

Annual Report **1965 - 1966**



**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 1965-1966

Is Respectfully Submitted

to the

Legislature of the State of New Jersey

New Jersey State Library

FREDERICK M. RAUBINGER
Commissioner of Education

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One vacancy exists at present.

Secretary

FREDERICK M. RAUBINGER

Commissioner of Education

Clerk of State Board, MRS. OLGA M. THINES

**DIVISION AND BUREAU HEADS
CENTRAL OFFICE
NEW JERSEY DEPARTMENT OF EDUCATION**

June 30, 1966

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

Frank P. Grazian, *Education Editor*

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

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

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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*

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

Harry T. Gumaer, *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*

William N. Smith, *Director, Graduate and Professional Education*

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Bernard Kaplan, *Associate Director for Ancillary Services*
Wilmot Oliver, *Director, Vocational Teacher Training*
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John H. Koenig, *Associate Director for Instructional Services*
John M. Cummings, *Branch Director, Area Vocational Schools*
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John R. Wyllie, *Branch Director, Special Needs and Cooperative Education Programs*
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Emil J. Lisak, *Unit Director, Adult Occupational Education*
John E. Radvany, *Director, Newark Manpower Training Skills Center*
Apprentice and Extension Training
Benjamin Shapiro, *Director, Curriculum Laboratory*
James E. Segear, *Director, Statistics, Finance and Research*
Carl Schaefer, *Director of Vocational-Technical Educational*
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 Office of Personnel and Administrative Services, the Office of the Education Editor, the Office of Statistical Services, the Office of the Coordinator of the Elementary and Secondary Education Act, 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 liaison with the Governor's Office, the Legislature, other State agencies, the Federal Government, 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. Reorganized the Bureau of Research and Publications and the Data Processing Unit into the Office of Statistical Services to provide more efficient data processing and reporting services.
2. Appointed a coordinator, assistant coordinator, three field supervisors and three clerical personnel to the Office of the Coordinator of Public Law 89-10 (Elementary and Secondary Education Act) which administered this legislation within the Department and within the public and private schools of New Jersey.
3. Assisted in the preparation and passage of major legislation pertaining to education. Examples follow:
 - a. Chapter 223, Laws of 1965, requires every board of education to employ a school nurse except those furnishing nursing services under a contract.
 - b. Chapter 229, Laws of 1965, creates a 6 member New Jersey Historical Commission to formulate and implement historical programs and publication, to improve historical knowledge, to inspire public pride in the rich history of New Jersey.
 - c. Chapter 231, Laws of 1965, amends the Higher Education Assistance Authority Act, defines a post-secondary non-degree institution of higher education and makes eligible for loans any person who is a resident of this State, and who attends any qualified secondary non-degree institution of higher education.
 - d. Chapter 236, Laws of 1965, permits boards of education to adopt a local salary policy including salary schedules for its teachers.

- e. Chapter 29, Laws of 1966, extends educational services not previously available to handicapped children and amends, unifies and consolidates Chapters 178 and 179 of the Laws of 1954, Chapter 104 of the Laws of 1959 and Chapter 232 of the Laws of 1962.
 - f. Chapter 31, Laws of 1966, increases State aid to schools.
 - g. Chapter 32, Laws of 1966, creates a 12 member State Aid to School District Study Commission to study the distribution of State aid to school districts.
 - h. Chapter 38, Laws of 1966, increases the State aid to county colleges from \$200 to \$600 per equated full-time student.
 - i. Chapter 75, Laws of 1966, provides for an interstate compact for education between the State of New Jersey and other states.
 - j. Chapter 111, Laws of 1966, provides for the creating, award and administration of State education incentive grants for use by qualified students for undergraduate study in institutions located in the State.
 - k. Chapter 170, Laws of 1966, creates a 12 member Public and School Employees' Grievance Procedure Study Commission.
 - l. Chapter 216, Laws of 1966, creates a commission to study the relationship between the public and private school systems, and to determine methods to increase financial assistance to private school students.
4. Prepared for printing the school law bulletin for the 1965 legislative session, as well as a synopsis of pertinent school legislation.
 5. Arranged and/or conducted Departmental staff meetings, the meetings of superintendents of schools new to their positions, the meeting of all school administrators (superintendents and administrative principals) in the State, monthly meetings of county superintendents of schools, and meetings of related agencies working with the Department.
 6. Broadened and redefined the position of business manager at the State colleges. Through close workings with the Department of Civil Service, accomplished the reclassification of those positions.
 7. Ascertained and organized staff needs for recruitment purposes; worked with Department of Civil Service in establishing qualifica-

tions 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 (in excess of 3,500 CS-21 forms were processed in connection with the foregoing actions); developed and administered tests to determine qualifications of applicants for clerical positions; and interviewed and corresponded with all applicants and all employees interested in placement.

8. Conducted vigorous recruitment campaign to staff newly developed Data Processing unit.
9. Conducted a joint effort with the Department of Civil Service for special recruitment of technical Museum personnel.
10. 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.
11. Personally visited and on occasion individually counselled employees on the operation of the Department Grievance Procedure. Addressed employee groups at the several State Colleges regarding the mechanics of the procedure and encouraged its use where warranted.
12. Participated in the development and presentation of Departmental Safety Training Program.
13. Conducted enrollment campaign for new Medicare Program among eligible employees.
14. Conducted exit interviews, advised on and processed retirements; advised administrators on disciplinary suspensions and removals. More than 557 CS-22 forms were processed in connection with resignations, retirements, termination of temporary employment, etc.
15. 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.
16. Assisted in the preparation of the reports concerning the *State College Story, Annual Report - 1963-1964, Interim Report on New*

Jersey Higher Education, Report on New Jersey Higher Education, and Alice and Her Wonderful World of Discovery.

17. Inaugurated a weekly five-minute radio program carried by 20 stations in New Jersey.
18. Started a monthly newsletter, *New Jersey Education*, giving highlights of educational activities in the State.
19. Began transition from Bureau of Research to Office of Statistical Services.
20. Continued and expanded activities under Title X of the National Defense Education Act of 1958.
21. Developed plan for *Strengthening Statistical Services in the New Jersey State Department of Education* under the provisions of Title V of the Elementary and Secondary Education Act of 1965.
22. Installed IBM 1401 Computer with 8K core storage and two disk drives. This is an interim system intended to speed up data processing pending the delivery of more sophisticated equipment.
23. Installed Digitek optical scanner, a device for automatically key-punching statistical data from specially designed questionnaire forms.
24. Employed additional professional, technical and clerical personnel to speed up analytical, programming, clerical and machine processing services.
25. Programmed all previous IBM operations for new computer operation.
26. Eliminated *Administrative Problems* questionnaire as a data collection instrument.
27. Cooperated closely in the planning and development of the New Jersey Association for Educational Data Systems, an organization composed of New Jersey schools, colleges and universities using automatic data processing equipment.
28. Began development of a central library of automatic data processing programs and procedures for use by schools and colleges throughout the State.
29. Conducted 23 administrative studies or statistical surveys related to various phases of education in New Jersey.

30. Cooperated with Office of Teacher Certification in making a 20 year projection of teacher needs by subject areas.
31. Began collecting detailed enrollment data related to individual New Jersey schools.
32. Cooperated with Bureau of the Budget in surveying present and planned data processing projects within the Department and in the State Colleges.
33. Cooperated with Office of Secondary Education in converting selected manual data processing operations to machine processing.
34. Began conversion of teacher certification procedures from manual methods to automatic data processing.
35. Programmed, keypunched and ran a report of a Monmouth County study, *Survey of Need for a Two Year College*.
36. Converted three major "keypunched" forms to optical scanning forms.
37. Worked with State College registrars and admissions officers to improve college data processing services.
38. Developed an in-house seminar for State College admissions officers in the use and applications of optical scanning equipment.
39. Assigned two professional personnel to instruct regularly scheduled Civil Defense Classes as part of the State program.
40. Implemented Public Law 89-10 as reflected in these statistics:

Title I	Allocation	(\$25,618,392)	Approval	(\$25,260,000)
Title II	Allocation	(\$ 3,200,000)	Approval	(\$ 3,000,000)
Title III	Allocation	(\$ 2,326,965)	Approval	(\$ 2,326,965)
Title V	Allocation	(\$ 374,590)	Approval	(\$ 374,590)
41. Developed State Plan for Title I including guidelines.
42. Assisted in development of State Plan for Title II.
43. Developed a monthly news release "Fact Sheet" which has been mailed to all school administrators, personnel of the U.S. Office of Education and New Jersey members of the State Senate and U.S. Congress.
44. Assisted in the development of the Title I evaluation instrument and dissemination of information about the instrument to county and local school staffs.

45. Carried out selective programs of securing properties (State Agencies for Surplus Property) which would be economically reparable and usable in educational, health, and civil defense activities.
46. Submitted a total of 1,277 applications and completed a total of 1,135 transactions in the final distribution to the activities involved above with an acquisition cost of \$8,198,456.53.
47. Established three new positions of Offset Machine Trainee and employed personnel.
48. Purchased and installed an Offset Machine and a Thomas Gathermatic Collator.
49. Prepared a total of \$8,000,000 impressions for the 1966 fiscal year. The new positions and equipment enabled the print shop to increase its productivity by 5,000,000 impressions (printed sheets of paper) and 4,000 paper masters photographed.
50. Increased production of the print shop by sixty per cent.

DIVISION OF BUSINESS & 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.

There follows a listing of the major accomplishments of the three Bureaus within the Division of Business and Finance for the year 1965-66.

BUREAU OF BUSINESS SERVICES

Bookkeeping and Accounting

1. Prepared 28 annual budgets requesting the appropriation of \$383 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, college construction, and the 17 federal programs totaling \$50,765,940.00 received this fiscal year, including the preparation of detailed applications and many accounting forms, processing of claims, and the preparation of payrolls.
3. Maintained records and deposited miscellaneous revenues in the approximate amount of \$142,480.00 for the central office to May 16, 1966.

State Aid

1. Completed the audit of some 37,000 school registers submitted by local districts to establish basic enrollment data used in the determination of state aid.
2. Computed estimates of \$102,340,350.00 in state aid payable under the provisions of Chapter 85, P. L. 1954, for 1966-67 for state and school district budget purposes.
3. Recomputed the 1965-66 state aid apportionments, Chapter 85, P. L. 1954, and directed payments of \$97,713,212.32 to some 582 school districts in three installments.
4. Computed estimates of State Building Aid under the provisions of Chapters 8 and 9, P. L. 1956 and prepared schedule of available funds of \$17,952,072.00 for each school district for 1966-67.
5. Reviewed proposed capital budget of each school district to determine the amount and allocation of School Building Aid funds. Directed payments of \$17,352,849.86 to the school districts and transferred \$265,344.64 to the Capital Reserve Fund.
6. Maintained the Capital Reserve Fund accounts of \$1,993,265.20 for 88 school districts. Interest earned amounted to \$70,551.60 during the year. Thirteen school districts withdrew \$560,853.78 from the Capital Reserve Fund account.
7. Reviewed matching funds of the school districts and directed pay-

- ments of state aid for evening vocational schools of \$379,518.15 and state aid for evening schools for foreign-born residents of \$60,644.84.
8. Verified the computation of state library aid and directed payments on pro rata basis to 217 municipalities which includes 13 counties of \$1,325,407.00.
 9. Directed payments for special state aid, Chapter 85, P. L. 1961, from 15 school districts in the amount of \$104,108.00.
 10. Directed payments of \$1,141,058.00 to local school districts for the Program of Emotionally and Socially Maladjusted Pupils.
 11. Directed payments of \$20,260.00 to five school districts for special state aid for pupils resident on state-owned property over 2% of average daily enrollment.
 12. Computed estimate on at least four methods of distributing State Aid to schools prior to the enactment of Chapter 31, P. L. 1966.
 13. Computed state aid under Chapter 31, P. L. 1966 and notified county tax boards to reduce \$63,043,475.00 from current expense tax levies in the 1966 tax year and notified each district of the increased state aid of \$31,931,519.00 available to them over and above the tax reduction.

Federal Aid

1. Supervised all financial transactions involving National School Lunch funds. There were 1,016 schools participating, located in 370 school districts. Claims paid to May 1, 1966, total \$1,382,670.62.
2. Supervised all financial transactions involving National School Milk funds. There were 1,969 schools participating located in 523 school districts. Claims paid to May 1, 1966 total \$2,547,106.06.
3. Pursuant to an agreement with the United States Department of Agriculture, our auditors have conducted 30 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 Public Laws 815 and 874 were processed as follows:
 - a. *P. L. 874*

RSF-3 Forms, Final Report (1964-65) 177
RSF-1 Forms, Applications (1965-66) 181

Approved payments applicable to Entitlements (funds used for current expense purposes) for the 1965-66 fiscal year, as of June 9, total \$5,589,408.00, representing 84% of the districts filing applications.

b. P. L. 815

As of June 9, three districts have filed for building aid during the 1965-66 fiscal year. Additional applications are anticipated prior to the cut-off date of June 28.

- 5. During the 1965-66 fiscal year, funds paid to June 8, 1966, amounting to \$2,570,385.16 were distributed under the National Defense Education Act as follows:

- Title III — 495 claims amounting to \$1,812,625.00
Title V — 241 claims amounting to \$757,760.16

Pursuant to our State contract, auditors have conducted 736 complete audits to date.

- 6. Title I Projects of the Elementary and Secondary Education Act of 1965 have moved along steadily since checks were sent to the first group of school districts on November 24, 1965.

A tabulation of the progress of Title I Projects appears below:

Table with 2 columns: Description and Amount. Rows include Total State Eligibility (1965-1966) at \$25,630,162.00, Total Amount of Projects Approved by Business Division to June 17, 1966 at 25,087,486.57*, and Number of Approved Projects at -607*.

*Includes: Dep't. of Institutions & Agencies, Glassboro State College, A. Harry Moore School, N. J. School for the Deaf

Some districts with small projects were paid in full with one check, whereas, most districts are being paid in three to four payments in the period from December 1965 to June 1966. It is planned to pay all districts their total needs by June 30, 1966.

- 7. Supervised all financial transactions involving Title II funds of the Elementary and Secondary Education Act of 1965. Participating were 2,207 public schools in 580 school districts and 12 State Institutions. Claims paid to May 1, 1966 total \$1,113,318.00 for the public schools. Also, there were 617 non-public schools participating. Applications approved to May 1, 1966 total \$278,000.00.

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.

Financial Accounting - Local School Districts

1. Conducted five special investigations of the business practices of local school districts.
2. Made 108 visitations to local school districts to assist the board of education and its associates. Provided services in orientation, on-the-job instruction, conversion to machine accounting, and financial assistance for school building planning.
3. Reviewed and analyzed 595 audit reports of local school districts.

Extension of Credit

1. Conducted 35 hearings for extension of credit involving proposed bond issues of \$41,471,000.00 to May 31, 1966.
2. Maintained record of school bonding elections: 65 were passed and 38 were defeated.

BUREAU OF SCHOOL BUILDING SERVICES

1. Coordinated the planning of 18 construction projects at the six state colleges with a total cost exceeding \$18,000,000.00.
2. Served as consultants in the planning of four new county colleges, i.e. Atlantic, Cumberland, Middlesex and Ocean.
3. Served as consultants in the selection of a site for Bergen County Community College.
4. Prepared applications for federal grants for construction at Jersey City, Montclair and Newark State Colleges; such grants have been approved in the amount of \$1,979,144.00.
5. Developed the equipment lists for 18 buildings being constructed under the 1964 State Colleges Bond Issue construction program.
6. Coordinated the planning of additional parking facilities for the state colleges with a capacity of 800 cars and the planning of a new main entrance and road system for Trenton State College.

7. Prepared in cooperation with college committees the educational specifications for fifteen new buildings and miscellaneous projects at the state colleges to be financed under 1966-67 and 1967-68 appropriations totaling more than \$20,000,000.00.
8. Coordinated the rehabilitation of the old state college building in Newark to serve as the Newark Skills Center.
9. Reviewed and recommended for approval 485 final plans for new school construction, rehabilitation and remodeling. This number exceeded the 384 total for the previous year and set a record.
10. Seventy school buildings were equipped this year with automatic fire detection systems. Plans for 109 more schools to be so equipped were received in May and June.
11. Plant utilization studies were made for Hackettstown and Ventnor City. These studies outlined courses of action which are being followed. A similar study for Rutherford is under way.
12. The regulations of the State Board of Education were modified to:
 - a. Permit the use of acrylic plastic for window glazing to reduce breakage by vandals.
 - b. Permit classrooms without windows or with reduced window area to facilitate air conditioning.
 - c. Establish regulations for air conditioning of school buildings.
 - d. Provide exceptions to those regulations which were not compatible with the requirements of State and County Colleges.
13. Added an Inspector of School Construction which for the first time in ten years made it possible to make complete inspections of all new schools.

BUREAU OF PUPIL TRANSPORTATION

1. A Handbook on School Bus Driver Training and Selection was published and distributed to all New Jersey school bus drivers.
2. The 2nd annual Conference for Transportation Supervisors was held in the State Department of Education on May 18, 1966. Sixty-five men were in attendance for a full day's seminar concerned with:
 - a. Defensive Driving
 - b. School Bus Electrical Failures
 - c. The Edex System of Driver Training

3. Local boards of education have greatly increased their use of the research material compiled in the form of cost analyses, charts and statistics.
4. Consultations by the Director, County Superintendents of Schools and local boards of education have steadily increased. This service was inaugurated to aid school boards in their determination of the most efficient method of pupil transportation.
5. Arbitration of controversial areas in pupil transportation has been added to the agenda of services. Normally, this has been restricted to disagreements between parents and local boards of education.
6. Audited and reviewed with the twenty-one County Superintendents of Schools, the financial State Aid reports and approved approximately \$13,009,043.00.
7. Conducted analyses of sixty school districts. The results were discussed with board members and the County Superintendent of Schools.
8. Supervised the operation and maintained mileage records for thirty State-owned automobiles.
9. The Bureau has reviewed transportation data received from 596 school districts and compiled material into charts and tables for comparison and analysis by the county superintendents of schools, school administrators and local boards of education.
10. The Transportation Bureau invited representatives from all school bus body and chassis manufacturers in the United States to participate in a conference designed to upgrade school bus specifications in New Jersey. Industry responded by sending seventeen top-flight engineers and supervisors. The conference was divided into a two-day meeting; the first with the chassis group and the second with the body representatives. The results are contained in the proposed Pupil Transportation Handbook for local boards of education.
11. The Bureau invited prominent architects and safety engineers to participate in a program of school plant evaluation for bus safety. Several meetings were held and the results of the committee will be produced this coming year in a bulletin for local boards of education.
12. In cooperation with the Division of Motor Vehicles, a new violation control record has been devised for every school bus driver appli-

cant. This prohibits constant motor vehicle violators from becoming school bus drivers.

13. Research was completed on the danger involved with the driver's inability to see the students directly in front of the school bus. As a result, the Bureau established specifications for a seven inch convex mirror to be mounted on the right front fender of the bus.

DIVISION OF CONTROVERSIES AND DISPUTES

The summary of accomplishments for the year 1965-66 of the Division of Controversies and Disputes in regard to cases appealed to the Commissioner of Education is as follows:

Active Cases—July 1, 1965	47
Cases Received—July 1, 1965 to June 30, 1966	84
Total Cases—July 1, 1965 to June 30, 1966	131
Cases Decided	45*
Cases Discontinued	17
Cases in Process (June 30, 1966)	69
Total	131
Days of Hearings	84
Conferences of Parties	49

*43 Decisions rendered — 45 cases decided

This year showed a continued increase in the number of cases handled. The backlog of cases is now 69, in comparison with 51 a year ago, and is larger than the present staff can process, in the light of the wider participation of the staff in other Departmental matters.

Other accomplishments include:

1. Prepared for publication copies of decisions for the 1964 & 1965 pamphlet editions of School Laws and School Law Decisions.
2. 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.
3. Worked with Association of New Jersey School Board Attorneys, and compiled current list of all attorneys representing boards of education.

4. Arranged conferences of attorneys, parents, citizens and others in attempts to resolve controversies and obviate resort to formal proceedings.
5. Enlarged and improved library of court decisions, legal information and resource materials pertinent to the functions of the Division.
6. Continued an extremely lengthy tenure case (Newark v. Marmo), and embarked on two others involving extensive hearings.
7. Reviewed changes in the proposed revision of Title 18.
8. Began conferences and consultations with districts having potential school integration problems, but not yet in litigation.

DIVISION OF CURRICULUM AND INSTRUCTION

Over the years emphasis has been given to the work of the Division as a unit in providing leadership to curriculum and instructional improvement throughout the State. By and large the work of this Division is thought of in terms of our leadership functions, service activities, and activities which fulfill our legal responsibilities.

Section 1 - Implementation of Elementary-Secondary School Act of 1965

During the summer of 1965 much effort went into planning various aspects of our responsibilities for the implementation of the Elementary-Secondary School Act of 1965.

Title I

In view of the fact that Title I was the first of the titles to be actively funded and administered in the schools, much work was initiated in the summer of 1965 in interpreting Title I to the administrators. Statewide meetings were held with superintendents and county staffs concerning ways of planning Title I activities. Meetings were held with groups of administrators to consider not only the intent of the Act but ways of fulfilling the Act. Many members of the Curriculum and Instruction staff were needed to work with this Title. Later it developed that regional teams involving county office staff were essential. Approximately 25 full-time staff and 150 part-time individuals became involved in assisting groups over the state in planning Title I activities. This work was carried on in the State Department of Education building, in county offices and in schools throughout the state.

In the spring of 1966 effort was devoted to the development of a state-wide plan for the evaluation of Title I activities. To date over \$25,000,000 has been spent. Title I funds were expended promptly by New Jersey schools.

Title II

The Office of Audio-Visual Education has assumed the major responsibility for the implementation of the instructional materials phases of Title II activities. Many staff members from the Division have worked with the development of the State plan and have been active in Title II planning.

Title III

A major effort to assist local school districts translate research results from the educational laboratory to the classrooms of the state has proven highly successful. As of July 30, 1966 twenty-nine demonstration projects were underway. All of the federal funds provided for New Jersey under Title III of the Elementary-Secondary Education Act have been expended.

The following descriptive listing of approved projects illustrates the geographical distribution and wide diversity of projects.

BORDENTOWN: Board of Education of the Township of Bordentown

3-D School

Planning Project OE No. 66-114 Amount Sought \$20,062

Description: A pilot program will be formulated for a school outdoors, in which all students in the seventh and eighth grades will live for one week so they can learn such concepts as inter-dependence of life forms through the study of pond ecology. An intercommunity council of representatives of public and private schools and other cultural institutions will be formed to advise in planning extension of the pilot program into one for larger groups of children. In addition, an outdoor center may be established to conduct an exemplary program developed from the pilot program. From 200 to 600 students, members of professional staffs, and citizens will be served.

CAMDEN: Camden Board of Education

Laboratory Demonstration Schools

Operational Project OE No. 66-1170 Amount Sought: \$129,300

Description: Two demonstration schools will be established for education of the disadvantaged and "exceptional," and to provide in-service and pre-service education.

CHESTER: Chester Township Board of Education

Personalized Reading Instructional Materials Center

Operational Project OE No. 66-872 Amount Sought: \$42,700

Description: A reading center next to the school library will provide facilities for individualized reading instruction to three elementary classes and will house materials and equipment.

DEPTFORD: Deptford Township Board of Education

Clinical and Research Center

Planning Project OE No. 66-1337 Amount Sought: \$21,800

Description: A clinic will be planned to relate psychological and physiological diagnosis and treatment, remedial work, and in-service training to the educational process and curriculum development.

EAST BRUNSWICK: East Brunswick Board of Education

Creating a Climate for Learning

Planning Project OE No. 66-1466 Amount Sought: \$14,500

Description: An in-service pilot program will be planned to train teachers in developing students' emotional abilities and improving learning receptivity.

ENGLEWOOD: Board of Education, Englewood, New Jersey

Supplementary Center for Early Childhood Education

Operational Project OE No. 66-1115 Amount Sought: \$203,900

Description: A non-graded program will be provided for four year olds of diversified social, economic, racial and intellectual background.

IRVINGTON: Irvington Board of Education

Performing Arts Programs as Part of the School Curriculum

Operational Project OE No. 66-832 Amount Sought: \$56,500

Description: Exhibitions and live performances in the arts will be

presented to children K-12 in 14 schools and will be integrated with their class work.

JERSEY CITY: The A. Harry Moore School of Jersey City State College

A. Harry Moore School

Planning Project OE No. 66-426 Amount Sought: \$33,232

Description: The A. Harry Moore School of Jersey City State College is a day school. It meets the total educational needs of some 220 physically handicapped children and young persons ranging in age from 5 to 20 who are transported daily from five counties of northern New Jersey. Their disabilities include cerebral palsy, effects of poliomyelitis, congenital abnormalities, and orthopedic defects. The planning grant will enable major learning and motivational theories concerning the handicapped to be reviewed, a course to be prepared to help pre-service teachers understand the handicapped, reference materials to be accumulated, and a model program for a demonstration school to be prepared. The 220 handicapped children in the school will be served.

LINDEN: Board of Education

Outdoor Education

Operational Project OE No. 66-1161 Amount Sought \$95,500

Description: Architectural and program plans will be drawn for "Deserted Village," an outdoor education center, at which a pilot day camp for students in grades 6-8 will serve as an in-service training program.

MIDDLETOWN: Board of Education of the School District of the Township of Middletown

Pilot Supplementary Elementary Science Interpretive Program

Operational Project OE No. 66-532 Amount Sought: \$42,851

Description: The Conservation Department of New Jersey has made available to the Township Board of Education a former Coast Guard Station in Sandy Hook State Park as a teaching facility. In the summer of 1965, a special program of study for high school students was held there for four weeks. This study of the geology, terrestrial and marine organisms, and ecological relationships of a barrier beach in a natural setting will be extended to representative fourth grades

of about 30 pupils from public and parochial schools and will be directed by a team of two teachers. Each group will spend 1½ hours a day at the park for a week. The number of persons expected to participate is 523 children and 30 adults.

NEW BRUNSWICK: New Brunswick Board of Education

School Health Services

Planning Project OE No. 66-1554 Amount Sought: \$84,600

Description: A pilot program will provide health education and services to increase community awareness and improve teacher training for meeting physical and mental needs of children.

NEWTON: Newton Board of Education

Newton Outdoor Education Project

Operational Project OE No. 66-1619 Amount Sought \$353,500

Description: An outdoor education program will offer recreation, field studies, camping, conservation education, in-service education and research opportunities.

OLD BRIDGE: Madison Township Public Schools

A Classroom of Today's World

Planning Project OE No. 66-1023 Amount Sought \$37,700

Description: Programs will be planned for enrichment in the sciences, arts and social studies, a pilot program in the sciences will test and develop plans for a mobile laboratory.

ORADELL: Regional Board of Education of the Borough of Oradell and River Edge in conjunction with Darien, Connecticut and New York City Public Schools.

A Supplementary Educational Center in the Social Sciences and Humanities for the Metropolitan New York Area

Operational Project OE No. 66-407 Amount Sought: \$21,750

Description: The idea for a Supplementary Educational Center in the Social Sciences and Humanities was first discussed at a conference jointly sponsored in May 1965 by the Metropolitan School Study Council and the Office of Foreign Area Studies of the New York State Department of Education. The Council represents 60 local

educational agencies in Connecticut, New Jersey and New York. Private schools and all public school districts in New York City, the counties of Nassau, Rockland, Suffolk, and Westchester in New York; Newark and the counties of Bergen, Hudson, and Union in New Jersey; and Fairfield County, Connecticut, are eligible to participate in the Center. One public school district in each State is to receive the federal funds for all schools in that State. The \$21,750 listed above represents New Jersey's share of \$125,000 sought. The long-range program of the center will include curriculum development, in-service education, preparation of materials, demonstrations, evaluation and supplementary instructional services. The study of other than Western societies and civilizations will be emphasized. Teachers will be given opportunities to gather materials and resources in foreign countries. The study of unusual languages such as Chinese and Portuguese will be undertaken. The performing arts of non-European countries will be presented. More than 750,000 children from the 3-state area are expected to participate.

RIDGEWOOD: Board of Education, Township of Ridgewood

A Community-Wide Multidisciplinary Program Designed to Reduce Underachievement in the Primary Grades

Planning Project OE No. 66-383 Amount Sought: \$23,110

Description: An education and mental health team composed of project teachers, psychologists, a social worker, and reading and arithmetic specialists is contemplated. It will identify potential underachievers in kindergarten, institute preventive programs of instruction and psychology for them for a period of 4 years, and evaluate the effectiveness of the team's efforts. Also envisioned is an Early Childhood Education Community Council. Planning will be undertaken to achieve these objectives. The project will serve 500 underachievers.

RIDGEWOOD: Board of Education

A Community-Wide Multidisciplinary Program Designed to Reduce Underachievement and Promote Maximum Growth in the Primary Grades

Operational Project OE No. 66-1431 Amount Sought: \$229,100

Description: Community resources will be employed to enrich elementary education.

RIDGEWOOD: Board of Education

A unique Program of Cultural Enrichment Through Live Music Performance and Instrumental Music Orientation in Bergen County

Operational Project OE No. 66-1476 Amount Sought: \$89,400

Description: Two woodwind ensembles will visit 209 schools, discuss and demonstrate their instruments in the classroom, and give two concerts in each school.

TEANECK: Teaneck Board of Education

Identification and Utilization of Community Talent in the Total Education Program

Operational Project OE No. 66-1087 Amount Sought: \$55,000

Description: A community talent bank and resource center will establish a pattern for supplementing the education program on a volunteer basis and will involve the community more closely with the school.

TENAFLY: Tenafly Board of Education

Project: Developing Quality "P.D.Q."

Operational Project OE No. 66-85 Amount Sought: \$164,975

Description: A one-story building in the center of town, formerly used by a supermarket, will be leased or bought and converted into a center to demonstrate teaching and learning. Its main area will be a specially designed room equipped with movable furniture, a screen for one-way vision, and electronic devices. It is hoped that the project will develop from a first phase of demonstration into a second phase as a child study center. The application of research findings will be encouraged. Facilities will be provided for scheduling in-service activities on a local, county, and regional basis. Needs for the special education of the neurologically impaired will be investigated. It is intended that the center will serve at various times all of the children from kindergarten through twelfth grade in the public and private schools of the area. Expected to participate directly are 1,850 school children, 100 pre-school children, and 100 students of education.

UNION: Union Township Board of Education

A program of Identification and Remediation of Perceptual Deficiencies

Planning Project OE No. 66-859 Amount Sought: \$9,700

Description: The project will determine perceptual deficiency of students K-3, and train such students.

WOOD-RIDGE: Wood-Ridge Public Schools

**Bergen County Region 7 Emotionally and Socially
Maladjusted Pupil Center**

Operational Project OE No. 66-1194 Amount Sought: \$100,400

Description: Approximately 20 socially and emotionally maladjusted students will receive special education and psychiatric care and will be taught in a controlled environment.

NOTE: The dollar amounts listed for each project, in most instances, are the amounts requested by the applicant and are in this report *for information purposes only*, not to be construed as a final federal commitment of funds. Such a commitment will be made only after negotiation and execution of grant awards.

In addition to the above, the following projects have recently been approved:

- Brick Town — Improving Purposes and Programs
- East Orange — Education Plaza
- Ewing — Operation Insight
- Long Branch — Mid-Monmouth Education Council
- Oradell-River Edge — Center on Humanities
- Ocean Township — Optimum Fitness For All
- Orange — Resource, Production and Service Center
- Trenton — Exemplary Inner City School

Title IV

The intent of Title IV has to do with the development of regional educational research centers. During the summer of 1965 the State Department of Education, under the leadership of the assistant commissioner in charge of Curriculum and Instruction, developed a major proposal for the development of a research laboratory in New Jersey. This prospectus was developed cooperatively by the State Department of Education, the six state colleges, Rutgers, the State University, private colleges, Educational Testing Service, School Administrators and the Elementary-Secondary School Principals groups. A small working committee composed of a representative from Princeton University,

Educational Testing Service, the State Colleges, Rutgers University and the Division of Curriculum and Instruction prepared the final Prospectus. The prospectus was submitted to the Office of Education on October 15, 1965. This prospectus called for the development of a laboratory which would be concerned with the identification of important research needed in New Jersey, the development of comprehensive research activities and the development of plans for disseminating research findings. The tri-state plan was given priority over the New Jersey plan and the tri-state plan (including New Jersey) was funded.

Operating concurrently with the development of the New Jersey proposal was a proposal which grew out of the greater Philadelphia area. As this proposal developed there was some discussion with the City of Camden and with individuals in Delaware. A tri-state proposal was developed and is now beginning its first year of operation. Dr. Kirk Seaton of the Division of Curriculum and Instruction became a member of the Board of Directors of this Research Laboratory. Plans are under way for a major study to be carried out during the year 1966-67. The City of Trenton will provide one school activity in this project.

Title V

Extensive planning went into the development of Title V proposals for the Division of Curriculum and Instruction. Actually when Title V was funded eight projects were approved from this Division. These projects dealt with the following topics:

- a. The inauguration of the Center on the Study of Psycho-social Problems of Children and Youth.
- b. The inauguration of a center for the study of teaching.
- c. The development of activities in health education.
- d. The development of activities in elementary school physical education.
- e. The development of activities in the area of arts and the humanities.
- f. The development of leadership activities in early childhood education.
- g. The development of assistance with school approval evaluations at the secondary level.

h. Leadership for special education.

Each of the eight projects called for new professional personnel, secretarial services and comprehensive activities. It should be noted that the eight projects listed were not entirely new for this Division since the projects were already under way. They were merely extended through the resources provided by Title V.

Although funds were available for eight months of the 1965-66 school year there was some delay because of lack of availability of new staff members. Exceedingly competent staff members have been procured, adjustment factors have been brought about and the eight projects seem to be well under way at the close of this current year.

Section 2 - Special Projects

1. The Trenton Junior #5 Project —

For the third year the State Department of Education, Trenton State College and the Trenton City Schools have worked together in one demonstration center, Junior #5 School. The school contains approximately 1,300 children ranging from nursery school through grade 9. The school is located in one of the most disadvantaged areas of the city. This project started out as a kind of demonstration of ways of beginning with the assessment of the needs of the school as recognized by teachers and followed by the cooperative development of programs to deal with these problems which teachers considered important. Accomplishments during the third year of the Junior #5 project included the following:

The development of the concept of "cluster" teachers (an extra teacher to work with three sections of the fourth grade.)

Intensive work with a demonstration nursery school for the third year.

The demonstration of ways of working with a group of young people in which no report cards were used.

Efforts to improve the health of children in the schools.

Extension of their adult education program.

Work with the block of time in the junior high school.

Development of a variety of innovations in working with the teaching of basic skills. Particular attention was given to reading.

The development of a special demonstration program for represen-

tatives from all of the large cities in New Jersey to observe and analyze the activities of the Trenton Junior #5 Project.

The extension of the Junior #5 Project in the total curriculum planning for the City of Trenton.

2. The development of the Center on Teaching

The Center on Teaching is a comprehensive center concerned with the study of teaching, methodology, research literature describing the many efforts to characterize the many strategies for teaching, the development of curriculum theory, the development of models of "good" teaching and the formulation of important elements of teaching strategy. This center has attempted to serve as a focal point for the entire Division of Curriculum and Instruction and to help staff members understand the complexity of teaching.

3. The Development of a Center for the Study of Psycho-social Problems of Children and Youth

This center has been created as a result of concerns about drop-outs, suicides, venereal disease, narcotics and numerous other psycho-social problems of children and youth. Emphasis has been placed this year on pulling together research data concerning many of these problems, as well as the formulation of a variety of designs for new projects.

4. Publications and Activities in the Area of Health

Through the cooperative work of the Division of Curriculum and Instruction, the New Jersey State Department of Health and the Interdepartmental Committee a variety of projects in the area of health are continuing during the 1965-66 school year. The initial bulletin "Smoking and Lung Cancer" has been revised and is now ready for distribution. The new edition has been entitled "Smoking and Health" and brings together extensive research in this field. Extensive work is being continued in the area of Teaching About Venereal Disease. This publication has been so effective that many schools are now asking for specific help and advice in the area of sex education.

During 1965-66 much effort has gone into the development of a publication dealing with the narcotics problems in the New Jersey schools. This publication is now in manuscript form and will be printed during the summer of 1966. Plans are under way for extensive work in this area during the coming school year. Effective relationships have been established between the New Jersey Narcotics Investigation Squad, the

Medical Association, the Department of Health and the Department of Education.

5. Work with Children of Migrant Workers During the Summer of 1965

Extensive activity was carried on by the State Department of Education in schools for children of migrant workers. This was vitalized during 1965 by a variety of new in-service activities, leadership conferences for teachers and administrators and close working relationships between the Division and these schools. During the year a publication was developed reporting the 1965 migrant project. Plans are under way for vigorous activity in this field during the summer of 1966.

6. Arts and Humanities

Work has been continued in the area of Arts and Humanities during the past year. Efforts in this field have included participation with the McCarter Theatre at Princeton University, work with the Lincoln Center in the area of performing arts and with major leadership for a look at the Arts and Humanities activities in the New Jersey schools. During the spring of 1966 a major state-wide conference was held for 50 invited representatives from New Jersey schools to consider activities in this area.

7. Studies of Local Schools

In addition to the usual school approval visits several comprehensive evaluations of total school activities have been conducted. From time to time the Commissioner of Education has received requests from local boards to develop a comprehensive study of a school system. During the fall of 1965 a major study of the Jackson Township School system was carried out. This included not only the status of findings but recommendations for improvement.

Another illustration of a local study was the study carried out in Winfield Township to determine the appropriateness of its present organizational structure in relation to program, population and other educational factors.

Section 3 - Major Thrusts

This section is an attempt to screen out many of the activities for the Division of Curriculum and Instruction for the 1965-66 school year

and to show what might be considered some "major thrusts" in leadership in the curriculum area in New Jersey.

1. Special Education has new legislation focused at enlarged, intensified and dynamic efforts in Special Education over the State.
2. Arts and Humanities activities demonstrate a way of working with children and youth in an area heretofore receiving limited recognition. Doubtless many human needs can be helped as well as many learning problems alleviated by new emphasis on the arts and a new concern in the area of humanities.
3. Health — The thrust in the health area continues to give major focus on the health needs of all children. It also is concerned with special problems in the health area such as narcotics and sex education.
4. Teaching — Too often individuals with limited foresight, experience preparation and skill are engaged in teaching. A major thrust is under way in New Jersey in underscoring the dynamics of the teaching act and in dignifying the science of the study of teaching.
5. Integration — The work carried out in Union County in the study of what the school could do in the problem of integration is important. The new publication "Improving The Education of Negro Children By Means Of Behavioral-Science Seminars For Teachers and Administrators — A Pilot Project Report" emerged this spring as an illustration of ways in which the integration problem could be dealt with in a major way.

OFFICE OF SECONDARY EDUCATION ADMINISTRATION

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

Twenty-two private and parochial schools were visited for approval purposes.

Seventy-three public and twenty-eight private summer school approvals were processed making a total of 101. The staff participated in summer school visitations for approval purposes.

The annual Form A and Form B Reports for data processing were completed by all 558 schools on the Approved List of Secondary Schools.

The Annual Occupations of Graduates Report for the class of 1965 was secured from all public secondary schools and summarized by the office. A total of 78,839 pupils graduated in June, 1965. Of this number, 52.9% went on to advanced schooling, 2.3% to further secondary schooling, 34.0% directly into employment, 5.7% to national service, 2.3% were not in school or employed and 2.8% unaccounted for. This report has been made annually since 1928 by our office.

Review of counselor education programs and NDEA, Title V-A with U. S. Office of Education representatives.

Issued the 1965 NDEA, Titles III and V-A, Annual Narrative Reports. Annual Statistical Reports and Annual Projected Activities for 1966.

Reviewed and approved 243 Title V-A programs.

Revised and submitted the state plans for NDEA, Titles III and V-A.

Reviewed applications for 737 private and public secondary schools for the following curriculum changes:

Art — 36	Languages — 40
Behind-the-Wheel — 21	Math — 45
Block-of-Time — 1	Music — 21
Business — 73	Part-Time Cooperative Trade and Industrial Program — 77
Cooperative Business Education Program — 19	Physical Education — 4
Distributive Education — 23	Reading Improvement — 4
English — 50	Science — 49
Health — 6	Social Studies — 60
Home Economics — 46	Unified or Core — 2
Humanities — 3	Vocational — 157

Supervised revision of Annual Secondary School (A & B) Reports for data processing including the compilation of data.

Consultation for 307 ESEA Title I projects.

N.D.E.A. Title V-A revision of materials and administration of program.

Pre-preparation and planning of N.D.E.A., Title V-A pilot projects for guidance in the elementary school.

RESEARCH AND SURVEYS

Occupation of graduate class of 1965.

Data Processing Annual A and B Reports.

A Survey of the Status of Mathematics Education in the Junior High Schools of New Jersey, 1964-65, (Secondary Bulletin, Volume 22, #6).

A Survey of the Failures in Mathematics Courses of Boys and Girls for the School Year of 1963-64, All Secondary (Secondary Bulletin, Volume 22, #5).

State Colleges and Rutgers University were surveyed to determine: the number of N.D.E.A. Institutes in reading and English for which applications were made; the number of N.D.E.A. Institutes offered; and plans for application for 1966-67.

Study of status of biology and chemistry teachers and the courses being offered.

Compiled information on innovated practices in secondary schools.

Developed N.D.E.A., Title III and V-A, Annual Statistical Reports.

Survey of New Jersey Secondary School Testing Programs (In process).

Evaluation of N.D.E.A., Title V-A (Guidance) Programs (In process).

Designed the evaluative instrument for Title I of ESEA.

Follow-up Study of the New Jersey Approval Through Self-Study (In process).

Compilation and organization of data from revised Annual Secondary School Reports.

PUBLICATIONS

Prepared Arts and Humanities newsletter for June distribution.

"Mathematics in Paperback"

"Mathematics in the Elementary School"

Development of a publication for Guidelines to New Secondary School Facilities and Program Planning.

NJSSAA "Schoolmaster" article entitled "Leadership Training."

MLA Annual Survey of Status of Foreign Language in U. S.

"Manual of Information and Instruction for Preparation of Project Applications for Title V-A, National Defense Education Act, 1966-1967."

"Application for Program Improvement of Existing Guidance Services Under Provision of the New Jersey State Plan, N.D.E.A., Title V-A, 1966-1967."

"Follow-up of High School Graduates." Revised Form.

Secondary School Bulletin, "Guidance and Curriculum" (In process).

"Paperbacks on the March," *Scholastic Teacher*, (October, 1965).

"Paperback Books in New Jersey," *Paperbacks in Education*, Teachers College Press, 1966.

Office of Elementary Education

Range of Responsibilities

In carrying on its work, the Office of Elementary Education, as a cooperating unit within the Division of Curriculum and Instruction, has responsibility to:

Provide on-call consultant service to local school districts which enroll more than 825,000 children, taught by 34,000 teachers, and housed in 1800 elementary schools;

Approve and serve more than 400 non-public nursery schools and day nurseries which enroll approximately 15,000 children, and help guide the new public school programs for 4 year old children which are appearing;

Operate summer schools, and related programs, for migrant children and youth;

Guide and coordinate the work of the 60 helping teachers;

Work in cooperation with local leaders and leadership groups such as district supervisors and curriculum coordinators, organizations of elementary school principals, classroom teachers and others;

Foster through conferences, publications, and studies the continuous improvement of the schools.

Early Childhood Education

Public School Programs for Four Year Olds

Public schools are beginning to enroll four year olds. The staff helped in planning programs in East Orange, Englewood, Newark, New Brunswick, Plainfield, Teaneck and Trenton. Services included consultation with administrators and workshops for staff members.

Headstart

The staff, augmented by five other specialists in early childhood education, visited 61 of the 65 Headstart programs, collected data on various aspects of the programs, and reported findings in a printed bulletin "Headstart in New Jersey".

Headstart in New Jersey, although financed by the Office of Economic Opportunity, was strongly supported by the public schools. Forty-one of the 61 projects visited were administered by boards of education. Most programs were staffed by public school teachers, housed in public schools, and helped by school administrators and supervisors. The Department of Education assisted a number of communities in planning. Headstart programs in New Jersey were primarily for four year olds. New Jersey, unlike many states, enters its five year olds in public schools.

Child Development Centers

Staff members visited and consulted with representatives in Atlantic City, Deptford, Newark, Red Bank, Millville, Montclair, and East Orange regarding plans for child development centers for four year olds using funds from O.E.O.

The Junior Five Program

In a demonstration project carried on at the Junior Five School in cooperation with the Trenton Board of Education, the State Department of Education has made help available to local districts in developing public school programs for four year olds. A bulletin called "The Junior Five Story: A Program for Four Year Olds" has been prepared.

The current status of so-called pre-school education creates an important issue. Parents who can afford tuition are providing group experience for their pre-school children as witnessed by the large number of private nursery schools in the state. Federally financed programs

are providing centers for so-called disadvantaged children. Obviously, opportunities are not available for large numbers of children who fall in neither category.

Children of Migrant Workers

Harvesting of New Jersey's seasonal crops brings into the state some 1,500 children under the age of 16. Some come as early as April. The influx continues through the early part of July. Some stay into the fall; by late October they have left the state. New Jersey was one of the first states to provide special educational programs for migrants, (beginning in 1946 with one small center) and provisions have expanded steadily.

This year the Department operated 6 schools enrolling a total of 735 children; two of the schools were under contract with O.E.O. This is an increase in enrollment of 304 children over 1964.

Staffed with qualified teachers and health personnel the schools put emphasis upon diagnosing and meeting the needs of individual children. Instruction was personal, individual, and guidance centered. First hand experiences were emphasized, sound nutrition was provided, and the diagnosis and correction of physical defects carried out.

Services to Districts on Problems of Disadvantaged Children

The passage of Public Law #89-10 added urgent responsibilities to the usual Office activities.

Title I. Members of the elementary staff helped set up regional meetings with county staffs to orient them and cooperate with them in helping districts to initiate programs, screen application forms, and approve projects under \$10,000.

Elementary staff members participated in Division team visits to all counties in the state, and to individual districts to help local administrators understand the intent of the act, cope with the forms, and to identify the most urgent and basic needs of pupils. Simultaneously, other staff members in Trenton helped districts by personal conferences or telephone. Reports of promising projects have been compiled to facilitate the dissemination of good ideas in 1966-67.

One staff member devoted full time to Title I from November 1, 1965 to March 1, 1966. Another full time staff member was employed be-

ginning December 20, 1965. Other staff members contributed. Four days were devoted to regional meetings in New York City.

Title II. Where appropriate, districts were encouraged to design their Title I projects so they could be reinforced by resources available under Title II. This office helped orient the helping teachers to these resources.

Language Arts Including Reading

The position of the language arts consultant in the Elementary Office was new this year. One of the main objectives was to become acquainted with the many people working in language arts throughout the State. Visitations were made to schools, curriculum study groups, meetings of professional organizations, and administrators groups to obtain first-hand information on the status of instruction in the language arts.

Other information on trends and practices was obtained by reviewing applications in Reading and English under Title III, NDEA and projects submitted under Title I of the Elementary and Secondary Education Act.

The information gathered in this way tended to focus attention on the following:

The tendency for local districts to turn to remedial reading instruction as the sole means for alleviating learning difficulties of children.

The need to continue to stress oral language as a part of living which cannot be isolated into a limited area of content.

The concern of teachers and administrators over linguistics and the effect of linguistics on teaching and learning.

The conflict between traditional stereotyped programs of content and learning and the approach which stresses the development of the individual.

In addition to consultant services, workshops, and conferences, three projects were initiated on the basis of the needs mentioned above:

1. A series of seven study sessions on linguistics was offered to a group of fifty persons representing each county, elementary and secondary education teachers, supervisors and administrators, and each of the State colleges. Dr. Albert Marckwardt, Professor

of English and Linguistics, Princeton University served as consultant. Participants also met to review curricular materials and to discuss various types of programs now being carried on in the schools. Requests have been made to continue to work together on topics related to language arts.

2. A pilot project was initiated and will be continued in 1966-67 to study reading in the content areas. During the past year twelve secondary teachers were involved in examining the assumptions made about students' ability to read and the relation of these assumptions to the students' ability to find success in the classroom. The findings have resulted in some change in teaching. Next year the project will be extended to include middle elementary grade teachers.
3. A study on the "average child" in the classroom was initiated as an outgrowth of an assignment for a national ASCD Task Force. Members of the department serving on the Task Force will prepare a bulletin entitled "The Myth of the Average Child" to be submitted to the Association. Tentative plans of this group include developing the study as a part of the Division plan in the coming year to gather data which will help us better understand why some children are labeled "average." It is a desire of the group to try to effect some change in those learning situations which tend to recognize children as types rather than as individuals.

Office of School-Industry Cooperation

Economic Opportunity Act of 1964, P. L. 88-452

State-wide services for the economically and culturally deprived were increased by the coordination of Head Start programs, Educational programs for the children of migrant workers, Rural Youth Development Programs, and programs for the Aging.

Teaching-Learning Aids for Teachers and/or Students

A special publication, "Savings and Investment: Essentials of Economic Progress" was obtained in sufficient number for teachers of social studies involved in a Summer workshop through the courtesy of the Invest-in-America National Council.

The Science of Semi-conductors, a traveling lecture-demonstration, was presented 132 times for an estimated 17,000 chemistry and physics

students in the State through the cooperation of the New Jersey Bell Telephone Company.

Student-Teacher Use of Out-of-School Resources

Arrangements were made for seven groups of school personnel to observe the work of research scientists in the Bell Telephone Laboratories at Murray Hill. Included in the groups were five school administrators, six teachers and 24 high school students from six different communities within the State.

The Engineering Research Center of Western Electric at Princeton provided a day of observations and conferences for 12 teachers and 24 students from the community of its operation.

In connection with the visit of eleven foreign science teachers, arrangements were made for the visitors, their teacher hosts from local communities and four staff members of the Division of Curriculum and Instruction to visit the Bell Telephone Laboratories.

A permanent loan of specialized equipment relating to the study of conductivity and crystal formation was arranged for a private school.

Inter-Cultural Resources

Arrangements were made for a six-weeks' visit by eleven foreign educators in different communities in New Jersey. The visitors proved to be a valuable resource in improving the understanding of other cultures by school children with whom they came in contact.

Arrangements were made for a two-day visit by two educators from the Ireland Ministry of Education.

Adult Education Civil Defense Instruction for State Employees

Instruction was provided in Block "A" of the Civil Defense Adult Education for approximately 120 state employees in five classes and for 260 members of the New Jersey National Guard in 16 classes.

OFFICE OF AUDIO-VISUAL EDUCATION

Title II

The greatest activity of the Audio-Visual Office during this past year concerned Title II. In addition to numerous meetings held on Title II within the Department of Education, meetings were held at

the county level to outline Title II and to provide assistance in filling out application forms. As of this date, all applications received from both public and non public schools have been processed.

National Minimum Standards Approved

For five years the Department of Audio-visual Instruction of the National Education Association has been working on national minimum standards for Audio-Visual education. Last March these standards were tentatively approved by the Executive Board of DAVI with the understanding that fourteen outstanding educators be asked to meet for five days to consider these standards. The U. S. Office of Education provided the necessary funds to pay the expenses of the fourteen people selected to really go over these standards and to make whatever modifications where necessary. The State Audio-Visual Director from New Jersey was honored to be asked to be one of the fourteen selected for this conference.

As a result of this conference, minimum standards for equipment, materials, budget, and personnel were approved and sent back to the Executive Committee of DAVI. These have been approved by this body, by the Association of Chief State School Audio-Visual Officers and by a number of the accrediting associations.

Safety Pictures Taken

The State Audio-Visual Office cooperated with Dr. Parrish, Dr. Hebel and others in preparing a series of slides to be used as the basis for a series of safety meetings to be held within our State Department of Education.

Office of Special Education Services

Published the "Exchange" and other reports of the Office of Special Education Services.

Assumed responsibility through county supervisors of child study and child study teams for encouraging local boards of education to provide needed services and to maintain standards; to consult with school administrators, supervisors and teachers and parents.

Worked with State Colleges, State University and teacher preparation institutions for certification purposes.

Worked with other Curriculum and Instruction persons in programming under the Elementary-Secondary Act Public Law 89-10.

FEDERAL SUPPORT PROGRAMS

The involvement of staff in consultation services and the approval of projects under Title I of the Elementary-Secondary School Act was a major effort of the office resulting in positive relationships with many local boards of education.

The amendment to Title I of Public Law 88-10, which gave financial support to state operated educational programs for the handicapped occupied the major effort of two staff members for the year. Approximately \$110,000,000 in federal aid was approved for projects under this amendment.

Teacher training support, amounting to approximately \$100,000 administered by our office under Section 301 of Public Law 88-164, provided traineeships and fellowships to approximately 45 individuals during the year for persons training to teach the handicapped, as well as support funds for college programs. There were approximately 375 applicants for the traineeships and fellowships, all of whom were interviewed. About \$400,000 additional federal funds were distributed directly to colleges. Our office gave leadership in developing programs for which the funds were utilized.

Administering pupil accounting procedures and ordering and distribution of equipment and supplies for the blind under Public Law 87-924 continued to be a major activity. We are involved in the stewardship of equipment and materials exceeding \$100,000 in total value.

SPECIAL CLASSES

The number of special classes for handicapped children increased over the previous year by approximately 125 to a total of 1,527 classes. Special emphasis was placed upon high school programs for retarded children which have increased from 86 classes in 1960 to 237 classes in 1965. Classes for the neurologically impaired have also increased sharply in percentage to a total of over 65 such classes in New Jersey.

SUPPLEMENTAL AND INDIVIDUAL INSTRUCTION

About 3,800 children were provided individual instruction in lieu of class instruction because of handicaps or injuries. About 27,000 children received speech correction services and over 17,000 others received supplemental instructional services under the laws for the physically handicapped or remedial instruction under the 1959 Beadleston Act.

PROGRAMS UNDER THE 1959 AND 1963 LEGISLATION FOR EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED

The number of school psychologists has risen from 231 in 1962-63 to 374 in 1964-65. School social workers have increased from 128 to 215 and remedial instructors from 275 to 350 in this same period of time.

Center on Teaching

The Center on Teaching has been in operation for approximately six months of the (1965-66) school year. The major goals of the Center have been: (1) to disseminate new information concerning the nature of teaching and learning, (2) to sensitize members of the profession to the findings of recent research devoted to the analysis of teaching, (3) to offer direct assistance to local school districts engaged in teaching improvement activities, (4) to stimulate increased interest and attention to the general problem of improving instruction and (5) to assist in the planning and coordination of various projects to be undertaken by the Division of Curriculum and Instruction.

Center for Psychosocial Studies

Consultation was provided a number of districts on such special problems as a design for research on the effects of perceptual training, improved methods for recording and analyzing pupil personnel data, the development of appropriate administrative structures for pupil personnel services and the development and use of a system-wide testing program. Consultation duration ranged from a single session to periodic meetings over several months.

An assigned responsibility has been to represent the commissioner on the Narcotics Advisory Council. This is a body established by law to advise the commissioner of the Department of Institutions and Agencies on the development and coordination of services for the prevention and treatment of drug addiction and for coordination with educational and other agencies working to that end. Responsibility in this connection has seemed to bear a natural relationship to the purposes of the Center for Psychosocial Studies.

The objectives of the Center have been developed in conformity with the general objectives of the Division.

Office of Health, Safety and Physical Education

The Office of Health, Safety and Physical Education involves supervision, assistance and services in the health education instructional pro-

gram, the health service program, the physical education program, the school athletic program, the recreational program, the safety education program and the school lunch program for the public schools of New Jersey.

Some of the desired goals for 1965-66 were not fully achieved during the school year because of lack of personnel in certain instructional areas. However, under the new Elementary-Secondary Education Act of 1965 two new persons were acquired for areas of Health and Safety Education and Elementary Physical Education. Their services began February 1, 1966 and many things are now underway to achieve our desired goals.

Studies - Surveys - Publications

- a. Continued work on School Athletic Report. It is hoped that this report will be completed before 1966-67 school year ends.
- b. Publication "Elementary Physical Education — Today" is completed and it is hoped that by September, 1966, it will be edited for printing. This publication is an elementary physical education supplemental program that will assist administrators, physical education and elementary classroom teachers K-6 in doing a better job in physical education, in gaining a better understanding of the program and in knowing suggested activities to enrich the experience of elementary school children.
- c. Developed cooperatively with special committee of NJHPER a questionnaire on girls' showering to point up what is presently taking place in the secondary schools. This has been disseminated and returns are coming in rapidly. The special committee will review and tabulate results for needed information on this program.
- d. Developing survey on facilities, personnel and programs in health and physical education in all schools of New Jersey. This survey will assist this office in obtaining information on kinds of activities being used, adequacy of facilities for enrollments, adequacy of personnel to do the job, scheduling, equipment needs and other pertinent information. It is also hoped that by this survey our office might be able to point up several schools which have outstanding programs based on a criteria of facilities, time, scheduling equipment and personnel.

Health and Safety Education

The position of Supervisor of Health and Safety Education was filled on January 31, 1966; therefore, the accomplishments reflect a period of four months, February through May, 1966.

Studies - Surveys

- a. The last stages of a study of health instruction practices is being prepared to assess the current and proposed procedures in the secondary schools of the state.
- b. A survey of professional staff involved in the teaching of health education in secondary schools is being conducted. Pending receipt of survey returns, analysis and tabulation will be completed.

Consultative Services were rendered to groups involved in planning programs, developing projects to utilize federal support funds, in-service education, audio-visual material evaluation, textbook and reference book evaluation, and scheduling of health and safety education.

Health Services and Health Education

1. Publication and distribution of approximately 5,000 copies of *School Health Services Guidelines*.
2. Workshops in Venereal Disease Education held at Trenton and Glassboro State Colleges. Approximately 250 school nurses attended.

School Lunch

1. Over two hundred Administrative Reviews of School Lunch Programs were performed in accordance with Federal requirements for the National School Lunch Program and the Special Milk Program. Emphasis was given to Nutrition and Menu Planning, Sanitation and Safety, good management practices, and the educational aspects of School Lunch.
2. Contracts were processed, reviewed and approved with signatures for 1,020 School Lunch Programs and 1,972 Special Milk Programs,

Office of Child and Youth Study

The five members of the Office of Child and Youth Study in 1965-1966 worked with well over 10,000 teachers and other school personnel

in every county. During the current year the number with whom we worked on a regular and intensive basis more than doubled; 768 as against 301 in 1964-1965. Evidence of the effectiveness of the work of the office is the number of requests for continued help and for the development of new programs. Almost all of the first-year groups will continue for the second-year of study in 1966-1967, and participation in new first-year groups will raise the number of people in intensive study to 1,500. This still leaves a large number of requests that we are unable to satisfy. The office was involved in:

1. *Continuing to develop sound leadership in school systems: Intensive Consultant Development.* The five members of our staff initiated and conducted *four* programs of intensive Consultant Development for status leaders who will develop in-service programs of Child and Youth Study in their school systems. In three of the four programs *all* members are continuing — there are no dropouts — a remarkable record considering the work involved. We believe this way of working is the real hope for genuine change in education as time goes on.
2. *Continuing to reach as many teachers as possible with programs in understanding and helping children and youth: Child and Youth Study.* By continually examining *our* effectiveness with the study groups we have gradually developed a significant program. All but two of the 51 first-year groups will continue for the second-year of the basic program of Child and Youth Study. During the current year 768 individuals participated in the program in 45 communities in thirteen Counties. These included teachers, principals, supervisors, helping teachers, guidance personnel, social workers, psychologists, remedial instructors, nurses, superintendents, assistant superintendents, assistant principals, librarians, mothers, teachers of deaf and of other handicapped children, nursery school teachers, status leaders of community groups.
3. *Continuing to give special attention to the understanding of culturally deprived children and youth and to develop sound ways of working with them.*
4. *Continuing cooperation with State Colleges:*
 - a. *On Project at Bordentown.* The Division considers the Title III project in the Peter Muschal School in Bordentown one of the important local projects in the State. It should be noted that the three major consultants to the project from the Glassboro State

College were trained by the Office of Child and Youth Study over a long period of time, and that every teacher in the Peter Muschal School has been involved in the Child and Youth Study program, including the Superintendent, Mr. Bonham. A member of our staff worked with the consultants from Glassboro.

- b. *With Individuals.* Three members of the staff worked with individual members of the faculty at the Newark, Jersey City, Glassboro and Trenton State Colleges, and also at Monmouth College, on their courses of study, consultant help to school systems, developing Human Development departments, and training teachers and directors for programs for the emotionally disturbed.
- c. *"Head Start."* One staff member worked with Newark State College in preparing 300 Directors and Teachers of "Head Start," worked with Morristown's in-service program for 30 teachers of "Head Start," visited 14 classrooms in Glen Gardner and in Newark's 14th Avenue School, and worked with 70 parents in three communities in Franklin Township.
- d. *With the Glassboro State College Human Development Staff.* We continue our mutual helping relationship with the Glassboro State College Human Development staff. Two members of our staff assisted a group from Glassboro in Dr. Daniel Prescott's Title I program in Child Youth Study in Philadelphia. (See also a. of this section.)
- e. *With Directors of Field Services.* All five members worked with the Directors of Field Services of all the State Colleges and with Dr. Poliacik regarding the administration of credit for Child and Youth Study, and in improving communication. Our relationships are excellent.

DIVISION OF HIGHER EDUCATION

I Office of Finance Planning

- A. Budget work in the Division of Higher Education involves the analysis of the budgets of the six State Colleges, Newark College of Engineering, Trenton Junior College, and Rutgers, the State University. These analyses were made in accordance with the policy of the State Board of Education. This Office is responsible for over 36 different budgets that involve separate fund accounting.

- B. This Office continues to provide staff work for the New Jersey State Commission for the Higher Education Facilities Act. In addition to Title I of the Higher Education Facilities Act, the Commission has been delegated by the Governor to administer Title I and Title VI of the Higher Education Act of 1965. This Office prepared the State Plans for both Title I and Title VI which were subsequently approved in Washington. In 1965-66 32 different applications from New Jersey Colleges and Universities for construction grants under the provisions of Public Law 88-204 were processed by this Office. Subsequent recommendations to the Commission provided for the disbursement of \$2,827,247 to Public Community Colleges, and \$9,463,373 to other colleges and universities. Under Title VI, Part A, of the Higher Education Act of 1965 this Office received and processed 17 applications from New Jersey Colleges and Universities for acquisition of laboratory and other special equipment and materials and television equipment and materials. Later recommendation by the Commission resulted in the disbursement of \$247,311 for laboratory and other special equipment and materials and \$19,286 for television equipment and material. Title I of the Higher Education Act of 1965 provided for grants to colleges for Community Service and Continuing Education. Fourteen applications were received and processed by this Office. This resulted in grant recommendations by the Commission of \$261,810 to New Jersey Colleges and Universities for the purposes of Title I.
- C. This Office has provided the liaison with the Governor, State Treasurer, Legislature, and New Jersey Colleges and Universities regarding the establishment of a New Jersey College Facilities Authority. This Authority would permit public and private colleges to borrow money in order to construct dormitory and related food service buildings and also permit private colleges to construct other academic facilities.
- D. The Office of Finance Planning has established a liaison with the new County Colleges regarding fiscal matters. This new relationship resulted in the preparation of a *Uniform Manual of Accounts for State-Supported County Colleges* during the year of 1965-66. This Office has provided the county colleges consultation regarding fiscal affairs as they relate to the State of New Jersey and has provided assistance in the preparation and review of federal applications which were filed with the

New Jersey Higher Education Facilities Commission by the county colleges.

II Bureau of Adult Education and Academic Credentials

- A. As a result of Assembly Bill 497, the number of full-time and half-time directors of Adult Education was increased from one to 24. The implementation of Title II-B of the Economic Opportunity Act resulted in the development of programs in 55 school districts enrolling 8,500 adults.
- B. The High School Equivalency Program has continued to increase in volume over the past year. The involvement of labor unions and industry in this program indicates a continued increase in this area.
- C. Adult Education Resource Centers have been established at four of the state colleges — Glassboro, Newark, Montclair and Jersey City. These centers are developed for the purpose of preparing teachers to teach functional illiterate adults.
- D. Completion of the Greenleigh Research Project which was developed for the purpose of studying four systems of teaching functional illiterate adults is one of our outstanding accomplishments.
- E. This Bureau developed in cooperation with Rutgers University a week's resident institute for the directors of Adult Education employed under A-497.
- F. Personal and Family Survival Program
 1. More than 15,000 citizens will have completed this program by June 30, 1966. Included in this total are the following participating groups:
 - a. New Jersey state employees
 - b. New Jersey National Guardsmen
 - c. Federal government personnel
 - d. College students from public and private institutions
 - e. Student nurse groups
 - f. High school seniors (Seminar in Disaster)
 2. Since July 1, 1965, 487 teachers have been prepared to instruct in the program.
 3. Radiological Monitoring Course (RAMONT). Although this

program is just this year getting off the ground, at least 600 persons will have completed this specialized course and will be qualified as monitors. Included in this group are representatives of all New Jersey State Police installations, Bridge Commission personnel and members of municipal fire and police organizations.

III Office of New Jersey State Scholarship Commission

A. Scholarship Program

1. On April 28, 1965, the New Jersey State Scholarship Commission announced the names of the largest group of students to receive state scholarships since the program began in 1959. With 538 more awards available this year, the Commission granted 4,642 students state scholarships. Of this number, 3,241 will attend colleges located within the State, while 1,401 will attend over 400 different colleges and universities located throughout the United States.
2. This year approximately 12,000 college students received financial aid through the scholarship program. In June the fourth group of students to receive state awards will graduate from college. Only one student out of five in previous years receiving state awards has failed to graduate, in contrast to one in every two which is the national average.
3. A study of college costs was carried out and the results of this effort distributed to college presidents when they gathered at the Department of Education in the fall.

B. Loan Program

1. New Jersey has become the first State to complete its negotiations with the U. S. Office of Education allowing it to benefit from the student loan provisions of the Higher Education Act of 1965. On May 6th, Commissioner Howard Howe signed the permanent agreement required in Part B, Title IV, of the Higher Education Act providing for federal interest subsidy on student loans and also providing for advance funds to strengthen state student loan programs.
2. The federal legislation provides full interest subsidy to student borrowers while they are in college, and 3% of the interest charge over a ten-year repayment period. In addition to the interest subsidy feature, approximately \$456,000 is

available to New Jersey to secure loans. Earnings of this advance may be used to defray administrative costs.

3. In order to fully comply with the federal provisions, an amendment to the New Jersey loan program is urgent. The most important feature of this amendment allows the interest rate to be increased to 6%, a movement which is highly important in order to enlist cooperation by lending institutions. Assembly Bill Number 703 was introduced on April 27th, and it is hoped that action may be taken on this bill soon.
4. The Student Loan Office will hold regional meetings throughout the State to explain these new developments to representatives of commercial lenders in the State.

IV Office of Two-Year Colleges

A. New County Colleges

1. Advising 8 colleges on organization and procedure
2. State feasibility studies completed — 7
3. State advisability studies completed — 1

B. Private Two-Year Colleges

1. Advising 10 colleges on facilities, programs, faculty, and students.

C. County College Local Surveys

D. State Evaluations

1. Four-year colleges and universities (renewal of State approval) — 4
2. Two-year colleges (renewal of State approval) — 6
3. New operations — Proposed two-year colleges — 2

V Office of Graduate and Professional Education

- A. Collected data on the number of New Jersey residents in college in- or out-of-state.
- B. Served as consultant to the industrial arts program at Trenton State College.
- C. Developed outline on brochure on the work of the Division of Higher Education.

VI Office of Teacher Education and Certification

A. State Board of Examiners

1. **Certificate Revisions.** The requirements for the following certificates were revised during the school year 1965-1966:

Work Study Coordinator
School Social Worker

2. **Student Personnel Services.** Requirements were established for a student personnel services certificate to replace certificates for teacher-counselor, counselor and vocational counselor.
3. **Foreign Language K-12.** A new certificate for the teaching of foreign languages in grades K-12 was established.
4. **Nursery School Certificate Extended.** Regulations extending the authorization of the nursery school certificate to include teaching in the kindergarten and permitting issuance of emergency and provisional nursery school certificates on same basis as elementary were adopted.
5. **Librarian Certification.** The school librarian and professional librarian certificate requirements were revised. The new regulations make possible the certification of graduates of library studies degree programs which permit students to include a certain amount of work in cognate fields.
6. **Art Teachers.** Emergency art teachers certificates were discontinued.
7. **Foreign Teachers.** Regulations were set up to permit the temporary employment of teachers from foreign countries.
8. **Non-Certified Personnel.** Persons employed by local boards of education to provide non-instructional assistants under the direction of the principal during bus loading and unloading and during lunch periods are not required to hold certificates. The local boards of education were authorized to establish the qualifications for these positions.
9. **Appeal and Review.** The State Board of Examiners suspended the certificates of five teachers who were reported by their local boards of education for having broken their contracts.
10. **Certificates Issued.** Approximately twenty-seven thousand certificates were issued, which was an increase of six thousand over the previous year. Of this number, about seven

thousand five hundred were substandard, and four thousand thirteen were issued on the basis of approved programs. Last year three thousand seven hundred and seventy-five certificates were issued to graduates of approved programs.

B. New Jersey School of Conservation

1. Program for State College Students. Four thousand fifty-five sophomore students and 110 faculty from the six state colleges spent a week at the School of Conservation. For many of these it was their first experience in the out-of-doors. As many of these students as possible were taken to visit the Gifford Pinchot Institute for Conservation Studies, national headquarters for the integration of conservation concepts into the curriculums of the public schools in the United States. Staff members from the Department of Conservation and Economic Development conducted field trips, demonstrations, and lectures.
2. Public School Program. Each year the number of public school students and their teachers who attend the five-day outdoor education program at the School of Conservation has increased. This year 1,400 school children and 140 teachers attended.
3. The Summer Program. The program offered at Wapalanne stressed some new concepts of outdoor education, education *in* the out-of-doors, *for* the out-of-doors. The campers marked all the trails in the Stokes Forest and developed a four foot by eight foot map of the Forest with all trails color-coded.
4. College Courses. The Garden Clubs of New Jersey made funds available for full and half scholarships to qualified teachers and students attending the summer courses. Five courses were offered covering field biology, conservation of basic industrial materials, conservation of natural resources, field science and conservation, and camping and outdoor education.
5. Staff. The staff at the School of Conservation was enriched by the addition of three foreign teachers who were working and studying in this country on a project in International Education sponsored by Antioch College, Yellow Springs, Ohio.

C. Leadership Activities

1. Circular 351 Revision. Continued to serve as a member of a national advisory committee which is revising standards for approval of teacher education programs.
2. Peace Corps. Served as chairman of a national committee of NASDTEC on the preparation of Peace Corps veterans for teacher certification.
3. Educational Broadcasting System. 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.
4. Fulbright-Hays Scholarship Committee. Served as chairman of the New Jersey State Fulbright-Hays Scholarship Committee which screened applicants from New Jersey and recommended the state nominees to the Institute of International Education.

D. College Curriculums:

1. Reviewed and processed 69 new or revised curriculum proposals for teacher education from the eighteen teacher preparation institutions in the State.
2. Supply and Demand Study. Has conducted a revised study of New Jersey teacher needs in cooperation with the Bureau of Research. Projections on needs in specific categories of teachers have been developed for the next twenty years based on analysis of enrollment statistics. The Office of Teacher Education and Certification has secured additional information from superintendents and principals who employ teachers, from experts from the various teaching categories, and from the colleges which prepare teachers. The target date for the completion and publication of the study is August, 1966.
3. Revision of "Approval Guidelines." Reviewed the process for teacher program approval, including the recording and filing system. Published revised set of guidelines for approval of programs.
4. National Teacher Corps. Attended a conference in Washington of the State Directors of Teacher Education and Certifi-

tion, representing New Jersey in advising on procedures for the inauguration of the National Teacher Corps, which is intended to supply additional teachers in disadvantaged areas.

E. Program Revision and Improvement

1. **New and Revised Teacher Education Curriculums.** During the year 1965-66, 69 teacher education curriculums were submitted for study and approval. Of these 29 were graduate, and 40 were undergraduate programs. Some were revisions of existing curriculums, the rest were new ones.

Graduate programs were approved as follows: Jersey City (English, Mathematics), Montclair (English, Mathematics, Social Studies), Newark (Art), Paterson (Language and Communications, Communication Disorders), Trenton (Speech and Hearing, Special Fields, K-12, Socially and Emotionally Maladjusted), and Rutgers (Distributive Education).

Undergraduate programs were approved as follows: Glassboro (Health and Physical Education (Women), Health Education (Men and Women), Physical Education (Men), Industrial Arts (K-12, 7-12, Experience and Academic background), Newark (Health and Physical Ed. (Women), Health (Men and Women), Paterson (Health and Physical Education, Women), and Caldwell (Music).

2. **Approval of Courses.** Eighty-seven individual courses were approved for the six State Colleges.
3. **General Education Study.** Faculty committees in the six State Colleges have continued study of various general education sequences. A number of inter-departmental and inter-disciplinary courses have been developed.

VII Office of Field Services

- A. Served as chairman of Committee which prepared the report entitled "A Feasibility Study of the Legislative Proposal for the Establishment of an Institution of Higher Education for Aerospace Technology in Atlantic County, New Jersey."
- B. Developed the curriculum at Paterson State College for the Bachelor of Arts degree program in nursing, operative September 1966.

- C. Streamlined the procedures for nomination and approval of part-time faculty members at State Colleges who teach in evening programs and at summer sessions.
- D. Prepared statistical data regarding enrollments, number of regular and part-time faculty, and other data pertinent to evening division programs.
- E. Revised Administrative Bulletin No. 1, dealing with standards of appraisal of Junior Colleges and four-year Colleges.
- F. Worked with Evening Directors at State Colleges to develop approved programs for Industrial Arts teachers seeking certification.

DIVISION OF VOCATIONAL EDUCATION

In 1963, the Commissioner initiated a study of the state's needs in vocational education.

He charged a special committee to learn "what opportunities should be made available as an extension of present vocational offerings, where these should be carried on and what kinds of vocational programs should be added to those already in existence."

From an intensive study, the committee made 20 recommendations for the improvement and expansion of vocational education in New Jersey.

The following committee recommendations have been implemented:

1. Fourteen county college technical education surveys have been completed to determine the need for further development of post-high school technical education at the county college level.
2. Staff members have been added to provide special consultative service to local school districts.
3. The State Advisory Council and special committees of leaders in business, industry, and education have been meeting regularly with staff members.
4. A state-wide vocational education public information committee with a full-time staff member has helped provide better dissemination of program concepts and an improved image of vocational education.
5. In cooperative vocational education, 75 new cooperative industrial education programs have been approved with an established goal

of 150 by 1968. Thirty cooperative office occupations programs are in operation with a goal of 200 established for 1968. Seventy-four cooperative distributive education programs are in operation compared with 30 a year ago and a goal established of 150 by 1968. Plans call for 500 cooperative vocational education programs in the several occupational areas by 1968. A significant fact about the cooperative industrial education programs is that they involve, this year, 113 different job classifications in more than 1100 companies.

6. Institutional programs under the Manpower Development and Training Act (MDTA), planned and funded through the Vocational Division, trained more than 5,000 out-of-school youth and adults for jobs.
7. Almost \$9 million of federal MDTA funds were spent to conduct 121 projects and courses to train and retrain unemployed and underemployed workers during the 1965 fiscal year.
8. Multi-occupation skill centers were established in Newark, Camden, Salem County, and Trenton to provide vocational training and basic education for potential workers who lack the skill and education needed to compete for positions in the labor market. The skills centers, initiated by the Vocational Division, represent the thinking of the New Jersey Department of Labor and its Division of Employment Security, the Governor's Manpower Advisory Committee and the New Jersey Vocational Education Advisory Council. Excellent cooperation with the Office of Economic Opportunity and the local community action groups has helped identify and recruit trainees.
9. Under the Manpower Development and Training Act phase of the Vocational Division's program, a state-wide refresher program for registered nurses was developed in cooperation with the Governor's Task Force on Nursing. Twenty New Jersey hospitals have cooperated, to date, in the program, which permitted 260 nurses to be updated in modern techniques of nursing. Plans are under way for a similar program in 25 additional hospitals for several hundred more nurses.
10. More than \$1.5 million was allocated for construction, site improvements and remodeling to expand overcrowded facilities of 12 county area vocational schools and five area high schools under provisions of the Vocational Education Act of 1963.
11. Two special pilot programs in office occupations to update teachers

preparing students for entry into the business world and to establish 15 model office occupations centers were set up with \$292,000 appropriated for the purpose. Twenty-four high schools and three colleges are participating in these pilot projects.

12. Needy vocational students earned over \$800,000 under the Vocational Act of 1963 Work-Study program, thereby allowing them to stay in school and continue their vocational education programs.

The State Legislature allocated a substantial appropriation for vocational education. One million dollars for fiscal 1965-66 were earmarked. This was a significant milestone and one that allowed New Jersey to stimulate Vocational Education and to establish many new programs in areas of critical need.

The fiscal 1965-66 federal allocation under VEA 1963 for New Jersey's vocational education program was \$3.9 million. In addition, \$800,000 for the state's work-study program was appropriated to aid needy vocational students to commence or continue their vocational education programs.

The former Newark State College was converted into the Newark Manpower Training Skills Center to provide training, retraining and upgrading of skills for unemployed workers. The Center is operated by the Division of Vocational Education with a \$2.8 million federal grant obtained for training 1200 out-of-school youth and unemployed adults in 24 occupations.

The State Board of Education approved 178 pilot programs in occupational education for high school students. Included were 14 programs in Introduction to Vocations, an experimental program providing pre-vocational occupational information and orientation. The approved funding amounted to more than \$2.3 million for 1965-66 and enabled secondary schools to serve 700 additional students in occupational programs.

Proposals were approved and funded in eight occupational education areas: agricultural occupations, distributive occupations, health occupations, home economics occupations, industrial occupations, introduction to vocations, office occupations, and technical occupations. Under each one of these categories, there were sub-categories which included many areas. For example, under the home economics vocational education and occupations pilot programs were sewing machine operator, food service, women textile and clothing design, consumer buying, power sewing machines, domestic and institutional foods, quantity

cooking, occupational foods and clothing, clothing maintenance and alteration.

AREA VOCATIONAL SCHOOL BRANCH

Agricultural Education

The major effort during the past year has been to retain and strengthen the present program of agricultural education in production farming and to broaden the offerings in agricultural education to include additional training opportunities in agri-business and distribution, ornamental horticulture and floriculture, employment orientation in agriculture for special students, turf and golf course management, recreational conservation and forestry, and food processing. Pilot programs were started in the first three areas, funding has been provided for the fourth, and efforts are being made to get programs started in the other areas.

In at least one vocational school this training will be offered to students from four local high schools on a coordinated basis. Agricultural education has been working with distributive education, business education, and special education in planning these new offerings.

In teacher education, a workshop in small engine maintenance was conducted at Trenton State College during the month of July, and a credit course entitled "Recent Developments in Ornamental Horticulture" was offered to in-service teachers at Rutgers, The State University. An attempt was made to develop a list of competencies, skills and attitudes for horticultural sales occupations.

Seven undergraduates are enrolled in pre-service training as teachers of ornamental horticulture. Eleven graduate students are enrolled to meet certification standards and/or requirements for the masters degree. A doctoral program in vocational education has been approved by Rutgers, The State University and will be available to agriculture educators in the fall semester.

Apprentice Training

In the school year 1965-1966, 5,204 apprentices were registered. This was an increase of 635 over the previous year. In addition, 4,933 apprentices received class instruction which was an increase of 732 over the previous year.

A major accomplishment was the approval by the Bureau of Appren-

tice Training of the Machine Builder in Somerset County as an apprenticeable trade. This is a first in the Nation.

Health Occupations Education

Four new practical nursing programs were initiated in the fall of 1965. These programs served 72 high school students in four New Jersey counties. The participating schools were aided in the supervision of instructional staffs, the development of curriculum and course content, and the coordination of activities with participating community health agencies.

Coordination and cooperation were maintained with the New Jersey Board of Nursing during the year.

An itinerant psychiatric nursing instructor was assigned to the Vocational Division to assist the nursing programs in four counties to continue affiliation in the required psychiatric nursing.

The New Jersey Nurse Refresher Program, administered by the Vocational Division and funded through Manpower Development and Training (MDT), conducted classes in 34 participating New Jersey hospitals. The programs were designed to return registered nurses to active duty. Each program provided up-to-date information on current trends in nursing practice and included classroom instruction and supervised clinical practice. Five hundred seventy-three nurses participated in the program.

Guidelines were developed and distributed to local schools to assist in the development of programs for nurse aide and hospital worker, and medical and dental assistants.

Private Business and Correspondence Schools

During the 1965-66 school year the supervision of private schools of business, schools of business machines, and correspondence schools was assumed by the Vocational Division. Efforts were extended to reorganize administrative procedures to provide greater supervisory efficiency. The methods of approving schools of business and schools of business machines were revised.

Initial action was taken to organize the first state-wide meeting of the administrators of private schools of business and schools of business machines.

Twelve private schools of business (an increase of 25% of the total

number approved) and five correspondence schools received initial approval in 1965-1966. Fifteen additional applications were received and filed pending official action.

Private Trade Schools

Four new private trade schools with a total of seven courses were approved during the 1965-1966 school year. Eight additional courses were approved for previously established schools and seven other courses were revised.

The enactment of the new G.I. Bill (Chapter 34, Title 38, U. S. Code) resulted in the approval of additional courses for purposes of this bill and the approval of additional schools. Eight schools were approved for participation under the provisions of the new G.I. Bill.

Comprehensive High Schools

Business Education

A network of model business education centers was established in high schools in 15 counties to assist other high schools in the "tailoring" of similar business education programs.

Pilot studies in the use of electronic equipment in stenography classes were initiated. Three colleges — Montclair State College, Rider College, and Trenton State College — cooperated with nine high schools in gathering the data to develop classroom techniques in this area.

Thirty-four pilot projects in office occupations were funded. These projects established programs in new areas and aided in the preparation of more students.

Ten programs in cooperative work experience were added in office occupations. This addition brought the total to 50 cooperative work experience programs.

In July, a summer institute program entitled "Recent Developments in Business Education Practices" was conducted. This program helped to upgrade business education supervisors and teachers.

The New Jersey Chapter of Future Business Leaders of America (FBLA) was expanded to 45 chapters with an enrollment of 1,500 students.

Distributive Education

Accomplishments for 1965-1966 in Distributive Education include: the establishment of 15 pilot projects; the initiation of Distributive Education curriculums at Rider College and Trenton State College; and, the organization of the State into three regions for the purpose of coordinating programs.

Home Economics Education

Accomplishments in the 1965-1966 school year included the involvement of school personnel in curriculum development through in-service programs, county group meetings, advisory committee meetings, and Future Homemakers of America (FHA) regional meetings.

New trends and changes in the field of home economics were promoted. Focus was placed on the importance of the preparation of women for occupations as well as homemaking skills and knowledge. Six hundred packets of materials on occupational education in home economics were distributed to persons concerned with home economics in the elementary, secondary schools, and the colleges of New Jersey. Additionally, two articles on new approaches to home economics with emphasis on related occupations were prepared and appeared in major, statewide educational journals.

In conjunction with the chairmen of Departments of Home Economics at Glassboro and Montclair State Colleges, Douglass College, and the College of Saint Elizabeth — curriculum development programs were initiated for teacher education.

Summer Institute of Technology for Children K-6 (Industrial Arts)

It has been recognized that the elementary students' learning process could be developed more rapidly through classroom instruction involving the use of materials and material processing.

To achieve this goal it was decided to focus the elementary classroom teachers' attention on how to include material use within their class curriculum.

A location was established to hold class for 22 students, grades K-6, with 22 observing teachers registering for this program. A course outline was carefully prepared making each student a part of this instruction. In this way, all students were challenged and given the opportunity to make decisions as well as meet success.

Since this is a pilot program, there were no existing criteria for comparison. It is anticipated that many innovations will develop.

During the school year 1965-1966, sixty industrial occupations pilot projects were funded, supervised, and evaluated. Many districts were assisted in the development of proposals in the initial stages.

Technical Institutes and Community College Technical Programs

Technical Education

The staff completed eight county college surveys as part of the State Department of Education's feasibility studies to establish the need for county community colleges. These surveys were designed to ascertain the two year, post-secondary technical educational needs of industry in the eight counties.

The Vocational Division's Technical Education staff and members of the Higher Education Division jointly coordinated the supervision of occupational programs in the two-year county community colleges and other two year, state aided colleges.

A major contribution was made in implementing the new Eye Safety Law. Procedural steps involved the preparation of rules and regulations, guidelines for the development of eye safety programs in public schools, professional assistance to local districts, and the planning of a special program as part of a vocational education summer institute at Rutgers—The State University.

Cooperative Education and Vocational Work-Study

Cooperative Industrial Education

The key accomplishment for the past fiscal year was the establishment of three separate programs within cooperative industrial education which opened the field of industrial work experience to pupils at all levels, from the college preparatory to that of the educable. These programs are as follows:

Cooperative Trade Occupations — aimed at the placing of students in jobs requiring the capability for the attainment of high skills.

Cooperative Industrial Occupations — aimed at providing

a start in employment to those students whose interests and abilities are directed to jobs involving quickly learned skills.

Cooperative Employment Orientation — aimed at helping mentally retarded pupils gain actual work experience on a part-time basis prior to the termination of their school careers.

A continuing effort was made in the publicizing of this program through the publishing of magazine articles and presentations to groups, large and small, by members of this branch of the Vocational Division.

This was followed up by the supplying of help and information at the time it was requested to schools considering the addition of cooperative industrial programs. That such efforts were successful is evident in that 50 approved programs and 300 inspected and approved work-stations in September of 1965 had become 91 approved programs and 1,200 work-stations in the Spring of 1966.

A revision of certification requirements was accomplished with the aim of making less difficult the entrance of interested people into this new field and thus meeting the expanded need for coordinators.

Work Study Under VEA 1963

In fiscal 1966, the Work-Study Program moved into high gear as 115 schools used \$793,000 to provide employment to approximately 2,300 needy, vocational pupils — up from \$30,000 and 575 pupils in the previous fiscal year. Supervisory costs averaged well below 10% since no new organization had to be created to operate the program.

There had been some concern in the early part of the year that New Jersey would be unable to commit all of the federal funds available. Such concern proved unfounded since, despite short notice, a sufficient number of districts sponsored the program to insure that all available funds were put to good use. Many public non-profit agencies which employed the students were generous in their praise of the program and the capabilities of the participating students.

So great was the satisfaction that a large majority of school districts budgeted 25% of the wage cost for the next fiscal year since the payment of 100% of costs by the federal government was scheduled to end on June 30, 1966, and be reduced to a 75% figure. It seemed that the districts appreciated the value of the program and did not object to carrying a direct share of the financial burden.

Professional Services

Introduction To Vocations

A newly structured course containing innovative features and entitled "Introduction to Vocations" was initiated and sponsored by the Vocational Division of the State Department of Education.

This course was instituted on a pilot basis in 14 schools located in various geographical areas of the state and representing diverse socio-economic environments and student abilities. From the outset it was apparent that this type of program possessed an intimate relationship with many curriculum areas presently found in our schools. To provide for motivation, direction, and continuation, the following accomplishments were effected:

1. Course design and structure with possible alternatives were made known to the districts involved.
2. A teacher's guide was developed to assist in establishing Introduction to Vocations courses.
3. Workshops for teaching and coordinating personnel were held.
4. Material provided to districts was analyzed by two consultants.
5. Districts provided a self-evaluation form developed and provided by consultants and Vocational Division personnel.
6. All courses were visited and evaluated by Dr. Gertrude Forrester and Introduction to Vocations personnel.
7. Eight additional districts initiated proposals for instituting this course in September 1966.

Public Information and Vocational Publication

The basis for a public information program for the Vocational Division, New Jersey State Department of Education, lies in two recommendations.

1. The committee, appointed by Education Commissioner, Dr. Frederick M. Raubinger, which studied the needs of vocational education in New Jersey recommended that: "The State Department of Education accept the responsibility for the promotion . . . to provide whatever vocational training . . . is needed . . ."; and,

2. Dr. Robert M. Worthington — shortly after assuming the role of assistant commissioner of education in charge of vocational edu-

cation — urged that vocational educators “. . . begin programs in public information . . .”

These recommendations led to the establishment of the position — Supervisor, Public Information and Vocational Publications — within the Professional Services Unit of the Vocational Division.

A supervisor was appointed in July 1965 and a Division Public Information Committee was created and activated to develop and to correlate activities of a public relations nature for vocational education. A statewide Public Information Advisory Committee was established.

Vocational Guidance

A close relationship was maintained with the guidance personnel in the Division of Curriculum and Instruction. There is particular interest in the development of the vocational aspects of guidance in the six pilot elementary guidance programs that have been selected for next year. The Vocational Division will participate in the planning and the supervision of these projects.

COOPERATIVE RESEARCH AND DEVELOPMENT

Occupational Research and Development Coordinating Unit

The Director of Vocational Teacher Education and Certification Research designed and administered the Mercer County Survey, which included 22,000 student interest forms, 15,000 parent (adult) forms, and 400 industrial forms. Findings of this effort will be published and this survey will serve as a pattern for other counties in the State.

Conferences were held with officials at Montclair State College and the Division of Higher Education regarding the establishment of Occupational Teacher Education Courses for the Certification of Vocational Teachers.

A resolution was prepared for submission to the State Board of Education for approval of Occupational Teacher Education programs at Montclair, Jersey City, Trenton and Glassboro State Colleges.

Assistance was provided in the evaluation of Pilot Programs in Occupational Education, and in the formulation of a research proposal to implement Facilities Planning at the state level.

Teacher Training

Certification and professional improvement courses were offered to 773 students at Rutgers - The State University.

Short courses in Methods of Teaching Shop and Related Subjects were offered in various centers throughout the state to up-grade those teaching on a part-time certificate.

An 18 hour Orientation Program for beginning teachers was offered in various centers throughout the state to up-grade those teaching on a part-time certificate.

An 18 hour Orientation Program for beginning teachers was offered at Rutgers - The State University during the last week in August prior to the opening of school in the fall of 1965.

The Recent Development Workshops were expanded to include several new areas during the summer session. The summer session enrollment exceeded 300. Day time certification courses were offered for the first time and were well attended.

The Pre-Service Vocational Teacher Training Program continued as a very important source for new vocational teachers. There are presently 135 teachers enrolled in this program. During the year, 55 applicants were screened for this program and 38 were accepted. Fifteen teachers were placed in vocational teaching jobs during the past year from this pool.

Manpower Training

Manpower Development and Training

Sixty-three Manpower Development and Training Act (MDTA) programs involving 4,075 trainees and 22 Residential Area Recovery (RAR) programs involving 2,096 trainees were approved. Thirty-nine single referral programs (less than class size) were approved for fiscal 1966.

Under the provisions of MDTA, thousands of New Jersey residents are receiving basic education and job training to help them successfully enter — or more importantly — to re-enter the world of work.

MDTA institutional programs, planned and funded through the Vocational Division, established five multi-skill centers in the counties of Camden, Essex, Mercer, Salem and in the former Newark State

College and conducted 121 projects and courses. A statewide refresher course for registered nurses was developed. Thirty-four New Jersey hospitals cooperated to allow nurses to catch up with developments in modern techniques of nursing.

**Graduate School of Education, Department of Vocational-
Technical Education - Rutgers - The State University**

The year 1965-1966 saw the development and approval of the Doctor of Education program with a major in Vocational-Technical Education and the orderly transfer of the undergraduate trade and industrial education program to University College (384 students were enrolled).

The year also saw the launching of the *Cooperative Pre-Teaching Experience* (COPE) program through University College (12 degree students involved).

Additionally, research grants under Section 4 (c) of the Vocational Education Act of 1963 were funded in the amount of \$109,000.

The implementation of the Voc-Tech Education Department's doctoral program will start in September 1966. It is anticipated 10 to 15 top candidates will be accepted in this program during the first year.

OFFICE OF FINANCE AND STATISTICS

Exercised supervision over the following moneys during the fiscal year 1966:

A. State Funds

1. Vocational Division Central Office	\$ 271,190.00*
2. Voc.-Tech. Dept. of Rutgers — The State Univ.	210,762.00
	<hr/>
Total Vocational Division Budget	\$ 481,952.00
3. State Aid for Federal Matching	1,000,000.00
4. State Aid for Technical Education	100,000.00
	<hr/>
Total State Funds	
Supervised by the Voc. Div.	\$ 1,581,952.00

B. Federal Funds

1. Manpower Development and Training Act (MDTA)	
(a) State Supervision	\$ 154,415.00
(b) Special Local Supervision (Metro-Rural)	241,817.00
(c) Local Projects	5,608,656.00
	<hr/>
Total MDTA Funds	\$ 6,004,888.00**
2. Redevelopment Area Resident (RAR)	
(a) Local Projects	\$ 1,293,277.00**
3. George-Barden Funds	
(a) Title I	\$ 525,922.00
(b) Title II, Prac. Nursing	87,634.00
(c) Title III, Tech. Education	262,901.00
	<hr/>
Total George-Barden Funds	\$ 876,457.00
4. Smith-Hughes Funds	
(a) Teacher Training	\$ 33,976.00
(b) All Other	167,927.00
	<hr/>
Total Smith-Hughes Funds	\$ 201,903.00
5. Vocational Education Act of 1963	
(a) Basic Allotment	\$4,173,961.00
(b) Work-Study Program	793,643.00
	<hr/>
Total 1963 Act Funds	\$ 4,967,604.00
Total Federal Funds (as of May 25, 1966)	\$13,344,129.00

C. Recapitulation

1. Total State Funds	\$ 1,581,952.00
2. Total Federal Funds	13,344,129.00
	<hr/>
	\$14,926,081.00

* Includes \$9,600.00, State-wide salary adjustment program.

** Additional monies for the MDTA and RAR programs are handled by the State Department of Labor and Industry.

DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY

1. The new State Library and Museum buildings were dedicated on September 26, 1965, by Governor Hughes before an audience of more than 2,500 persons.
2. In May, 1966, the State Library received an Award of Merit for Architectural Excellence from a Joint Committee composed of representatives of the American Library Association, the American Institute of Architects and the National Library Week Committee. The State Library was one of ten libraries in the country to be so honored.
3. A major new activity of the State Library involved the successful development and implementation of a plan for the administration of Title II under the Elementary and Secondary Education Act of 1965. Through a crash program on the part of the library staff, and with the guidance of an advisory committee appointed by the Commissioner of Education, the processing of approximately 2,500 applications from New Jersey elementary and secondary schools was accomplished on schedule. By the end of the fiscal year, more than \$3,000,000 in federal funds to improve school libraries and instructional materials in public and private schools had been obligated.
4. A bill adding \$300,000 in State aid to public libraries was passed by both houses of the Legislature in the closing weeks of the session, raising the total amount of such aid from \$1,550,000 to \$1,850,000. The legislation enacted was a committee substitute for a new State Aid Bill which would have provided between \$7 and \$8 million for public library services under a new shared-cost formula designed to reward local effort.
5. The activation of the position of chief of readers services and an appointment to the post marked an important step in improving the basic management pattern of the State Library. The Readers Services Bureau is charged with making continuing studies of inter-bureau relationships for the purpose of eliminating wasteful duplication and streamlining services wherever possible.
6. An important step in implementing a major recommendation of the Library Development Committee's Report was taken with the appointment of the New Jersey Committee on Library Resources by the state commissioner of education. The committee held its first meeting on May 24 and, as a major item of business, approved

the State Library's proposed master plan for federal depository library designations. This plan, which would insure that depository libraries were assigned in such a way as to cover the entire state and be placed where they would best serve the public, replaces the former haphazard method by which these designations have been made. The plan has received tentative approval by the U. S. Superintendent of Documents and by the congressmen in whose districts depository libraries have been recommended for designation.

7. At the request of the commissioner of institutions and agencies and the New Jersey Commission for the Blind, the State Library has agreed to establish a New Jersey Library Services to the Blind and Handicapped as a unit of the State Library. Negotiations have been completed with the Free Library of Philadelphia to terminate their contractual services to New Jersey as of December 31, 1966, and to effectuate a transfer and phasing-in operation for the service administered by the State Library and beginning January 1, 1967.
8. The improved facilities of the new State Library building and the longer hours of service have resulted in much wider use by the general public. The General Reference and Archives bureaus are now open on Monday and Thursday evenings as well as all day Saturday. The Archives Exhibit Room, which continues to attract large numbers of viewers, is now open on Saturdays, Sundays and holidays at the same time that the Museum facilities are open to the public.
9. The emerging plan of area reference libraries located at strategic points throughout the State received continuing study and review by the State Library staff and the Advisory Council. The review is being conducted against the background of the proposed expansion of the Library Services and Construction Act and the Report of the Library Development Committee of the New Jersey Library Association, which provides basic guidelines for the designation of additional area reference libraries.
10. A step toward a strengthened Archives Bureau was taken with the creation of the position of historical editor. With the establishment of this position the Bureau will embark upon a publications program. The resumption of the New Jersey Archives Series is a primary goal.

11. At the request of the Secretary of State, a special library of appropriate materials was created and manned during the New Jersey Constitutional Convention at the State University in New Brunswick. To assist the delegates, a subject bibliography was compiled on "Problems of Legislative Apportionment and Districting".
12. As of June 30, grants totaling \$1,018,382 under the construction title of the Library Services and Construction Act were approved for public library construction in the following municipalities: Bergenfield, Bridgeton, Elizabeth, Englewood, Garfield, Little Falls Twp., Mountainside, Monmouth County, Newark, Phillipsburg, Scotch Plains, Springfield, Willingboro Twp., and Woodbridge Twp. (Iselin and Port Reading).
13. The Commission to Study the Arts in New Jersey, for which the State Librarian serves as Secretary, completed its final report in June. With the approval and support of Governor Hughes, legislation was enacted creating a permanent State Arts Council, and appropriating \$75,000 for its use. This act also authorizes the State to accept Federal funds to further arts programs in New Jersey.

Publications

1. *Monthly Checklist, Official New Jersey Publications.*
2. *New Jersey Narcotic Laws (A Compilation),* March, 1966.
3. *Bibliography — Problems of Legislative Apportionment and Districting after Baker v. Carr,* February, 1966.
4. *Federal Acts of Interest to Public Libraries in New Jersey,* March, 1966.
5. *Guidelines for Filing Applications for Federal Funds Through the Elementary and Secondary Education Act of 1965, Title II, School Library Resources,* Jan., 1966.
6. *A State Plan for Making Available School Library Resources and Other Instructional Materials, under Sections 201-207 of Title II, and Sections 601-605 of Title VI, Elementary and Secondary Education Act of 1965,* January, 1966.
7. *School Library Directory,* 1965.

8. *Information for Applicants, Library Services and Construction Act of 1964, Public Library Construction, June, 1966.*
9. *New Jersey Public Libraries Directory, 1965.*
10. *Annual Report, Public and School Library Services Bureau, Division of the State Library, Department of Education, 1965-1966.*

DIVISION OF THE STATE MUSEUM

The State Museum opened its new buildings (Main Museum, Auditorium and Planetarium) to the public October 16, 1965. A vigorous schedule of art exhibits in the Auditorium and Main Museum galleries presented our public with a feeling of change and activity. Our educational programs for the public and school children were very extensive as well as varied. During our 8½ month opening to the public, 266,366 people visited the State Museum and 3,804,148 were reached through our film loan extension service so that 4,070,514 citizens of New Jersey were served by the State Museum.

Staff changes slowed development of the Hall of Science, but as the fiscal year ended momentum had again been gained through use of consultants, part-time exhibit specialists, preparators and carpenters. Temporary exhibits were installed to broaden our offerings to the public.

Planetarium instrument malfunctions caused us to close the Planetarium 57 days, yet 46,661 citizens attended Planetarium programs.

A vending machine lunchroom was opened to the public in February and shortly thereafter was filled to capacity (and over) by the thousands of school children. The problems of serving so many during peak visitation periods appears beyond solution. Yet, another year's experience will be evaluated before a final decision is made concerning this public service.

I BUREAU OF EDUCATION

The Bureau of Education programmed and serviced a public and school attendance in excess of 250,000 in the Museum's Buildings since October 16, 1965, the date of the Museum's opening. Sixty-two public Auditorium programs in the performing arts, fine arts and sciences were held. Services and building-use were provided to 50 different state agencies and other groups; 3,804,148 students, teachers, and others were reached through our AV film loan section.

A. Natural History Section

1. Establishment of audio-visual techniques with closed circuit television for school group lecture-demonstrations.
2. Establishment of four science demonstration-lectures (offered daily) to school groups supplementing studies in the school classroom.
3. Establishment of basic systems for scheduling school groups to various museum study-lecture areas, and distribution of information about museum facilities to schools and teachers.
4. Installation of temporary science exhibits and assembly room in the Main Museum Building.
5. Initiation of study of State House tours in preparation for our takeover of this responsibility in the fall of 1966.

B. Planetarium

1. Installation and programming of new I. S. T. P. Planetarium Projector.
2. Development and operational programming of Planetarium in:
 - a. School lectures which are now operational and at capacity level (4 lectures per weekday).
 - b. Special lectures for groups during non-museum hours (evening lectures with special fee).
 - c. Regularly-scheduled public lectures (3 on every Saturday, Sunday, and Holiday).
3. Acquisition and training of part-time lecturers for school and public lecture programs.
4. Establishment of a school-Museum program according to curriculum needs by grade level (elementary, intermediate, and secondary).
5. Publication of Planetarium Brochure and other descriptive grade-level material (including school brochures) for the teachers' classroom preparation and review material.
6. Plans and programs set for our first in-service teachers' astronomy course for summer 1966.
7. Plans and programs set for our first astronomy workshops for children and adults to be given July and August 1966.

C. Visual Aids Extension Service

The Film Loan Library consists of 4,718 reels of educational films which are in continuous demand. Over 80,000 requests for visual aids are filled and sent to all parts of the State with a reported viewing of 3,804,148 persons, mainly, of course, school children and their teachers. Work continues in attempting to streamline operations to reduce unneeded duplication and record keeping so that the same number of staff can serve more requests.

II BUREAU OF EXHIBITS

1. *Planetarium*: Area prepared for black-light exhibits and dioramas, which involved altering lights, building ramp with handrail, and carpeting.
2. *New Jersey Indian Room*: Area prepared to receive exhibit material, which involved construction of interior walls, cases, and alteration of lighting exhibit material prepared by staff and installed.
3. *Temporary Natural History Exhibits*: Education Bureau staff, assisted by Exhibits Bureau staff, re-conditioned old exhibits for temporary use, installed fungi, turtle, and snake exhibits, in re-conditioned cases. Mastodon installed as temporary exhibit.
4. *Museum Shop*: Designed, constructed and installed Museum Shop in Main Museum Building.

III BUREAU OF ARTS

A. Changing Exhibitions

During the fiscal year 1965-1966, the 17 exhibitions were organized and installed by the Bureau of Arts in the State Museum's Auditorium and Main Museum galleries.

B. Acquisitions

Thirty-six pieces of sculpture, 23 paintings, 59 graphic items and 73 pieces of decorative art were added to the State Museum as gifts.

C. Loans

The State Museum made eight loans from its fine and decorative arts collection.

D. Cataloguing

The accessioning and cataloguing of the 1965-1966 acquisitions are in process. During the summer months, with the assistance of student help, work will continue on the inventory of the decorative arts collection stored at 120 Capitol Street.

IV BUREAU OF RESEARCH

Paleontology

The Registrar temporarily arranged the paleontological specimens pending professional staff in this area.

Three large slabs (total weight 4 tons) containing dinosaur footprints, representing at least four genera, were obtained, measured and listed.

Archeology

Archeological field research of Indian sites along the Delaware River during 1965 was continued through additional funds provided by the National Park Service and the State of New Jersey. Five sites were tested, three sites were test excavated, fifteen sites were surveyed (all prehistoric), and twenty-four historic sites were surveyed. A total of 1,933 stone artifacts and 4,627 potsherds were cleaned, sorted, listed, and catalogued from the 1964 and 1965 seasons. The 1965 National Park Service Report of the field work was compiled, typed, and four illustrated copies were submitted.

Eighteen pots were restored, one burial dismantled, and one skeleton restored and repaired for exhibition purposes.

Indian exhibits in the Junior Museum were completed with specimens selected, labels made, etc., and the archeological and ethnological collections were placed in the new scientific storage cases. Approximately 2,728 catalogue cards were typed, 97 inquiries and identifications were handled, and 44 people visited the Archeological Laboratory.

Two "Open Dig Days" were held at the Miller Site, Warren County, on August 17 and 19, 1965, in connection with the field excavations. These were open to staff members of the New Jersey State Museum who wished to visit or be volunteer diggers. Also, 65 members and guests of the Archeological Society of New Jersey attended the August 25, 1965 "Open Dig Day".

Papers and Publications

"Observations on the Archeology of the Tocks Island Reservoir Area in New Jersey", by Patricia Marchiando, Eastern States Archeological Federation, Bulletin #25, 1966.

"The Value of Ecology to Archeology" by Patricia Marchiando, New Jersey Academy of Science, Bulletin, Spring 1966.

"Summary of 1965 Field Work," by Patricia Marchiando, Current Research Section, American Antiquity, Vol. 31, No. 4, Spring 1966.

"Early Cultures in New Jersey", paper presented by Patricia Marchiando to Federated Women's Club, 16 November 1965.

V BUREAU OF ADMINISTRATION

A. Publications

Considerable progress was made in expanding the Museum's publication program to make available to the public the results of research dealing primarily with New Jersey's natural history, the sciences, and the arts.

Three types of publications are issued: *Bulletins*, a popular reference handbook series; *Investigations*, a scientific series based on research and field work; and *Reports*, devoted to extensive New Jersey research projects.

B. Registrar Section

The Registrar, with two assistants, furnished by the Bureau of Geology, unpacked approximately 11,118 rock, mineral, and fossil specimens and placed them in permanent storage cases or on temporary exhibit. Typing of final catalogue cards and other clerical work in connection with this work was continued. This involved a minimum of 5,280 cards.

Cataloguing work was continued on the Administration Bureau and Education Bureau Library. Books, periodicals and off-prints were marked, classified as to subject matter, and final catalogue cards were typed. The largest single gift was that of the library of Miss Bernice Jamieson. Other acquisitions totaled 48 books. A sizable Ornithological Library is being developed. Specialized books in archeology, geology, and paleontology are being acquired, including both new and classic books in these disciplines.

The cuts from the State Museum Annual Reports (years 1901-

1914) were marked and catalogued. These old cuts are quite comprehensive, and some will be used in the preparation of new Museum bulletins and reports.

Several trips were made to Mr. Ewald Gerstmann's Private Mineral Museum, Franklin, New Jersey, for the acquisition and transfer to the State Museum of 75 Franklin Minerals, representing over 40 different Franklin Minerals. The acquisition of this collection was made possible through the Patricia Harding O'Brien Memorial Mineral Fund, collected by members, officers, and friends of the Geological Society of New Jersey.

C. Museum Shop

Opened Museum Shop April 12, 1966, utilizing all temporary part-time staff. Based on staff surveys and study of other museum shops, an inventory of specimens (natural history, archeological, arthropological, art, decorative arts, etc.), books, pamphlets, etc., was assembled, other items to be added as net profits accumulate.

Marie H. Katzenbach School for the Deaf

1. For the first time since the school opened in 1883, enrollment reached 500.
2. The child study staff received 189 inquiries regarding children needing special services. One hundred nineteen of these youngsters were tested and evaluated and fifty-one of them were accepted for admission in September, 1966. Only fifty-one vacancies were available.
3. The first Title I program for the Deaf in the United States was started. The program included:
 - a. Tutoring for children with special needs.
 - b. Student Life activities in eight different areas.
 - c. Four excellent In-Service programs for teachers.
 - d. Three good In-Service programs for houseparents.
 - e. Added a Rhythm program to our Middle School.
 - f. Activated three Technical courses, namely, Mechanical Drafting and Design, Library Aides, and Heating and Ventilating. Incidentally, these are the first technical courses of any type for

the deaf anywhere in the United States (another "first" for New Jersey).

- g. Added a Librarian to our staff and expanded our Library services considerably.
- 4. Finished constructing two new shops, one for Photo-Offset and the other for Pre-Vocational Exploratory activities.
- 5. Cooperated with Trenton State College in training six graduate and eight undergraduate teachers of the deaf.
- 6. Through Title II funds we were able to add 261 volumes to our libraries.

STATE OF NEW JERSEY

STATE EXPENDITURES FOR EDUCATION 1965-66

Administration - State Department of Education			
Commissioner's Office.....		\$ 1,593,765	
Division of State Library, Archives and History.....		494,307	
Division of the State Museum.....		354,182	
State Competitive Scholarships and Student Loans.....		<u>6,176,173</u>	\$ 8,618,441
State Colleges and Schools			
Colleges			
Glassboro.....	\$ 4,601,113		
Jersey City.....	3,080,610		
A. Harry Moore Laboratory School.....	558,174		
Newark.....	4,130,368		
Paterson.....	3,277,124		
Montclair.....	4,630,480		
Trenton.....	<u>5,233,142</u>	25,511,011	
Debt Service (State College).....		2,819,088	
Marie H. Katzenbach, School for the Deaf.....		1,666,259	
School of Conservation - Lake Wapalanne.....		199,749	
Other Educational Agencies			
State University of New Jersey.....		25,705,938	
Newark College of Engineering and Newark Technical School..		2,874,983	
Trenton Junior College and School of Industrial Arts.....		242,800	
New Jersey College of Medicine and Dentistry.....		<u>1,139,950</u>	60,159,771
State Aid			
County Superintendents (Salaries).....		358,199	
Other Officers and Employees (Salaries).....		853,634	
Materials, Supplies, Travel, and Other.....		233,380	
Grants in Aid			
Evening Vocational Schools.....	379,518		
Industrial Schools.....	71,000		
Technical Education.....	100,000		
Adult Education.....	118,436		
County Assisted Junior College.....	280,000		
Head Start Program.....	78,746		
Newark Skills Center.....	255,000		
Chapter 85, Laws of 1954			
Formula.....	80,739,467		
Transportation.....	11,966,522		
Emergency Fund.....	175,000		
Atypical.....	5,067,123		
Evening School for Foreign Born.....	60,645		
School Building Aid, Chapters 8 & 9, Law 1956.....	17,613,824		
Emotionally and Socially Maladjusted.....	1,141,058		
Library Aid.....	1,325,407		
County Audio Visual Aid Center.....	50,000		
Vocational Education.....	1,531,090		
Children Resident on State Owned Property.....	20,260		
Children Resident in Institutions.....	108,772		
County Colleges.....	<u>1,156,510</u>	122,238,378	
Teachers' Pension and Annuity Fund.....		65,114,324	
State Capital Expenditures			
State Colleges.....		197,517	
State University of New Jersey.....		836,793	
Redemption of Bonds.....		3,075,000	
Marie H. Katzenbach, School for the Deaf.....		27,736	
Division of State Museum.....		160,349	
Division of State Library, Archives and History.....		<u>1,200</u>	193,096,511
Special Funds (State Share)			
Vocational Schools: Smith-Hughes and George-Barden.....	572,658		
National Defense Education Act 1958, Titles III, V, and X..	<u>147,443</u>	720,101	
Federal and Other Grants			
School Lunch Program.....	1,567,861		
School Milk Program.....	3,057,637		
Civil Defense Adult Education.....	88,413		
Manpower Development and Training.....	5,357,943		
Administration of Industrial Education, Smith-Hughes,			
George-Barden Programs.....	3,975,019		
National Defense Education Act 1958, Titles III, V, and X..	2,802,946		
Child and Youth Study Program (W. T. Grant Foundation)....	4,901		
Public Library Services.....	1,144,115		
Archeological Research Project.....	10,416		
Migrant Opportunity Program.....	60,715		
Higher Education Act of 1965.....	264,810		
Elementary and Secondary Education Act - Title I.....	25,448,780		
Elementary and Secondary Education Act - Title II.....	3,169,706		
Elementary and Secondary Education Act - Title V.....	304,761		
Marie H. Katzenbach, School for the Deaf.....	136,280		
Teacher Training - Special Education Graduate Program.....	87,586		
Adult Basic Education.....	1,149,706		
Higher Education Facilities Commission.....	29,796		
State College Miscellaneous Program.....	2,471,459		
Higher Education Construction Fund.....	<u>5,858,177</u>	<u>56,991,027</u>	<u>57,711,124</u>
			\$319,585,841

STATE SUMMARY — LOCAL SCHOOL DISTRICTS

Area in Square Miles 7,509.14

Chapter

Plan

AV. ENROLLMENT: District Schools 1,283,696.1 Total Resident Daily 1,284,104.8 Spec. Classes 933 Home Instr. Pupils 4,699

ENROLLMENT			PERSONNEL			ADDITIONAL DATA		
K.....	125,572	6	100,769	Administration	Full Time	Buildings Owned.....	2,544	
Pre Ist.	1,924	7	98,449	Superintendent.....	370.0	Classrooms Used.....	51,008	
1.....	119,445	8	95,131	Asst. Superintendent.....	135.8	Special Rooms.....	5,266	
2.....	114,144	9	101,808	Secretary.....	335.0	Apportioned Valuation 1966.....	\$ 42,066,529,833	
3.....	112,843	10	92,872	Business Manager.....	25.0	Avg. Equalized Valuation on Real Property 1965-64-65.....		
4.....	107,064	11	83,268	Sec'l & Cler. Assists.....	1,449.0	Ratio: Assessed To True Value		
5.....	102,779	12	78,744	Other.....	91.0	School Debt.....	(a.) \$ 1,176,697,990	%
Special.....	19,791			Instruction		Tax Rate: 1966		
Ungraded Vocational.....	4,564			Principals.....	2,169.0	School.....		
Total Day School.....	1,359,167			Supervisors.....	596.4	Ch. Vt Debt Service.....		
Evening School:				Teachers.....	58,776.4	Regional.....		
Regular.....	5,436			Other Instr. Staff.....	2,411.1	Day School Cost Per Pupil:		
Accredited.....	4,735			Sec'l. & Cler. Assists.....	3,390.5	Excluding Transportation.....	\$ 517.30	
Vocational.....	17,319			Attendance & Health Services.....	1,674.5	Including Transportation.....	\$ 534.16	
Foreign Born.....	6,307			Transportation.....	474.5	Equalized Valuation Per Pupil in Resident A.D.E.E.....	\$33,252.00	
Adult Education.....	44,550			Operation.....	7,972.0			
Summer School.....	53,738			Maintenance.....	959.5			
Junior College.....				Sundry Accounts.....	1,185.8			
				Evening & Summer Schools.....	2.0			

REVENUES & EXPENDITURES 1965-1966

Free Balance 7/1/65.....		Instruction		Sundry Accounts	
Current Operating.....	\$ 73,635,860	Salaries		Food Services	
Improv. Authorizations.....	135,594,555	Principals.....	\$ 25,333,909	Salaries.....	\$ 2,032,902
Capital Reserve Fund.....	1,740,205	Supv. of Instruction.....	6,037,537	Other Expenses.....	1,301,617
Total.....	\$ 210,970,620	Teachers.....	416,945,493	Exp. to Cover Def.....	543,989
State Aid		Other Instr. Staff.....	20,556,675	Student Body Activities	
Formula.....	\$ 80,711,082	Sec. & Cler. Assists.....	14,623,800	Salaries.....	2,500,428
Transportation.....	11,966,522	Other Sal. for Inst.....	388,304	Other Expenses.....	2,969,396
Atypical Pupils.....	5,011,116	Textbooks.....	8,084,458	Exp. to Cover Def.....	857,170
Maladjusted Pupils.....	1,134,989	Schl. Lib. & Audio-Vis.....	5,464,072	Community Services	
Building Aid.....	12,661,021	Teaching Supplies.....	14,117,239	Salaries.....	1,746,490
Emergency.....	175,000	Other Expenses.....	4,028,503	Other Expenses.....	198,118
Evening Vocational.....	379,519	Attendance & Health Services		Special Projects	
Evg. School Forg. Born.....	60,646	Salaries-Attendance.....	1,830,353	Regular—Salaries.....	116,843
Other.....	1,746,508	Other Expenses-Attend.....	106,636	Other.....	1,021,132
Railroad Tax.....	136,723	Salaries-Health Serv.....	10,657,170	Federal — (P.L. 89-10).....	26,032,858
Federal Aid		Other Exp-Health Serv.....	722,746	Other.....	5,499,322
Vocational.....	2,367,161	Transportation		Special Schools	
P.L. 815 (Bldg. Aid).....	55,831	Salaries.....	4,625,744	Evening Schools:	
P.L. 814 (Current Exp.).....	7,785,686	Contracted Services.....	14,726,738	Regular.....	351,547
N.D.E.A.....	2,435,615	Replacement-Vehicles.....	653,628	Accredited.....	290,412
E.S.E.A. (P.L. 89-10).....	26,919,630	Insurance-Pupil Trans.....	213,826	Adult Education.....	755,232
Manpower Development.....	3,296,008	Other-Oper. & Maint.....	1,420,320	Summer School.....	1,394,497
All Other.....	7,294,844	Operation		Junior College.....	
Local Aid: District Tax		Salaries.....	41,530,499	Sub Total Current Expense.....	\$ 760,853,241
Current.....	583,469,781	Contracted Services.....	710,459	Capital Outlay (Budget).....	
Capital.....	10,968,736	Heat.....	7,103,512	Sites.....	1,961,545
Debt Service.....	53,682,285	Utilities.....	12,278,661	Buildings.....	7,723,187
Evening Schools:		Supplies.....	3,771,054	Equipment.....	6,715,998
Vocational.....	589,158	Other Expenses.....	519,057	Improvement Authorizations	
Foreign Born.....	93,080	Maintenance		Sites.....	6,329,756
Municipal Surplus.....	899,320	Salaries for Maint.....	6,941,189	Buildings.....	106,369,846
Tuition.....	28,259,466	Contracted Services.....	9,754,484	Equipment.....	8,173,297
Bonds and Notes (Const.).....	128,711,500	Replacement of Equip.....	4,476,500	Debt Service	
Notes (Current Loans).....	52,116	Other Expenses.....	3,729,432	Principal.....	41,825,805
Miscellaneous.....	11,179,315	Fixed Charges		Interest.....	25,831,384
Total Revenues.....	\$ 982,062,658	Empl. Retire. Contr.....	9,312,937	Sinking Fund.....	210
Adjustments.....	\$ 121,444	Insur. & Judgments.....	7,915,703	Vocational Evening.....	1,227,119
TOTAL FUNDS AVAILABLE.....	\$ 1,193,154,722	Rental of Land & Bldg.....	892,742	Foreign Born Evening.....	179,165
		Interest/Current Loans.....	33,660	Manpower Development.....	2,241,873
		Other Fixed Charges.....	93,545	TOTAL EXPENDITURES	\$ 966,432,426
		Day School Expenditures.....	\$ 685,698,819	Free Balance 6/30/66	
		Exp. to Other Districts		Current Operating.....	\$ 76,701,538
		Tuition.....	27,337,215	Federal.....	1,414,736
		Transportation.....	164,003	Improve. Authorizations.....	146,760,514(b)
		Miscellaneous.....	40,711	Capital Reserve Fund.....	1,845,508
		Sub Total.....	\$ 713,240,748	Total Balance.....	\$ 226,722,296

EXPENDITURES

Administration	
Salaries.....	\$ 21,066,827
Contracted Services.....	1,690,658
Other.....	3,330,749

CAFETERIA FUND

Bal. 7/1/65.....	\$ 2,532,638	ATHLETIC FUND	\$ 327,209	OTHER FUNDS	\$ 4,657,989
Income.....	26,725,092		2,419,930		17,462,288
Adjustments.....	219,008		8,356		(63,589)
Expenses.....	\$ 29,475,738		\$ 2,755,495		\$ 22,076,678
Bal. 6/30/66.....	\$ 27,163,353		\$ 2,416,409		\$ 17,209,791
	\$ 2,312,385		\$ 339,446		\$ 4,866,987
	\$ 29,475,738		\$ 2,755,495		\$ 22,076,678

REVENUES AND EXPENDITURES IN MUNICIPAL BUDGETS FOR SCHOOL PURPOSES

SCHOOL YEAR 1965-1966

Debt Service			
State Bldg. Aid.....	\$ 4,952,803	Principal.....	\$ 12,339,702
Local Tax Levy.....	14,446,589	Interest.....	7,059,353
Other Revenue.....	1,518	Sink. Fund.....	1,855

(a) \$5,763,205 net Debt adjustment-increase (see Jersey City Temporary Notes)

(b) \$3,327,358 Improvement Authorization - net adjustment.

COST OF EDUCATION

	1965 - 1966	1964 - 1965
Administration	\$ 26,088,234	\$ 23,788,780
Instruction		
Supervision	\$ 31,371,446	\$ 28,282,930
Instruction Proper	484,218,544	515,589,990
Attendance Services	1,936,989	442,043,471
Health Services	11,379,916	470,326,401
Transportation	21,640,256	1,801,875
Operation	65,913,242	10,396,482
Maintenance	24,901,605	20,161,557
Fixed Charges	18,248,587	61,061,114
	\$685,698,819	\$627,308,884
Total Day School Expend.		
Day School Avg. Enroll.	1,283,696.1	1,249,031.0
Average Yearly Cost Based on Avg. Enrollment		
Excluding Transportation	\$517.30	\$486.09
Including Transportation	\$534.16	\$502.24

