

# *Annual Report*

## *1968-1969*



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



**THE ANNUAL REPORT**

of the

**State Board of Education**

and the

**Commissioner of Education**

for the

**School Year of 1968-1969**

**Is Respectfully Submitted**

to the

**Legislature of the State of New Jersey**

**CARL L. MARBURGER**  
*Commissioner of Education*

**New Jersey State Library**

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CARL L. MARBURGER  
Commissioner of Education

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## **DIVISION OF ADMINISTRATION**

The Office of Public Information and the Office of Federal Assistance Programs were transferred from this division to the Commissioner's Office on September 16, 1968. The Office of Adult Education and Academic Credentials was transferred to the Division of Vocational Education on the same date.

Dr. Joseph E. Clayton, deputy commissioner of education, retired as of October 1, 1968. Dr. Victor J. Podesta was appointed assistant commissioner of education on December 9, 1968.

### **Office of the Assistant Commissioner of Education**

The Office:

Assembled and evaluated plans from each school district regarding the method for handling problems of student unrest.

Maintained liaison with local school districts having student disturbances.

Formulated plans for a conference to assist school districts with problems in the area of student activism.

Coordinated an evaluation of the departmental needs for a management information service.

Prepared for printing the school law bulletin for the 1968 legislative session, as well as a synopsis of pertinent school legislation

### **Office of Equal Educational Opportunity**

The establishment of this office makes it possible for the New Jersey State Department of Education to provide administrative and technical assistance to local school districts in areas relative to school desegregation. This may be accomplished through administrative directives, advisory or consultative services, training programs, or any number of methods designed to achieve the dissolution of segregated schools.

The Office:

Assisted local districts in the preparation and development of desegregation plans.

Cooperated with districts to solve problems considered incident to desegregation.

Supervised the 20-member Emergency School Task Force established by the commissioner.

Assisted and advised districts on methods of injecting Afro-American and other minority group material into their present curriculum.

## **Office of Personnel and Administrative Services**

During the current year, there has been an increase of almost 100 per cent in the number of requests for personnel action (CS-21's) from 875 to 1,647, and a significant increase in the number of resignation forms from 220 to 347. In total, over 9,000 varied forms and, items of correspondence in connection with personnel and administrative services, have been handled by this office.

### **Office of Printing**

The Office:

Received and processed 3,134 requisitions for printing, made 12,373,130 impressions (printed sheets), completed 199,610 booklets, folded 1,099,790 sheets of paper, collated 3,788,295 sheets of paper, punched and drilled 365,590 sheets of paper, bound 530,045 sets of forms, completed 73,770 pads, processed 1,257 metal masters and processed 15,879 paper masters.

Performed an equal priority service for the Department of Higher Education which is not reflected in the aforementioned totals. This would increase the above total 11.8 per cent.

Coordinated art work, typesetting services and printing services with commercial vendors through the Department of the Treasury.

### **Office of Statistical Services**

The Office:

Continued investigation related to the development of standard terminologies and definitions in the field of educational statistics.

Conducted preliminary research for development of strengthened laws and regulations related to the collection, storage and retrieval of statistical data.

Cooperated in planning for automated issuance of working papers for eligible children.

Cooperated in preliminary planning for a special education information system.

Cooperated in planning statistical systems in vocational education.

Completed 54 statistical research projects of varying degrees of sophistication.

Developed a pilot report for school-by-school listing of racial and/or ethnic data.

Completed programming and related data processing activities for the following projects:

- a. Minority group reporting.
- b. Student loan accounts receivable.

- c. State aid research.
- d. Library aid calculation.
- e. General Education Development test score reporting.
- f. Maintenance of department personnel records.
- g. Teacher certification fee recording.
- h. Vocational Division accounting system.
- i. Data related to preliminary study of local school systems.

**Office of Surplus Property**

Figures for the fiscal year vary because of the carry-over of previous quarters. Reported property is released after the automatic release date, which may be from 90 to 180 days or more.

The following figures represent the amount of property transferred during the fiscal year 1968-1969:

Educational Activities	\$2,108,272.20
Health Activities	126,741.83
Civil Defense	851,785.43
Total	<u><u>\$3,086,799.46</u></u>

**Office of Teacher Education and Certification**

The Office:

Made provisions that local superintendents of schools may obtain at least a provisional New Jersey certificate for candidates who have the appropriate college degree and present at least one year of successful teaching in another state.

Assisted in the establishment of the Certification Appeals Committee to review applications from candidates for school positions who do not completely meet the established certification requirements.

Assisted in the preparation of legislation to permit New Jersey to participate in the "Interstate Agreement on Qualification of Educational Personnel."

Revised the requirements for administrative and supervisory certificates, combining the school administrator and the vocational administrator's certificates and establishing a new principal's certificate for all principals and vice-principals.

Inaugurated a thoroughgoing study of the requirements for a teacher's certificate.

Revised the professional education requirements for both the elementary and the subject teacher's certificates to provide emphasis on areas of study considered essential in today's schools.

Issued 37,970 teaching certificate authorizations.

Continued the transfer of teacher certification data processing to the computer system.

Completed final editing and arranged for the printing of the Joint Committee on Teacher Education booklet *Learning to Teach: Focus on Direct Experiences*.

Assisted in promoting interest in preparing teachers for urban schools through a study of existing programs, and involvement in college programs and Urban Education Corps and National Teacher Corps development.

## **DIVISION OF BUSINESS AND FINANCE**

### **Bureau of Pupil Transportation**

During the 1968-69 school year, school buses in New Jersey logged three billion passenger miles without a fatality. Some 30,000 school bus drivers operated 10,000 vehicles, transporting a half million pupils twice a day.

As part of its continuing safety program, the bureau conducted 40 driver workshops in various sections of the state. It also worked with the Division of Motor Vehicles to develop and distribute a series of coloring books on school bus safety.

The bureau is also continuing to work to promote research for improved safety equipment on school buses. Presently being studied by the bureau are experimental work in Xenon gas lighting and a new type of synchronized step arm. Six years ago, New Jersey pioneered in the use of the wide-angle, sealed-beam identification lamp for school buses. The federal government's 1968 specifications for school buses mandate that these units be on all school buses in the country. Also included among these specifications as an optional item is the prewarning system of amber lights used in New Jersey.

Last spring, the bureau conducted its fifth annual inservice training conference for the state's pupil transportation supervisors. The meetings were attended by some 180 persons. The bureau is encouraged by the conference's development as a public relations vehicle, linking the bureau through the supervisors to the school bus drivers.

The yearly evaluation of school bus accident reports reveals that often the pupil, through failure to follow safe school bus procedures, has been a factor in causing the accident. The bureau met with representatives of school districts and of the Department's Division of Curriculum and Instruction to discuss possible ways of educating school bus passengers, particularly the very young. The use of "Stanley, the Friendly School Bus," a cartoon slide presentation with a taped narration of a day in the life of a school bus, was suggested. Initial responses to presentations in various schools have indicated that "Stanley" is capable of reaching the primary school student with his message.

During the past year, the computer has been used in test areas to plan routes for school buses. Early evidence suggests that the computer may insure against overloading of buses and develop the best possible routes. Computerized bus scheduling may also show a financial saving through more efficient routing and the scheduling of the exact number of buses needed.

### **The Bureau of School Plant Planning**

A new *Guide for Schoolhouse Planning and Construction* was distributed in April. Liberalization of the construction requirements, to permit greater design flexibility, is the major change. All school districts complied with the State Board regulation requiring the installation of automatic fire detection equipment in every pupil-occupied building. Where the installation was not complete and operable, the work had been contracted for and was in the process of installation, or special protective procedures had been approved by the State Board.

Evaluative studies were made of the total educational facilities of the cities of Camden and Garfield, involving 42 school buildings. Limited studies were made for 17 other districts.

Basic research was completed, as well as the development of a preliminary structure, for the implementation of an electronic retrieval system for the bureau.

The bureau received 2371 contractor applications for classification.

Performance ratings were received on 391 contractors.

A series of 10 state conferences on outdoor educational facilities was initiated. The findings will be used as a basis for a Bureau Facilities Bulletin on this specialized area.

The bureau received 1113 architectural plans for school building projects.

### **The Bureau of Business Services**

Of the 525 Type II districts voting on the amount to be raised from local taxes, 129 lost the current expense portion of their budget and 108 lost the capital outlay portion. This represented a loss of either current expense or capital outlay or both in 132 different school districts, approximately 25 per cent of those voting.

The losses were still high at the second election held within fifteen days of the first as required by law. One hundred sixteen of the 129 current expense budgets were voted down the second time. Capital outlay was voted down in 97 cases when re-submitted.

In only eight instances did the municipal governing body certify the same amount as voted for current expense. The corresponding number for capital outlay was 26. In 12 school districts the municipality did not certify or the municipalities certified different amounts and the budgets were referred to the commissioner.

Payments of \$211,829,637 were made to 582 school districts in four installments under Chapter 85, L. 1965. The bureau directed payments of \$28,055,252.13 in school building aid to the school districts and transferred \$457,543.87 to the Capital Reserve Fund. The Capital Reserve Fund accounts of \$2,295,776.83 for 93 school districts was maintained. Interest earned amounted to \$106,038.78 during the year. Twenty-five school districts withdrew \$375,308.49 from the Capital Reserve Fund account. The bureau reviewed matching funds of the school districts and directed payments of state aid for evening vocational schools of \$503,472.00 and state aid for evening schools for foreign-born residents of \$80,005.00. We directed payments for special state aid, Chapter 85, L. 1961, to 15 school districts in the amount of \$146,957.00. Payments of \$100,000.00 were made to 11 school districts for special state aid for pupils resident on state-owned property over 2 per cent of average daily enrollment. Directed payments of \$25,390.24 to local school districts for reimbursement of 75 per cent of the total contractual salaries paid under the provisions of the Public School Safety Act of 1967, Chapter 181, L. 1967. Payments of \$9,679.93 were made to local school districts for reimbursement for interest paid by school districts on transportation notes prior to June 30, 1968, in accordance with Chapter 75, Laws of 1967.

The bureau supervised all financial transactions involving National School Lunch funds in the amount of \$1,916,675.12 and special assistance in the amount of \$778,253.05 and paid National School Milk claims totaling \$3,343,099.17. The bureau supervised all financial transactions involving state funds totaling \$2,400,817.90 which supplemented federal monies.

The bureau approved entitlements for current expense purposes for the 1968-69 school year under P.L. 874 totaling \$12,500,000.00 representing 97 per cent of the districts filing applications. A total of \$2,308,079.30 was distributed under the National Defense Education Act.

The sum of \$20,975,477.00 was allocated for distribution to the school districts under the Elementary and Secondary Education Act, Title I, for more than 525 approved projects. The sum of \$1,293,275.00 was allocated for the Educational Program for Seasonal and Migrant Families.

The bureau supervised all financial transactions involving Title II funds of the Elementary and Secondary Education Act of 1965. There were 2,288 public schools participating, located in 549 school districts and 16 state institutions. Claims paid totaled \$1,183,629 for public schools. Six hundred sixty-one non-public schools made applications amounting to \$304,806.00. This was the first year of Title VI-A of the Elementary and Secondary Education Act of 1965 and projects in the amount of \$756,818 were approved.

The sum of \$5,248,181.00 was allocated for Title III of the Elementary and Secondary Education Act for Supplementary Educational Centers and Services. There were 55 districts participating.

The sum of \$3,326,500 was allocated under P.L. 90-636, Manpower Development and Training. The 1969 State allotment for both institutional and training allowances was \$6,653,000. There are 130 participating projects subject to audit.

The bureau conducted 41 hearings for extension of credit to June 30, 1969, involving proposed bond issues of \$102,250,098.00.

The bureau reviewed applications from 82 school districts for emergency building aid received prior to December 31, 1968. Calculation of total points under a formula adopted by the State Board of Education were made and maximum entitlements determined. A study was presented to the State Board of Education and under terms of the allocation 22 districts will receive 60 per cent of their maximum entitlement; the remaining 24 districts will receive 50 per cent. The districts scheduled to receive 60 per cent are those which are considered to have the greatest need, coupled with the least ability to pay for new school buildings. Under terms of the Emergency School Building Aid Act, the state will pay for debt service, interest and principal on school construction bonds totaling \$90 million.

## DIVISION OF CONTROVERSIES AND DISPUTES

### I. Formal Appeals to the Commissioner

The number of appeals received and decisions rendered is shown by the following data:

	1966-67	1967-68	1968-69
Active Cases Beginning of Year	69	67	50
New Cases Filed During Year . .	91	108	118
Total Cases Active During Year	160	175	168
Cases Decided During Year . . .	73	92	56
Cases Discontinued During Year	20	33	29
Cases in Process End of Year . .	67	50	83
Total . . . . .	160	175	168
Hearings Held (Number of Days)	107	77	94
Conferences Held . . . . .	52	58	77

The year's case load involved several appeals from budget reductions requiring multiple hearings and lengthy fact-finding reports. The case load also included

three cases with complex legal problems resulting in unusually large records and lengthy decisions. These conditions, in addition to two periods of extended illness of the hearing officers, largely account for the reduced number of cases decided during the year.

## **II. Other accomplishments**

The Division:

Prepared and completed for publication copies of decisions for the 1968 pamphlet edition of School Law Decisions.

Served on an interdepartmental study committee to review the form and procedure of issuance of "working papers" under the child labor laws.

Initiated and organized the compilation and codification of administrative rules and procedures for the Department of Education pursuant to the Administrative Procedures Act.

Worked with Association of New Jersey School Board Attorneys, and compiled current list of all attorneys representing boards of education.

### **Division of Curriculum and Instruction Office of Elementary Education**

The Office of Elementary Education staff provided consultant services in teaching, curriculum development and materials, in-service education and school building planning and evaluation.

Consultations in the area of school organization and curriculum change included those with Secaucus on the non-graded elementary school, with Hackettstown on team teaching at the fourth grade level, Howell Township on team teaching in the middle school, Willingboro on the middle school curriculum and Freehold on grouping in the middle school.

The consultant in reading and English worked on a pilot study in an elementary school on the use and effectiveness of such teaching aids as tape recorders, listening centers and individual filmstrip projectors. The findings will be available for other schools.

### **Teaching English As a Second Language**

The goal of the consultant has been to disseminate information on sound professional procedures for organizing English as a Second Language programs and to train teachers to function effectively in such programs.

Conferences with administrators have been held in Atlantic City, Bloomfield, Bradley Beach, Camden, Cranford, Dover, East Rutherford, Franklin Township,

Hackensack, Jersey City, Keyport, Long Branch, Madison Township, Manchester Regional High School, Newark, North Plainfield, Parsippany, Troy Hills Township, Passaic, Paterson, Roselle, Roselle Park, Trenton, Toms River, Union County Regional High School and West New York.

Workshops in teaching ESL have included a two-week summer institute for teachers and administrators from throughout the state. This was sponsored by the Trenton Board of Education and held at the Grant School in Trenton. Other workshop series were conducted through the year in Camden, Hackensack, Hoboken, Jersey City, North Plainfield, Perth Amboy, West New York, Woodbine, Broadway Elementary School in Newark and for graduating Spanish majors at Montclair State College.

### **Elementary School Evaluation**

The staff participated in elementary school studies in five districts this year — Camden, Wharton, Millburn, Roselle Park, and Hope. One staff member participated in four junior and four senior high school self studies for the purpose of state approval.

**Camden** - As part of the Department-wide study of Camden Schools, the Office of Elementary Education organized a team of central and county staff members which spent approximately a week in studying the schools and in preparing findings.

**Wharton** - The Wharton study was done by an office team in cooperation with the Morris County superintendent of schools at his request. The findings were used by him to direct the Board of Education to improve the quality of education.

**Millburn** - A staff member spent three days in Millburn at the request of the local superintendent as part of a group which visited schools, met with staff and formulated a report of findings and suggestions. This three-day study was the follow-up to an intensive self study.

**Hope** - The purpose in working with the Hope study was to determine how county and central staff can help a school use a more productive process of evaluation. The assumption was that if evaluation is to result in better education, neither a county nor central staff can limit its services to a brief visit at the end of the staff self study. Services are needed earlier in planning so that the study gets at the facts, so that emphasis is placed upon studying what is happening to children, so that plans emerge that improve more than external conditions, so that expertise is available to the school in following through on plans. Staff members of the Office, and the helping teacher assigned to the school, have helped the school staff initiate the study, and are helping at various steps along the way. Other consultants will be appropriately involved.

While the study includes attention to material learning conditions, the emphasis is placed upon assessing how well children are learning.

Each teacher had identified those children in the classroom who are failing to find success and satisfaction in learning. To get at the causes of their poor learning, teachers are doing evaluations of each child, consulting persons who have pertinent information, including the children. They will spend much time next year in planning and testing ways to help the children succeed. It is expected that this year of in-service evaluation study will result in changes in curriculum, teaching, and guidance.

### **Working With Helping Teachers**

Seven helping teachers were recruited to fill staff vacancies in Bergen, Burlington, Cape May, Hudson, Hunterdon, Monmouth and Sussex Counties.

As part of the staff development program, a committee of helping teachers working with the office staff planned a year's in-depth study based upon expressed interests and concerns of the group. Each helping teacher was a member of a study group which met, studied the literature and made appropriate visits to study related programs in action.

Among the areas studied were:

- ... black history and culture
- ... elementary school self study
- ... environmental education
- ... the humanities
- ... the preparation of the classroom teacher in music
- ... new instructional material
- ... the transitional first grade

### **APPROVING AND IMPROVING CHILD CARE CENTERS**

The two consultants in early childhood education continued to discharge the legal responsibility of approving non-public child care centers for children between the ages of two and five. This responsibility has been interpreted to mean not only strict approval according to law but an opportunity to improve the quality of programs for all young children in the state.

This year the staff made about 500 visits to private and cooperative nursery schools, day care centers, church and philanthropically supported centers. They assisted new centers to open, relicensed existing centers, helped some to expand and extend their service and encouraged all centers to improve.

There are presently 569 approved centers enrolling 20,000 children. This represents a growth of 69 new centers and 4,000 children since 1968. Based upon the present rate of growth, it is predicted that by 1970-71 there will be a total of 850 centers subject to approval.

## CURRICULUM MATERIALS

### Bulletins Developed (Mimeographed)

- . . . "Some Recent Professional Reference Books in Elementary School Language Arts"
- . . . "A Brief Bibliography of Materials Relating to Linguistics"
- . . . "Some Criteria for Evaluating the Learning Possibilities in the Reading Program"
- . . . "Children Publish Their Own Books"
- . . . "Organization and Administration of Programs in English As a Second Language" (in preparation)

### Bulletins Developed (Ready for Publication)

- . . . "A Guide for Conducting an Elementary School Self Improvement Study - A Resource Bulletin"
- . . . "The Kindergarten and the Early Years of School - Programs for Four, Five and Six Year Olds"

### Collected for Use in Consultant Service

- . . . Syracuse University Films for use with secondary school groups
- . . . A representative collection of language arts instructional materials

## OFFICE OF SECONDARY EDUCATION

The school law provides that the State Board of Education shall withhold or withdraw its approval of any secondary school whenever, in its opinion, the academic work, location or enrollment and per capita cost of maintenance shall not warrant the establishment or continuance of the school.

The rules of the State Board of Education concerning the approval of high schools provide general regulations governing the classification of schools, curricula, teaching force, definition of units, diplomas, teaching assignments by the principal, building conditions, equipment, teaching materials, and sanitation. It is clearly the intent of the law and of the State Board of Education that approval of high schools shall not be merely a routine or perfunctory responsibility of the Department and that such approval shall include much more than an endorsement of curriculum offerings.

The quality of the educational environment results from the continuous effort and growth of the administration, the staff and the community rather than from examination by any standardizing agency. The Guidelines for Approval Through Self-Study provides a design for continuous improvement of conditions which make possible an efficient and satisfactory school. The county superintendent's office and the State Department of Education render assistance in helping local districts carry out their improvement programs.

The self-study approach respects and encourages individuality among the secondary schools of the state. Consistent with this point of view, each school *prepares a statement of its purposes*. These purposes not only set directions for the school but provide an all-pervasive frame of reference for the faculty as it conducts its self-study.

The areas suggested for self-study by the local school are:

1. Administration
2. Supervision and curriculum development
3. Instruction
4. Instructional materials
5. Pupil personnel services
6. Co-curricular program
7. Health and nutrition services
8. Community relations
9. School plant, site and equipment

For each area, the self-study considers (1) strengths of existing program (2) needs of the school, and (3) plans for the future. Each of the three aspects of the self-study are examined as they relate to providing for pupil needs, providing for personnel needs, and providing for community, state, and national needs.

The approval process is divided into five phases:

1. A "Self-Study Report" conducted by the faculty and staff of each secondary school.
2. Submission of the "Self-Study Report" and certain basic information and statistics to the Office of Secondary Education and the County Superintendent of schools.
3. A visitation to the secondary school by the county superintendent of schools and representatives of the State Department of Education.
4. The issuance of a state report to the local district and recommendations to the State Board of Education.
5. Involvement of State Department and county office advisory services in giving assistance to the local secondary school.

During 1968-69, 93 public and 10 private secondary schools were visited for approval by the State Board of Education. In each of the public secondary schools visited, the administration and faculty were involved in the self-study program for state approval.

The following figures indicate the breakdown of the number of participants and man-days devoted to the visitations. These figures do not include time spent in reading the self-study reports, the writing of the state reports to the local districts following the visitations, or the consultant services extended to the local secondary school.

	Office	No. of Participants	Man-Days
State:	Office of Secondary Education	13	167
	Office of Physical Education and School Lunch Program	6	35
	Bureau of School Planning	3	8
	Division of Vocational Education	33	61
	Office of Equal Education Opportunity	2	4
County:	County Superintendents of Schools	18	90
	County Superintendents' Staff	38	140
Local:	Vice-Principal from Cinnaminson H.S.	1	4
	<b>Totals</b>	<b>114</b>	<b>509</b>

### SUMMER SECONDARY SCHOOLS

The summer sessions of public and private secondary schools may be approved by the State Board of Education. The approved summer schools' credits have the same validity as those from the regular school year. In general, the standards for personnel and time allotment are the same as those for the regular terms.

In the case of private schools, approval is given only for the summer session of the school, if staffed from the faculty of the regular session and operated under the school's official authority.

Summer sessions were once the scene of remedial work alone. Now, summer secondary schools offer a wide variety of enrichment courses in art, music, drama, mass media, Asian history, urban problems, aviation, advanced science and mathematics; and students are eager to do independent study and research.

Summer secondary school approvals were processed for 92 public and 31 private schools. During the summer of 1968, 48,088 students were enrolled in review, advance and enrichment courses.

One hundred and twenty-eight public and private summer secondary schools have been approved by the State Board of Education for operation in 1969. This represents an increase of five summer schools from the summer of 1968.

### Course Approvals

Under the Rules and Regulations of the State Board of Education, all changes in the curriculum of the state approved secondary schools must be reviewed by the Office of Secondary Education. Through this means, the office is able to keep in touch with the latest curriculum developments in the schools. Some idea of the magnitude of this involvement is shown by the following table of courses approved from September, 1968, to June, 1969:

Industrial Arts	49	Art	27
Home Economics	46	Music	15
Health, Physical Educ. & Safety	22	Language Arts	69
Vocational Educ.	105	Social Studies	77
Foreign Lang.	29	Mathematics	42
Business Educ.	57	Science	63

### REGIONAL HIGH SCHOOL DISTRICT STUDIES

The director of Secondary Education served as chairman of the commissioner's staff committee on consolidation and regionalization of school districts. This committee was appointed to advise the commissioner relative to the approval of proposals for regionalization prior to their submission to the voters of their respective districts.

During the past year, the following studies were reviewed:

West Windsor Township and Plainsboro (proposal was passed)

Blairstown Twp., Frelinghuysen Twp., Hardwick Twp. and Knowlton Twp. (proposal was passed)

Ridgewood and Ho-Ho-Kus (proposal was defeated)

East Windsor and Hightstown (proposal was passed)

Lower Camden County Regional High School District (Involves a change from apportioning all costs on a ratable basis to an apportionment of the current expenses according to the number of pupils.) There is no record of action on this.

### **Occupation of Graduates**

This was the 40th year in which the Office of Secondary Education followed up the graduates of all New Jersey high schools. To our best knowledge, we are the only state that has done this for such an extended period of time.

A summary of the Class of 1968 follows:

Item	Male	Female	Total
Total Number of Graduates	46,439	46,976	93,415
Percent of Graduates in:			
Education	35.0	31.4	66.5
Employment	8.2	14.8	23.0
Government	4.4	.2	4.6
Other	2.1	3.8	5.9

### **Office of Health, Safety and Physical Education**

The staff of the Office of Health, Safety and Physical Education launched a state-wide drug abuse education program which had been mandated and funded by the State Legislature.

The program began with a Drug Abuse Workshop at Peddie School designed to provide teachers and administrators with the needed information and techniques to establish drug education programs in their own school districts and in other districts in their area.

The office participated in additional seminars at Cherry Hill, North Brunswick, Paramus, Atlantic City and Morristown.

In the coming year, the office plans to revise a narcotics and dangerous drug teachers' reference while continuing its series of workshops, conferences and seminars in narcotic education.

### **Office of Special Education Services**

#### **Special Project - Deaf and Hard of Hearing**

An emergency grant of \$295,000 for special educational services to hearing impaired children who approved as Chapter 399, Laws of 1968, on January 10, 1969. The impetus for this grant came from the needs identified by the Rubella Survey and

the recommendations of the Commission on the Education of the Hearing Handicapped.

The Office of Special Education Services was given the responsibility of planning implementation of the emergency grant.

The needs of the hearing impaired in various areas of the state were assessed and a budget was formulated based on the findings. The plan of action included:

1. Grants to school districts for initiation of new projects.
2. Grants to school districts for expansion and improvement of existing programs and for diagnostic evaluations of children.
3. Scholarships for teachers and other professionals working in education of the hearing handicapped.
4. Workshops for teachers, parents, and special services personnel.

The emergency grant stimulated the development of a comprehensive plan for the education of the hearing impaired.

### Fellowships and Traineeships

During the 1969-1970 academic year, the State Department of Education was awarded a grant totaling \$188,332 for teacher training in the area of special education. These funds were used for 148 summer traineeships, 4 graduate fellowships and one institute for teachers working with hearing impaired children. These traineeships were awarded in the following areas:

Mentally Retarded	31	Crippled	5
Deaf	14	Learning Disabilities	30
Speech and Hearing	5	Multiple Handicapped	15
Visually Handicapped	2	Administration	21
Emotionally Disturbed	25		

The graduate fellowships were awarded in supervision and administration of special education programs.

### Federal Act for the Blind

Under the federal quota system for the American Printing House for the Blind, the State Department of Education was awarded a grant totaling approximately \$5,600 to be used for the purchase of appropriate materials for blind classes within the State of New Jersey. In addition to these funds, a similar grant was awarded to the New Jersey Commission for the Blind.

## **Office of School-Industry Cooperation**

Arrangements were made for the distribution of a book, "Understanding Computers", and a cardboard conceptual-type computer, CARDIAC, to 600 participants in a workshop, "Communicating With Computers in Secondary Schools, Today and Tomorrow, held at Rutgers University.

Supplementary aids to the teaching of understanding computers were demonstrated for staff members of the State Department of Education, school administrators and high school mathematics and science teachers. Included in the New Jersey Bell Telephone Company's program of aids were a conceptual-type cardboard computer, CARDIAC; a textbook, "Understanding Computers"; a 15-minute color film, "The Thinking??? Machines"; four film loops; and, a Vu-Graph of CARDIAC. A demonstration of these same aids was provided for 130 science teachers at a meeting on April 24, 1969.

A traveling lecture-demonstration, "The Science of Semiconductors," was presented 119 times for an estimated 16,000 high school students. The scheduling of the demonstration in the high schools was done in cooperation with the New Jersey Bell Telephone Company which sponsors the demonstration and provides the lecturer.

### **Student-Teacher Use of Research Facilities:**

Arrangements were made for six groups of students and teachers to observe the work of, and talk with, research scientists in the Bell Telephone Laboratories at Murray Hill. Included in the groups were six teachers and 18 high school students.

### **Other Activities**

Arrangements were made for a six-weeks' visit by six foreign educators in several communities in New Jersey. The visiting educators were valuable resource people in improving the understanding of other cultures by the many teachers and children with whom they came in contact.

Instruction was provided for approximately 100 State employees in four classes of Civil Defense Adult Education.

## **Division of Research, Planning and Evaluation**

During 1968-69, the Division of Research, Planning and Evaluation invested a major portion of its resources in building new capabilities and areas of impact for the Department. Through the Offices of Research, Planning, Evaluation and Program Development, the Department has been able to stimulate new programming for the disadvantaged, particularly for the urban school districts of the state.

## **Office of Research**

The Office of Research was established and immediately charged with the responsibility of administering the State Program for Teacher Innovation. Following the program's implementation, the office carried out an evaluation and has made recommendations for improving an "apparently" successful effort.

In addition to developing office goals, performance objectives and functions, a number of significant accomplishments were made:

First, the office assisted project designers in establishing a reasonable research base for their programs. The office was also involved in reviewing the research aspects of proposals submitted under Titles III, VII and VIII of ESEA.

A second major activity involved the coordination and management of four experimental demonstration centers. These centers exemplify some of the most viable new approaches to the state's persistent educational needs, particularly in the areas of community involvement, early childhood education, and programmed learning.

Third, the office provided leadership for the Coordinating Council of Research. Initially the Council has focused on facilitating a state-wide research effort.

## **Office of Planning**

The Office of Planning, despite its short tenure, has made a number of significant accomplishments:

First, specifications for a state-wide assessment program have been written and presented to the State Advisory Council on Title III and to the State Board of Education.

Second, a proposal to create a State Department of Education component in Model Cities was submitted to and approved by HUD. Staff has been appointed and liaison activities have been initiated with local Model Cities units.

Third, the staff involved appropriate offices and divisions of the Department in planning the first stages of a PPB system.

Fourth, a departmental coordinating council on planning was created. The council defined the assessment activities necessary to provide a needs-base from which priorities and programs can be established. Support has been given to encourage more sophisticated planning by local education agencies.

Fifth, the office established a working relationship with Pennsylvania, New York and Delaware to clarify and identify the state's role in planning.

Other significant activities included management of the Camden schools' evaluation report, consultant assistance to a variety of groups regarding the planning

process and establishing interim goals for program development activities such as Title III, ESEA.

### **Office of Evaluation**

The Office of Evaluation focused on three major tasks:

First a process for evaluating operational projects was developed and implemented. This effort has provided the state with a capability to determine which programs should be continued and extended and which offer little promise and should be discontinued.

In order to accomplish this task, a training program for evaluators was planned and carried out.

Second, a Department coordinating council on evaluation was established. This council has initiated activities to coordinate all divisional evaluation responsibilities and is the review body to screen models presented for evaluation in the management information system.

Third, represented the Department in a relationship with the National Belmont Project. This project is focusing on a consolidated reporting system and on all educational programs funded presently under 13 separate legislative titles.

Finally, designed an evaluation sub-system as an integral part of the broader management information network being planned for the entire Department of Education.

### **Office of Program Development**

The Office of Program Development has been active in three major areas:

First, initiating and facilitating the design and implementation of several innovative and exemplary programs. Among these were: (a) the state bilingual project involving a consortium of 15 major cities; (b) Trenton Dropout Program; (c) Camden Training Division; (d) Kilmer Vocational Training Center.

Second management of the "model" programs, i.e., a series of environmental education projects, Greater Cities project, special educational projects, and other experimental models dealing with teaching and learning. Management activities included technical assistance, evaluation, dissemination and diffusion. Several vehicles for dissemination have been created, such as, "Education Brief" to describe programs in urban education and the arts and humanities.

Third, coordinating interdepartmental and departmental activities related to program development. A Program Development Council has been established and is currently working on a programmed manual designed to assist districts and department units establish programs that reflect critical needs, utilize research, including performance objectives and appropriate measuring devices, and establishing dissemination and diffusion models.

## **DIVISION OF VOCATIONAL EDUCATION**

### **Public Information**

The Public Information unit of the Division of Vocational Education has produced several one-minute public service television announcements on vocational education geared to students, parents, and employers. These were shown on 12 channels in New York and Philadelphia, narrated by such notables as Fran Allison, Chris Schenkel, and Frank Gifford. The program is underwritten by selected business and industrial firms.

### **Mobile Units**

Two 60-foot trailers have been purchased by the Department of Education, and are being operated during the school year by the Division of Vocational Education and during the summer by the office of Migrant Education Programs. The mobile units are equipped with machines and materials to bring simulated work experiences in industrial or business procedures and practices to students with "special needs" (academic, socio-economic, or other handicaps). The trailers can accommodate up to 30 students daily, half in the morning, and half in the afternoon. The students attend regularly scheduled classes during the remainder of the day. Specially trained instructors conduct the program. The Cooperative-Industrial Education trailer, which houses an assembly-line operation to mass-produce finished materials for local industries, has involved Creative Playthings of Princeton, and Rayette-Faberge of Ridgefield. It has been stationed at high schools in Carteret, Ridgefield, Paramus, and Parsippany. The other mobile unit, which is teaching business office occupations, included electric and manual typewriters, cash registers, dictating, bookkeeping, key punch, adding and calculating machines and duplicating equipment. This unit has been scheduled to operate at Orange, Trenton, and Camden City High Schools. At the end of a period of training, the students are programmed into work-experience courses and begin to apply their new skills in jobs with local business and industry.

### **Center for Experimentation**

The Center for Occupational Education Experimentation and Demonstration (COED), a \$3 million model center in New Jersey to determine the best occupational programs for an educationally deprived urban population, is expected to be ready by the fall of 1971. Project COED will be constructed adjacent to the Newark Manpower Training Skills Center, and will be operated by the Division of Vocational Education. Funds for the construction and equipping of the center are provided by a \$1,541,000 grant from the Economic Development Administration of the U.S. Department of Commerce. The balance of the \$3 million will be provided by the state. Multi-occupational "cluster" programs which involve a group of occupations within the areas of health occupations, auto mechanics, or interior decorating and design, will be available to in-school youth, dropouts, and unemployed and underemployed youth and adults, particularly in the Newark area.

## **Urban Occupational Education**

A new office to develop a program in urban occupational education has been established in the Division of Vocational Education. The office will coordinate and expand efforts throughout the state to develop effective occupational education programs in urban school districts, with emphasis on youth from low income families. Funds have been made available for the project under a research grant from the U.S. Office of Education amounting to \$20,000 a year for five years. The office will work closely with Project Metro, a national research project which is studying the effectiveness of vocational education programs in 15 large cities in the nation, including Newark, and will also be in charge of the planning for Project COED.

## **Resource Center**

The Resource Center of the Division now has a collection of over 10,000 research reports of interest to a wide range of educational personnel, and specifically to vocational-technical educators. Several documents are available from the U.S. Office of Education center ERIC system on microfiche (film cards). Of special interest are unique collections among 22 major collection categories such as urban and ghetto education, program planning and budgeting systems, evaluation in education, and special needs (disadvantaged, handicapped).

## **Technology for Children**

The Technology for Children Project, which was initiated three years ago and is mutually funded by the Department of Education and the Ford Foundation, is now operative in 64 classrooms throughout the state. The project, for children in kindergarten through grade six, encourages learning through direct involvement with tools and materials. The project prepares the child to cope with the real world of rapid technological change by giving him practice in learning how to solve problems, how to think in terms of design, and how to be creative in thought processes. It is not difficult to visualize the emergence of an open-ended curriculum, where learning is unlimited, as a direct result of this "hands-on" approach. Application and implementation of this educational pattern utilizes all of the disciplines (science, mathematics, social studies, language arts, and health and safety). It calls for a new structuring rather than the traditional regimen which allots a separate block of time for each subject. The major emphasis of the project is to institute technology for children in all New Jersey elementary classrooms, whether as a major thrust or through the media of short units of learning. A recent project involves television technology, where pupils in nine elementary schools produce their own TV shows. The boys and girls in grades K-6 develop their own programs, including dialogues, costumes, scenery, and sound effects, and operate the camera, video-tape recorder, and monitoring equipment under the guidance of their teacher, trained by a member of the Technology for Children Project Staff. As the videotape is replayed, the students are able to evaluate their own work.

## Learning Centers

The Bureau of Adult Education has received a grant from the Department of Health, Education, and Welfare to conduct two learning centers - one in Camden and one in Newark. In addition to this, the bureau has established six additional smaller learning centers throughout the state. The learning center concept is a change in the method of instructing functionally illiterate adults. The centers are open from 8:30 a.m. until 10:30 p.m. The individual is counselled as he enters the center and a program is designed for him in keeping with his background and ability. He works at his own rate with programmed material. There are a few classroom sessions in order to coordinate the work of the center. However a major portion of the activity is on an individual basis.

Each of the four college resource centers (Glassboro, Newark, Montclair, and Jersey City) has employed a consultant on a per diem basis to serve in the area of high school equivalency. These consultants will work with the school districts in the area served by each college in order to develop a more effective program in this area. They will also have a responsibility to work with the testing centers in order to provide a more efficient operation at each of these sites.

\* \* \*

Assembly Bill 411 has passed both houses of the state legislature and has been signed by the Governor. This bill provides reimbursement to the local school districts for two-thirds the cost of the high school equivalency program, including teachers' salaries, guidance services and materials.

The Office of Civil Defense has issued the 100,000 certificate for its program in personal and family survival.

\* \* \*

The amount of \$51,000 has been made available to seven urban school districts in the state for the purpose of raising the vocational aspirations of inner city school youth and out-of-school youth and adults to more productive levels through the expansion of school-community communications and relations. There is a continuing need for exploration and development of special counseling and guidance in this area. Each school-community coordinator participates in a local in-service education program with related school and community personnel in an effort to develop guidelines for cooperation and communication. Liaison with local Community Action groups, Employment Service, business and industrial groups, and labor unions are an important aspect of the program. Coordinators will also participate in training sessions and meetings as arranged by the Division in cooperation with the Laboratory for Applied Behavioral Services, Newark State College.

\* \* \*

Job placement for in-school youth and employment-bound high school graduates in Bridgeton, Dover, Hoboken, Lakewood, and Trenton, and expanded vocational guidance and counseling services for students with major socio-economic problems in

25 school districts, including Atlantic City, Newark, Camden, Point Pleasant Borough, Morristown, Lower Camden, Pleasantville, Hightstown, and Trenton, has received priority as a pilot project from the Division's Vocational Guidance unit. The funds, totaling \$130,000 for these projects, will make possible extra-guidance and counseling efforts by local staff members to help students increase their occupational awareness and to help them make more realistic educational and employment choices.

### Division of the STATE LIBRARY, ARCHIVES & HISTORY

Progress was made during the 1968-69 Year in identifying problem areas within the Library and taking steps toward their solution.

1. **Legal Base:** Chapter 73 of Title 18-A, the law which governs the State Library, was reintroduced, following careful review. By the end of the year this amendment had passed both houses and awaited the Governor's signature. While the general thrust of the bill was to modernize, and to some degree, codify laws which affected the State Library, substantive changes were made to clarify and broaden the responsibilities of the Division and its Advisory Council. The amendment affords centralization of all the major library functions at the state level as identified in the national standards:

- a. library resources and information services over a broad range of subjects which affect the educational, intellectual, cultural, economic and political life of the State;
- b. special library services for the legislative, executive and judicial branches of State Government;
- c. supplementary library service for New Jersey libraries and citizens;
- d. direct library service for the handicapped;
- e. general reference service;
- f. legislative reference service;
- g. law library service;
- h. documents depository service;
- i. archival service for New Jersey materials;
- j. records management service for state and local governments;
- k. deposit and exchange service for library materials;
- l. interlibrary loan service;
- m. advisory service for:
  - (1) public libraries
  - (2) school libraries
  - (3) libraries of institutions of higher education
  - (4) industrial, commercial and other special libraries
  - (5) libraries the State maintains within institutions carrying out its health, welfare, and correctional programs.

2. **Reorganization:** This variety of services has been stimulated and supported, in part, by the federal programs under the Library Services and Construction Act and the Elementary and Secondary Education Act. Many of them depend upon common resources and skills which bridge several of the bureaus within the State Library. It had become evident that these and other pieces of legislation involving libraries, place a particular burden upon the central administration of the Library in balancing and coordinating the efforts of its five bureaus. Accordingly, an effort was made during the year to strengthen the administrative arm by:

- a. initiating steps toward the creation of the position of assistant director; and
- b. creating the position of coordinator of library planning and development which would serve in an advisory, staff capacity to the director.

The post of assistant director was authorized for the 1970 Fiscal Year, and Henry Michniewski, formerly coordinator of Library Services and Construction Act programs, was appointed coordinator of planning and development in January of 1969. Preliminary steps were taken to create a third assistant to administration, an information and public relations officer.

3. **Space Allotments:** Along with an objective look at the personnel structure of the Library, the subject of space allocation and use within the building was given careful review. Charles Reid, a member of the Advisory Committee on LSCA, Title II, Library Construction, was engaged to survey the present layout and to make recommendations for adjustments required to accommodate the many new programs initiated since moving into the new building in 1965. A number of changes were either accomplished or planned during the year:

- a. A periodicals reading and reference room was established on the second floor. This move relieved congestion on the first floor; centralized the newspapers, magazines, indexes and abstracting services for more efficient and intensive use; and provided professional assistance and supervision on the main stack level for the first time. Concurrently, a periodicals librarian was hired.

- b. Plans to move the Bill Room to the subbasement, thus allowing for necessary expansion of this service and much-needed office space on the first floor, were completed during the year and considerable shifting and relocating of stacks and collections was made in preparation for the move, expected early in the 1970 Year.

4. **Overall Planning and Policy Development:** Efforts begun under the Title V, Self-Evaluation Study of the Spring of 1968 to determine long-range goals and priorities for the Division, were furthered during the 1969 Fiscal Year. In addition to the developments mentioned above, a staff committee to study the collections, selection practices, and desirable acquisitions policies was reconstituted. A biproduct of the "Collections Committee's" work was the publication and distribution throughout the Department of Education of a list of *Holdings of Interest to Educators: Periodicals — Documents, 1969*. It identified 224 periodical titles in education, 33

in psychology and 40 in sociology, as well as 64 different abstracting and indexing services in these and related fields received by the Library. A regular biweekly list of recent acquisitions of books, periodical articles and documents in the field of education was also inaugurated.

## DIRECT INFORMATION AND RESOURCES SERVICES

**Interlibrary Loan:** Circulation statistics at the State Library are somewhat misleading unless seen in the context of the shift in emphasis of its services. For many years, the provision of "traveling libraries", or bulk loans, primarily to schools, accounted for a sizable portion of total circulation records. As school libraries have proliferated and become stronger, this service has diminished and is being de-emphasized. Requests for specific, supplementary materials, on short-term loan, however, increased 70 per cent in Fiscal 1969 and illustrate the more sophisticated needs of today's student. Likewise, in the public library field, as the State aid program strengthens collections at the local and area library levels, the requests forwarded to the State Library are increasingly of a sophisticated, research type. Telephone requests received by the Lending Section averaged 1,450 per month, an overall increase of 42 per cent. Subject requests, where selection of materials depends upon professional judgment, increased 82 per cent. The overall decrease by 11 per cent in volumes circulated, is, therefore, misleading, and does not show the increased work effort required for a much more sophisticated service.

**Law and General Reference Services:** An unprecedented increase in use of the State Library's Law and General Reference services was noted for the year ending June 30, 1969. An average of 1,245 questions per week were received in the Bureau of Law and General Reference, by telephone, in person, or by mail. The year's totals were 15,612 "spot reference" questions (an increase of 44 per cent over the 1967-68 Year), and 13,856 "searches" (an increase of 55 per cent). A "spot reference" question is defined as one which takes five minutes or less and is readily available from known reference sources. A "search" involves the use of a number of tools, requires special reference skills, and may take upwards of an hour or more to satisfy.

**Law Library:** In addition to the legislative histories compiled at the request of judges and legislators, the Law Library is now preparing legislative histories in advance. Summer help (1968) made routine "fact sheets" for enactments of 1964, 1965 and 1966. These will save researchers time in the future. A file for 1969 legislative bills by bill number has been started, containing information or commentary relating to the subject matter as found in newspapers, periodicals, etc. This information is incorporated into the legislative histories once the bills are enacted into law.

Extensive legislative histories have been drafted on problems of special interest like *Administrative Procedure*, *Meadowlands*, *Consumer Legislation*, *Medicaid*, *Rules of Evidence*, etc., and the files on *Reapportionment of the Legislature* have

been brought up to date. The Law librarians revised *Narcotics Laws* for republishing. With financial help from the Department of Health and the State Police, they are now being reprinted. Summer help collated New Jersey *Governor's Messages* for binding.

The librarians continued to study closely *new federal enactments* of concern to the State (example: the *Omnibus Federal Crime Bill*) and to make special files for easy access to information. In anticipation of the Juvenile Court Law, a bibliography, *The Changing Juvenile Court*, was prepared.

**Bill Room:** Greatly increased activity was also recorded in the Bill Room, where "spot reference" was 145 per cent greater than in Fiscal 1968. Almost 48,000 items were distributed, an increase of 33 per cent, and a 93 per cent gain was noted in books used in the Library.

**Reference Referral:** An average of 315 reference calls per month are received over the State Library's "hot line", a collect call arrangement by which libraries can request a reply within 24 hours. There has been a steady use of this service by special libraries serving commerce, industry, and research centers, which account for 21 per cent of the total of 3,785 questions received. The largest use, 36 per cent, comes from the Area Libraries, illustrating the network design by which requests are funneled from local libraries through stronger units nearby for reasons of efficiency and speed. Total use of this service more than doubled this past year and has reached a maximum work load for the present staff. In addition to the requests handled by Reference Referral, 3,841 interlibrary subject requests were handled by the Lending Services Section.

**Documents Section:** The documents librarian acquires, catalogs and classifies all New Jersey documents, published periodically a checklist of all documents received, distributes depository material to approximately 70 depository libraries, answers requests for individual documents as received, and answers most documents reference questions.

During the year, in cooperation with the Newark Public Library, a seminar on State and federal documents was provided by the State Library for the Area Libraries. Other documents projects include:

1. The creation of a list of New Jersey documents by popular name;
2. An index to the *Checklist of Official New Jersey Publications*;
3. A *Manual for New Jersey Documents Procedures*.

**Archives and History:** Activity in this Bureau showed increase in all categories: more patrons used the facility; more correspondence was handled; and a 20 per cent increase was recorded in the number of items requested from the stacks. In

addition, 16,300 persons visited the Archives Exhibit Room where frequent film showings and lectures are presented. Comparative totals are as follows:

	1967-68	1968-69
Number of patrons	2,599	2,712
Number items requested	9,700	11,640
Number items correspondence	1,997	2,402

#### Records Management

Number records disposed of (in cu. ft.)	49,350	50,447
Number documents microfilmed	700,000	880,000

**Historical Commission:** The New Jersey Historical Commission was activated and began planning its programs. The "Bicentennial Celebration Act" provides \$23,500 for the 1969-70 Year. The Commission was created "within the State Library" and depends upon this agency for central personnel and fiscal services.

**New Jersey Library for the Blind and Handicapped:** On October 6, 1968, the first day of National Employ the Physically Handicapped Week, Governor Richard J. Hughes dedicated the New Jersey Library for the Blind and Handicapped. Hundreds of Readers each month visited the Library.

At the end of the year there were fifty deposit collections in nursing homes, forty in hospitals, twenty-four in schools and thirteen in public libraries. Six active and unusually large collections were maintained in summer camps for blind and physically handicapped adults. Deposit collections continued to expand in the Area Libraries of the New Jersey network and their staff act as field representatives.

Close cooperation and generous support continues to be given by many State agencies. All shelves and work tables were made by prisoners under the direction of the State Use Section of the New Jersey Department of Institutions and Agencies. The New Jersey Commission for the Blind, which operates the Textbook Center for blind students, continues to act as the lending agency for talking book machines.

An unusual feature of the staff is that eleven are themselves visually or physically handicapped; all were hired, however, because their special abilities were not readily available in the Trenton labor market.

**Institutional Library Services:** During the year, on the recommendation of the Advisory Committee for LSCA, Title IVA, three pilot projects were selected to implement the "Casey Study."\* These were to establish model libraries at the State Prison in Rahway, State Home for Boys in Jamesburg, and State Home for Girls in Trenton.

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\*"The Casey Report" — Genevieve M. Casey, *Library Services in New Jersey State Institutions: A Survey with Recommendations*. N.J. State Library and Graduate School of Library Services, Rutgers University. 1968.

## THE GRANT PROGRAMS AND LIBRARY DEVELOPMENT

**Local Public Libraries:** An increase of \$1,000,000 in state aid for public libraries made a total of \$3,976,000 available to continue the implementation of the three level concept of library service for the state. \$3,146,651 of this increased allocation was distributed to 349 libraries, including county libraries.

Administrative funds provided under state legislation were utilized to fund a series of workshops on basic procedures for public libraries, and four one-day workshops on "public library services to the disadvantaged."

**Area Libraries:** The Area Library programs continued to be financed with a combination of state and federal funds, with a larger proportion, \$550,000, becoming available from state sources. A total of \$920,000 was granted to the seventeen Area Libraries.

Grants of \$15,000 each to potential Area Libraries were renewed for 13 of the 14 libraries funded in the previous year. Libraries successful in attaining Area Library status at the end of the five-year developmental program will be eligible to receive a base grant of \$35,000 annually, plus 20¢ per capita.

**Research Library Centers:** An allocation of \$140,000 in State aid funds made available grants of \$35,000 each to the four research libraries: Rutgers University Library, Newark Public Library, Princeton University Library, and the New Jersey State Library. In Fiscal 1969, Rutgers University utilized part of its grant to fund the compilation of a computerized periodical catalog and to provide free photocopying to all state colleges. Periodical holdings of all the state colleges will be entered in the Rutgers Periodical Catalog in the future. Princeton and Newark Public libraries continue to make their holdings available for serious research on a state-wide basis as the Reference Referral Center directs inquiries to their attention. A survey is being constructed to assist in the establishment of guidelines for the research libraries and a uniform method of reporting statistics. When completed, the guidelines will be submitted to the New Jersey Resources Committee for review.

**Incentive Grants — (Emergency and Development Funds):** Fifteen cooperative projects in which 103 libraries participated were funded under the \$100,000 allocation for incentive grants under the state aid program.

**Library Services to the Disadvantaged:** A new program for Fiscal 1969 was the awarding of Library Services and Construction Act grants to public libraries to provide public library services to the disadvantaged. Ten applications for grants totaling \$181,815 were approved in the Fiscal Year 1969. The following are the grant recipients and the amount of the awards:

**Atlantic City-Atlantic County, \$17,410.** The establishment of a library outlet at the Atlantic Human Resources Center as part of Project COOL. Materials selected will include paperbacks, large print materials, high interest-low reading ability materials, black history, and materials selected to supplement courses offered by the Atlantic Community College at the Resources Center.

**Camden City, \$48,560.** The purchase and stocking of a bookmobile to serve in the disadvantaged areas in Camden. The bookmobile will be predominately stocked with paperback materials and will also serve as an information center for such services as social security, consumer information, etc.

**Cape May County, \$15,467.** The establishing of a library outlet at the Atlantic Human Resources Center in Woodbine, New Jersey.

**Carteret, \$13,655.** The establishment of a storefront branch library in the disadvantaged area of Carteret, and the initiation of film programs, story hours, and creative arts and crafts programs for this area.

**Franklin Township \$7,299.** Assistance in providing materials for the Frederick Douglass Liberation Library located in the Hamilton Park Youth Development Project.

**Glen Rock, \$600.** Purchase of materials in Black History and rental of films to encourage participation in library activities. Space and materials for a reading tutorial program which will be conducted by volunteers in the library.

**Monmouth County, \$40,750.** A county-wide multi-faceted program including such functions as preschool story hours, using neighborhood people as storytellers; the use of a bookmobile for viewing films and filmstrips; various programs for parents, including home economics instructions; library study centers for young people at the Monmouth County Action Program Service Centers; neighborhood film programs, and teenage discussion groups.

**Newark, \$16,800.** The employment of a liaison librarian to work with the Model Cities Agency in the development of library programs.

**Trenton, \$13,400.** The employment of a liaison librarian to work with the Model Cities Agency in the development of library programs.

**Woodbridge, \$7,874.** The establishment of a library at the Woodbridge Adult Learning Center to provide materials for preschool children, adult basic education program, and the provision of the services of a professional librarian to offer advice and assistance to the Learning Center Staff.

#### **Northern New Jersey Metropolitan Regional Library:**

A Library Services and Construction Act grant of \$100,000 to the Newark Public Library in Fiscal 1968-69 funded the establishment of the Northern New Jersey Metropolitan Regional Library Center. The Regional Library, which serves approximately 4,000,000 residents of northern New Jersey, performs a major interlibrary

loan service by accepting all reasonable interlibrary loan requests from service areas of the following Area and Developmental Libraries :

Area Libraries		Developmental Libraries
Bloomfield	Linden	Clifton
East Orange	Plainfield	Madison
Elizabeth	Ridgewood	Morris County
Hackensack	Woodbridge	Paterson
Jersey City		

In addition, the Newark Public Library will experiment with various methods for more rapid delivery of interlibrary loan items. Rapid delivery methods may include direct vehicular delivery, commercial delivery agencies, first class mail, and mailing directly to the individual requesting the item rather than through the Area and local library.

The Newark Library in its Metropolitan Regional Library function also provides advisory and consultative services to Area and Developmental Libraries.

**Micro Automated Catalog Pilot Project:** Under Title III of the Library Services and Construction Act, money is made available to promote interlibrary cooperation. Part of the Fiscal 1969 allotment to New Jersey is being used to support a pilot project demonstrating the Micro Automated Catalog, a unique retrieval system.

The system consists of depositing microfilm copies of the State Library's catalog representing over 700,000 volumes of books, documents, journals and other informational material with appropriate equipment, in seven Area Libraries. Thus, the system retains the basic tool used by all libraries in locating book materials, the card catalog, converting it to cartridge microfilm form.

**Research:** Funds available under Title I and Title III, of the Library Services and Construction Act were used to initiate the following studies:

1. A study of four local libraries in Passaic County to determine which library or libraries should be designated as Area Libraries.
2. A study to determine the need for a centralized processing center in New Jersey.
3. New Jersey Area Libraries — a pilot project toward the evaluation of the Reference Collection.
4. An evaluation of the statewide plan for library development. Most of these studies are expected to be completed in the 1970 Year.

**LSCA - Title II, Construction:** Seventeen applications for public library construction grants under the provisions of LSCA, Title II, were received and processed

in Fiscal Year 1968-69. While nine applications were approved to receive grants, funding for only five projects was available.

The following data pertains to the applicants having received approval and funding of construction grants:

Library	Pop. Served	Sq. Ft.	LSCA Grant	Total Cost
Burlington County	242,230	34,723	\$150,000	\$1,050,000
Newark	398,170	5,000*	70,000	320,000
Cape May County	46,140	19,571	126,396	663,592
Gloucester City	16,610	10,108	56,300	281,500
Middletown Twp.	49,970	26,091	106,873	780,409
Totals	753,120	95,493	\$509,569	\$3,095,501

\*Square footage of addition to maintenance-service building. In addition, 10,000 square feet were remodeled.

## ESEA AND SCHOOL LIBRARY DEVELOPMENT

A 50 per cent reduction in Title II, ESEA funds necessitated the reduction of the consultant staff of the School Libraries Section, and a curtailment of the program of regionalized service which had been initiated in the previous year. The administration of Title II, ESEA, has been absorbed by the remaining staff in the State Library. School library consultants, nevertheless, responded to eighty-one requests for visits to schools to evaluate programs and library facilities. An analysis of these requests indicates the following trends:

1. Elementary concerns are centered around new programs and utilization of collections. Last year only one request for a workshop for volunteers indicates much more professional assistance at the local level.

2. At all levels libraries want help in evaluating collections and facilities. Since the publishing of *Standards for School Media Programs*, secondary schools are taking a new look at providing multimedia services and are concerned with integrating two departments in some cases, and providing facilities for non-print equipment and software. College and university visits have concentrated on teacher education programs in liberal arts colleges.

3. The importance of considering K-12 programs was reflected in the survey of Camden School Libraries. Using the information available from Title II, ESEA and the assistance of a librarian from Lending, the Consultants and Coordinator visited twelve schools.

Funding of Title II of the Elementary and Secondary Education Act provided \$1.5 million in grants for the purchase of library materials by public and non-public

schools. A total of 549 public school districts, and 17 institutions and agencies purchased books, periodicals and instructional materials with Title II grants. In addition, 681 non-public schools were benefited by the program.

The impact of federal funds is reflected in the increase in librarians serving public schools:

1964-65

- 402 secondary schools were served by 496 librarians
- 1832 elementary schools were served by 296 librarians

1967-69

- 414 secondary schools were served by 600 librarians
- 1933 elementary schools were served by 695 librarians

Many elementary librarians are serving two or three schools, and secondary schools are beginning to develop staff.

Private school development reflects a similar growth pattern.

**STATISTICAL SUMMARY, 1968-1969**

**COLLECTIONS**

Total beginning of year	701,294
Added during year (incl. Libry. for Blind)	37,189
Withdrawn during year	<u>2,919</u>
<b>TOTAL VOLUMES, END OF YEAR</b>	<b>735,564</b>

**CIRCULATION**

Main Library	106,543
Library for the Blind & Handicapped	193,830
<b>TOTAL CIRCULATION (F.Y. 1968 = 249,063)</b>	<b><u>300,373</u></b>

**REFERENCE AND RESEARCH SERVICES**

“Spot Reference” ) for Law, General Reference	15,612
“Searchers” ) and Reference Referral	13,856
Subject Requests (Lending Section)	3,841
Archives and History Bureau	<u>14,042</u>
<b>TOTAL REFERENCE/RESEARCH SERVICES (F.Y. 1968 = 33,523)</b>	<b>47,351</b>

## OPERATING EXPENDITURES

Professional Staff	\$470,246	
Non-professional staff	<u>381,390</u>	
Total staff costs		\$ 851,636
Books	103,093	
Periodicals	18,569	
Microfilm	<u>3,000</u>	
Total expenditures for materials		124,662
Binding and rebinding		7,220
All other operating expenditures		<u>260,006</u>
TOTAL OPERATING EXPENDITURES		<u>\$1,243,524</u>

## PUBLICATIONS

### Archives and History Bureau

“New Jersey Days”, a monthly mimeographed leaflet  
*Local Records Manual* (reprint, revised)

### Law and General Reference Bureau

*Checklist of Official New Jersey Publications*, V.4, No. 4, V.5, No. 3  
*Holdings of Interest to Educators, Periodicals-Documents 1969*  
*New Jersey Reference Referral System* (brochure)  
*New Jersey State Library Selected Education Accessions*, No. 1-No. 11  
*Reference Referral Broadside*, V.1, No. 1  
*Selected List of Books and Law Review Articles Added to the Law and General Reference Libraries*, 1968, No. 15-26; 1969, No. 1-13

### Public and School Library Services Bureau

#### Directories

*Area Library Directory, 1968*  
*Directory 1968-69 New Jersey College and University Librarians* (Anne Brugh, Douglass College, Editor)  
*New Jersey Directory Public Librarians serving Children and Young People*  
 (comp. by Nancy J. Vorbach, Maplewood Library)  
*Public Library Directory, 1968*  
*School Library Directory, 1968*

#### Information

*Architects of Some New Jersey Libraries* (1960-1968)  
*Bibliography of Selection Aids*  
*Bibliography of Some resources for Planning and Maintaining an Elementary School Library*

*The Card Catalog*

*Graduate and Undergraduate Library Schools in New Jersey Area*

*Guide to the Completion of an Application for a Library Services Development Grant, June, 1969*

*Guidelines for Filing Applications for Federal Funds Available through ESEA of 1965; Public Law 89-10*

*Information for Applicants, Public Library Construction, July, 1968*

*Library Audio-Visual Materials*

*Library Grant Programs, July 1, 1967 — June 30, 1968*

*Library Instructional Skills Program K-12*

*New Jersey Libraries 1969 — National Library Week*

*Public Library Statistics, 1968*

*School Library Statistics, 1967-68*

*State Library Newsletter*

*Syllabus — Basic Procedures Small Public Libraries*

#### **Policy Statements**

*Book and Materials Selection Policy, adopted 1967 by the New Jersey School Media Association*

*Book Selection Policy*

*Elementary School Library Facilities in New Jersey*

*Minimal Suggestions for Secondary School Libraries in New Jersey*

*Proposed Minimal Services Program for Area Libraries, August, 1968*

*Statement of AASL Policy on Student Library Assistants, Adopted 1967*

### **STATE MUSEUM**

During the New Jersey State Museum's fourth year of operation in the Cultural Center, public attendance rose to an all-time high. Over one-half million, 518,087, visited the Main Museum, Auditorium, and Planetarium.

Public, private and parochial school groups from New Jersey's 21 counties, and from Pennsylvania and New York, attended lecture demonstrations on natural history, the State House, and New Jersey Indians, making a total attendance of 81,254 teachers and students from 1,617 groups. The Film Loan Library, scheduled to be completely mechanized and operational by the end of the year, processed 13,847 requests for films and slides, shipping out 21,412, viewed by a reported audience of 275,676.

The Museum taped professional staff members lecturing in their subject areas for addition to our school and public lessons. Unlike many museums which seem literally to "close shop" in the summer, the Museum continued its policy of year-round programming with summer workshops for young people in the areas of astronomy, Indian crafts, history and natural history. "Romance in Opera," a staging of such popu-

lar operas as "Carmen," "Madame Butterfly," and "Hansel and Gretel," were presented with puppets and tapes to all ages, twice a day, three days a week, during July and August.

This year, in the college-oriented "Encounters with Excellence" program people who have achieved excellence in their areas of endeavor continued to be received with enthusiasm at various state, community, and private colleges. Weekend and holiday public programming at the Museum Auditorium included a variety of media geared for all tastes: films, concerts, operas, and an original play. In cooperation with the consul general and National Film Board of Canada, the Museum presented award-winning films produced by the National Film Board.

The Planetarium staff continued perfecting new ideas and techniques for special programs for the deaf. For example, they made a special video-tape on Indians for teaching deaf children. For a week in June, science teachers, planetarium or space laboratory directors and some university professors attended a planetarium education course held at the Museum Planetarium. The registration included participants from Montana, Minnesota, and Canada.

The Main Museum and Auditorium galleries displayed sixteen changing exhibitions of contemporary and historic art:

Three Artists View the Human Condition: An exhibition of paintings and graphics by Roosevelt artists: Jacob Landau, Stefan Martin, and Gregorio Prestopino (June 22 - September 15).

Serigraphs by Ben Shahn (June 29 - September 15).

Hunterdon County Art Center's Twelfth National Print Exhibition (July 6 - August 23).

Made in New Jersey: Ceramics (September 7 - December 7).

Selections From the Fine Arts Collection (September 14 - February 23).

Works by Sir Jacob Epstein From the Collection of Edward P. Schinman (September 20 - December 1).

Animals, Indians, and Panoramic Views: 19th Century Prints From the Museum Collection (October 12 - November 24).

British Painting Here and Now (November 8 - December 15).

Gifts From the Collection of J. Lionberger Davis (November 15 - indefinite).

Paintings by Frederick J. Waugh From the Collection of Edwin A. Ulrich (December 7 - February 9).

Two Generations of Photographs: Man Ray and Naomi Savage (December 14 - February 9).

Soft Art (March 1 - April 27).

Selections From the Americana Collection (March 7 - September 7).

Art From New Jersey/1969 (May 3 - June 29).

Porcelains by Edward Marshall Boehm From the Museum's Collection (April 15 - June 15).

Prints by Audubon From the Museum's Collection (May 14 - June 15).

In addition, the Museum took charge of the Department's exhibition at the New Jersey State Fair (September 14 - September 21), which included 12 Ben Shahn serigraphs and supporting materials. A brochure, "About Your State Museum," was prepared for distribution.

The Museum and the State Council on the Arts continued cooperative efforts to present excellent programs to New Jersey citizens throughout the state. Serigraphs by Ben Shahn, from the Museum's permanent collection, circulated on loan to art centers, libraries, schools and colleges in New Jersey.

Acquisitions for the Museum's fine and decorative arts' collections numbered over 700 objects. Some notable additions to the permanent collection included an 11 foot high, steel sculpture by Alexander Calder, a model for a larger version made for the Olympic Games at Mexico City. Availing itself of an unusual opportunity, the Museum also acquired two 30 by 60 foot mosaic murals representing a monumental work by artist Ben Shahn. The murals were purchased originally by the American-Israeli Shipping Company for the S.S. Shalom.

The Museum conducted natural history field research in various locations throughout the State. A brief summary of a 14-day operation during a period from May 4-27, 1968, at Island Beach, showed 1117 birds banded over 38 hours. The Museum pioneered this spring migration operation recovery program to test recoveries of spring migrants hoping to recover fall-banded birds. Flights in May were unexpectedly large compared with a 28.3 per cent increase from the previous fall banding. Based on this test operation, definite plans will be made to begin the same project next spring.

The 1968 field season excavations in the Tocks Island Reservoir area were carried out under the direction of the Museum's archeologist. During the past two seasons (1967 and 1968), a total of 276 features were located at the Bell-Browning site, Sussex County. These included storage, burial, cache, refuse, fire pits, and other evidence providing valuable information on the late phases of the Late Woodland and proto-historic periods in northwestern New Jersey. The crew excavated a total of 16,000 cubic feet of earth yielding 4,282 sherds (pottery fragments) and 1000 stone tools recovered from the pits as well as several bone and copper artifacts. Five human and four non-human burials were also located. From data secured this year, the Museum will conduct a program of intensive testing on seven selected properties to determine the extent of occupation in the Minisink Village area.

The Association for the Arts of the New Jersey State Museum completed its first year. Its membership now totals some 800 members interested in furthering the arts programs of the State Museum. The Association's art sales gallery opened to the public recently, presenting for sale works of art by artists of recognized professional accomplishment.

The Exhibits Bureau made program studies in the researching and design of the Cultural and Natural History Halls. Initial design and construction of the anthropological portion of the Hall of Science was completed with four major areas of concentration: Late Woodland Diorama: Chronology (Paleo-Indian to Protohistoric period); Archeology Techniques; Comparative Materials (e.g., Southwest, Northwest, etc.).

### **Marie H. Katzenbach School for the Deaf**

In 1968-69, the enrollment in the Marie H. Katzenbach School for the Deaf's day-residential program reached a record high of 547. This figure does not include the enrollees in the program for pre-nursery children and their parents. The pre-nursery group began with six children between the ages of 18 months and four years and grew to 16 children before the year ended. A State Department of Education "mini-grant" made possible the purchase of equipment for the parent-child instructional program.

This year, ground was broken for the new Lower School unit. This will house 75 five-, six- and seven-year olds and will allow the school to remove classes from living-quarters areas, eliminating sub-standard and makeshift classrooms.

There was an increase to 24 in the enrollment for experimental classes for hearing impaired children with communication and perceptual problems. Plans are complete to further enlarge this program by extending it to the middle school curriculum next year.

This year saw nine of 11 seniors pass the entrance examinations for Gallaudet College. Four of these were young men who also have been accepted into the National Technical Institute for the Deaf at Rochester Institute of Technology.

Both students and staff cooperated in three federal research studies. These included: 1. Vocational interest and abilities of the deaf; 2. Developing national norms for the deaf for Stanford Achievement Tests; and 3. Development of "readers" with a linguistic basis for the deaf.

Three textbook manuals were written by staff members and produced by the Curriculum Laboratory at Rutgers University.

In carrying out the Katzenbach School's obvious interest in the work of the group conducting the "Rubella Study", the administration attended meetings of that committee. In addition, the school staff worked closely with county helping teachers, when asked, by providing visitation, materials and consultation for teachers of hearing impaired children throughout the state. A day was set aside for visiting the Katzenbach campus and some 80 superintendents, supervisors, and teachers of children with impaired hearing took advantage of the opportunity to visit.

