

STATE OF NEW JERSEY

ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

(Pursuant to R. S. 18:2-10)

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REPORT

TO THE MEMBERS OF THE LEGISLATURE OF THE STATE OF NEW JERSEY:

The State Board of Education presents the following report for the school year ending June 30, 1944.

CHANGES IN NEW JERSEY AFFECTING PUBLIC EDUCATION

The present State Board of Education was authorized by the Legislature in 1911. Since then the United States has been involved in two great world wars and has experienced a period of unusual prosperity, followed by a serious economic depression. Meantime, the State of New Jersey has become one of the leading industrial centers of the Nation.

Although forty-fifth in size, our State now ranks ninth in population of the forty-eight States. Its density of population greatly exceeds that of any State except Rhode Island. New Jersey's population is among the densest of any industrial area on the globe. The density of population in the manufacturing counties of Hudson and Essex is exceeded by no area on earth. Of the total population, 82 per cent is classed as urban. This density of population is the result of an intense industrialization that has acted as a magnet to attract first the peoples of Europe and more recently people from other States of the Union.

Economic and social factors within a State always have a direct bearing on public education and its problem. Density of population increases differences and frictions among people. The schools, representing all the children of all the people, are right in the middle of most of these problems. The great mobility of an urban industrial population is in itself a problem for schools. Density and urbanization increase problems of physical and mental health and of nutrition. High industrialization creates the need of special training for the life work which the State affords. Training for industrial and commercial employment and in-service training have become necessities. Because of changes in population there are as

many adults in New Jersey who have had four years or less of schooling as there are high school graduates.

New Jersey has passed the simpler educational needs of an agricultural and homogenous people. Because of the resultant rapid economic and social changes the State must continually seek to establish ideals and practices of democratic citizenship among young and old in order to insure the welfare of the State. The prosperity of our industries depends upon the general enlightenment of the people and upon their individual preparation for the great variety of vocations involved in industry and commerce. This enlightenment and preparation require adult education. These and many other problems common to highly complex industrial regions require the careful consideration of all citizens interested in education.

FUNDAMENTAL CHANGES IN EDUCATION

During the last thirty years important changes have taken place nationally in the purposes and procedures of public education. The objectives of education have been broadened to include training for character, citizenship, interests and objectives, physical and mental health, use of leisure time, vocational training, and family life. Although now and then attention to all of these objectives has brought the criticism upon the schools that the three R's had been neglected, in general New Jersey schools have found that the change has led to greater scholastic efficiency. Loyalties to desirable ideals and interests, social adjustment, good health, the desire and the will-to-do, and a sense of responsibility promote the acquisition of skills and facts. In turn, the mastery of skills and facts facilitates the acquisition of the intangible objectives of education. The satisfactory growth of the whole child is recognized as necessary to his full efficiency.

The necessity of teaching all of the children of all of the people has encouraged educators so to organize and operate the public schools that the interests of the individual child may be given full consideration. As a result, the criticism

that the public schools cannot be efficient has disappeared. Many higher institutions and business organizations now welcome graduates of the public schools. Improvement in school practices has resulted from two changes. First, the school has adjusted its offerings and procedures to the individual needs of growing children; and, second, the school has sought to give to all children the basic general training necessary to successful life as citizens in a democracy.

Reaching the individual child in a school system has been accomplished by what is known as the guidance function. This necessitates the teaching of children through subject matter. It involves the offering in both elementary and secondary schools of rich and varied curriculums so that each child may find the opportunity to do things within the ranges of his interests and his powers. It involves also the study of the growth of each child as an individual in society.

Special emphasis upon training for citizenship has been given in the public schools for many decades. In this basic phase of education the experiences of our nation in the first World War, in the following periods of prosperity and economic depression, and in the present war have led to many improvements. At all levels, schools now seek to help pupils to acquire an understanding of the principles upon which our nation was founded and to study in the light of our country's history the principles underlying the problems of American Democracy. The pupils are encouraged to distinguish between patterns and principles.

Throughout this process educators recognize the value of the mastery of related facts and knowledge to complete understanding. They realize, too, that the acquisition of facts and knowledge does not in itself constitute complete education.

Instruction is offered in the organization and operation of our representative democracy. Schools and classrooms are so organized that pupils may acquire through practice the skill of living and working with others in a democracy and may also learn "how to make democracy work." Thus, through

practical experience under guidance of teachers, the pupils acquire a sense of responsibility as citizens and a feeling of deep loyalty to our country.

THE ELEMENTARY SCHOOLS

New Understandings

The major changes in elementary education have been accompanied by an increased knowledge of the nature of children and how they learn. From this better understanding have developed certain principles of teaching.

Experience both physical and mental is recognized as a vital factor in learning. Important outcomes such as good character and social competence cannot be acquired just by reading about them. They must be practiced under wise guidance.

Purpose and interest are powerful forces in learning. For efficient learning and successful living children need to exercise the self-discipline required to do as well as possible tasks for which they have a purpose. To gain this driving force, they need many opportunities to help choose and plan their work and to assume the responsibility of carrying out their plans and evaluating the outcomes.

There are in every day's experiences in school, and will continue to be throughout life, situations in which the individual must do what is required of him. He must therefore learn to obey. Satisfactory growth, however, requires that the individual become increasingly self-motivated and self-controlled. Democracy requires that he participate in the making of rules and laws for the common good and that he give to such regulations loyal obedience.

Children are different. Although all children must acquire learning which enables them to become members of our social order, they differ in rate of maturing, in capacity and talents, and in past experience. A single grade standard denies this principle of individual differences because it must be either too high to allow some children to succeed or too low to chal-

lenge others to work to capacity. The most efficient school is the one which provides a standard for each child based upon his own ability and growth.

Children's behavior is affected by their basic needs. All children want success, affection, and a standing in their group. One of the best cures for troublesome conduct is to provide a wide variety of activities in which every child can find something he can do well enough to merit group recognition and personal satisfaction. The teacher as an understanding friend provides such opportunities and at the same time helps the children to learn gradually how, when necessary and desirable, to subordinate their selfish interests to those of the community.

An Improved Program of Education

Broader purposes and a better understanding of children have produced an improved program of education which is based upon respect for the personality of the child. This program is concerned with the whole living of children engaged in solving real problems, and from such experiences acquiring needed skills and knowledge and economic and social competence.

The program is broad. It includes the whole range of subject matter, reading, oral and written language, spelling, penmanship, arithmetic, geography, history, science, health, handwork, and the fine arts. It provides a wide variety of activities. Thus provision is made for growth in many phases, for the stimulation of learning, and for the varying needs of the children.

Future Plans for the Elementary Schools

The recognition of the broader purposes of education and the improvement of the program in accordance with better understanding of child growth are part of the changes which have been taking place gradually during the last three decades. Only as the teacher understands and develops the

necessary methods can the desired results be produced. The work of promotion and supervision must therefore be democratic.

During the last year, through committees, lectures, classroom supervision, and the publication of bulletins by the Department a new interest has been awakened in the improvement of instruction in elementary schools. Much more needs to be done. Through scientific study we are just beginning to understand child growth. The science of child study should be continued, extended, and more intelligently applied.

Understanding of the needs of children and the purposes of the school should through teacher education and parent-teacher cooperation be spread among educators and laymen. By such procedures it is planned to encourage the improvement of all elementary schools throughout the State.

THE HIGH SCHOOLS

The purposes and basic principles of education are the same in the high as in the elementary schools. The objective and principles of organization and teaching discussed above in connection with elementary schools are equally applicable in the higher grades. The problem of the high school is, however, different because as children grow older they differ more from each other in developed interests and capacities and because the process of growing is complicated by the onset and changes of adolescence. The high school must also aid the pupils in preparing to make choices concerning further education or placement in jobs.

During the last thirty years there has been throughout the Nation a great increase in the percentage of children remaining in the public schools through the twelfth grade. In New Jersey, since 1926 the per cent of pupils persisting from the ninth through the twelfth grade has increased from 34.6 to 61.3 per cent. There are indications that during the postwar period nearly all pupils will remain in high school until graduation and that many more than at present will continue on to college, junior college, and technical school.

Two Major Problems

The remarkable growth of the past has created for school officials and faculties two major problems. The first has been that of producing a varied curriculum and developing methods suited to the wider range of individual differences. The second has been that of establishing high schools large enough to provide such a varied curriculum at reasonable per pupil cost.

The First Problem

In the solution of the first problem New Jersey schools have made advances worthy of great approval particularly because the changes have involved real pioneering. There have been no precedents to which educators could turn for helpful suggestions.

The first secondary school in this country was the Latin Grammar School, a pre-theological institution, devoted to the languages. Against its narrow curriculum Benjamin Franklin's Academy was a protest. The public high school displaced the academy but in many instances clung to the more narrow curriculum. Adaptations to meet the needs of the varying cross section of our adolescent population are still proceeding quite slowly. In the desire to protect the pupils from unsound experimentation people and educators are proceeding cautiously.

The college-bound student is motivated in his high school work by the college entrance value of his studies. The student of business education is motivated by the obvious usefulness of what he is getting. The student in the vocational school pursues a definite objective. The "natural" student is spurred on by current satisfactions which his learning brings him. But there is another group, roughly estimated at a third of the secondary school population, which has not acquired stimulating objectives and which in many instances is non-academic in ability. It is probable that the high schools will find it necessary to provide for these boys and girls a wealth of experience in practical work, some within the school and some through

cooperative arrangements outside the school walls. The possibilities of such devices are being explored here and there in the State, and encouraging results are found.

It is highly desirable that the high schools give full opportunity to all pupils to prepare for schools of higher learning whether they be colleges, junior colleges, or technical schools and that at the same time suitable activities be provided for those who are preparing to go directly from high school into industry or commerce. The strongest influence in the direction of the continuance of the traditional curriculum has been the list of traditional college entrance requirements. Recent actual experiences in preparing students for college have demonstrated that the history of the development of the pupil reveals more in regard to his probable success in college than does the insistence upon an inflexible list of college entrance requirements. At present high schools are not taking full advantage of the more liberal requirements for admission to college. For these reasons school officials may find less difficulty than they anticipated in the organization of curriculums suited to the varying purposes and capacities of the students.

The Second Problem

In the solution of the problem of establishing high schools large enough to provide a varied and adaptable curriculum without prohibitive per pupil costs, New Jersey has made noteworthy gains. Much has been accomplished by the building of regional high schools in rural areas and by encouraging high schools in medium-sized communities to expand their facilities to receive high school pupils from nearby rural areas or very small communities.

There are in the State at present nearly 300 public secondary schools, of which about 200 have senior classes. These high schools enroll about 200,000 students, thus averaging about 700 students per school. The high schools having senior classes have an average enrollment of about 800 pupils each. The typical New Jersey high school is about seven times as large as the typical American high school. Of

the high schools having senior classes only one enrolls fewer than 100 pupils, which means that at least two-thirds of the New Jersey high schools have an enrollment above the average for the country as a whole.

There are more than 30,000 graduates per year, which represents about 60 per cent of those who enter the high school. About 17 per cent of the graduates go on to higher education.

Although this is a commendable record, there are still a number of communities in New Jersey operating high schools too small to offer a satisfactory curriculum at reasonable cost. During the next year the Department may well survey the possibility of merging such schools into regional high schools or of solving the problem by encouraging the transportation of the pupils to larger schools.

Other Trends

There is a definite trend toward a clearer statement of specific goals in secondary education. This would involve the formulation of more definite, tangible purposes aimed directly at definable knowledge, understandings, skills and attitudes.

Reasonable encouragement is being given to the search for new ways by which the secondary school may solve its many problems.

Faculties are becoming more and more interested in evaluating results as well as in planning procedures.

VOCATIONAL EDUCATION

Manual Training

In 1888 interest in manual training resulted in the Manual Training Act of 1888 providing for State aid on a matching basis up to a maximum of \$5,000. The term "Manual Training" is the legal term for the revised and expanded program termed "Industrial Arts." This activity continues to be a part of general education in the elementary and high

schools. Pupils in this field having advanced beyond the original Swedish "Sloyd" type of program now work in wood, clay, plastics, and metals. The term "Industrial Arts" includes also courses in home economics.

The provision of a maximum subsidy of \$5,000 to any one school system for the promotion of "Manual Training" has long since become inadequate to be of real assistance. In larger systems the State aid is so small as compared to the total cost of the manual training program that the subsidy cases to act as an encouragement.

Vocational Training

Although manual training had a rapid development during the first decade after its introduction, educators and employees soon realized that it was too limited for effective job preparation. Some of the larger districts including Newark, Bayonne, and Atlantic City, established separate schools which offered training for specific trades. Into these schools other schools of the system poured their "misfits" to such an extent that a stigma was placed upon these early attempts in the field of vocational education.

These early experimental efforts survived, however, and finally, the Legislature in 1913 made provisions for State financial aid to local school districts which would organize and operate programs in the fields of trades and industries, agriculture, and homemaking. These laws provided also for part-time and evening classes for out-of-school youth and adults for each of the fields included in the act. The State assumed through the legislation the obligation to match dollar for dollar the funds raised by local taxation for this purpose. The maximum amount to be matched was fixed at \$10,000 for any school. This amount soon proved to be inadequate.

Later, some of the provisions of the vocational school laws of New Jersey were incorporated in the Smith-Hughes Act of Congress by which federal funds were made available for a nation-wide program of vocational education. New Jersey was one of the first States in the Nation to accept by legisla-

tive action in 1917 the provisions of the Smith-Hughes Act for vocational education.

The vocational programs in all fields expanded as a result of State and federal aid and also because of sufficient State and federal financial assistance for teacher training and coordination.

When a need developed for larger administrative units to permit more economical and efficient operation, the State Legislature made possible the development of county vocational schools. This again required New Jersey to pioneer in school organization and administration. County vocational school boards have now been established in Atlantic, Bergen, Cape May, Camden, Essex, Middlesex, and Sussex counties. There are also excellent vocational schools in some of the larger cities. The preparatory programs in the trade and industrial schools are now organized on three levels, namely, for specialized repetitive jobs, for the skilled trades, and for vocational technical fields.

Relation Between the Industrial Arts and Vocational Programs

Gradually the vocational program has been raised to a high school level. At the same time the general training in industrial arts has been expanded to meet the needs of more and more high school pupils. As a consequence, there is an apparent need for a clearer understanding of the purposes of the industrial arts as compared to vocational training.

The Future of Vocational Education

Vocational education must keep pace with changes in the occupational fields for which training is offered. In earlier days, when a boy could obtain employment at fourteen years of age, pupils could be admitted to vocational schools from the grammar grades. Today the minimum age for admission to many trades and occupations has been raised to eighteen. This change has been accompanied by a corresponding raising

of the level of educational attainment required for admission to vocational schools. There are many indications that social pressures in the future will postpone the job preparatory programs to post high school years and that the training of the skilled mechanic will include preparation for the technical levels of industry.

Such a development would involve two problems. *First*, such a change would necessitate in the high schools the expansion of existing industrial arts programs and possibly the establishment of part-time vocational courses and training for distributive occupations. *Second*, in order to provide equal opportunities for high school graduates throughout the State it would be necessary to establish area technical schools.

Three Major Problems

The major jobs ahead in the field of vocational education are to retrain industrial workers now employed in war industries, to retain veterans of the Armed Forces, and to develop an expanded program to prepare workers for the technical levels of industry.

There will be some displacement of employment when the war ends. Some of the displaced workers will make satisfactory adjustments to other jobs without any formal training; others will be trained on the job by industrial supervisors who have had job instructor training. However, there will be a large number who will need to be retained if unemployment is to be avoided. Retraining will not be simple because the workers have developed skills which have been conditioned by repetition. The retraining will be costly so that it will probably require federal funds if they continue to be acceptable. The facilities and teaching staff are available when the job is to be done.

For the retraining of veterans under the G. I. Bill, the facilities and teaching staff are ready but the legislation for such retraining is indefinite.

Large areas of employment indicate a need of training facilities on the preparatory and extension levels. These in-

clude the fields of selling and distribution, the service trades, and some of the commercial fields. There is a need for expanded programs for supervisors in the field of industry, distribution, public service, and transportation.

HIGHER EDUCATION

In 1916 the State Legislature enacted a law which required all colleges which had not been chartered prior to March 1, 1891, to obtain the authorization of the State Board of Education to confer degrees. Institutions exempt are Princeton University, Rutgers University, Drew University, Seton Hall College, and Stevens Institute.

The Board has no official relationship with the five above mentioned institutions of higher learning chartered before 1891, excepting when these institutions wish to have curriculums approved as a basis for granting preprofessional qualifying certificates.

As a basis for the authorization to confer degrees, the State Board of Education maintains standards concerning (1) incorporation, (2) entrance requirements, (3) faculty qualifications, (4) quality of instruction, (5) financial resources, (6) buildings and equipment, (7) adequacy of salaries, and (8) graduation requirements. Under these regulations sixteen colleges have been accredited. Each college is appraised periodically by the supervisor of college courses, and is notified wherein the standards are met and wherein improvements are desirable. As a result of this service, new laboratories have been built, libraries extended, the qualifications of faculty members raised, and the quality of service improved.

The State Board of Regents by authority of legislative enactment is authorized to contract with institutions for public higher education and has for years made such contracts with Rutgers University and the Newark College of Engineering. The State Board of Regents is also charged with the responsibility of determining the State's needs in connection with pub-

lic higher education and of determining to what extent institutions of higher education shall be utilized.

The Commissioner of Education is authorized by law to issue qualifying academic certificates for admission to an examination to practice law, medicine, dentistry, chiropody, pharmacy, or certified public accountancy. Since these professions, excepting chiropody and pharmacy, require by law or regulation a minimum of two years' college credit in arts and science courses, the Commissioner of Education can and does prescribe the two years' college curriculums which must be completed by students before they enter upon their professional studies.

There are in the State nine accredited junior colleges offering curriculums two years in length to students who are graduates of high school or who have equivalent educational attainment.

These junior colleges serve primarily two groups: (1) those who wish to prepare for occupational employment in the semi-professions, and (2) those who seek two years' training in the liberal arts as preparation for specialization in the upper division of a university or a professional school.

The junior college division of the Newark College of Engineering and the Monmouth Junior College receive some support from public taxation. The other seven junior colleges are largely supported through gifts and tuition.

The State Board of Education protects the public through published standards for junior colleges. In accordance with these standards each such college is appraised by the State Supervisor of College Courses in regard to (1) organization, (2) entrance requirements, (3) quality of instruction, (4) financial resources, (5) library facilities, (6) faculty qualifications, (7) buildings and equipment, and (8) salaries paid to faculty members. A junior college must attain the standards established by the State Board of Education in order to secure the recommendation of the Commissioner of Education for accreditation by the State Board of Education.

The State Department of Public Instruction extends its assistance to these junior colleges through visitations and in-

formal conferences in the planning of improvements in administration and instruction.

The present laws lead to some confusion of authority in regard to institutions of higher learning. The State Board of Education authorizes the Newark College of Engineering to confer degrees; the State Board of Regents contracts with this college for public educational services. If an institution wishes to adopt the title "New Jersey College of Medicine and Surgery," it must secure the approval of the State Board of Regents to use the words "New Jersey" and of the State Board of Education to use the word "college" in its title. It would then need to secure from the State Board of Medical Examiners a license to organize and establish the college; and finally to secure from the State Board of Education the authorization to grant a degree.

It is believed that public education in New Jersey will be greatly improved if the responsibility for education at all levels, including common schools and institutions of higher learning, is vested in one board as proposed in the bills now before the Legislature.

ADULT EDUCATION

New Jersey's schools may serve adults as well as children. The schools are available to help a great many of the State's three million adults meet the many social, civic, and personal problems facing them.

Although in 1940 a survey of adult education in New Jersey made under the direction of the American Association of Adult Education indicated a widespread interest and participation in many forms of adult education because of war programs have been curtailed or eliminated because of war conditions. Travel limitations, longer hours of work in war production, and the diversion of the interests of adults to community war services have caused great decreases in the enrollment of adult schools.

Now, however, increasing attention is being given to plans and provisions for meeting the needs of adults in the post

war period. These needs include not only instruction and training for advancement in jobs or business, but also education leading to an understanding of the international and national problems of our political and economic life.

A survey by the director of the division of adult education shows that many adults in New Jersey are in need of fundamental education. This report contains the statement that one in every eight adults in New Jersey, twenty-five years of age and over, has had less than a fifth grade education. This represents over three hundred thousand persons. The number of college graduates in New Jersey is approximately the same as those who have had no formal education. The average education of the citizens of our State, twenty-five years of age or over, is that of the eighth grade.

A report of the postwar planning committee adopted by the New Jersey Council on Adult Education on April 29, 1944, surveys the needs for adult education and sets forth the following significant recommendations :

- (1) that there be provided in the State Department of Public Instruction an adequate staff and facilities so that adult education opportunities may be provided for returning veterans, war workers, foreign-born residents, and all other adults;

- (2) that the community adult schools of New Jersey be further encouraged and provided with financial assistance from the State;

- (3) that adult schools establish counselling service for home and family life, and

- (4) that adult schools provide education for the foreign-born.

In these recommendations we concur. There is a marked need for the development in New Jersey of a complete plan of adult education which, with competent direction and encouragement on the part of the State, may guide the educational facilities of local school districts at the service of our adult population.

CONSIDERATION OF SERVICES CALLED TO OUR ATTENTION
BY THE WAR*Health*

The greatest cause of rejection of inductees is "mental hygiene." Although there is some reason to believe that the physical condition of inductees in the present war is better than that of the inductees in World War I, educators are impressed with the importance of education for better health revealed by the rejection records of the Selective Service. Schools and communities should do all that they can to plan now physical fitness programs that will be of great help to all in time of peace as well as of war.

Visual Aids to Education

Before the war there had been a considerable development of visual aids to education. From this experience educators had learned that carefully selected visual aids give pupils clearer concepts of the subjects they study as a basis for accurate thinking and learning in coordination with the printed page and the spoken word. Experience had already shown that visual aids are most helpful when integrated with the regular classroom work.

The extraordinary achievements in the use of visual aids to training in the Armed Forces is already stimulating the expansion and improvement of their use in the public schools.

In order that the public schools may profit by the experience of the Armed Forces it will be necessary to equip all classrooms and assembly halls with electric outlets; to provide and keep available necessary projectors and other equipment; and to build libraries of films, film slides, stereographs, pictures, charts, models, and other aids.

Radio in Education

As a result of the extensive use of radios in education in the Armed Forces and, because of the remarkable recent

scientific developments in radio, educators are expecting a much greater use of radio in public education after the war. Even before the war both portable and stationary radios were being used quite extensively in both elementary and secondary schools. Many programs have already been presented by groups and classes of children from the public schools.

School administrators in all parts of the country are studying the desirability of radio stations controlled and operated by the State and local public school systems. One of the most significant developments in radio is the allotment to education by the Federal Communications Commission of a frequency modulation band which includes five channels.

Before the war began, under the leadership of the Federal Education Committee, about 70 F.M. stations had been authorized and 45 were actually on the air. In addition to these F.M. stations, approximately 40 universities, colleges, and school systems had operated A.M. stations for more than 30 years.

Serious study should be made of the possible uses of the radio in public education. If such a survey shows that the radio is becoming a desirable aid in the process of learning on the part of children and adults, then this Department should give thorough consideration to the physical equipment necessary and the cost thereof. This would include consideration of the reservation of an F.M. band, the establishment and operation of sending and relaying stations, and the installation and uses of receiving apparatus.

Other Services

Throughout the Nation increasing attention is being given to the program for youth. This involves more than meeting the wartime needs of our young people. In the minds of those engaged in this work, it includes also planning of a peacetime program which will give to youth much needed opportunities for recreation, social experiences, education, and participation in civic life.

In many of our larger communities child care centers have been established through federal subsidies. It is possible that after the war sociological conditions may necessitate the continuation of such centers.

The problem of juvenile delinquency during wartime is of national scope. Many social welfare workers and educators view with apprehension the growth of the problem during the early postwar years. Consideration may well be given to what the State might do to encourage the provision of wholesome surroundings and supervised recreation for our young people.

No objective of public education is more important than the preparation of our young people for home and family life. This can be accomplished only by the combined efforts of the home, the church, the playground, the school and the community throughout the years of childhood and adolescence. It involves not only knowledge and understanding but also attitudes and ideals. Basically it is a problem in moral ethics.

THE TRAINING OF TEACHERS

The success of any program of education depends in great measure upon the qualifications and abilities of the teachers and administrators in the schools. For this reason the developments in teacher training and selection during the last thirty years are of real significance.

The State Teachers Colleges

In 1911 the State maintained two normal schools, one at Trenton and one at Montclair. Jersey City, Newark, and Paterson maintained teacher training schools to supply the needs of their own schools. In both the State and city normal schools two years of training were required for graduation and nearly all of the graduates were certificated for employment in the elementary schools.

Since 1913 a teacher training institution has been established at Glassboro and the city normal schools at Newark, Paterson, and Jersey City have, through appropriate legislation, come under the control of the State Board of Education and the Commissioner of Education. Gradually the curriculums have been reorganized and extended until each one of the six teacher training institutions is now a degree granting institution offering a four-year curriculum. In addition, there is an approved graduate curriculum one year in length at Montclair College where high school teachers and administrators may complete the requirements for the degree of Master of Arts. New buildings have been provided at Glassboro, Trenton, Montclair, and Jersey City.

In order to improve further the quality of instruction in the public schools, a selective system of admission has been adopted by all six teachers colleges. This system is based upon the following factors: (1) high school achievement record, (2) personality rating by the administration of the sending high school, (3) interview rating by college officials, and (4) entrance examinations. These four factors are used in computing a weighted composite score for ranking. Applicants are admitted in the order of rank in sufficiently large numbers to fill the quotas previously determined by the Commissioner on the basis of needs. Satisfactory physical condition and freedom from physical defects which might make the candidate unfit for teaching are required.

The quality of work done in teacher training institutions depends very much upon the preparation, experience, and ability of their faculties. During the last two decades the rating of the faculties in the six teachers colleges on the basis of academic degrees and experience has improved steadily. At the present time the degree status of the 247 faculty members in all six colleges is equal to that of the better colleges and universities in the Middle Atlantic States.

The present curriculums of the State teachers colleges are as follows:

1. The Glassboro College educates teachers for kinder-

- gartens and primary grades, elementary grades, and rural schools.
2. The Jersey City College prepares teachers for kindergartens and primary grades, elementary grades, and for special positions in health education and school nursing. The latter curriculum is five years in length. It is offered cooperatively by the State Teachers College and the Jersey City Medical Center.
 3. The Montclair College offers undergraduate courses for those who wish to major for teaching one of the following subjects: English, accounting and social business, foreign languages, mathematics, music, social studies, or science. Graduate curriculums are offered in the fields of administration and supervision, biology, English, mathematics, personnel and guidance, physical science, science, and social studies.
 4. The Newark College enrolls students who wish to prepare for teaching in kindergartens and primary grades, elementary grades, and for teaching fine arts in grades 1-12 and industrial arts in grades 1-12.
 5. The Paterson College has curriculums for educating teachers for kindergartens and primary grades, elementary grades, and for teachers of business education subjects.
 6. The Trenton College educates for teaching in kindergartens and primary grades, elementary grades, rural schools, and for teaching junior and senior high school classes in business education, English, geography, mathematics, science, history, or teaching special classes in music, health and physical education, or industrial arts subjects.

Teacher Training in Private Colleges

In addition to the state teachers colleges, there are approved curriculums for educating high school teachers in the

following New Jersey colleges: (1) Caldwell College, (2) College of St. Elizabeth, (3) Georgian Court College, (4) New Jersey College for Women, (5) Panzer College, (6) Rider College, (7) Rutgers University School of Education, (8) St. Peter's College, (9) Seton Hall College, and (10) Upsala College. The graduates of these colleges who have completed the approved curriculums are certificated to teach the subjects of their specialization in grades 7-12 inclusive. The average number qualifying for certification from these colleges during the years 1935-1944 is 254. This is approximately 18 per cent of the number who qualified from the state teachers colleges during the same period.

Problems to Be Solved in the State Teachers Colleges

(1) Extension courses are now offered by practically all of the colleges to teachers in service in order that they may still further improve their preparation as teachers. There is need of consideration of plans for graduate instruction for teachers of elementary grades, business education, industrial arts, and some other subjects not readily available to large numbers of teachers in New Jersey. Most of these teachers cannot take leaves of absence from their positions but are eager to continue their professional study.

(2) Special curriculums for teachers of the following classes of handicapped children should be organized: (a) cardiopathics, (b) orthopedics, (c) speech defectives, (d) undervitalized, (e) slow learners, (f) blind, (g) partially sighted, (h) deaf, and (i) hard of hearing.

(3) A curriculum leading to a degree should be organized and offered in the late afternoons, evenings, Saturdays, and during the summer sessions for school nurses who wish to complete the requirements for the degree of Bachelor of Science.

(4) Many elementary schools seek individual teachers qualified to assume special responsibilities in such subjects as music, fine and industrial arts, home economics, library direction, and physical education. To this end some of the

teachers colleges may well offer dual curriculums in which a student may pursue both the basic elementary program and also additional training in one of these special fields.

(5) A functioning salary schedule for teachers in the teacher training institutions is necessary in order to maintain a high quality of instruction for those who will teach in the public schools. The range of this schedule should be sufficient to attract and hold well qualified faculty members.

(6) At the present time the State requires that training as a librarian be in addition to the usual training as a teacher. A carefully planned basic program for school librarians is needed.

(7) The development of special services such as the Glassboro reading and health clinics and the child guidance clinics recently started at Paterson, Trenton, and Glassboro should be encouraged and funds made available therefor. They are of great help to the teachers in the public schools.

(8) An appraisal should be made of the present distribution of curriculums among the six colleges together with a study of the building needs of each institution in connection with the operation of all of the colleges as a unitary organization.

The Shortage of Teachers

The shortage of teachers caused by war conditions is becoming increasingly serious. It is particularly difficult to find teachers of special subjects such as industrial arts, home economics, music, commercial subjects, physical education, science, and mathematics. There are not enough properly certified elementary grade teachers and school nurses. The most serious shortages have occurred in Bergen, Cumberland, Hudson, Hunterdon, Monmouth, and Union counties. In the rural areas there has been a big turnover caused both by the shortage of teachers and the movement of teachers to urban areas paying higher salaries.

In solving resultant problems school administrators have shown great resourcefulness. In some cases single classrooms

or schools have been closed and the children sent to another grade or school. In others, teachers, sometimes not suitably prepared, have been transferred from other subject fields; the load of other teachers has been increased, or temporary substitutes have been employed. In a few instances in the high schools the work in a special subject field has been dropped.

In 1941 the State Board of Education began to take steps to offset the increasing shortage of teachers as follows:

(1) The issuance of emergency, provisional, and temporary licenses to teach to former and new teachers, (2) the training of artisans for provisional certification to teach industrial arts, (3) the acceleration of classes in the State teachers colleges, (4) the provisional certification of college seniors before their graduation, and (5) the recruiting of candidates for admission to the State teachers colleges.

Since 1941 the State Board of Examiners has issued 1887 emergency, provisional, and temporary certificates. The number issued in 1943-44 showed an increase of 175, or 28.1 per cent over the number issued in the preceding year.

The plan for acceleration, adopted by the State Board of Education in January, 1942, extended the length of the college year by approximately twelve weeks. This arrangement accelerates graduation for students who attend three summer sessions one full calendar year without reducing the number of weeks of study.

On the basis of the number of children already born in New Jersey, first grade enrollment will increase greatly in 1947 and may reach 100,000 by 1949. This is an increase of about 42 per cent over present first grade enrollments. To meet the consequent increase in enrollment in the elementary grades many additional high school graduates must be recruited.

On the basis of present enrollments in grades five through eight, the enrollment in grades nine through twelve will decline each year until about 1954, unless social and economic conditions cause more high school students to remain in school until graduation. After 1954 the senior high school enrollment will rise rapidly.

It is apparent that the shortage of elementary school teachers and of teachers of some special subjects in high school will continue for at least six or seven years. Although there is a slight increase in the enrollment in teachers colleges, it is still about 25 per cent below normal. Still greater decreases exist in schools of education connected with private and state colleges and in many state teachers colleges outside of New Jersey. From these other sources this State has usually secured about 40 per cent of its new teachers annually. It takes four years to train a teacher.

The return of teachers now in the war services and industry gives little promise of offsetting the shortage. The 1944 report of the State Board of Examiners shows a turnover of 2,000 teachers since 1941 as follows: 329 entered the armed services, 192 business or industry, 11 educational work in the Armed Forces, 212 were married and withdrew from teaching, 1,050 resigned to accept other teaching positions, and 180 died or were retired on pensions. The expected increase in enrollment in the kindergarten and first grade by 1947 would require approximately 800 additional teachers.

The training of veterans under the G. I. Bill of Rights will create an unusual demand for teachers at the college level. The opportunity to enter college teaching will probably attract some of our high school teachers.

Such shortages lower the quality of work in the public schools. A large turnover destroys the continuity of the work of the schools. The raising of requirements for teachers' licenses improves the quality of instruction; the lowering of licensing requirements causes the quality of instruction to deteriorate. These unfavorable results are not usually noticed by the people because somehow the schools are kept running and because the effect of poorer instruction is not immediately noticeable.

Every effort should be made to interest promising high school students in becoming teachers and salaries should be high enough to meet the competition of other vocations.

*Improving the Quality of Instruction Through Requirements
for Certification of Teachers*

The rules concerning the certification of teachers are adopted by the State Board of Education upon recommendation of the State Board of Examiners which was established in 1866.

In 1911, the preliminary requirement for an elementary certificate was one year of high school education. By 1928 this requirement had been raised to a high school diploma plus one year of normal school training followed by three summers of in-service training. In 1932, the requirements were raised to include a high school diploma and three years of normal school study. The course of study in our state teachers colleges in elementary education is now four years.

For a certificate to teach in the secondary schools the requirements include a college degree, general education, adequate training in special subject fields, special training in pedagogy, and practice teaching.

A great increase is noticeable in the number of elementary school teachers possessing a college degree and of secondary school teachers with the degree of Master of Arts.

The present State Board of Examiners is now engaged in revising the rules and regulations concerning teacher certification in order to allow more latitude in the choice of pedagogical subjects and to make the regulations more flexible. Careful study is being given to the emphasis placed upon general training and upon preparation in special subjects. It is expected that this revision will enlarge the field from which candidates are chosen and at the same time maintain the present standard.

THE SCHOOLS IN WARTIME

Participation in the War Effort

Since 1942 the annual reports of the State Board of Education and the Commissioner have described the commendable participation of the schools in the war effort. The schools

are continuing the high quality of their service and at the same time are adjusting themselves to war needs as they change from time to time.

In the high school the pre-induction courses have become more general in nature because there is at present less relation between the placement of the inductee in service and the kinds of pre-induction training he has experienced, and because the pupil's choice of specialized pre-induction training has been based too often upon his offhand preferences rather than upon his aptitudes.

The Education of Returning Veterans

During the past year, the New Jersey Legislature's Veterans Commission, of which Senator Littell is chairman, authorized a committee to list the facilities available for the education of veterans under the G. I. Bill of Rights. The State Department of Education has been collecting information to be issued in bulletins during the year 1944-1945.

At the higher education level there are about 44 colleges and professional schools, 25 schools of business, and 30 accredited schools of nursing. These institutions provide training of many kinds including business training, nursing, law, engineering, architecture, theology, pharmacy, agriculture, teaching, and the usual liberal arts courses.

At the high school level, because veterans do not adjust themselves readily in regular day classes, some boards of education are considering extension and evening courses. Other boards are contemplating the establishment of evening accredited high schools and of separate accredited daytime schools. Another possible offering may be made by unaccredited evening schools, work in which may be validated by examinations. Such examinations may be made and administered by the authorizing school or, in lieu thereof, the standard examinations of the Bureau of Academic Credentials of this Department may be used.

The Bureau of Academic Credentials is also making provisions for the establishment of a number of centers where

examinations may be taken for the High School Equivalent Certificate. These examinations are given in practically all regular high school subjects.

During the year this Board has passed resolutions authorizing high schools and colleges to grant credit for special training and study experienced by men and women in the Armed Forces. Such credit is to be granted according to standards established by duly authorized national organizations and approved by the American Council of Education. Thus high school and college credit may be granted to a veteran for courses taken in the United States Armed Forces Institute and in similar institutions.

Many opportunities will be offered to the veterans in private and public vocational schools. Seventeen private trade schools and nineteen public vocational schools offer courses in radio, electronics, welding, interior decoration, printing, wood and metal work, plastics, air conditioning, distributive occupations, the service trades, business education, and other fields. In addition the G. I. Bill provides for apprenticeship and "on-the-job" training. There will be opportunities in part-time programs in which the veteran spends half time in employment and half time in related educational work. Other part-time programs require that the veteran spend the major part of his time at work and that he be released for short units of related training.

In response to a request of the Governor to the Department of Economic Development, that Department has requested the Department of Public Instruction to furnish the Veterans Administration of New Jersey with lists of approved schools for the training of veterans. For this purpose this Department has followed the rules and regulations of the State Board of Education for the accreditation of junior colleges, colleges, and trade schools. With the noteworthy cooperation of the schools of business, the Department has established standards for the approval of such schools. There still remain the problems of approval of apprenticeship courses and "on-the-job" training offered by industries, pri-

vate trade schools, professional bureaus, governmental departments, and other institutions.

A complete list of approved institutions will be published during the school year 1944-1945, and additions and corrections will be made from time to time.

A service of great value to veterans still in need of definition and organizations is that of counselling and educational guidance. The many kinds of information and service needed by returning veterans will require the cooperative efforts of local communities and school systems.

SCHOOL BUILDINGS AND EQUIPMENT

In the sections of this report concerning elementary and secondary schools mention is made of the building code requirements for public schools and of the necessity for schools of sufficient enrollment to offer to pupils rich and varied experiences at reasonable cost.

In 1911, this Board approved a temporary building code and in June, 1912, adopted more permanent regulations. The present code, approved in 1925, still presents high standards to be met by local school districts. Because, however, of changes in the use of buildings, in methods of such provisions as lighting and ventilation, and in architectural design the present code is in need of revision.

Although now and then a one-room school should be maintained because of geographical location, in general it is desirable to combine districts so that the minimum elementary school building shall have at least three rooms. The statistical report for 1943-1944 shows that there are now only 171 one-room, 195 two-room, and 56 three-room schools in the State. The possible elimination of some of these smaller buildings deserves study.

The industrialization of New Jersey has resulted in the urbanization of about 80 per cent of our population. In the urban areas the high schools have larger enrollments. The maintenance of smaller high schools in many rural areas has been obviated by the establishment of regional and receiving

high schools. A survey to determine the desirability of more regional and receiving high schools is recommended.

In many school districts the boards of education are now giving thought to the replacement or renovation of obsolescent buildings, to additions to buildings, and to the development of community building plans. In some cases the boards are considering the expansion of building facilities for more extensive work in home economics and industrial arts.

EXECUTIVE FUNCTIONS OF THE BOARD

In general the rules and regulations of the Board are carried out by the Commissioner of Education as administrative and executive officer of the Board. Several functions, however, have been the direct responsibility of the Board working through committees. These are (1) the hearing of appeals from the decisions of the Commissioner, (2) the administration of the School for the Deaf, and (3) the administration of the Bordentown Manual Training School.

Hearing of Appeals

Since 1867 the Commissioner of Education has been charged with the duty to decide, without cost to the parties and subject to appeal to the State Board of Education, controversies and disputes arising under the School Law. A study of the available records for a 30-year period, beginning in July, 1912, shows that the Commissioner decided 767 cases, of which only 242 were appealed to the State Board of Education, resulting in 214 affirmances and 28 reversals. There were only 31 appeals to the Supreme Court from the State Board's decisions, of which 27 were affirmed and four reversed. Only nine cases reached the Court of Errors and Appeals, with no reversals.

The right to appeal to the Commissioner in school controversies assures litigants a day in court which might otherwise be denied because of the cost involved in court proceedings. By the same token, the right to appeal to the State

Board makes possible a prompt and inexpensive review of the decisions of the Commissioner. The fact that only one case a year on the average is appealed to the Supreme Court and that there have been only four reversals of the State Board's decisions is convincing evidence of the effectiveness of this system. If this system had not been created by the Legislature, many litigants, as a practical matter, would have been deprived of any appeal from the Commissioner's decisions because of the expense involved.

Formal decisions by the Commissioner and the State Board relate to the salary, tenure and seniority rights of school employees, discipline and transportation of pupils, disputes between school boards and parents, the awarding of bids, the conduct and results of school elections, and the designation of high schools. With few exceptions, the Supreme Court will not hear appeals on school matters until decisions have been rendered by the Commissioner and the State Board of Education.

The proceedings in a number of cases have disclosed to the Commissioner and the State Board means of improving school system procedures or of resolving confusion by suggesting appropriate and clarifying legislation. School election cases furnish a good example. The records in these cases revealed points in which the school election laws were not clear or adequate. The enactment of amendments to these laws resulted in improved election procedures and fewer election cases.

Many controversies are prevented or settled amicably in their incipient stages through the good offices of the county superintendents and the members of the Commissioner's staff. In the future, greater emphasis should be placed upon averting formal litigation.

Many potential controversies are settled informally. The pre-trial conference, at which counsel meet informally with the Assistant Commissioner, possesses great possibilities for reducing the amount of litigation and the attendant personal animosity and bitterness. Occasionally, the conference results in a discontinuance of a case. Frequently, the necessity of a hearing is obviated through the agreement of counsel to pre-

sent the case upon the pleadings and a stipulation of facts. Even if a hearing is not obviated, the amount of time consumed in taking testimony and in hearing the arguments of counsel as to the admission of evidence is greatly reduced.

The legislative purpose in establishing this special system was to provide a means for deciding controversies respecting the management of schools with a minimum of time consumed, inconvenience, and cost to the litigants. This legislative policy, commended by the courts as providing a "speedy and inexpensive" procedure, was grounded in the belief that the initial determination of school questions can be made best by an experienced school administrator, and that appeals from his decisions should be made to a board whose members are familiar with school problems. Evidence of the soundness of this policy is found in the record of the achievements of the Commissioner and the State Board of Education in settling disputes.

The New Jersey School for the Deaf

The first bill providing for the education of the deaf of New Jersey was passed by the Legislature in 1820. It appropriated \$2,000.00 to provide for the education of the indigent "deaf and dumb" in some suitable institution outside the State. In April, 1846, the sum was increased to \$5,000.00 and the term of instruction was fixed at five years. In 1873 the term was extended to eight years.

In 1882, the Legislature appropriated \$15,000.00 to make available for the deaf the abandoned buildings originally constructed in Trenton for the orphans of Civil War soldiers. Before the opening of this school 142 deaf children from New Jersey were receiving their education in seven different institutions located in four different states.

In 1885, a special law was passed providing that the funds for the School for the Deaf be taken from State school funds. Later the school was placed under the direction of the State Board of Education. After the first World War, with the interest and efforts of the committee of this Board in charge

of the school, the present extensive lands were acquired and well-planned buildings erected thereon by the State. These buildings became available in 1926.

In its new quarters, the faculty of the school pioneered in methods and techniques for training the deaf. The term of instruction was extended to include the years from kindergarten age through adolescence. An outstanding vocational department was established. A health education program, designed to meet the present needs of the children and to prepare them for adult life, was instituted and developed. The academic work was so planned that graduates of the course have entered and completed the work in Gallaudet College, Trenton State Teachers College, and Rutgers University. The correlation between the academic and vocational department is unique.

The school now conducts hearing surveys in the public schools of the State and assists the faculties of those schools in dealing with children who are deaf or hard of hearing. The research department has made many contributions to the teaching techniques in schools for the deaf. Much progress has been made in the teaching of speech and lip reading. The research department is invaluable in pointing the way for improvement of practices in both the School for the Deaf and special classes in the public schools.

Thus through scientific methods and through a curriculum and plant which make possible normal life experiences, the faculty of the school helps the pupils to become efficient, self-supporting, well-adjusted persons.

The Manual Training and Industrial School at Bordentown

This school was established about 1890 at the instance of the colored citizens of the State. It has been maintained ever since in their interest and with their support. In 1920, there were 175 pupils and 26 paid instructors housed in a plant valued at \$130,000.00. Today the enrollment is 440, which is 65 above capacity, and the plant is valued at \$2,000,000.00.

The development of the plant is in accord with a plan made in 1916 by a landscape architect.

In the early years of the school's life, instruction covered grades four to ten. In 1927, a complete high school course was established which is now accredited by the State Department of Public Instruction.

The vocational curriculum has grown with the enrollment. In 1932 the Legislature authorized the construction of a well-designed trades instruction building. During the past year the school has been fortunate in securing some surplus commodity equipment formerly used by the National Youth Administration for instruction in garment making. This equipment is now used to teach girls a trade in which they can find ready employment.

During the 30 years of its existence the school has given practical instruction and work experience through plant maintenance, but more formal instruction is now needed in the operation of modern industrial equipment.

In the domestic science department, practical instruction is given to students in the planning and preparation of meals for 35 faculty members. The teacher in charge also teaches the related theory. The combined responsibility results in an overload. This is one of a number of cases of overload for similar reasons.

For 30 years the Manual Training School has been giving military training to its students. This has been valuable in enforcing discipline and in teaching character and self-control. The value of this training is now apparent in hundreds of former students now in the Army and Navy. As a result of this experience, many graduates have received advanced ratings at the time of induction and not a few have attained commissions.

During the year many parents have testified to the value of the work of the school. Its program of work, study, and play in a good environment and under intelligent supervision has been very helpful to many boys and girls.

The induction of older boys into the Armed Forces and trends in enrollment have lowered the average age of the

pupils. This reduction in the percentage of older boys in relation to the total enrollment has made it less possible to depend upon the more mature boys for supervision in dormitories and upon the campus and for certain kinds of work. The resultant need for additional employees still exists.

The extensive services now provided by the school necessitate a revision of the accounting system and the employment of a full time business manager. The Board respectfully requests that early attention be given to these needs.

In addition to these needs of additional supervision and of business administration, probable post-war conditions indicate the need of a more adequate and up-to-date equipment for vocational instruction. Comprehensive building plans should include a central heating plant, the enlargement of the dining hall and the physical education facilities, and an auditorium. A new building for instruction in girls' industrial work is also urgently needed.

NEED OF A RESEARCH DIVISION IN THE DEPARTMENT PUBLIC INSTRUCTION

The planning and direction of public education involving the expenditure of more than one hundred millions of dollars annually justifies an appeal for the establishment of a division of research to study the needs for changes in educational offerings and the results of the present offerings. Such studies should be made objectively by a separate division directly under the supervision of the Commissioner. Such a service should result in the establishment of courses of study to satisfy real needs in the State and Nation and a more efficient administration of the schools.

A SOUND SYSTEM OF STATE FINANCIAL AID TO PUBLIC SCHOOLS

In its report last year this Board called attention to the great difficulty experienced by poorer school districts in providing public education and to the relatively small part of the

total cost of public education borne by the State.

These conditions are evidenced by school tax rates varying from \$.06 to \$5.60 per \$100 of assessed valuation; and by per pupil costs varying from \$56 to \$304. In the percentage of State support of the total cost of public education New Jersey ranks third from the bottom of the list of 48 states. The State of Pennsylvania assumes 23.3 per cent of the total cost of public education; New York State 32.5 per cent; Connecticut 6.2 per cent; Delaware 92 per cent, and New Jersey 5.8 per cent.

The need for the education of all citizens in order to insure the welfare of the state was recognized by the founders of our State and Nation. One of the basic principles of our Nation has always been that of equal opportunity.

For these reasons this Board and the Commissioner urge respectfully that the Governor and the Legislature provide for the assumption by the State of a larger part of the total cost of education and for a better system of the distribution of state financial aid to local school districts.

THE CONSOLIDATION OF STATE ADMINISTRATIVE UNITS CONCERNED WITH PUBLIC EDUCATION

For many years the progress of public education in the State of New Jersey has been hampered by dual and sometimes multiple authorities concerned with the same or related responsibilities. This has been particularly true in the field of higher education. For this reason this Board and the Commissioner believe that the cause of public education would be advanced by placing all of the administrative units of the State concerned with public education under one Board of Education with the Commissioner of Education as its chief administrative officer.

Last December when the New Jersey Commission on State Administrative Reorganization began to consider the administrative units concerned with public education, the State Board of Education, the State Board of Regents, and the Commissioner of Education joined in a recommendation

to accomplish the desired purpose. There followed naturally a large number of conferences resulting finally in the presentation by the Commission of a plan to merge all of the state units concerned with public education.

This plan was submitted to the Governor and introduced in the form of bills in the Legislature on the last day of its session, April 12, 1944, with the idea that no action be taken then in order to allow full opportunity for study and reflection on the part of the people. Many organizations interested in public education in the state have taken advantage of this opportunity and with hardly an exception have approved the plan recommended by the Commission.

THE STATISTICAL REPORT OF THE COMMISSIONER OF EDUCATION

The statistical report of the Commissioner will be issued as a separate report. It will contain important facts concerning the enrollment in the public schools and the costs of public education. The report will show also the effect of war conditions upon the cost of education.

DEMOCRATIC PROCEDURES IN PLANNING AND DIRECTING PUBLIC EDUCATION

Although the Board and the Commissioner of Education have definite powers conferred upon them by law, democratic methods are used in planning and directing the schools. Conferences with all groups concerned usually precede the adoption of plans and regulations and full encouragement is given to cooperation based upon understanding. Subject to the provisions of the School Law the initiative and authority of local school districts is recognized and sustained. Upon such procedures depend the progress, stability, and efficiency of the public schools of the State.

To the local boards of education; to the school administrators, teachers and other employees of the school districts, teachers colleges, institutions of higher learning, the School

for the Deaf, the Manual Training and Industrial School at Bordentown, and other institutions with whom this Board is concerned; to the State Federation of District Boards of Education, the New Jersey Congress of Parents and Teachers, and other organizations interested in public education, and to the members of the State Department of Public Instruction, the State Board of Education and the Commissioner of Education extend their thanks for continued helpful cooperation during the past year. To the Governor and the Legislature of the State of New Jersey, they express herewith their gratitude for the opportunity to serve in the cause of public education and for thoughtful and sympathetic consideration of the needs of public education.

Respectfully submitted,

THE STATE BOARD OF EDUCATION
OF NEW JERSEY

by

OSCAR W. JEFFERY, *President,*

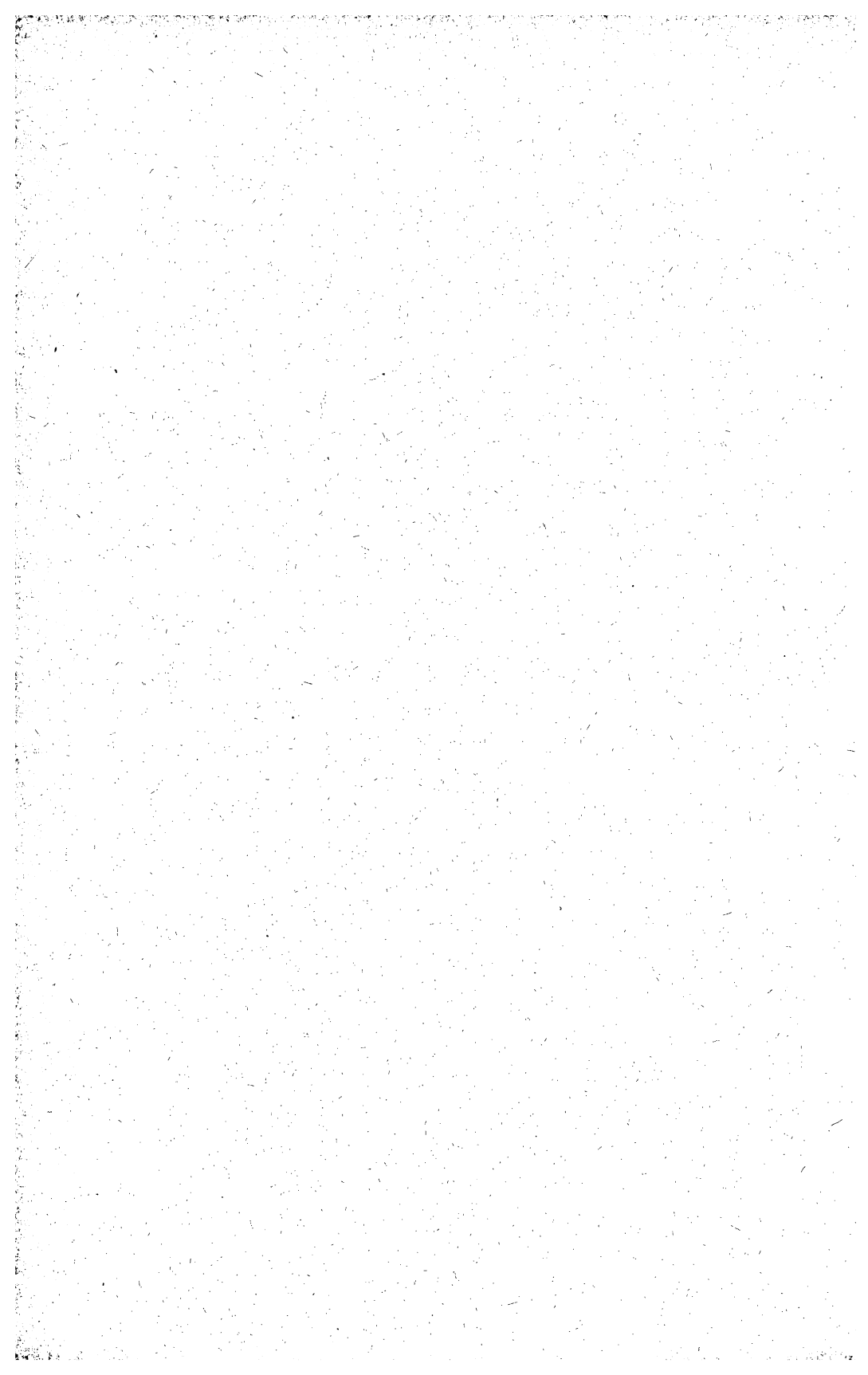
and

JOHN H. BOSSHART,

Commissioner of Education.

STATISTICS OF PUBLIC EDUCATION

1943-1944



SUMMARY AND COMMENTS

MONEYS DISTRIBUTED BY THE STATE TO LOCAL
SCHOOL DISTRICTS

The following statements show a marked decrease since 1931 in the amount of money apportioned by the State to local school districts largely because of the decrease in real estate values and the cessation of current allotments from the main stem railroad taxes.

Apportionment of School Moneys

The apportionment of school moneys for the school year beginning July 1, 1943, was \$16,029,429.62. This was an increase of \$103,243.18 over that of the school year 1942-1943, and a decrease of \$5,145,055.57 from that of the school year 1933-1934. In 1944-1945 the regular apportionment will be \$16,360,674.10.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in eighteen counties, the Legislature appropriated for 1943-1944 \$2,388,428.16 and a request is made for \$1,985,610.49 for 1944-1945.

State School Tax

During the year 1943-1944 there had been paid into the State Treasury \$15,487,916.29 in State school taxes. The State school tax as of June 30, 1943, was paid in full. The State school tax for 1943 was \$2,490,857.85 less than for 1931. The levy for 1944 will be \$15,826,599.68, or \$338,683.39 more than for 1943.

State School Tax Penalties

The laws of the State provide that a penalty of six per cent shall be levied against all counties for delinquent State school taxes. Up to June 30, 1943, the total amount of penalties levied on 1931 to and including 1937 delinquent State

school taxes were \$1,949,355.32, of which \$720,671.35 was eliminated by provisions of chapter 12, P. L. 1938, and chapter 71, P. L. 1939.

If all school districts are to receive the amounts apportioned from the penalty tax, it would be necessary for the Legislature to appropriate \$720,671.35, or to provide that the municipalities which were exempted by the above provisions from the penalty tax should not share in its distribution. Another procedure recommended to the Department is that the penalty tax moneys now on hand be returned to the districts which paid them.

Railroad Tax

On June 30, 1944, a total of \$6,556,276.55 was due the districts from main stem railroad taxes. The 1941-1942, 1942-1943, 1943-1944, and 1944-1945 apportionments show no allotments, as the deductions exceeded the amounts available.

Special State Aid Funds

During the year this Division checked and audited the special reports for educating crippled children, manual training, vocational schools, and evening schools for foreign-born residents.

State aid payments for these activities amount to \$1,360,655.83, of which \$117,633.01 was for educating crippled children, \$812,088.94 was State aid to the school districts for manual training, \$416,236.51 for vocational schools, and \$14,697.37 for evening schools for foreign-born residents.

Local Taxes for Schools

The total local school tax levy made in 1943 and available in the school year 1943-1944 was \$85,513,321.40. This is \$2,869,367.89 more than the levy for 1942. As of June 30, 1944, \$731,529.06 was due from these local levies, which is

\$350,384.20 less than for the preceding year. The cash basis act for municipalities has had a wholesome effect on reducing these outstanding tax levies.

ENROLLMENT IN THE SCHOOLS

Decrease in Total Attendance

The total number of days' attendance reported by the Department for the year 1943-1944 was 99,221,533. This was a decrease of 2,763,500 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. The decrease in enrollment was due partly to the employment of boys and girls in war industries, partly to the lower birth rate of the last decade, and partly to the induction of high school pupils into the armed forces. The per cent of attendance this year was 89.56 which is 0.06 per cent higher than that of 1942-1943. There has been a marked increase in number of pupils tardy and truant.

Enrollment in the Day Schools

The total enrollment in the day schools for 1943-1944 was 650,052, a decrease of 26,433 pupils or 3.5 per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed an increase of 635 pupils. Grade one showed an increase of 1,562 pupils in 1943-1944 as compared to a decrease of 711 in 1942-1943. The enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 11,524 pupils or 2.8 per cent. Approved junior high schools showed a decrease in enrollment of 2,461 pupils or 4.9 per cent; senior high schools (grades ten to twelve inclusive) showed a decrease of 4,822 or 12.1 per cent. High schools organized on the four-year plan (grades nine to twelve inclusive) showed a decrease of 7,431 pupils or 5.8 per cent.*

* These high school enrollments are not duplications but represent enrollments in separate divisions of the school system.

The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) decreased 14,508 pupils or 7.7 per cent.

The distribution of these enrollments in the several grades, in rural schools, special classes, and grade groupings is shown in detail in the statistical tables.

Expenditures

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1943-1944 were \$4,562,650.10 more than the amount available for the preceding year. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$109,538,924.65, which was \$1,319,944.49 more than the expenditures for 1942-1943. However, these expenditures were \$9,013,091.99 less than those for 1931-1932. Current expense, library, maintenance, manual training, and vocational accounts showed increases compared with expenditures in 1942-1943. Summer schools, evening schools, capital outlay, and debt service show reductions.

The expenditures for public education in 1943-1944 showed an increase of \$1,319,944.49 over those for 1942-1943. Capital outlay shows a decrease of \$314,767.60 compared with the expenditures for 1942-1943. Debt service shows a decrease of \$553,948.75 from that of 1942-1943. The expenditure for day schools increased \$3,276,521.39, evening schools showed a decrease of \$21,352.49, and summer schools showed a decrease of \$25,998.22.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$10,119,900.00. The amount of bonds and notes issued during the year

amounted to \$473,530.90 which was only 4.7 per cent of the amount redeemed.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932, to \$124,155,840.75 for the year ending June 30, 1944. This is a decrease of \$80,556,270.47 or 39.4 per cent during the past 12 years.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1942-1943 AND 1943-1944

	1942-1943	1943-1944	1943-1944	Decrease or Increase
Day school expenditures ¹		\$90,312,683.88	\$91,664,240.20	\$3,276,521.39 I
Regular day schools ¹	\$88,422,064.55		\$93,589,205.27	3,242,175.65 I
Current expense account	\$80,596,087.48		\$83,547,235.49	2,951,148.01 I
County (current exp. acct.) ²	272,805.10		288,146.35	15,341.25 I
Maintenance account	3,377,988.97		3,543,410.45	165,421.48 I
Manual training account	3,757,072.85		3,812,608.25	55,535.40 I
Library account	418,110.15		472,839.66	54,729.51 I
Vocational day schools (vocational account)	1,890,619.33		1,924,965.07	34,345.74 I
Summer school expenditures (current expense account)		79,090.36		25,998.22 D
National defense (vocational acct.)		1,868,663.55		1,040,509.84 D
Evening school expenditures		460,806.53		439,454.04
Regular evening schools current exp. account)	81,920.00		59,525.66	22,394.34 D
Accredited evening high schools (current exp. acct.)	170,032.15		161,370.88	8,661.27 D
Vocational evening (vocational acct.)	191,110.32		199,454.92	8,344.60 I
Evening school for foreign-born residents (foreign-born acct.)	17,724.06		19,102.58	1,378.52 I
Manual training evening (manual training acct.)	20.00			20.00 D
Capital outlay expenditures		885,190.79		570,423.19
Land, building and equipment acct.	847,605.59		538,758.84	314,767.60 D
Vocational account	193.50		11,270.89	308,846.75 D
National defense (vocational acct.)	23,615.36			11,077.39 I
Manual training account	13,776.34		20,393.46	23,615.36 D
Debt service expenditures		14,612,545.05		6,617.12 I
Total Expenditures		\$108,218,980.16		14,058,596.30
				\$109,538,924.65
				\$53,948.75 D
				\$1,319,944.49 I

¹ Does not include tuition transfers.² Includes county superintendents' clerk hire and expenses, salaries and expenses of helping teachers, county attendance officers and supervisor of child study.

FURTHER ANALYSES

Enrollments

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 676,551 for the school year 1943-1944. This was a decrease in the day schools of 27,553 boys and girls and a decrease of 854 in the other divisions of the public schools. To instruct these 676,551 pupils there were required 27,835 teachers. The children were housed in 2,053 school buildings, a decrease of nine from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost. In addition to the above, 20,909 adults were enrolled and instructed by 461 teachers in the various National Defense Training Programs.

There were transported to schools at public expense 93,714 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 26,429 pupils.

In the day schools there were enrolled 327,157 boys and 322,895 girls, making a total in the day schools of 650,052. In addition to these day school pupils, 10,405 were enrolled in other day schools. There were enrolled in evening schools 16,094, making a total enrollment in all schools of 676,551.

There were 36,152 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 218,851. The total number of pupils in grades five to eight inclusive was 213,540.

* The total number enrolled in the high schools, grades nine to 12, was 173,368. This was a decrease of 14,508 from the enrollment of 1942-1943. The high school enrollments for the past five years are given below.

1940	1941	1942	1943	1944
204,548	205,392	199,205	187,876	173,368

The total number of pupils enrolled in one-room rural schools was 2,668, a decrease of 451. The number in two-room rural schools was 5,759, a decrease of 248. There was a decrease of 14 in the number of teachers in one- and two-room rural schools.

The average daily attendance in day schools was 533,442, a decrease of 16,931. The average absence of pupils was 18 days.

There was a decrease of men teachers in all the schools of the State of 410 and a decrease of women teachers of 120, making a total decrease of 530 teachers.

Current Expense

According to the annual reports for the last five years, the current expenses* of the schools in the local districts have been as follows:

1939-1940	\$82,866,474.24
1940-1941	83,598,109.33
1941-1942	84,685,029.28
1942-1943	85,637,087.60
1943-1944	88,440,105.08

Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$65,110,942.97.

The average salary per year paid to 27,237 all day school teachers, not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,296.65, an increase over the preceding year of \$90.22.

The following figures show the corresponding average salaries for the past five years:

1940	1941	1942	1943	1944
\$2,100.64	\$2,123.00	\$2,185.00	\$2,206.43	\$2,296.65

* Expenditures of the local districts as defined in the statute. Does not include expenditures for any form of State or county supervision.

The average salaries paid to teachers in the various grades and types of schools during 1943-1944 were as follows:

	Men	Increase	Women	Increase
Kindergartens .....	.....	.....	\$2,120	\$76
Grades 1 to 6	\$2,252	\$160	2,092	76
Grades 1 to 8	2,076	149	2,007	83
Junior high plan—Grades VII-IX	2,542	252	2,354	57
Senior high plan—Grades X-XII	2,833	169	2,457	20
High school	2,829	161	2,495	112

TEACHERS COLLEGE GRADUATES FOR THE YEAR ENDING JUNE 30, 1943

Trenton State Teachers College	73	a decrease of	169	from 1942-1943
Montclair State Teachers College ..	127	a decrease of	179	from 1942-1943
Newark State Teachers College	134	a decrease of	44	from 1942-1943
Glassboro State Teachers College	—	a decrease of	192	from 1942-1943
Paterson State Teachers College	78	an increase of	6	over 1942-1943
Jersey City State Teachers College	62	a decrease of	1	from 1942-1943
Total	474	a decrease of	579	from 1942-1943*

Enrollment in Relation to Costs

During the last year the total decrease in enrollment in the day schools was 26,433 or 3.5 per cent. The decrease in the number of teaching positions was 532 or 2.1 per cent. Because the decreases in enrollment are spread over many grades and classes, it is not possible to reduce the number of positions in full accordance with the decrease in enrollment without lowering the quality of instruction. Nor is it desirable to decrease the administrative, janitorial, and maintenance services in full accordance with decreases in enrollment. There is evidence, however, that boards of education have seized the opportunity to abolish positions where it could be done without detriment to the standards of the schools.

On the other hand, page 61 of the accompanying Statistical Appendix shows an increase in the costs of salaries, supplies, fuel, and practically all other items in current expense.

These increases result largely from war conditions. Increases in the cost of supplies, fuel, and materials are occurring in schools as well as in industries, other governmental agencies, and homes. As in industry and commerce, the

* Of this number, 87 had graduated with a lower certificate or diploma. Accordingly, 387 received their first certification as compared with 892 in 1943.

higher cost of living causes salaries and wages to rise. The induction of teachers and other employees into the Armed Forces, the diversion of teachers to industry and commerce, and the diversion of young people from teacher training institutions into the Armed Forces and industry have caused a serious shortage of teachers and other employees. This shortage will probably continue for six or seven years.

A close correspondence exists between the average level of teachers' salaries and the degree of urbanization of a state. In 1940, New Jersey's population was more than 80 per cent urbanized. (See "Education — An Investment in People." Committee on Education of the United States Chamber of Commerce. 1944-1945.)

OTHER ACTIVITIES OF THE BUSINESS DIVISION

Inspection of School Accounts

During the year this Division made 216 inspections of the records of boards of education. This is an increase of 37 inspections over that of the preceding year. The inspection of school accounts is provided by law to furnish to the local school districts inspections leading to recommendations to local boards for the improvement of their financial procedures.

Studies of the procedures of local boards in purchasing fire insurance has enabled many boards to provide better protection at lower costs.

Recommendations made by the inspectors have started several school districts on better accounting of extra-curricular funds.

School Buildings

During the year 17 plans and specifications for alterations to buildings were approved. Each unit of building construction received an inspection during construction and a final inspection. Many conferences were held with local boards and their officials concerning future plans.

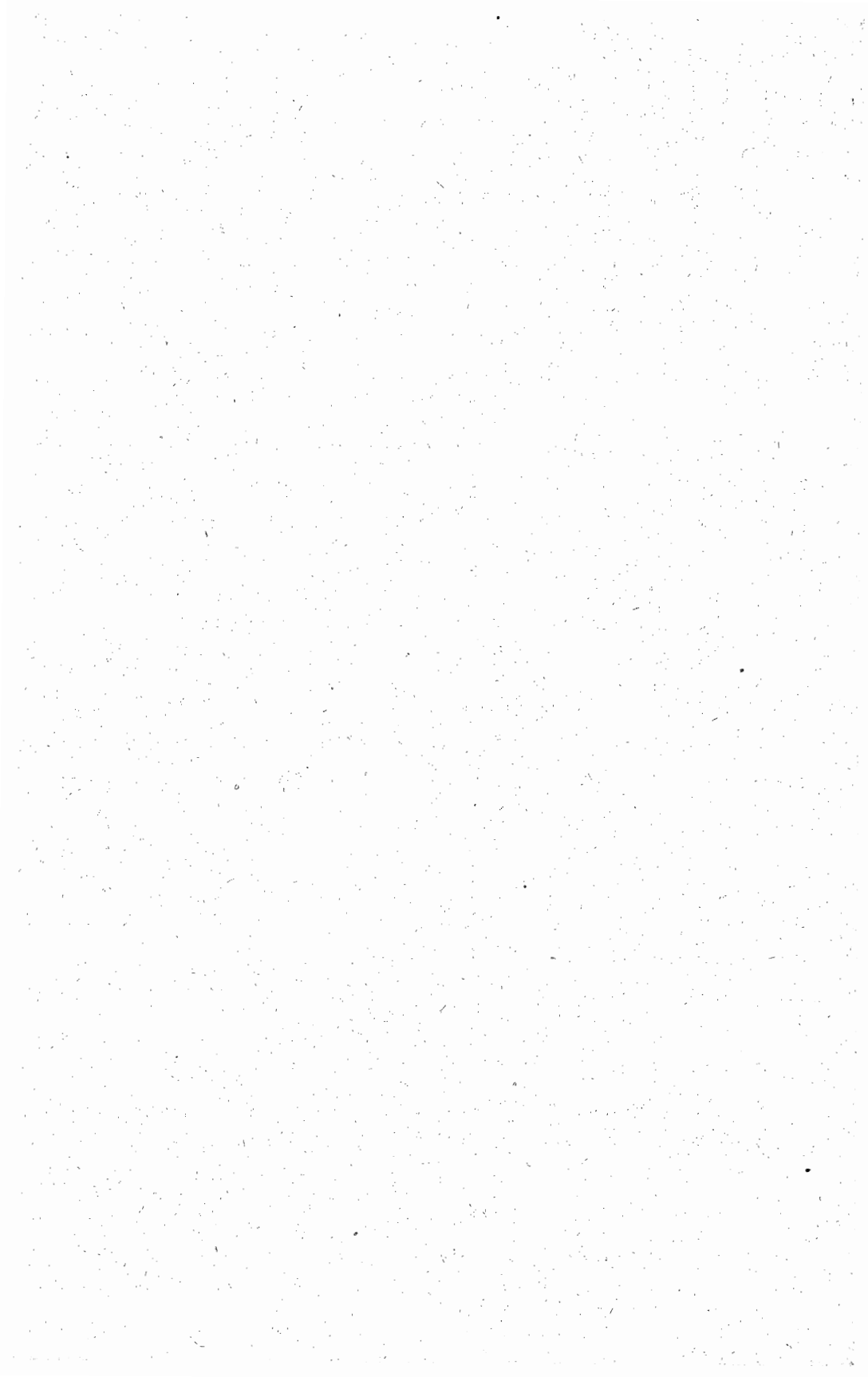
The value of school property has increased from \$64,354,833.00 in 1915 to \$366,494,724.00 in 1944. The increase in value during the last year is \$344,118.00.

Analysis of Drinking Water

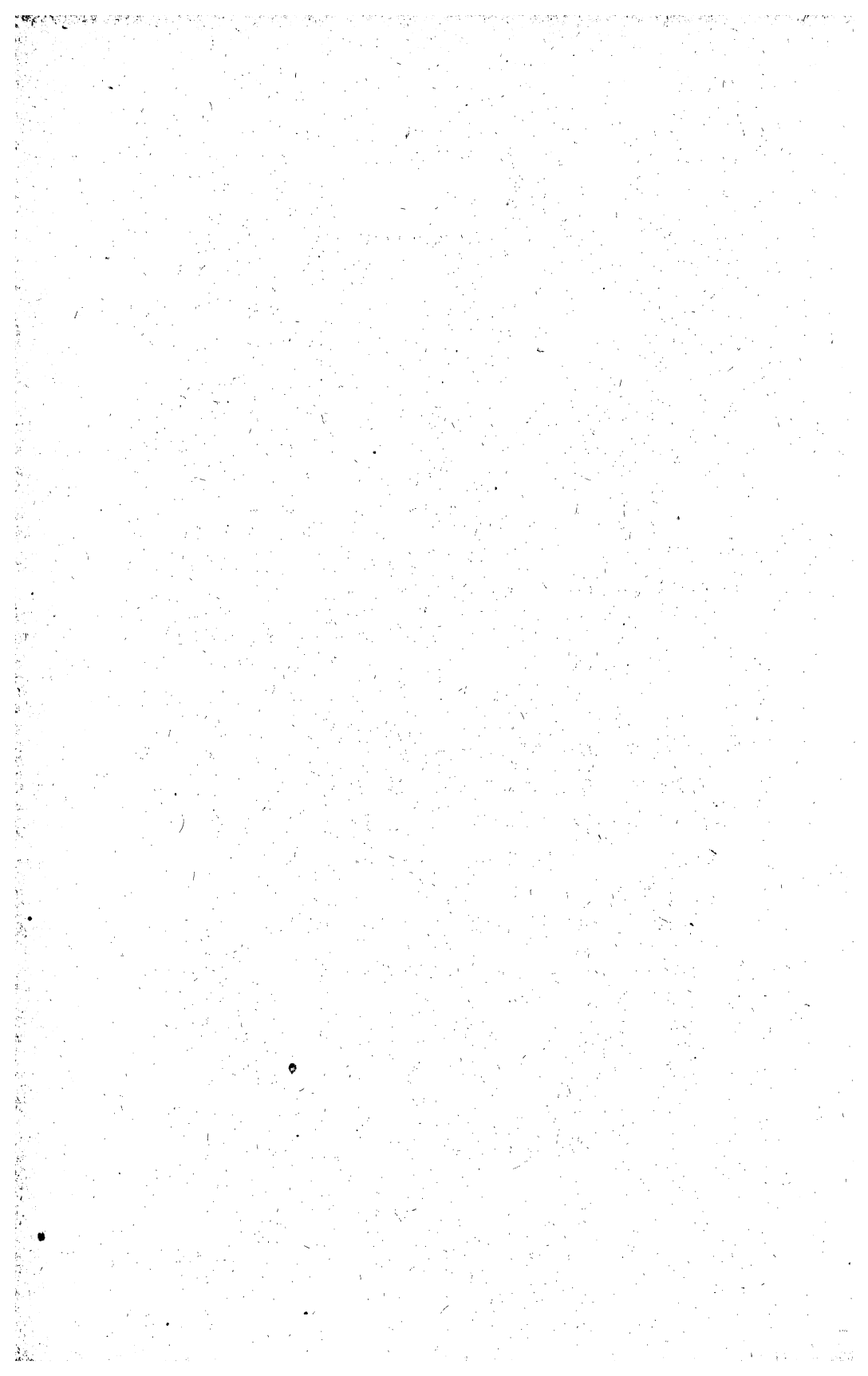
During the year 434 samples of water from 174 school districts were tested. The tests showed that 361 samples were safe, 37 doubtful, and 36 unsafe for drinking purposes. These analyses made by the State Department of Health are reported to the Commissioner of Education who notifies the county superintendents. Where the water supply was found to be of doubtful character or unsafe for drinking purposes, efforts were made by the boards of education to comply with the recommendations of the State Department of Health by the use of water purification equipment, by repairing wells, and by drilling new wells.

Cancelled Bonds

During the year the Department has received 3,270 cancelled bonds aggregating in amount \$3,024,500.00. In addition, 19 districts submitted 243 cancelled bonds to be reconverted in the total amount of \$236,800.00.



STATISTICAL APPENDIX



COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1943, and Ending June 30, 1944

RECEIPTS

A—State Administration:

(1) State Board of Education, expenses	\$27,550.35		\$212.67 I
(2) State Board of Examiners, expenses	6,096.99		274.15 I
(3) Office of the Commissioner of Education, salaries			
	143,266.35		2,217.46 I
(4) Office of the Commissioner of Education, expenses			
	47,491.38		482.68 I
Total		\$224,405.07	3,186.96 I

B—County Administration and Supervision:

(1) County Superintendents, salaries	\$109,199.78		\$1,694.96 I
(2) County Superintendents, clerk hire and expenses	79,062.94		2,202.96 I
(3) Helping teachers and other county officers, salaries and expenses			
	211,280.00		12,230.00 I
Total		\$399,542.72	\$16,127.92 I

C—State Institutions:

(1) Glassboro State Teachers College:			
Appropriated by State for current expenses	\$132,645.81		\$28,751.24 I
Appropriated by State for capital outlay ..			139.98 D
Received for tuition and extension fees ...	60,915.17		12,875.71 I
(2) Newark State Teachers College:			
Appropriated by State for current expenses	182,056.20		10,309.80 I
Appropriated by State for capital outlay ..			1,192.63 D
Received for tuition and extension fees ...	60,361.34		7,312.10 D
(3) Trenton State Teachers College:			
Appropriated by State for current expenses	315,785.36		18,864.92 I
Appropriated by State for capital outlay ..			1,005.63 D
Received for tuition, extension fees and boarding hall	185,897.47		3,548.71 D
(4) Montclair State Teachers College:			
Appropriated by State for current expenses	279,980.52		47,602.13 I
Appropriated by State for capital outlay ..	360.00		244.50 I
Received for tuition, extension fees and boarding hall	131,386.66		36,002.22 D
(5) Paterson State Teachers College:			
Appropriated by State for current expenses	86,159.17		10,117.36 I
Appropriated by State for capital outlay ..	473.94		158.50 I
Received for tuition and extension fees ..	32,850.08		5,812.56 D
(6) Jersey City State Teachers College:			
Appropriated by State for current expenses	161,014.22		20,487.94 I
Appropriated by State for capital outlay ..	325.00		325.00 I
Received for tuition and extension fees ..	36,474.59		9,306.93 D
(7) New Jersey School for the Deaf:			
Appropriated by State for current expenses	344,194.43		14,680.16 I
Appropriated by State for capital outlay ..	4,996.81		4,962.32 D
Received for tuition	3,168.07		864.16 I
(8) Manual Training and Industrial School for Colored Youth:			
Appropriated by State for current expenses	165,637.81		7,147.44 I
Appropriated by State for capital outlay ..	417.32		3,364.38 D
Received for tuition and other receipts ...	74,821.25		4,780.14 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1943, and Ending June 30, 1944

(9) Training of Vocational Teachers:			
Appropriated by State	\$45,033.35		\$3,027.04 I
Appropriated by Federal Government	56,832.71		2,746.01 I
(10) State University (State Board of Regents):			
Appropriated by State for current expenses	1,326,392.20		173,532.67 D
Total		\$3,688,179.48	\$63,198.08 D
D—Teachers' Pension and Annuity Funds:			
(1) Operating expenses (Treasurer's office) ...	\$7,326.17		\$547.25 I
(2) For office expenses, current pensions and previous year's increase in reserve	5,943,504.78		74,985.78 I
Total		\$5,950,830.95	\$75,533.03 I
E—State School Fund expenses		\$2,100.00	\$693.63 D
F—Current Expenses of Public Schools in Districts:			
(1) From State School Fund	\$392,395.84		\$7,230.01 D
(2) From State school tax (90%)	13,903,535.53		92,467.15 I
(3) From Reserve Fund (10%)	996,420.18		13,441.47 D
(4) From deficiency appropriation	5,006,389.86		1,836,676.98 I
(5) From One Per Cent Emergency Fund	145,250.00		2,575.00 D
(6) From pupils residing in charitable institutions	362,925.00		26,550.00 I
(7) Special State aid for crippled children	118,493.27		12,286.39 I
(8) From interest on 1837 Surplus Revenue Account	12,515.73		4,400.27 D
(9) From district taxes	64,305,348.38		2,935,253.44 I
(10) From notes authorized by vote of district or from board of school estimate	1,363,378.31		459,426.70 I
(11) From tuition	4,798,131.28*		6,190.66 I
(12) From interest on deposits	4,895.42		2,781.84 I
(13) From sale of books	25,134.59		5,355.23 D
(14) From other sources	560,662.45		225,253.44 I
(15) Balance from previous year	8,027,893.19		1,101,076.06 I
Total		\$100,023,869.03	\$6,664,960.68 I
G—Repairs and Replacements:			
(1) From district taxes	\$3,476,579.50		\$134,232.42 D
(2) From notes authorized by vote of district or from board of school estimate	43,100.00		27,300.00 I
(3) From sale of property	30,031.85		405.57 D
(4) From other sources	67,875.63		7,932.33 I
(5) Balance from previous year	784,319.30		252,678.55 I
Total		\$4,401,906.28	\$153,272.89 I
H—Land, Buildings and Equipment Account:			
(1) From district taxes	\$376,792.20		\$672.04 I
(2) From sale of bonds or notes	342,630.90		308,130.90 I
(3) From other sources	53,792.78		28,535.84 D
(4) Balance from previous year	754,054.28		403,682.68 D
Total		\$1,527,270.16	\$123,415.58 D
I—School Library Account:			
(1) From State	\$3,370.00		\$140.00 I
(2) From district taxes	457,914.71		42,296.58 I
(3) From other sources	10,314.68		5,533.53 I
(4) Balance from previous year	67,414.33		5,444.80 I
Total		\$539,013.72	\$53,414.91 I
J—Manual Training Account:			
(1) From State	\$708,868.06		\$171,479.37 D
(2) From district taxes	3,193,410.39		177,629.57 I
(3) From sale of materials	29,678.31		6,294.60 I
(4) From other sources	12,094.96		36,146.33 D
(5) Balance from previous year	598,849.28		152,147.96 I
Total		\$4,542,901.00	\$128,446.43 I

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1943, and Ending June 30, 1944

K(1)—Vocational Account :			
(1) From State	\$412,637.08		\$8,416.93 D
(2) From Federal Government (Smith Hughes and George Deen)	398,146.26		35,558.53 D
(3) From district taxes	1,353,138.43		40,659.89 I
(4) From other sources	71,910.70		4,791.68 D
(5) Balance from previous year	649,918.86		162,016.57 I
Total		\$2,885,751.33	\$153,909.32 I
K(2)—National Defense from Federal Govt.			
(1) Defense Training Program (State)	\$276,096.56		\$155,412.09 D
(2) Defense Training Program (local districts)	722,416.56		1,361,059.51 D
(3) Rural Youth Program (State)	5,436.34		1,447.78 I
(4) Rural Youth Program (local districts)	27,367.53		17,176.92 I
(5) Youth Administration Program (local dist.) .....	.....		1,697.40 D
(6) Balance from previous year	79,653.12		43,339.79 I
Total		\$1,110,970.11	\$1,456,204.51 D
M—Evening School for Foreign-Born Residents Acc't:			
(1) From State	\$26,389.20		\$26,389.20 I
(2) From district taxes	12,405.25		718.58 D
(3) From other sources	133.70		200.00 D
(4) Balance from previous year	23,649.82		7,339.32 D
Total		\$62,577.97	\$18,131.30 I
N—Teachers' Libraries:			
(1) From State	\$400.00		.....
(2) From subscription	400.00		.....
Total		\$800.00	.....
P—Debt Service Account:			
(1) From district taxes	\$13,962,755.66		\$576,277.80 D
(2) From other sources	98,477.30		38,893.88 D
(3) Balance from previous year	41,350.00*		63,527.78 I
Total		\$14,019,882.96	\$551,643.90 D
R—Reserve Account to pay outstanding bills of previous year which were charged against previous year			
	\$1,035,406.42		\$509,177.64 D
Total		\$140,415,407.20	\$4,562,650.10 I

EXPENDITURES

A—State Administration:			
(1) State Board of Education	\$27,550.35		\$212.67 I
(2) Office of Commissioner of Education:			
Salary of Commissioner of Education	\$15,000.00		.....
Salary of other personnel	128,266.35		2,217.46 I
Blanks, stationery & printing	15,792.72		1,745.59 D
Incidental expenses	31,698.66		2,228.27 I
Total	190,757.73		2,700.14 I
(3) State Board of Examiners	6,096.99		274.15 I
Grand Total		\$224,405.07	\$3,186.96 I
B—County Administration and Supervision:			
(1) County Superintendents:			
Salaries and expenses	\$188,262.72		\$3,897.92 I
(2) Helping teachers, salaries and expenses	197,594.82		12,049.73 I

* Deficit.

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1943, and Ending June 30, 1944

(3) County Attendance Officers, salaries and expenses	\$7,812.84	.....	\$809.28 I
(4) County Supervisor of Child Study: Salary and expenses	3,675.75	.....	279.28 I
Total		\$397,346.13	\$17,036.21 I

C—State Institutions:

(1) Glassboro State Teachers College	\$193,560.98	.....	\$41,486.97 I
(2) Newark State Teachers College	242,417.54	.....	1,805.07 I
(3) Trenton State Teachers College	501,682.83	.....	14,310.58 I
(4) Montclair State Teachers College	411,727.18	.....	11,844.41 I
(5) Paterson State Teachers College	119,483.19	.....	4,463.30 I
(6) Jersey City State Teachers College	197,813.81	.....	11,506.01. I
(7) Industrial School for Colored Youth	240,876.38	.....	8,563.20 I
(8) New Jersey School for the Deaf	352,359.31	.....	10,582.00 I
(9) Training of Vocational Teachers	101,866.06	.....	5,773.05 I
(10) State University (State Board of Regents)	1,326,392.20	.....	173,532.67 D
Total		\$3,688,179.48	\$63,198.08 D

D—Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office)	\$7,326.17	.....	\$547.25 I
(2) For office expenses, current pensions and increase in reserve	5,943,504.78	.....	74,985.78 I
Total		\$5,950,830.95	75,533.03 I

E—State School Fund, expenses of administration .. 2,100.00 693.63 D

F—Current expenses of schools within
the district:

(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, school libraries and repairs and replacements	\$88,166,116.40	.....	\$2,860,071.31 I
(2) Expenditures for evening schools in districts	220,896.54	.....	31,055.61 D
(3) Expenditures for summer schools in districts	53,092.14	.....	25,998.22 D
Total		\$88,440,105.08	\$2,803,017.48 I

(The term "current expenses" as provided in the the School Law does not cover all expenses of operating day schools. To obtain the total operating expenses of day schools there must be added to the cost given above the expenses of repairs and replacements of buildings and equipment and manual training and vocational costs in day schools for instruction, repair and replacement and other expenses, also cost of school libraries.)

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1943, and Ending June 30, 1944

G—Repair and Replacement Account expenses within districts	\$3,543,410.45	.....	\$165,421.48 I
H—Land, Building and Equipment Account expenses within districts	538,758.84	.....	308,846.75 D
I—School Library Account expenses within the districts	472,839.66	.....	54,729.51 I
J—Manual Training Account expenses within districts	3,833,001.71	.....	62,132.52 I
K—Vocational School Account expenses	2,135,690.88	.....	53,767.73 I
K(1)—National Defense:			
Training Program (State)	\$276,096.56	.....	155,412.09 D
Training Program and Rural Youth (local districts)	828,153.71	.....	1,064,004.16 D
Rural Youth (State)	5,436.34	.....	1,447.78 I
Youth Administration (local districts) .....		.....	121.04 D
Total	1,109,686.61	.....	1,218,089.51 D
M—Evening Schools for Foreign-Born Residents Acct	19,102.58	.....	1,378.52 I
N—Teachers' libraries	800.00	.....	.....
P—Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund	14,058,596.30	.....	553,948.75 D
R—Reserve Account to pay outstanding bills of previous year	827,117.42	.....	363,737.08 D
Balance on hand at close of year	15,173,436.04	.....	3,834,960.46 I
Payments and balances, Total		\$140,415,407.20	\$4,562,650.10 I

COMPARISON OF THE STATE ADMINISTRATION EXPENDITURES WITH ALL EDUCATIONAL EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

July 1, 1943, to June 30, 1944

State administration of the schools	\$224,405.07	2%	ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY	Administration	\$2,982,008.83
Current expenses of the schools	109,077,701.24	99.8%	Instruction:	Supervision	7,402,839.59
			Instruction proper	61,863,932.86	
			Operation	11,457,866.58	
			Maintenance	3,728,220.21	
			Co-ordinate activities	2,319,581.96	
			Auxiliary agencies	4,302,446.56	
			Fixed charges*	962,208.35	
			Debt service	14,058,596.30	
ANALYSIS OF STATE ADMINISTRATION EXPENSES			Total	\$109,077,701.24	
State Board of Education, expenses	\$27,550.35				
Salaries	148,734.35				
Operation	16,207.72				
Miscellaneous	31,912.65				
Total	\$224,405.07				

* Less tuition transfers.

SCHOOL REPORT

COST OF EDUCATION

(Based on expense of maintaining the public day schools)

			Increase or Decrease
Administration expenses	\$2,751,257.87		\$192,440.15 I
Instruction:			
Supervision	\$7,125,681.54		405,756.34 I
Instruction proper ...	59,662,878.23		1,328,287.47 I
	66,788,559.77		1,734,043.81 I
Operation of school plant	11,075,662.80		741,240.36 I
Maintenance of school plant	3,588,950.56		165,311.15 I
Co-ordinate activities:			
Attendance	541,554.75		12,081.27 I
Health	1,760,509.70		18,247.82 I
	2,302,064.45		30,329.09 I
Auxiliary agencies:			
Library	472,839.66		54,729.51 I
Transportation	2,743,788.63		71,623.67 I
Other auxiliary agencies	1,023,407.89		184,771.63 I
	4,240,036.18		311,124.81 I
Fixed charges:			
Leasing school rooms	34,525.13		3,901.76 I
Pensions	85,883.97		40,166.78 I
* Insurance and workmen's compensation	685,074.43		80,568.69 D
Other fixed charges ..	112,225.04		104,186.43 I
	917,708.57		67,686.28 I
Total		\$91,664,240.20	3,242,175.65 I
Average yearly cost per pupil based on average enrollment in day schools		153.90	10.23 I
Average yearly cost per pupil based on average daily attendance in day schools		171.84	11.18 I

* Insurance includes fire, boiler, windstorm, liability and other.

INDEBTEDNESS STATEMENT

June 30, 1944

		Increase or Decrease
Outstanding July 1, 1943	\$145,217,084.01	\$9,411,942.14 D
Bonds and notes issued during the year	462,530.90	384,366.65 I
Bonds and notes issued previous years not reported	11,000.00	11,000.00 I
Redeemed during year from district taxes (actual cash payments)	7,733,900.00	267,958.64 D
Redeemed during year from Sinking Fund	2,386,000.00	1,291,800.00 I
Outstanding June 30, 1944	135,570,714.91	9,646,369.10 D
Bonds and notes in default, June 30, 1944	32,500.00	36,000.00 D
Interest in default	14,685.00	50,727.50 D
Amount in Sinking Fund June 30, 1943	13,209,461.81	365,650.29 D
District taxes for Sinking Fund requirements	125,317.36	5,154.63 D
Receipts from interest and other sources	498,711.07	56,023.97 I
Total Sinking Fund receipts, including amount in Fund June 30, 1943	13,833,490.24	314,780.95 D
Bonds redeemed during the year from Sinking Fund	2,386,000.00	1,291,800.00 I
Paid for premiums on investments, etc.	32,616.08	15,294.88 I
Amount in Sinking Fund June 30, 1944	11,414,874.16	1,632,875.83 D
Temporary advances from municipality	944,449.92	244,782.00 I
Temporary advances returned to municipality ...	1,062,978.00	1,051,520.50 I

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1939-1940	1940-1941	1941-1942	1942-1943	1943-1944	Increase or Decrease from 1942 to 1943
Teachers salaries*	\$60,747,394.03	\$61,673,907.40	\$62,571,272.06	\$63,677,871.15	\$65,110,942.97	\$1,433,071.82 I
Textbooks	1,105,655.86	1,097,463.87	1,062,214.78	1,014,261.00	1,118,302.60	104,041.60 I
Supplies (educational)	1,974,311.49	2,113,000.66	2,560,967.93	2,146,227.13	1,978,560.49	167,666.64 D
Janitors' salaries	6,145,978.45	6,305,657.72	6,453,657.46	6,850,799.27	7,270,667.94	419,868.67 I
Fuel	1,546,601.61	1,582,897.48	1,662,454.04	1,831,029.21	2,079,915.73	248,886.52 I
Transportation of pupils	2,444,982.39	2,470,537.00	2,592,688.39	2,678,029.05	2,744,102.50	66,073.45 I
Health service	1,655,289.73	1,731,803.16	1,727,534.74	1,762,915.60	1,778,027.21	15,111.61 I
Attendance service	532,703.26	533,212.40	526,831.32	529,473.48	541,554.75	12,081.27 I
Insurance	538,457.91	537,576.79	583,831.89	785,155.28	704,229.77	80,925.51 D
Maintenance of plant	3,734,147.54	4,122,666.68	4,303,068.26	3,668,888.48	3,728,220.21	59,331.73 I
Capital outlay	7,706,681.26	3,593,319.41	2,482,124.06	885,190.79	570,423.19	314,767.60 D
Debt service	16,782,128.74	15,674,483.12	15,334,783.23	14,612,545.05	14,058,596.30	553,948.75 D

* Including salaries of city superintendents, assistant superintendents, supervising principals, supervisors, principals and all teachers in day and evening schools.

SCHOOL REPORT

SOURCES OF INCOME

Moneys for the Support of Public Schools were Derived from the
Following Sources for 1943-44

1. Income from State School Fund.....		\$502,539.34
(a) Distributed to counties and districts	\$500,439.34	
(b) State School Fund expenses	2,100.00	
2. Appropriated by Legislature from State		5,010,259.86
General Fund		3,370.00
(a) For State library aid		5,006,889.86
(b) For deficiency appropriation		
3. Appropriated by Legislature from railroad taxes		10,585,552.31
(a) State administration	213,261.83	
(b) County Superintendents' salaries	109,199.78	
(c) State institutions	3,045,472.14	
(d) Teachers' Pension and Annuity Fund	5,950,830.95	
(e) Vocational schools	412,637.08	
(f) Manual training	708,868.06	
(g) Evening schools for foreign-born residents	26,389.20	
(h) Crippled children special aid	118,493.27	
(i) Teachers' libraries	400.00	
4. Appropriated by Federal Government		1,677,344.15
(a) Vocational schools	398,146.26	
(b) Training of vocational teachers	56,832.71	
(c) National Defense Training Program	1,031,306.99	
(d) Other aid	191,058.19	
5. State School taxes		15,491,219.95
6. Surplus revenue		29,530.57
7. District taxes		86,009,074.76
8. County taxes or appropriations		1,208,332.70
9. Sale of bonds for capital outlay		342,630.90
10. Other sources		7,575,981.64
(a) Tuition	4,810,991.78	
(b) Authorized loans	126,925.00	
(c) Additional municipal appropriations	1,450,724.93	
(d) Interest	7,133.35	
(e) Sale of property	99,556.02	
(f) Insurance	3,302.42	
(g) Rent	32,900.27	
(h) Donations	10,154.03	
(i) Fines	3,941.70	
(j) Cafeteria profits	138,428.00	
(k) Other local	294,906.27	
(l) Other (State institutions)	585,874.63	
(m) Academic Certificate Fund	11,143.24	
11. Re-apportioned balances		1,552.99
12. Balances on hand beginning of year		11,981,388.03
13. Grand total of receipts and balances for the year		\$140,415,407.20

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SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1944

Enrollment in Day Schools for 1943-44

		Increase or Decrease
Boys enrolled	327,157	15,577 D
Girls enrolled	322,895	10,856 D
Total enrollment	650,052	26,433 D
Number of pupils enrolled in:		
Rural schools—one room	2,668	451 D
Rural schools—two room	5,759	248 D
Total rural schools	8,427	699 D
Number of pupils enrolled in:		
Kindergarten	36,152	635 I
Grade I	68,146	1,562 I
Grade II	50,685	880 D
Grade III	50,492	203 D
Grade IV	49,528	1,690 D
Grade V	50,937	3,510 D
Grade VI	53,355	3,116 D
Grade VII	56,090	2,269 D
Grade VIII	53,158	1,943 D
Grade IX	56,163	2,225 D
Grade X	47,584	4,287 D
Grade XI	37,800	3,528 D
Grade XII	31,821	4,149 D
Subnormal classes	4,918	132 D
Anaemic classes	302	116 D
Backward and incorrigible classes	474	84 D
Crippled classes	976	40 D
Classes for the blind	222	17 D
Classes for the deaf	205	11 I
Other special classes	884	293 D
Post graduates	160	159 D
Total day school enrollment	650,052	26,433 D
Grouping of day school enrollment:		
Kindergarten	36,152	635 I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved junior high school	402,528	11,524 D
Approved J. H. S. (grades 7-9)	48,096	2,461 D
Senior high school (grades 10-12)	35,023	4,822 D
Four year high schools (grades 9-12)	120,112	7,431 D
Post graduates	160	159 D
Special classes	7,981	671 D
Total	650,052	26,433 D

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day schools	650,052	26,433 D
Day vocational schools	9,558	1,121 D
Bedside pupils	847	1 I
Total day schools	660,457	27,553 D
Regular evening schools	1,626	670 D
Accredited evening high schools	2,761	801 D
Vocational evening schools	10,406	978 I
Evening schools for foreign-born residents	678	260 D
Americanization classes	550	174 D
Manual training evening classes	73	73 I
Total evening schools	16,094	854 D
Grand total enrollment in public schools*	676,551	28,407 D
National Defense Programs:		
National Defense Training Program	20,615	3,552 D
National Defense-Rural Youth Program	294	5,253 D
National Defense-Youth Administration Program .....	.....	534 D
Total National Defense Program	20,909	9,339 D
Total enrollment including day, evening and National Defense Programs	697,460	37,746 D
Total in summer schools**	6,097	977 D
Total including summer schools	703,557	38,723 D

* Exclusive of the National Defense Training Programs.

** Summer school pupils are largely duplicated in regular day schools.

ATTENDANCE IN DAY SCHOOLS

		Increase or Decrease
Average time the days schools were maintained (a school month is 20 days)	9 months 2 days	
Possible number of days attendance	108,642,950½	3,880,422½ D
Total number of days present	97,298,749½	3,412,752 D
Total number of days absent	11,344,161	467,710 D
Average enrollment	595,628	19,832 D
Average daily attendance	533,442	16,931 D
Average attendance of each pupil	150	1 I
Average absence of each pupil	18	1 I
Per cent of attendance	89.56	.06 I
Total number of times tardy	690,991	5,252 I
Number of pupils neither absent nor tardy	14,686	2,613 D
Number of sessions truant	72,598	698 I
Number of cases of suspension or expulsion	3,153	370 D
Pupils enrolled who have attended public schools in other districts in the State	19,572	1,462 D
Total attendance including allowances for 1943-44 to be used for apportionment purposes	99,221,533	2,763,500 D

(Includes County Vocational Schools)

Vocational Day Schools—

Number of days schools kept open	184	3 I
Possible number of days attendance	1,325,178½	5,916 D
Number of days present	1,162,528½	16,131½ I
Number of pupils enrolled	9,558	1,121 D
Average attendance	6,318	3,692 D

Evening Vocational Schools—

Number of evenings kept open	103	4 D
Number of pupils enrolled	10,406	978 I

SUMMER SCHOOLS

Number of teachers:		
Men	126	29 D
Women	118	15 I
Total	244	14 D
Actual number of days schools kept open	29	16 D
Number of pupils enrolled in:		
Elementary grades	618	56 D
High school grades	5,479	921 D
Total	6,097	977 D
Average daily attendance	5,402	743 D
Total days attendance	155,279	17,840 D

MANUAL TRAINING CLASSES IN
DAY SCHOOLS

Number of elementary pupils	111,294	7,956 D
Number of high school pupils	71,507	11,774 D
Total	182,801	19,730 D

COLORED PUPILS IN DAY SCHOOLS

Number of buildings used exclusively for colored pupils	61	2 D
Number of colored teachers employed:		
Men	59	5 D
Women	408	9 I
Total	467	4 I
Average salary:		
Men	\$2,059.46	\$371.73 I
Women	1,846.00	120.33 I
Number of colored pupils enrolled in colored schools	11,051	56 I
Number of colored pupils enrolled in all other schools	43,145	2 I

Increase or
Decrease

Regular Evening Schools

Number of evenings schools were maintained, including legal holidays and institute days	64	19	D
Number of weeks schools were maintained	22	1	I
Male pupils enrolled	472	165	D
Female pupils enrolled	1,154	505	D
Total pupils enrolled	1,626	670	D
Total attendance (1 night equals ½ day) (This total does not include allowances)	34,152½	23,349½	D
Average evenings attendance	537	157	D

Accredited Evening High Schools

Number of evenings schools were maintained ..	185	29	I
Number of weeks schools were maintained	37	.....	D
Male pupils enrolled	1,040	728	D
Female pupils enrolled	1,721	73	D
Total pupils enrolled.....	2,761	801	D
Total evenings attendance	187,918	937	D
Average evening attendance	1,015	196	D

Evening Schools for Foreign-Born Residents

Number of evenings schools kept open	71	.....	D
Number of pupils enrolled	678	260	D

Americanization Classes

Number of evenings schools kept open	115	16	I
Number of pupils enrolled	550	174	D

Manual Training Evening Classes

Number of evenings kept open	92	92	I
Number of pupils enrolled	73	73	I

National Defense Classes

National Defense Training Program:			
Male pupils enrolled	12,132	5,250	D
Female pupils enrolled	8,483	1,698	I
Total pupils enrolled	20,615	3,552	D
National Defense-Rural Youth Program:			
Male pupils enrolled	251	1,628	D
Female pupils enrolled	43	3,625	D
Total pupils enrolled	294	5,253	D
National Defense-Youth Administration Program:			
Male pupils enrolled .....	.....	286	D
Female pupils enrolled .....	.....	248	D
Total pupils enrolled .....	.....	534	D
Grand total	20,909	9,339	D

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four Year High School Course

	Boys	Girls	Total	Boys	Girls	Total
Fourteen years	1	2	3	.....	.....	.....
Fifteen years	82	151	233	11 I	46 I	57 I
Sixteen years	1,790	3,133	4,923	40 I	245 I	285 I
Seventeen years	7,107	9,500	16,607	262 D	457 D	719 D
Eighteen years	3,842	3,996	7,838	906 D	533 D	1,439 D
Nineteen years	561	552	1,113	703 D	196 D	899 D
Twenty years	83	64	147	124 D	38 D	162 D
Over twenty years	20	8	28	9 D	8 D	17 D
Total	13,486	17,406	30,892	1,953 D	941 D	2,894 D

		Increase or Decrease	
TRANSPORTATION			
Total number of days transported	12,679,274½	475,160	D
Pupils transported from without the district for whom the cost of transportation is paid	31,643	1,119	D
Pupils transported from within the district for whom the cost of transportation is paid	62,071	2,177	D
Total number of pupils receiving transportation	93,714	3,296	D
Cost of transporting pupils to schools in other districts	\$1,148,941.01	\$13,359.47	I
Cost of transporting pupils to schools within the districts	1,594,847.62	58,264.20	I
Total	\$2,743,788.63	\$71,623.67	I

TUITION			
Number of tuition pupils sent to other districts:			
High school	32,099	2,112	D
Elementary	3,468	38	I
Summer, evening or vocational	1,509	88	D
Number of tuition pupils received including those for whom the tuition is paid by parents or others:			
High School	31,536	2,543	D
Elementary	4,751	15	D
Amount of tuition money received for 1943-44 and prior years	\$4,823,116.28	\$4,269.41	I
Amount of tuition money paid on account of 1943-44	4,618,880.91	91,076.70	D

SCHOOL BUILDINGS			
Total value of school buildings, land and equipment	\$366,494,724.00	\$344,113.00	I
Average value of New Jersey school buildings	180,985.00	1,235.00	I
Number of school districts in State	556	.....
School districts not maintaining schools	28	1	I
School buildings owned	2,025	12	D
School buildings rented	28	3	I
Total school buildings	2,053	9	D
Buildings completed during the year	1	1	D
Buildings enlarged during the year	1	1	D
Buildings remodeled during the year	2	.....
Number of new classrooms added during the year	20	8	D
Buildings abandoned during the year	13	.....
Number of rooms in buildings abandoned	63	18	I

Size of School Buildings Owned

One-room buildings	171	4	D
Two-room buildings	195	7	D
Three-room buildings	56	7	I
Four-room buildings	221	3	D
Five or more room buildings	1,382	5	D
Total school buildings owned	2,025	12	D

Portable and Rented Buildings

Number of portable buildings	33	1	I
Number of rooms used in portable buildings ..	53	4	I
Number of rented buildings	28	3	I
Number of rooms used in rented buildings	66	9	I

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Increase or
Decrease

Number of Rooms

Number of regular classrooms used	22,021	266	D
Number of manual training and domestic science rooms used	1,753	24	I
Number of laboratories and other special rooms	2,085	44	I
Total number of rooms used	25,859	198	D
Total number of rooms not used	1,399	258	I
Total number of rooms available	27,258	60	I
Number of basement rooms used for classroom purposes	354	2	D
Total number of seatings provided	* 840,253	8,147	D

Schools by Types

If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.

Kindergarten schools	691	34	I
Elementary schools	1,594	28	D
Four-year high schools or less	158	7	D
Approved junior high school plan:			
Junior high school	82	.....
Senior high school	46	2	D
Special	204	2	D
Vocational	44	4	D
Total	2,819	9	D

NUMBER OF TEACHERS

Day and Evening

1943 and 1944

Increase or Decrease

	Men	Women	Total	Men	Women	Total
Total number of teachers day and evening	5,353	22,482	27,835	410 D	120 D	530 D
Superintendents	43	1	44	1 D	.....	1 D
Assistant superintendents	8	2	10	.....	1 I	1 I
Director county vocational school	3	.....	3	.....	.....	.....
Assistant director county vocational school	3	.....	3	.....	.....	.....
Approved supervising principal	137	6	143	8 D	1 I	7 D
Unapproved supervising principal	49	4	53	6 I	2 I	8 I
Non-teaching principals	493	307	800	1 I	6 D	5 D
Supervisors	19	64	83	4 I	5 I	9 I
Special supervisors	74	183	257	4 D	11 D	15 D
Teachers:						
Rural schools—one room	7	93	100	2 I	13 D	11 D
Rural schools—two room	8	206	214	2 D	1 D	3 D
Kindergarten .....	.....	746	746	.....	6 I	6 I
Grades I-VIII	295	10,390	10,685	59 D	97 D	156 D
Grades I-VI	19	2,333	2,352	4 D	54 D	58 D
Grades VII-IX (junior high) ..	245	1,156	1,401	64 D	15 I	49 D
Grades X-XII (senior high) ..	557	970	1,527	77 D	43 D	120 D
Grades IX-XII	1,599	2,999	4,598	122 D	94 I	28 D
Short term	30	140	170	7 D	49 I	42 I
Substitute	18	45	63	7 I	4 D	3 I
Ungraded, backward and incorrigible	13	36	49	3 D	5 D	8 D
Crippled classes	1	57	58	.....	2 D	2 D
Subnormal classes	26	286	312	4 D	2 D	6 D
Deaf classes	1	27	28	.....	1 D	1 D
Blind classes .....	.....	21	21	1 D	1 I	.....
Beside or home instruction:						
Full time	2	51	53	1 I	3 I	4 I
Part time	22	222	244	3 D	26 I	23 I
Unclassified	458	1,290	1,748	13 D	17 D	30 D
Manual training—day	626	543	1,169	.....	7 I	7 I
Vocational training—day	260	106	366	5 D	10 D	15 D
Vocational evening	230	28	258	18 D	5 D	23 D
Regular evening school	44	55	99	27 D	47 D	74 D

SCHOOL REPORT

	Men	Women	Total	Increase or Decrease		
				Men	Women	Total
Accredited evening high school	49	35	84	5 D	7 D	12 D
Foreign-born residents evening school	10	25	35	...	5 D	5 D
Manual training evening	4	...	4	4 D	...	4 D
Helping teachers	...	55	55	...	...	...
Number of teachers with Bachelor's degree			9,983			62 D
Number of teachers with Masters degree			4,598			3 I
Number of teachers with Doctor's degree			198			...
Number of teachers with degrees from N. J. Teachers College			3,428			72 I
Number of teachers with degrees from other colleges			11,351			131 D
Total number of teachers with degrees			14,779			59 D
Number of teachers of N. J. State Teachers and Normal graduates			9,984			316 D
Number of teachers of other normal schools			3,262			22 I
Number of teachers with other training			2,281			55 D
Number of teachers who attended extension classes in 1943-44			3,361			228 I
Number of teachers who attended summer school for six weeks or more in summer of 1943			975			216 D

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical training	32	38	5 D	1 I
Music	16	62	4 D	3 I
Drawing	2	53	..	1 D
Penmanship	..	6	..	2 D
Others	24	24	3 I	9 D
Total	74	183	6 D	8 D

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or Decrease	
			Men	Women
Physical training	263	320	13 D	7 I
Music	112	234	1 I	3 I
Drawing	18	223	..	8 I
Penmanship	..	7	..	..
Teachers librarians	2	120	..	9 I
Others	63	386	..	45 D
Total	458	1,290	12 D	18 D

TEACHERS

NEW TEACHERS (DAY SCHOOLS)

		Increase or	
		1943-44	Decrease
Number of new teachers in districts in 1943-44.			
Number who did not teach in 1942-43 from New Jersey:			
K. elem.	906		
J. S. 4 yr. high	423		
Total	—	1,329	258 D
Other States:			
K. elem.	80		
J. S. 4 yr. high	155		
Total	—	235	17 D

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			Increase or 1943-44 Decrease
Number who taught in other school districts in 1942-43 in New Jersey:			
K. elem.	527		
J. S. 4 yr. high	373		
Total	900		48 I
Other States:			
K. elem.	169		
J. S. 4 yr. high	240		
Total	409		60 I
Total number of new teachers in 1943-44:			
K. elem.	1,682		
J. S. 4 yr. high	1,191		
Total	2,873		167 D
Number of new positions created for school year 1943-44:			
K. elem.	192		
J. S. 4 yr. high	80		
Total	272		90 I
Number of teaching positions (day schools):			
Kindergarten (women)	745		7 I
Elementary schools:			
Men	670		72 D
Women	13,899		195 D
Approved junior high schools:			
Men	438		61 D
Women	1,444		1 D
Approved senior high schools:			
Men	748		59 D
Women	1,223		21 I
Regular high schools of four years or less:			
Men	1,895		192 D
Women	3,385		79 I
Vocational schools of secondary grade:			
Men	266		16 D
Women	101		27 D
Other local schools for deaf, blind, delinquent, etc.:			
Men	43		8 D
Women	507		8 D
Total:			
Men	4,060		408 D
Women	21,304		124 D
Grand total	25,364		532 D

SALARIES OF TEACHERS

				Increase or Decrease
Average salary per year paid to all day school teachers (27,237) not including superintendents, assistant superintendents or evening school teachers of any kind	\$2,296.65			\$90.22 I
Average salary per month paid to all day school teachers .	252.38			9.92 I
Average salary per year paid to:				
	Men	Women	Men	Women
Superintendents	\$7,118	\$2,150	\$96 I	....
Assistant superintendents	7,888	7,750	431 D	\$1,250 D
Director county vocational schools	7,867	....	34 I	....
Assistant director county vocational schools	4,867	....	223 I	....
Approved supervising principals, men and women as a whole unit	4,846	....	16 I	....
Unapproved supervising principals, men and women as a whole unit	3,455	....	227 I	....
Non-teaching principals	4,271	3,494	97 I	73 I
Supervisors	4,092	3,613	304 D	151 I
Special supervisors	3,946	2,915	237 I	67 I
Rural school teachers—one room	1,221	1,230	11 I	42 I
Rural school teachers—two room	1,426	1,346	247 I	63 I
Kindergarten teachers .....	....	2,120	....	76 I

SCHOOL REPORT

				Increase or Decrease
Elementary teachers:				
Grades I-VIII	2,076	2,007	149 I	83 I
Grades I-VI	2,252	2,092	160 I	76 I
Junior high school teachers:				
Grades VII-IX	2,542	2,354	252 I	57 I
Grades X-XII	2,833	2,457	169 I	20 I
High school teachers:				
Grades IX-XII	2,829	2,495	161 I	112 I
Short term teachers	1,978	1,163	523 I	219 I
Substitute teachers	794	551	230 I	28 D
Special teachers—ungraded, backward and incorrigible classes	2,110	2,071	92 I	63 I
Special teachers—crippled teachers	3,700	2,856	100 I	158 I
Special teachers—subnormal classes	2,465	2,409	124 I	41 I
Special teachers—deaf classes	2,700	2,884	300 I	44 D
Special teachers—blind classes .....	.....	2,445	.....	160 D
Special teachers—bedside or home instruction:				
Full time	1,088	1,885	437 D	170 I
Part time	116	240	78 D	41 D
Special teachers—unclassified	2,418	2,262	96 I	134 I
Manual training teachers	2,610	2,185	12 D	59 I
Vocational school teachers	3,068	2,671	108 I	136 I
Helping teachers .....	.....	3,096	.....	128 I

**NUMBER OF EMPLOYEES OTHER THAN THOSE
REPORTED AS TEACHERS**

	Full Time	Part Time
Secretaries or district clerks	111	454
Clerks and assistants in secretaries' or district clerk's offices	177	27
Business managers	10	.....
Clerks and assistants in business managers' offices	59	.....
Clerks in superintendents' or supervising principals' offices	269	18
Clerks in supervisors' offices	39	2
Clerks in principals' offices	654	31
Attendance officers	192	420
Clerks in attendance officers' offices or departments	20	5
Medical inspectors	43	656
Clerks in medical inspectors' offices	17	2
Other clerks not previously listed	40	4
Dental inspectors	21	177
Nurses	430	352
Janitors, engineers, firemen, watchmen and helpers ..	3,610	853
Bus drivers of district-owned busses	36	137
Attendants for crippled children on district-owned busses	7	.....
Maintenance employees	374	80
Recreation employees	21	158
Other employees not previously listed	249	182
Total	6,379	3,558

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS

	1940	1941	1942	1943	1944	Increase or Decrease
Total enrollment of pupils in all schools day and evening (a)	785,195	766,394	742,117	704,958	676,551	28,407 D
Total enrollment of pupils in all schools day and evening including National Defense Programs ..	.....	785,739	774,193	735,206	697,460	37,746 D
This enrollment divided:						
Day schools	746,901	732,286	712,883	688,010	660,457	27,553 D
Evening schools	38,294	34,108	29,234	16,948	16,094	854 D
Boys in day schools	383,750	375,329	364,583	351,186	334,742	16,444 D
Girls in day schools	363,151	356,957	348,300	336,824	325,715	11,109 D
Boys in evening schools	24,201	21,661	17,957	9,404	9,019	385 D
Girls in evening schols	14,093	12,447	11,277	7,544	7,075	469 D
National Defense Training Programs .....	.....	19,345	32,076	30,248	20,909	9,339 D
Boys in National Defense Training Programs .....	.....	18,049	25,697	19,547	12,383	7,164 D
Girls in National Defense Training Programs .....	.....	1,296	6,379	10,701	8,526	2,175 D
Average daily attendance in day schools	627,176	606,398	588,678	550,373	533,442	16,931 D
Average absence of each pupil in days	13	14	13	17	18	1 I
Enrollment:						
Kindergarten	34,884	35,089	34,657	35,517	36,152	635 I
*Primary grades	238,398	230,091	225,632	220,062	218,851	1,211 D
*Grammar grades	244,854	238,334	232,180	224,378	213,540	10,838 D
*High schools	205,787	206,401	199,205	187,876	173,368	14,508 D
One-room rural schools	3,798	3,576	3,354	3,119	2,668	451 D
Two-room rural schools	6,714	6,715	6,734	6,007	5,759	248 D
Teachers—total number	29,636	29,513	29,279	28,365	27,834	531 D
Men	6,826	6,973	6,850	5,763	5,352	411 D
Women	22,810	22,540	22,429	22,602	22,482	120 D
One-room rural schools, total	141	130	123	111	100	11 D
Men	17	13	8	5	7	2 I
Women	124	117	115	106	93	13 D
Two-room rural schools, total	233	237	227	217	214	3 D
Men	20	19	13	10	8	2 D
Women	213	218	214	207	206	1 D
Kindergarten	763	759	761	740	746	6 I

* Primary schools, include Grades I-IV, grammar schools include V-VIII, high schools include grades IX-XII.
(a) Exclusive of National Defense Programs and summer schools.

**STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD
OF FIVE YEARS—Continued**

	1940	1941	1942	1943	1944	Increase or Decrease
Teachers:						
Grades I-VIII, total	11,691	11,309	11,171	10,841	10,685	156 D
Men	573	576	557	354	295	59 D
Women	11,118	10,733	10,614	10,487	10,390	97 D
Grades I-VI, total	2,413	2,461	2,358	2,410	2,352	58 D
Men	44	45	36	23	19	4 D
Women	2,369	2,416	2,322	2,387	2,333	54 D
Junior high schools, total	1,407	1,498	1,515	1,450	1,401	49 D
Men	391	423	434	309	245	64 D
Women	1,016	1,075	1,081	1,141	1,156	15 I
Senior high schools, total	1,491	1,517	1,639	1,647	1,527	120 D
Men	638	661	702	634	557	77 D
Women	853	856	937	1,013	970	43 D
Four-year high schools, total	4,894	4,957	4,771	4,626	4,598	28 D
Men	2,141	2,202	2,069	1,721	1,599	122 D
Women	2,753	2,755	2,702	2,905	2,999	94 I
Manual training, total	1,138	1,173	1,194	1,162	1,169	7 I
Men	634	652	667	626	626	..
Women	504	521	527	536	543	7 I
Average salary per year paid to day school teachers	\$2,101	\$2,123	\$2,185	\$2,206	\$2,297	\$91 I
One-room rural schools:						
Men	1,097	1,150	1,106	1,210	1,221	11 I
Women	1,102	1,115	1,130	1,188	1,230	42 I
Kindergarten	1,979	2,008	2,009	2,044	2,120	76 I
Grades I-VIII:						
Men	1,725	1,681	1,702	1,927	2,076	149 I
Women	1,832	1,863	1,886	1,924	2,007	83 I
Grades I-VI:						
Men	1,737	1,761	1,888	2,092	2,252	160 I
Women	1,949	1,949	1,977	2,016	2,092	76 I
Junior high schools:						
Men	2,033	2,054	2,100	2,290	2,542	252 I
Women	2,257	2,239	2,282	2,297	2,354	57 I

**STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD
OF FIVE YEARS—Continued**

	1940	1941	1942	1943	1944	Increase or Decrease
Average salary per year paid to:						
Senior high school teachers:						
Men	\$2,451	\$2,626	\$2,540	\$2,664	\$2,833	\$169 I
Women	\$2,411	2,443	2,469	2,437	2,457	20 I
Four year high schools:						
Men	2,406	2,395	2,446	2,668	2,829	161 I
Women	2,385	2,412	2,384	2,383	2,495	112 I
Schools in session, day	185	185	183	182	182	...
School districts, number	553	554	555	556	556	...
School buildings	2,117	2,090	2,059	2,062	2,053	9 D
Valuation of school property	\$357,693,835	\$364,299,574	\$365,021,468	\$366,150,606	\$366,494,724	\$344,118 I
Buildings completed during the year	27	12	2	2	1	1 D
One-room buildings	213	198	180	175	171	4 D
Graduates of State Teachers Colleges:						
Trenton	188	190	181	242	73	169 D
Montclair	286	249	219	306	127	179 D
Newark	232	206	185	178	134	44 D
Glassboro	140	156	141	192	.....*	192 D
Paterson	65	81	77	72	78	6 I
Jersey City	76	70	56	63	62	1 D
Totals	987 (a)	952 (b)	859 (c)	1,053 (d)	474 (e)	579 D

(a) Of this number 246 had previously graduated with a lower certificate or diploma.

(b) Of this number 272 had previously graduated with a lower certificate or diploma.

(c) Of this number 233 had previously graduated with a lower certificate or diploma.

(d) Of this number 161 had previously graduated with a lower certificate or diploma.

(e) Of this number 87 had previously graduated with a lower certificate or diploma.

* Because of the accelerated program there were no graduating classes at Glassboro during the year concerned.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1942			1943			1944		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$900	15	54	69	10	34	44	39	37	76
\$900 to \$999	10	74	84	5	4	9	3	15	18
1000 to 1099	33	705	738	10	319	329	10	106	116
1100 to 1199	36	622	658	9	483	492	7	252	259
1200 to 1299	120	1274	1394	49	1622	1671	22	1017	1039
1300 to 1399	142	1238	1380	40	1256	1296	19	1149	1168
1400 to 1499	250	1678	1928	121	1653	1774	89	1689	1778
1500 to 1599	289	1337	1626	163	1599	1761	73	1574	1647
1600 to 1699	334	1225	1559	173	1244	1417	109	1516	1625
1700 to 1799	261	1131	1392	191	1090	1281	120	1224	1344
1800 to 1899	356	1254	1610	294	1204	1498	185	1204	1389
1900 to 1999	318	1097	1415	232	1045	1277	160	975	1135
2000 to 2499	1322	4423	5745	1296	4497	5793	1178	4667	5845
2500 to 2999	944	2858	3802	819	3056	3875	923	3324	4247
3000 to 3499	631	1450	2081	722	1478	2200	754	1601	2355
3500 to 3999	423	871	1294	423	957	1380	461	1042	1503
4000 to 4499	257	224	481	251	244	495	278	255	533
4500 to 4999	192	195	387	219	208	427	238	223	461
5000 to 5499	103	28	131	89	29	118	91	22	113
5500 to 5999	43	14	57	50	16	66	49	14	63
6000 to 6499	32	7	39	30	7	37	34	6	40
6500 to 6999	25	6	31	27	3	30	22	3	25
7000 and over	77	6	83	77	11	88	77	11	88

