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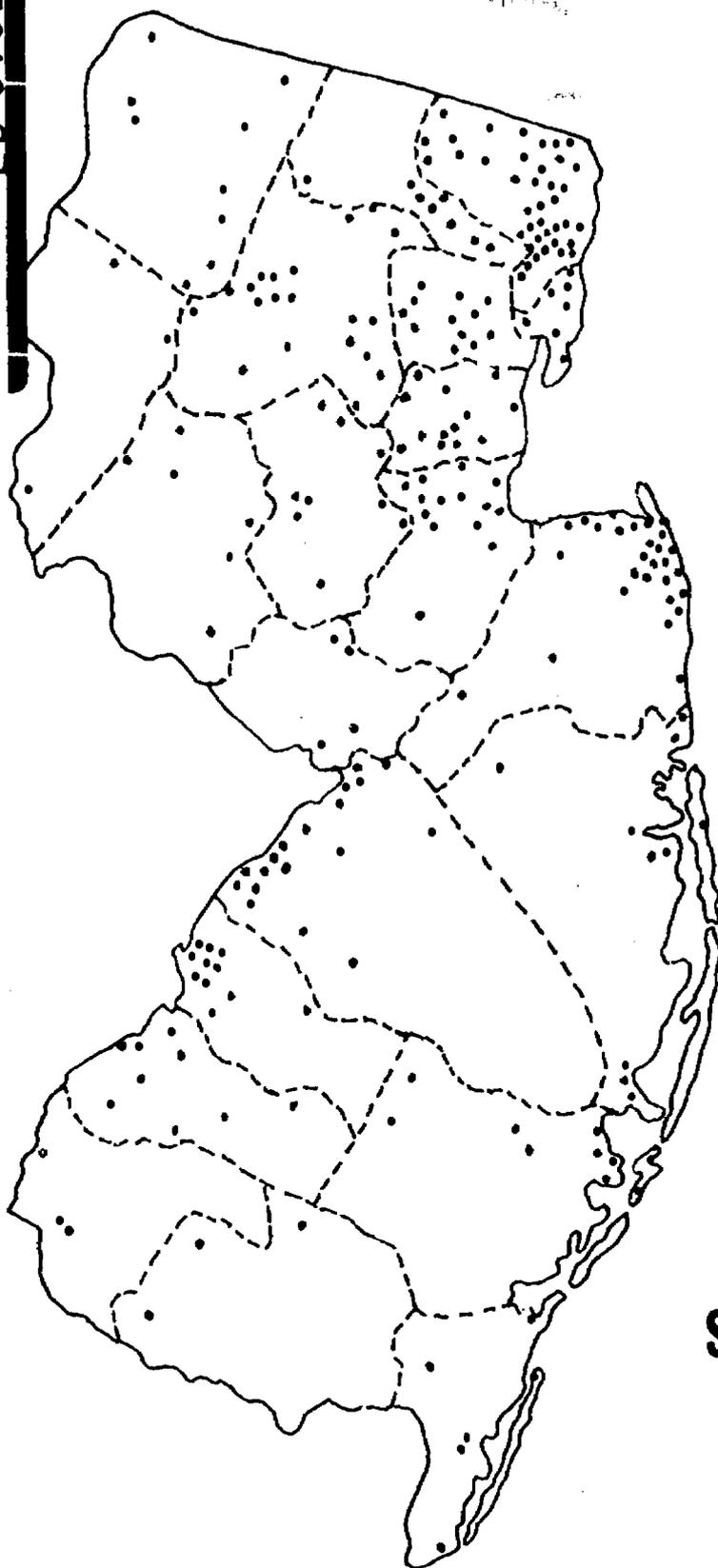
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ABSTRACT

This survey was conducted pursuant to implementation of the New Jersey State Master Plan for Environmental Education. The data obtained provide a base for characterizing the state of the art of environmental education in New Jersey school districts. A previous survey in 1969 identified 185 public school districts which were then involved in either developing or offering programs; in this survey, 242 public school districts of the 402 districts responding reported having environmental education programs. Of particular note is the increased number of monitoring programs focusing on environmental problems of immediate local interest. More than 80% of all responding districts expressed a readiness to test pilot environmental education materials; more than 65% would assist in the establishment of local citizens' committees for environmental education. One hundred forty-nine school districts reported having staff with special training or degrees in environmental education. (Appended are the instrument used in the survey, descriptions (by code) of public and nonpublic school programs by county, a list of counties in New Jersey by region with the number of districts in each county, and a copy of the New Jersey Environmental Education Act.) (DDO)

Ed Embury

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**ENVIRONMENTAL
EDUCATION
IN
NEW JERSEY**

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Statewide Survey Report

SEP 20 1980

Prepared For

OFFICE OF PROGRAM DEVELOPMENT, DIVISION OF RESEARCH, PLANNING
AND EVALUATION, NEW JERSEY STATE DEPARTMENT OF EDUCATION
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By

THE NEW JERSEY STATE COUNCIL FOR ENVIRONMENTAL EDUCATION
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Upper Montclair, New Jersey
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Pursuant to

*IMPLEMENTATION OF STATE OF NEW JERSEY
MASTER PLAN FOR ENVIRONMENTAL EDUCATION
PROJECT NUMBER 71-7198*

ELEMENTARY AND SECONDARY EDUCATION ACT
OF 1965
TITLE III, SECTION 306

As Amended by Public Law 91-230

The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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ENVIRONMENTAL EDUCATION IN NEW JERSEY

A Statewide Survey Report

I. INTRODUCTION

In cooperation with the New Jersey State Department of Education, the New Jersey State Council for Environmental Education is charged with implementation of the State Master Plan for Environmental Education. Included in this charge is the responsibility to periodically gather data regarding the status of environmental education programs in the schools.

During the 1971-72 academic year, the Council surveyed the number and types of environmental education programs being developed and offered in public and non-public schools throughout the state. The analysis of the volume of data received from public school districts constitutes the body of this report. Information received from non-public schools is recorded in Appendix D.

The most recent earlier survey was conducted in 1968. More comprehensive data was collected for this report. The information analyzed in this report was gathered through June 1972 and provides an up-to-date directory of school environmental education programs. Further, the data on planned and developed environmental education programs in the schools, as well as reasons given by respondents for not mounting further programs may be useful to all agencies concerned with the development of environ-

mental education.

Collection of the data was achieved by mailing a seven part questionnaire (Appendix A) to each district superintendent in the state. Follow-up questionnaires were mailed (and telephone requests were made) at fixed intervals. Responses were received from 402 districts which represents 66.8% of the 601 school districts surveyed.

Additional survey responses received from 8 districts after the final date were not included in data analysis. Three of these districts which reported environmental education programs are included in Appendix B.

Throughout this report, percentages portrayed are based on a total of 402 districts responding. Of these, 242 districts, or 60.2% of those responding, reported either developing or offering a program. Since all districts did not respond to all questions on the survey form, and some districts reported more than one program, all totals will not add up to 402.

The Council would like to express its appreciation to Mr. Harry Lejda for his assistance with the analysis and graphic presentation of data in this survey report.

II. ANALYSIS OF SURVEY DATA

1. Survey Response - County Percentages

Figure 1 summarizes and compares the percentage of response by county, which ranged from 41.3% to 100%. N represents the total number of districts in each county. Figure 1 does not indicate the existence of a program.

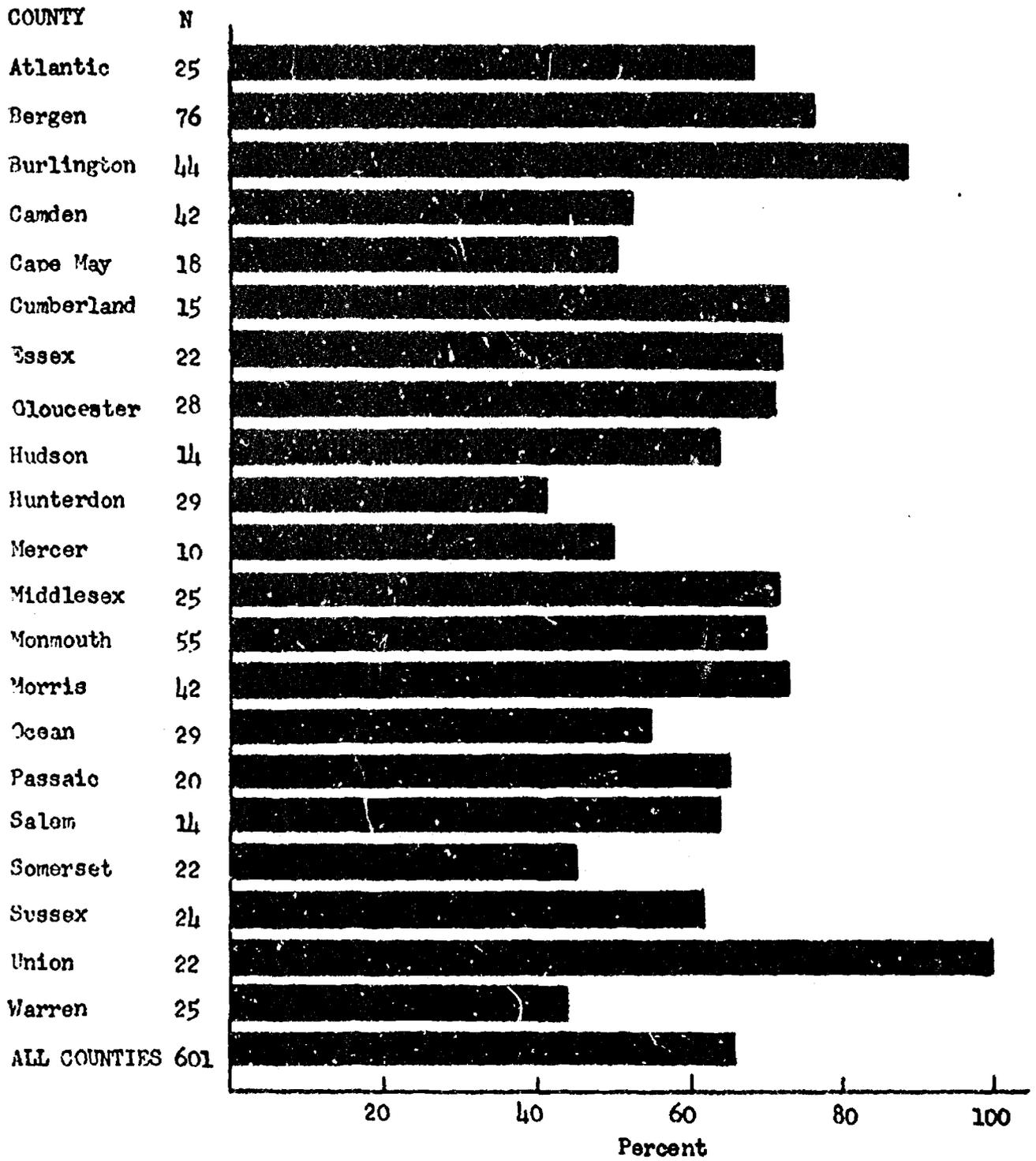


Figure 1. Percentage of Each New Jersey County Responding to Survey.

2. Program Restrictions

One section of the survey requested districts to identify factors which inhibited them from establishing an environmental education program. Districts were able to choose from a list of possible restraints, and include additional factors under the category of "Other".

Table 1 summarizes this data by county from 160 districts. The majority of districts indicated more than one restriction. Three particular restrictions stand out. The first is "Availability of Funds". Listed 120 times, "Availability of Funds" was the most dominant limiting factor selected.

"Staff Qualifications" and "Lack of Curriculum Materials" were the next most dominant factors, and these, combined with "Availability of Funds", account for 62% of all the restrictions listed.

Table 1, particularly the State Totals, indicates a need for additional inservice and pre-service teacher training programs. There is also an apparent need for information at the district level about existing and available curriculum material.

The factor of "Curriculum Restrictions" was not significantly chosen, and might be interpreted as meaning that the present curriculum offerings have the flexibility to include environmental education, but districts lack personnel, materials and funds to accomplish this inclusion.

Finally, the category of "Other Priorities" was chosen 22 times. This category was typically identified as the presence of a more immediate priority such as school evaluation, or problems associated with overcrowded conditions.

Table I. The Number of Each Restriction Chosen by Respondents as the Major Reason for not Developing or Offering an Environmental Education Program.

COUNTY	Restriction									
	Availability of Funds	Teacher Contracts	Transportation	District Location	Curriculum Restrictions	Staff Qualifications	Length of School Day	Lack of Planning Time	Lack of Curriculum Materials	OTHER
ATLANTIC	3	--	--	--	1	3	1	1	--	1
BERGEN	16	--	2	1	7	15	4	12	11	--
BURLINGTON	18	1	3	1	1	14	2	5	9	2
CAMDEN	8	--	3	--	--	4	3	2	5	1
CAPE MAY	4	--	--	--	1	4	--	3	2	--
CIMBERLAND	8	--	2	1	1	5	2	6	5	--
ESSEX	5	--	2	1	1	5	--	4	3	--
GLOUCESTER	7	1	2	--	--	5	--	1	5	2
HUDSON	1	--	--	--	--	2	--	--	9	--
HUNTERDON	3	1	--	--	--	4	2	4	4	2
MERCER	--	--	--	--	--	1	--	--	1	1
MIDDLESEX	3	1	2	1	2	3	2	1	3	1
MONMOUTH	7	--	2	1	3	5	2	6	6	4
MORRIS	10	1	--	--	3	5	2	6	5	2
OCEAN	5	3	2	--	1	5	2	3	4	--
PASSAIC	2	--	--	--	3	1	1	1	2	2
SALEM	5	--	--	1	1	5	1	1	4	--
SOMERSET	1	--	--	--	1	1	--	1	--	--
SUSSEX	5	1	--	--	--	4	2	5	6	1
UNION	5	--	1	--	2	7	3	6	4	1
WARREN	4	--	--	--	2	4	2	1	3	2
STATE TOTAL	120	9	21	7	30	104	31	69	91	22

Table II. Response to Selected Survey Questions Dealing With District's Staff Qualifications and Interest in Environmental Education, by Region.

Question	Region	Response			
		YES		NO	
		N	%	N	%
1. Would your district be interested in testing pilot environmental education curriculum material in the future?	Southern	128	91.4	12	8.6
	Central	64	85.3	11	14.7
	Northern	157	80.7	23	19.3
	ALL	349	83.2	46	16.8
	2. Does any staff in the district have special training or degrees in environmental education?	Southern	62	44.6	77
Central	26	33.7	51	66.3	
Northern	61	34.2	117	65.8	
ALL	149	37.8	245	62.2	
3. Would district be interested in assisting in the development of a "Concerned Citizens" Committee for Environmental Education?	Southern	95	71.4	38	28.6
	Central	44	60.2	29	39.8
	Northern	113	65.0	61	35.0
	ALL	252	66.4	128	33.6

3. Development of New Programs

Several questions sought to determine the districts' interest in testing pilot material and working with community groups as well as the number of districts with staff trained in environmental education. Table II lists responses to these questions.

Responses were grouped according to three geographic regions: (1) Southern, (2) Central, and (3) Northern. This is an arbitrary regional grouping which coincides with the field organization of the New Jersey State Council for

Environmental Education, and provides data which will enable the Council to assist school districts in these areas. Appendix C lists the counties included in each of these regions, and the number of districts in each county.

Table II suggests a readiness by the majority of school districts in each region to test pilot Environmental Education programs, and to assist the development of Environmental Education Citizen Committees, with somewhat stronger interest in the Southern region. This high statewide interest is especially significant in light of the 62.2% of the districts who reported being without specially trained staff in Environmental Education and in relation to the inhibiting factors recorded in Table I.

4. Kinds of Programs

The questionnaire solicited information concerning six distinct types of environmental education programs: (1) interdisciplinary, (2) subject oriented, (3) a specific activity, (4) monitoring, (5) teacher inservice, and (6) community involvement. Figure 2 illustrates the number of these programs being developed or offered.

A "Specific Activity" program was reported by 123 districts. Further analysis was made to determine the primary emphasis listed most often.

The questionnaire provided the respondents with a choice of four specific activities to indicate the primary emphasis of their program, as well as a category of "Other" to be completed by the respondent. In examining the responses in this section of the questionnaire, the following results were obtained: (1) Single day - 15.5%, (2) Field trips - 26.8%, (3) Resident - 28.8%, (4) Eco-Action - 15.5%, and (5) Other - 13.2%. These figures illustrate that both field trips and resident (camp) programs are most often the primary emphasis of a specific activity

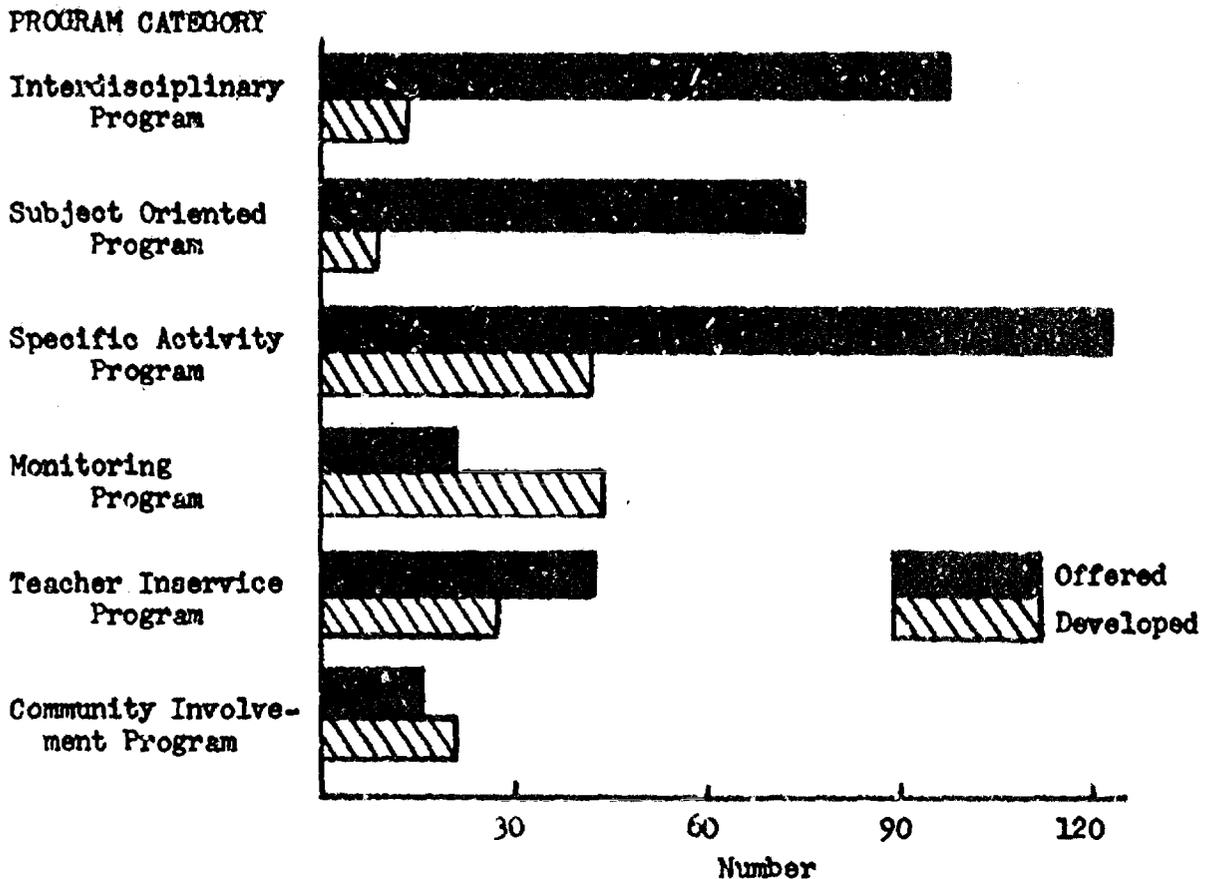


Figure 2. State Summary of Environmental Education Program Category Responses by Program's Status of Being Developed or Offered.

program, comprising over 50% of all such programs.

An analysis of the category of "Other" showed that many districts reported "Single Day" activities here, but had given these activities their own particular name and placed them in the "Other" category. Consequently, the categories of "Single Day" and "Other" may be combined, yielding approximately the same percentage as either "Field Trips" or "Resident Programs".

Figure 2 also indicated that an "Interdisciplinary" program is offered in 97 districts. Since experience suggests that this type of program is usually the most difficult to implement, this result was higher than expected. The pro-

Table III. Number of Environmental Education Monitoring Programs Being Both Developed and Offered, by Environmental Factor Being Monitored or Surveyed, in Each New Jersey Region.

Environmental Factor	REGION						ALL REGIONS	
	Southern		Central		Northern		Dev.	Off.
	Dev.	Off.	Dev.	Off.	Dev.	Off.		
1. Fresh Water	8	9	3	8	5	6	16	23
2. Sea Water	3	1	3	4	1	--	7	5
3. Air	6	6	3	5	4	4	13	15
4. Noise	2	3	2	4	2	2	6	9
5. Solid Waste	1	5	1	4	3	3	5	12
6. Sewage	1	2	2	3	3	1	6	6
7. Transportation	3	--	--	2	2	2	5	4
8. Other	--	--	--	--	1	--	1	--

gram category of "Subject Oriented" is being offered in 75 districts. These responses appeared to be slightly more concentrated in the Central region of the state. In terms of programs being developed, Figure 2 shows that "Monitoring" is the category most often reported.

Table III examines the type of monitoring or survey programs being offered or developed in each region. The data presented in this Table may seem incompatible with the numbers in Figure 2 because some districts reported offering or developing monitoring programs in several environmental factors.

In Table III, "Fresh Water" and "Air" are the two most often monitored environmental factors in both offered and developing programs. Since these two environmental factors are the most often publicized, the emphasis on them is understandable.

5. Materials and Special Facilities

Since in Table I districts not offering or developing programs indicated lack of curriculum materials as a primary constraint, the origin of materials utilized by districts which did report programs in Figure 2 was further analyzed. At least 75% of the districts offering programs in each category indicated that their materials were designed and developed locally. Appendix B furnishes the reader with an identification of those districts with locally prepared materials and a contact person in each district. Apparently the absence of commercial materials did not inhibit a large number of districts from developing their own. The recent increase in commercial production in combination with local designs indicates a growing pool of materials available for district use.

The survey data revealed that some environmental education programs may be contingent upon having access to special facilities and equipment. Within each program category in Figure 2 at least 50% of the respondents indicated that special facilities were used, although very few of these were identified.

6. Length of Existing Programs

Environmental education is a relatively recent inclusion in curricular patterns. The data from the survey measures the length of time various programs have been in existence. Figure 3 displays the average number of years each category of environmental education program has been offered.

"Specific Activity" programs have been offered far longer than any other type of program, though the average program has been in existence only 3 yrs. and 9 mths.. The average "Interdisciplinary" program has been in existence for only 2 yrs. and 9 mths., while the "Subject Oriented" program only 2 yrs.

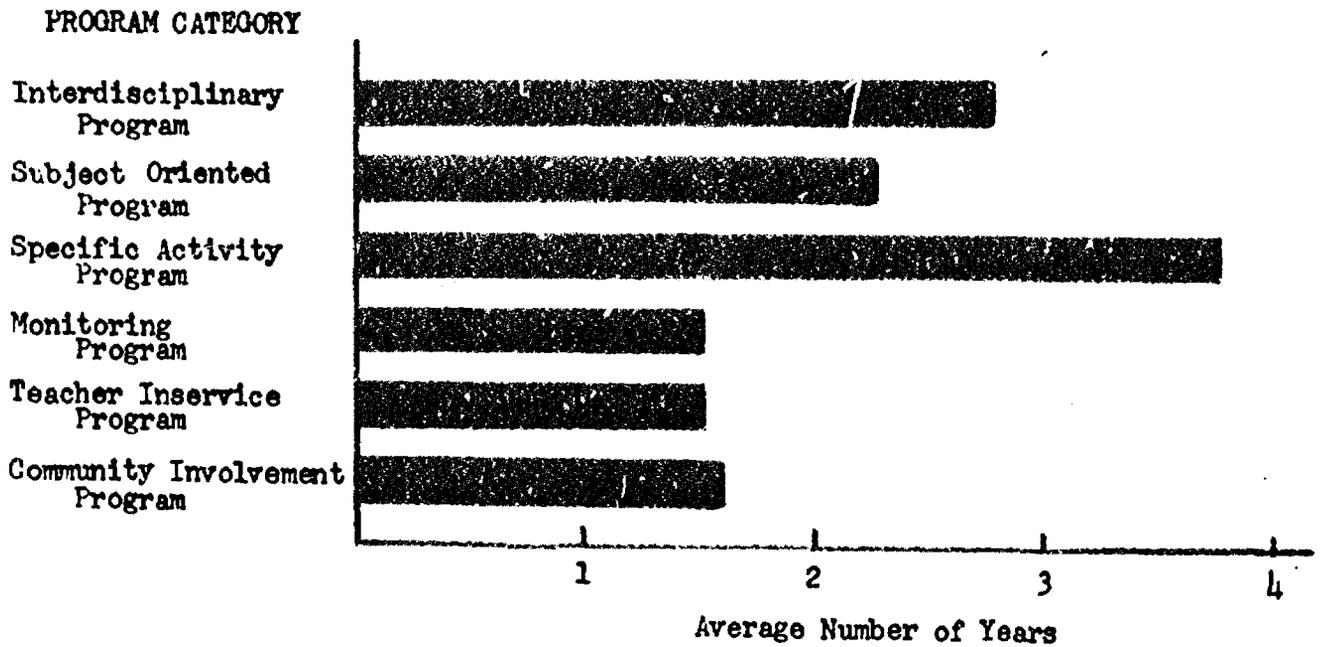


Figure 3. Average Number of Years Each Environmental Education Program has Been Offered Throughout the State, by Category of Program.

and three mths. These three program categories are those most solidly entrenched in the present curriculum. The average teacher inservice program has been in existence for only 1 yr. and 6 mths.

These are average time lengths. Some programs have been offered for as long as fifteen years, and the range within each program category is extremely wide.

Figure 4 shows a distinct relationship between the average length of time programs have been offered and the location in which they are offered. There is a definite tendency for the Northern region of the State to have environmental education programs for a longer average period of time in three program categories. The Central region of the state has been offering programs for

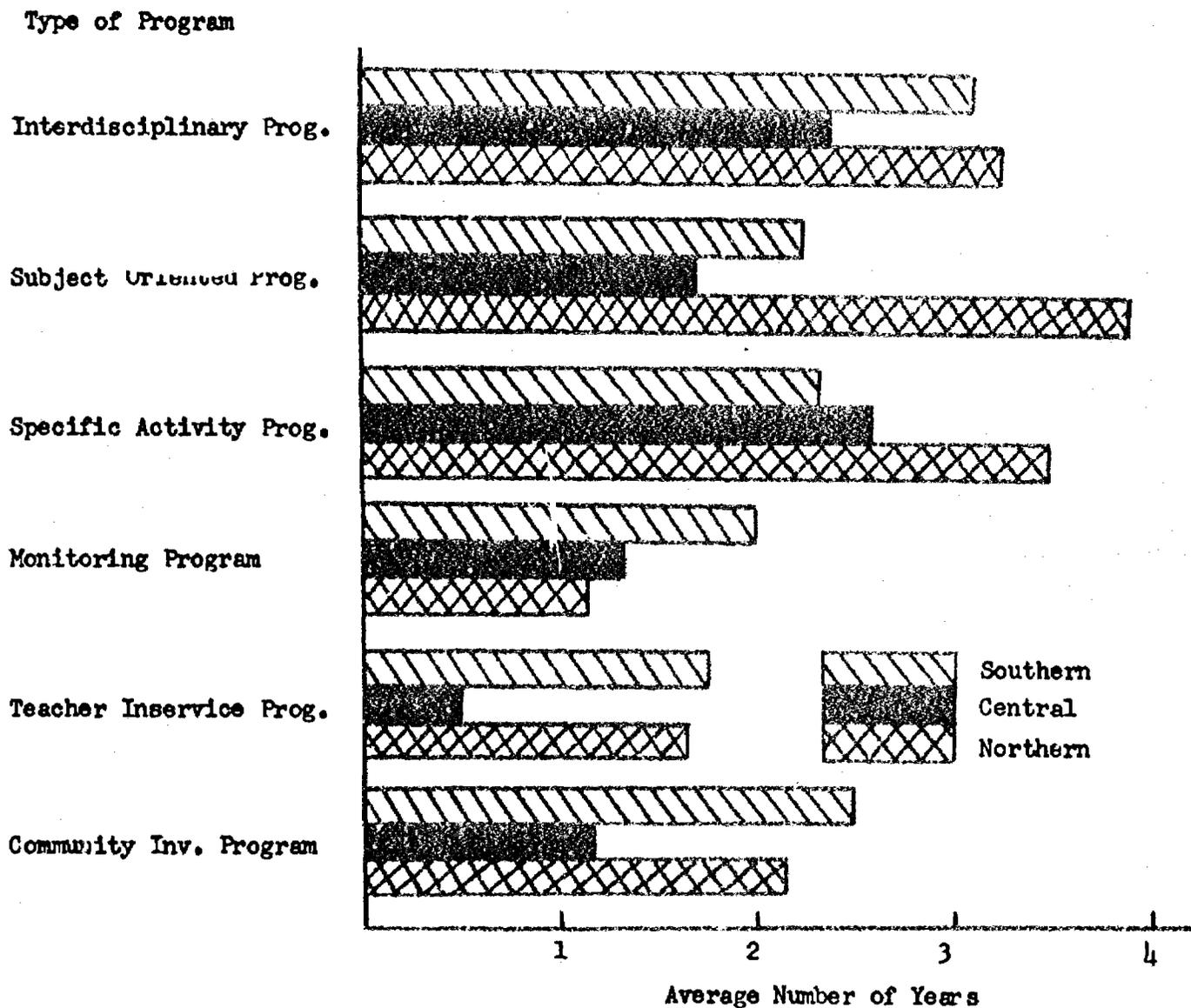


Figure 4. Average Number of Years Each Environmental Education Program has Been Offered Throughout the State by Region and Category of Program.

the shortest period of time.

In the Northern region, where programs have been offered for the longest time, 61% of all the responding districts reported they operated resident (camp) programs.

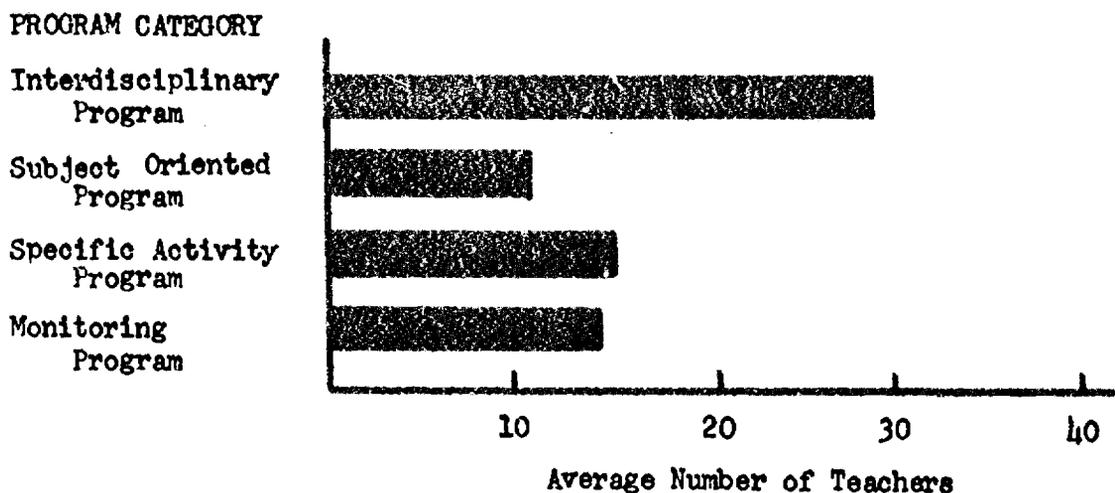


Figure 5. Average Number of Teachers Involved in Each of Four Environmental Education Programs Being Offered, by Category of Program.

7. Faculty and Administration Involvement

The survey furnished information concerning faculty involvement in the various types of programs. Four specific program categories (interdisciplinary, subject oriented, specific activity, and monitoring) were examined for faculty involvement, and the results are portrayed in Figure 5.

"Interdisciplinary Programs" involve an average of almost thirty teachers per district.

The program category "Subject Oriented" involved the fewest teachers on the average.

The remaining types of program, inservice and community involvement, were analyzed for extent of faculty/administration involvement. Figure 6 shows the average number of teachers and administrators involved in "Inservice" and

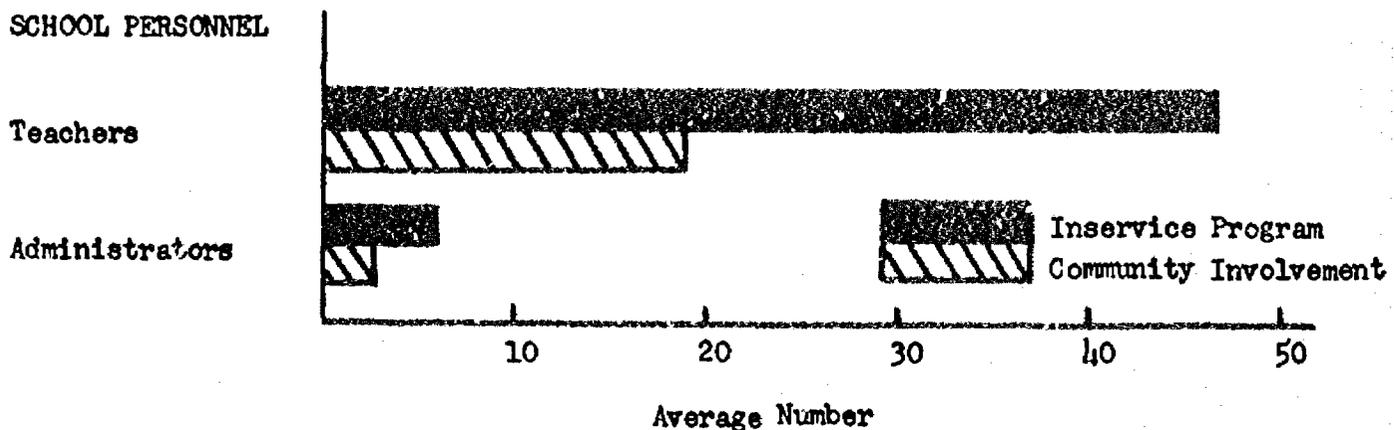


Figure 6. Average Number of Teachers and Administrators Involved in Both Inservice and Community Involvement Environmental Education Programs.

"Community Involvement" programs. It is significant that an average number of approximately six administrators were involved in inservice programs. (Involvement ranged from 1 to 23 in any given district).

Finally, it should again be noted that Figures 5 and 6 portray averages, and the ranges for all program categories were extremely large.

8. Grade Level Distribution of Programs

The final variable to be examined in this survey was that of grade level. Each type of program discussed in the survey could have been offered at any point in the k-12 grade levels. The four major program categories that could be geared toward a specific grade level were analyzed to determine if there were any particular target grades. Table IV lists the results of this analysis.

Table IV. Number of Environmental Education Programs Being Both Offered and Developed at Each Grade Level, by Type of Program.

GRADE	Type of Program					
	Interdisciplinary and Subject Oriented		Specific Activity		Survey or Monitoring	
	Offered	Developed	Offered	Developed	Offered	Developed
K	33	11	16	11	4	5
1	39	11	20	11	4	6
2	38	11	21	12	4	6
3	39	12	22	12	5	6
4	48	14	28	11	5	6
5	58	14	39	15	6	7
6	77	16	66	20	6	9
7	53	15	36	16	4	8
8	49	17	34	17	3	8
9	32	11	20	10	5	8
10	43	8	27	10	7	9
11	43	9	23	12	11	11
12	43	9	22	12	10	12
Adult	3	2	--	2	--	3

The program categories of "Interdisciplinary" and "Subject Oriented" are combined in this single analysis since they are traditionally, though not exclusively, "in-class" programs. Table IV indicates a large scale effort in offering and developing each type of program at the sixth grade level. This data is also a tally from a multiple listing. The high number of program offerings at the sixth grade level results from the historical development

development of camping and outdoor education programs designed for this particular grade level.

Secondly, in the "Monitoring" program category, there is a large concentration toward the upper level of the senior high school. This may be due to the fact that monitoring programs require more technical and sophisticated knowledge in the science area.

Overall, there is a tendency toward offering environmental education programs toward the upper grade levels of the elementary schools.

SUMMARY

This survey was conducted in cooperation with the New Jersey Department of Education by the New Jersey State Council for Environmental Education, pursuant to Implementation of the New Jersey State Master Plan for Environmental Education.

The data provides a base for characterizing the "state of the art" of environmental education in New Jersey school districts. This is the most comprehensive and detailed description of current school district programs gathered to date, and will be particularly useful in furthering the Master Plan.

The most recent previous survey (New Jersey Environmental and Outdoor Education Projects - 1969, New Jersey State Council for Environmental Education) identified 185 public school districts then involved in either developing or offering programs. In this survey, 242 public school districts reported having environmental education programs; an encouraging self-initiated growth of 30%.

As reported in Section II-6 of this report, many environmental education programs in New Jersey have been operating for a number of years, but as recently as 1969, there were few new programs being developed in areas such as "Interdisciplinary", "Subject Oriented" and "Monitoring". A large number of "Special Activity" programs include traditional approaches such as resident (camp) programs, field trips, and special single day programs, but an increase in the newer programs in environmental education is also clear from this survey. Of particular note is the increased number of "Monitoring" programs focussed on environmental problems of immediate local interest.

While the increased number of local environmental education programs is notable, the scope of these programs, statewide, is still limited by particular grade level and subject area emphasis. The Master Plan for Environmental Education recommends a K-12 environmental education program in each school district in the state.

Table II records significant district interest in fostering environmental education despite the fact that the majority of districts do not have specially trained staff. More than 80% of all responding districts expressed a readiness to test pilot environmental education materials, and more than 65% would assist in the establishment of local citizens' committees for environmental education. The Master Plan has identified a need for field testing pilot material and developing environmental education citizens' committees as two of its priorities, and the large percentage of districts showing an interest in these priorities is encouraging.

Three hundred forty-nine school districts indicated a willingness to cooperate in the testing of pilot environmental education curriculum material. It is anticipated that as these materials are identified and developed over the next two years, these districts will play a significant role and render valuable services in the State effort.

Administrative interest and teacher concern are essential ingredients for successful program development; so is student participation; and so is community involvement and support. A majority of responding districts recorded their recognition that parents and other members of the school community may be important contributors to environmental education program development.

Two hundred fifty-two school districts reported a willingness to assist

in establishing Concerned Citizens' Committees for Environmental Education, with whom they could work in identifying and developing pertinent curriculum material. These districts could serve as models of cooperate school/community efforts in environmental education. From such school/community cooperation, schools might gain from local committees' research studies of local and immediate problems as well as more distant and long range ones.

One hundred forty-nine school districts reported having staff with special training or degrees in environmental education. These trained people, working in the public schools, along with others in the state with special competence, will be listed in a "Professional Resource Directory in Environmental Education", which the Council is now developing. Hopefully, this will provide a ready reference for groups seeking assistance in establishing environmental education programs, by listing a professional cadre able to contribute new strength to more comprehensive programs.

The New Jersey State Department of Education and the New Jersey State Council for Environmental Education are grateful to the districts which responded to this survey and recorded their interest in and commitment to the further growth of environmental education. The State's Master Plan and Environmental Education Act encourages environmental education at all levels - public and non-public schools, institutions of higher learning and adult education, and citizens' councils. In contributing to the survey, educators throughout the state have furthered the Department's ability to strengthen environmental education and extend it to new publics. Through continued effort, more comprehensive educational programs may share the task of limiting further environmental deterioration and improving the quality of our lives.

NEW JERSEY STATE COUNCIL FOR ENVIRONMENTAL EDUCATION
ENVIRONMENTAL EDUCATION SURVEY

County _____

Date _____

I. General

1. School District _____
Address _____ Phone _____
2. Name of Superintendent _____
3. Name and Position of Respondent _____
4. Would your district be interested in testing pilot environmental education curriculum material in the future? Yes ___ No ___
If Yes, who should be contacted?
Name _____
Title _____ Phone _____
5. Does any staff in the district have special training or degrees in environmental education? Yes ___ No ___
If yes, identify by name and position.
Name _____
Title _____
6. Would district be interested in assisting in the development of a "Concerned Citizen's Committee for Environmental Education" to work with the school on matters pertaining to environmental concerns of the community as they relate to education? Yes ___ No ___
If Yes, identify contact person.
Name _____
Title _____ Phone _____
7. Is your school district presently developing or offering one or more kinds of environmental education programs dealing with political, social, cultural, economic and/or scientific environmental studies? Yes ___ No ___
If answer is No, which of these do you consider to be the major restrictions upon your district's developing and carrying out an environmental education program:

Availability of funds	_____	Lack of planning time	_____
Teacher contracts	_____	Lack of curriculum	_____
Transportation	_____	materials	_____
District Location	_____	Other priorities	_____
Curriculum restrictions	_____	(Identify)	_____
Staff qualifications in	_____	_____	_____
Environmental Education	_____	_____	_____
Length of school day	_____	_____	_____

If answer is Yes, please complete the following appropriate section(s) and attach copies of all locally prepared materials if available.

CHECK OR FILL IN ALL APPROPRIATE ITEMS. PLEASE PRINT OR TYPE ALL RESPONSES.

<u>Section No.</u>	<u>Environmental Education Program Categories</u>
II	Interdisciplinary or Subject Oriented
III	Specific Activity (Out of Class Emphasis)
IV	Environmental Monitoring or Survey
V	Teacher In-Service
VI	Community Involvement
VII	Cost Estimates
VIII	Other Programs and Comments

II. Our Environmental Education Program:

Is Interdisciplinary _____
Is Subject Oriented _____
Is being developed _____
Is being offered _____

1. If being offered, for how long has it been in effect? Years _____ Months _____

2. If being offered, how many individuals are involved this year? Teachers _____ Students _____

3. Title or major emphasis of program: _____

4. What grade level(s) are or will be involved? _____

5. What is the stature and length of your EE program?

Unit _____: Elective _____ Required _____

Total apportioned time (hrs, days, wks) _____

Course _____: Elective _____ Required _____

Total apportioned time (hrs, days, wks) _____

Special Supplemental materials _____: Are used _____ percent of total time available.

Other _____: (Describe) _____

6. Are any special facilities used? Yes ___ No ___
If yes, identify _____

7. Is material for program of local origin? Yes ___ No ___
If yes, identify originators by name and title and position: _____

8. Is material for the program produced commercially or by an environmental education agency? Yes ___ No ___
If yes, identify by title and source: _____

9. Who is responsible for instruction and supervision of program? Name _____
Title _____
Phone _____

IV. An Environmental Education Monitoring or Survey Program:

Is being developed _____
Is being offered _____

1. Environmental factor monitored or surveyed is:

Fresh Water _____ Solid Waste _____
Sea Water _____ Sewage _____
Air _____ Transportation _____
Noise _____ Other (Identify) _____

2. Identify specific location or area monitored or surveyed:

3. How is Monitoring Data being used or to be used?

4. If being offered, how long has it been in effect? Years _____ Months _____

5. If being offered, how many individuals are involved this year? Teachers _____ Students _____

6. Title or major emphasis of program: _____

7. What grade level(s) are or will be involved? _____

8. What is the stature and length of your EE program?
Unit _____: Elective _____ Required _____

Total apportioned time (hrs, days, wks) _____

Course _____: Elective _____ Required _____

Total apportioned time (hrs, days, wks) _____

Special Supplemental materials _____: Are used _____ percent of total time available.

Other _____: (Describe) _____

9. Are any special facilities used? Yes ___ No ___
If yes, identify _____

10. Is material for program of local origin? Yes ___ No ___
If yes, identify originators by name and title and position: _____

11. Is material for the program produced commercially or by an environmental education agency? Yes ___ No ___
If yes, identify by title and source: _____

12. Who is responsible for instruction and supervision of program? Name _____
Title _____
Phone _____

VI. A Cooperative Environmental Education Program involving the district and local industry, business and community groups:

Is being developed ___
Is being offered ___

1. Identify groups and organizations involved by name:

2. Briefly describe how they are involved (i.e., in school resources, advisory group, evening school, adult education, planning committee, out of school activities, etc.; be specific):

3. If being offered, how long has it been in effect?

Years _____ Months _____

4. If being offered, how many individuals are involved this year?

School: Administrators _____ Teachers _____ Students _____
Community: Group members _____ Parents _____ Other (Identify) _____

5. What grade levels are or will be involved? _____

6. Title or major emphasis of program: _____

7. Are any special facilities used?

Yes ___ No ___

If yes, identify _____

8. Is material for program of local origin?

Yes ___ No ___

If yes, identify originators by name and title and position:

9. Is material for the program produced commercially or by an environmental education agency?

Yes ___ No ___

If yes, identify by title and source: _____

10. Who is responsible for instruction and supervision of program?

Name _____

Title _____

Phone _____

VII. Estimates of Cost of Environmental Education Program:

1. Source and amount of funds for programs:

<u>Program</u>	<u>District</u>	<u>Community</u>	<u>Student/Parent</u>	<u>Teacher</u>
Sec II Interdisciplinary or subject oriented curriculum	\$ _____	\$ _____	\$ _____	\$ _____
Sec III Specific Activity	_____	_____	_____	_____
Sec IV Monitoring	_____	_____	_____	_____
Sec V In-Service	_____	_____	_____	_____
Sec VI Community	_____	_____	_____	_____
Sec VIII Other (Identify) _____	_____	_____	_____	_____

2. Expenditures from other sources (i.e., Federal, state, local govt.) Identify source, use, and amount.

_____ \$ _____

3. Does the School District Education budget contain a specific amount for Environmental Education expenditures as a line item?

Yes ___ No ___

If Yes, which sections of this questionnaire would these expenditures apply toward? _____

4. Are Environmental Education expenditures and activities affected in any way by professional contract agreements?

Yes ___ No ___

If Yes, how? _____

VIII. Other Programs and Comments:

Please identify any problems or needs you have experienced in developing or offering environmental education programs.

PUBLIC SCHOOL PROGRAM DESCRIPTION

PROGRAM DESCRIPTION CODE

CODE	EXPLANATION	CODE	EXPLANATION
<u>Type of Program</u>			
*	Program reported, respondent did not indicate Interdisciplinary or Subject Oriented	5	In-service
		5a	Primary
		5b	Intermediate
		5c	Junior High School
		5d	Senior High School
		5e	Type not indicated
1	Interdisciplinary	6	Cooperative Community Program
2	Subject Oriented	7	Curriculum Material of Local Origin
3	Specific Activity	<u>Status of Program</u>	
3a	Single Day	<u>D</u>	Program being developed
3b	Field Trip	<u>O</u>	Program being offered
3c	Resident (Camp)	<u>WO</u>	Program was offered, now discontinued
3d	Eco-Action Club	<u>Level of Program</u>	
3e	Type not indicated	()	Grade Level
4	Monitoring		
4a	Fresh Water		
4b	Sea Water		
4c	Air		
4d	Noise		
4e	Solid Waste		
4f	Sewage		
4g	Transportation		
4h	Type not indicated		

PROGRAM DESCRIPTION CODE EXAMPLE

JERSEYVILLE	=	Board of Education
John Jones (201) 345-6789	=	Contact Person and Phone Number
1 <u>O</u> (9-12) 7	=	1 = Interdisciplinary Program <u>O</u> = Program being offered (9-12) = Grade level 7 = Curriculum material of local origin
3b, 3c <u>D</u> (k-6)	=	3b = Field trip program 3c = Resident camp program <u>D</u> = Programs being developed (k-6) = Grade level

PUBLIC SCHOOL PROGRAM DESCRIPTION

ATLANTIC COUNTY

BRIGANTINE

Robert McDevitt (609) 266-3603

Andrew Zipfel (609) 266-3603

1 O (6-7) 7

4 D

5 D

6 D

EGG HARBOR TOWNSHIP

Joseph Pagnotto (609) 927-8222

2 O (6) 7

FOLSOM

Alan Beattie (609) 561-8666

2 O (5-8) 7

4c O

GREATER EGG HARBOR REGIONAL HIGH SCHOOL

Kenneth J. Rouse (609) 625-2242

2 D & O (10-11) 7

4a, 4b, 4h D (10-12)

6 D (10) 7

Alan J. McIver (609) 625-2242

3 O (9-12) 7

HAMMONTON

Chas. Dispoto (609) 561-7000 (9-12)

John Kline (609) 561-0546 (k-6)

1 O (k-6) (9-12)

3b, 3c O (k-6) (9-12)

4a, 4b, 4c, 4d, 4e, 4f O (k-6) (9-12)

LINWOOD

James Smith (609) 927-5603

1 O (4, 5, 7, 8)

MAINLAND REGIONAL HIGH SCHOOL

Jack L. Nagg (609) 927-4151

* D

3b, 3d D

NORTHFIELD

David Lloyd (609) 641-1731

2 D (6-8) 7

3b D (6-8)

5a, 5b O

SOMERS POINT

Edward Eckerson (609) 927-7161

1 D 7

2 D 7

3e D 7

VENTNOR

Peg DiMatteo (609) 822-2151

1 O (6)

BERGEN COUNTY

ALLENDALE

Aileen A. Wilson (201) 825-0850

1 D (k-3) 7

5a O 7

BERGENFIELD

Everett Goldstein (201) 385-8600

1 D & O (3,7,8,9-12) 7

2 D & O (3,7,8,9-12) 7

BOGOTA

T. Bongort (201) 342-9586

1 D & O (k-12)

2 D & O (k-12)

3a, 3b, 3c D (k-12)

CARLSTADT-EAST RUTHERFORD

Rod Milazzo (201) 935-3007

1 O (9)

Richard M. Trevison (201) 935-3007

3d O (9-12) 7

CLOSTER

Vincent Russo (201) 768-7633

1 O (6-8) 7

3c O (6) 7

Ingeborg Hagen (201) 768-7399

Ethel Moldoff (201) 768-7399

3b, 3c, 3d O (6) 7

William R. Hanley (201) 768-3001

1 O (k-8) 7

DUMONT

Leonard Mobbs (201) 384-2778

3c O (6) 7

EAST RUTHERFORD

T. Pickerelli (201) 939-6327

S. Carlson (201) 939-6327

1 O (7, 8) 7

3e D (7, 8)

EMERSON

Nicholas Trocolar (201) 262-4447

3c O (7) 7

5e D

ENGLEWOOD

Michael McGlue (201) 871-4300, ex. 235
 1 D & O (10-12)
 2 D & O (10-12)
 3c, 3d D & O (10-12)

ENGLEWOOD CLIFFS

Jack Mottershead (201) 567-6151
 R. London (201) 567-6151
 1 O (6) 7
 2 O (6) 7
 3c O (6) 7

FAIR LAWN

Ms. Marie Tas (201) 796-4750
 Vincent Sadowski (201) 796-4750
 1 O (8) 7
 3c O (8) 7

FORT LEE

Henry Seeley (201) 947-0220
 1 O (7,8)
 3b O (7,8)

FRANKLIN LAKES

Thomas Haring (201) 891-1856
 1 D & O (7,8)
 3d D
 4h D
 5e D
 6 D

GLEN ROCK

Ella Mae Blair (201) 445-7700
 2 O (9, 10)

HACKENSACK

Donald W. Plump (201) 488-8348
 3c O (6) 7

HASBROUCK HEIGHTS

R. Sellitti (201) 288-8857
 2 O (7) 7

LEONIA

Mel Litoff (201) 461-9100
 1 D (k-12)
 3d D (k-12)
 6 O

MAHWAH

Ward Bing (201) 529-4340
 3c O (6) 7

MAYWOOD

John Buffington (201) 845-9110
 3c O (6)

NEW MILFORD

Mary Ellen Davison (201) 262-0172
 1 O (10-12) 7

NORTHERN VALLEY REGIONAL HIGH SCHOOL

R. Dahlgren (Demarest) (201) 768-3200
 R. Eckert (Old Tappan) (201) 768-3200
 2 O (9-12) 7
 3b D
 4a, 4c D
 5d O
 6 O

NORWOOD

Winifred Bangs (201) 768-6364
 3a O (k-8) 7

OAKLAND

J. Feldman (201) 337-8185
 3b, 3d D & O (6,7,8) 7
 6 D

ORADELL-RIVER EDGE REGIONAL HIGH SCHOOL

Philip Kutner (201) 261-4500
 2 D (8-12) 7
 3b O (8,9)
 Robert A. Marino (201) 261-4500
 2 O (12) 7
 3b, 3d D (10-12) 7

PARAMUS

Gabriel Massaro (201) 262-2923
 1 O (k-9) 7
 Robert DeBlasi (201) 262-2923
 3a, 3b, 3d D & O (2,3,6,7,8,9) 7
 5a, 5b O 7
 Charles Long (201) 261-7800
 4e O (10-12) 7

PARK RIDGE

Richard McManus (201) 391-8000 ext. 75
 3c O (6) 7
 Frank Franco (201) 391-8000
 2 O (10-12) 7

PASCACK VALLEY REGIONAL HIGH SCHOOL

Ron Capasso (201) 664-5220
 1 O (9-12) 7

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL
Frank Chrapliwy (201) 891-1500 ext. 34
1 O (10 & 12) 7
3d O (10-12) 7
4c D (9-12) 7
6 D 7
Fred Quackenbush (201) 891-1500 ext. 40
2 O (12) 7
Richard Cantor (201) 891-1500 ext. 40
3b O (9-12) 7

RAMSEY
Leslie Wilding (201) 327-6800
Merle Tanis (201) 327-6800
3a, 3b, 3d D (6-8) 7
4a, 4c D (6-8) 7

RIDGEFIELD
Ralph Ganger (201) 945-4455
1 O (10) 7

RIDGEWOOD
Cliff Knapp (201) 444-9600 ext. 551
3c O (6) 7
5d O 7

RIVER VALE
Per E. Ower (201) 664-6060
1 O (k-8)
3e D
5e D

TEANECK
Frank Basil (201) 837-2232 ext. 244
2 O (8)
Irwin Pollner (201) 837-2232 ext. 244
3a O (7-9)
4c WO (6)

TENAFLY
L. J. Garigliano (201) 568-3742
1 O (1-5) 7
2 O (1-5) 7
C. Letts (201) 568-6093
3e O (6-8) 7

UPPER SADLE RIVER
D. Parrish (201) 327-4401
2 D & O (k-8) 7
3b, 3c, 3d O (1-8)
5e D

WALDWICK
W. Jensen (201) 652-9000
2 O (1-4, 10)
5a, 5c O

WESTWOOD REGIONAL HIGH SCHOOL
Dr. R. M. Zinzarella (201) 664-0880
1 D & O (k-6, 7 & 10) 7

BERGEN COUNTY VOCATIONAL TECHNICAL SCHOOLS
F. Steingress (201) 343-3340
2 D & O (9-12) 7

BURLINGTON COUNTY

BORDENTOWN
R. C. Fowler (609) 298-0676
* D (k-8)
3b, 3c D (k-8)
4h D (k-8)
5b D
6 D (k-8)

BORDENTOWN REGIONAL HIGH SCHOOL
Charles Fisher (609) 298-0025
1 O (9, 10, 12) 7
2 O (9, 10, 12) 7
4a D (12) 7

BURLINGTON
A. W. Schmidt (609) 387-3707
2 D (11-12)

CHESTERFIELD TOWNSHIP
George Karr (609) 298-6900
1 D
3e O (k-6) 7
4h D
6 O (k-6) 7

CINNAMINSON
Esther Ridgway (609) 829-7600 ext. 21
3c O (5) 7
4a, 4c, 4e, 4f D (k-12) 7
5a D & O 7

DELANCO TOWNSHIP
H. I. Buch (609) 461-0874
1 D & O (k-8) 7
3e D (k-8) 7
4c, 4e D
5a, 5b, 5c D
6 O (k-8)

DELTRAN
Victor Veston (609) 461-6100
1 D & O (5, 6)
3i. D & O (5, 6) 7
4a, 4e, 4f D (5, 6)

FLORENCE

Marion Thompson (609) 499-1766
 2 O (1, 4, 7, 8) 7

LENAPE REGIONAL HIGH SCHOOL

James Woodford (609) 654-5111
 2 D (9-12)

MAPLE SHADE

Daniel Mastrobuono (609) 779-1322
 1 D (k-12)
 5a, 5b WO

MEDFORD LAKES

Joseph Butcher (609) 654-5155/5198
 1 O (k-8) 7

MOORESTOWN TOWNSHIP

William Kievit (609) 235-4000
 1 D & O (k-9) 7
 3b D & O (k-9) 7
 5b WO
 6 D
 Mary Kerr (609) 235-4000
 4a, 4c, 4e (5, 6)

MOUNT HOLLY TOWNSHIP

J. A. Mengel (609) 267-0073
 6 D

MT. LAUREL TOWNSHIP

Paul Manko (609) 235-3387
 1 D (3-8) 7
 2 D (3-8) 7
 3b O (3-8) 7
 5a, 5b, 5c WO

NORTH HANOVER TOWNSHIP

Stanley Makowski (609) 723-3050
 3b O (k-6)

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL

G. R. Lange (609) 298-3900
 1 D (7-12) 7
 5c, 5d O

PALMYRA

Richard Hall (609) 829-2115
 2 O (10-12)
 3a, 3d (9-12)

RIVERTON

George Mayer (609) 829-0087
 1 O (k-8) 7
 3b, 3c, 3d O (8)
 4h D
 5e D
 6 D (5-10) 7

WILLINGBORO TOWNSHIP

John Wasinda (609) 871-9000 ext. 261
 Wayne Thomas (609) 871-9000 ext. 251
 2 O (8, 9) 7
 Connie Smith (609) 871-9000 ext. 371
 3d O (10-12) 7

CAMDEN COUNTY**AJUDUBON**

James Gibbs (609) 547-7695
 2 O (7) 7

BARRINGTON

Richard Langford (609) 547-8402
 1 O (5-8) 7
 2 O (5-8) 7
 3c O (5-8)
 6 O (5-8)

BELLMAWR

Joseph Rapa (609) 931-6272
 2 O (8)

BERLIN TOWNSHIP

William Kile (609) 767-0033
 C. A. Caramanna (609) 767-0033
 1 D & O (k-6) 7
 3a, 3b, 3c, 3d D & O 7
 4a, 4c, 4d D & O
 5a, 5b O 7

CAMDEN

Ethel Moss (609) 963-7011
 1 D (4-6)
 3c D (2-6)
 Roy Dawson (609) 964-6145
 5b O

CHERRY HILL

Mary Elder (609) 424-1020
 1 O (6) 7
 3c O (6) 7
 5b O 7

EASTERN CAMDEN COUNTY REGIONAL HIGH SCHOOL

James Crawford (609) 784-4441
 2 D (11, 12)

HADDON HEIGHTS

Barry Senoff (609) 547-1920
 1 O (10-12) 7
 2 O (10-12) 7
 Mary Lavery (609) 547-1920
 3b, 3d O (9-12)

LOWER CAMDEN COUNTY REGIONAL HIGH SCHOOL CUMBERLAND COUNTY

DISTRICT #1

Clarence Yerger (609) 767-8000

2 O (10, 12)

L. A. Westman (609) 767-2850

3b O (7, 8, 10)

5b O

VOORHEES TOWNSHIP

Alex Pollock (609) 767-4888

5a D 7

WOODLYNNE

C. J. D'Alessandro (609) 962-8822

1 O (5, 6) 7

CAPE MAY COUNTY

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

Carl Toft (609) 884-3475

3d O (10) 7

Carl Toft (H.S.)/Chas. McCarty (E.S.)

3d D (k-12) 7

E. J. Keiss (609) 884-7021

4h D

MIDDLE TOWNSHIP

Anthony Ferrante (609) 465-9411

3a O (7-12)

SEA ISLE CITY

Charles Deininger (609) 263-8461

2 D & O (5-8) 7

3e O 7

4b O (5-8) 7

5c O

UPPER TOWNSHIP

Mr. Hoxworth (609) 399-2406

1 D (7, 8)

3a, 3b D (7, 8)

4a, 4c O (7, 8)

WOODBINE

Bernard Becker (609) 861-2142

2 O (7) 7

3a, 3b O (6-8) 7

CAPE MAY COUNTY VOCATIONAL

Robert Toft (609) 465-4117

2 O (11, 12, 13, 14) 7

3e D (k-12) 7

4a, 4b, 4e O (11, 12, 13, 14) 7

5e D

HOPEWELL TOWNSHIP

B. H. Modelle (609) 451-8775

2 O (6)

3c O (6) 7

5b WO

UPPER DEERFIELD TOWNSHIP

Ms. Dale White (609) 455-2267

1 D & O (k-4) 7

3b D & O (k-4) 7

4h D

5a O

VINELAND

A. R. Catrambone (609) 692-3798

1 O (k-6) 7

2 O (k-6) 7

3e O (4-6)

4c, 4d, 4g O (k-6) 7

ESSEX COUNTY

BLOOMFIELD

Leslie H. Willis (201) 743-7700

3c O

CALDWELL-WEST CALDWELL

George Berisso (201) 226-4400

2 O (11, 12) 7

3d O (10-12) 7

4a D (11-12) 7

EAST ORANGE

Ralph Milteer (201) 673-3118

1 O (5, 6) 7

5a, 5b, 5c O 7

IRVINGTON

Russell Neide (201) 373-3200

3c O (6) 7

LIVINGSTON

Nancy Hoffman (201) 992-0400

3b, 3c O

5b D

MILLBURN TOWNSHIP

Robert Simmons (201) 376-3600

1 D & O (1-6) 7

3b O (1-5) 7

3c O (6) 7

5b O

6 D & O (1-5) 7

MONTCLAIR

Joseph Belisle (201) 783-4000 ext. 294
Naomi Cory (201) 783-4000 ext. 294
1 D (k-12) 7
3a, 3b, 3c, 3d D (k-12) 7
4 D (k-12) 7
5a, 5b, 5d D & O (k-12) 7
6 D & O (k-12)

NORTH CALDWELL

George Rhen (201) 226-2782
1 O (k-6) 7

NUTLEY

G. Fowler (201) 661-3500
3a, 3d O (5-12)

SOUTH ORANGE-MAPLEWOOD

S. E. Goble (201) 762-5600
3b, 3d O
4a, 4c, 4e, 4f D & O (k-12)

WEST ESSEX REGIONAL

Russell R. Everett (201) 228-1200
2 O (9-12) 7
3e D (9012) 7
4a, 4c, 4e, 4g D (9-12) 7

WEST ORANGE

R. A. Zeckhauser (201) 736-1200
1 O (k-12) 7
John S. Imgrund
3c O (6) 7
R. A. Zeckhauser/Elizabeth Wilton
5a, 5b, 5c, 5d O 7

GLOUCESTER COUNTY

CLAYTON

Herma Simmons (609) 881-8704
3c O (6)

GREENWICH TOWNSHIP

David Jenkins (609) 423-0490
3d D (5-8) 7

HARRISON TOWNSHIP

Thomas C. Summerill (609) 478-2016
3c O (6)

KINGSWAY REGIONAL HIGH SCHOOL

M. A. Pszwaro (609) 467-3300
2 O (9-12)
3b, 3d D (9-12)
4a D & O

MONROE TOWNSHIP

A. Schwartz (609) 629-7444
2 O (11)
4a O (11)

PAULSBORO

L. K. Carey (609) 423-2226
3c D & O (6)
4a, 4c, 4d D
5a, 5b O

SOUTH HARRISON TOWNSHIP

J. S. Yost (609) 769-0855
3c O (6)

SWEDESBORO

Rena Mattson (609) 467-0146
2 O (k-6) 7

WASHINGTON TOWNSHIP

Esther Lee (609) 589-1500
1 D & O (8) 7
3a, 3c, 3e O (8)

WEST DEPTFORD

David Kessler (609) 848-6110
2 O (10, 12) 7

HUDSON COUNTY

BAYONNE

Wm. Morley (201) 437-3000
3d D (9-12)
4h D (11-12)

HOBOKEN

G. R. Maier (201) 659-1966
1 D (4-9)

JERSEY CITY

Wm. Skowronski (201) 433-6000 ext. 234
1 O (11, 12) 7
Irma Bucci (201) 433-6000 ext. 257
2 O (k-3) 7
3a, 3b, 3d D (k-3) 7

KEARNY

F. C. Monaco (201) 997-0500
1 O (6)
2 O (6)
3c O (6)

SECAUCUS

E. Schumann (201) 865-4427

2 D & O (7, 8)

3c D & O (5-8)

UNION CITY

Dina Scacchetti (201) 866-3232 ext. 264

William Stanton

4a, 4c, 4d O (9-12) 7

WEST NEW YORK

Thomas Simone (201) 861-2000

2 D (11-12)

HUNTERDON COUNTY

DELAWARE TOWNSHIP

Michael Kuchta (609) 397-3179

* D

3e D

4h D

HUNTERDON CENTRAL HIGH SCHOOL

Richard Blazovsky (201) 782-5727

1 O (11-12)

LEBANON TOWNSHIP

Arnold Schnetzer (201) 638-6733

3a D & O (4) 7

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

Alexander Dunn (201) 735-5191

1 D (9-12) 7

Andrew Rasbury (201) 735-5191

3d O

READINGTON TOWNSHIP

Karl Z. Najaka (201) 534-2113

1 O (6)

3b O (6)

6 O (6)

UNION TOWNSHIP

R. W. Jones (201) 735-5511

1 D & O (k-8)

Mrs. H. Lechner (201) 735-7040

Wm. McIntyre

5e O

MERCER COUNTY

EWING TOWNSHIP

Jane Van Alst (609) 882-1400

5a, 5b, 5c, 5d O

LAWRENCE TOWNSHIP

L. R. Ksanznak (609) 882-7234

3c O

PRINCETON REGIONAL SCHOOLS

Wm. Alston (609) 924-5600

1 D & O (k-5)

3a, 3b D & O

S. Frankenthaler (609) 924-5600

4a D & O (9-12)

5a D & O

WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT

Dr. R. E. Hiltenbrand (609) 799-0200

* D (4-8) 7

4a, 4c, 4d, 4e, 4f D (7, 8) 7

Patrick Wilder (609) 799-0655

3c O (6) 7

MIDDLESEX COUNTY

CARTERET

G. M. Brown (201) 541-8941

1 O (1-12)

3b, 3c O (1-12)

EAST BRUNSWICK

D. R. Murray (201) 257-8300 ext. 207

3c O (k-8)

EDISON TOWNSHIP

Sal Esposito (201) 549-5543

2 O (10-12) 7

5d WO

Eileen Hogan (201) 549-5543

3a, 3b, 3d O (10-12) 7

Alan Blander (201) 549-5543

6 O (10-12) 7

MADISON TOWNSHIP

Dr. Joseph Bushinger (201) 566-1000

3b D (k-12) 7

Marilyn Horlacher (201) 566-1000

4a, 4b, 4c, 4d, 4f D (11-12) 7

Bushinger/Horlacher

5a, 5b, 5c, 5d D

METUCHEN

J. A. Mulhurn (201) 549-4200

M. Costello

Hollace Cole

1 O (11, 12) 7

3b, 3d D & O (9-12) 7

MIDDLESEX

Jane Settle (201) 968-0202
 2 O (9-12)
 Peter Kozusko (201) 356-6108
 Stuart Faust
 3e O (6, 7, 8)

NORTH BRUNSWICK

R. S. Bailey (201) 297-9000
 * D (7-9)
 6 O (7-9) 7
 Mr. Dibofsky (201) 247-5712
 3a O (7-9) 7

PERTH AMBOY

M. George (201) 826-3360
 2 O (11-12)
 3d O (11-12)
 T. LaKiszak (201) 826-3360
 4c O (12) 7

PISCATAWAY

G. Dunston (201) 981-0700 ext. 305
 3c O (5) 7

SAYREVILLE

Linda Buono (201) 254-4400
 2 O (11-12)
 3a, 3d O (10-12) 7
 4h D

SOUTH BRUNSWICK

Ruth Small (201) 329-8182
 1 O (4-8) 7

WOODBIDGE TOWNSHIP

W. Jordan (201) 636-0400
 * D
 3e D

MONMOUTH COUNTY**ASBURY PARK**

N. Gentile (201) 774-0888
 3b, 3c O (k-8)

BRIELLE

E. Pavlovsky (201) 223-1700
 3c O (6) 7

COLTS NECK

R. J. Unger (201) 462-1106
 1 O (4-7)
 5e D

EATONTOWN

D. C. Horan (201) 542-1055
 1 D & O (7, 8)
 2 D & O (7, 8)
 3c D (7, 8)
 4a, 4c, 4e, 4f, 4g D (7, 8) 7
 5c D

FAIR HAVEN

J. H. Malmquist (201) 741-6151
 3c O (6) 7

FREEHOLD REGIONAL HIGH SCHOOL

Dr. Wm. Satz (201) 462-6746
 2 D

HAZLET TOWNSHIP

Roman Cabrera (201) 264-7242
 2 O (k-12)
 3a, 3b D (k-12)
 5e D

HENRY HUDSON REGIONAL SCHOOL DISTRICT

Alfred Watson (201) 872-0900
 1 D (9-12) 7
 Cynthia Crowley/Jack Seeley/
 Alfred Watson (201) 872-0900
 3a, 3b, 3c, 3d D (8-12) 7

HIGHLANDS

R. A. Zolkiewicz (201) 872-1476
 3a, 3b O (k-6)

HOWELL TOWNSHIP

David Van Ness (201) 938-5656
 1 O (k-8)
 3a, 3b, 3c O (k-8) 7
 4a, 4c, 4d, 4e D (6-8) 7
 5a, 5b, 5c, 5d D & O 7
 6 D (k-8) 7

KEANSBURG JUNIOR-SENIOR HIGH SCHOOL

K. Wilson (201) 787-7575
 2 D (6) 7
 3c D (6) 7

KEYPORT

Mario Crupi (201) 264-0902
 2 D (11-12)
 3a, 3b D (11-12)
 4a, 4b, 4e, 4f D (11-12)
 5e D
 6 D

LITTLE SILVER

Stanley Scharf (201) 741-4022

1 D & O (4-8) 72 D & O (4-8) 7**LONG BRANCH**

Mrs. Anna Dorne (201) 222-5024

3b O (4-6)5b O (4-6)**MANASQUAN**

Janet Butchko (201) 223-3820

1 O (10-12) 72 O (10-12) 73d D (9-12)**MATAWAN REGIONAL SCHOOL DISTRICT**

L. D. Gironimo (201) 566-3377

6 D (4-8)**MIDDLETOWN TOWNSHIP**

Frances Dermer (201) 671-3850

Abba Daniels (201) 787-3590

1 D (4-6) 75b D & O 7**MONMOUTH REGIONAL HIGH SCHOOL**

Gary Lantz (201) 542-1170

Norm Worthington

2 D & O (9) 74a, 4b, O (9-12) 7**NEPTUNE TOWNSHIP**

Rosalie Osborne (201) 776-6200

2 D (7) 7**OCEAN TOWNSHIP**

Charles Grippaldi (201) 229-4100

2 O (5, 7, 8) 73a, 3b, 3c D (5, 7, 8) 75e WO 7**OCEANPORT BOROUGH**

Robert Price (201) 229-0274

3b O**RED BANK**

Fred M. King (201) 842-0424

3d O (7, 8)6 D**ROOSEVELT**

Mrs. Jean Herman (609) 448-2798

1 O (5-8) 73e D**RUMSON**

A. J. Shanlay (201) 842-0383

1 O (6) 73b O (6)**SHREWSBURY**

Mrs. L. Bracken (201) 747-0882

2 O (7) 7

Gavin De Capua (201) 747-0882

3b O (4-8) 75a, 5b O 7**TINTON FALLS**

George Malone (201) 542-0444

1 O (6-8)**WALL TOWNSHIP**

Lawrence Walton (201) 681-7565

Anne Kirchner

3a, 3c O (4-6) 7**WEST LONG BRANCH**

Peter C. Sandilos (201) 222-5900

1 O (4-6) 73b O (4-6) 7

Joan Spiegel (201) 222-5080

4a D (7, 8)5b O**MORRIS COUNTY****BUTLER**

R. K. Carpenter (201) 838-4800

Paul Weiner

4a, 4c, 4d, 4e D (9-12)6 D (9-12) 7**CHATHAM**

Mrs. C. Hall (201) 635-7272

Mr. M. Garreau

2 D (7) 7

Mr. Holt (201) 635-7272

3b O (7) 75e WO

Mrs. Hall (201) 635-7272

6 O (7)

P. J. McDermott (201) 635-9075

2 D & O (11) 7**CHESTER TOWNSHIP**

Nicholas F. Marin (201) 879-5313

2 O (k-8) 7

EAST HANOVER TOWNSHIP

James J. Mariani (201) 887-8810
1 D (4-8)
5e D

FLORHAM PARK

Lawrence J. Ossi (201) 377-0547
1 O (6) 7

HANOVER PARK REGIONAL HIGH SCHOOL

Harold J. Panko (201) 887-0300
Cyril Rickwalder (201) 887-3004
2 O (9-12)
3b, 3c, 3d D & O (9-12) 7

KINNELON

Frank Phillips (201) 838-5500
2 O (6, 7, 8)

LINCGLN PARK

Dr. Daniel J. Graser (201) 696-5500
3a, 3b O (k-8)

MADISON

Gertrude G. Tempe (201) 377-5323
1 D & O (1-12) 7
2 D & O (1-12) 7
3e O
4a O (10-12) 7

MENDHAM TOWNSHIP

T. Blasko (201) 543-7107
2 D & O (k-6) 7
3a, 3b, 3c O (5, 6) 7
5a, 5b, 4c O 7
6 D (6-8) 7

MORRIS HILLS REGIONAL DISTRICT

Frank Delaney (201) 627-3500
1 O (10-12) 7

MOUNT ARLINGTON

Anthony F. Gonnella (201) 398-4400
2 O (8) 7
3c O (8) 7

MOUNTAIN LAKES

Carl Seibert (201) 334-8280
1 D
3e D
4h D
5e D
6 D

MOUNT OLIVE TOWNSHIP

George E. Dakis (201) 347-3822
1 O (5) 7
3b, 3d O (6, 7, 8) 7
5a, 5b D 7

PARSIPPANY-TROY HILLS

Clifford Williams (201) 334-9090
Anne Lovas
1 O (6) 7
3a, 3b, 3c, 3d D (6) 7
John E. Sheehy (201) 334-9090
4a, 4c, 4d, 4g D (11-12) 7
5a, 5b, 4c, 5d D 7
6 D 7

PASSAIC TOWNSHIP

Lou Hinds (201) 647-2313
Vincent Moretta
1 D (k-8) 7
3a O
4a O (4) 7
6 WO

RANDOLPH TOWNSHIP

Elmer Dey (201) 361-2400
1 D (7, 9, 10) 7
3a, 3b, O (9-12) 7
4a, 4f O (7, 10, 11) 7

ROCKAWAY BOROUGH

E. Graves (201) 627-2440
1 O (6) 7
J. Esposito (201) 627-2440
3a, 3b, 3c, 3d O (5-8) 7
Graves/Esposito
5a, 5b O 7

ROXBURY TOWNSHIP

Carol Corby (201) 584-8125
2 D (9-12) 7
3e D (k-12)

MORRIS COUNTY VOCATIONAL TECHNICAL SCHOOL

F. Constable (201) 627-4600
2 O (adult, post-high) 7
3b, 3c O
4a, 4c, 4e D (adult)
E. Moran (201) 627-4600
5d D

OCEAN COUNTY

BERKELEY TOWNSHIP

Robt. Rempples (609) 269-2234
3c Q (5) 7

BRICK TOWNSHIP

John Crescenzo (609) 477-3030
1 D & O (7, 8)
3d O (6-8)
Oscar Weissberg (609) 477-2800
4a O (9-12)

CENTRAL REGIONAL HIGH SCHOOL

Herman W. Cooper (609) 269-1100
1 D & O (11, 12) 7
2 D & O (11, 12) 7
4f D (11-12)

EAGLESWOOD TOWNSHIP

A. T. Shlinchak (609) 597-3663
3a, 3b O (k-8) 7

JACKSON

E. Elms (609) 364-3889
* D (k-5)
Mr. Freda (609) 928-1400 ext. 204
3b, 3c O (k-5) 7
4a, 4b, 4c, 4g O (k-5) 7
5a, 5b O 7

POINT PLEASANT BOROUGH

Alfred Freer (609) 892-7373
1 O (k-8)

SEASIDE PARK

Thomas McNearny (609) 793-0177
* D (k-6)
5e O

TOMS RIVER REGIONAL SCHOOL DISTRICT

Walter Doherty (609) 341-9200 ext. 21
1 O (4-6) 7
3b, 3c, O (4-6) 7
4a, 4c, 4g, 4h O (4-6)
5b O 7
6 O (4-6)

TUCKERTON

Michael V. Fogg (609) 296-2858
2 O (k-6)
3b O (k-6)

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL

William R. Irving (609) 349-8425
2 O (adult)

PASSAIC COUNTY

CLIFTON

Raymond E. Royal (201) 772-4500
1 O (k-12) 7

NORTH HALEDON

Dr. Jos. E. Kutner (201) 427-1483
2 D (5, 6, 8) 7
3e D (5, 6) 7

PASSAIC

Elaine Colacurcio (201) 777-3551
3a, 3b, 3d O (10) 7
6 D

POMPTON LAKES

J. S. Maccaro (201) 835-2221
4a, 4f O
6 O

WAYNE

Roger Hawkins (201) 694-8600
1 D (k-6) 7
2 O (k-6) 7
3b, 3c D & O (k-6) 7

WEST MILFORD

Ruth Chrekjean (201) 697-4785
4a, 4c, 4d, 4e, 4f D (k-12)
5 D
6 D

WEST PATERSON

A. Baumann (201) 256-5800
3a, 3b O (k-8) 7
3c D (6) 7
5b O

PASSAIC COUNTY VOCATIONAL TECHNICAL SCHOOL

H. Campbell (201) 742-6000
1 D (9-10) 7

SALEM COUNTY

MANNINGTON TOWNSHIP

Mark Durand (609) 935-1078
3b, 3c, 3d D & O (5) 7

SALEM

Granville Thomas (609) 935-3800
3b, 3e O (6)
5a, 5b WO

SALEM COUNTY VOCATIONAL SCHOOL

Victor C. Rogers (609) 299-2100
2 D & O (13, 14) 7

SOMERSET COUNTY

BERNARDS TOWNSHIP

Robert Kopecky (201) 766-1014

1 D & O (k-6)

2 D & O (7-12)

Harry Evans (201) 766-2656

3b O (7) 7

4h D

BERNARDSVILLE

J. Taylor (201) 766-3240

* D (k-6)

3e D (k-6)

6 D

Torry Froisland (201) 766-3400

1 O (9)

2 O (9)

BRIDGEWATER-RARITAN REGIONAL SCHOOLS

J. T. Schmidt (201) 658-3522

3a, 3b D (3, 4, 5) 7

Lee Taylor (201) 722-1500 ext. 65

5a, 5b D

FRANKLIN TOWNSHIP

David Haslam (201) 249-3900

1 O (k-6) 7

Jack River (201) 297-3427

3c O (6) 7

HILLSBOROUGH TOWNSHIP

Alan M. Rosenlicht (201) 357-5146

1 D & O (5) 7

3a O (k-8) 7

Robert Gulick (201) 359-5115

1 D & O (8) 7

William Koy (201) 359-8511

2 O (9, 10) 7

Janet James (201) 359-8511

2 O (9)

NORTH PLAINFIELD

Arlene Fricchione (609) 754-2200

2 O (10)

6 O (9-12)

SOMERVILLE

Joseph Vollmer (201) 725-0818

* D & O (k-12)

SOUTH BOUND BROOK

Elsie Giberson (201) 356-1936

3d D & O (5) 7

6 D (5)

SOMERSET COUNTY VOCATIONAL TECHNICAL SCHOOL

Michael Fichera (201) 526-8900

2 D (13, 14) 7

4a, 4b, 4c, 4d, 4e, 4f D (13, 14)

F. R. McMullen (201) 526-8900

6 O (adults) 7

SUSSEX COUNTY

BRANCHVILLE

Robert Haight (201) 948-3230

3a, 3b O (k-8)

FRANKLIN

Howard Embleton (201) 827-9775

2 O (11, 12) 7

4a, 4c, 4f D (11, 12)

HARDYSTON TOWNSHIP

John Tyler (201) 827-3600

1 D (1-5) 7

2 O (6-8) 7

HOPATCONG BOROUGH

Donald Kay (201) 398-6530

Donald Hatosy

Carl Fox

1 D & O (9, 10)

2 D & O (9, 10)

3c, 3d D (6)

5b O 7

Rose Proia (201) 398-6530

4a O (11-12)

HIGH POINT REGIONAL HIGH SCHOOL

John Killay (201) 875-3102

2 O (9-12) 7

SPARTA

Dr. Arlene B. Jorgenson (201) 729-7174

1 D & O (k-12)

3b, 3c, O (6, 8, 10) 7

STANHOPE

Mrs. Craig (201) 347-0008

1 O (3-8)

3c O (6) 7

4a, 4c, 4d, 4e, 4g O (3-8) 7

5b O

VERNON TOWNSHIP
Rudolph Parella (201) 764-4041
1 O (5-8) 7
3c O (6) 7

SUSSEX COUNTY VOCATIONAL TECHNICAL SCHOOL
Ken Marron (201) 383-6700
George Meyers/Fred Harnett
1 D (9-12) 7
2 O (11-12) 7
3a, 3b, 3c, 3d D & O (9-12) 7
4a, 4b, 4c, 4d, 4e, 4f, 4g D&O (9-12) 7

UNION COUNTY

CLARK
Philip Foster (201) 388-5000
1 O (k-8) 7
3a, 3c O (4, 5, 8) 7

CRANFORD
Sylvia Halpern (201) 276-7500 ext. 26
1 D & O (8-12) 7
2 D & O (8-12) 7
3a, 3b, 3c, 3d D & O (7-10) 7
4a, 4b, 4c, 4e D (9-12)
5c D 7
6 D & O
A. E. Feñik (201) 276-7500
1 O (4-6) 7
2 O (4-6) 7
3a, 3b, 3c, 3d D & O (k-6) 7
5a, 5b D 7
6 D & O (4-6) 7

ELIZABETH
E. J. Thompson (201) 353-2200
1 O (11, 12) 7
2 O (11, 12) 7
3a, 3b, 3d D & O (k-12) 7
4a, 4b, 4d, 4g D (9-12)

GARWOOD
Russell F. Warner (201) 789-0331
3a, 3b, 3d, O (6, 7) 7
3c D (6, 7) 7
6 D (6-8) 7

HILLSIDE
Rose Tahnten (201) 923-9494
Dr. John Lopresti (201) 923-7591
Dr. George Lill (201) 923-2601
David Harris (201) 352-5662
1 O (5, 6, 7) 7
3c O (7) 7
Charles Kennington (201) 352-7662
4a, 4b, 4c, 4d D

LINDEN
Lawrence Kinsella (201) 486-5818
1 O (k-12) 7
3b, 3d O (6)
5a, 5b WO 7

MOUNTAINSIDE
Edwin R. Stonell (201) 232-8828
3c O (5) 7

NEW PROVIDENCE
S. Guadagnino (201) 464-4700
S. Combs
2 O (11, 12) 7

SCOTCH PLAINS-FANWOOD
Donald Peck (201) 889-4300
1 D & O (5-7, 10-12) 7
3b, 3d, 3e D & O (5-7, 10-12)

SPRINGFIELD
Dr. Jos. Tamburo (201) 376-1025
3a, 3b, 3c O (5)
5a, 5b, 5c D
6 D (k-8)

SUMMIT
Janet Geckeler (201) 273-1190 (k-9)
Mary Rose Neff (201) 273-1494 (10-12)
2 D & O (k-12)
3a, 3b, 3d D & O (k-12) 7
3c D & O (10-12) 7
4a, 4c O (9-12)
6 O (k-12)

UNION TOWNSHIP
Charles F. Murphy (201) 688-1200 ext. 242
1 D & O (1-11) 7
2 D & O (1-11) 7
4a, 4c, 4d, 4e, 4f D & O (1-11) 7
5a, 5b, 5c, 5d D & O (1-11) 7
6 D (1-11) 7

WESTFIELD
Doris Peterson (201) 232-0990
3b D (k-6)

UNION COUNTY VOCATIONAL TECHNICAL
George Baxel (201) 889-2000
2 O (13, 14)

WARREN COUNTY

FRELINGHUYSEN TOWNSHIP

G. S. Graffam (201) 362-6319

1 O (6) 7

3a, 3b D (6)

3c O (6)

5b O

HACKETTSTOWN

Robert Enz (201) 852-6900

2 D & O (k-4) 7

3b, 3c, 3d D (k-4)

4a, 4c, 4d, 4f D (k-4) 7

5a D & O

LOPATCONG

Salvatore Drago (201) 859-0800

1 D (k-8)

3b, 3c D (6-8)

5a, 5b, 5c D

LIST OF COUNTIES BY REGION
AND NUMBER OF DISTRICTS IN EACH COUNTY

<u>COUNTY</u>	<u>NUMBER OF DISTRICTS</u>
<u>NORTHERN REGION</u>	
Bergen	76
Essex	23
Hudson	14
Morris	42
Passaic	20
Sussex	<u>23</u>
Total	198
<u>CENTRAL REGION</u>	
Hunterdon	29
Middlesex	25
Monmouth	55
Somerset	22
Union	21
Warren	<u>26</u>
Total	178
<u>SOUTHERN REGION</u>	
Atlantic	25
Burlington	44
Camden	42
Cape May	18
Cumberland	15
Gloucester	28
Mercer	10
Ocean	29
Salem	<u>14</u>
Total	225

NON-PUBLIC SCHOOL PROGRAM DESCRIPTIONPROGRAM DESCRIPTION CODE

<u>CODE</u>	<u>EXPLANATION</u>	<u>CODE</u>	<u>EXPLANATION</u>
<u>Type of Program</u>			
*	Program reported, respondent did not indicate Interdisciplinary or Subject Oriented	5	In-service
		5a	Primary
		5b	Intermediate
		5c	Junior High School
		5d	Senior High School
		5e	Other/Not Indicated
1	Interdisciplinary		
2	Subject Oriented	6	Cooperative Community Program
3	Specific Activity		
3a	Single Day	7	Curriculum Material of Local Origin
3b	Field Trip		
3c	Resident (Camp)		
3d	Eco-Action Club		
3e	Other/Not Indicated		
			<u>Status of Program</u>
		<u>D</u>	Program being developed
		<u>O</u>	Program being offered
		<u>WO</u>	Program was offered, now discontinued
4	Monitoring		
4a	Fresh Water		
4b	Sea Water		
4c	Air		
4d	Noise		
4e	Solid Waste		
4f	Sewage		
4g	Transportation		
4h	Other/Not Indicated		
			<u>Level of Program</u>
		()	Grade Level

PROGRAM DESCRIPTION CODE EXAMPLE

ST. ALOYSIUS	= Name of School
Jerseyville, New Jersey	= Location
John Jones (201) 345-6789	= Contact Person and Phone Number
1 <u>O</u> (9-12) 7	1 = Interdisciplinary Program
	<u>O</u> = Program being offered
	(9-12) = Grade level
	7 = Curriculum material of local origin
3b, 3c <u>D</u> (k-6)	3b = Field trip program
	3c = Resident camp program
	<u>D</u> = Programs being developed
	(k-6) = Grade level

NON-PUBLIC SCHOOL PROGRAM DESCRIPTION

The non-public schools in New Jersey were surveyed at the same time as the public schools, utilizing the same survey questionnaire. A total of 788 individual schools were identified from State Department of Education records and were mailed surveys.

By June 1972, a total of 41 responses were received, and of these, 17 reported either developing or offering programs. These schools are listed below with their reported program activities indicated.

ATLANTIC COUNTY

ST. AUGUSTINE HIGH SCHOOL
Richland, New Jersey
John Mahoney (609) 691-3320
3a D (9-12)
Mr. Manioso (609) 822-3967
4e D (9-12)
Rev. Steven La Rosa (609) 697-2600
5d D

HOLY SPIRIT HIGH SCHOOL
Absecon, New Jersey
Albert Siedlecki (609) 646-3000
2 D (11, 12) 7

BERGEN COUNTY

OUR LADY OF PERPETUAL HELP
Oakland, New Jersey
Sister Regina Consuela (201) 337-6574
3d Q 7

SADDLE RIVER COUNTRY DAY SCHOOL
Saddle River, New Jersey
C. Kennett (201) 327-4050
2 Q (8, 10)
3a, 3b, 3d, 3e Q (all grades)

ST. ANNE'S SCHOOL
Fair Lawn, New Jersey
Frank E. Gorman (201) 796-3353
3d D (6-8)
4a, 4d, D (6-8)

CAMDEN COUNTY

ARCHWAY SCHOOL
Atco, New Jersey
Howard Van Dijk (609) 767-5757
2 D & Q (7-12) 7
3e Q (7-12)
4a, 4c D (7-12)
5e D

QUEEN OF HEAVEN SCHOOL
Cherry Hill, New Jersey
Jos. A. Auletto (609) 429-2605
1 Q (6-8) 7
4c, 4d D (7, 8) 7

STRATFORD ACADEMY
Stratford, New Jersey
Richard Frick (609) 783-0029
2 Q (4-8)
3b, 3e Q (4-8)

CAPE MAY COUNTY

WILDWOOD CATHOLIC HIGH SCHOOL
Wildwood, New Jersey
Rosalie Guida (609) 522-7257
1 D (9-12) 7
4b, 4c, 4d, 4f D (9-12)
Philip Heck (609) 522-7257
3d Q (9-12) 7
5e D

ESSEX COUNTY

EAST ORANGE CATHOLIC HIGH SCHOOL
East Orange, New Jersey
Wanda Robek (201) 674-4200
2 D (9-12)
M. Merva (201) 674-4200
3a, 3b O (9-12) 7
4a, 4h O (9)

HUDSON COUNTY

ROGOSIN YESHIVA HIGH SCHOOL
Jersey City, New Jersey
Mrs. Dorothy Lane (201) 798-0055
2 O (9) 7
3b, 3d O (9-12)

MERCER COUNTY

CATHEDRAL HIGH SCHOOL
Trenton, New Jersey
Abraham L. Levin (201) 396-7055
2 D & O (11)

MONMOUTH COUNTY

CHRISTIAN BROTHERS ACADEMY
Lincroft, New Jersey
Brother James Farrell (201) 747-1959
2 O (10, 12) 7
3e O (12) 7
4a, 4b, 4f D (9-12) 7

MORRIS COUNTY

BONNIE BRAE FARM FOR BOYS
Millington, New Jersey
Mr. Francis Huber (201) 647-0800
2 D (k-8)
3e D
4h D
5e D
6 D (k-8)

PASSAIC COUNTY

YAVNEH ACADEMY
Paterson, New Jersey
Arlyn Weiss (201) 262-0843
2 D & O (7, 8) 7

SOMERSET COUNTY

FAR HILLS COUNTRY DAY SCHOOL
Far Hills, New Jersey
Prentice K. Stout (201) 766-5826
2 O (7, 8, 9) 7

RUTGERS PREP
Somerset, New Jersey
H. B. Dickson (201) 545-0024
1 D & O (k-7)
3a, 3b, 3d D
4a D
August Daviet
2 O (10)
4a, 4h D (8-12)
James Morrill
3a, 3d O (8-12)
6 O 7

New Jersey Environmental Education Act

The following Environmental Education Act was passed August 4, 1971, by the General Assembly of the State of New Jersey.

AN ACT providing for the promotion, establishment, and operation of local school district environmental education programs, the establishment and operation of a network of Regional Environmental Education Facilities and Centers for the purpose of providing environmental education programs for public and non-profit school students and teachers, for the establishment and operation of a network of Environmental Education Curriculum Research and Development Centers, and making an appropriation.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. This act shall be known as the "Environmental Education Act."

2. The Legislature finds and declares:

a. The concern for the environment of man has become a dominant social issue of our time;

b. Since New Jersey is the most highly urbanized and the most industrialized State in the Nation, it serves as a microcosm of the entire country, and shows abundant evidence of environmental breakdown,

c. New Jersey's environmental crisis is not limited to tangible pollution problems;

d. The State Departments of Education and Environmental Protection have specific interest in improving education as a force for environmental quality;

e. The public and Legislature have expressed their concern by the passage of the Green Acres Bond Act of 1961, the Water Bond Act of 1969 and the establishment of a Department of Environmental Protection; and

f. It is a prime objective to create an environmentally literate citizenry who understand their interdependence with and responsibility for the total environment, and who possess the knowledge and concern to solve existing problems and to prevent future ones.

3. The Commissioner of Education is hereby authorized and directed to promote the establishment and operation of local public and non-profit elementary and secondary school environmental education programs, and to assist in the development of such programs.

4. The Commissioner of Education in consultation with the Commissioner of Environmental Protection is hereby authorized to designate and operate and develop Regional Environmental Education Centers and facilities for the purposes of assisting in the development of environmental education programs in each school district and providing environmental education instruction to public and non-profit elementary and secondary students and teachers.

5. Any public or non-profit educational agency may apply to the Commissioner of Education for designation as a Regional Environmental Education Center.

6. Courses of study and schedules of fees of Regional Environmental Education Centers shall be subject to the approval of the Commissioner of Education and the State Board.

7. Instruction at Regional Environmental Education Centers shall include, but not be limited to the study of man and his environments, and problems of environmental pollution, erosion and survival as they relate to the fields of ecology and other sciences, social sciences, language arts, mathematics, the arts and humanities.

8. Any public or non-profit school in the State may arrange its schedule in accordance with rules of the Com-

missioner of Education so that all elementary and secondary school pupils may utilize the services and facilities of an environmental education center; and any school, except such school as is operated for profit in whole or in part, may, upon application, cause its pupils to utilize the services and facilities of a Regional Environmental Education Center.

9. Upon proper application submitted to the Commissioner of Education by the local school district, the Commissioner is authorized, subject to available appropriations, to enter into agreements with, and to make cost sharing grants of money to local school districts New Jersey Public Broadcasting Authority or Regional Environmental Education Centers for the purposes of assisting in the costs of services for local student participation and other education services provided by the Regional Environmental Education Centers and the New Jersey Public Broadcasting Authority.

10. Upon proper application submitted to the Commissioner of Education by a local school district, the Commissioner is authorized, subject to available appropriations to enter into agreements with, and to make grants of money to such local school district for the purpose of paying half of the cost of constructing and equipping local environmental education facilities.

11. Stepping Stone Environmental Education Center at Branchville, the Conservation and Environmental Studies Center at Browns Mills, and the Sandy Hook Environmental Education Center, by virtue of their long standing and demonstrated capability aided by nearly \$2,000,000.00 in Federal grants, are hereby designated as Environmental Education Curriculum Research and Development Centers for the purpose of providing to local, public and non-profit school districts services such as, but not limited to, development and dissemination of curriculum materials, teacher training, demonstration pilot programs, guidance in facility development and use, and consultative services to municipal conservation commissions and other environmental interest groups. The Environmental Education Curriculum Research and Development Centers shall concentrate their research and curriculum development efforts on problems related to pollution, erosion, land use, ecology, survival and related natural, physical and social sciences.

12. The Commissioner of Education with the approval of the State Board of Education shall:

a. Make rules and regulations for the establishment and operation of the Environmental Education Curriculum Research and Development Centers for the purpose of providing for local, public and non-profit school services such as, but not limited to, development and dissemination of curriculum materials, teacher training, demonstration pilot programs, guidance in facility development and use, and consultative services to municipal conservation commissions and other environmental interest groups. The Environmental Education Curriculum Research and Development Centers shall concentrate their research and curriculum development efforts on problems related to pollution, erosion, land use, ecology, survival and related natural, physical and social sciences.

b. Employ such personnel as may be necessary to carry out the purposes of the act.

13. There is hereby appropriated to the Department of Education the sum of \$100,000.00 for the purpose of carrying out the purposes of this act through June 30, 1972, the expenditure of which shall be conditioned upon approval of at least an equal amount of Federal funds.

14. This act shall take effect immediately.