



1972-73
annual
report

OF THE
STATE BOARD OF EDUCATION
AND THE
COMMISSIONER OF EDUCATION

New Jersey State Library

The Annual Report
of the
State Board of Education
and the
Commissioner of Education
for the
School Year of 1972-1973
Is Respectfully Submitted
to the
Legislature of the State of New Jersey

EDWARD W. KILPATRICK
Acting Commissioner of Education

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THOROUGH AND EFFICIENT

On April 3, 1973, the New Jersey legislature received a State Supreme Court order to devise a school support plan which will ensure meeting the state constitutional mandate for "a thorough and efficient system of public schools" and to spell out the meaning of a "thorough and efficient" education.

The Supreme Court, acting on an appeal of Superior Court Judge Theodore Botter's Jan. 19, 1972, Robinson vs. Cahill decision, agreed with the Superior Court ruling that the state is not meeting the constitutional requirement for a thorough and efficient system of education.

The court's ruling gave the legislature until Dec. 31, 1974, to enact a new school finance plan. It further ruled that the plan be in operation by July 1, 1975.

Judge Botter had ruled that the state constitution's command for equal educational opportunity was not being met because of varying levels of financial support among the state's local school districts.

In the decision, Chief Justice Joseph Weintraub said, "A system of instruction in any district of the state which is not thorough and efficient falls short of the constitutional command. Whatever the reason for the violation, the obligation is the state's to rectify it. If local government fails, the state government must compel it to act, and if the local government cannot carry the burden, the state must itself meet its continuing obligation."

Responding to the Supreme Court decision, Acting Commissioner of Education Edward W. Kilpatrick said that a top priority for the State Department of Education and the State Board of Education would be the development of a definition of "thorough and efficient."

NONPUBLIC AID

On June 25, 1973, the United States Supreme Court vacated a stay against an injunction of the New Jersey Nonpublic Elementary and Secondary Education Act, causing the state's nonpublic aid program to be stopped, pending further appeals.

New Jersey's nonpublic aid program had originally been struck down, April 5, 1973, by a three-judge panel of the United States District Court of New Jersey. The ruling that the program was in violation of the concept of separation of church and state preliminarily enjoined the operation of the state nonpublic program.

In May, the district court made modifications to allow payments for goods already delivered and services under contract. In that same month, the U.S. Supreme Court stayed the entire ban "pending further orders from the court." The further orders came when the Supreme Court made the abovementioned June 25 ruling which vacated the stay and enjoined the operation of the New Jersey program.

STATEWIDE TESTING

More than 200,000 New Jersey public school students took the first statewide tests to be given under the State Department of Education's Educational Assessment Program.

The tests were designed to measure levels of achievement in reading and mathematics among students who are beginning the fourth and 12th grades.

Some 95,000 12th graders and 117,000 fourth graders were tested. Since the school year had just begun, the tests attempted to determine achievement on the basis of the first three and 11 grades of school.

According to Dr. Gordon Ascher, director of the program, the assessment is designed to provide information to state and local decision makers and will help develop norms of achievement for the state.

Ascher said that some 9,000 persons were involved in preparation for the tests, including education department staff members, technical experts, subject matter specialists, classroom teachers, high school and college students and advisors from universities, business and industry and the public at-large.

Teachers were asked to help compile the educational specifications about which the tests are constructed.

"It's essential that the kinds of items included in the tests are relevant to what students have been taught and what they've been expected to learn," Ascher said.

He said that the two tests required four hours of testing and administrative time. The tests were administered by classroom teachers under the direction of a district coordinator.

Such factors as district per-pupil expenditure, median income in the district, pupil-teacher ratio will be used to increase understanding of the test results.

In addition to developing norms for the state as a whole, the program will develop norms for geographic regions, for urban, suburban and rural type districts, for various units of size from county through district and school to classroom.

Comparison with national norms will be possible through the inclusion of nationally normed items in the test.

The assessment program under development for three years, will tie-in with the "Our Schools" project conducted by the Department of Education, eventually assessing the status of students relative to the goals determined by "Our Schools."

The aim of "Our Schools" was to determine, through wide-spread public involvement, goals for the public school system in New Jersey, to assess the status of students relative to the goals and to recommend projects and programs which will bring students closer to these goals.

SCHOOL OF THE YEAR

The Catherine A. Dwyer School in Rockaway Township, Morris County, was selected as the New Jersey School of the Year for 1972 in a school building awards program conducted by the Department.

The Rockaway school was picked for the top award from among some 32 schools completed during 1972 which were nominated in the first such competition held by the Department.

The program was established and coordinated by the Bureau of Facility Planning Services of the Division of Field Services.

Nominations for the award were submitted by school administrators, boards of education and architects.

Schools nominated for the award were evaluated by a judging committee composed of an architect, a school administrator and a school planner, all from outside New Jersey. Presentation of the award was made to the Rockaway school district at the department's annual facility planning workshop at the Sheraton Poste Inn, Cherry Hill.

The program was established as a means of giving recognition to educational planning and the provision of suitable facilities.

Criteria for the evaluation of the school projects nominated included educational adequacy, site utilization, environment for learning, flexibility and expansibility and esthetics.

SCHOOL BUILDING SAFETY

The department began a new effort to improve safety in New Jersey's school buildings.

The position of state supervisor of school plant safety was established in the Bureau of Facility Planning Services of the Department's Division of Field Services. Howard W. Holcombe, who had

served in the bureau 23 years, the last 16 as architectural supervisor, was appointed to the new job.

The new effort was designed to check more closely for unsafe conditions in school buildings and making sure that steps are taken to eliminate any hazards.

Dr. Edward A. Spare, director of the bureau, said that the emphasis of the new safety thrust was placed on providing assistance to local school districts as to what steps can be taken to eliminate hazards. He said the bureau was furnishing guidelines for local school officials to follow in checking the condition of their buildings for safety.

TEACHER CERTIFICATION LISTENING POSTS

The State Department of Education held a two-day "Listening Post" in May to receive the views of professional education organizations concerning the development of a model for the implementation of a performance-based teacher certification system in New Jersey.

The "Listening Posts" were held at the Sheraton Motor Inn, Bordentown, and conducted by the State Board of Examiners and the Department's Bureau of Teacher Education and Academic Credentials.

Dr. Robert A. Roth, director of the Performance Evaluation Project for the bureau, said that the purpose of the two-day session was to give the various professional organizations an opportunity to express their views before decisions are made on the methods and procedures to be used in applying a set of performance criteria in the evaluation of a candidate for teacher certification.

The project was launched in 1970 as a study to determine the feasibility of changing New Jersey's teacher certification process so that the issuance of the initial teaching certificate would be based on the evaluation of a candidate's actual performance as a teacher rather than only on performance in college courses. Sixteen task forces in the project have worked to develop sets of performance criteria for evaluating candidates in 16 teaching areas.

OFFICE OF STUDENT AFFAIRS

Roger Burbage, director of student activities at East Orange High School, was named to head the newly-established Office of Student Affairs.

The appointment was made by State Education Commissioner Carl L. Marburger and was approved by the State Board of Education at its February, 1973, meeting.

The student affairs office was situated in the Department's Division of Curriculum and Instruction. The office was designed to represent student interests through legitimate channels and to provide the department, the state school system and the state's students with an office intended to serve as a focal point for the interchange of ideas and concerns.

COMPUTER-BASED SCHOOL BUS SCHEDULING

A single program for the scheduling of school bus routes for 22 New Jersey school districts began to be developed on a pilot basis to go into operation in September, 1973.

Funded by the State Department of Education and conducted by the Educational Testing Service, the program was called the Transportation Information Planning Service.

The program was to assist local pupil transportation officials with the complex job of efficiently transporting pupils to and from school through the use of a technical staff and computers.

The Department of Education subsidized the program through the Bureau of Pupil Transportation, Division of Field Services. The bureau oversees all pupil transportation in the state and reimburses individual school districts for a percentage of school bus operating costs.

The department's expressed primary concern was to get children safely to and from school, but it was expected this program would provide the added advantage of cutting pupil transportation costs by about 10 per cent.

According to department figures, in a year school children travel 72 million miles in 10,000 vehicles at a cost of \$60 million and that computer-based bus scheduling could result in an annual saving of \$4 to \$6 million or more.

More efficient use of vehicles, a consequent reduction of operating expenses and the elimination of costly administrative hours previously spent on manual scheduling could realize a substantial saving.

Dr. Orville G. Parrish, director of pupil transportation, whose staff is responsible for monitoring the program, said that if the program can cut waiting time at bus stops and produce the quickest and safest routes, it will minimize the chance for accidents.

"The less time children spend waiting for and traveling on the

bus, the safer they are. Computer-based scheduling can also schedule routes and stops to avoid common hazards. The program is expected to identify the safest, shortest and most direct routes for every pupil in a district, considering such factors as school locations, starting times, fleet capacity, road and traffic problems and geographical distribution of schools and pupils," Dr. Parrish said.

Dr. Parrish also said that the program will decrease the likelihood of school bus drivers' speeding to meet school opening hours because each route is planned and timed by the computer to assure it can be covered without speeding.

The computer also may make it possible for some school districts to revise their routes for the first time in 15 years.

Because of the number of variables a local school transportation director must contend with, it has become almost impossible to up-date a system year-by-year. The director must work with land area of the district, characteristics of the road network, numbers of students transported, the ages and grade-levels of students, number and capacity of available vehicles, opening and closing school hours, school locations and road and traffic conditions.

Districts participating in the pilot program are:

Hopewell Valley Regional, Madison Township, Neptune Township, Montgomery Township, Jefferson Township, Lenape Regional, Jackson Township, Hunterdon Central Regional, Gloucester Township, Washington Township and East Windsor Regional.

Also, Trenton, Upper Township, Ocean City, Middle Township, Lower Township, Lower Cape May Regional, Freehold Regional, Freehold Township, Colts Neck Township, Howell Township and Marlboro Township.

COORDINATION OF DEAF PROGRAMS

A move to coordinate and expand education programs for deaf and hard-of-hearing children in New Jersey was begun.

Through the Office of Special Education in the department's Division of Curriculum and Instruction, a concerted effort was launched toward developing a network of adequate facilities and programs for the state's approximately 1,800 children with hearing impairments. Only about half of these children were enrolled in programs designed specifically for their needs and those programs lacked the desired coordination.

The department's goal was to provide a continuous program for all hearing-impaired children from kindergarten through high

school in appropriate facilities.

A new staff position was established in the special education office to coordinate the state's program for the hearing-impaired.

The State Education Department manages the Marie H. Katzenbach School for the Deaf in West Trenton. It is the largest facility in the state for education of children with hearing impairments. The school has an enrollment of some 600 students between the ages of 4 and 21 coming from 260 school districts. It is New Jersey's only residential school for the deaf, with 90 per cent of the students boarding residents. Also, it is the state's only deaf school offering a high-school level program.

The State Education Department also operates the Millburn Avenue School for the Deaf in Millburn, which provides a program for some 100 students from 45 school districts in that part of the state. The only other deaf schools in the state are in Hackensack, where some 110 students from 46 districts in the area are enrolled, and in Newark, where Bruce Street School serves about 125 Newark students. The Hackensack and Newark programs are operated by the local boards of education. The remaining deaf children in the state are enrolled either in special classes in regular schools or in regular classrooms.

DESEGREGATION EFFORTS

The State Board of Education approved 10 recommendations for New Jersey's public school districts to continue to advance desegregation efforts.

Noting that the 88 local school districts identified as having racially imbalanced schools in 1969 have made gains, the Board called upon all districts to do such things as integrate their staffs, bring the study of minority cultures into their curriculums and involve the community in school desegregation planning.

The State Board approved the recommendations at its Dec. 6, 1972, meeting noting that the State Constitution, federal and state pronouncements mandate equal educational opportunity.

The Board said that it is required by law to deal with problems of racial imbalance without awaiting formal complaints.

The Board noted that its earlier responses to the mandate of law included the aforementioned identification of schools with racial imbalance and the establishment of the Office of Equal Educational Opportunity, which is charged with the responsibility of providing technical assistance for developing and implementing school desegregation plans.

The recommendations of the Board and commissioner of education were that all school districts continue to make concerted efforts:

1. To bring about staff integration on all levels.
2. To integrate the study of minority cultures into the total curriculum.
3. To bring about staff inservice training dealing with the understanding and appreciation of minority contributions to American culture.
4. To involve the community in the planning of school desegregation.
5. To provide exposure to a variety of teaching strategies for teaching staffs especially to meet the needs of a changing pupil enrollment.
6. To provide evaluative criteria to determine the effectiveness of school integration procedures on the learning process of the students as it affects both academic achievement and the attitudes and self-concepts of the students.
7. To provide the maximum feasible opportunities to enable students of all ethnic groups to participate in the decisions affecting the operation of the schools they attend.
8. To continue to develop and implement desegregation plans.
9. To continually assess their own situations. Plans must be developed and actions taken which will eliminate racial imbalance before problems and pressures arise that cause community opinion to become polarized.
10. And, that all public school districts that have implemented desegregation plans make concerted efforts to assess their present situation in an effort to avoid resegregation and polarization of students.

ENVIRONMENTAL EDUCATION

Two hundred forty-two school districts in New Jersey reported offering or developing environmental education programs, according to a statewide survey conducted during the 1971-72 school year.

The survey, conducted by the N.J. State Council for Environmental Education in cooperation with the State Department of Education, drew a response from 402 of 581 operating school districts. There are 602 school districts in the state but 21 did not operate schools last year.

Commissioner of Education Carl L. Marburger said, "The number and scope of environmental education programs reported as being developed and offered is more encouraging in light of the environmental crisis we all face."

The 242 figure represents an increase of 30 per cent in three years in the number of schools actively pursuing environmental education. The council conducted a similar survey in 1969 and identified

185 public school districts as being involved in developing or offering environmental programs.

In response to the more recent survey, 349 school districts indicated a willingness to cooperate in the testing of pilot environmental education curriculum materials and 252 reported a willingness to assist in establishing citizens' committees for environmental education.

It is expected that the districts willing to test pilot curriculum materials will play a leading role in evaluation of programs. The districts willing to establish citizens' committees will serve as models of school-community efforts in environmental education.

Data collected through the survey will help implement the State Master Plan for Environmental Education. The plan encourages environmental education in public and non-public schools, institutions of higher learning and through adult education and citizens' committees.

OCCUPATIONAL EDUCATION CENTER

The State Department of Education is constructing in Newark a Center for Occupational Education/Experimentation and Demonstration (Project COED) that will provide a unique program of occupational education for Newark high school students.

The center is being constructed adjacent to the department's Newark Manpower Training Skills Center, located between Broadway and Broad Street in North Newark. Construction work on the three-story building began in July, 1972, and is expected to be completed in the spring of 1974. The cost of the new center is approximately \$3 million and is being financed on a matching basis by the State and the Economic Development Administration of the U.S. Department of Commerce.

According to John E. Radvany, associate state director of vocational education in charge of urban education and manpower training, the new center will feature innovative programs and techniques in occupational education. It will be operated on a shared-time basis with the City of Newark. Newark high school students selected for the program will spend part of their time in a regular Newark high school and part at the center. The existing Skills Center provides programs only for out-of-school youth and adults.

TEACHER OF THE YEAR

Mrs. Patricia Spetter, a special education teacher at Morris Knolls High School in Denville, was named as New Jersey's Teacher of the Year, 1973.

Mrs. Spetter was cited by Commissioner Marburger not only for her exceptional work with retarded high school-age students but also for bringing many of Morris Knolls High School's students into the special education program as tutors resulting "in a benefit to both retarded student and student-tutor."

As New Jersey's Teacher of the Year, Mrs. Spetter becomes the state's candidate in the 1973 National Teacher of the Year awards program conducted by the Council of Chief State School Officers, the *Encyclopaedia Britannica* and *Ladies Home Journal*.

Mrs. Spetter was one of six finalists for New Jersey's Teacher of the Year. They were selected from among 43 nominees.

The five other finalists named were:

Mrs. Marie Hanlon, a fifth grade teacher in the Hillsdale school system.

Lee Oberparleiter, project director and English teacher in Cinnaminson's alternative high school.

Dr. Cy Sommer, commercial baking teacher in Middlesex County Vocational High School.

Roger Tesi, an elementary school physical education teacher in the South Plainfield system.

Robert Zakaluk, vocational printing teacher in North Hunterdon Regional High School.

Mrs. Spetter is the fifth New Jersey Teacher of the Year. Last year's choice was Mrs. Katherine Battista, a sixth grade teacher in the Palisades Park school system. Other previous winners were George Cureton, then in the Newark school system, Mrs. Genevieve Collins of Montclair and Joseph M. Pirrello of Verona.

HIGH SCHOOL EQUIVALENCY

Certificates earned through the state's high school equivalency program have had considerable measurable impact on the lives of the recipients, according to a survey conducted by the State Department of Education.

The survey showed a 10 per cent decrease in unemployment. It also showed that some 80 per cent had "significantly improved their socio-economic status."

The survey was prepared by Walter S. Hauck, Jr., field supervisor in the Department's Office of High School Equivalency, Division of Field Services. It showed a change from 71 per cent employed, 23 per cent unemployed and 6 per cent out of the work force at the time of the test to 78 per cent employed, 13 per cent unemployed and 9 per cent out of the work force 14 to 16 months later.

"A substantial proportion of the unemployed and out of the labor force were waiting to enter college," Hauck said. "The majority

of those out of the labor force were housewives.”

Hauck said that the survey was a random sample of 100 General Education Development (GED) certificate holders who passed the tests in March and May of 1971, stratified by age and sex.

These persons were interviewed Aug. 28 and Sept. 9, 1972, to determine what changes, if any, had occurred since taking the GED tests.

Hauck reported that the survey showed that 17 per cent of those sampled changed to better jobs after obtaining their GED certificate.

“Of those who remained in their jobs, 33 per cent reported higher earnings and the vast majority of those earning more, 90 per cent, reported that they had received a promotion as a result of obtaining the GED certificate,” Hauck said.

Hauck also said that 6 per cent indicated that they took the test in order to reduce the risk of layoff or to improve their employability should they experience a layoff.

He pointed out that beyond the tangible job and education improvements there were personal considerations.

“Ninety-two per cent of the respondents reported that their confidence in their abilities had increased. Many reported that passing the test represented a milestone in their lives,” Hauck said.

Hauck said that if the percentages derived from the sampling reflected accurately the experiences of all those taking the test then 10,482 of 13,000 New Jersey residents who passed the GED test during 1972-73 have improved their socio-economic status.

Hauck said it would indicate that 1,263 who were unemployed would now be working, 3,258 would be in college, 2,156 would have quit their old job and now have a better one and 3,805 would be earning more money now than they did 18 months ago.

Greater convenience for learning and testing and quicker notification of results are being offered persons involved in high school equivalency programs in New Jersey. In fact, for many preparing for the equivalency test is now as easy as turning on a television set at home.

“Your Future is Now” is a television program offering instruction for the General Education Development (GED) test, on a daily basis. The classes are telecast by the N.J. Public Broadcasting Authority on channels 52 and 23.

The series of half hour presentations covers major test areas, including lessons on reading comprehension in social studies, natural science and literature; English lessons in grammar, spelling, usage and vocabulary; and lessons in arithmetic, beginning algebra and beginning geometry.

Testing was made more convenient with the opening of 11 new flexible testing centers last month.

Under a new speed-up effort, unofficial scores are available a week after the test at all flexible testing centers as well as at the mobile testing unit and state institutions. Because of a computer program change, the speed-up will expand to all score reporting this spring.

The flexible testing centers are located in:

The Urban Education Center, Atlantic City; Middlesex County College, Edison; Brookdale Community College Learning Center, Long Branch; Bergen Community College Learning Center, Hackensack; Urban Education Center, Camden; Jersey City State College, Jersey City; the Kelsey Building, Trenton; Union College, Plainfield campus; Montclair State College, Upper Montclair; the Adult Language Center, Vineland; and the Adult Learning Center, Newark.

LIBRARY EDUCATION REPORT

A report by the State Library recommends a state advisory council and an intercollege agreement among state and private institutions to improve opportunities for library training in New Jersey.

Titled "Library Education in New Jersey: Report and Recommendations," the report is the result of a year's study of patterns of education for librarianship.

The report recommends that the advisory council for library education be appointed by the chancellor of higher education and that it should review New Jersey's opportunities for library training on a continuing basis and should suggest improvements.

The intercollege agreements among state and private undergraduate and graduate schools is aimed at gaining a broad range of course offerings in librarianship at convenient locations throughout the state. Courses and credit transfer arrangements would be designed to accommodate those seeking degrees and eligibility for certification as well as those who simply wish to update their training or pursue certain areas in depth.

According to the report, its proposed pattern for education in librarianship is intended to use the capabilities of community colleges, four-year institutions and graduate programs.

Speaking of the need met by the report, Roger McDonough, state librarian, said, "Significant advances have been made in offering various levels of training for library employment, but it has been uncoordinated and without the guidance of an overall, articulated plan of development.

"As a result, transfer of credits from one institution to another is impeded, central core curricula have yet to be developed and certification and Civil Service specifications are at odds with current practice."

The study was sponsored by the State Departments of Education and Higher Education. Assisting in the effort was an advisory committee representing 34 institutions of higher learning, the major professional organizations and lay interests in the field.

