

# ***Annual Report*** **1969 - 1970**



**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 1969-1970**

**Is Respectfully Submitted**

to the

**Legislature of the State of New Jersey**

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

**STATE BOARD OF EDUCATION**

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One vacancy exists at present.

*Secretary*

**CARL L. MARBURGER**

Commissioner of Education

## CONTENTS

	<i>Page</i>
STATE BOARD OF EDUCATION .....	2
DIVISION ACTIVITIES	
DIVISION OF ADMINISTRATION .....	5
DIVISION OF BUSINESS AND FINANCE .....	7
DIVISION OF CONTROVERSIES AND DISPUTES .....	12
DIVISION OF CURRICULUM AND INSTRUCTION .....	13
DIVISION OF RESEARCH, PLANNING AND EVALUATION .....	21
DIVISION OF VOCATIONAL EDUCATION .....	25
DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY .....	34
DIVISION OF THE STATE MUSEUM .....	45
BUREAU OF GRANTS MANAGEMENT SERVICES .....	48
MARIE H. KATZENBACH SCHOOL FOR THE DEAF .....	50
STATISTICAL SUMMARY .....	51



## **DIVISION OF ADMINISTRATION**

The Division of Administration consists of the Office of the Assistant Commissioner of Education, the Office of Equal Educational Opportunity, the Office of High School Equivalency, the Office of Personnel and Administrative Services, the Office of Printing, the Office of Statistical Services, the Office of Surplus Property, and the Office of Teacher Education and Certification. Effective June 1, 1970, the Office of Statistical Services was restructured and transferred to the Division of Research, Planning and Evaluation as the Office of Management Information.

The assistant commissioner is responsible for the internal administration of the department, as well as maintaining liaison with the governor's office, the legislature, the county superintendents of schools, other state agencies, the federal government, and the general public.

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

The office conducted a series of regional conferences to assist school districts with problems in the area of student activism.

The office prepared for distribution to school districts copies of new laws enacted, and prepared for printing the school law bulletin for the 1969 legislative session as well as a synopsis of pertinent school legislation. The office also prepared for printing and distribution the revisions, amendments and additions to the Rules and Regulations of the State Board of Education for the past school year and prepared and distributed the department's general master calendar.

In an effort to enhance the operational capabilities of the department, the office assisted in the study designed to determine the most appropriate method of managing necessary information and assisted the Governor's Management Commission whose purpose was to evaluate the management techniques of all state offices.

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

The Office of Equal Educational Opportunity was established by the State Board of Education to implement its policy and resolution to correct such conditions of racial imbalance as may be found.

The efforts to implement the objectives of the State Board Policy have been augmented and strengthened by a technical assistance contract from the U.S. Office of Education. The state department activity plus the work provided in that contract does much to assure equal educational opportunities for all youth insofar as they are affected by segregation, desegregation, or integration in terms of race.

In addition to the management responsibility for the federal contract, the Office

of Equal Educational Opportunity was given the responsibility by the State Board and the commissioner to develop the capacity of the state in providing assistance to local school districts and communities in their efforts to develop and implement plans to deal with the total complex of educational problems related to segregation, desegregation, or integration.

The office also:

- Supervised a 20 member Emergency School Task Force established by the Commissioner.
- Assisted and advised districts on methods of integrating Afro-American and other minority group contributions into their present curriculum.
- Conducted in-service workshops related to developing educational materials for teaching in desegregated classrooms.
- Worked with professional and lay groups throughout the State in areas relative to desegregation.
- Assisted districts in writing proposals for federal funding under Title IV.

### **Office of High School Equivalency**

The Office of High School Equivalency is responsible for four broad activities: supervision of all high school equivalency instructional programs in local school districts and in private non-profit agencies; the administration of all high school equivalency tests and record evaluations; funding of local equivalency programs.

It administered the testing and certification activities for high school equivalency students, supervised the administration of 12,000 tests and 20 college testing sites and issued 9,000 state high school equivalency certificates.

The office also prepared a comprehensive high school equivalency curriculum guide for use by some 1,000 teachers in local school districts, unions, industry, civil service, private agencies and community colleges. A Spanish edition of the High School Equivalency Information Booklet was prepared.

### **Office of Teacher Education and Certification**

During the past year, this office performed its customary functions of developing standards for teacher education and certification, and of facilitating the issuance of teacher certificates and:

- Organized the “approved program approach” for the advisement and certification of in-service teachers who hold emergency or provisional certificates.
- Instituted the “approved program approach” in business education, home economics education, and all vocational education areas.
- Initiated a data processing system for renewing sub-standard certificates.
- Entered the National Association of State Directors of Teacher Education and Certification system of interstate reciprocity.

- Established a system for the accreditation of teacher preparing institutions according to NASDTEC Standards.
- Reconstituted the New Jersey Joint Committee on Teacher Education with representation from the Department of Higher Education and Department of Community Affairs to implement the recommendations of the “Learning to Teach” document.
- Conducted a study, “A Review of the Imbalances in Teacher Supply in New Jersey.”
- Began the study of performance criteria in the various teaching fields and methods of employing these criteria.
- Assisted colleges and universities to expand their offerings in human and intercultural relations.
- Issued 40,923 teaching certificate authorizations.
- Explored with the Urban Education Corps and New Jersey Urban Schools Development Council various methods for recruiting and preparing teachers for urban schools.
- Provided consultant services to each of the twenty-one teacher preparing institutions in New Jersey.
- Approved seventeen new teacher education programs in eight institutions in New Jersey.

## **DIVISION OF BUSINESS AND FINANCE**

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

During the fiscal year 1969-70, two major projects were undertaken: a revision of the internal accounting system; a modification of the Department’s budget process.

Specifications for a new electronic accounting system to replace the present accounting machine were prepared. The new system, an NCR Model 500, was delivered to the Bureau of Business Services. Appropriate staff members including machine operators and programmers were trained in its use. At present, all accounting records and ledgers are being converted to the automated system. It is anticipated that this conversion period will be completed within three months, during which time accounts will be simultaneously maintained on both the old equipment and the NCR 500 in order to validate the new system.

At the request of the Commissioner, procedures were developed which will make possible the reporting of monthly expenditures on a division and program basis. During the trial period, these reports are being prepared manually. At such time as the equipment conversion is completed, reports will be generated automatically. Each assistant commissioner will receive a monthly statement relating the current

status of each account including the following data: original appropriation, current expenditures, encumbrances, year to date figures and balance on each account. Information of this type will make possible increased budgetary and fiscal control and will provide the Commissioner with additional information for decision-making purposes.

Closely related to the revision of the accounting system, a modification of the budget process for the department has been implemented. The annual appropriations for fiscal 71 have been allocated on a division basis. These division appropriations constitute input for the reporting process made possible by the data processing equipment.

In order to coordinate more closely the budget process within each division and to serve as liaison with the department budget officer and staff of the Budget Bureau, a cadre of divisional budget officers has been designated and trained. The immediate priorities of this group include the development of appropriate statements of objectives for each operational program and the redesign of more appropriate workload data. It is anticipated that the budget for fiscal 72 will be prepared on a line-item basis and in some type of program budget.

### **Bureau of Pupil Transportation**

It is common knowledge that school population in New Jersey has increased during the past decade. What many people don't know is that the percentage of increase in pupils transported has greatly exceeded the percentage of increase in school enrollment.

Statistics show that student growth increased 39½ per cent from 1959 to 1969. In the same ten-year period, the number of pupils transported increased 112 per cent. School buses, in 1959, transported 254,169 pupils as compared to 539,925 pupils in 1969. The yearly miles traveled by school buses increased from 40,000,000 to 72,000,000. These mileage figures do not include travel for extra curricular activities.

This transportation growth and New Jersey's dense traffic and the addition of private school pupils to the list of those to be transported has necessitated an intense program development in the area of pupil safety. During the past year, the bureau has:

1. Conducted inservice driver training programs for 2,225 drivers in 45 workshops throughout the State.
2. Conducted school bus safety classes for pupils in districts throughout the State.
3. Developed a curriculum approach to school bus safety.
4. Developed a color motion picture on school bus safety practices in both English and Spanish.

5. Trained elementary classroom teachers in five counties in the implementation of a school bus safety program.

6. Continued to provide speakers for service groups, parent teacher organizations, traffic safety conferences, and state and national conventions.

7. Conducted the two day, sixth annual inservice training conference for the state's pupil transportation supervisors. The meeting, which was attended by 225 persons, was well received and is developing an esprit de corps that links the Department of Education to its field organizations in a manner that extends a cooperative attitude of service.

8. Continued to edit and publish safety briefs, driver manuals, transportation handbooks, newsletters, maintenance procedures, driving techniques, etc., to insure a constant emphasis on safety for the transported pupil.

New Jersey's fleet of 10,000 vehicles, logging over 100,000,000 miles and carrying 600,000 pupils twice a day, did not have a single pupil fatality during the 1969-70 school year.

During the past year, the bureau has been conducting inservice training classes for school business officials and board secretaries in all of the twenty-one counties. These classes are presented not only for informational value, but to emphasize the role of the bureau in assisting in the overseeing of the State moneys.

Last year, as a result of program and operation control analysis conducted over a small percentage of school districts, the state was able to realize a saving of \$333,000.

## **BUREAU OF BUSINESS SERVICES**

### **Annual School Elections**

Of the 524 Type II districts voting on the amount of money for the school budget to be raised from local taxes, 167 lost the current expense portion of their budget and 144 lost the capital outlay portion. This represented a loss of either current expense or capital outlay or both in 171 different school districts or approximately 33 per cent of those voting.

In 20 instances the municipal governing body certified the same amount as voted for current expense. The corresponding number for capital outlay was forty-eight. Since in five school districts the municipality did not certify, or the municipalities certified different amounts, they were referred to the Commissioner.

Pursuant to Chapter 250, Laws of 1969, this is the first year that the second election was not held in Type II school districts. The thirty days provided in the new

law has given the municipal governing bodies more time to study school budgets and this should result in more favorable decisions by those bodies.

### **State Aid**

Payments of \$257,286,854 to 582 school districts in four installments were made under Chapter 85, L. 1954. The bureau directed payments of \$28,977,179.54 in School Building Aid to the school districts and transferred \$702,179.54 to the Capital Reserve Fund. The Capital Reserve Fund, accounts of \$2,854,818.92 for 87 school districts, was maintained. Interest earned amounted to \$134,834.36 during the year. Thirteen school districts withdrew \$278,190.73 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 \$646,678.00 and State Aid for Evening Schools for Foreign-Born Residents of \$80,470.08. It directed payments for Special State Aid, Chapter 85, L. 1961, for pupils resident in institutions and foster parent homes to 15 school districts in the amount of \$116,015.33. Payments of \$138,403 were made to 11 school districts for Special State Aid for Pupils Resident on State-Owned Property, ADE of 10 or more pupils. It also directed payments of \$525,121.76 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 and directed payments of \$135,666.58 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, L. of 1967.

### **Federal Aid**

The bureau supervised all financial transactions involving National School Lunch funds in the amount of \$2,067,211 and special assistance in the amount of \$34,815 and paid National School Milk claims totaling \$3,231,393.06. It supervised all financial transactions involving state funds totaling \$2,400,000 which supplemented federal moneys.

The bureau approved entitlements for current expense purposes for the 1969-70 school year under P.L. 874 totaling \$8,900,000. A total of \$1,237,644.81 was distributed under the National Defense Education Act.

The sum of \$29,425,086 was allocated for distribution to the school districts under the Elementary and Secondary Education Act, Title I, for more than 400 approved projects. The sum of \$1,414,427 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 2,173 participating public schools located in 512 school districts. Claims paid totaled \$647,085.00 for public schools. Six hundred fifty-three nonpublic schools made applications

amounting to \$273,313.13. The year 1969-70 was the third of Title VI-A of the Elementary and Secondary Education Act of 1965 and projects in the amount of \$771,823 were approved.

The sum of \$3,626,822.00 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 \$2,305,398.00 was allocated under P.L. 90-636 Manpower Development and Training. The 1970 state allotment for both institutional and training allowances was \$6,153,801. There were 175 projects subject to audit.

### **Secretary's Annual Financial Report (A-4)**

The annual financial report of the Board of Education (A-4) has been revised to facilitate its preparation. The major changes in the report include:

a. Separate reporting of overall school finance activities on regular and special education operations under the A4-1 Report and separate reporting on special education class costs and service expenditures under the A4-2 Report.

b. Reduction in size of the report, elimination of vertical lines, keeping pages on a loose-leaf basis to permit the preparation of report on a typewriter which will permit duplication of material on carbon or other mechanical processes.

This revision was the culmination of more than a year's work with a committee of New Jersey school business administrators and our staff. Instruction meetings have been held with school business administrators in five counties and additional regional meetings have been scheduled to give adequate coverage to the entire state.

### **Extension of Credit**

The bureau conducted 53 hearings for extension of credit involving proposed bond issues of \$167,217,500 to June 30, 1970.

### **Emergency School Building Aid**

The Bureau reviewed applications from 82 school districts for emergency building aid pursuant to Chapter 177, Laws of 1968, as amended, 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 the benefits of Chapter 177, Laws of 1968 amended, 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.

To date the bureau has processed applications amounting to \$40,284,000 to June 30, 1970. Fifteen of these also have been approved by the treasurer and the Division of Local Finance. The bureau assisted the legislature in the enactment of Senate Bill 938 which was approved by the Governor on June 30, 1970. This bill became Chapter 121, L. 1970 and amends Chapter 177, L. 1968. It clarifies procedures and specifically permits school districts to issue notes in anticipation of the sale of permanent bonds benefitting from the provisions of Chapter 177.

### **Bureau of School Planning Services**

Three bulletins in the Educational Facility Series were published. They were developed to assist planners and architects to design specialized areas for science and instructional media centers and to provide a standard formula for computing the pupil capacity of school buildings.

A two-day conference-workshop was held to analyze suggestions toward designing more effective school plants with more economical construction. Approximately 300 attendees represented architects, superintendents, educational consultants, planners, engineers and board members. It was cooperatively sponsored by the bureau with the New Jersey Chapter of the Society of Architects and the Graduate School of Education of Rutgers, The State University.

Appraisal studies of educational facilities were made for 63 public school buildings. Ninety-one proposed school sites were inspected and evaluated to assist local districts toward final determinations.

Research has been completed for the development of a facilities bulletin on site development and utilization. It will include suggestions on outdoor applications and implementation for programs on ecology and conservation.

## **DIVISION OF CONTROVERSIES AND DISPUTES**

### **I. Formal Appeals to the Commissioner**

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

	<b>1967-68</b>	<b>1968-69</b>	<b>1969-70</b>
Active Cases Beginning of Year	67	50	83
New Cases Filed During Year . . .	108	118	128
Total Cases Active During Year	175	168	211

	1967-68	1968-69	1969-70
Cases Decided During Year . . .	92	56	64
Cases Discontinued During Year	33	29	46
Cases in Process End of Year	50	83	101
Total . . .	175	168	211
Hearings Held (Number of Days)	77	94	135
Conferences Held . . .	58	77	91

The year's case load involved several appeals from budget reductions requiring multiple hearings and lengthy fact-finding reports. The case load also included two cases with complex legal problems resulting in unusually large records and lengthy decisions. These conditions in addition to a period of extended illness of one of the hearing officers caused fewer cases to be decided than would otherwise have been the case.

## DIVISION OF CURRICULUM AND INSTRUCTION

In 1969-70, the Bureau of Administration and Supervision piloted "A Guide for Conducting An Elementary School Self-Improvement Study" in 18 elementary schools throughout the state. With the pilot testing and revision, the guide will be available for use by elementary schools in the district-wide self-improvement program to be launched in 1970-71.

Approximately 12 districts will try the district-wide self-improvement program in 1970-71. "The Guidelines for Self-Study of Secondary Schools," currently in use as part of the state approval program, will be available for use by the secondary schools in the district-wide self-improvement program. Other instruments will be developed for use by the local district to study the activities and needs of the superintendent, central administrative services and business offices.

In order to use the expertise of educators in local districts and to expand the services of the Department as part of the self-improvement study (needs assessment) and follow-up services (consultant assistance), a program has been launched to orient and train a cadre of field consultants. Three orientation programs have been held involving over 300 local district and college educators for this purpose.

A one-year moratorium has been placed on the regular secondary school visitations in order to place major efforts on the district-wide self-improvement program. Only new secondary schools and those with limited approvals will be visited on the regular schedule for 1970-71.

The self-improvement program places major emphasis on district-wide needs assessment, the utilization of expertise from throughout New Jersey and a major

thrust in providing follow-up services for the improvement of elementary-secondary education in the State.

### **Elementary**

A total of 18 needs assessment visitations, plus three schools in self-improvement study and a state team evaluation of one elementary district were completed in 1969-70. Eighteen county helping teachers were assigned as project managers for the Self-Improvement Pilot Projects. It is estimated that there were 96 participants with 720 man days on this phase of the elementary program.

### **Helping Teachers**

During the past year, the Helping Teachers were asked to assume broader responsibilities for administration and curriculum development. In each of eighteen counties, one staff member was appointed to serve as project coordinator to direct the pilot program of elementary school self-improvements described at length elsewhere in the report.

In keeping with the diminishing need for direct classroom supervision in rural districts, the helping teachers were asked to consider themselves as consultants in curriculum and instruction and to serve as resource persons to any school district in the county. In this capacity, the members of the county staff can:

- a. extend programs developed at the state level.
- b. initiate and direct curriculum projects based on county needs
- c. participate across county lines in statewide projects.

### **Mini-Grant — The Teacher Innovation Program**

The responsibility for this program, now in its second year, was transferred this year from the Division of Research, Planning and Evaluation to Curriculum and Instruction. We are now responsible for the administration of the "Mini-Grant" program throughout the state. A total grant of \$100,000 will be made to teachers for innovative teaching ideas. So far well over 1500 applications have been reviewed.

### **Regional School Districts**

The Division of Curriculum and Instruction, through the Deputy Assistant Commissioner, served as a resource to the Commissioner's Committee on School District Reorganization. The final report of the group (popularly known as the Mancuso Report) was submitted to the State Board of Education. Although no official actions by the Board or Legislature have taken place, the impact of the report was to simulate considerable discussion particularly in existing regional high school districts on the part of the constituent elementary districts. Although no K-12

proposals reached the voting stage, a climate for bringing these districts together has been established. In some cases, however, it will take a legislative mandate to eliminate small and inefficient operating districts.

The Bateman Report which has been incorporated in Senate 575 holds much promise for improving quality education in the state. Through a new equalization plan and financial incentive for educational comprehensiveness, some of the objectives sought by the Committee on School District Reorganization may be achieved. If Senate 575 is implemented, it is obvious that the Division of Curriculum and Instruction will be required to play a major role in determining the classification of school districts and in providing technical assistance to those districts seeking to improve their reimbursable classification.

## **AUDIO-VISUAL OFFICE**

### **County A-V Centers**

One of the responsibilities of the State Audio-Visual Office is the general supervision and administration of the County A-V Centers. A bill authorizing these Centers was passed by the Legislature in 1950. This program serves 495 New Jersey school districts in 20 of the 21 counties.

This program is financed largely by contributions from participating school districts. During 1969-70 the 495 school districts participating in this program contributed \$470,453.89. The State provided \$50,000 in matching aid while the Boards of Chosen Freeholders in five counties provided an additional \$31,698.73.

A factor that has greatly influenced the amount of material for school use through the County Centers has been the National Defense Education Act. During 1969-70, \$174,469.40 was contributed to the County Centers from N.D.E.A.

The 20 County Centers now own 26,175 16mm sound films. During the 1969-70 fiscal year \$390,705.94 was spent for additional films.

Having materials available is of little value unless the materials are used. During the period covered by this report 323,553 films were borrowed by schools and viewed by 19,413,180 pupils.

During 1969-70 the State Legislature increased the matching state aid to the County Centers from \$2,500 to \$5,000. Legislation was also passed making it possible for private, non-profit schools to make use of the services of the County A-V Centers.

### **Leadership in T.V.**

From 1950 to 1954, the New Jersey State Department of Education conducted

an experimental television project. The Audio-Visual Office was directly in charge of this project. Since that time, school administrators of New Jersey have turned to the State Audio-Visual Office for help and advice concerning television receivers, master antenna installation, advice concerning video tape recorders, monitors, television cameras, etc. The administrators also seek the help of the staff of the Audio-Visual Office concerning proper utilization of classroom television.

To provide administrators with guidance, a limited amount of television equipment is available for demonstration and evaluation in our Demonstration Center.

### **Audio-Visual Demonstration Center**

The Demonstration Center is the heart of the work of the Audio-Visual Office. No other state has anything similar. Over \$200,000 worth of audio-visual equipment is on loan from manufacturers "on a permanent loan basis." New models are sent in as they become available and obsolete equipment is returned to the manufacturer.

Those interested in purchasing equipment come to the Center to see and to operate the latest equipment available. The prospective buyer decides for himself the equipment best suited to meet his needs. The staff of the State Audio-Visual Office does not recommend specific makes or models but we do feel an obligation to inform those interested in the latest equipment available.

### **Audio-Visual Workshops**

The staff of the Audio-Visual Office cooperated with school administrators in planning and conducting workshops. These workshops were of many different types. Some were county workshops, some were for teachers of a number of different school systems joining together for a workshop session while still others were for a single school or school system.

Workshops are extremely important and are badly needed throughout the entire state. Additional professional staff members are needed as well as funds to hire consultants. A well-equipped mobile unit should be provided if the Audio-Visual Office is to begin to adequately serve the needs of New Jersey schools.

### **Special Education and Pupil Personnel Services**

As most of the activities of the (old) Bureau are encompassed in the annual reports of the Offices (now bureaus) of Special Education Services, Pupil Personnel Services, and of Special Education Program Development and Evaluation, the chief accomplishments are summarized below:

- Reorganization of Bureau into areas of responsibility.
  - a) Special Education Services
  - b) Pupil Personnel Services

- c) Program Development and Education and
  - d) Preliminary establishment of Area Coordinators to provide more direct administrative, supervisory and planning dimensions for the county personnel and the multi-county region they serve.
- Completion of the Rules and Regulations pursuant to Title 18A Chapter 46.
  - Implementation of a computer system for the establishment of information on all handicapped students in the State.
    - a) Computerized public school class listing
    - b) Computerized non-public school class listing
    - c) Home instruction listing
    - d) Supplementary instruction listing
  - EPDA GRANT - \$129,000
    - Developed programs for the education of nurses, administrators and other personnel to upgrade knowledge in Special Education.

### **Office of Pupil Personnel Services**

The office has initiated a statewide in-depth study of the use of home instruction in the education of the handicapped. From information gathered incidentally by members of the Division of Curriculum and Instruction, it appears that home instruction needs careful look and closer supervision.

Funds were obtained from the Hoffman-LaRoche Company, makers of pharmaceuticals, to develop a one-minute and a five-minute film depicting the use of child study teams in the schools of New Jersey. The one-minute film is to be used on television to call attention to these services and the five-minute film is to be shown to boards of education, civic groups, clubs and school staffs to increase the awareness of what is going on in the schools and to enlist support for child study activities.

A study of 76 school age children who committed acts of atrocious assault or murder has been completed.

### **Bureau of Special Education**

The Bureau of Special Education Services was first established as the Office of Special Education Services July 1, 1969. The establishment of this Bureau has provided the means by which special education services to the local districts has been improved.

Work began in the past year on developing a series of regions within the various counties. Cooperating school districts within these regions, through the regional cooperative approach, will be better able to provide needed services and classes. This will be particularly true for those districts with a low incidence of handicaps.

A script has been written and slides prepared to depict the special education program from the time the child is identified until he or she is placed. The slides and commentary will be available shortly through the Cumberland County superintendent's office.

### **Office of Special Education Program Development and Evaluation Services**

Among the activities of the office in the past year was the development of a state plan required by the Bureau for the Education of the Handicapped to maintain the department's eligibility for federal funds for the handicapped. This plan was developed in close cooperation with the Division of Vocational Education, the Department of Institutions and Agencies and the Division of Research, Evaluation and Program Development.

The office has initiated a management information system to establish a collection and dissemination system for statistics on handicapped pupils, staff members serving them and, in some respects, expenditures related to special education services in New Jersey public schools and to an extent private schools.

In November, 1969, the office was given the administration and management responsibilities for the Special Education Professions Development Act (EPDA) program. This project involves in-service training for some 1,800 public and private school educators and also provides graduate course studies for another 300 educators. The primary thrust of the EPDA program was to acquaint educators not directly involved with special education with the needs of handicapped children in terms of educational programs and services.

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

During fiscal year 1970, the Office of School-Industry Cooperation, in joint effort with the Division of Vocational Education and the Central Jersey Industry-Education Council, completed the first steps in the formation of the New Jersey Industry-Education Council. The council will serve to stimulate increased cooperation between the world of education and the world of work throughout the state.

Another milestone was the receipt by the Camden City School District of a federal grant under which the Radio Corporation of America, under contract, will provide a systems approach to the district's educational problems and a program of staff development.

The office also evaluated the partnership arrangement between the New Jersey Bell Telephone Company and Newark's Central High School. This partnership has provided Central High School's students and teachers with a developmental reading

program, a pre-employment readiness program and the use of a closed circuit television system.

## **EDUCATION PROGRAM FOR SEASONAL AND MIGRANT FAMILIES**

The Educational Program for Seasonal and Migrant Families is funded under Title I (E.S.E.A. — P.L. 89-10 and amended 750) and supported by state allocation and operated by the Migrant Office of the New Jersey State Department of Education.

The following criteria are used to identify a child or adult for services in the program. In *priority* order:

1. Migrant families who arrive in the state during the spring or summer of the year and are involved in farm activities.
2. Migrant families who arrived in the state during the past 5 years and may or may not be involved in farm labor work at present.
3. Seasonal farm work families who are New Jersey residents but move from farm to farm seeking work.
4. Rural deprived families.

Three major types of seasonal farm workers employed in New Jersey are:

1. Puerto Rican — 2 types, the contract-worker who comes to New Jersey under contract to Glassboro Service Association, the non-contract worker who makes his own arrangements for employment.
2. Day-haul and local workers who only work in agriculture to supplement their income.
3. Negro interstate worker who goes where the crops are, traveling up the eastern seaboard, works 4 months.

Migrant Summer School effort is organized to assure that all the needs of a migrant family (educational, health, and social) are properly served while in New Jersey. It is a 12-month program.

From as early as April, when migrant and seasonal families arrive in New Jersey, and to as late as November when they depart, the State Department of Education is responsible to see that they are identified and enrolled in schools.

### **Nutrition**

Each child receives a nourishing breakfast and a full well-balanced Type A

School Lunch. Supplementary snacks are provided to children in the extended late-afternoon programs.

Menus are carefully planned. Government surplus foods are incorporated in attractive and tasteful ways.

Family type eating situations are fostering sound eating patterns and acceptance of foods as well as sociability, communitive skills, and even cognition development. Teachers, nurses, and dental students help the children in a variety of ways to understand the importance of good nutrition.

**HEALTH** — All possible is done in the short time available to identify and deal with medical and dental problems and to protect against disease.

The services of a physician, nurse, dentist, dental assistant and dental student will be provided for each school.

Medical services include:

1. a complete physical examination
2. comprehensive program of immunization — diphtheria, pertusis, tetanus, polio, measles and smallpox vaccine.
3. time test for T.B.
4. vision screening
5. hearing tests
6. screening and treatment of ringworm and other diseases.

**INNOVATIVE EDUCATIONAL PRACTICES** are used in this program, including:

- ... Inter-disciplinary approach
- ... Small pupil-teacher ratio 12 to 1
- ... Use of supportive personnel . . . an aide in every classroom
- ... Ungraded classes
- ... A variety of instruments to assess needs and evaluate growth
- ... Individualized programs of instruction
- ... Field trip experiences with careful preparation and follow-up
- ... Multi-ethnic and bi-lingual motivations
- ... Vocational oriented effort programs for migrant youth
- ... 50 assigned practicum teachers from Glassboro
- ... There is increased parent involvement encouraged through:

1. Open-door policy at all times
2. Personal notes to parents praising child's work and encouraging parents' interests

3. Newsletters sent home
4. Mothers aides on staffs
5. Invitations to school functions
6. Open house
7. Family picnics
8. Parents night program

A total of 19 summer schools are operating in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Middlesex, and Salem Counties.

*Atlantic County* – Buena: Donini School, Collings Lake School

*Burlington County* – Indian Mills School, Fieldsboro School

*Camden County* – Archway School

*Cape May County* – Woodbine Elem. School

*Cumberland County* – Bridgeton, Cedarville, Stow Creek, Port Norris, Vineland, and Deerfield Twp.

*Gloucester County* – Elk Twp.: Aura School, Swedesboro

*Middlesex County* – South Brunswick: Green Brook School, Cranbury School, South Brunswick Vocational High School

*Salem County* – Woodstown School, Mannington School

#### **Breakdown by Type of School:**

- 19 summer-day schools – (age 3 to 16)
- 5 day-care centers (infancy to 3)
- 7 head start (age 4 to 5)
- 1 vocational training school (age 16 – up)
- 5 mobile vocational units
- 3 camping programs (age 9 – 14) 200 children

## **DIVISION OF RESEARCH, PLANNING AND EVALUATION**

### **Office of Program Development**

The Office of Program Development has been engaged in activities relating to management and the initiation of innovative educational programs, particularly, but not exclusively, those generated by Title III, ESEA.

New areas of accomplishment were the development and implementation of a program development manual which was utilized for the first time with Title III proposals funded with FY-70 funds. The manual was the result of department-wide cooperation through the Program Development Council.

The procedure was simplified for processing Title III proposals. Initial applications were submitted on simplified pre-proposal forms. This generated a much larger response among school districts. Detailed proposals were prepared only by those selected for further development.

Twenty-two new projects were funded for the coming school year under ESEA Title III with grants totaling \$932,208. These were selected from 116 proposals representing requests for \$8.5 million. Reflecting educational priority areas, four of the new programs are in early childhood education, three are in staff development, three are in planning, and two are in the area of racial isolation. In addition to five special education grants, there are five other projects representing a variety of categories. These include a learning experience module, a project to individualize instruction, a county-wide social studies program, a pollution education center, and a language arts study.

The goal of accountability came closer to realization through the design and implementation of a new management system, which includes the assignment of project expeditors to each project. The expeditors are drawn from several Divisions of the Department, County Offices and Intermediate Units. The expeditors will assist districts in the implementation of their project. Other aspects of the management system include a refined evaluation and monitoring procedure, new continuation application and project phase-out procedures. The system has been applied to the new Title III projects as well as 54 previously funded projects.

The office, in cooperation with the consultant for Hispanic affairs, provided assistance to the state-wide Hispanic Advisory Council and participated in the preparation of bi-lingual education programs funded under ESEA Title VII. Grants were issued by USOE for \$802,788 to Vineland, Hoboken and Union City.

The office assisted in the preparation of a master plan for environmental education for New Jersey. This has been submitted to USOE for support as a nationwide model for programs in this area developed with the cooperation of the New Jersey Council for Environmental Education.

The office coordinated the activities leading to the creation of a model urban education personnel development program involving the Camden City schools, private industry (RCA, Education Division), and the State Department of Education. Systems analysis and design, performance based instruction, community advisory council, differentiated staffing, and performance subcontracting are elements of the overall plan which attracted funds exceeding \$800,000 for the first year from a variety of federal, state and local sources, with a major share from the U.S. Bureau of EPD.

The office managed the preparation of a three-phase grant to the State Department of Education under EPDA for the expansion and development of differentiated staff development. This will be managed through the Educational

Improvement Center, South Jersey, and will include a state-wide planning effort, a nation-wide evaluation of differentiated staff utilization, and a reformulation of teacher certification standards. The grant was for \$100,000 for FY-71.

The office facilitated the productive relationship between the department and two experimental intermediate units, Urban Schools Development Council (USDC) and Educational Improvement Center (EIC). Through these units were conducted management training for administrators, project evaluation, teacher training, specialized curriculum development, legislative assistance and grant proposal development for local education agencies, among other activities.

### **Office of Evaluation**

The Office of Evaluation was integrated, in June, with the Bureau of Statistical Services to form the new Office of Management Information. The title for this structure was appropriately changed to the Office of Evaluation.

The major function of this office is the evaluation of Title III Elementary and Secondary Act projects. A total of 40 projects were evaluated and/or audited during the past year.

The office cooperated with the Office of Program Development to design, review and implement the Title III Grants Management System for project control.

The Branch was instrumental in providing services to the State Board Committee on Evaluation and Testing. This committee worked for the past year on a study of the concept of evaluation and testing in education on the federal, state and local levels. A report was written with recommendations to the State Board of Education for the future directions of the Department of Education in this area. The report was approved by the State Board in the June meeting.

The branch director represented New Jersey on the Joint State-Federal Task Force to develop a consolidated reporting and evaluation system for federal programs in education. This task included the design, development, and field testing of the instruments for the system. Three instruments were developed and are currently being field tested with sample school districts in the state.

The Branch has been requested to develop an evaluation system for the Drug Education Act passed in the June session of the Legislature. Preliminary meetings have been conducted which will result in a report to the Legislature in 1971.

In cooperation with the Office of Planning, a proposal was prepared for Section 402, Title IV of the Elementary and Secondary Education Act to strengthen planning and evaluation in the Department of Education. The proposal was for a three-year grant, totaling \$286,000.

## **Office of Planning**

The Office of Planning concentrated its efforts in six major areas:

First, the state-wide Needs Assessment Program, mandated under Title III, but broadened to include a full inquiry of State education needs, was introduced to the public through two state-wide conferences on educational goals. It is anticipated that future activities in this project will include regional and local meetings, a state-wide public opinion survey, and a final report by the State Board of Education on desired educational goals.

Second, the work of the Department's PPB Task Force comprised the development of a suitable program budget structure, initial work towards transforming the traditional line-item accounting system to a program format, and the preparation of three issue papers on major problems facing the department. One of these papers, on evaluation of New Jersey education, was the starting point for an extended analysis prepared for, and endorsed by, the State Board of Education. In addition, the task force chairman advised a number of local school districts on applying PPB principles to their management.

Third, the Coordinating Council for Planning continued its work on overall planning policies and procedures for the Department, with special emphasis on coordinated preparation of required state plans.

Fourth, the Office director and members of the Coordinating Council for Planning took part in joint planning conferences and activities sponsored by the States of New Jersey, New York, Pennsylvania and Delaware.

Fifth, the Model Cities project, which installed education planners in nine cities in the state, offered extensive technical assistance in the preparation of education plans for these areas. This project has been re-funded for 1970-71 by the Department of Housing and Urban Development.

Sixth, in cooperation with the Urban Institute, Washington, D.C., the Office directed an inter-agency task force on school food programs in the state. One result of this effort was the award to the department of an Office of Economic Opportunity grant to extend school feeding programs to larger numbers of needy students.

## **Office of Research**

The Office of Research and Development was active on several fronts during its first full year of operation.

The successful development and dissemination of the State program for Teacher Innovation was implemented further by the orderly detachment and transmittal of the Program into another Departmental Division.

Through the Research Coordinating Council the Office has exerted leadership in

important statewide research-related matters including the issuance of a "Statement for Protection of the Individual Educational Research Projects."

The office remained intimately involved in the coordination and management of four experimental development centers. The visit of the assistant commissioner from the U.S. Office of Education to one center and expansion of training programs in another center were highlights of information diffusion activity related to the centers.

The office has assisted researchers in development of research based proposals, and has fostered statewide research-related activity under several titles of the federal Elementary and Secondary Education Act.

Research information dissemination was a major activity and concern of the Office, and a preliminary draft of a plan for a statewide research information system was developed. Liaison with the Research Utilization Branch in the Office of Information Dissemination of the U.S. Office of Education was initiated and maintained; and Educational Resources Information Center and Putting Research into Educational Practice are object examples of services and products newly available in the department as a result of the liaison.

## **DIVISION OF VOCATIONAL EDUCATION**

### **Distributive Education**

The Distributive Education Unit provides for the training needs of workers engaged in management, marketing and merchandising. The instructional emphasis has been in hotel-motel services and management and distribution occupations where employment needs are critical.

Conferences have been held with superintendents and principals for the purpose of discussing new or expanded distributive education programs. New instructional units have been planned for adult education, school administrators, business groups, and others interested in this area.

### **Occupational Research Development**

The Occupational Research Development Resource Center, has a collection of 11,000 research documents concerning vocational education and career development and provided state-wide information services for a target population of 10,000 New Jersey vocational educators.

A key part of its activity during fiscal 1969-70 was carrying on an intensive alerting service through a quarterly journal entitled *Feedback of Occupational Research Development* and through a monthly title-key-word listing of research

documents and periodical articles entitled *Current Research and Discussion in Vocational Education*.

Two special publications of the Resource Center during fiscal 1969-70 have been an inventory of New Jersey research concerning this field and a comprehensive list of bibliographies on key topics. They form part of a series entitled "Occupational Research Development Monographs".

The first of these special publications was entitled *An Inventory of New Jersey Research concerning Vocational Education, 1931-1969*. The second of these publications introduced, described and reported the availability of bibliographies concerning vocational education during the period 1960 to 1969.

### **Vocational Curriculum and Media Research**

From January to June, the Vocational Curriculum Office received from local school districts 279 applications for new courses or major course modifications in existing courses. Of this total 121 applications were recommended for approval by the State Board of Education while 10 were not recommended. Of the remainder, 65 applications are awaiting courses of study and other material to support the approval request while decisions on the other 83 applications are in process.

The Division of Vocational Education has sponsored 17 candidates to develop vocational-technical curriculum projects at the 1970 Vocational-Technical Curriculum Development Laboratory as well as cooperating with local educational agencies in the sponsorship of 38 others.

The director of Vocational Curriculum and Media Research conducted a study of occupational opportunities in the aviation industry. It is hoped that through the cooperation of the Federal Aviation Administration some trial cooperative education programs can be developed.

### **Business Education**

Business Education personnel accomplished the following projects during the annual reporting period:

A. Structured new state-wide plan for improvement of business education at all academic levels in New Jersey.

B. Developed cooperative relationship between Business Education personnel in the Vocational Division and Business Education teacher education institutions by meeting with staffs and faculties to plan workshops and seminars.

C. Conducted conferences for evaluation of scholastic credits for type-writing courses in secondary schools.

D. Conducted an in-service program for Camden City stenography teachers on the block system of vocational office education.

E. Conducted a series of conferences with chairmen of business education departments in Ocean County high schools to restructure business education programs. Initiated a survey of office occupational skills in Ocean County business and industrial organizations to form the basis of curriculum revision of business education programs.

F. Conducted a cooperative office education coordinators conference which was attended by 98 teacher-coordinators of cooperative programs.

G. Initiated preliminary planning of a comprehensive business education survey to examine present status of business education in New Jersey.

H. Completed plans for two in-service institutes in computer programming to be held at Rider College and Newark College of Engineering from June 29 to July 24, 1970.

I. Completed plans for a one week in-service instructional media workshop to be held for business education teachers at Trenton State College, August 17-20, 1970.

### **Technology for Children Project**

The Technology for Children Project was initiated four years ago by the Division of Vocational Education and is jointly funded by the Department of Education and the Ford Foundation. The project trains teachers to combine technological activities with regular academic lessons for children in grades K-6. Teachers participating in the project create learning environments with tools, machines and materials that offer each child opportunities to discover his own problem solving abilities and to better understand his future career role in a complex technological society.

Program implementation is operative in 114 rural, suburban, and urban classrooms in 16 New Jersey counties. Highlights of the year included a summer training institute in an inner-city elementary school; a series of three-day inservice training workshops with five follow-up sessions for 40 regular classroom and special education teachers; a state-wide spring conference for participating teachers; the introduction and utilization of electronic computers in the project's sixth grade classrooms. This past year the Technology for Children Project was awarded a medal of achievement by the Aerospace Education Foundation as one of the educational projects using the most innovative teaching practices in the nation.

### **Introduction to Vocations**

Originally a pilot program, Introduction to Vocations was started in 1965 with 14 school districts represented. In 1969-70, there were 76 programs representing approximately 4,425 students. Primarily for ninth grade pupils, it is designed to provide opportunities to stimulate occupational awareness, not to teach skills.

Introduction to Vocations has been organized as an integral part of the students' over-all educational and guidance program. It provides a broad occupational information base upon which the student may make wise course decisions as he progresses toward the world of work. Exploratory, "hands-on", manipulative experiences are offered in a wide range of short term cycles which help students develop more realistic goals and self-concepts.

Actual classroom instruction and some exploration takes place in the school. Close involvement and utilization of community facilities, including business and industrial sites, extends the range and breadth of classroom instruction. With the cooperation of business and industry, three additional cycles have been prepared: Mechanical Contracting, Transportation, and Textiles.

## **Career Development**

### **Industry-Business-Education Cooperation**

The Central Jersey Industry-Education Council is serving the schools and industries of Carteret, Edison Township, Metuchen, Perth Amboy, Rahway and Woodbridge Township to assure that education, business and industry are functioning in an atmosphere of mutual concern and involvement which can greatly contribute to the effective use of human resources.

The ultimate goal of industry, business, and education cooperation is that each member coordinate its efforts with the others in initiating, developing and implementing activities relevant to a total "team" effort.

### **A Model Career Development Program**

Educators have long been cognizant of the commitment of the school to attend to the career development needs of the individual. However, insufficient progress has been made relative to the identification and implementation of sequential techniques and procedures that might be used on a pre-school to adult basis.

This country is now at a stage in its technological history that makes it imperative that positive steps be taken to prepare people for meaningful, satisfying employment.

Fortunately, good programs do exist in our schools, but generally as isolated facets of career development experiences, some offered in one school and some in others. No school in New Jersey as yet offers career development experiences in a grade by grade sequence pre-school to adult. This program addresses itself to the problem of pooling these many segments in a single school district so that they may be offered as a comprehensive program attuned to the continuum along which career development takes place; pre-school to adult.

Within such an educational climate, it will be possible to study relatedness of

experiences, coordination of community resources, staffing needs, evaluation procedures and a host of other aspects of the career development concept that cannot be tested and refined where the 'continuum' is lacking.

## **Vocational Guidance**

### **Job Placement**

It is felt that all students can benefit from job experiences. However, a part-time job experience can be particularly significant to the student who is not attuned to the relevancy of education and work nor associated himself with any career plans. Job opportunities that aid him in exploring his skills and interests should contribute to his ability to make realistic vocational plans. Job placement is recommended as an integral facet of a sequential guidance and counseling service which is aimed at attending to the vocational development needs of all high school youth.

The major purpose or goal is to encourage educators to accept a commitment to provide adequate placement services for *all* high school youth. An important aspect of this service is that appropriate *placement* must be interpreted as an effort to meet the "next step" needs of each individual within the framework of career development.

Schools offering job placement services are Bridgeton High School, Dover High School, Hoboken High School, Lakewood High School, Trenton Central High School.

### **School Community Coordinator**

In New Jersey, seven communities as a result of VEA funding employ School-Community Coordinators. They are Linden High School, Passaic County Voc/Tech High School, Elizabeth High School, East Orange High School, Perth Amboy High School, Morristown Adult School, Plainfield High School.

The rationale for the implementation of this program is that the vocational development of an individual is stifled where support and opportunity for growth is lacking in the home, the school, the community, and in employment. Many factors combine to contribute to inadequate and inappropriate lines of communication that exist among these facets of our society especially where minority populations are concerned.

## **Youth Leadership Development**

The vocationally oriented youth organizations in New Jersey include the Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America and the Vocational Industrial Clubs of America. These organizations are an important and integral part of the curriculum of the various vocational area disciplines and have as their basic objectives the development of leadership, citizenship, and cooperation.

Division of Vocational Education professional staff members have been assigned to work with these youth organizations as state advisory and executive secretaries. Approximately one-half time has been devoted to youth organization work.

The following are the total 1969-70 membership in the five vocational youth organizations: Distributive Education Clubs of America — 87 Chapters — 1890 members; Future Business Leaders of America — 100 Chapters — 3000 members; Future Farmers of America — 21 Chapters — 833 members; Future Homemakers of America — 49 Chapters — 1500 members; Vocational Industrial Clubs of America — 10 Chapters 225 members.

### **Special Needs and Cooperative Education**

Growth in the programs and activities of the Bureau of Special Needs and Cooperative Education has been given a big boost under Vocational Education Amendments of 1968 because of the mandated monies for programs for the disadvantaged and handicapped.

The Special Needs program includes two separate vocational fields of programs and services — the area of the handicapped, and the area of the disadvantaged. In each of these fields, there is a further breakdown of program areas in which the bureau is involved:

1. Special pre-vocational programs (Employment Orientation).
2. Programs involving single and specific vocational areas.

Eighty programs for the handicapped were funded through the bureau, almost half of which (39 programs) were employment orientation. This is an increase from 22 programs of employment orientation in the previous year.

Eighty programs for the disadvantaged were approved, of which five programs were employment orientation for the disadvantaged and the rest were in a variety of specific vocational areas.

Some \$225,000 has been awarded to the districts so that summer programs might continue in vocational facilities which for the most part had previously remained idle during the summer months. The number of special needs pupils served during the regular year was approximately 2,800 handicapped and 7,500 disadvantaged.

Three Mobile Vocational Units served approximately 210 handicapped pupils and 360 disadvantaged pupils during the school year, and approximately 100 migrant pupils during the summer period.

The growth of Cooperative Industrial Education has continued during Fiscal, 1970. The number of schools approved to offer programs has risen from 180 to 210.

In addition, a WECEP (Work Experience Career Exploration Program) has been started. This innovative program is a two-year experiment in cooperation with the Bureau of Labor Standards and permits 14 and 15 year olds to work for pay in part time employment during school hours. Between January, 1970 (the starting date) and June, 1970, some 200 young pupils in 13 programs collectively earned \$42,000. The number of programs approved has since risen to 23.

When work study is coupled to a summer extension of vocational programs it affords the local district an opportunity to utilize facilities practically year round. The program also gives the disadvantaged student who may have dropped out during the school year a chance to re-enter and earn while learning.

### **Private Business and Correspondence Schools**

The composition of the private business school group has been in a constant state of flux during fiscal 1969. Eleven new schools were approved during the year and 12 more are in the process of securing State approval. On the other hand, eight schools have gone out of business and a few more are presently in financial difficulty.

During 1969, the bureau issued provisional licenses to 142 sales representatives of correspondence schools. Ninety-one standard licenses were also issued. For the first six months of 1970 the numbers are 155 and 39 respectively.

Two in-state correspondence schools which were approved during fiscal 1969 have gone out of business. During fiscal 1970, two additional schools were approved and two more are in the process of being approved.

During fiscal 1970, six out-of-state correspondence schools applied for permission to solicit in New Jersey. Four were approved; two were disapproved.

### **Private Trade and Technical Schools**

During 1969-1970, 13 new trade and technical schools were approved and began operating. These schools offer training in: electronics, instrumentation, repair of data processing equipment, diesel engine and truck mechanic, health occupations, dental mechanics, drafting, electrical wiring and repair, and poodle grooming.

During this year, six additional flight schools were approved for Veterans Training. One of these schools offered training in Rotorcraft — Helicopters. The others offer the full range of advanced courses in fixed-wing aircraft.

In addition, in 1969-70, one additional beauty school was approved for the training of veterans and four large corporations entered the private trade and technical school field in New Jersey.

### **Area Vocational-Technical Schools**

Facilities construction for Area Vocational-Technical Schools amounted to 2,278,000 square feet during Fiscal Year 1970. This will accommodate 2,925 additional full-time students and 9,000 part-time students. State, federal and local funds involved total \$15.4 million.

Schematic plans and educational specifications are being developed for four county systems: Cumberland, Mercer, Atlantic and Ocean. This includes seven different facilities, all of which will be shared-time. The bureau is also working with Salem and Gloucester Counties. In Salem County a plan for Vocational Education at the secondary level was started and a County Board for Vocational Education was appointed in Gloucester County.

Both Atlantic and Cumberland Counties are planning facilities for programs in aviation mechanics including air frame and power plant mechanics. Ocean County is planning a facility for marine trades.

There is a total of \$16,866,463 state and federal funds committed at the present time on the six-year approved plan payment.

### **Adult and Continuing Education**

The Bureau of Adult and Continuing Education has completed the Federal 309 Demonstration and Research Project. The purpose of this project was to formulate guidelines for adult basic education learning centers throughout the country. States contemplating the development of learning center oriented programs will have access to these guidelines. New Jersey is operating ten adult learning centers in cooperation with the Department of Labor. Approximately 3,000 adults are now enrolled in this program and will eventually move on through high school equivalency and on-the-job training or vocational programs.

In addition to the above, mini adult learning centers have also been opened. These are located in or near the Model Cities where it is possible to serve the needs of the target population.

In anticipation of the emerging need in the area of English as a second language, additional staff has been placed at the four college resource centers — Glassboro, Jersey City, Montclair and Newark. The main task is teacher training. Along with this, the bureau is sponsoring a summer workshop for 46 teachers who are working in the area of English as a second language. The program will give the teachers an opportunity to participate in actual classroom activities with non-English speaking adults.

Other significant developments involve expansion of services in adult basic education to include home and family life services and the passage of Chapter 123 of the Laws of 1970, which allows local school districts to raise funds for evening

schools and evening schools for the foreign born by current expense rather than being raised as a separate item on budgets.

### **Manpower Development and Training**

The Manpower Development and Training Act of 1962, as amended, provides for occupational training and retraining of unemployed and underemployed youth and adults.

Manpower Development and Training programs are sponsored under a cooperative arrangement by the State Offices of the Division of Employment Security and the Department of Education, Division of Vocational Education.

New Jersey has eight multi-occupational training centers which range in size from three to 24 occupational courses, plus basic education (skill related), pre-vocational training, counseling, (individual, educational and employment), supportive services (medical, psychological, psychiatric, health, and legal). Training periods vary in length from six to 36 weeks in over 60 different occupations. Nearly 4,500 persons were trained during the 1969-70 year in the various skill centers under various occupational programs.

The eight centers are located in five major urban areas (Newark, Jersey City, Camden, Trenton and Atlantic City), and in one rural area (Bridgeton) servicing three counties (Cumberland, Salem and Cape May); and two correctional institutions (Annandale-male, Clinton-female). In addition, single occupational programs are conducted in Bergen, Passaic, and Middlesex Counties. Individual referrals are made to private business and trade schools in occupational training not offered in on-going programs.

Other programs include Work Incentive Program-Statewide (WIN), Concentrated Employment Program (CEP), Transition (Fort Dix and McGuire AFB) Opportunities Industrialization Center-Camden (OIC), Redevelopment Area Resident (RAR), and Yardville Prison (Computer Programmer).

Since 1962 more than 32,000 individuals have received training at a cost of 60 million dollars which represents approximately 30 million for training, and 30 million for allowances.

### **Bureau of Vocational Management Services**

During FY 1969-70 the Division of Vocational Education took its first steps toward the development of a planning programming and budgeting system (PPBS). This was accomplished by means of a project financed with a special United States Office of Education grant in the amount of \$10,000, plus other federal and state funds amounting to a total of \$25,000 for the project.

The project was conducted under the guidance and direction of the Fels Institute

of Local and State Government of the University of Pennsylvania. The Division of Vocational Education provided a project director and involved various members of the professional staff in the development of the project.

The purpose of the project was the preparation of a report outlining a preliminary design of a vocational education planning system.

Such a planning system is intended to formalize the procedures that administrators will go through in making management decisions. Thus the decisions are not just "intuitively" arrived at. It should help school people acquaint taxpayers with the benefits being provided by the tax dollars spent on education. This is done by tying the decision process to related research and planning.

In the Division of Vocational Education a three-phase development of the PPB system is anticipated. The initial phase is the preparation of a report. (completed) The second phase will be the preparation of an implementation design for which we hope to procure another special grant from the U.S. Office of Education. The third phase will be the actual implementation of the system.

## **DIVISION OF THE STATE LIBRARY, ARCHIVES & HISTORY**

The State Library has been undergoing a period of self-analysis, evaluation, and reorganization for the last two years. By the end of Fiscal Year 1970, the first two phases of reorganization were virtually completed.

**Phase I — Strengthening the Office of Administration:** The establishment of the position of assistant director in October, 1969 responded to the pressures placed upon the State Library by growing federal programs and an expanding state government. Only two goals in the area of administrative structure remain: (1) the establishment of an Office of Public Information, and (2) strengthening the Office of Statistical Services now located in the Public and School Library Services Bureau as a central service within the Library for all its subdivisions.

**Phase II — Centralizing Reference and Interlibrary Loan Functions:** The emerging role of the State Library as one of the state's four research library centers and the hub of an interlocking, statewide network of library and information services, made centralization and coordination of its collections, reference, and interlibrary loan services mandatory. More particularly, the task of stretching the Library's limited book budget dollars to meet new demands prompted the transfer of the former Lending Services Section from the Public and School Library Services Bureau to the Bureau of Law and Reference, and the creation of a new Interlibrary Reference and Loan Section. This Section embraces the major book and information services the State Library extends to the public, school, college and university, and special

libraries throughout the state, and counterbalances the Governmental Reference Section which serves the various arms of state government. The Law and Legislative Reference Section continues to serve as a "special library" within the State Library, and the only reader services not now concentrated within the one bureau are those offered by the Archives and History Bureau and the Library for the Blind and Handicapped.

**Phase III (Projected) – Bureau Status for Technical Services:** With the dissolution of the Bureau of Readers Services upon the appointment of its chief as assistant director, the Technical Services Section was attached to the Office of Administration. This centralized service on behalf of all the bureaus of the State Library can be expected to expand in the area of centralized processing for groups of libraries within the state and in the exploration of appropriate uses of electronic data processing techniques. It is hoped that the Technical Services Section can be given Bureau status within the next two years, and be the subject of intensive study to find the most efficient and effective means of handling its many routines. Centralized ordering, cataloging, and processing of library materials for all state assisted libraries in New Jersey (with few exceptions) is now technically within reach and is highly desirable in the development of a statewide library system.

## **Archives and History Bureau**

### **Archives Section**

**General:** In almost all activities of the Archives Section, new highs have been recorded for the year and have resulted in a backlog of correspondence. During the year more than 2,600 persons visited the search room. The visitors came from 26 states, Washington, D.C., and Alberta, Canada.

**Accessions:** Over 400 cubic feet of records of Governor Hughes and the counsel to the governor have been accessioned. The counsel records date from 1954 to 1969 and over the administrations of Governor Meyner and Governor Hughes. In addition, 30 cubic feet of enrolled laws were accessioned from the secretary of state's office.

**Reference:** During the past year 2,600 patrons consulted materials in our Archives Search Room. More than 14,730 separate record items were requested and over 2,640 letters requesting information were received and answered.

### **History and Exhibits Section**

**Publications:** Slight progress was made during the year with plans for the publishing of "The Colonial Laws of New Jersey, 1703-1775." Apparently, Rutgers University Press has expressed an interest in publishing the laws and some funds may be forthcoming from the New Jersey Historical Commission.

**Cooperative Activities:** Through a grant from the New Jersey Historical Commission, and an equal amount of funds from Title III, LSCA, the Bureau has initiated a newspaper microfilming preservation program. This year two libraries participated in the project. The Jersey City Free Public Library will microfilm the *Jersey Journal* from 1941 to 1950, and the Trenton Free Public Library will

microfilm the *Trenton State Gazette* from 1800 to 1942. Applications will be made available in the coming year for other public libraries which may wish to participate.

**Exhibits:** There were 14,827 visitors to the Archives Exhibit Room. Detailed lectures and tours were given to 4,917 students. The programmed film showings on weekends attracted 2,019. In the main corridor, six special exhibits were prepared and displayed. One exhibit — the “1969 New Jersey Author Awards” was made available as a loan exhibit and has been displayed in four public libraries and one school library.

**Distribution Items:** The following publications were prepared and produced by the History Section:

- “Some Famous Jerseymen” (Revision)
- “Heritage of Splendor” (Exhibition guide and bibliography)
- “Some 20th Century Jerseymen” (Revision)
- “The Story of the Great Seal” (Revision)
- “History of the State Colors and the State Flag” (Revision)
- “Exploration and Colonization”
- “1969 New Jersey Author Awards” (Exhibition catalog)
- “18th Century New Jersey Printing” (Exhibition catalog)

#### IV. Records Management

**General:** New Jersey’s records management program has continued to produce substantial savings of funds to both State and local agencies. Eliminated records totaled almost 45,000 cubic feet, or the equivalent of 4,500 five-drawer file cabinets. This number of cabinets would have cost approximately \$315,000.

**Disposal of Records:** During the past year 349 requests for the disposal of over 44,000 cubic feet of records were received and approved.

**Microfilming:** The Microfilm Unit completed 13 projects for seven state agencies, and well over 1,590,000 images were recorded.

Through a cooperative agreement with the Genealogical Society at Salt Lake City, all county records of genealogical importance are being placed on microfilm. The Society has completed filming in Monmouth, Hunterdon, and Mercer counties. A positive copy of all film produced is being supplied free of charge to the Archives and History Bureau.

**MAC—Special Project:** During the year the Bureau prepared and indexed copies of the copies of the State Library’s catalog on microfilm for distribution to the libraries participating in the Micro Automated Catalog Project. In addition, the Bureau Head visited, installed the catalog, and instructed staff members of the participating libraries. In April, the first supplement was microfilmed, prepared and indexed and sent to the eight libraries.

## Law and Reference Bureau

The Collections Policy Committee drafted policy statements for review by the bureau heads and the administrative officers, thus culminating efforts which had been begun four years ago. A pragmatic outcome of this exercise is a formula by which the book funds can be allocated among subject areas, and among the various special collections the Library must maintain. Along with the formula, however, comes the inescapable conclusion that the State Library's book budget is still seriously deficient, despite significant budgetary gains in the last two years. The \$105,000 in book funds for the 1971 Fiscal Year would permit purchase of only approximately 25 per cent of the annual American book production. The need for some duplicate titles, for books published abroad, and for non-book materials will diminish this percentage significantly.

**Statistics:** In order to determine the overall use of the Library, the practice of taking daily attendance was continued and, as in former years, four weekly surveys provided more detailed statistics. Desk statistics continued, as before. Here, too, new coordinated forms and methods are being discussed with the help of the Library's statistician.

**Other Activities:** The Law and Reference Bureau sponsored a seminar at the State Library for librarians of the various State Departments and conducted two of the monthly programs for the State Library's professional staff. To acquaint new state personnel and others with the resources and services of the Law and Reference Bureau, an orientation seminar was held in June and was attended by 65 persons representing almost all state departments.

## II. Law and Legislative Reference

Increased complexity of reference questions marked 1969-70. More letters are being directed to the Library by the new administration than the old one. Citizen and student interest in legal issues (notably, crime, narcotics, abortion, landlord-tenant, consumer and environmental problems) have increased markedly. Reference Referral consults the Law Library on many difficult legal requests.

New State agencies (for example, Division of Narcotic and Drug Abuse Control, Department of Environmental Control, State Lottery Commission) generate many requests. The enlarged staffs of the Division of Legislative Research and the Administrative Office of the Courts make heavy use of the Law Library.

Each year more state agencies are affected by federal legislation. Many state officials come to the Library seeking federal laws, regulations and guidelines. The latter are not always published in the normal sources, and require a difficult search or call to Washington. Also, areas formerly exclusively federal are being entered by the state government: antitrust, housing finance, television regulation (CATV), etc. An intricate web of intergovernmental relationships must be unraveled for each question.

**Legislative Histories:** The enlarged state judiciary requested more legislative history searches than in any previous year.

The pressure of increased reference work takes all staff time, including that of the legislative history librarian. During her first summer with the Law Library, she was able to prepare 150 legislative histories in advance of request. This project had to stop in September, due to the increased reference work load. The remaining 150 chapters of 1969 laws and the first 100 chapters of 1970 laws remain to be completed.

The section head worked with the Archives and History Bureau and representatives of Governors Meyner and Hughes in developing policies and procedures for use of the files of the governor's counsel on legislative bills. These will be used on a limited and confidential basis for the members of the judiciary.

**New Jersey Administrative Code:** Urgent priority was given to preparing the Library for the publication of the New Jersey Administrative Code. The Code will create a new field of endeavor for the Law Library. To prepare for it, the Law Library has been collecting New Jersey rules and regulations, drafts of them, hearings on them, etc. This collection will serve in the future as background and legislative history for sections of the Code. One search has already been made for a judge for such a legislative history of a regulation.

**Aspen Computer Searches:** The Law Library coordinated all state agency requests to the Aspen (Computer) Corporation under the state contract. This included advisory assistance in framing the question for the computer. One 50-state search was made (State aid to non-public schools, for the Department of Education).

**Prison Libraries:** The Law Library worked with the Section Head for Institutional Libraries on upgrading of the law libraries in the state prisons. A grant of \$2,000 in LSCA, Title IVA, funds was used to purchase a basic law library for the new prison at Leesburg, and to improve the Trenton State Prison law library.

**Briefs and Records:** In cooperation with the Administrative Office of the Courts, a project to microfilm New Jersey Supreme and Superior Court briefs and records was furthered. Microfilming will start as of June 30, 1970. The State Library, as well as other law libraries in the state, will contribute to the cost. Microfilming of bulky material will be of help in solving the Law Library's space problem.

**Publications, Editing, Indexing:** The staff completed several special projects involving publications and preparation of indexes.

A new edition of *New Jersey Narcotics Laws* was prepared and published — and proved to be a "best seller." A new edition of *New Jersey Library Laws* was published.

Subject indexes were prepared for the *Governor's Executive Orders*, 1962-1969, and the *Governor's Vetoes* of 1968 and 1969.

The *New Jersey Register* which began publication in September, 1969 is being indexed on a continuous basis to provide up-to-date information on New Jersey Rules and Regulations.

The Section Head advised the Department of Civil Service on codification of its *Personnel Manuals*. Increased legislative activity has meant indexing an ever-larger number of *legislative bills*, now approaching 3,000 per year.

### Bill Room

The demand for copies of bills and slip laws increased sharply, both from state agencies and the public. The increasing interest of individuals, citizen groups, church groups, etc., in government results in requests for lists of 30, 40 or even 100 separate bills.

Crowding in the filing cabinets has resulted from the 2-year legislative session, and the fact that all bills are "current" for two years rather than one. This has necessitated an "overflow" file on open shelves, and the need to often search for a bill in both the filing cabinets and the overflow shelves.

The staff handles the *50-state exchange program* for New Jersey for court reports, session laws, minutes and journals and the *Legislative Manual*.

*Court reports* are also distributed to all New Jersey judges, and the mailing list of judges kept current.

Beginning with the 1970-71 legislative session, a second set of bills will be bound for permanent use. This file was begun.

The Bill Room also continued to send a copy of each bill to *Council of State Governments* and a copy of each bill receiving legislative action to Aspen Corporation for the *Automated Statutory Reporter*.

### Governmental Reference

**New Jersey Documents:** The increased size of the Legislature and the attendant increase in the number of public hearings, has produced an unprecedented quantity of state documents and is precipitating a storage problem. Present space allocated for documents will have been exhausted by the end of 1970. Of serious concern are the printing and distribution policies of the Administration which have severely curtailed the number of copies of state documents available for distribution to depository libraries in New Jersey pursuant to N.J.S. 52:14-25.1.

**Periodicals:** The growing periodicals collection is now housed on the second floor and its organization and service has improved measurably. A complete listing of serials held by the State Library is in preparation and should be ready for distribution early in the 1971 Fiscal Year.

**Education Services:** At the request of the Department's Division of Research, Planning and Evaluation, a study was made of the Library's capability to support educational research, and gaps, particularly in holdings of ERIC Microfiche, came to light. Partial holdings of ERIC were transferred to the Library from the Department, and in combination with resources already held, stimulated a significant increase in use by the Department of Education. That use now represents 15.4 per cent of total use by state departments, by far the greatest proportion. Plans are now under way to intensify this service, tailor it to the needs of the research and other arms of the Department, and strengthen it with a special budget for library materials along with additional staff. It is hoped this section can grow into a true Education Information Center, of service not only to the Department but to local school districts as well. If eventually tied into central computer services, the Center could be a significant asset to the state.

### **Interlibrary Reference and Loan**

The reorganization which resulted in the creation of the new Interlibrary Reference and Loan Section of the Bureau of Law and Reference, was undertaken to combine reference staffs and collections, streamline interlibrary loan, and to forcefully administer the Micro-Automated Catalog Project, better known as "MAC". The mission was to study existing programs and procedures, reorganize for better service, eliminate backlogs, and implement new procedures and programs to effect better service to the libraries of New Jersey. Incorporated as a sub-unit of the Section, is the Reference Referral Center and service, thus, all readers services to the more than two thousand libraries in the State are now consolidated.

### **Public and School Library Services Bureau**

**Office of Library Service to the Disadvantaged:** In November, 1969, a new office was added to the bureau, giving focus and full-time attention to innovative projects which will help relate traditional non-users of public libraries to services particularly designed for their reading levels, ethnic backgrounds, and general culture.

**Services to Children:** The recruitment of a specialist in work with children added a much needed dimension to the consultant services of the Bureau.

**Standards for Library Functions at the State Level:** First issued in 1963, this basic tool underwent a two-year revision, resulting in a revised edition issued in 1970. The bureau head served as a member of the Standards Revision Committee and shared the several drafts with all consultants. The instrument was used as a self-evaluation tool, as well as in connection with revising the organic law governing the New Jersey State Library.

## **Office of Library Services to the Disadvantaged**

As an outgrowth of an exploratory grant program to stimulate public libraries to make creative and innovative efforts to serve the disadvantaged community, the New Jersey State Library established, in November of 1969, the Office of Library Services to the Disadvantaged.

This section has spent the past six months reviewing ongoing programs within the state, consulting with librarians, community organizations, government officials, and boards of trustees on possible program implications appropriate to the use of these funds, assisting library staffs in preparing proposals for consideration and preparing the necessary memoranda and formal agreements concerned with the grant program.

Staff time has also been devoted to participation in recruitment programs, discussions with classes in graduate schools concerning the scope and potential for working with deprived persons, and, most importantly, the preparation of written guidelines, criteria and evaluative procedures for library services in ghetto areas of the State.

As of the middle of May, requests in the amount of \$214,143 for projects to serve the disadvantaged have been received by this office. Working within the framework of a budget allocation of \$200,000, projects have been approved for funding in the 1970-71 Fiscal Year.

### **Public Library Services Section**

A study made during the year revealed that some of the 335 public libraries in the state have never been visited by a public library consultant, and others have not been visited within the past ten years.

**Workshops:** A total of fourteen workshops covering a broad range of subjects, were conducted in the past year as in-service training opportunities for public librarians.

**Studies:** The study of four Passaic County Libraries by Kenneth Duchac and Associates was completed in this fiscal year. The purpose of this study was to determine which of the four libraries should be designated as an Area Library for Passaic County. The recommendation of the Duchac Study was that the Paterson Public Library be designated and that the Wayne Public Library be considered as a possible Area Library in the future. The recommendations have been forwarded to the Library Development.

**Area Library Evaluation:** In the Fall of 1969, the Public Libraries Section began a program of evaluation of the services of the Area Libraries and the effectiveness of the Coordinating Councils. Fifteen of the 17 areas have thus far been evaluated.

## Public Library Grant Programs

**State Aid:** An additional \$1 million was appropriated for State Aid to public libraries in 1969-70, bringing the funding level to five million dollars (\$5,000,000), slightly over sixty percent of the amount needed to fully implement the law. This percentage of full funding is deceptive, however. The 1970 Census will have raised the sum needed for full funding of the State Aid provisions, as will any further Area Library designations. The additional \$1 million per year (\$6,000,000 is authorized for 1970-71) is insufficient to make real headway in achieving the standard set by the 1967 legislation.

Distribution of State Aid in 1969-70 was as follows:

Per capita aid to 403 municipalities for improvement of local library service .....	\$3,656,000
Grants to 17 Area Libraries .....	924,000
Grants to Regional Library Centers (representing \$61,670 each to the Newark Public Library, the Rutgers and Princeton university libraries) ...	246,680
“Incentive grants” for nine cooperative projects, under the provisions of N.J.S. 18:24A-9 (itemized below) .....	121,320
Emergency Aid awarded to the Raritan Township Public Library in Somerset County for the leasing of new quarters to replace those destroyed by fire .....	2,000
State Library administrative costs, representing 1% of the appropriation, as allowed by law .....	50,000
<b>TOTAL .....</b>	<b>\$5,000,000</b>

**Incentive Grants:** The \$121,320, cited above, was distributed as follows:

Bloomfield Area Interlibrary Loan Network Delivery System .....	\$13,484
Camden County/Camden City Audio-Visual Center .....	32,235
Camden County Public Relations Program .....	3,000
Cumberland County Salem Centralized Acquisitions and Processing Project .....	13,101
Flemington/Hunterdon County Consultant Study .....	3,200
Mid-Bergen Federation—Senior Citizens Program .....	5,800
Newark/Jersey City/Elizabeth Program for Disadvantaged .....	12,000
Monmouth County/Woodbridge Area Audio-Visual Center .....	20,000
North Bergen Federation .....	18,500

Revised Guidelines enumerating priorities and criteria for the receipt of grant funds under the Incentive Grant Program of State Library Aid were approved by the State Board of Education on June 24, 1970, and place emphasis on the formation of larger units of service.

**Federal Aid (Library Services and Construction Act):** Federal funds for library development remained uncertain late into the fiscal year, as a tug-of-war developed

in Washington between the Congress and the White House. The planning and administration of these funds were thus greatly hampered, although the State Library had certain precedents and continuing programs upon which to rely.

a. *Developmental Libraries*: The program of assisting libraries in areas of the State where Area Libraries remain undesignated, was continued and \$15,000 each was awarded to the following:

Atlantic City	Cherry Hill	Madison	Paterson
Atlantic County	Clifton	Morris County	Phillipsburg
Camden City	Hunterdon County	New Brunswick	Salem City
Cape May County			Woodbury

b. *Scholarships*: \$15,000 was again made available to the Graduate School of Library Service at Rutgers to fund scholarships at \$2,500 each to six students.

c. *Northern New Jersey Metropolitan Regional Library*: The grant to the Newark Public Library to extend its services to northern New Jersey as the Northern New Jersey Metropolitan Regional Library was renewed in Fiscal 1970. The amount of the award was increased from \$100,000 to \$150,000. The first year of the program developed data relating to the delivery of interlibrary loan materials and provided consultative services to the libraries in north Jersey.

The second year of the Regional Library Program will initiate expanded interlibrary loan services through the provision of foreign language materials and fine arts materials. Analyzation of and continuation of experimentation in delivery systems will be continued.

d. *Area Libraries*: Grants in the amount of \$12,000 each were made available to the Area Libraries to institute a new service to the libraries in the seventeen areas or to secure the services of an area program coordinator.

e. *Library Services to the Disadvantaged*: \$200,000 was allocated for grants under this program.

f. *Rutgers Bureau of Information Sciences Research*: Late in the fiscal year, the State Library entered into contract with the Rutgers Graduate School of Library Service to provide \$20,000 for its Bureau of Information Sciences Research. The funds, representing a mix of Title I and Title III, will be expended in 1970-71 and, in effect, the State Library will be using the Bureau as its research arm rather than attempting to develop its own in-house research capability.

g. *Title II, Construction*: Late in the fiscal year, \$199,000 became available to the State of New Jersey to fund construction projects. Over 40 libraries responded to the memorandum sent out to all public libraries of the state to inform them of the availability of the LSCA funds. Because of the lateness of the date and the necessity for having firm plans and bonding ordinances, 14 applications were submitted.

Of these applications only two libraries could be funded. These libraries fell into the first priority category as set forth in *Information for Applicants*. The grants were awarded to: Hunterdon County Library and Woodbridge Public Library (Fords Branch).

The School Libraries Section feels that the designation of School Media Centers Section reinforces the multimedia concept of program and services. The concept of a media program based on a K-12 or N-12 service has been reinforced by the reorganization of the Division of Curriculum and Instruction, which now serves a total school program rather than sharply divided elementary and secondary programs.

The publication of the *Blueprint for New Jersey School Media Programs* has received general school distribution and there have been many requests for additional copies.

**Trends in School Services:** Requested visits to school and office conferences suggest trends in program development. There has been an increase in the requests for workshops in elementary schools for in-service training for teachers. The schools now have media specialists and collections, and both teachers and media specialists are concerned with better utilization of facilities. These workshops are planned with the staff of the local district and must fit the available resources of staff and collection. The basic theme is how can teachers do a better job of teaching, using the resources of the school media center. The programs vary considerably. East Amwell and Logan Township are beginning to use a basic collection. Millburn-Short Hills felt the need for expanding the use of supplementary materials and storytelling.

## **NEW JERSEY LIBRARY FOR THE BLIND AND HANDICAPPED**

**(Special Services Bureau)**

In an attempt to better meet the needs expressed by more than 10,000 active readers, the Library for the Blind and Handicapped has, within the past year, partially mechanized its circulation system; developed a number of form letters for quick response; and greatly expanded the number of rotating deposit collections in public libraries, schools, hospitals and rest homes.

Each registered reader represents an on-going, recurrent work load, since materials are automatically selected and shipped upon return of items previously borrowed. Records are maintained showing the reader's particular interests, as well as all items he has borrowed in the past. The task of selecting with sensitivity, therefore, requires a greater degree of training than that of responding to specific author-title requests, although these also come to the Library.

**Registered Users:** The legally blind form the bulk of the readership, but the program

is also designed and intended for the physically handicapped who are denied normal access to local public libraries. These persons, if not institutionalized, are extremely difficult to identify. Only 1,881 are now registered out of a possible clientele of an estimated 50,000. An outreach program to inform such persons of the services available will depend, in large measure, upon the Library's ability to increase its field contacts and to institute a major information and publicity program.

### **Rahway Prison Project**

It was not possible for the assigned staff of the tape services section of the New Jersey Library for the Blind and Handicapped to meet the increasing demands by hundreds of blind and physically handicapped readers for books and magazines recorded on magnetic tape. This spring, plans were made to provide these copies at no cost to the Library by a project for prisoners of the New Jersey State Prison Farm at Rahway. Prisoners who were members of the Jaycees Chapter used tape duplicators and tape provided by the New Jersey Library for the Blind and Handicapped to make necessary copies.

## **STATE MUSEUM**

During its fifth year of operation in the buildings located in the Cultural Complex and in the fiscal year July 1, 1969 — June 30, 1970, the State Museum continued its activities in collecting, exhibiting, teaching, programming, as well as its extension services of circulating loan exhibitions and films throughout the State, engaging in research projects and publishing.

Attendance figures for the year are as follows:

<b>TOTAL ATTENDANCE</b>		<b>479,417</b>
School Programs (by reservation)		99,702
Planetarium	36,506	
Arts	26,198	
History	16,471	
Science	14,566	
Independent tours	5,961	

The school attendance figures include children from each of New Jersey's twenty-one counties as well as from Pennsylvania and New York; public, private, and parochial sectors were all well represented. Highest attendance came from Mercer (13,672), followed by Middlesex (8,434), and Ocean (8,262).

The State Museum teaching staff offered a total of twenty-six different lecture-demonstrations designed for specific grade-age levels to enrich classroom learning. This reflects an increase of 12 program offerings over the previous years. Of special interest in the new offerings was the Young Audience Music Series, a lecture-

demonstration with student audience participation which concentrated on basic principles of the major instrument categories. Summer programming offerings included *Opera in Miniature*, a series of opera excerpts dramatized by puppets, recordings, and miniature stage sets; *Indian Lore*, a series exploring customs, practices, and beliefs of various Indian tribes through stories, artifacts, and Museum exhibits; *Museum Adventures*, a series of changing programs highlighting Museum stories, from the exhibits and behind the scenes; Planetarium, "*The Anatomy of Comets*," examining the mysteries of great comets which caused confusion and terror in the past as precursors of evil, and *Astronomy for the Family*, designed for adults and their children (including those under seven) and acquainting participants with major constellations, the use of small telescopes and binoculars for locating and identifying planets, meteor showers, and star clusters; *State House Visits*, with orientation in the Museum Seminar Room followed by a visit to the State House; *Film Series*, appropriate for all ages.

Throughout the year the Museum offered 83 weekend programs, all free to the public, which included 54 movies, 8 lectures, 12 concerts, 3 vocal programs, 5 Planetarium programs, and one children's play. Among the outstanding programs were a series of six concerts of music by American Composers: Ezra Laderman, Ned Rorem, Charles Ives and Louis M. Gottschalk, William Mayer, Arno Safran, the American Brass Quintet. In most cases, the composers were present to discuss their work. Alan Mandel, known as "the first and great Ives pianist" discussed and answered questions about the music of Gottschalk and Ives.

Lecturers included Lawrence A. Fleischman, director of Kennedy Galleries, New York, who spoke on Ben Shahn during the first Shahn retrospective exhibit at the Museum, and Henry Butler, Metropolitan Opera stage director and librettist, lectured on "Who Needs the Arts."

The Classic Film Series included early classics such as "Gold Diggers of 1937" and "Singing in the Rain" (late '20's). Another movie highlight was Jacques Cousteau's "World Without Sun."

The Westminster Choir sang works of Monteverdi, Schultz, Mozart, and Bartok.

Among the five Planetarium programs, "Our Vanishing Sky" examined causes and effects of air pollution and discussed some of the steps man may take to help save our view of the current skies.

Nineteen changing exhibitions of contemporary and historic fine and decorative arts in the Main Museum and Auditorium Galleries, were as follows: Historic American Bottles and Flasks, African Art From the Museum Collection, Fine Arts: Selections and Recent Acquisitions, Ben Shahn: A Retrospective Exhibition, Group Exhibition: New Jersey Artists Equity, An Exhibit of Kinetic Sculpture by George Rickey and James Seawright, Paintings by Lilla Cabot Perry, American

Impressionist (1848-1933); Drawings by John Marin (1870-1953), The Excellence of The Object American Pewter at the Turn of the Nineteenth Century, Decorative Arts From the Museum Collection, Modern Artists' Guild, New Jersey Society of Architects, Art from New Jersey 1970 (The Fifth Annual Exhibition of Paintings, Sculpture, and Graphics), 30 Contemporary Black Artists, Color Prints of the Americas, Paintings by Isabel Bishop and Sculpture by Dorothea Greenbaum, Mini Youth Festival of the Arts and Edward Marshall Boehm Porcelains.

The museum collections in the fine and decorative arts were increased by 1,467 objects, 360 of them as purchases and 1,107 as gifts. Some of the additions highlighting the acquisitions are:

**TWO LINES TEMPORAL II** (1969), steel kinetic sculpture by George Rickey (American, 1907- ), purchased with a gift from The Association for the Arts of the New Jersey State Museum, an Anonymous Donor, and Matching Grant from the National Endowment for the Arts.

**MAGNUS MAGISTER** (1963), welded steel sculpture by Jason Seley (American, 1919- ), Museum Purchase, Art from New Jersey Five: The Governor of New Jersey Purchase Award, Circle F Purchase Award, In Memory of Boleslaw Cybis Purchase Award, The Honorable and Mrs. Douglas Dillon Purchase Award, Mr. and Mrs. L. H. Langston Purchase Award.

**SITTING ELECTRA III** (1969), bronze sculpture by Lynn Chadwick (English, 1914- ), gift of Samuel Dorsky.

**THE AMERICAN ARMY CROSSING THE DELAWARE** (c. 1890) and **THE BATTLE OF TRENTON** (c. 1890), two bronze plaques by Thomas Eakins (American, 1844-1916), transfer from the Department of Conservation and Economic Development.

**PAIR OF CONSOLE TABLES** (1790-1810) by Matthew Egerton, Jr., New Brunswick, New Jersey, gift of The Association for the Arts of the New Jersey State Museum.

**RED ROSE GLASS PAPERWEIGHT** (1930-1940) by Emil Larsen, Vineland, New Jersey.

**REDWARE PITCHER** (1865-1895) by William J. Smith, Bridgeton, New Jersey.

This year five art exhibits were circulated among schools, colleges, libraries, small museums, and historical societies throughout the State. Two exhibitions, each titled Original Prints by Contemporary Artists, circulated to eight schools; three exhibitions, 11 Pop Artists, The Printmaker's Art, and Prints by Ben Shahn were seen in 20 municipalities.

In cooperation with Kennedy Galleries of New York, the State Museum

prepared an important retrospective exhibition of New Jersey artist Ben Shahn which is touring the major cities and institutions of Japan; the State Museum is the major lender to the exhibition. *A History of American Art Porcelain*, another exhibition co-sponsored by the Museum, is touring cities of the United States.

Through another museum service, 20,000 films of 2,000 titles reached statewide schools (private and parochial), colleges, and community groups.

The museum continued to examine archaeological and historic architectural sites in the Delaware Water Gap, and it netted and banded thousands of birds at Island Beach State Park in the spring and in the fall as well as other areas in New Jersey.

Besides publishing illustrated catalogues on the Ben Shahn, Rickey and Seawright, and Isabel Bishop and Dorothea Greenbaum exhibitions, the Museum also published two Bulletins:

*Bulletin 11* — AN UNSPOILED BIT OF ATLANTIC COAST by William E. Martin. Trenton: February, 1970 (20 pages, 18 halftones). \$ .75

*Bulletin 12* — BRIDGES OF VISION: THE ART OF PRINTS AND THE CRAFT OF PRINTMAKING by Burton Wasserman. Trenton: June, 1970 (52 pages, 9 halftones, 5 drawings and glossary). LC No. 78-631721 \$1.50

## **BUREAU OF GRANTS MANAGEMENT SERVICES**

The Bureau of Grants Management Services was established in April, 1970. Prior to the conversion to its new functions this departmental unit was known as the Office of Federal Assistance Programs. It was responsible during the 1969-70 school year for the administration of many federal programs. The clarification of federal, state and local guidelines relative to the initiation, development, implementation and evaluation of federally funded programs was one of its major responsibilities. Its other chief responsibility was to monitor on-going programs at the local district level.

Specifically, the office was responsible for the administration of Title I Elementary and Secondary Education Act funds which had a final allocation of approximately \$29.4 million which affected approximately 103,000 children in 460 school districts. Two amendments to the Elementary and Secondary Education Act were responsible for the distribution of \$2,492,700 to benefit children in state institutions for the handicapped, in state correctional institutions and private facilities for neglected and delinquent children. The office was also responsible for the administration of \$668,358 under Title V of the Elementary and Secondary Education Act to strengthen the State Department of Education. The City of

Newark received \$74,262 for the continuance of a research program in the area of early childhood education.

This school year a greater amount of money, both state and federal, was used in the area of Food Service Programs. The growth in this area is as follows:

1. National School Lunch Program — There were 1,150 schools participating located in 375 school districts. Claims anticipated to June 30, 1970 total as follows:

Regular Section 4 .....	\$2,067,211.00
Section 11 .....	370,961.00

2. Special Milk Program — There were 2,113 schools participating located in 522 school districts. Claims anticipated to June 30, 1970, total \$3,231,393.06.

3. School Breakfast Program — There were 37 schools participating located in six school districts. Claims anticipated to June 30, 1970, total \$196,000.00.

4. Non-Food Assistance Program — There were 11 school districts participating in the program. Claims anticipated to June 30, 1970, total \$125,812.18.

5. Special Food Service Program for Children — There were 60 centers participating in the program. Claims anticipated to June 30, 1970, total \$132,388.71.

6. Amendment No. 25 — Claims anticipated to June 30, 1970, total \$1,027,232.00.

7. State Funding — Claims anticipated to June 30, 1970, total \$2.4 million.

The Education Professions Development Act is designed to stimulate in-service training, career development or staff differentiation patterns. Eleven local school districts received a total of \$423,000 for such programs while two statewide programs were funded for \$343,500.

During the months of April, May and June the office was responsible for the continual administration of federal programs cited above while at the same time embarking into the field of Grants Management Services.

Because of the increased enrollment, even more so, because of the increased enrollment of students with multiple handicaps, the responsibility for providing for the special needs of the school's students and for preparing the students to achieve their fullest potential in the working world has become more and more challenging for both the faculty and the administration. The students with multiple handicaps need to be grouped in smaller orientation classes to give them the background needed for successful training in specific areas of vocation.

A self-study procedure for the evaluation of the secondary curriculum was completed and helped in achieving a focus on the school's growth in the past five years and on planning for the future.

## MARIE H. KATZENBACH SCHOOL FOR THE DEAF

The percentage of Katzenbach School seniors accepted by Gallaudet College, accepted by Rochester Institute of Technology or placed in jobs related to the student's particular vocational training remained high.

The pre-school program for parents and children was continued. The language development and use of residual hearing of students who have been in such a program is often one to two years advanced beyond a child who did not attend such a program.

The rubella epidemic of 1964-65 caused the nursery enrollment to double. Many of these children were multiply handicapped. A flexible program enriched by the addition of a Montessori teacher, a crafts teacher, and increasing the individual teaching time for the students helped these children to adjust and progress.

The Lower School carried out a well organized and closely integrated program even though it had to be housed in seven separate locations on campus.

Thirty-six per cent of the Middle School population was composed of transfers from off-campus programs or our own Lower School. This required a considerable amount of planning and programming to insure proper classroom placement for each child.

There were 32 children in our Title I Diagnostic Teaching Unit. In spite of a number of problems, most of the children had the satisfaction of success and made more progress than they would have in the regular classroom situation. They should show a real gain in self-confidence and self-discipline.

The Child Study Department, in addition to meeting the special needs of children on campus, tested and evaluated 101 applicants for admission. Ninety of these have been admitted for the September 1970 school term. Serious consideration must be given to expanding this department to meet the increased and varied demands for service.

# STATE SUMMARY

Area in Square Miles 7,506.70

Type

Plan

AVERAGE ENROLLMENT: District Schools 1,448,055.7 Total Resident Daily 1,448,686.2 Spec. Classes 2,449 Home Instr. Pupils 7,638

ENROLLMENT			PERSONNEL			ADDITIONAL DATA	
K	130,315	6	Administration	Full Time	Part Time	Buildings Owned	2,730
Pre 1st	4,273	7	Superintendent	408		Classrooms Used	57,710
1	127,187	8	Asst. Superintendent	204.2		Apportionment Valuation 1970	\$55,141,945,583
2	123,479	9	Secretary	428	172	Avg. Equalized Valuation on	
3	122,483	10	Business Manager	29	2	Real Property 1967-68-69	.....\$
4	119,277	11	Sec't. & Cler. Assists.	2,177.6	207	School Debt	\$ 1,576,987,102(a)
5	118,132	12	Other	143.5	690	Ratio: Assessed To True Value	%
Special	27,849		Instruction			Tax Rate: 1970	
Ungraded Vocational	6,285		Principals	2,685.4		School	.....\$
Total Day School	1,532,791		Supervisors	822.9		Type I Debt Service	.....\$
Evening School:			Teachers	73,018.3	7,094	Regional	.....\$
Regular	8,134		Other Instr. Staff	3,572.7	628	Total	.....\$
Vocational	32,603		Sec't. & Cler. Assists.	4,752.1	1,628	Day School Cost Per Pupil:	
Foreign Born	6,347		Other	680	2,165	Excluding Transportation	..\$ 769.96
Adult Education	118,253		Attendance & Health Services	2,416.2	1,624	Including Transportation	..\$ 800.56
Summer School	81,842		Transportation	1,567.2	1,615.8	Equalized Valuation Per	
			Operation	9,613.5	1,587	Pupil in Resident A.D.E.	.....\$ 38,172
			Maintenance	1,377.3	464.2		
			Sundry Accounts	1,414.3	8,484		
			Evening & Summer Schools	7,492			

## REVENUES & EXPENDITURES 1969-1970

<b>Free Balance 7/1/69</b>		<b>Instruction</b>		<b>Sundry Accounts</b>	
Current Operating	\$ 93,797,365	Salaries		Food Services	
Federal - E.S.E.A.	2,083,942	Principals	\$ 41,505,993	Salaries	\$ 2,978,494
Improv. Authorizations	191,010,366	Supv. of Instruction	11,989,349	Other Expenses	2,311,427
Capital Reserve Fund	2,409,232	Teachers	681,400,423	Exp. to Cover Def.	994,858
Total	\$ 289,300,905	Other Instr. Staff	42,238,233	<b>Student Body Activities</b>	
<b>State Aid</b>		Sec. & Cler. Assists.	25,323,329	Salaries	5,423,638
Formula	\$ 179,245,143	Other Sal. for Inst.	4,135,227	Other Expenses	5,598,235
Transportation	24,533,441	Textbooks	11,332,876	Exp. to Cover Def.	1,568,791
Atypical Pupils	21,942,305	Sch. Lib. & Audio-Vis.	8,987,360	<b>Community Services</b>	
Building Aid	21,844,773	Teaching Supplies	21,605,998	Salaries	2,329,708
Emergency	250,000	Other Expenses	8,664,368	Other Expenses	517,409
Evening Vocational	648,722	<b>Attendance &amp; Health Services</b>		<b>Special Projects</b>	
Evg. School Forgn. Born	80,471	Salaries-Attendance	3,532,677	Regular - Salaries	586,518
Vocational-Day	456,283	Other Expenses-Attend.	135,687	Other	737,737
Other	4,463,243	Salaries-Health Serv.	17,966,530	Federal - (P.L. 89-10)	32,595,145
Ch.30-1-1968	35,414,000	Other Exp.-Health Serv.	1,315,314	(P.L. 89-10)	9,545,939
<b>Federal Aid</b>		<b>Transportation</b>		<b>Special Schools</b>	
Vocational	4,070,536	Salaries	10,362,679	Evening Schools:	
P.L. 815 (Bldg. Aid)	273,213	Contracted Services	29,072,933	Regular	234,640
P.L. 874 (Current Exp.)	11,409,271	Replacement-Vehicles	1,412,273	Accredited	667,035
N.D.E.A.	1,105,518	Insurances-Pupil Trans.	2,761,342	Adult Education	2,197,159
E.S.E.A. (P.L. 89-10)	35,903,339	Other Oper. & Maint.		Summer School	3,244,052
Manpower Development	3,165,767	<b>Operation</b>		<b>Sub Total Current Expense</b>	<b>\$1,275,883,121</b>
All Other	15,712,398	Salaries	65,233,572	<b>Capital Outlay (Budget)</b>	
<b>Local Aid: District Tax</b>		Contracted Services	1,166,269	Sites -	2,572,318
Current	902,764,035	Heat	10,090,342	Buildings	3,787,334
Capital	17,935,261	Utilities	18,196,239	Equipment -	14,029,197
Debt Service	71,646,377	Supplies	5,340,339	<b>Improvement Authorizations</b>	
Evening Schools:		Other Expenses	964,648	Sites	5,847,904
Vocational	1,554,488	<b>Maintenance</b>		Buildings	156,925,146
Other	953,657	Salaries for Maint.	11,757,285	Equipment	9,041,794
Municipal Surplus	4,019,553	Contracted Services	15,682,803	<b>Debt Service</b>	
Tuition	42,626,009	Replacement of Equip.	6,484,374	Principal -	54,531,320
Bonds and Notes (Const.)	210,086,918	Other Expenses	5,274,772	Interest -	39,732,030
Notes (Current Loans)	159,500	<b>Fixed Charges</b>		Sinking Fund -	115
Miscellaneous	17,720,561	Empl. Retire. Contr.	20,115,025	<b>Vocational Evening</b>	2,504,253
<b>Total Revenues</b>	<b>\$1,629,984,782</b>	Insur. & Judgments	25,886,367	Foreign Born Evening	259,037
Adjustments	\$ (4,127,508)	Rental of Land & Bldg.	3,291,221	Manpower Development	2,570,628
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$ 1,915,158,179</b>	Interest/Current Loans	113,325	<b>TOTAL EXPENDITURES</b>	<b>\$1,567,684,197</b>
		Other Fixed Charges	532,962	<b>Free Balance 6/30/70</b>	
		<b>Day School Expenditures</b>	<b>\$1,159,248,269</b>	Current Operating	\$ 103,567,770
		<b>Exp. to Other Districts</b>		Federal - E.S.E.A.	4,604,752
		Tuition	45,104,067	Improve. Authorizations	(b)236,318,916
		<b>Sub Total</b>	<b>\$1,204,352,336</b>	Capital Reserve Fund	2,982,544
				Total Balance	\$ 347,473,982

### EXPENDITURES

EXPENDITURES		
Administration		
Salaries	\$ 34,831,413	
Contracted Services	3,930,283	
Other	5,917,198	
<b>CAFETERIA FUND</b>		
Bal. 7/1/69	\$ 3,200,553	
Income	39,647,773	
Adjustments	112,638	
	<b>\$ 42,960,964</b>	
Expenses	\$ 40,178,454	
Bal. 6/30/70	2,782,510	
	<b>\$ 42,960,964</b>	
<b>ATHLETIC FUND</b>		
Bal. 7/1/69	\$ 341,610	
Income	3,439,252	
Adjustments	108,577	
	<b>\$ 3,889,639</b>	
Expenses	\$ 3,584,179	
Bal. 6/30/70	305,460	
	<b>\$ 3,889,639</b>	
<b>OTHER FUNDS</b>		
Bal. 7/1/69	\$ 5,726,735	
Income	21,405,232	
Adjustments	10,857	
	<b>\$ 27,142,824</b>	
Expenses	\$ 21,026,051	
Bal. 6/30/70	6,116,773	
	<b>\$ 27,142,824</b>	

### REVENUES AND EXPENDITURES IN MUNICIPAL BUDGETS FOR SCHOOL PURPOSES SCHOOL YEAR 1969-1970

Debt Service			
State Bldg. Aid	\$ 7,615,352	Principal	\$ 15,531,907
Local Tax Levy	17,938,211	Interest	10,791,946
Other Revenue	770,638	Sink. Fund	348

(a) Net Debt adjustment (\$12,617,884).

(b) Net Improvement Authorization adjustment \$7,036,476.

COST OF EDUCATION

	1969-1970	1968-1969
Administration	\$ 44,678,894	\$ 39,058,634
Instruction		
Supervision	\$ 53,495,342	\$ 45,823,387
Instruction Proper	<u>803,687,904</u>	<u>698,033,895</u>
Attendance Services	857,183,246	743,857,282
Health Services	3,668,364	3,004,226
Transportation	19,281,844	16,597,119
Operation	44,306,378	38,962,103
Maintenance	100,991,409	89,486,722
Fixed Charges	39,199,234	34,867,107
Total Day School Expenditures	<u>49,938,900</u>	<u>39,665,921</u>
	\$1,159,248,269	\$1,005,499,114
Day School Average Enrollment	1,448,055.7	1,411,912.8
Average Yearly Cost Based on Average Enrollment:		
Excluding Transportation	769.96	684.58
Including Transportation	800.56	712.17



