey State Colleges to assist them in developing an awareness of the importance of the role of the business manager in the overall function of the college. This program has taken advantage of the services of the individual staff

members of the Division and the resources of individuals in other divisions of the Department, as well as the Divisions of State Government.

6. *Budget Analysis:* Budget work in the Division of Higher Education involved the analysis of the budgets of the six State Colleges, Newark College of Engineering, Trenton Junior College, and Rutgers—the State University. These analyses are made in accordance with the policy of the State Board of Education as they pertain to staffing patterns and current operations. The overall responsibility for management coordination of the six New Jersey State Colleges rests with the Division of Higher Education as delegated by the Commissioner of Education. Working relationships with Newark College of Engineering and Trenton Junior College are maintained for purposes of the annual contract and the services rendered to the State based on these contractual arrangements.
7. *Higher Education Facilities Act:* Much time has been devoted to the New Jersey State Commission for the Higher Education Facilities Act. Resource personnel have been made available to this Commission, and the Division has been intimately involved in the drafting of the proposed State Plan for the administration of Public Law 88-204. In each of the fiscal years 1965 and 1966, New Jersey will be allotted \$1,321,112 for public community colleges and public technical institutes and \$4,727,273 for other collegiate institutions.
8. *Continuing Studies:* The continuing studies that have been carried out in the Office of Finance Planning are as follows:
  - a. Annual review of utilization of space devoted to instructional purposes.
  - b. Annual review of the instructional and service load of faculty members in the New Jersey State Colleges to determine the total responsibility assignment to faculty members.
  - c. Annual review of instructional class-size in the State Colleges.
  - d. Monthly review of the financial statements of the contract food-service program in the six State Colleges.
  - e. Review of the proposed projects for capital construction and outlay for construction operations of the proposed two-year community colleges to be established in the State.
9. *Visiting Teams:* The Office of Finance Planning continued to participate in the activity of teams visiting private colleges in the State for purposes of renewal of their approval to grant degrees by the State Board of Education.
10. *Application Processing:* The Office of the New Jersey State Scholarship Commission continued to improve its machine processing of applications,

adopting two additional 1,401 Computer Programs in this effort. Methods of measuring financial need were further developed, with an experimental form being outlined.

11. *Research Projects*: Important research projects were furthered but had to be abandoned because of the large number of scholarship applications to be processed. Since announcement of the new award group in April, a follow-up has been made of the second group of students to receive the awards. Results of this study are now being analyzed.
12. *Conferences of Financial Aid Officers*: Probably the outstanding accomplishment of the Scholarship Office during the past year was the effort to establish better understanding of the Scholarship Program. The conference of financial aid officers and college personnel held in the fall was a success. Also, the booth at the NJEA Convention was substantially improved and the public response was accordingly enthusiastic.
13. *Conference Participation*: In addition to the conferences of New Jersey guidance and personnel attended, the Director participated in National conferences and served on three National committees on financial aid. Dr. Ehart is a member of Commission V which has the responsibility of determining program and activities of APGA, is a member of the computation committee for College Scholarship Service, and serves on an advisory committee to the U. S. Department of Education.
14. *Number of Applications*: The Office of the Student Loan Program has received 4,890 applications for the year 1963-1964. The number of loans guaranteed was 3,917, with a dollar value of \$3,159,088.
15. *Chapter 60, Laws of 1964*: Chapter 60, Laws of 1964, was amended to permit savings and loan associations to participate in the program as of June 30, 1964. Seventy-five of these associations have signed agreements to participate. This figure, when added to the 155 commercial and mutual savings banks, brings the total of participating lending institutions to 230, as compared to 56 in June, 1963.

Students with loans were enrolled in 605 colleges and universities. The total number of loans outstanding is 6,341, with a dollar value of \$4,717,675.
16. *Assembly Bill 497*: Assembly Bill 497 passed the Assembly and the Senate and is currently awaiting the Governor's signature. This Bill would provide financial assistance to the local districts for the administration of Adult Education.
17. *New Staff Member*: Mr. Douglass Kelley has been added to our staff as Supervisor of Basic Adult Education. Dividing his time with the Vocational Division and the Bureau of Adult Education, he is preparing teachers for programs designed for the functional illiterate adult.

18. *Pilot Projects:* The Bureau of Adult Education conducted pilot projects in Trenton, Newark and Paterson, where relief recipients with less than five years of schooling were given basic education. The purpose of these classes is to bring the functional illiterate adult to the point where he will be able to secure employment and be removed from the relief rolls.
19. *High School Equivalency Program:* The High School Equivalency Program reached an all-time high this past year in numbers of people examined.
20. *Certificate Survey:* A survey of the procedures for issuing pre-professional certificates has been completed by Dr. Roscoe West. This survey, which includes recommendations for the issuance of these certificates, has been presented to the Commissioner of Education.
21. *Bulletins and Workshops:* Bulletins have been distributed to directors of adult education throughout the State for the purpose of keeping the directors informed of current practices in their field.
22. *Civil Defense Course:*  
 More than 7,000 adult citizens have completed the civil defense course; about 4,000 State employees have participated. Over 2,700 seniors in the State colleges completed the course.  
 Fourteen high schools have conducted civil defense program for senior year pupils and two institutions are currently conducting courses for staff members.
23. *Year-Round Operation of Colleges:* Following the preparation of the preliminary report, "Extending the Academic Year at New Jersey State colleges," continuing studies in depth, as well as extensive consultations with colleges operating year-round, were made by the Director of Field Services for Higher Education. During May and June, visits were made to the University of Michigan, Ann Arbor, Dearborn Campus, University of Michigan, Dearborn, Wayne State University, Detroit, Harpur College, Binghamton, and New Paltz College, New Paltz, New York. Summary reports concerning these observations were presented to the Commissioner and the State College Presidents. In addition, meetings were held with the Committee on Year-round Study of the State College Faculty Association. This effort has been aimed at preparing a proposal for the consideration of the Commissioner and the State Board of Education.
24. *Processing of Nominations for Part-time Faculty:* The Director of Field Services for Higher Education has processed an increased number of nominations for part-time faculty at New Jersey State Colleges.
25. *Meetings with Evening Directors in Public and Private Colleges:* The Director of Field Services for Higher Education visited colleges offering evening programs and held a meeting of Directors for the purpose of identifying problems in need of resolution.

26. *Conferences Regarding Need for Preparation of Nurses:* New Jersey is experiencing a serious shortage of nurses in public as well as private agencies. The Director of Field Services for Higher Education conducted several conferences with representatives from the Department of Health and interested colleges in order to develop plans for instituting four-year nursing programs.
27. *Investigation of New York University's Offerings in New Jersey Secondary Schools:* During the year several New Jersey private colleges have asked the Department to investigate the legality of N. Y. U.'s offerings of non-credit courses through adult programs at secondary schools. The Director of Field Services for Higher Education chaired several meetings with private college representatives, as well as officials of N. Y. U. The Department has asked the Division of Controversies and Disputes to determine the legality of out-of-state colleges offering non-credit courses at New Jersey locations.
28. *Department of Education Study Committee for County Colleges:* The Director of Field Services for Higher Education has contributed to the State Department Study Committee studying proposals from counties seeking to establish county colleges.
29. *Experimental Project for Admissions:* The Experimental Project for Admissions was instituted with the entering Freshman Class, Fall, 1964. The Project has selected for admission promising high school graduates, based upon recommendations of the high school principal, irrespective of conventional admissions criteria. Follow-up studies of candidates submitted will be made by the Director of Field Services for Higher Education.
30. *County College Legislation:* On May 22, 1964, Governor Richard J. Hughes signed the bill (Senate No. 158) authorizing counties, municipalities, school districts or special schools to sell, give or lease any of their property to the Board of Trustees of a County College pursuant to the rules and regulations of the State Board. Property shall be deemed to include county or municipal funds.
31. *State County College Feasibility Studies:* Five extensive studies were conducted and reported to the State Board of Education as required under the County College law. The need for a college and the financial ability of the petitioning county were determined for the counties of Atlantic, Cape May, Cumberland, Middlesex and Ocean.
32. *Local County College Studies:* Gave counsel and assistance through numerous meetings to the County Superintendents, Boards of Chosen Freeholders, and Local Study Committees in 15 counties currently engaged in the procedure of establishing County Colleges.

33. *Junior College Administrative Council:* Under the leadership of the Office of Two-Year Colleges and Terminal Education, the Council held two conferences on improving two-year college education.
34. *Periodic College and University Field Visits:* The Office of Two-Year Colleges and Terminal Education visited four institutions prior to the expiration of their accreditation to determine compliance with State standards. In addition, consultation services were provided to colleges and universities desiring assistance with curriculum development and other activities.
35. *Business and Career Schools:* The Office of Two-Year Colleges and Terminal Education visited business and career schools and appraised their programs according to the standards of the State Board of Education. As a result of this activity, nine private schools of business and three newly organized correspondence school programs have been officially approved. In addition, 15 out-of-state correspondence schools have obtained permission to maintain field representatives in New Jersey for soliciting student enrollments.
36. *Veterans and War Orphans Training:* Under the provision of Federal Public Laws 550 and 634, all institutions and agencies wishing to train veterans in the fields of law, management, real estate, insurance, nursing and other professional type objectives are required to have their training program and establishments approved by this Division. Visits, consultations and approvals were accomplished.
37. *Review of Credentials for Disabled Veterans Attempting to Secure Real Estate and Insurance Exemptions:* Under the provisions of New Jersey Revised Statutes 17:22-6; and 45:15-11 whereby disabled war veterans may be exempt from insurance broker and real estate license fees, the Office of Two-Year Colleges and Terminal Education made recommendations regarding insurance and real estate credentials.
38. *Approval of College and University Catalogs Under Public Law 550:* The catalogs of about 40 colleges and universities enrolling veterans were reviewed and recommended for approval in compliance with the requirements for veterans training under Public Law 550.
39. *Unique Educational Operations of Higher Education:* The Office of Two-Year Colleges and Terminal Education provided counsel and recommendations with regard to State laws and State Board of Education regulations concerning such programs as medical and laboratory technology, nursing, hypnosis, business management and industrial training.
40. *Citizens' Groups Interested in Two-Year Colleges:* Representatives from the Office of Two-Year Colleges and Terminal Education held numerous meetings and conferences with citizens' groups throughout the State to

counsel them on the needs for two-year colleges in the light of existing County College legislations.

41. *Middle States Association Evaluations:* Representatives from the Office of Two-Year Colleges and Terminal Education acted as official State members of Middle States Association of Colleges and Secondary Schools teams evaluating two New Jersey collegiate institutions.
42. *Professional Leadership Activities:* Representatives of the Office of Two-Year Colleges and Terminal Education were active as panel participants at a number of annual professional association meetings. These included the State Federation of District Boards of Education of New Jersey, the New Jersey Freeholders Association, the New Jersey Congress of Parents and Teachers, the National Home Study Council, the New Jersey Education Association and the American Association of School Administrators.
43. *Program Revision and Improvement; Office of Teacher Education and Certification:*
  - a. *New and Revised Teacher Education Curriculums:* During the year 66 teacher education curriculums were approved by the State Board of Education. Of these, 28 were graduate programs; 34, undergraduate; and four, non-degree certification programs. Seven colleges have submitted their curriculums for study, and the establishment of four additional curriculums has been approved, as follows: Glassboro, Women's Physical and Health Education, Health Education Minor; Newark, Physical and Health Education; Paterson, Women's Physical and Health Education, Health Education Major; and Montclair, Distributive Education.
  - b. *Approval of Courses in the State Colleges:* Due to the extensive revisions of the total college curriculums, there is less need for approval of individual courses; therefore, only 23 courses from five of the six State Colleges were submitted for approval.
  - c. *General Education Study:* Faculty committees in the six State Colleges have continued study of various general education sequences. A number of interdepartmental and interdisciplinary courses have already been developed.
44. *Leadership Activities; Office of Teacher Education and Certification:*
  - a. *Circular 351 Revision:* The Director of Teacher Education and Certification is continuing to serve as a member of a national advisory committee which is revising standards for approval of teacher education programs.
  - b. *National TEPS Activities:* The Director of Teacher Education and Certification attended the annual meeting of the National Commission

- on Teacher Education and Professional Standards held in Vancouver, British Columbia, where he reported on NASDTEC activities.
- c. *Northeastern States Directors of Teacher Education and Certification:* Members of the Office of Teacher Education and Certification attended the conference at Dover, Delaware. This group is studying teacher education and certification.
  - d. *New Jersey TEPS Committee:* The Director of Teacher Education and Certification continues to serve as consultant to the New Jersey TEPS Committee and has participated in several programs dealing with the raising of professional standards for both teacher and administrative personnel.
  - e. *NCATE Activities:* The Director of Teacher Education and Certification has been serving on the Visitation and Accreditation Committee of the National Council for Accreditation of Teacher Education. This group studies the complete program, facilities, faculty, and student body at colleges requesting accreditation.
  - f. *Certification of Experienced Teachers from other States:* It has been proposed that New Jersey extend reciprocal certification to experienced teachers from other states if their preparation is essentially equivalent to that required for certification in New Jersey.
  - g. *National Association of State Directors of Teacher Education and Certification:* The Director of Teacher Education and Certification was elected president of NASDTEC at the June meeting in Louisville, Kentucky. At this meeting the Director also presented a talk on the Certification of Experienced Teachers from Other States and the Certification of Interns.
  - h. *"The Education of American Teachers," by James B. Conant:* The publication of this book created so much discussion that the Director of Teacher Education and Certification was asked to prepare a "Symposium of the Conant Report" for the *Journal of Teacher Education*.
  - i. *Inter-College Council on Student Teaching:* The Council, composed of a member from each teacher preparation college in New Jersey, was formed to study the problems of placing student teachers in the school districts of the State. The Director of College Curriculums for Teacher Education is Chairman of the organization.
  - j. *Middle States Association of Colleges and Secondary Schools:* The Director of College Curriculums for Teacher Education was a member of the Middle States Evaluation teams which visited Seton Hall University and the College of Saint Elizabeth.
  - k. *Directory of Teacher Education Programs Offered by New Jersey Colleges and Universities:* A Directory of Teacher Preparation

- Institutions in New Jersey was prepared and given nation-wide distribution.
- l. *Association for General and Liberal Studies*: The Director of College Curriculums for Teacher Education attended the annual Conference in Chicago, where many general education concerns were considered.
  - m. *Eastern States Association for Teacher Education*: The Director of College Curriculums for Teacher Education spoke at the Association meeting in New York City.
  - n. *MAT Internship*: An experimental Master of Arts in Teaching Internship program in connection with Teaneck Summer High School was inaugurated at Fairleigh Dickinson University. The internship program is designed for graduates of liberal arts colleges who wish to prepare for secondary school teaching in the fields of English, social studies, foreign languages, mathematics and science.
  - o. *Educational Broadcasting System*: The Director of Teacher Education and Certification served as a member of the Educational Advisory Committee of the Educational Broadcasting System (Channel 13), which is producing television programs for the use of schools in the New York, New Jersey and Connecticut area.
  - p. *Fulbright-Hays Scholarship Committee*: The Director of Teacher Education and Certification served as chairman of the New Jersey State Fulbright-Hays Scholarship Committee, which screened applicants from New Jersey colleges and recommended the state nominees to the Institute of International Education.
  - q. *Fellowships for the Handicapped*: The Office of Teacher Education and Certification served as the information agency regarding the fellowships available through the State Department of Education for training in the area of education of the handicapped. The Director served as chairman of the screening committee for the selection of the fellows.
45. *Teacher Certification; Office of Teacher Education and Certification*:
- a. *Nineteenth Edition of Rules Concerning Teachers' Certificates*: During the 1963-64 school year, the *Nineteenth Edition of the Rules Concerning Teachers' Certificates* was printed and distributed to schools and colleges in New Jersey, State Directors of Teacher Education and Certification throughout the country and to many colleges in other states which supply New Jersey with teachers.
  - b. *Committee for the Advancement of School Administration*: The Committee for the advancement of the superintendency continued its study of the requirements for the school administrator's certificate.

- c. *Certification Changes*: The State Board of Examiners published a digest of certification changes which have taken place from 1956 through 1963.
  - d. *Revocation of Certificates*: The State Board of Education, on recommendation of the State Board of Examiners, adopted a form devised by the National Association of State Directors of Teacher Education and Certification for reporting the revocation of a teacher's certificate.
  - e. *Appeal and Review*: The Board examined 10 applications for certificates, revoked the certificates of two teachers, suspended the certificate of one teacher, denied the issuance of three certificates and heard special appeals by three teachers who attended Board meetings.
  - f. *Certificates Issued*: The total number of certificates issued for the 1963-64 school year was 21,600 and the number of certificates issued on the basis of completion of approved programs in all the New Jersey Colleges was 3,200. All 18 of the teacher-preparing institutions in New Jersey issued certificates to their graduates under the approved program.
  - g. *Approved Programs for School Nurses*: Two public and two private colleges have approved school nurse curriculums leading to the limited school nurse certificate. The Director, Field Services for Higher Education, explained procedures to about 900 nurses in 16 counties.
46. *New Jersey School of Conservation: Office of Teacher Education and Certification*:
- a. *Camp Sequoia*: An experimental summer camp for children with speech disorders has been inaugurated at the School of Conservation. The camp is operating for eight weeks under the general supervision of a speech administrator and speech correctionist-counselors.
  - b. *Library*: The library at the School of Conservation was formally dedicated as the L. B. Sharp Memorial Library. Doctor Sharp, who died in December, 1963, was an outstanding figure in Outdoor Education and Conservation. One hundred volumes on conservation and outdoor education, to be known as the L. B. Sharp Collection, were added to the library.
  - c. *Program for State College Students*: During 1962-1963, 3,200 sophomore students from the State Colleges spent a week at the New Jersey State School of Conservation engaged in outdoor education and conservation activities. Staff members from the Department of Conservation and Economic Development conducted field trips, demonstrations, and lectures for the college students.

- d. *Public School Outdoor Education Programs*: A total of 1,566 public school children and 174 teachers took part in one-week programs at the School of Conservation.
- e. *Conferences and Workshops*: Fifteen members of the Joint Legislative Committee on Natural Resources of the New York State Legislature, representatives of the Department of Conservation and Economic Development, and a number of public school principals and supervisors spent a day at the School of Conservation surveying the resources and facilities. A number of conferences and workshops were conducted at the School of Conservation.

47. *Studies; Office of Teacher Education and Certification*:

- a. *Placement of Junior Practicum and Senior Student Teacher*: To bring into sharper focus the problem of placing students in the professional laboratory experiences phase of their teacher preparation, a study was made by the Director of College Curriculums for Teacher Education of the numbers of junior and senior student teachers placed in New Jersey by the 18 New Jersey teacher-education institutions during the 1963-64 academic year. These data were analyzed by sending college, teaching field, and county and school district in which placement was made. Charts showing this analysis were given state-wide distribution.
- b. *Collecting and Distributing Teacher Vacancy Data*: The Office of Teacher Education and Certification is inaugurating a one-year trial study of an information exchange service designed (1) to collect at periodic intervals information as to the number and types of teacher vacancies current to those school districts wishing to participate; (2) to tabulate and summarize this information; and (3) to distribute a summary report to interested school systems, colleges and individuals.
- c. *Statistical Reports*: The Director, Field Services for Higher Education, has prepared an increasing volume of statistical data regarding evening division enrollments at New Jersey State Colleges.
- d. *Admissions Procedures at New Jersey State Colleges*: The Director, Field Services for Higher Education, has served as chairman of a committee to study the admissions examinations and procedures currently used at New Jersey State Colleges.

## DIVISION OF VOCATIONAL EDUCATION

The Vocational Division encompasses almost all of the educational areas in the State Department of Education which are primarily devoted to the education and training of youth and adults for successful employment. As a consequence, any report concerning outstanding accomplishments would

have to include not only those accomplishments and goals which are administrative and are primarily initiated and followed up by the Assistant Commissioner, but also the major accomplishments and goals of each supervisor. Only outstanding, major accomplishments are reported here. An Annual Report, which includes detailed information of a narrative and statistical nature showing the growth and development of the various educational programs under the jurisdiction of the Vocational Division, is presented to the State Board of Education.

### **Administrative Accomplishments**

Each of the goals set for accomplishments during 1963-64 has been completed or is in process of being completed. The research problem set up to study dropouts and/or rejects from Manpower Development Training and Area Redevelopment Acts programs was submitted to Washington on July 25, 1963 after a series of conferences involving Employment Security personnel, Vocational Division staff members, local directors of vocational education and Rutgers University, Department of Vocational-Technical Education and Institute of Management and Labor Relations.

### **Vocational Education Act of 1963—P. L. 88-210**

In anticipation of the passage of the Vocational Act of 1963, the State Vocational Staff and the local directors of vocational-technical education were alerted and prepared to meet the challenges posed in the new Act. In addition, the Commissioner appointed a committee to study Vocational Education composed of representative lay people from labor and management, general and vocational educators and school board members. Dr. Jochen, former Assistant Commissioner was appointed as consultant.

The essential organization at the State level to develop the New State Plan has been developed so that there will be as little delay as possible in preparing the State Plan for submission to the State Board of Education when the Act is implemented.

### **Study of Library Needs of Vocational-Technical Schools**

In cooperation with the New Jersey Library Association, a study of 33 vocational-technical high schools was made to determine the adequacy of their library facilities.

The Study, part of a Statewide study, makes certain recommendations concerning staff, annual budget and the need for issuing a bibliography of materials recommended for the diverse subject areas taught in our vocational-technical high schools.

### **Home Economics Guide for Elementary Teachers**

In order to assist elementary teachers to enrich their programs by taking advantage of the opportunities which homemaking education can offer to

motivate their teaching, a guide was developed by a special committee of home economics educators in cooperation with Dr. Anne Hoppock and other people from elementary education. The guide was completed May 6, 1964 and will be published by the Curriculum Laboratory.

### **Brochure on Vocational-Technical Education**

An illustrated booklet on Vocational-Technical Education in New Jersey is being used at the World's Fair in the New Jersey Exhibit and in the industrial exhibits to advertise New Jersey and its Vocational-Technical Programs. It is also helpful to superintendents, boards of education and the lay public who desire information concerning vocational-technical education.

### **Department of Vocational-Technical Education at Rutgers**

Specialists in each area in the Department of Vocational-Technical Education at Rutgers, The State University, hold a doctor's degree and possess skilled and technical industrial experience. Plans have been approved for offering a program of studies leading to advanced degrees in vocational-technical education. A major function of this department will be to initiate and conduct research in vocational-technical education.

The vocational-technical curriculum laboratory, part of the department, continues to grow and expand. A significant accomplishment is in the area of the development of animated visual aids which supplement the individual instructional materials.

### **Part-Time Cooperative Programs**

The past year has seen a major increase in the interest of superintendents of schools and their boards in the establishment of part-time cooperative programs in the trade and industrial fields. Organized labor has been assisting in the development of such programs. Where we only had one such program, we now have five.

### **Manpower Development and Training and Area Redevelopment Acts Programs**

There have been 117 programs of Manpower Development and Training instituted and 128 have been prepared. Each of these programs or proposals was developed for approval by the State and federal officials.

### **Technical Education**

Perhaps the greatest single expansion in Vocational-Technical Education in New Jersey occurred in the field of technical education, particularly at the post-high school level. Fifteen counties now offer, or are in the process of developing, programs which will be available during the 1964-65 school year. Six years ago, only three counties offered such programs.

## Agriculture

The majority of State staff time was occupied with the responsibilities of conducting a program which believes in student participation.

New Jersey Future Farmers of America members participated in the activities of the Northeastern Poultry Producers Council; the National Safety Congress at Chicago; the National Dairy Congress at Waterloo; Eastern States Exposition at Springfield, Massachusetts; and the National Judging Contests and FFA Convention at Kansas City, Missouri. They also competed in the FFA Foundation Awards Program and a program sponsored by the National Vegetable Growers Association.

Vocational Agriculture students earned in excess of \$400,000 through their directed and supervised farming and occupational experience programs.

None of the graduating class of 1963 was reported as unemployed and only one graduate was unaccounted for. More students could be trained for useful employment in this field, but fewer than 10% of our public secondary schools make agricultural training available to their students.

Broadening the offering at Camden County Vocational School to include Nursery Practice and Landscape Gardening has doubled the enrollment.

Exploratory attempts in program modification are being conducted at Newton, Freehold, Hunterdon Central, Oakcrest and Manasquan. Emphasizing student orientation in the ninth grade and broadening offerings have resulted in larger enrollments.

The in-service program has been continued. Fourteen teachers were enrolled at the Graduate School of Education, Rutgers University during the last semester in a course in "Curriculum Construction in Vocational Agriculture" taught by Professor W. H. Evans.

The New Jersey Horticultural Council, which represents the Florists, Nurserymen, Landscape Contractors, Food Processors and the Vegetable and Fruit Growers of the State, requested and received aid in planning for horticultural training on a post graduate (13 and 14 year) level.

The State supervisor:

1. Served on the advisory committee of the Farm Bureau—Grange Committee to develop proposed farm land assessment legislation for the Governor's Committee;
2. Cooperated with the Department of Institution and Agencies and its Architect in the development and planning for a horticultural unit at the new Youth Reception and Correction Center in Yardville;
3. Served as a consultant to the New Jersey State Civil Service Commission in the conducting of examinations of agricultural positions;
4. Acted as co-chairman of the Agricultural section of the 1963 AVA Convention;

5. Served as vice-chairman of the 1964 North Atlantic Regional Conference for Agricultural Education;
6. Served as host to delegations of educators from Washington, D. C. and the State of Virginia visiting New Jersey to study programs in Ornamental Horticulture.

### **Business Education**

This year marked the first full year of service of the Supervisor of Business Education. In addition to pursuing normal supervisory activities, he devoted time to responsibilities connected with the convention of the American Vocational Association in Atlantic City.

In preparation for operation of some business education programs under the provisions of the Vocational Act of 1963, conferences were held with county superintendents, district superintendents, business education supervisors and teachers, representatives of publishing firms and with business education supervisors of neighboring states. This exchange of information resulted in a clearer understanding of the legislation as it may apply to business education and will lead to the formation of a good state plan for business education.

Two general meetings of the New Jersey Business Education Association were held at the Atlantic City convention of the New Jersey Education Association. A spring conference of the New Jersey Business Education Association was held at Montclair State College.

Four regional workshops and nine field trips were conducted for Business Education teachers.

The fifth annual convention of the Future Business Leaders of America was held at Montclair State College.

A greater number of business education in-service teacher training institutes were conducted this year than were conducted in previous years.

Business organizations conducted conferences in various sections of the State. The National Office Management Association was responsible for a survey and follow-up conferences relating to the high school bookkeeping program. International Business Machines Corporation conducted various seminars on data processing programs.

A summer institute for up-grading and up-dating business education teachers was planned for the first two weeks of July, 1964 at Rutgers University.

Business Education guides were prepared in various subject fields by a committee of the New Jersey Business Education Association and have been distributed to business education personnel in the State.

The physical facilities guide for Business Education was revised. An adaptation of a work experience guide was developed for specific use in office

occupations. Also, a questionnaire for a state-wide survey of business education was completed.

Governor Richard J. Hughes signed a proclamation for Business Education Week for the State of New Jersey from April 25 to May 2.

### **Curriculum Laboratory**

The Division is an integral part of the Vocational-Technical Education Department, Graduate School of Education, Rutgers, The State University. This involves the Director of the Curriculum Laboratory in Faculty activities such as Courses of Studies Committee, Urban Studies Committee, and others.

The Director assumed a discussion leadership role at the National Clinic for Vocational Education in Chicago, April 13-17 and filled numerous speaking engagements.

New volumes were added to the library collection for the trades and technologies taught in this State and the production of overhead projectuals increased, especially in the area of technamation.

### **Distributive Education**

An in-service training session for the coordinators of Distributive Education to acquaint them with the proposed Vocational Education Act of 1963 was held at Montclair State College on April 17.

Governor Richard J. Hughes issued a proclamation for Distributive Education Week from April 13 to April 19.

There are now 37 Distributive Education programs offered at the high school level and one at the post-high school level. Six new Distributive Education high school programs are planned for the 1964-65 school year. They will be located at East Orange, Glassboro, Fort Lee, Millville, Roxbury and West Milford. Montclair State College is in the process of setting up a teacher training program in the field of Distributive Education. In addition, Rider College will also have a teacher training program in operation as of September.

The Distributive Education Annual Graduate Follow-Up Study is being made.

The third State Convention of the New Jersey Distributive Education Clubs was held at the Red Bank High School.

### **Finance and Statistics**

Exercised supervision over the following moneys during fiscal year 1964 (as of May 25, 1964):

### I. State Funds

1. Vocational Division Central Office .....	\$253,194.00
2. Home Economics Teacher Training Program .....	50,000.00
3. Voc.-Tech. Dept. of Rutgers—The State Univ. ....	96,742.00
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Total Vocational Division Budget .....	\$399,936.00
4. State Aid for Technical Education .....	100,000.00
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Total State Funds Supervised by the Voc. Div. ....	\$499,936.00

### II. Federal Funds

1. Manpower Development and Training Act (MDTA)	
(a) State Supervision .....	\$70,900.00
(b) Special Local Supervision .....	36,000.00
(c) Local Projects (Including \$700,000 in National Pool Funds) .....	834,424.00
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Total MDTA Funds .....	\$941,324.00
2. Area Redevelopment Act (ARA)	
(a) State Supervision .....	\$11,000.00
(b) Local Projects .....	74,976.00
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Total ARA Funds .....	\$85,976.00
3. George-Barden Funds	
(a) Title I .....	\$518,981.00
(b) Title II, Prac. Nursing .....	87,634.00
(c) Title III, Tech. Education .....	262,901.00
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Total George-Barden Funds .....	\$869,516.00
4. Smith-Hughes Funds	
(a) Teacher Training .....	\$33,976.00
(b) All Other .....	167,927.00
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Total Smith-Hughes Funds .....	\$201,903.00
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Total Federal Funds (as of May 25, 1964) .....	\$2,098,719.00

### III. Recapitulation

1. Total State Funds .....	\$499,936.00
2. Total Federal Funds .....	2,098,719.00
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	\$2,598,655.00

### Other Activities—Finance and Statistics:

1. Participated, as Assistant Chairman, in the evaluation of Mergenthaler Vocational-Technical High School in Baltimore, Maryland, for accreditation purposes.
2. Served as Executive Secretary-Treasurer of the New Jersey Section, American Vocational Association.
3. Accepted membership on the Board of Directors of the New Jersey Adult Education Association, especially in the interest of vocational education.

### Guidance

Conducted the Annual Follow-Up Study of graduates of vocational-technical, vocational agriculture and distributive education courses, Class of 1963.

Conducted the North Atlantic Regional Follow-Up Study of graduates of trade and technical courses, Class of 1963.

Conducted a 15-session course in Vocational Guidance for guidance directors and counselors in secondary schools.

Published a revised Directory of Course Offerings in public and private vocational and technical schools.

Participated in two surveys (Sussex and Warren counties) conducted by the Vocational Division to assist local school districts in determining needs for vocational and technical education.

Participated in the evaluation of Trenton Central High School under the direction of the Office of Secondary Education.

Cooperated with the guidance consultant in the Office of Secondary Education on several matters concerning guidance programs in secondary schools.

Participated in several workshops and conferences conducted by State and County Guidance Associations.

Represented the Vocational Division on the Departmental Workshop Planning Committee.

### Home Economics

A quarterly newsletter for home economics teachers was initiated this year. Part of the newsletter is devoted to teacher exchange of ideas.

A program of school visitations has been continued to aid curriculum development and to explain responsibilities for the supervision of home economics.

In-service workshops in curriculum development have been held in many schools. Home economics courses were reviewed for approval and service given to districts planning new facilities.

State supervisors participated in the planning of home appliance workshops and served as representatives on the Farm Electrification Council, Nutrition Council, New Jersey Safety Council and the New Jersey Home Economics Association Council. Each council has a project beneficial to home economics education in the State.

A city supervisors' meeting to discuss the project, "*Needs of City Youth*" was held in May. This project has been of much concern to the Home Economics Branch, U. S. Office of Education.

Another workshop for vocational teachers and city supervisors was held in Asbury Park in October on "Concepts and Generalizations in Home Economics Curriculum Development."

The survey of content for family life courses in the schools was continued. This information is for a study being made by the Tri-State Council on Family Relations in New York, Connecticut and New Jersey.

State supervisors served on State and sectional planning committees and in many other capacities for the 1963 American Vocational Association meeting in Atlantic City.

Kingsway Regional High School and Penns Grove High School initiated federally reimbursed homemaking programs during this year.

Plans were started for next year in developing bi-county workshops for home economics teachers.

### **Future Homemakers of America**

The FHA grew by 10 chapters, making a total of 59 chapters with a membership of 1,998 members. A \$500 scholarship presented by Suburban Propane Gas Corporation continues to be for a girl furthering her home economics training. The theme of the annual State FHA meeting was built around Objective I of the National program of work, "Discovering Myself and My Worth to Others." Two New Jersey FHA newsletters were distributed.

### **Industrial Arts**

#### **Professional Improvement**

Professional in-service courses were started at the beginning of the school year for the purpose of enriching the background of many industrial arts teachers throughout the State.

The following program activities were promoted by the Vocational Division of the State Department of Education: Bergen County Ind. Arts Association, welding, gas and electric courses; Hudson County Ind. Arts Association, jewelry and design; Morris County Ind. Arts Association, small boat safety instruction; Essex and Hudson counties, better home lighting, public service; Shore Shop Teachers Association, studies processes of industry, industrial management; and South Jersey Ind. Arts Association, visited industries—

Chromart Silk Screen Co., Mueller Brass Co. and Saunder Publishing Co., Invited industrial representatives to speak at meetings—Bear Manning-Abrasives, New Foundry Technique, Offset Printing and Fiberglass Manufacturing.

Members of the industrial arts supervisory staff discussed industrial arts education with boards of education, county industrial arts associations, and State college industrial arts seniors throughout the year. They participated in five district workshops, the New Jersey Vocational and Arts Education Association Convention, and in both the American Industrial Arts Convention and American Vocational Association Convention. Industrial Arts Supervisors took an active role in the American Vocational Association Convention held at Atlantic City.

Two meetings were held involving directors, supervisors, and other Industrial Arts personnel this year. Pertinent information was presented concerning industrial arts education and problems of industrial arts that were common throughout the State.

A selected Statewide committee has finished a new State guide for industrial arts education.

Due to the lack of certified industrial arts teachers, the industrial arts supervisors were called upon to screen perspective teachers who have made application for emergency certificates.

Thirty-six teachers participated in two, one-week workshops held at the General Motors Training Centers at Moorestown and Union. Each program dealt with the tune-up of the internal combustion engine. Trenton State College offered one credit to those who enrolled through the college for this workshop.

The seventh annual Student Craftsman's Fair was held at the Public Service Auditorium, 70 Park Place, Newark on May 18th to 22nd. Between eight and nine hundred projects were on display.

Ten schools from South Jersey and 23 schools from North Jersey participated in the 1964 Plymouth Trouble Shooting Contest. This is an increase of approximately 20% over last year's participants in the contest.

### Private Trade Schools

Four new schools were approved:

#### *School*

Market Training Institute of Paterson  
Paterson, New Jersey  
Morris Technical Institute  
Dover, New Jersey  
Market Training Institute of Jersey City  
Jersey City, New Jersey

#### *Courses*

Checker-Cashier  
PBX Switchboard-Receptionist  
Electronics-Radio-Television  
Checker-Cashier  
PBX Switchboard-Receptionist

<i>School</i>	<i>Courses</i>
Market Training Institute of Camden Camden, New Jersey	Checker-Cashier PBX Switchboard-Receptionist

One school was approved under Chapter 33, Title 38, U. S. Code (Public Laws 550 and 634) :

PB Method of Hair Design School of Beauty Culture

The following new courses have been approved for the established schools: Theory and application of DC circuits and relays; medical secretary; printing: color stripping, surface and deep etch platemaking, line and half tone photography, elementary and advanced offset presswork and comprehensive photo offset lithography; air conditioning, heating and ventilation; electronic communications; and blue print reading.

The following courses were revised and approved: X-ray theory and techniques and medical secretary.

One school ceased operation and approvals for two schools were withdrawn.

The State Supervisor participated in special events in several schools including graduation exercises and a panel discussion on training opportunities for non-college bound youth. He also assisted several schools with revisions of forms and school publications.

In addition to visiting all of the approved private trade schools and the flight training and beauty culture schools approved by this Department for purposes of Public Law 550, the State Supervisor interviewed 38 people at the State Office regarding new schools and changes in the established schools.

### **Apprentice Training in New Jersey**

The apprentice coordinators met a number of times during 1963-1964 at the request of the Vocational Division to discuss mutual problems in the promotion and supervision of apprentice training in New Jersey. Several of the meetings were conducted jointly with the Bureau of Apprenticeship and Training of the U. S. Department of Labor so that procedures for both agencies could be coordinated.

The 1964 edition of the *Annual Coverage Study on Apprenticeship Training in New Jersey* was recently released. The primary purpose of the study was to determine the extent to which apprentices employed in approved apprentice training programs in New Jersey are participated in the related instruction phase of the approved program. Some of the highlights of the report are:

There are 4,068 apprentices currently employed in approved establishments, an increase over last year. Fifty different trades are represented.

Related instruction was received by 3,987 apprentices, 98% of those employed. Public schools provide 83.5% of the related instruction. Industry

furnished related instruction for some programs in the State. This year 6.6% of all apprentices were accommodated in this manner.

Counties having Public Vocational Schools or programs of Vocational Education account for all but 53 of the apprentices employed in New Jersey.

There are 55.5% of the employed apprentices in the building trades; almost 98% of these apprentices are receiving related instruction. Nearly 25% of the apprentices employed are in the machine shop trades and 98.2% of these apprentices are in related instruction classes.

The Joint Approval Plan as implemented during 1959 continued. It resulted in the joint registration of 558 apprentices and the joint approval of 132 establishments for apprentice training.

Procedures are being employed by both the Bureau of Apprenticeship and Training of the U. S. Department of Labor and the Vocational Division of the New Jersey State Department of Education to assure non-discrimination in the selection of apprentices.

### **Teacher Training**

To satisfy vocational-technical certification requirements, 10 in-service teacher training courses, enrolling 508, were offered to vocational-technical high school teachers during the 1963-64 school year.

Four pre-service vocational-technical teacher training courses, enrolling 105, were offered during the 1963-64 school year.

To familiarize administrators, supervisors, and guidance counselors in the field of general education with vocational-technical education and occupational guidance, two courses, enrolling 57, were conducted during the 1963-64 school year.

So that teaching personnel in vocational and technical high schools may keep abreast of technological and industrial developments, two visits were made to selected industries during the year.

Twenty-five senior auto mechanics students from the various vocational and technical high schools completed a six-week training program conducted by General Motors teachers in the General Motors Training Center in Union.

The following workshops were conducted during the 1963-64 school year: a five-day automotive workshop offered by the General Motors Corporation for the Auto Mechanics teachers; a two-day heat treating workshop for vocational and technical high school teachers by the Alfred Heller Heat Treating Corporation and the L-R Heat Treating Company; a one-day workshop for practical nursing teachers by the Kessler Institution for Rehabilitation; a three-day orientation program for new vocational-technical teachers in Woodbridge prior to the opening of school in 1963; a one-day workshop given by the Tecnifax Corporation in Pennsauken for vocational-technical high school teachers; and a three-day workshop for Auto Mechanics teachers given by the Chrysler Corporation.

## **Matriculation for B.S. Degree**

There are now 15 T & I students matriculated for the Bachelor of Science degree.

## **Graduate Program**

Graduate programs in home economics and vocational agriculture were continued. Two new master-level curriculums have been approved by the Course of Study Committee and faculty of the Graduate School of Education, and will officially start first term of 1964. These are in Trade and Industrial Education master-teacher preparation and Vocational-Technical Coordination and Supervision. Enrollments in these curriculums total 53. The Department had its first full-time student this year in the curriculum of Trade and Industrial Education.

## **Technical Education**

Major accomplishments were varied in purpose. Some of them are outlined as follows:

A. There was active participation in the combined efforts relating to the 57th Annual Convention of the American Vocational Association held at Atlantic City and the State's celebration of the 50th Anniversary of Vocational Education in New Jersey.

1. The Director of Technical Education served as a member of the Steering Committee in helping to coordinate activities, was chairman for the meeting of the American Technical Education Association and served as chairman for AVA Sectional Meeting.
2. The staff designed the State's 50th anniversary seal and arranged for quantity reproduction and dissemination. (70,000)
3. The staff coordinated combined activities for the construction of the New Jersey State Educational Exhibit and arranged for individual displays.

B. Four county-wide industrial surveys were conducted for the State Department's County College Study Committee to ascertain the extent the technical education needs below the baccalaureate degree level. Counties surveyed were Ocean, Cumberland, Atlantic and Middlesex.

C. As a member of the Vocational Division's secondary school-evaluation team, the staff participated in the evaluation of the three Middlesex County Vocational High Schools.

D. As a member of the Vocational Division's county-survey team, the staff assisted in designing the survey questionnaires and in researching

the needs for vocational-technical education in the Hackettstown section of Warren County.

- E. The Director participated in the activities of the "National Clinic on Technical Education" held at Charlotte, North Carolina to highlight "Quality in Technical Education Programs."
- F. Assistance was furnished the Teacher-Education programs by presenting information on the aims, needs and trends in technical education in New Jersey, and by suggesting and coordinating, in part, teacher-training seminars or summer institutes for the various areas of technical education.
- G. In consideration of the Total Educational Effort and of the Realistic vocational-technical aspect to which our division is committed, a proposal was submitted to Dr. Jochen for review. The far-reaching implications could prove beneficial in identifying a third level of training for our secondary schools; namely, the Semiskilled Level. The proposal accentuates the need for developing specific curriculum to prepare some of the lower ability youth for occupational opportunities which require only the Semiskilled Level of performance.
- H. A 32-page pamphlet was prepared to offer an Overview of "Vocational and Technical Education in New Jersey."
- I. The staff participated in the special U.S.O.E. sponsored Research Clinic at the Pennsylvania State University.
- J. Visitations were made to local districts in answer to requests for assistance in evaluating and/or planning for the expansion of technical education programs and facilities.
- K. The Highway Technology program offered at Union County Technical Institute, which is being offered to upgrade employees of the New Jersey Highway Department, was reviewed and plans for initiating the third semester were completed.  
In addition, assistance was given in planning for a two-year, post-high school Chemical Technology program.
- L. The "Application for Federal Aid" forms and the "Annual Statistical Report" forms were redesigned for purposes of simplification and efficiency.
- M. Assistance was given to the Director of the Curriculum Laboratory by reviewing technical manuscripts which are being readied for reproduction.
- N. In order to assist in identifying the number, kind and level of courses offered at our Technical Institutes, it was suggested that the "older"

institutions prepared standardized formal 6" x 9" catalogues. Salem, Union and Somerset complied.

- O. A chart entitled "Orientation of the Educational Fields" was originated for discussion purposes to help clarify the major objectives of our several educational fields and disciplines.

### **Manpower Development and Training**

Training programs for 16 major occupational skills were developed throughout the State from January 2, 1963 to May 8, 1964. The training and retraining programs for unemployed persons under the provisions of the Manpower Development and Training Act have provided an opportunity for 4,276 individuals to acquire new, or refresh old, skills in the programs, which were approved at an educational training cost of \$2,032,329.

Included in the above total, 17 programs were approved, pending availability of federal funds. The amount of money requested to activate the programs for 458 trainees amounted to \$269,348. The average cost per trainee, including the approved programs and those programs waiting for funds, is \$509.51.

Highlighting the Manpower Development and Training Act through April 1964 were training programs prepared for: agriculture, arboriculture, automotive trades, beauty culture, building trades, business office practices, chemical processing, drafting, welding, electronics, engineering skills, food services, hospital services, household appliance service trades, machine trades, needle trades, printing trades and woodworking. Considerable attention has also been given to the development of training programs for out-of-school, underprivileged youth with emphasis on basic education and pre-vocational training, as well as specific training for occupational entry.

These classes are generally operated in public facilities already committed to the operation of full-time day and evening programs. In some cases, facilities have been rented and equipped to accommodate the classes. To date, 15 rented facilities have been used for related training and/or shop training.

### **Area Redevelopment Training**

The accomplishments under the Manpower Development and Training Act are supplemented by those which occurred under the Area Redevelopment Act. The programs operating under P. L. 87-27 are restricted to designated redevelopment areas. Each ARA course is scheduled to run a maximum of 16 weeks.

The ARA training program in New Jersey includes projects in Atlantic, Cape May, Cumberland, Ocean and Passaic counties. The projects approved thus far have been designated for training or retraining approximately 1,461 unemployed workers at a training cost of \$272,393.

## **Trade and Industrial Education**

### **Part-Time Cooperative Programs**

The most noticeable expansion in trade and industrial education occurred in the area of part-time cooperative programs. During this past year, 68 industrial establishments were approved for cooperative training, compared with 48 one year ago.

Programs of this type provide opportunities for high school students to gain trade preparatory training through alternate periods of time devoted to in-school instruction and on-the-job instruction. An average of 15 hours per week must be spent in school by the student-learner and a similar amount of time is devoted to work in an approved place of employment. On-the-job training is conducted with the close supervision and instruction of qualified plant personnel.

### **County Service Centers**

Initial planning was completed to provide for the establishment of county training centers to serve students enrolled in local high schools. Although limited in scope, Burlington, Cape May, Ocean and Salem counties will be starting pilot programs this fall.

### **Regular Programs**

The regular programs of trade and industrial education continued to serve the largest segment of persons seeking enrollment in public vocational education programs throughout New Jersey. In addition to high school preparatory programs, apprentice training classes and trade extension classes, much has been done to meet special training needs of classes which have been organized under the Manpower Development and Training Act.

### **New Facilities**

To move forward with MDT programs, it has been necessary for boards of education to rent facilities in every section of New Jersey. It is most encouraging to know that some districts are moving forward in providing facilities needed for regular programs of trade and industrial education. Building additions are now in process at the County Vocational-Technical High Schools in Bergen, Essex and Camden counties.

## **DIVISION OF THE STATE MUSEUM**

### **A. BUILDING PROGRAM—Status of Museum**

The new State Museum buildings (Planetarium, Main Museum, Auditorium) neared completion. The Museum Staff prepared for the planned move in the fall of 1964. Among the accomplishments were:

1. Scientists and other research specialists served as consultants to check the basic natural history document and make appropriate recommendations;
2. Specimens of minerals, fossils, paleontological remains, birds, animals, etc., were located, purchased, and/or contracted for to fill needs in new exhibits;
3. The Capitol Street rental building was modernized as an exhibits design laboratory and as a registrar area for cataloguing;
4. New staff members made trips throughout the State to meet groups and individuals interested in the new Museum;
5. A survey of State art groups and art work was begun preparatory to planning the opening exhibit, "300 Years of Art, Artists, and Collectors," for the fall of 1964;
6. The Staff visited consultants, other museums, installations, etc., in connection with exhibit plans.

## B. RESEARCH AND COLLECTIONS

### *Archeology*

PREHISTORIC—Funds provided by the National Park Service, the New Jersey Archeological Society and the State made it possible to expand the archeological salvage project in the Tocks Island Reservoir Area in Warren and Sussex counties. On the upper terrace, a total of 485 five-foot squares of earth were excavated and recorded.

Among the most significant archeological finds during the summer field work of 1963 were: 87 refuse and fire pits, 52 postmolds, nine burials, and over 21,000 stone, clay and pottery artifacts; the items are datable from the Archaic (before 2,000 B. C.) to the Historic period (1625). Members of the State Archeological Society excavated five burials at the famous Abbott Farm Site and turned over all material to the State Museum.

### *Paleontology*

The rare fossil Sea Turtle found in the Inversand Company marl pits at Swell, Gloucester County was identified as *Peritresius ornatus*, an extinct species which lived in near-shore coastal waters of New Jersey 70 million years ago. Inasmuch as the find provides the first adequate information on the osteology and relationships of this species of marine turtle, it is a valuable type specimen of ancient animal life.

### *Acquisitions*

Through gifts and purchase, the following items were added to the art collections of the Museum:

## PAINTINGS

One original oil painting, "New England Coast at York, Maine" by Howard Russell Butler, N.A. Gift of Mr. Howard Russell Butler, Jr., of Princeton.

One original oil painting, "Yardman's House" by Grant Reynard. Presented to the Museum by the New Jersey Federation of Women's Clubs in the name of Mrs. Kathryn B. Greywacz, former Director of the Museum.

## GRAPHIC ARTS

Three prints purchased by the State Museum from the Print Club of Philadelphia: "Capuchin Polyptych" by Jerome Kaplan of Philadelphia, "Rabbonim" by Gerson Leiber of New York City, and "Wastelands" by Peter Paone. Also, The Print Club donated two prints: "On the Beach" by Milton Goldstein, and "Garden" by Garbor Peterdi.

Mr. Alfred F. Goldsmith of New York presented an etching of Walt Whitman to the Museum's collection.

A silk portrait of J. M. Jacquard (1752-1834) and a picture of the Jacquard Loom were presented by Miss Alma E. Mackay through Miss Mary Bartlett.

Eighteen lithograph prints on American mammals by J. J. Audubon and 17 color prints on American Indians, chiefly by George Catlin (1796-1872), Karl Bodmer, and C. B. King, were purchased.

## DECORATIVE ARTS

One red-clay platter with yellow slipware design. J. McCully, Trenton, Potters.

## HISTORICAL

Civil War Cavalry Sword from William H. Gardner of Trenton.

Three posters: one of President Kennedy; one of President Lincoln; and a facsimile of the Emancipation Proclamation. Gift of the Tercentenary Commission.

A gift collection of 21 books, primarily on New Jersey, were presented by Mrs. Ann R. Grover, Trenton.

The following were gifts from the Tercentenary Commission: Diorama of the Allaire Iron Works; Replica of Seal of King George III; Facsimile of view of Nassau Hall (1807); Print of Soldier (3rd New Jersey Regiment) Jersey Blue 1777; Photo enlargement of Prio's Mills near Bergen.

## GEOLOGY

Twenty-six specimens of rare fossils and unusual crystallized forms of fluorescent minerals purchased from the Patricia Harding O'Brien Memorial Fund, started in 1963 by the Geological Society of New Jersey, were presented to the State Museum collection.

## ARCHEOLOGY

The Museum's Archeological Records Library received by a gift of about 800 anthropological and archeological books from the library of the late Col. Leigh M. Pearsall of Florida.

## NATURAL SCIENCE

Eight frozen, rare bird specimens were donated by Edward Marshall Boehm, noted ceramic artist of Trenton, to the Museum. In addition, 15 mounted natural history specimens of New Jersey, including birds, mammals, fishes, etc., were acquired.

## MISCELLANEOUS

Gift of 12 articles (clothing, laces, parasols, and lace tablecloths) from Mrs. Elizabeth H. Griswold of Princeton.

Four Japanese dolls were presented by Mrs. Florence Newell, Trenton.

## C. EXHIBITS AND PUBLIC PROGRAMS

It was necessary to restrict the number of special exhibitions and public programs because of concentration on the Building Program in the State Cultural Center. Certain exhibits were continued for longer periods of time.

... NEW JERSEY AND THE SEA—ANCIENT SEA ANIMALS in Gallery A and TODAY'S SEA ANIMALS in Gallery B. This exhibit, begun April 22, was continued through March 11 because of its importance and popularity with Museum visitors. Over 117,000 people visited this exhibit.

... PAINTINGS, PRINTS, AND SCULPTURE selected from the Museum Collections. May 19 through August 6.

... An exhibit featuring a replica of TELSTAR I, Communications Satellite (gift of New Jersey Bell Telephone Company) was on display from June 13 to December 31.

... PAINTINGS AND SCULPTURE BY SENIOR HIGH SCHOOL STUDENTS OF NEW JERSEY—works submitted by final award winners and district winners for the 1964 art scholarships presented by Mary G. Roebling, Helen F. Boehm, Mrs. Eugenie M. Marron, Mr. and Mrs. Sol M. Saperstein, Arthur V. Colletti, and Strawbridge and Clothier of Philadelphia. The exhibit ran from April 1 until May 8.

## PUBLIC PROGRAMS

The following programs were presented with the aid of the Arts Committee:

- ... Sixteen showings of natural science films were at the Museum, attended by 4,487 people during the summer.
- ... Four Sunday orchestral concerts, with guest soloists, were presented; attendance was about 1,200. The Federated Art Day Program for New Jersey Federation of Women's Clubs was attended by 355.
- ... There were 123 natural science unit programs given by Museum lecturers to school and community groups throughout the State.
- ... During United Nations Week, the Museum loaned the film "Workshop for Peace" to the Trenton Department of Education for distribution to Trenton schools. Over a period of two weeks, the film was shown to 3,000 students.

## D. VISUAL AIDS EXTENSION SERVICE

The State Museum Circulating Collections include 4,276 reels of educational films, which are in continuous demand. More than 125,000 requests for visual aids were filled.

### *Additions to the Visual Aids Collections:*

Forty-four new films, selected by evaluating committees, and duplicate prints were added to the circulating collections. Seventy-two film titles were acquired on long-term loans and two lecture sets of kodachrome slides were presented to the Museum: "School Psychology and the Modern Education Scene," prepared and donated by Stanley Alprin, Supervisor of School Psychology, Mt. Holly, New Jersey; and "Indian King," donated by Junior Section of the Haddon Fortnightly, Haddonfield, New Jersey.

## E. PUBLICATIONS

*Bulletin 10, SHRUBS AND VINES OF NEW JERSEY* was written by Dr. Lois M. Shoemaker.

An authoritative book for the layman, *THE INDIANS OF NEW JERSEY*, by Dr. Dorothy Cross, Museum Archeologist, is being printed.

## F. ATTENDANCE

Preparation for occupancy of the new buildings necessitated the restriction of current exhibits and programs. However, more than 100,000 visitors for the year ended June 30, including over 800 school classes and community groups, attended.

## G. MUSEUM COOPERATION AND PARTICIPATION

Participation, cooperation, advisory services, etc., by members of the Museum staff were continued with numerous State committees, community organizations, agencies, etc., such as the Museums Council of New Jersey; Batsto Restoration; Historic Sites Evaluation; Roebling-Boehm Art Scholarships; Tercentenary committees on the Historymobile and the Fine Arts; Greater Trenton Science Fair; New Jersey Academy of Sciences; and the United Nations Week Program of Mercer County.

The Geological Society of New Jersey, the Archeological Society of New Jersey, and the Eastern States Archeological Federation have their headquarters at the Museum with staff members serving on the Executive Board of these organizations.

## H. PUBLIC RELATIONS

The Museum enjoyed excellent press relations evidenced by many feature stories on our new buildings, new staff, etc. Routine releases for press, radio, and TV were prepared for all special events and released through the Department of Education. The Director, as well as other Museum personnel, was interviewed on tape for radio use.

The public submitted approximately 475 archeological and geological specimens to us for identification and many other queries were handled by the Museum staff.

The Director traveled widely throughout the State speaking, on request, to about 25 school groups, and County Superintendents Roundtable meetings and civic meetings.

## DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY

### *General*

1. Completion of the new State Library building was set for September 30, 1964. Equipment and furniture were ordered, and detailed preparations for the move were made by all bureaus of the Library. The expected date of occupancy was set at about November 1.
2. The amount of State aid to libraries was increased from \$600,000 to \$800,000.
3. The State Plan for State-wide library service neared completion. The task of developing such a plan was begun in 1962 in close cooperation with the New Jersey Library Association Library Development Committee. The plan provides for a three-level interdependent library system, making the total library resources of the State available to all.

Local libraries, area libraries and research libraries—including the State Library—comprise the three levels.

4. A study was initiated of the Library's reference capabilities in connection with a Statewide reference network to be inaugurated under the Federal Library Services and Construction Act.
5. In preparation for the move to the new State Library building, a large-scale reorganization of the book collections was undertaken. Books were reclassified for assignment to the reference collection, a new archival collection, an enlarged collection of New Jerseyana, and a consolidated core collection of books for circulation.
6. The Staff assisted in the preparation of the new *Library of Congress List of Subject Headings in Law*. It also collaborated with the Index Committee of the American Association of Law Libraries in compiling the subject list of the *Index to Legal Periodicals*.
7. The State Library cooperated with the Governor's Office in a study of automated information retrieval of New Jersey legal materials.
8. The Archives and History Bureau approved the disposal of more than 52,000 cubic feet of records and microfilmed over 852,000 pages. In addition, the Bureau supervised the microfilming of over 6,000,000 images by other agencies. Over 3,000 reference requests were processed at the records storage centers.
9. New records retention schedules for 40 State agencies containing over 800 separate items were completed and approved during the year.
10. Major historical records series formerly on file in the Secretary of State's Office were transferred to the State Archives. The records include over 120 volumes of deeds and commissions for both East and West Jersey, dating from 1664 to the middle of the 19th century.
11. The Division worked closely with the Tercentenary Commission and the Division of Historic Sites in numerous projects pertaining to New Jersey history.
12. The termination of the Tri-County Library Demonstration Project in June resulted in the creation of the Cumberland County Library.
13. To improve the quality of general reference services available in rural areas, the Public and School Library Services Bureau conducted a series of five workshops in different parts of the State. Each of the 169 participating libraries was allowed to select \$100 worth of reference books.
14. Under the Library Services and Construction Act, which provides for a two-year program beginning in fiscal 1965, New Jersey will receive

approximately \$1,690,000. Earmarked for the construction of public library buildings is \$940,000; \$750,000 is planned for public library services. Tentative plans were made to allocate a major portion of the services funds to the area libraries and criteria for the use of the construction funds were prepared.

15. The School Library staff conducted a workshop for the County Helping Teachers on the role of the Helping Teacher in developing elementary school libraries.
16. A library was set up for the Department of Education as a demonstration program under the supervision of an intern assigned from the State Library.
17. Revision of "Minimal Suggestions for Secondary School Libraries" was completed.
18. The School Library staff met with the county library organizations and helping teachers in seven counties, and participated in several workshops and conferences of the New Jersey School Library Association and the School Library Councils Association.
19. Cooperation with the Library Trustees Association of New Jersey included planning for a two-day seminar for public library trustees in Bridgeton and assistance rendered to the committee which prepared rating sheets for self-evaluation of local public libraries.
20. Major publications of this year included:
  - Public Library Statistics and Directory, 1963
  - Guide to County Archives in the Bureau of Archives and History
  - Minimal Suggestions for Secondary School Libraries, 1963 ed.

### **NEW JERSEY SCHOOL FOR THE DEAF**

1. Screened 252 applicants for admission; 69 were evaluated as candidates, and 22 probables, on a trial basis.
2. Provided a constructive program for 442 girls and boys, the largest enrollment in the history of the school.
3. Twenty-five teachers pursued further study and five graduate student-teachers and one staff teacher completed their special training to teach the deaf.
4. Screening, testing and reporting for the first year of a three-year national research study pertaining to communication for the deaf was completed.
5. The staff participated in national, State and local educational activities, and provided speakers for national and regional meetings.

6. Conducted a number of workshops for parents and staff. Four out-of-State teacher training groups and the entire teaching staff of a Canadian School for the Deaf visited the school to observe the program.
7. Expanded the services of our Rehabilitation Counselor and intensified the speech program, especially in the upper school.
8. Added books and expanded library services to all areas.
9. Expanded the recreational and sports program for our teen-agers.
10. Tutored pupils from Germany, Portugal, Poland, Greece and Yugoslavia to help overcome language problems.
11. All college prep juniors and seniors were given typing for personal use.
12. Continued to work closely with Trenton State College in a federally sponsored program for training teachers of the deaf.
13. Continued the series of Sunday afternoon parent meetings. At one meeting, 168 parents, representing 106 children, were present.
14. All 38 graduates are going on to further study, or into employment. All but six Vocational graduates were placed in jobs before graduation day, and the six have positions waiting for them upon graduation.
15. A survey of the adult deaf throughout the State indicated no adult education program available. Plans have been made to offer an evening adult school program in the fall.
16. Our goal to raise \$75,000 for an All Faith Chapel was reached, through the efforts of parents, staff, students and friends.

# STATE OF NEW JERSEY

## STATE EXPENDITURES FOR EDUCATION 1963-64

Administration—State Department of Education			
Commissioner's Office		\$1,376,700	
Division of the State Library, Archives and History		409,264	
Division of the State Museum		151,913	
State Competitive Scholarships and Student Loans		4,210,319	
			\$6,148,196
State Colleges and Schools			
Colleges			
Glassboro	\$3,231,320		
Jersey City	2,291,422		
A. Harry Moore Laboratory School	470,401		
Newark	2,714,377		
Paterson	2,358,876		
Montclair	3,490,759		
Trenton	4,023,637		
Debt Service (State College)		18,580,792	
School for the Deaf—Trenton		2,288,813	
School of Conservation—Lake Wapalanne		1,309,350	
		163,115	
Other Educational Agencies			
State University of New Jersey		20,558,728	
Newark College of Engineering & Newark Technical School		2,098,464	
Trenton Junior College and School of Industrial Arts		180,000	
			45,178,762
State Aid			
County Superintendents (Salaries)		310,174	
Other Officers and Employees (Salaries)		765,032	
Materials, Supplies, Travel and Other		143,224	
Grants in Aid			
Evening Vocational Schools	375,637		
Industrial Schools	71,000		
Chapter 85, Laws of 1954			
Formula	76,902,560		
Transportation	10,485,074		
Emergency Fund	174,610		
Atypical	3,987,345		
Evening School for Foreign Born	59,706		
School Building Aid, Chapters 8 & 9, L. 1956	16,642,511		
Emotionally and Socially Maladjusted	871,596		
Library Aid	577,269		
County Audio Visual Aid Center	50,000		
Technical Education	100,000		
Children Resident in Institutions	106,810		
Teachers' Pension and Annuity Fund		110,374,118	
		54,879,940	
State Capital Expenditures			
State Colleges		233,667	
State University of New Jersey		1,117,494	
State College Construction Fund (Bond Issue 1952)		82,980*	
State College Construction Fund (Bond Issue 1959)		8,970,397*	
State School for the Deaf		844,349	
Division of State Museum		293,993	
Division of State Library, Archives and History		105,660	
			178,123,028
Special Funds (State Share)			
Vocational Schools: Smith-Hughes and George-Barden	366,030		
National Defense Education Act, 1958			
Titles III, V & X	88,291		
			454,321
Federal Grants			
School Lunch Program	1,834,938		
School Milk Program	2,865,295		
Graduate Fellowship Program—Mentally Retarded	11,000		
Civil Defense Adult Education	79,639		
Area Retraining Program	111,308		
Manpower Development and Training	1,199,802		
Administration of Industrial Education, Smith-Hughes, George-Barden Programs	1,019,585		
National Defense Education Act, 1958			
Titles III, V & X	1,821,484		
Child and Youth Study Program (W. T. Grant Foundation)	22,694		
New World Foundation Study	12,949		
Junior Number 5 Project (Turrell Fund)	391		
Public Library Services	112,511		
Archeological Research Project	8,543		
Glassboro State College	202,541		
Jersey City State College	152,390		
Newark State College	173,055		
Paterson State College	160,416		
Montclair State College	333,398		
Trenton State College	258,859		
		10,380,798	
			10,835,119
			\$240,285,105

\* Federal Funds.

## STATE SUMMARY — LOCAL SCHOOL DISTRICTS

Chapter	Area in Square Miles . 7,509.14	Plan					
<b>AV. ENROLLMENT: District Schools 1,211,354.5 Total</b>							
		Resident Daily 1,211,278.3					
		Spec. Classes 1,369					
		Home Instr. Pupils 3,764					
ENROLLMENT		PERSONNEL	ADDITIONAL DATA				
K .....	120,766	6 .....	94,655	Administration .....	Full Time	Buildings Owned .....	2,460
Pre 1st. ....	2,348	7 .....	92,787	Superintendent .....	347.8	Classrooms Used .....	46,818
1 .....	115,640	8 .....	86,514	Assist. Superintendent .....	133.1	Special Rooms .....	4,890
2 .....	106,938	9 .....	96,056	Secretary .....	322		
3 .....	102,127	10 .....	90,722	Business Manager .....	14	Net Valuation Taxable 1964 .....	\$ 23,992,617,542.
4 .....	99,719	11 .....	86,169	Sec'l. & Cler. Assists. ....	1,436.1	Avg. Equalized Valuation on	
5 .....	95,925	12 .....	71,365	Other .....	117.5	Real Property 1961-62-63 .....	\$
Special .....			18,027	Instruction .....		Ratio: Assessed To True Value .....	%
Ungraded Vocational .....			4,532	Principals .....	1,997.8	School Debt .....	(a) \$ 1,029,895,965.
<b>Total Day School .....</b>	<b>1,284,290</b>			Supervisors .....	513.7		
Evening School:				Teachers .....	53,450.5	<b>Tax Rate: 1964</b>	
Regular .....	5,196			Other Instr. Staff .....	1,960.5	School .....	\$
Accredited .....	5,097			Sec'l. & Cler. Assists. ....	3,015.7	Ch. VI Debt Service .....	
Vocational .....	23,810			Other .....	50	Regional .....	
Foreign Born .....	5,198			Attendance & Health Services .....	1,559.9	Total .....	\$
Adult Education .....	29,326			Transportation .....	505.3	Day School Cost Per Pupil:	
Summer School .....	42,526			Operation .....	7,352.5	Excluding Transportation .....	\$ 461.75
Junior College .....				Maintenance .....	915.5	Including Transportation .....	\$ 477.06
				Sundry Accounts .....	501	Equalized Valuation Per	
				Eveling & Summer Schools .....	3,974	School Debt .....	\$ 31,352.00

## REVENUES & EXPENDITURES 1963-1964

<b>Free Balance 7/1/63</b>		<b>Instruction</b>		<b>Sundry Accounts</b>	
Current Operating .....	\$ 63,001,880	Salaries .....		Food Services .....	
Improv. Authorizations .....	112,852,937	Principals .....	\$ 21,519,787	Salaries .....	\$ 905,332
Capital Reserve Fund .....	1,694,158	Supv. of Instruction .....	4,756,057	Other Expenses .....	286,076
<b>Total .....</b>	<b>\$ 177,548,975</b>	Teachers .....	353,308,688	Exp. to Cover Def. ....	734,839
State Aid .....		Other Instr. Staff .....	15,571,787	<b>Student Body Activities</b>	
Formula .....	\$ 76,872,880	Sec. & Cler. Assists. ....	11,815,634	Salaries .....	1,931,508
Transportation .....	10,485,074	Other Sal. for Inst. ....	240,569	Other Expenses .....	2,157,659
Atypical Pupils .....	3,957,345	Textbooks .....	6,996,922	Exp. to Cover Def. ....	799,295
Maladjusted .....	871,596	Schl. Lib. & Audio-Vis. ....	4,008,208	<b>Community Services</b>	
Building Aid .....	11,679,382	Teaching Supplies .....	11,550,411	Salaries .....	1,600,969
Emergency .....	174,610	Other Expenses .....	3,010,504	Other Expenses .....	197,655
Eveling Vocational .....	375,637	<b>Attendance &amp; Health Services</b>		<b>Special Projects</b>	
Evg. School Forgn. Born .....	59,706	Salaries-Attendance .....	1,621,179	Salaries .....	14,170
NDEA (State Share) .....		Other Expenses-Attend. ....	67,536	Other Expenses .....	101,550
Other .....	344,136	Salaries-Health Serv. ....	8,910,981	<b>Special Schools</b>	
<b>Federal Aid</b>		Other Exp.-Health Ser. ....	657,589	Evening Schools:	
Vocational .....	1,002,265	<b>Transportation</b>		Regular .....	93,671
P.L. 815 (Bldg. Aid) .....	424,824	Salaries .....	3,441,005	Accredited .....	532,635
P.L. 874 (Current Exp.) .....	6,867,136	Contracted Services .....	13,276,922	Adult Education .....	426,608
N.D.E.A. .....	1,544,808	Replacement-Vehicles .....	545,745	Summer School .....	987,686
Area Redevelopment .....	97,466	Insurance-Pupil Trans. ....	156,279	Junior College .....	
Manpower Development .....	1,170,184	Other-Oper. & Maint. ....	1,127,097	Sub Total Current Expense .....	\$614,713,800
All Other .....	70,109	<b>Operation</b>		<b>Capital Outlay (Budget)</b>	
<b>Local Aid: District Tax</b>		Salaries .....	35,971,630	Sites .....	2,073,459
Current .....	488,895,401	Contracted Services .....	386,664	Buildings .....	2,632,888
Capital .....	8,447,561	Heat .....	6,304,726	Equipment .....	6,741,700
Debt Service .....	43,211,711	Utilities .....	10,315,607	<b>Debt Service</b>	
Evening Schools:		Supplies .....	3,225,707	Principal .....	34,367,241
Vocational .....	434,980	Other Expenses .....	378,038	Interest .....	22,286,674
Foreign Born .....	105,756	<b>Maintenance</b>		Sinking Fund .....	446
Municipal Surplus .....	1,430,463	Salaries for Maint. ....	6,219,162	<b>Vocational Evening .....</b>	1,241,360
Tuition .....	26,879,461	Contracted Services .....	8,330,185	<b>Area Redevelopment .....</b>	75,557
Bonds and Notes .....	127,954,006	Replacement of Equip. ....	3,934,074	<b>Manpower Development .....</b>	1,009,271
Miscellaneous .....	6,749,688	Other Expenses .....	3,223,436	Foreign Born .....	165,512
<b>Total Revenues .....</b>	<b>\$ 820,106,185</b>	<b>Fixed Charges</b>		<b>Improvement Authorizations</b>	
Adjustments .....	\$ (4,915,872)	Empl. Retire. Contr. ....	8,317,577	Sites .....	4,838,957
<b>TOTAL FUNDS AVAILABLE .....</b>	<b>\$ 992,739,288</b>	Insur. & Judgments .....	6,006,580	Buildings .....	90,986,506
<b>EXPENDITURES</b>		Rental of Land & Bldg. ....	607,670	Equipment .....	6,120,986
Administration .....		Interest/Current Loans .....	3,779	<b>TOTAL EXPENDITURES .....</b>	<b>\$787,254,357</b>
Salaries .....	\$ 17,890,094	Other Fixed Charges .....	85,935	<b>Free Balance 6/30/64</b>	
Contracted Services .....	1,384,375	<b>Day School Expenditures .....</b>	<b>\$ 577,892,293</b>	Current Operating .....	\$ 66,091,436
Other .....	2,724,154	Exp. to Other Districts		Improv. Authorizations .....	137,421,301
		Tuition .....	25,833,842	Capital Reserve Fund .....	1,972,194
		Transportation .....	161,378	Total Balance .....	\$ 205,484,931
		Miscellaneous .....	56,724	<b>TOTAL EXPENDITURES &amp; BALANCE .....</b>	<b>\$992,739,288</b>
		Sub Total .....	\$ 603,944,237		

	CAFETERIA FUND	ATHLETIC FUND	OTHER FUNDS
Bal. 7 1 63 .....	\$ 2,030,653	\$ 283,749	\$ 3,824,589
Income .....	24,583,365	2,370,103	16,164,488
Adjustments .....	67,774	3,005	160,511
	<u>\$ 26,681,792</u>	<u>\$ 2,656,857</u>	<u>\$ 20,149,588</u>
Expenses .....	\$ 24,430,224	\$ 2,309,722	\$ 15,954,707
Bal. 6 30 64 .....	2,251,568	347,135	4,194,881
	<u>\$ 26,681,792</u>	<u>\$ 2,656,857</u>	<u>\$ 20,149,588</u>

### REVENUES AND EXPENDITURES IN MUNICIPAL BUDGETS FOR SCHOOL PURPOSES SCHOOL YEAR 1963-1964

Debt Service			
State Bldg. Aid .....	4,932,085	Principal .....	\$ 11,620,180
Local Tax Levy .....	13,386,636	Interest .....	6,832,891
Other Revenue .....	11,415	Sink. Fund .....	(122,935)

(a) \$729,136; - Net Debt Adjustment-Decrease.

(b) \$1,439,193. - Net Improvement Authorization Adjustment-Decrease.

## COST OF EDUCATION

	1963-1964	1962-1963
Administration .....	\$21,998,623	\$20,559,423
Instruction		
Supervision .....	\$26,275,844	\$24,080,637
Instruction Proper .....	406,502,723	372,461,740
Attendance Services .....	432,778,567	396,542,377
Health Services .....	1,688,715	1,699,303
Transportation .....	9,568,570	8,778,534
Operation .....	18,547,048	17,482,092
Maintenance .....	56,582,372	53,465,302
Fixed Charges .....	21,706,857	20,197,595
	15,021,541	13,613,204
<b>Total Day School Expend. ....</b>	<b>\$577,892,293</b>	<b>\$532,337,830</b>
<b>Day School Avg. Enroll. ....</b>	<b>1,211,354.5</b>	<b>1,160,001.1</b>
<b>Average Yearly Cost Based on</b>		
<b>Avg. Enrollment</b>		
<b>Excluding Transportation .....</b>	<b>\$461.75</b>	<b>\$443.84</b>
<b>Including Transportation .....</b>	<b>\$477.06</b>	<b>\$458.91</b>



