

# *Annual Report*

## *1967-1968*



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

**New Jersey State Library**



**THE ANNUAL REPORT**

of the

**State Board of Education**

and the

**Commissioner of Education**

for the

**School Year 1967-1968**

**Is Respectfully Submitted**

to the

**Legislature of the State of New Jersey**

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

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CARL L. MARBURGER

Commissioner of Education

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## DIVISION OF ADMINISTRATION

Upon the transfer of the Division of Higher Education to the newly-created Department of Higher Education on July 1, 1967, the Office of Adult Education and Academic Credentials and the Office of Teacher Education and Certification were placed in the Division of Administration.

### Office of Adult Education and Academic Credentials

During the year, the office made a special effort to have local directors of adult education become involved in the early stages of the planning for the Model Cities Programs in their own communities.

The office also participated in the development of a reading improvement program designed specifically to improve the reading ability and communication skills of disadvantaged adults. This project aided in improving the educational component of the National Alliance of Business Program.

Rutgers, the State University, received the office's cooperation in developing a doctoral program in adult education. It appears that this program will become operative in the fall of 1969.

Arthur P. Crabtree, consultant to the Office of Adult Education, prepared two publications, *The Teaching of Adults* and *The Curriculum in Adult Education*, which were published by the office.

The office developed a project for the United States Department of Health, Education and Welfare under Section 309 of the Adult Education Act of 1966. This project will provide for the establishment and operation of two adult basic education learning centers — one in Camden and one in Newark. It also provides for the evaluation of the adult basic education program administered by the Department of Community Affairs, as well as selective programs administered through the Office of Adult Education.

### Office of Federal Assistance Programs

The Federal Assistance Office administered and coordinated the Elementary and Secondary Education Act of 1965.

- a. Five hundred thirty-four local school districts had projects approved for approximately 137,000 public and 28,000 non-public school children from low-income families in the amount of \$22,865,209.
- b. Eighteen state institutions or schools had programs approved for approximately 41,000 handicapped children in the amount of \$1,320,416.
- c. Twenty-one private institutions had programs approved for 1,371 neglected and delinquent children in the amount of \$267,968.

- d. Four state centers had programs approved for 831 delinquent children in the amount of \$60,448.
- e. Twenty-three centers had programs approved for approximately 3,100 children of migratory workers in the amount of \$1,013,700.

The office administered Title II of the Elementary and Secondary Education Act of 1965.

- a. Two thousand two hundred public schools, 671 non-public schools and 19 state institutions had applications approved for the purchase of library books, periodicals and instructional materials in the amount of \$3,000,000.

Also administered and coordinated was Title III of the Elementary and Secondary Education Act.

- a. Sixty Title III planning and operational grants were undertaken in an amount in excess of \$5,500,000. These demonstration programs were dispersed geographically throughout the State and include a variety of organizational patterns; interstate, state-wide, regional, county, school district, and single classroom.
- b. A state plan was developed for submission to the United States Office of Education. Under this plan, an advisory council has been established and the machinery set up to enable the Department to assume responsibility for project approval. The Department will be responsible for 75 per cent of the state allocation in fiscal year 1969, and 100 per cent in fiscal year 1970.

Title V of the Elementary and Secondary Education Act was administered and coordinated.

- a. The Department received a grant of \$679,227 to enable it to provide improved leadership and services to local schools.
- b. Approved projects were in the following areas:
  - (1) Personnel administration.
  - (2) Dissemination of information.
  - (3) Printing services.
  - (4) Statistical services.
  - (5) Physical education, health and safety education, special education, pre-school education, arts and humanities, psycho-social problems, and teaching.
  - (6) Certification and student teaching.
  - (7) Business and building services.
  - (8) Supervision of NDEA subject areas.
  - (9) Secondary school approval.
  - (10) English as a second language.

The office administered and coordinated an "on-site review" of the State Department of Education in order to determine the status of agency development, to

analyze its functions and operation, to evaluate its effectiveness and to provide the United States Commissioner of Education with information for a Congressional report.

Title VI of the Elementary and Secondary Education Act was administered and coordinated by the office.

- a. It developed and received approval for a state plan for the improvement of educational programs, services and opportunities for handicapped children.
- b. Seventeen local school districts had programs approved for multiple handicapped children in the amount of \$400,066. These programs will be in operation during the summer months of 1968.

The office administered and coordinated Title III and V-A of the National Defense Education Act.

- a. Under Title III, 487 school districts received reimbursement for the acquisition of equipment in the amount of \$1,790,671. The average reimbursement to a local school district was 36.3%. Local schools spent \$3,136,898 in matching funds.
- b. Under Title V-A six schools operated pilot programs in elementary guidance in the amount of \$52,618. The local matching share was \$26,546, while \$26,072 was supported by Federal funds. Two hundred forty-three school districts participated in secondary guidance programs. The total amount of these projects was \$2,066,902. Of this amount \$731,134 came from Federal funds and \$1,335,768 from local funds.

“Follow Through Programs” were administered and coordinated.

- a. Four local school districts had planning or operational programs approved for 650 children in 17 schools in the amount of \$402,648.
- b. A “Technical Assistance Grant” for the Department in the amount of \$10,667 was developed to provide leadership and technical assistance to local schools and other agencies developing or operating “Follow Through Programs”, to conduct a state conference, and to develop a parent-implement model.

In cooperation with the Department of Community Affairs and the Department of Institutions and Agencies, an attempt is being made to establish a state-wide system of day care centers for AFDC children whose mothers are in training and work programs. An inter-agency committee is being established to administer the project, entitled “Day Care 100.”

A plan was developed and approval given for \$70,480 to establish an Office of Equal Educational Opportunity to provide leadership and technical assistance to school districts faced with problems related to school desegregation.

#### **Office of Printing**

The Office of Printing received, processed and completed 2,960 requisitions for printing, including short-run rapid duplicating requests.

A short-run rapid duplicating system was established to replace all mimeograph machines (5) situated in the print shop. It also completed 11,100,434 impressions (printed sheets of paper), completed 275,850 booklets, folded 1,181,300 pages, collated 3,012,953 pages, stapled 2,262,683 pages, padded 95,925 sets of pads, prepared 981 metal offset masters and photographed and processed 15,132 paper offset masters. (These totals do not include work performed for departments other than the Department of Education, nor work performed on an overtime basis.)

The office photographed, printed, folded, collated, and bound numerous jobs for the Department of Higher Education and the Department of Community Affairs. With such work for other departments included, the above totals would increase seventeen per cent.

### **Office of Statistical Services**

The Office of Statistical Services began microfilming of selected office documents in accordance with the approved records retention schedule.

It began development of a teacher certification matrix which will eventually permit matching of assignments and certificates.

The office re-designed fall membership reports to improve processing and to provide racial-ethnic data about pupils and teachers and re-designed dropout study forms to add racial-ethnic information. It also began exploratory work related to the collection of information related to non-certificated personnel in schools and school districts.

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

The Office of Teacher Education and Certification assisted in the development of changes in teacher certification rules. As adopted by the State Board of Education, upon the recommendation of the State Board of Examiners, the revised rules:

- a. Consolidated several types of certificates to teach the handicapped into one certificate.
- b. Eliminated a separate certificate for school nurse supervisor.
- c. Broadened the scope of existing principals' and teachers' certificates to permit their use in middle schools.
- d. Simplified requirements for transition from elementary to secondary certification and vice versa.
- e. Reduced professional education requirements by three credits through recommended use of an examination to meet the legal health education requirements.
- f. Modified certificates for school social worker, school nurse, and industrial arts teacher.
- g. Extended existing interstate reciprocity agreements to all 50 states for teachers

who have valid standard certificates, three years' experience, and appropriate degrees.

The office issued 38,460 teaching certificate authorizations.

## **DIVISION OF BUSINESS AND FINANCE BUREAU OF PUPIL TRANSPORTATION**

During the school year 1967-68, the private school busing bill became law. Under this law, Chapter 74 of 1967, the bureau integrated, within a few weeks, the new program into the existing public school pupil transportation system.

With the addition of private school busing, the total annual school transportation cost exceeded \$32.5 million. Nearly 12,000 vehicles transported 500,000 children to and from school each day and traveled 72 million miles during the year. Under existing transportation statutes, with expected growth in school population and the rise in costs, the transportation bill can be expected to go up by \$2 million each year.

The Bureau's review of school bus accident reports shows the relative safety of the school bus, but also indicates where the greatest emphasis should be placed for even greater safety — the area in the immediate vicinity of the bus. New Jersey has just completed 30 years of pupil transportation without a fatality aboard a school bus. Including fatalities outside but near the bus, the fatality rate is .008 per million miles of passenger travel. In comparison, all vehicles in the state recorded 3.4 fatalities for the same distance traveled. By these statistics, New Jersey school buses are 425 times safer than other auto transportation.

The Bureau is now aiming at teaching safety, with emphasis on boarding and unloading procedures, to elementary pupils, hoping to establish bus safety as a lifelong habit. Pilot programs within several schools are being created and, if successful, will be made available throughout the state. The programs include not only curriculum workbooks but also film strips, slides, coloring books, games and puzzles dealing with pupil safety.

The Bureau is reorganizing the in-service training program for all school bus drivers. Workshops will be conducted in individual school districts and specific problems common to the locality will be discussed.

The Bureau of Pupil Transportation is sponsoring a research program on computer scheduling of school buses. The computer would coordinate school bus stops, routes, schedules and bus capacities.

## **THE BUREAU OF SCHOOL PLANT PLANNING**

The Bureau cooperated with the United States Office of Education in a study of services being provided and organizational structure of the various state school planning agencies throughout the nation. The model format developed from these

studies and distributed to all states was based upon the organization of six different states. New Jersey was one of these.

Requests for Bureau consultative services show a rapid increase. Services to the local districts have been expanded, but still cannot keep pace with requests. An increasing number of requests are from the rural and urban areas.

The number of school construction bids received which are in excess of available funds is increasing. It is suggested that consideration be given to making the necessary changes to permit boards of education to receive bids prior to the referendum or authorization of funds. This would place additional demands upon the Bureau but it could possibly save time in providing needed educational facilities, since the money to be authorized would be based upon actual bids. This might also reduce the number of referenda defeated, since the total money to be authorized would be an actual figure rather than an estimate.

It would be necessary to establish a state appropriation to assist local districts in architectural payments should the local electorate fail to approve a project. Bureau inquiries have established that architects would be willing to adjust downward their presently established percentage charge for developing final plans which are not consummated. A fifty-fifty liability is suggested for state-local cooperation if a project should be defeated.

Since the provision of educational facilities is a local responsibility, there are great disparities in the quality and educational adequacy of the facilities being provided. This condition will probably continue until such time as a method of financing public education is provided that will guarantee minimum acceptable educational facilities for all the children of the state. It is suggested that further study by the State Board of Education be made to obtain a means of providing suitable minimum educational plants.

Too much educational planning is expedient in nature. It is recommended that each district develop a long-range, master plan of facilities needs. This could be most helpful in preventing the Topsy-like growth which has occurred. It is suggested that the state provide an assistance program that would aid local districts which develop long-range studies. This could be similar to the Federal 701 program for municipal planning.

Increasing resistance to the acquisition of adequate school sites by districts is creating a problem. It is suggested that some form of legislation be enacted which would make site approval part of school plan approval. This matter has been considered by the State Board of Education and its importance recognized.

## **THE BUREAU OF BUSINESS SERVICES**

Of the 523 Type II districts voting on the amount to be raised from local taxes, 142 lost the current expense portion of their budget and 119 lost the capital outlay portion. This represented a loss of either current expense or capital outlay, or both,

in 146 different school districts, or approximately 28% of those voting.

The losses were still high at the second election held within fifteen days of the first as required by law. One hundred twenty of the 142 current expense budgets were voted down the second time, or approximately 85%. Capital outlay was voted down in 100 cases when resubmitted (84%).

In only five instances did the municipal governing body certify the same amount as voted for current expense. The corresponding number for capital outlay was 29. In eight school districts where the municipality did not certify or the municipalities certified different amounts, the budgets were referred to the Commissioner.

In June a *Payroll Guide for New Jersey School Districts* was distributed to all secretaries of boards of education in the state. This guide outlines a recommended system of payroll procedures to assist in reconciling payroll balances. Current practice was studied and many of the larger school districts are already operating under the proposed system.

The New Jersey School Audit Program has been revised and distributed to school district auditors and chief school officials. It was designed for use by all school district auditors for the 1966-67 fiscal audit examination. This revision was the result of a year's study by a committee of public school auditors and members of the staff of the Division of Business and Finance.

Payments of \$185,964,789. to 570 school districts in four installments were made under Chapter 85, L. 1954. We directed payments of \$27,775,115.73 in School Building Aid to the school districts and transferred \$594,788.27 to the Capital Reserve Fund. The Capital Reserve Fund accounts of \$1,881,086.17 for 88 school districts was maintained. Interest earned amounted to \$107,883.41 during the year. Twenty school districts withdrew \$796,579.37 from the Capital Reserve Fund account. We reviewed matching funds of the school districts and directed payments of State Aid for Evening Vocational Schools of \$462,986.00 and State Aid for Evening Schools for Foreign-Born Residents of \$67,426.31. We directed payments for Special State Aid, Chapter 85, L. 1961, to 17 school districts in the amount of \$123,595.00. Payments of \$4,428,851. were directed to local school districts for the Program for Emotionally and Socially Maladjusted Pupils. Payments of \$28,200.00 were made to five school districts for Special State Aid for Pupils Resident on State-owned Property over 2% of average daily enrollment.

We supervised all financial transactions involving National School Lunch funds in the amount of \$1,767,711.00 and paid National School Milk claims totaling \$3,428,172.00. We approved entitlements for current expense purposes under P.L. 874 totaling \$11,521,615.00, representing 93% of the districts filing applications. Distribution under the National Defense Education Act was \$2,548,574.94.

The sum of \$22,865,209 was allocated for distribution under the Elementary and

Secondary Education Act, Title I, to school districts for more than 500 approved projects. More than 2,290 public schools in 552 school districts were paid claims in the amount of \$2,294,774 under Title II of the Elementary and Secondary Education Act. Also, 671 non-public schools participated in payments of \$635,575. Fiscal year 1967-68 was the first year of Title VI of the Elementary and Secondary Education Act and projects in the amount of \$379,870 were approved.

Thirty-seven hearings were conducted for extension of credit involving proposed bond issues of \$92,615,650.00.

## DIVISION OF CONTROVERSIES AND DISPUTES

### I. Formal Appeals to the Commissioner

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

	1965-66	1966-67	1967-68
Active Cases Beginning of Year . . . . .	47	69	67
New Cases Filed During Year . . . . .	84	91	108
Total Cases Active During Year . . . . .	131	160	175
Cases Decided During Year . . . . .	45	73	92*
Cases Discontinued During Year . . . . .	17	20	33
Cases In Process End of Year . . . . .	69	67	50
Total . . . . .	131	160	175
Hearings Held (Number of Days) . . . . .	84	107	77
Conferences Held . . . . .	49	52	58

\*91 decisions rendered — 92 cases decided.

Addition of a third professional staff member made possible the gains shown by the above data. The gains were offset, however, by the increasing number of appeals received and resulted in little change in the case backlog.

### II. Other accomplishments include:

1. Prepared and completed for publication copies of decisions for the 1967 pamphlet edition of School Law Decisions.
2. Prepared questions and answers on school law each month for publication in "School Board Notes," the magazine of the State Federation of District Boards of Education.
3. Worked with the Deputy Attorney General on matters pertaining to school legal questions and Commissioner's decisions.
4. Served as speaker, consultant, or resource person at State College classes in school law, county board of education workshops, and county and local groups of school superintendents, principals and teachers.

5. Worked with Association of New Jersey School Board Attorneys, and compiled current list of all attorneys representing boards of education.
6. Arranged conferences of attorneys, parents, citizens and others in attempts to resolve controversies and obviate resort to formal proceedings.
7. Prepared copies of decisions for release to newspapers, the public, and all school board attorneys.
8. Prepared various legal forms for the Commissioner's signature authorizing procedures in school districts pursuant to statute.
9. Maintained library of court decisions, legal information and resource materials pertinent to the functions of the Division.
10. Answered extensive inquiries by correspondence, telephone and interview on matters of school law.
11. Served on executive committee of National Organization on Legal Problems of Education.

## **DIVISION OF CURRICULUM AND INSTRUCTION**

### **Office of Secondary Education**

#### **Secondary School Approval**

One hundred and four secondary public schools and 30 non-public secondary schools were involved in the secondary school approval program during 1967-68.

Approximately 10,000 administrators, teachers and counselors were actively engaged in this program in the local districts. Auxiliary personnel (school lunch, health staff, custodians, secretaries, etc.), as well as students and lay persons, provided valuable assistance.

Usually, the help of a consultant from the State Department of Education followed a self-study.

#### **Secondary Summer School Approval**

The Office of Secondary Education administered the approval of 93 public secondary schools and 32 non-public secondary schools for 1968 summer school programs involving over 50,000 students.

#### **Innovations and Experimentation**

New Jersey secondary schools witnessed a surge of new programs and experimentation in the school year 1967-68. The advent of Title III funds, the encouragement of Department consultants, and the nation-wide breakthrough in methodology and school organization did much to promote new programs.

The first state-wide modular scheduling conference in the United States was held at Rumson-Fair Haven Regional High School, co-sponsored by the local district and the secondary office. The conference pointed up the deep interest those attending. Initially 100 secondary school administrators were invited, but over 400 requested attendance. Finally, 200 were invited to see the various aspects of the program. Due to the great interest, a follow-up program was held for junior high administrators at Churchill Junior High School, East Brunswick, with approximately 100 in attendance.

These two programs led to in-service programs and assistance of consultants to districts throughout the state. It is estimated that more than 1,000 teachers and administrators were assisted through demonstrations by consultants, speeches on modular scheduling and the allied programs. There are now about 25 secondary schools in New Jersey actively engaged in the modular scheduling programs. Many schools are implementing various aspects of the program such as team teaching, independent study, large and small group instruction and are developing material resource centers and resource centers for individual disciplines. Many schools are also using teacher aides in these programs. Other schools are proceeding through a "study period" suggested by the Department before implementation.

One staff member was involved in the first program under EPIE, (Educational Products Information Exchange), and conducted field studies in three counties in the development of the evaluation instrument.

Staff members were involved in working with a local district on the development of the "house plan" concept. One district is experimenting in the simulation of a master schedule for a twelve-month school.

The annual New Principals' Meeting has led to the establishment of a "scheduling seminar," under the direction of a staff member, to alert new principals to terminology and new methodology concerning scheduling.

## NDEA

This fiscal year 490 districts submitted National Defense Education Act Title III applications. The total amount for these approved projects was \$6,349,977. To reimburse at the 50 per cent level, New Jersey would have needed a federal allotment of \$3,174,988 or \$1,393,111 more than the \$1,781,877 that was actually received.

The priorities other than those which are mandated by federal guidelines and, hence, reflected in the state guide are for the most part self-imposed. Some few instances exist where items which seemed beyond the sophistication of the school district's personnel were deleted, though in the strict sense they were eligible items. A few examples are electronic computers and certain printing and binding equipment.

Reimbursement differs from district to district because the distribution of funds is by formula. The formula for FY1968 was the following:

(1) Each school district would receive \$1.00 per enrolled student up to 50 per cent of the project.

(2) If the project was of sufficient amount to not exhaust the 50 per cent eligibility in (1) above, it would receive additionally 25 per cent of the remaining eligible project amount.

Hence, it can be seen that the local education agencies, because of limited funding, cut back on their purchases and instituted self-imposed priority buying. Items deleted by districts seem to vary from district to district, depending on their individual needs and philosophy.

For the applications that were funded during FY1968 no specific coordination took place between the various titles of NDEA and the Elementary and Secondary Education Act. It should be remembered that in New Jersey FY1968 NDEA projects must have been submitted prior to June 30, 1967. The coordinated approach to the various federal titles in New Jersey was only conceived during FY 1968 and, hence, had to wait until FY1969 applications for actual imposition.

During this fiscal year the state NDEA Title III manual was rewritten and any item which is obtainable through ESEA Title II to a school district was removed from the eligibility list of NDEA Title III. As such, books, pamphlets, periodicals, films, filmstrips, printed materials and globes, to mention a few, were removed from NDEA eligibility for FY1969.

This dove-tailing of the two programs (NDEA III and ESEA II) should result in improved buying practices, as well as greater dollar stretching.

The reimbursement formula of NDEA funds to local education agencies is explained above. Using this formula, the state average reimbursement was 36.4 per cent, with no district receiving more than 50 per cent, and 145 receiving exactly 50 per cent. Of the remaining 484 LEA's who applied for NDEA funds, 339 received varying percentages of reimbursement, but in each case less than 50 per cent.

## **CONSULTANT SERVICES**

### **Science**

At the elementary level, most classrooms are self-contained, heterogeneously-grouped and single-graded. Larger systems having 600 students and over appeared to have greater numbers of manipulative materials and equipment. This is also true of other instructional tools such as TV receivers, films, film loops, tape recorders, records, overhead projectors, computers and the like.

It was most evident that available equipment and materials at both the elementary and secondary levels depend on the curriculum that is being offered and practiced in the local district.

Some of the "newer" programs, particularly the American Association for the Advancement of Science, Elementary Science Study, and Science Curriculum Improvement Study, have made their impact in the area of equipment and materials. Also, science kits made available through commercial supply houses and textbook companies have increased in numbers, again, especially in the larger systems.

In secondary schools, the current curriculum projects such as the Earth Science Curriculum Project, Introductory Physical Science, Time, Space, and Matter, Biological Science Curriculum Study, Chem Study, and Physical Science Study Commission have influenced the kinds of equipment and materials that were purchased under Title III.

Present trends are toward more individualized instruction, both in the selection of content and in the pacing of the learning rate, with the teacher playing a somewhat different role than in the past. With these trends, there have developed shortages in the equipment and materials needed. Specifically, Instructional Materials Centers are needed so that students have readily available films, filmstrips, tapes, records, books and periodicals.

### **Mathematics**

There are no accurate figures available to substantiate the following statements concerning the adequacy of equipment and materials. These statements are opinions based on observations made by the consultant in over fifty visits to schools for the purpose of school approval or in the role of a consultant.

On the whole, it seems that the schools in New Jersey are very adequately supplied in the more basic types of equipment and materials. Most of the schools are now using textbooks which are recent enough to be characterized as modern in their approach. Materials and supplies seem to be abundantly provided when requested by the classroom teacher. In the elementary schools one finds a great variety of instructional materials such as games and manipulative devices, many of which are commercially produced.

Some shortages exist in the audio-visual areas. This is due, possibly, as much to a need for training in the use of these materials as to a lack of funds to purchase them. Little evidence is seen of the use of the many excellent films and filmstrips that are available in mathematics. Teachers at both the elementary and secondary level must be made aware of the potential for varying their approach through the use of the materials. The overhead projector is another piece of equipment that is not fully utilized in the teaching of mathematics. Again, it is felt that lack of teacher training is largely responsible for its limited use.

The greatest shortages exist in the availability of television for use in teaching in this state. This entire area must be more fully investigated. Some plans are in process for expanding educational television in New Jersey. Teachers and administrators must be alerted to the possibilities of expanding instruction for both the students and for teachers through in-service work.

The teaching of mathematics has been strengthened and improved in New Jersey through the use of Title III funds and services in a number of ways. Again, other than the fact that a total of \$287,488 was requested by local school districts in the acquisition program, there are no definite figures to support the observations of the consultant in his visits to the schools. The consultant constantly hears words of appreciation for NDEA Title III programs and for newly acquired equipment of all kinds. This past year \$58,818 was requested for A-V equipment and \$133,156 for mathematics equipment in general. In addition, \$29,766 was requested for printed materials and \$58,126 for A-V materials.

During the past year we were able to offer five in-service workshops in elementary mathematics at various centers throughout the state. Approximately 200 participants attended these workshops. The consultants who conducted the workshops had previously received training in a program which was funded through Title III.

One area where tremendous increases and improvement have taken place is in the area of computer instruction. In a recent survey, at least forty-one out of 567 secondary schools reported either courses in computer instruction or the use of computers in mathematics instruction. Just a few years ago there were few, if any, courses of this type. Most of this growth can be attributed to Title III. The greatest evidence of the increase of the use of the computer in some phase of instruction in the high schools is through the increase in requests for assistance in this area over the past few years.

Improvement is also noted through the consultants' work with the school districts in developing new curricula and course guides. During the past year 69 new courses were approved by the Department. This figure does not take into account the number of new elementary guides which were developed.

### **Modern Foreign Languages**

Because of cutbacks in categorical aid and because of shifts in priority resultant from expansion of NDEA eligible areas, there was an apparent slowdown in large expenditures in the area of modern foreign languages, expenditures in laboratory or electronic classroom installations. However, acquisition of smaller items of equipment, such as tape recorders, proceeds as previously, indicating the need still exists.

In foreign languages we have little statistical data on student achievement, although empirical data indicate that the growth since the inception of NDEA support continues.

During the year there were 25 approvals for changes and additions to foreign

language curricular offerings. These included additions of new languages in the schools. As previously, all approved comprehensive high schools in the state offer at least two languages and all offer more than two years of modern languages.

### **History, Civics, Geography, and Economics**

Approximately one-third of our school systems are well on their way toward meeting the classroom needs of the teachers of history, geography, civics, and economics. The remaining schools are only now starting to think in terms of their social studies needs.

Nearly all secondary schools in New Jersey are engaged in social studies curriculum change. During the past three years, when federal funds became available to the social science teacher, there has been a vast stirring and movement in our state. During this past year the number of conferences with superintendents, principals, teachers, professional groups, and national evaluative groups clearly shows the positive effect of federal funds in our classrooms.

In the past year fourteen school systems started economic education courses. Formerly, years would go by without any courses in economics being instituted.

Some materials dealing with the anthropology, sociology, and geography of Africa, South America and Asia are now beginning to appear in all of our elementary and secondary schools. Most importantly, at this time, many kinds of materials dealing with the racial crisis in America are being placed in all of our elementary-secondary classrooms.

The most serious problem at this time and for some time to come will be teacher preparation. We still find our institutions of higher learning are not preparing teachers in modern methods, materials, and curricula. For the teacher now in the classroom, in-service training is needed on a vast scale. After teachers are trained they will want new materials and different kinds of supplies. This is why NDEA-type funds are so desperately needed to assist in bringing about change.

### **Center for the Humanities**

During FY1968, the following were among the major new activities involving the center:

National Foundation on Arts and Humanities proposals were screened and selected, with their effectiveness in improving opportunities for urban youngsters as top priority. The following projects were funded:

- A. Camden
- B. New Brunswick
- C. Newark
- D. Rahway

2. A publication "Guide to the Humanities" was written and edited. No funds are available for publication.

3. All public and private secondary schools were surveyed to determine the number and type of interdisciplinary humanities programs. Seventy schools reported active programs, with many planning to initiate programs in September, 1968, and later.

4. Courses of study, bibliographies, resource units, and general information have been collected from nearly two hundred humanities programs in the schools of the state and across the United States and are being used by local school personnel as resource material in planning their own programs.

### **Office of Elementary Education**

The staff has been giving attention to a wide range of concerns, including: school organization (middle school, nongraded, etc.); team teaching; regionalization; urban education; guidance in the elementary school; instructional materials centers and appropriate materials; balanced curriculum; curriculum aspects (outdoor education, sex education, language arts, science, mathematics, English as a second language); early academic learning; curriculum for young children; preparation of teacher aides; elementary school evaluation.

### **Coordination of Kindergarten Approval**

According to recent information from the U.S. Office of Education, New Jersey is the only state which makes kindergarten available to all of its children. (Five other states now have mandatory legislation which they are in the process of implementing.) Unlike the situation in many states, kindergarten is an integral part of our public school system, financed at state and local levels, not with earmarked funds, but in the same manner as all other levels of the school. New Jersey enrolled approximately 120,000 children in approved public school kindergartens in September 1967.

To guide the rapid growth of kindergartens in New Jersey, the State Board of Education requires approval of kindergartens through the application of minimum standards governing class size, space, and program. This office helps foster quality in kindergartens through publications, conferences and consultive services.

Approval is carried on by means of an annual report of kindergarten status which local districts make to the county superintendent of schools. The county superintendents forward recommendations for approval to this Office and the necessary information is then transmitted to the Division of Business and Finance for the purpose of allocating State Aid.

During 1966-67, only 45 kindergarten classes of the 5,257 in operation failed to receive approval. Denial of approval was based largely upon too large class size.

This factor is particularly crucial at the kindergarten level where children need much attention from the teacher and where the teacher is responsible for both a morning and afternoon class.

### **Early Childhood Education**

New Jersey is unique, the only one of the fifty states that delegates responsibility for approving all private child care centers to the State Department of Education. The term child care center applies to all private centers enrolling more than five children between two and five years of age, by whatever name the center is called, for example, private nursery school, all-day care center, cooperative group, play group or camp.

### **Standards**

Standards to establish minimum requirements for staff, physical facilities and programs of such centers were originally prepared and are continuously revised by committees consisting of representatives of the State Department of Education, State Department of Institutions and Agencies, State Department of Health, State Colleges, New Jersey Association for Nursery Education, nursery schools, day nurseries and public school administrators.

The number of approved centers has grown from 350 in 1962 to 500 in 1968. Involved are 2,000 teachers and almost 16,000 children. The staff assumes responsibility for administering the standards by visiting and approving new centers, relicensing existing centers and helping all centers to improve.

## **TEACHING ENGLISH AS A SECOND LANGUAGE**

The consultant in English as a Second Language is a new position. During two months of operation visits to local districts and county offices and compilation of available statistics indicate that:

- . . . . There are approximately 65,000 children in New Jersey, aged 3-18, from homes where a language other than English is spoken.
- . . . . Most of the children live in the heavily populated areas but the total number is scattered through most of the counties. The problem is aggravated in the cities by large classroom enrollments and inadequate facilities.
- . . . . A substantial proportion of the non-English speaking population is highly mobile; in addition to new arrivals, children move from district to district, and from school to school in the district, creating problems of continuity and grouping for teaching.
- . . . . Because the school employs oral and written English as the language of instruction, many of these children encounter failure from the beginning, fall behind, and become dropouts unable to live fully productive lives.

... Several districts in the state have instituted reading-oriented programs. Since these children cannot learn to read with understanding until they can control the language orally, these programs should be modified to employ the audio-lingual approach. Many schools are eager to plan programs to teach children English.

... There is a shortage of trained personnel in schools and teacher education institutions.

In the short period the consultant has been working, in-service programs to orient administrators and teachers have been set up in three districts and a summer workshop has been planned cooperatively with the Trenton State College and the Grant School of Trenton. Materials are being developed and contacts have been made in several other districts and with the roundtable of administrators in four counties. Tentative plans are developing for identifying and working with a corps of interested, able persons who may then be available to supplement the work of the State Department consultant. It is hoped that college personnel will cooperate in the development of well staffed English as a Second Language centers for pre-service teacher education. At some future time it is hoped that programs for non-English speaking children may be extended to include children who are handicapped because they come to school speaking a dialect or variant form of English.

### HELPING TEACHERS

The analysis of the helping teacher reports of group work show remarkable activity on the part of the county staff and the local districts in working to improve the schools. Workshops and other group study involved preschool, elementary and secondary school teachers. Also involved were "special" teachers, substitute teachers, teacher aides, elementary and secondary school principals, nurses, guidance workers, librarians, school foods staff, and parent groups.

The fields studied covered the gamut of school operation: study of child development and learning; child guidance; parent conferences and other forms of communicating with parents; the use of anecdotal and permanent records; study of teaching — how to facilitate learning, prevent failure, shape teaching to individual needs; study of all curriculum aspects and their essential unity (the arts and humanities, music and motion); study of materials — audio visual materials, how to expand and improve libraries and library services, etc; study of school organization and physical facilities.

The group work had great range and depth. For example: planning a home economics program, kindergarten through adulthood; helping with a county-wide study of vocational education; working with eight high school social studies chairmen in developing a learning laboratory and a curriculum for grades 11 and 12 moving away from lecture and textbook centered assignment to active, student motivated learning;

conducting county teacher tours to study urgent conservation problems, through the State Division of Parks and the resident naturalist, arranging teacher study tours in state parks, and extensive use by children of the park facilities; conducting county-wide workshops for all public and private librarians; meeting monthly with 20 high school principals studying ways to coordinate and strengthen the high school programs.

Techniques used in workshops and other group activities include participation in planning and evaluation, focus on action and variety of ways to learn.

### **Federally Funded Projects**

The helping teachers are active in planning, implementing and evaluating most federally funded projects. This means that local district personnel have assistance readily available from Department staff members.

More than four-fifths of the helping teachers helped in the development of these programs in some way. They helped in the initial stages in planning, coordinating, preparing forms. They provided follow-up consultant services; some taught the teachers, helped communicate with the parents, recommended materials and equipment, helped evaluate the effect of the project.

### **ESEA – Title I**

County superintendents involve helping teachers in approving projects allotted \$20,000 or less. About 73 per cent of the total New Jersey projects fall into this category. Ninety per cent of the 503 New Jersey projects receive direct assistance, review and/or approval by the helping teacher staff. (The remaining 10 per cent of projects are located in counties where helping teachers are not assigned.)

### **ESEA – Title II**

Helping teachers give a great deal of assistance in planning, applying for, and implementing this program for the extension of library and other audio visual materials.

### **Other Programs**

Half of the helping teachers reported assisting with Title III projects; a few participated in Title IV Project for Better Schools; a considerable number have helped with Headstart programs. Sixteen helping teachers are involved in the migrant education project and five are employed in the project during the summer. Helping teachers help local staff make good use of NDEA resources, and several are involved in the elementary school vocational education program. Helping teachers have long been active in helping support and extend the school lunch program.

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

The New Jersey Education Program for Seasonal and Migrant Families has once

again undergone expansion. More than 2200 students are attending summer schools in 21 rural communities of central and southern New Jersey, as compared with 1400 in 13 schools last year. The number of young children — preschool, kindergarten, and primary age — continues to be very high and accounts for a large proportion of the students.

### **Program Has Long History**

New Jersey was one of the first states to recognize the problems faced by migrant children, and has been providing summer school programs for 21 years. The state continues to allocate approximately \$45,000 annually for this purpose. The migrant program has received over \$1 million in federal funds from Title I ESEA for fiscal year 1968 to serve the 2200 students and their families.

### **Home Base**

Most of the migrant children are part of the East Coast stream out of Florida and the other southern states. Some come from Puerto Rico and cities such as Washington, Philadelphia, Newark and New York. Most are from minority groups; some speak no English. School staff and former migrants, employed as sub-professionals, go to the camps to recruit students.

### **Program Objectives For Young Children**

A comprehensive program of education, health, nutrition, social and related services is provided. Educational objectives aim to: (1) foster the development of positive attitudes toward self, others, and learning; (2) challenge latent abilities and interests; (3) offer rich opportunities for growth in skills and understandings; (4) develop faith in their own creative power to change their lives. With the young children special emphasis is placed on the background, and auditory and visual perception skills essential for academic success.

### **New Program Dimensions Improve Early Childhood Component**

Concern for the young child whose mother is in the fields has resulted in an extended school day wherever this has been possible. This is an important new dimension, for young children cannot be left unsupervised in the camps.

Coordination with other public and private agencies and with sending and receiving states is an outstanding feature. In a number of communities, the OEO migrant day care programs, Head Start, and Title I projects are closely coordinated with the migrant school program.

For the first time social workers have been employed in nearly all the migrant schools. A better living-learning situation for young children at home and school should result.

To reinforce family ties and promote the understanding of parents regarding the schools a Family Component has been instituted. Rather than basic literacy education, parents are exposed to what is being done for the children at school and inspired to seek continued education for themselves and their children. To accomplish these ends, help with academics is provided as needed.

In the pilot schools a sequential learning environment involving content, media, materials, and methodology has been designed. The goal is to research an effective learning structure for migrant children. Some special materials for young children include Scholastic's Let's Start Program, Play and Learn, and the Peabody Language Development Kit.

### **AUDIO-VISUAL OFFICE**

Despite a 40 per cent reduction in the staff size due to a cutback in Title II funds under the Elementary Secondary Education Act, the work of the State Audio-Visual Office has shown a steady increase during 1967-68.

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 492 New Jersey school districts. This represents 88.4 per cent of the state's school districts. A total of 824,274 pupils is served by these County A-V Centers. Twenty out of the twenty-one counties are now operating County A-V Centers.

This program is financed largely by contributions from participating school districts. During 1967-68 the districts in this program contributed \$413,216.67. The state provided \$50,000 in matching aid while the boards of freeholders in five counties provided an additional \$31,905.03.

One factor that has greatly influenced the amount of material for school use through these County Centers has been the National Defense Education Act. During 1967-68, \$136,389.95 was contributed to the County Centers from NDEA.

The 20 county centers now own 24,503 16mm sound films. Of this number, 1,346 films were purchased during the fiscal year 1967-68. These films are valued at \$2,316,958.18.

Having materials available is of little value unless these materials are used. During the period covered by this report, 299,847 films were borrowed and viewed by 17,959,540 pupils.

The scope of the work of the Audio-Visual Office is rapidly expanding. We need to keep up-to-date on all phases of television, computer-assisted instruction, information retrieval and similar new technological advances. At the same time we are receiving an ever increasing number of requests to help others in our Department of Education produce transparencies and charts, take slides, make enlargements of

pictures, or even make an 8mm sound film. More school administrators are coming to Trenton to seek help from the Audio-Visual Office and other government agencies are turning to the Audio-Visual Office for help and advice.

## **OFFICE OF SCHOOL-INDUSTRY COOPERATION**

The Office of School-Industry Cooperation is staffed by a coordinator and a secretary whose time is shared with other staff members of the Division of Curriculum and Instruction. The coordinator, in addition to his work with school-industry affairs, coordinates the visits of educators from foreign countries.

### **SCHOOL-INDUSTRY ACTIVITIES:**

#### **1. Teaching-Learning Aids for Teachers/Students:**

Acting on the recommendation of the Coordinator, the New Jersey Bankers Association sent three copies of "Your New Jersey Banks" to each approved public and private secondary school in the state together with instructions as to how additional copies might be obtained. A total of 18,000 copies has been distributed without cost to the schools.

A traveling lecture-demonstration, "The Science of Semi-conductors," was presented 134 times for an estimated 16,200 high school students by the New Jersey Bell Telephone Company.

A copy of, "New Jersey - Land of Amazing Advantages" was sent to each public and private school library in the state. The actual distribution was made by the Division of State Library, Archives and History. Approximately 2,500 copies of the publication were provided by the Public Service Electric and Gas Company.

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

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

## **OFFICE OF CHILD AND YOUTH STUDY**

The Child and Youth Study program has been growing and developing rapidly. Participation has more than tripled in the last three years. The services of the staff were requested not only in New Jersey but in other states and other countries as well. In an attempt to meet the mounting demand for help we established in 1965-1966 a Consultant Development program starting with individuals who already had considerable background in the behavioral sciences. One of the first two Consultant Development programs was sponsored jointly with the Department of School Psychology at Rutgers University. This joint sponsorship has continued.

It has become increasingly difficult to provide a comprehensive program, since the Office is not a degree-granting institution. The Grant Foundation has been aiding the Office since 1957 by providing fellowships for selected individuals to study for a doctorate in Human Development; most of them study at the Institute for Child Study at the University of Maryland. Fifteen such persons are now serving New Jersey. This is a sound process, but it needs greatly to be speeded up to make a significant difference in solving the human problems in New Jersey.

Consequently the staff prepared a proposal to establish an Institute for Human Development in one of New Jersey's institutions for higher education. The proposal was approved by the commissioner and permission was granted to explore the possibilities for support of the program.

In June, 1968, Fairleigh Dickinson University established the Center for Human Development in the Graduate School of Education with the entire staff of the Office of Child and Youth Study as the faculty of the Center.

In the school year 1967-1968, the five members of the Office worked in every county, and with more than 6,000 teachers and other school personnel. This is a reduction from last year. As we continue to place high priority on the development of skilled leaders we spend more time with fewer people, so that in the end they can reach more teachers more effectively.

In keeping with the above goal, the staff served on advisory councils for other Officers and Divisions of the State Department of Education, and worked also with the State Department of Institutions and Agencies, and the State Department of Health.

The Staff also provided leadership and developed leaders for the *Migrant Education Program*, the *Urban Education Program*, and the *Family-Type School Organization*. These are high priority concerns in our State today.

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

Since July 1, 1967, an added staff member has been assigned through a federal grant program with the New Jersey Department of Transportation in the position of supervisor of driver education. Replacements for the positions of supervisor of health and safety education and consultant in school health services have been made. A real need continues to exist for programming, both state and nationwide, in areas of girls physical education and athletics and outdoor education. Personnel in these areas are vitally needed in the Office of Health, Safety and Physical Education to assist local school districts to better plan and develop such programs in their schools.

A survey of health education programs in public schools has been made, with 407 schools responding. This survey will assist the office in obtaining information on

kinds of activities, adequacy of facilities, adequacy of personnel and on scheduling and equipment. A survey of physical education also will be done.

The office completed a questionnaire survey of girls' showering and continued work on a school athletic report which is expected to be completed in 1969.

The publication "Elementary Physical Education - Today" is completed and ready for the printer. This publication presents an elementary physical education supplemental program for classroom teachers, kindergarten through grade six.

The publication "Movement Education Report," a report on two workshops, is ready for the printer.

Publications on drug abuse and sex education were developed during 1967-68 for dissemination to the schools. The publication "Venereal Disease" was revised and distributed to all schools.

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

During the 1967-68 year, the Office of Special Education Services:

Developed and published "Operational Guide and Self-Study Instrument for Special Education Programs."

Administered the approval of 758 placements of public school children in privately operated facilities under provisions of N.J.S.A. 18A:46-14.

Assisted in establishment of Commission on the Education of the Hearing Handicapped.

Added two State Child Study Teams pursuant to N.J.S.A. 18A:46-3, which brings to nine the number of such teams in the State.

Revised regional responsibilities of Office to four regions of State which correspond with regions of New Jersey State Department of Health.

Published pamphlet edition of "The Exchange" entitled "Preparation of Teachers for Special Education in New Jersey."

Provided programs of consultation to State Police on Police and Juvenile Relations for "Operation Combine."

Provided programs of consultation to New Jersey Department of Institutions and Agencies regarding the development of special education programs in State institutions. Provided teams of specialists for on-site review of programs in all institutions.

Administered State Survey of Hearing Handicapped as mandated under provisions of Chapter 4, New Jersey Public Laws of 1968.

Administered Title VI, ESEA 1965. Funded 17 projects located in 19 counties and affording direct or indirect services to approximately 2,000 multiple or physically handicapped children.

Administered and awarded 109 traineeships and two fellowships to fund training of teachers of handicapped children. Interviewed approximately 450 candidates. (PL 85-926, as amended)

Administered programs under the Federal Act for the Blind.

Administered Title I, ESEA projects in State Institutions for Neglected and Delinquent, Mental Health, Mental Retardation, Correction, and State-operated programs. Provided technical assistance on applications, data summaries, evaluations, surveys (PL 89-313).

Handled appeals to the governor, legislators, and the commissioner of education from parents and agencies regarding diagnosis, placement, and special problems of children, a regular major function of this Office.

#### **Division of Vocational Education**

The work and responsibilities of the Division of Vocational Education continued to expand in 1967-68. The expansion was into many new areas as well as quantitative expansion of previous functions in vocational education. Among its innovative activities, the Division:

- Prepared a new publication, titled "D.V.E. Communique," and developed a brochure for the Introduction to Vocations program.

- Held the first meeting of the Vocational Advisory Committee for Special Needs.

- Approved the first employment orientation program for Special Needs pupils, in which district funds were provided to cover 50% of costs.

- Developed and submitted to the U.S. Public Health Service for approval and funding a proposal for Newark New Careers Health Occupations, to provide career ladder opportunities in Health Occupations.

- Supervised pilot projects in Entry Occupation for Garment Industry designed for unemployed high school drop-outs with special needs, and School Lunch Personnel Training, which will include the training of about 125 cooks and managers in five workshops geographically distributed within the state of New Jersey.

- Established a master facility slide file on home economics for Department of Education use; developed a facility survey instrument to assist in the Master Plan for Vocational Education through 1980.

- Conducted a survey of licensed-by-waiver practical nurses in the state to determine how many would be willing to qualify for the New Jersey licensing examination of the State Board of Nursing.

— Assisted in Project Transition at Fort Dix-McGuire Air Force Base, a new training program geared to prepare servicemen for employment prior to discharge from the armed forces.

— Advanced programs for persons with special needs, including:

1 — A project jointly funded with the Office of Migrant Education, which equipped a trailer to be used for the training of migrants in the summer and for the training of special-needs pupils during the 10-month school year.

2 — Employment orientation program for 30 pupils in Newton High School.

3 — A curricula planning grant in special needs in Camden City.

4 — An employment orientation program for 20 special-needs pupils in Teaneck.

— Met with five districts relative to a pilot project to develop guidelines for placement of under-motivated youth in Trenton, Dover, Bridgeton, Hoboken, and Lakewood.

— Prepared a 17-minute color film of the 1967 Summer Institute of Technology for Children, "Design for Learning" - now available for distribution.

— Implemented the first in-service workshop for teacher-coordinators and administrators on cooperative office education.

— Developed proposals for:

1 — A summer I.V. program for migrant students.

2 — A summer vocational program for migrant students.

— Held conference regarding the development of courses in restorative nursing to meet the needs of Licensed Practical Nurses employed in nursing homes, extended care facilities, and other health care agencies.

— Met with representatives from fire companies in Newark and Jersey City at the Center for Occupational Education at Jersey City State College to develop a program in fire science.

— Participated with Newark State College in workshops with five school districts involved in pilot vocational guidance project "NOW" (in Newark, Trenton, Morristown, and Hightstown) to explore ways of coping with socio-economically and culturally-deprived youth.

— Filmed a cooperative-industrial program for underachieving students conducted by Bayonne Vocational High School and the Humble Oil Company. This will be made into a one-minute "film clip" for public service distribution on television.

— Conducted a statewide meeting at the Department of Education of all business and trade schools preparatory to revision of the standards of approval.

— Organized a Public Information Advisory Committee for vocational education.

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The Division of Vocational Education completed its second six-week Summer Technology for Children Institute in Marlton. Thirty-six New Jersey teachers took part in the program along with 57 selected elementary school students.

During the 1967-1968 year, the Division processed a total of 510 pilot projects, totaling \$3,772,436, for new and continued funding by the State Board of Education. These projects function at all levels of education. They are located in regional high schools, local area schools, county vocational schools and in state and private colleges and universities.

Reflecting the growth in all of vocational education, technical education has advanced rapidly in New Jersey. In 1968, there were 9,481 technical education programs under public supervision and control of the State Department of Education's Vocational Division. In 1967, there were 8,535, while the total for 1960 was 3,293. The programs now in operation include such technological courses as automotive, building construction, chemical, civil, data processing, dietary, drafting and mechanical design, electrical, electronics, environmental control, instrumentation, scientific glass blowing, X-ray, visual control, metallurgical and library. An indication of the success of some of the programs was given when five graduates of the Civil Technology Program, a five-year training program sponsored jointly by the state of New Jersey Department of Transportation and the Department of Education's Division of Vocational Education, recently passed the Civil Service examination for assistant highway engineer.

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

The State Library was profoundly affected during the 1968 Fiscal Year by library legislation enacted or implemented prior to July 1, 1967. A new State Library Aid Act, passed the preceding spring, called upon the Library to assume a more aggressive role in coordinating a statewide library and information network. Programs under older titles of the amended federal Library services and Construction Act had to be replanned to reinforce and enhance the expanded state program. New LSCA titles, dealing with interlibrary cooperation and service to the institutionalized, blind, and physically handicapped, were allotted planning grants and had to be incorporated into the overall design. Title II of the Elementary and Secondary Education Act continued the heavy administrative burdens upon the State Library in the area of school libraries, both public and private. Lastly, the state law governing the receipt of

state documents for depository and distribution purposes was amended, greatly expanding the State Library's ability to develop a significant program for disseminating these essential records.

The effects of growth of state government upon such a service agency as the State Library should also be kept in mind in reviewing the 1968 Fiscal Year. The creation of the departments of Community Affairs, Higher Education, and Transportation, the new Office of the Public Defender, and the New Jersey Historical Commission along with a Legislature and Judiciary which were doubled in size, expanded the service potential of the Library, and increased the workload. In addition, the new building continued to attract a larger public, especially students, and to stimulate much more intensive and sophisticated use of reference services and resources.

### THE GRANT PROGRAMS AND LIBRARY DEVELOPMENT

*Local Libraries:* New formulae for computing state aid to local public libraries were embodied in the amended State Aid Law, and necessitated numerous calculations made even more complex by the one-third funding level authorized by the budget. A total of \$2,604,984 was distributed in December to 373 municipalities and 13 county libraries under these new formulae. Rules and regulations in support of this part of the aid program were formulated, reviewed by the New Jersey Library Association and the Advisory Council to the State Library, and adopted by the State Board of Education on May 1. Regional workshops throughout the state acquainted representatives from 219 public and county libraries with the immediate and long-range requirements designed to raise the standard of services available at the local level.

*Area Libraries:* Recognized in state law for the first time, the area library program was financed with a combination of state and federal funds, and enlarged to include developmental grants to libraries in areas which have not had units strong enough for full designation. In some cases, more than one library showing potential within a given geographic area was allotted a developmental grant, in the thought that healthy competition in achieving standards for area library designation would both hasten the process and reveal the strongest candidate. The act requires that area libraries enter into contract with the state for specific services rendered. By means of the contracts which outline required minimal programs, in-service training programs to improve the reference capabilities of area library staff members, and in-depth studies of performance and problem areas, the State Library has exerted strong leadership in the development of these major "backstop" libraries.

An area library, or a potential area library under development, is now located in every geographic area of the state. Almost \$1 million was devoted to this program: \$770,000 was distributed to the seventeen fully designated libraries in accordance with formulae established in the law; \$210,000 went to fourteen developmental libraries in grants of \$15,000 each, renewable, depending upon performance.

*Research Library Centers:* Again, for the first time, the State Aid Law recognizes the importance of research library centers (the Princeton and Rutgers university libraries, the Newark Public and the State Library) in a coordinated system of library services for New Jersey. State funds, supplemented with federal funds, were made available to these centers on a contractual basis to coordinate their services for the serious New Jersey scholar and researcher, wherever he might be. With the assistance of the New Jersey Library Resources Committee, contract forms were evolved and programs, budgets and procedures were approved for the \$25,000 grants covering the calendar year. The reference librarians assigned at the respective centers have established effective lines of communication, and the program will be evaluated as soon as it has been in operation a full year.

*Incentive Grants (Emergency and Development Funds):* The State Library Act continued the use of these funds, authorized the preceding year, and not needed for emergencies (e.g., library loss through fire, flood, etc.) for the encouragement and development of larger units of library service. Since applications totaling \$310,000 were received and only \$100,000 was allotted this program careful screening was necessary. Eleven projects were funded, each of which was required to involve more than two municipalities and/or library units. It is the intent that these funds be used for innovative and experimental projects, and a wide variety of programs have been initiated, including:

1. a film circuit for 16 member libraries, serving a combined population of more than 1,000,000 people;
2. a four-library program in Cumberland County to enlarge holdings of periodicals on microfilm;
3. the development of a vocational materials and foreign language books center in Newark;
4. a cooperative endeavor among three area libraries, Jersey City, Ridgewood and Hackensack, to intensify library services to labor unions;
5. the preparation of a book catalog of reference holdings of member libraries in Burlington, Camden and Gloucester counties;
6. two cooperative public relations programs;
7. a survey of library requirements of two municipalities considering joint library services;
8. a demonstration program of audio-visual materials;
9. the creation of a complete printed catalog of the Monmouth County Library for distribution to all libraries in the county in order to expedite interlibrary reference and loan services.

*Special LSCA Grants:* The bulk of New Jersey's allotment of \$1,090,767 under Title I of the Library Services and Construction Act was used to bulwark the development of the statewide, three-tiered system of local, area and research library services for all citizens of the state. As state aid appropriations are increased, these

federal funds will be redirected toward the solution of special problems in New Jersey's under-developed, as well as impacted areas. Presuming their indefinite continuation, federal funds can add a scope and depth of services which the state aid program can never achieve, even at full funding.

A small amount of Title I funds, however, is pledged annually to research, the recruitment and education of librarians, and to special pilot projects. For example, during the 1968 Fiscal Year, the State Library sponsored a conference in cooperation with the Drexel Institute of Technology on library services for the disadvantaged, with particular emphasis on the Model Cities Program. Pilot programs are anticipated for the 1969 year. Seven scholarships of \$2,500 each were awarded to students at the Graduate School of Library Service, Rutgers, the State University, with the stipulation that they serve in a New Jersey public library for at least two years following graduation. A workshop program, designed to improve reference skills, was continued in the 1968 Year and was attended by 285 persons representing 180 libraries. One hundred twenty-five libraries received \$500 grants each for the purchase of reference materials. Other grants were made to sponsor two research projects: "The Effectiveness of Information Service in Medium Size Public Libraries" and Distance and Time as Factors Influencing Area Library Use," conducted by Rutgers doctoral candidates; and to enable 50 New Jersey libraries to acquire complete sets of the *New Jersey Historical Series*.

*LSCA-Title II:* Title II of the Library Services and Construction Act provides funds for new or improved library buildings. Of the 14 applications, nine were approved, and \$579,851 in federal funds was made available for additions to existing buildings in Little Silver, Maplewood, and Oradell; and new buildings in Fort Lee, Neptune, North Plainfield, Perth Amboy, South Brunswick and Wyckoff. The total investment, including local funds, amounted to \$4,169,135. In addition, the State Library co-sponsored a Library Building Consultant Seminar with the Rutgers Graduate School of Library Service, and awarded \$9,650 for the employment of professional library building consultants in an effort to improve the quality of library planning. The State Library is assisted in its selection of building grant applications and the establishment of criteria and regulations by an advisory board which relates this important program to the overall objectives of library development in New Jersey. The program is being coordinated with the Demonstration Cities and Metropolitan Development Act of 1966, administered by the State Department of Community Affairs.

## ESEA AND SCHOOL LIBRARY DEVELOPMENT

During the first half of the Fiscal Year, the School Libraries Section operated with a full complement of five consultants, and was able to institute a program of regionalized service. Each of three consultants specializing in elementary school library programs served seven counties, and the two consultants specializing in

secondary school library programs each served half of the state. The system worked well, and the consultants were able to offer better service by spending concentrated time in smaller areas. Staff transfers and resignations, however, and the subsequent reduction in federal funds with subsequent "freezing" of vacancies, had reduced the staff to half strength by the end of the Fiscal Year, and the regional approach had to be abandoned until such time as the section is again operating on full strength.

Many elementary schools in the state are developing library services for the first time. Intensive field work is called for in the areas of administration, organization, procedures, in-service training of staff, and the development of collections and programs of service. About one-third of the visits were devoted to building problems and to advising architects, administrators and staff as to physical facilities which would meet the forthcoming *Standards for Media Programs* (1969). Pending the establishment of a college library consultant position, this section has had to assist the emerging county college libraries as well as the other academic libraries in New Jersey. With the critical shortage of professional staff in the School Libraries Section, the requests for college library assistance exceed its consultant capacities; high priority must be given this area in the future.

As mentioned before, the State Library is responsible for administering Title II of the Elementary and Secondary Education Act, under which almost \$3 million was distributed to public and private schools for instructional materials. Applications from 1,242 public schools were processed, and checks were distributed to all but 13 of the 572 operating school districts in the state. In addition, the majority of private schools also participated, and materials amounting to \$609,232 were purchased and distributed to 552 of them. School library development remains very uneven in New Jersey. Title II is having a significant impact in upgrading collections.

## **DIRECT INFORMATION AND RESOURCES SERVICES**

Parallel with its role in fostering and coordinating a statewide system of library services, the State Library serves as an active reference and research resource for the executive, legislative and judicial branches of state government, and incorporates a number of specialized services for the state at large. Here too, the overall plan incorporated in the State Library Aid Act of 1967 exerts considerable influence as the Library assumes its duties as one of four Research Library Centers for New Jersey. It continues to serve as a "libraries' library," but the nature of these services changes as libraries throughout the state are enabled to meet basic informational needs.

The change is subtle and pervasive. Questions become more sophisticated, more complex; greater depth is required in the collections; greater skill and staff time are called for in locating and interpreting materials. The growth of state and federal governments and their inter-related activities are reflected in the demands of researchers using the Library. A subject breakdown of telephone inquiries in the Law and General Reference Bureau, during 1967-68, for example, revealed that about

50 per cent involve specialized New Jersey and U.S. Documents information. Total inquiries averaged about 1,000 per week, with some weeks exceeding 1,500. In addition, surveys of attendance indicate that between 800 to 1,000 persons came into the Bureau each week during the 1968 Fiscal Year. While these figures represent increased use over preceding years, they still do not reveal the true extent of increased workload resulting from the demanding research pressures upon the Library.

*The Law Library:* As a distinct, special library service within the total organization, the Law Library was directly influenced by the doubling of the Legislature, from 61 to 120 members, the doubling of the judiciary, and the creation of the Office of the Public Defender. The Law Library is this elite clientele's own service agency, and its requests must be met on a priority, and often emergency basis.

Many of the services of the Law Library are less apparent and less measurable than the inquiries it handles in person, by phone and through correspondence. The daily filing of loose-leaf services and bills, monitoring news media to keep abreast of published material, organizing and indexing legal and legislative items, grows in proportion to its collections and the complexity of government. The Library also prepared 64 original legislative histories during the year; published its biweekly *Selected List of Books and Law Review Articles Added to the Law and General Reference Libraries*; prepared special, topical bibliographies, such as *Civil Disturbances, Legal Aspects*, which was given wide distribution; prepared an index to *Title 18A of the New Jersey Statutes*, a major revision of all State laws governing education; assisted in revising the legislation affecting the State Library (Title 18A:73); and published a ten-year index to the *New Jersey Law Journal*, 1957-1966, which received wide circulation.

*The General Reference Library:* Since prime space in the first floor is at a premium, the General Reference Library has had difficulty in accommodating its ever-increasing collections, particularly of periodicals and documents. When the Department of Education library was disbanded in the spring of 1968 its periodicals were transferred to the State Library, and subscriptions were expanded according to a list devised to strengthen library services to the Department. To compensate, New Jersey county materials were moved to the Archives and History Bureau.

Among the customers in state government, the Departments of Education and Community Affairs stand out, with the Legislature a close third. Use by the general public, especially students, as pointed out before, showed a marked increase. Note should be taken of two specialized activities of the General Reference Library.

Documents Section: As mentioned before, a 1967 amendment increased the number of copies of state publications sent to the Library for deposit and distribution. The Library immediately set out to designate strategic libraries as New Jersey Documents Depositories, in accordance with need and long-range planning. Twenty-two academic libraries, eight county libraries, and seventeen public libraries accepted

designation and agreed to abide by the regulations adopted in December, 1967. These agencies include all of the strong-point area libraries and research library centers. In addition, New Jersey publications are deposited with eight major research and bibliographic centers across the country, such as the Library of Congress, the Council of State Governments, and the Center for Research Libraries in Chicago, and 32,593 depository items were shipped, primarily in the last half of the year after the program got under way. This program can be expected to grow appreciably. The Documents Section continued to issue the *Checklist of Official New Jersey Publications*, and bears the primary burden of processing its own materials.

**Reference Referral:** Initiated in the fall of 1966, the Reference Referral service showed marked growth during the 1967-68 year. In peak months, more than 200 questions were received, as against a high of 125 the previous year. Based upon collect telephone service and reply within twenty-four hours, Reference Referral acts as a "court of last resort" for library questions which cannot be answered at the local or area level. College and special libraries also make use of this service and together accounted for about twenty-five per cent of the volume. All but four per cent of the 1,880 questions received were answered, thirty-eight per cent of them being referred to other libraries both in and out of state which could be identified as holding the desired materials.

The \$10,000 state aid grant received by the State Library as a research library center was expended on the Reference Referral service, since it is the unit most identifiable with the Library's statewide research function. This sum was supplemented with federal funds to help defray costs and to contract with the Pennsylvania Union Catalog for searching services. Close coordination is maintained with the three other research centers.

**Archives and History:** The numerous functions of the Archives and History Bureau are not, perhaps, reflected in its name. Even the word "archives" necessitates a detailed explanation. While concerned with archives — the permanent records of the state — the bureau's functions revolve around records in general, and include the field of records management: the formulation of retention and disposal schedules; maintenance of records storage centers for semi-current records; and microfilming of certain records to either insure permanence or reduce bulk. Only a select group of records actually become archival.

Archival management, on the other hand, covers such activities as properly housing and describing the archives; serving patrons interested in information contained in them; exhibiting significant documents pertaining to the history of the state; and preparing letter-press editions of important record series.

The work load of the Archives and History Bureau has increased greatly since the move into the new building in 1965. New programs such as historical editing, teaching, and exhibitions have been added as a direct result of the new quarters. In addition,

the Bureau has acquired from other state agencies most of the major state records of historical and genealogical importance, as well as the reference collection on New Jersey history formerly on file in the General Reference Bureau. A duplicate catalog of this collection of more than 2,000 volumes was prepared for use in the Archives and History Bureau.

During 1968, the Library acquired all the historical military records from the New Jersey Department of Defense, amounting to over 300 cubic feet, and covering the period from before the Revolutionary War to the beginning of World War I. These new acquisitions have resulted in a 320 per cent increase in reference work. In 1965-1966, the Bureau served 1,776 patrons. This past fiscal year 2,600 patrons consulted material in the Archives Search Room — more than a 50 per cent increase. Patrons came from 34 states, including Alaska and Hawaii, and from Canada and France, some spending two or more days in Trenton while researching. Between February and June 30, 1968, 2,400 items were consulted. In all, more than 9,700 separate record items were requested and almost 2,000 individual letters requesting information were received and answered.

The historical editor completed compilation of "The Colonial Laws of New Jersey, 1703-1775," and final editorial work, indexing, and printing arrangements have begun. As a result of a three-year project organized by the historical editor, *New Jersey and the Negro: A Bibliography, 1715-1966*, was published by the New Jersey Library Association in December, 1967. As of June 30, 1968, the book was in its third printing and over 2,100 copies had been sold. Work was continued on *A Guide to Library Resources in New Jersey History*, bringing final copy for publication close to completion.

Although attendance in the Archives Exhibit Room fell off slightly during the past year, over 15,000 persons viewed the documents on display, and detailed lectures on New Jersey history and the significance of the documents on display were presented to over 4,700 school children. The program of film showings each afternoon on weekends throughout the year attracted 2,560 persons. In the main corridor, seven special exhibits were prepared and displayed.

New Jersey's records management program has functioned well during the past year, resulting in substantial savings of funds to both state and local governments. A total of 49,350 cubic feet of records were disposed of, and well over 700,000 documents were filmed. Through a cooperative agreement with the Genealogical Society at Salt Lake City, work was started on microfilming all state records of genealogical importance. The work is being performed by the Society at no cost to the state and a positive copy of all film produced is being supplied the Archives and History Bureau, free of charge. To date the Society has microfilmed over 800,000 pages of probated wills.

## SPECIAL SERVICES

The Bureau of Special Services was created in the fall of 1966 to administer library service to the blind, formerly provided on a contractual basis by the Free Library of Philadelphia. Since then, federal legislation added the physically handicapped to the library service for the blind administered by the Library of Congress, of which New Jersey's Library for the Blind and Handicapped serves as a regional branch. This single action quintupled the public to be served, and programs were further extended under new titles of the Library Services and Construction Act dealing with service to the institutionalized, the blind, and the physically handicapped.

By the end of the 1968 Year, the Library for the Blind and Handicapped, in its separate quarters on Calhoun Street, had assembled a collection of talking books, commercial records, tapes, braille items, and large type books which, with multiple copies of periodicals in these media, totaled 113,879 volumes representing 21,169 titles. Active registered readers, served on a continuing basis, numbered 6,193.

During the year, an Advisory Committee on Institutional Library Services, under the co-chairmanship of the state librarian and the dean of the Rutgers Graduate School of Library Service, was appointed. It represented, in addition to these two interests, the Department of Institutions and Agencies, the Department of Labor and Industry (Rehabilitation Commission), and the Trenton Public Library. The planning grant under Title IV-A of the Library Services and Construction Act was used to commission a major study of library service in state institutions.

The report, *Library Services in New Jersey State Institutions; a Survey with Recommendations* (March, 1968), was issued jointly by the State Library and the Rutgers Library School, and will be used to shape the program for institutional libraries being developed by the Special Services Bureau.

## ADMINISTRATION

The increased activity throughout the Library was quickly reflected in personnel, budget and accounting work, and by the end of the fiscal year, nine separate accounts were maintained covering the various federal titles, state aid provisions, and the general fund. Forty-four persons were hired and thirty resigned from the regular staff during the year; ninety-seven personnel actions were required for part-time and seasonal help.

To assist in its planning for the future, the State Library obtained the services of a building consultant to advise on space allocation now that the Library has had three years experience in its new building. A number of minor adjustments would seem in order and will be initiated in the new year. By the end of the 1967-68 Year, however, the State Library was undoubtedly in a stronger position than ever before in its history, had a staff of almost 130 skilled and able employees, and could foresee an increasingly effective role in serving state government and the libraries in New Jersey.

**NEW JERSEY STATE LIBRARY  
STATISTICAL SUMMARY, 1967-1968  
STAFF**

	Positions Filled	Positions Vacant
Professional	38	6
Non-professional	68	5
<b>TOTAL POSITIONS</b>	<b>106</b>	<b>11</b>

**COLLECTIONS**

Total, beginning of year	682,155
Added during year	21,834
Withdrawn during year	2,695
<b>TOTAL VOLUMES, END OF YEAR</b>	<b>701,294</b>

**CIRCULATION**

Main Library	112,034
Library for the Blind & Handicapped	137,029
<b>TOTAL CIRCULATION</b>	<b>249,063</b>

**REFERENCE & RESEARCH SERVICE REQUESTS**

Law Library	8,946
General Reference Library	8,901
Reference Referral Center	1,880
Lending Services (subject requests)	2,106
Archives & History Bureau	11,690
<b>TOTAL REFERENCE/RESEARCH SERVICE REQUESTS</b>	<b>33,523</b>

**OPERATING EXPENDITURES**

Professional staff	\$376,007
Non-professional staff	260,544
Total staff costs	<u>\$636,551</u>
Books	\$ 88,798
Periodicals	17,643
Microfilm	3,000
Total expenditures for materials	<u>\$109,441</u>
Binding and rebinding	6,000
All other operating expenditures	261,565
<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$1,013,557</b>

## NEW JERSEY STATE LIBRARY PUBLICATIONS

- Annual Report, Public & School Library Services Bureau, 1966-1967*  
*Area Libraries, Narrative & Statistical Report*  
*Bibliography of Some Resources for Planning and Maintaining an Elementary School Library*  
*The Card Catalog*  
*Checklist of Official New Jersey Publications* (bimonthly)  
*Depository Libraries for New Jersey Documents*  
*Developmental Libraries, Narrative and Statistical Report*  
*Directory of New Jersey Colleges and Universities, 1967-1968*  
*Elementary Schools and Librarians*  
*Guidelines for Applicants, State Library Aid Incentive Grants*  
*Guidelines for Filing Applications, Elementary & Secondary Education Act, Title II*  
*Index to New Jersey Law Journal, 1957-1966*  
*Information for Applicants, Public Library Construction, Library Services and Construction Act* (rev. 1968)  
*Library Audio-Visual Materials, September, 1967*  
*Library Services and Construction Act Programs: A Report, 1966-1967*  
*Library Services in New Jersey State Institutions: A Survey with Recommendations,*  
by Genevieve M. Casey. (issued in cooperation with the Graduate School of  
Library Service, Rutgers, The State University)  
*New Jersey Days: A Calendar of Notable Events and Personalities in New Jersey History* (monthly)  
*Public Library Directory, 1967*  
*Public Library Statistics, 1967*  
*Rules and Regulations - New Jersey Documents Depositories*  
*Rules and Regulations - State Library Aid Act*  
*Rules and Regulations - State Library Aid Act, An Explanation*  
*School Library Directory, 1967*  
*School Library Statistics, 1967*  
*Selected List of Books and Law Review Articles Added to the Law and General Reference Libraries* (biweekly)  
*Some Famous Jerseymen* (rev. Feb. 1968)  
*Some Twentieth Century Jerseymen* (rev. Feb. 1968)  
*State Library Newsletter* (occasional)

## STATE MUSEUM

The New Jersey State Museum had 485,636 visitors in 1967-1968. A breakdown of this figure shows: 85,257 students and teachers from New Jersey's 21 counties

benefited from the nine differently graded lesson-demonstrations; 35,082 people enjoyed weekend and holiday public programs; 15,080 took advantage of a special summer schedule of 163 programs. In addition, the Museum's Film Loan Library mailed 19,292 films. By visiting the Museum and viewing its films, more than three million people participated in State Museum services.

School programming included several new developments, one being the Planetarium's program for the deaf. In this program the Planetarium supervisor and a Planetarium technician worked closely with the Katzenbach School for the Deaf specialists to offer a teaching demonstration unavailable to them in the past. Special visual effects were designed so that the deaf students could take advantage of the Planetarium.

Equally exciting was the top-level achievement auditions program, "Instruments Auditions for High School Students," presented in cooperation with New Jersey musicians and music educators, which culminated in a recital concert at the Museum Auditorium.

In public programming the most exciting areas of development encompassed presentations of original works by New Jersey talent. The Museum scheduled an original opera and four concerts of original music — all contemporary, some avant-garde — presented for the first time. Composers and musicians were New Jersey residents.

The Museum is expanding its services outside of the Museum. "Encounters with Excellence," a program of intimate conversations designed for college students, was initiated. In this program the Museum acts as host to persons of demonstrated excellence in the areas of science and the humanities. This year "Encounters" pioneered with a poet and followed with an oceanographer in visits to two state, two community and two private colleges. The visits culminated in public programs at the Museum Auditorium.

The Museum also pioneered with a circulating exhibition of original art designed to travel to public schools, municipal art centers, libraries, university and college galleries. Two exhibitions, both titled "Original Prints by Contemporary Artists," were prepared specifically for school use. The prints were selected from our Museum collection for specific teaching purposes by Dr. Burton Wasserman, professor of art education at Glassboro State College. Two other exhibitions intended for general use, "Prints in Three Centuries" and "Eleven Pop Artists" also using prints from the State Museum collection, were prepared in cooperation with the New Jersey State Council on the Arts.

In the area of semi-permanent exhibitions this year, the second and third phases of the Hall of Natural Sciences were opened to the public. Included are seven new semi-permanent exhibits: *Hadrosaurus*; *Mastodon*; *Monoclonous*; General Paleontology; Origin of Life; Pine Barrens Diorama; and Science Teaching Demonstration area. Articulation, an original method of armature fabrication which obviates center supports, is being used. With the elimination of visible support, this enormous animal,

in effect, stands on his own feet. The Science Teaching Demonstration area provides multiple, audio-visual presentations for primary and secondary school children as well as public presentations.

Staff studies and plans for the first installation of the Hall of Cultural History include: a life-sized diorama of the late Woodland (500-1658) village scene; a synoptic exhibit on the five cultural periods extending from 7000 BC to AD 1658; and a scientific exhibit on the methods and techniques in archeology. Construction will begin in spring 1969.

The Museum organized and installed fourteen art exhibitions in the Main and/or Auditorium Galleries: "Focus on Light" (May 20 - September 10); "Eleventh National Print Exhibition of the Hunterdon County Art Center" (July 1-30); "Leonardo da Vinci, the Scientist" (August 5 - September 12); "Selections from the Fine Arts Collections" (September 16 - January 14); "Geometric Art" (September 30 - December 3); "Original Prints by Contemporary Artists" (October 6 - November 26); "Group Exhibition, M.F.A. Candidates of the Fine Arts Department of Rutgers" (December 9 - February 11); "Ulfert Wilke, his Writings and Collections of Calligraphies" (December 16 - February 11); "Selections from the Americana Collection of the Museum" (January 27 - September 2); "American Pewter from the Collections of Dr. Joseph H. Kler and Mr. John McMurray" (February 17 - April 14); "New Jersey Society of Architects Award Exhibition" (February 3 - March 3); "American Color Print Society Annual Exhibition" (February 17 - April 14); "Black and White Print Exhibition of the Print Club of Philadelphia" (March 9 - April 21); "Art from New Jersey 1968 Third Annual" (April 20 - June 16); "New Jersey Student Fine Arts Scholarship Awards Exhibition of the New Jersey State Federation of Women's Clubs" (April 24 - May 3). Catalogues of bibliographic merit were prepared and published in conjunction with three of the above exhibitions: "Focus on Light," "Geometric Art" and "American Pewter." Gallery lists of record value were published for five others. Other temporary exhibits included: "Basketry and Pottery," "New Jersey Fungi" and "Animals and Birds of New Jersey."

Museum officials conducted natural history field research programs throughout the state. Approximately 5,000 birds were banded at diverse New Jersey ecological sites at Island Beach, Tocks Island, Pennington and Stony Brook Watersheds. In June, staff members collected fish, amphibia, reptilian, and insect specimens for the Pine Barrens Diorama.

Archeological field research was conducted for two and a half months in Sussex County, sponsored by the National Park Service, U.S. Department of the Interior and the New Jersey State Museum. Excavations concentrated on a prehistoric Indian site discovered in 1967, and an 18th century fort (Fort Westbrook).

The Indian site provided critical information on the late prehistoric and proto-historic periods in Northwestern New Jersey. It located the Indian village of Minisink where, in the early 1700's, the Munsee tribe of the Delaware Indians farmed the

river flats and traded with Europeans and other Indian tribes in New Jersey. Over 15,000 square feet of earth removed from the Colin Browning and Blair properties yielded over 280 features of human occupation and 20,000 artifacts of Indian and European manufacture. The artifactual material, a significant find in helping define a little-known cultural period in New Jersey, revealed a time of transition from utilization of aboriginal materials to objects of European cultures.

Excavations at the historic site provided information on the 18th century Fort Westbrook. Evidence indicates that the structure, part of an early Dutch settlement in the 1630's, was also used in the 1750's as part of the Upper Delaware defenses during the French and Indian Wars.

The Fine Arts Collection and the Decorative Arts Collection were enlarged by the acquisition of 607 objects. Among these acquisitions, notable Jerseyana material included such diverse objects as a rare American cameo art glass made in the early 20th century by Victor Durand, and an environmental sculpture by Pop artist George Segal. Other distinguished collection materials included such items as an American Empire Silver presentation pitcher of New Jersey association made by John Conner, 19th century New York silversmith, and a gouache painting by the contemporary American, Alexander Calder. The majority of these acquisitions were gifts by donors of specific items sought by the Museum, or purchased with funds provided by donors.

An important gift from Norman Lister added 1,332 archeological artifacts to our research collection. Renovated objects from the collection found to be neither of exhibit nor study value were given to Batsto and Island Beach Nature Centers for display purposes.

Culmination of three year's work by the Museum officials resulted in the formation of a state-wide, nonprofit organization. The Association for the Arts of the New Jersey State Museum. Composed of prominent men and women of New Jersey and adjacent states, the groups purpose is support of the fine and decorative arts programs of the State Museum. Funds from memberships, donations, and gifts have been impressive.

Special work facilities which became operative during this year included the largest freeze dry specimen chamber in use today exclusively for taxidermy, making it possible to produce one specimen as large as a fox or simultaneously many of smaller size.

Some of the current and anticipated problems of the Museum involve the heavy scheduling of Planetarium programs, which greatly taxes the instrument. Its three years of nearly continuous operation are roughly equivalent to seven years of man-hour use. Anticipated major breakdown and replacement problems have been recognized and their additional expenses requested in the operating budget.

## Marie H. Katzenbach School for the Deaf

The many and varied activities of a residential school serving the needs of 524 boys and girls between the ages of four and twenty-one years of age are indeed difficult to enumerate. In addition to the multiple every day activities, the following are worthy of mention.

1. As a result of the Summer Curriculum Workshop, twelve manuals, especially written to meet varied needs of deaf students, were printed.
2. The in-service program for both teachers and houseparents was continued with much benefit to all.
3. This was the second year for the experimental unit, which was designed to use and develop diagnostic and remedial methods and materials for deaf children of normal intelligence with "learning disabilities". It was planned to limit the program to the 10 original pupils and to have them re-evaluated by the team of experts from Columbia University. However, the group, of necessity, was increased to 17, thus making provision for some of the children who could not function in the regular program.
4. The psychologist has been a real asset to the child study team in helping children with special problems.
5. The continuation of the cultural enrichment program has been of benefit to the older students.
6. The staffing and equipping of three libraries has added much to the educational progress of the girls and boys.
7. The availability of an electronics service has resulted in all the equipment being regularly serviced and kept in good working order.
8. This year also marked the second year of operation for three technical level instructional areas, namely: residential electrical services; heating and ventilation; and mechanical drafting and design.
9. New equipment purchased with federal funds has been most helpful in providing more up-to-date instruction for the students.
10. More than 800 hours of individual tutoring were given children who needed additional help, and to help those who lost class time due to extended illness.
11. A full-time program in commercial food service was funded through the Vocational Division, New Jersey State Department of Education. It provided a program of specialization in a semi-skilled area to meet the needs of students of limited ability. In the past few years several students, not only handicapped by deafness but also with low mental ability, have been accepted into the vocational program. The food service program is providing an area in which

these students, who cannot meet success in a regular vocational program, can be successfully trained to enable them to be self-supporting. Classroom instruction emphasizes the basic principles and practices used in the preparation and service of food, while practical experience is gained in our Upper School dining room and kitchen. The program has resulted in the placement of trained students in this field of work.

12. A pilot program to expand the offerings in business machines was also funded through the Vocational Division. It is evident that today's business world is fast becoming more specialized and sophisticated in the area of business machines. In the past the above average deaf student has been underemployed because of lack of training on automated business machines. Training on the Magnet Tape Selectric Typewriter and on the keypunch machines, made possible through the business machines pilot program, enables students to overcome this disadvantage.
13. In addition to these courses, 1967-68 also marked another first with the beginning of another pilot project known as "Advanced Studies". This instructional effort spans a student's junior, senior, 13th and 14th years. Designed for the more academically able vocational student, this, too, is the only such course available to deaf students in the nation.
14. Captioned Films for the Deaf, which is a federal program, continues to supply a rich assortment of audio-visual aids and equipment.
15. The Teacher Training Program at Trenton State College continues to help furnish well trained teachers.
16. A "mini" pre-school program for three children and their mothers was started. It proved so worthwhile that it was decided to set up a pre-school unit in the nursery building the following year to include additional children with an additional teacher three days a week. Informal meetings are held each month with parents and teachers of nursery school children to share ideas and learn from each other. The meetings were so valuable for the parents that they will continue.
17. The Sunday afternoon parents' meetings are exceptionally well attended.
18. A third pilot project was proposed and accepted for implementation in 1968-69. Titled — Numerically Controlled Machine Tool Technology — this project will provide the very finest and sophisticated equipment now used by the machine tool trades.
19. The 1967-68 school year marked the second year of the highly successful pilot project in visual communications. The school publication, "The Jersey School News," reflected the impact of this project on graphic arts instruction. It was selected for a national award for "technical excellence".

20. Six academic seniors took the competitive examinations for Gallaudet College. Five were accepted.
21. All vocational graduates were placed in good positions.



