

STATE OF NEW JERSEY

ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

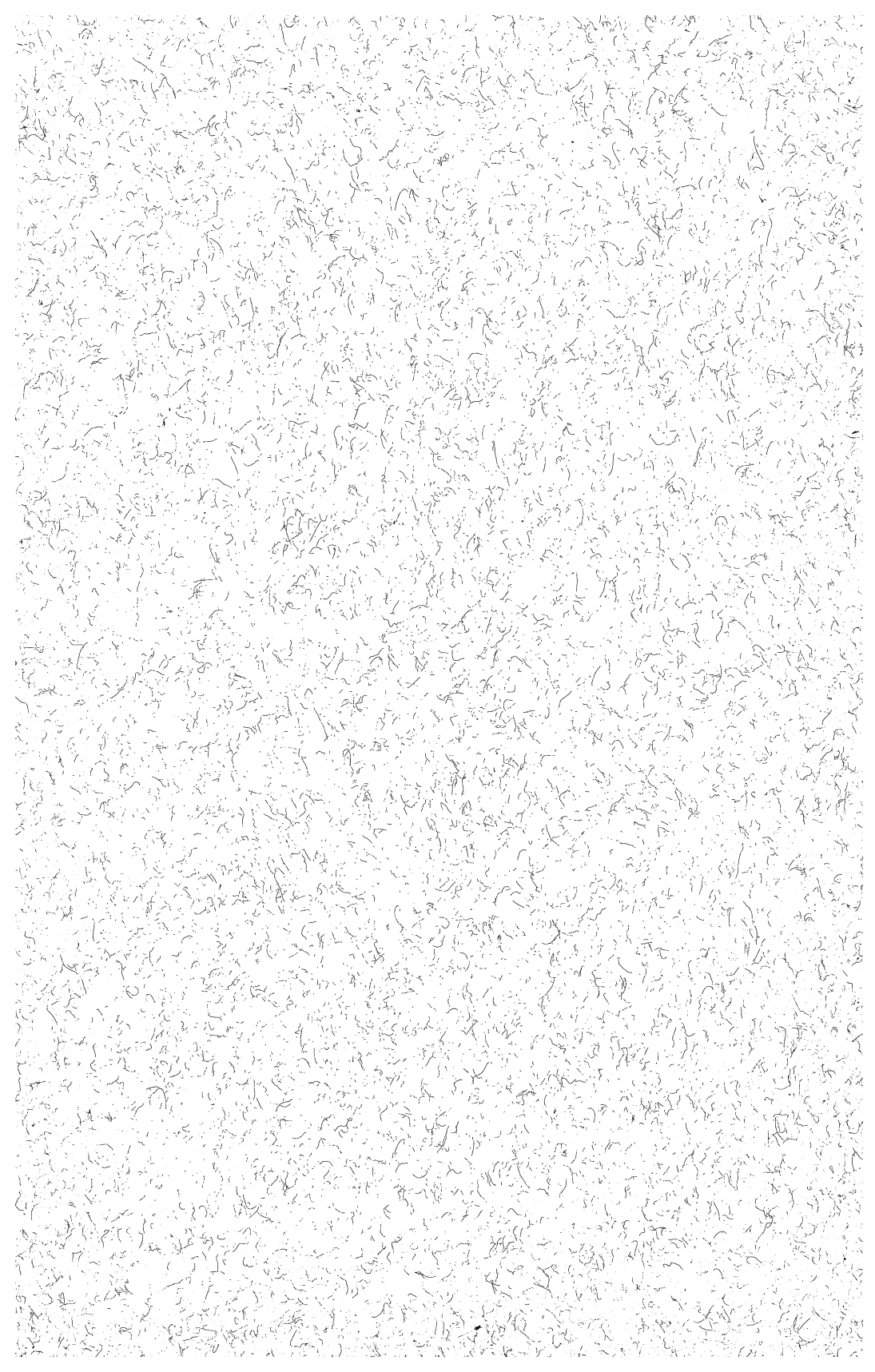
TO THE

Legislature of the State of New Jersey

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

1946

New Jersey State Library



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EXPLANATORY NOTE

Printing and paper restrictions during the war period prevented earlier publication of this report. It is published now in order that the series may be unbroken.

FOREWORD

To the Members of the Legislature of the State of New Jersey:

The State Board of Education and the Commissioner of Education present the following report for the year ending June 30, 1946:

REORGANIZATION

On July 1, 1945, this Board of Education, created by chapter 51 of the Laws of 1945, organized and began its work in accordance with the provisions of the State School Laws.

In order to avoid any interruption or disturbance of the functions of the public schools, the new Board has encouraged desirable projects and procedures initiated and promoted during recent years. It has given support to all efforts to advance the school system through improvement of curriculums and teaching methods, to the expansion and improvement of teacher training and other institutions operated by the State Department of Education, and to institutions of higher learning with which the Department is concerned. The Board has also continued the wholesome relations existing between the Department and local school districts.

In accordance with the new law, the Board has directed the assimilation of the State Museum, now to be known as the Division of the State Museum; and of the State Library, Public Library Commission, and Public Records Office, all to be known as the Division of the State Library, Archives and History.

The Board has also taken over the functions of the State Board of Regents in regard to higher education, and in accordance with chapters 49, 50, and 51 of the Laws of 1945, has assumed its responsibilities in the administration of the Newark Technical School and College of Engineering, and of Rutgers College, the State University of New Jersey.

Although P. L. 1945, c. 169, places the Division against Discrimination in the Department of Education, the law requires that many administrative responsibilities of the Division be assumed by the Governor and the Commissioner of Education, and that the report of the Division be made directly to the Governor. In all matters in which the State Board of Education has a responsibility in this Division, the Board has been pleased to cooperate.

MAJOR BASIC PROBLEMS

In the postwar era, sociological, political, and economic factors are affecting the conditions under which public education operates and are influencing emphases upon the purposes and procedures of education. As a result, there are needs which must be met at once and trends which complicate the operation of the schools. The most important of these conditions and trends are (1) the education of veterans, (2) the postwar inflation, (3) the shortage of teachers, (4) future increases in enrollment, (5) state financial aid to local school districts, and (6) needs in higher education.

Education for Veterans

The most immediate demand resulting from the war is that provisions be made for the education of veterans who will be discharged during the coming year. To this end the Department has cooperated with all agencies concerned in providing assistance to returning veterans, has conferred and planned with the State Veterans Administrator and his staff, and has held many meetings with administrators of the public schools and institutions of higher learning in order that the educational facilities, procedures for enrollment, and methods might be adequate, efficient, and satisfactory. In this effort the Department has found the administrators of all educational institutions ready and willing to give every possible assistance to the veterans by expanding their facilities to the utmost.

In order to expand facilities, the Legislature enacted P. L. 1946, c. 64, recommended by the Department of Education. This law provides a revolving fund for the expansion of educa-

tional facilities for veterans in the state teachers colleges and in adult and vocational classes. Funds advanced by the State in accordance with this law will be reimbursed by the Federal Veterans Administration. As a result, the teachers colleges, in which the enrollments are still low, will provide liberal arts education for veterans; supervised study classes for veterans in sparsely settled areas will be established; and vocational education through trade schools and on-the-job and apprentice training will be facilitated and expanded.

This law also provides for free high school education for veterans so that the G. I. rights of the veteran will be preserved for post-high school studies. Local school districts providing free education for veterans in special classes will be reimbursed by the State for the cost of instruction. Since April, 1946, when chapter 64 was signed, 26 school districts have reported more than 5000 veterans studying high school subjects for which the State will reimburse the local school district provided the classes have been approved by the Department. Thus, the State is making sure that high school instruction provided for veterans will be of excellent quality and that the veteran will not use his G. I. entitlements for education at that level. There will undoubtedly be a large increase in these special secondary school classes for veterans next year.

P. L. 1946, c. 296, authorizes local boards of education to establish junior colleges and to collect tuition for instruction therein. The State Board of Education has approved a number of off-campus centers, established by the State University in high schools to provide liberal arts instruction to veterans and non-veterans who cannot attend regularly established colleges.

The State Department of Education, charged with the approval or disapproval of all agencies offering education for veterans, appreciates the responsibility of preventing the exploitation of veterans by schools or by business and industrial concerns. It is fortunate that the Department has already established standards for the approval of high schools and trade schools, of colleges and junior colleges, and of apprentice and on-the-job training. The problem yet to be solved is the supervision of the

instruction given in approved agencies, particularly for apprentice and on-the-job training.

Realizing that no phase of the education of the veteran is more important than that of educational and vocational guidance, the Department has enlisted the cooperation of guidance specialists designated by high schools throughout the State.

The Postwar Inflation

As has been the case after all wars, inflation is following World War II. It is reflected in the increase in cost per pupil in average daily attendance from \$179.56 in 1944-1945 to \$193.04 in 1945-1946. The inflation caused higher costs in teachers' salaries, in the wages and salaries of other employees, in all materials and supplies, and in the cost of construction of new buildings.

Where ratables remain relatively static, these increases in costs will result in higher tax rates. There will then be need for careful planning and explanations of budgets in order that citizens may understand what is taking place in the schools. It is quite possible that some districts which have restricted and even eliminated services may be criticized for extravagance, when the real cause for the rise in the tax rate will be the depreciation of the buying power of the dollar.

An employee receiving a ten per cent increase in salary and experiencing a twenty per cent increase in the cost of living is receiving less in buying power than he earned before the inflation began.

The Shortage of Teachers

Closely linked to the inflation is the shortage of teachers. Salaries and wages in other occupations are raised more rapidly to meet increased costs of living. As a result, some teachers are attracted to other occupations and many young people are diverted from entering teacher training institutions. Evidences of the shortage are found in the increasing turnover in school faculties, in the rapid decrease in the number of replacement candidates, and in the increasing number of teachers having sub-standard certificates. The shortage has already affected unfavorably the quality of instruction in the schools.

Future Increases in Enrollment

Although indicating a slight decrease in the total number of pupils enrolled, the statistical report for 1945-1946 shows an appreciable increase in the number enrolled in the kindergarten. This growth marks the beginning of the effect of the great increases in birth rate from 1940 to the present time. Within two years, many school districts will be planning to provide additional facilities for elementary school buildings. By 1953, there will be a lack of facilities in junior high schools, by 1956 in the senior high schools, and by 1959 in the institutions of higher learning.

The larger number of pupils to be taught will require an equivalent increase in the number of available teachers and will, therefore, aggravate the teacher shortage caused by the inflation. At the same time, the great number of veterans to be taught will cause a shortage in teachers in institutions of higher learning.

Financial Aid to Local School Districts

For these reasons, the additional financial aid to school districts provided in P. L. 1946, c. 63, is timely. The need for increase in state aid has existed for many years, and has become critical because of the inflation.

P. L. 1946, c. 63, utilizes most of the moneys to be distributed to aid districts of lesser ability to pay. The equalization allotment to each school district is made in direct proportion to its pupil enrollment and in inverse proportion to its per pupil wealth.

Three dollars per pupil is guaranteed to all school districts. This distribution of the same amount of money for every pupil throughout the State is known as "Basic Aid."

If future experience shows that the equalization aid provided by chapter 63 is reasonably efficient in overcoming lesser ability to pay for education, then it is probable that future increases in state aid will be distributed as "Basic Aid."

Needs in Higher Education

Between 1946 and 1951, the education of veterans will cause the use of many expedients in the fields of higher education. Those who are studying the needs after 1951 are convinced that there will be great growths in enrollment in higher education by 1960 and still further increases because of the higher birth rate by 1965. It is not too soon to begin to study these needs and to make plans to meet them.

EDUCATIONAL PROGRESS

In subsequent pages of this report will be found brief but fairly comprehensive reports of the heads of the various divisions of this Department. They indicate a continuation of the efforts to improve major phases of public education as well as to solve immediate problems resulting from the war and to develop a long-range program of education.

Some of these improvements which are of interest to all Divisions or are deserving of special emphasis are presented herewith.

Education for Citizenship

The good work in training for citizenship goes on and elicits enthusiastic responses from teachers and administrators throughout the State.

In order to carry out the spirit as well as the letter of P. L. 1945, c. 261, requiring the teaching of two years of United States history in all high schools, the Department has organized a committee of distinguished teachers of history in schools and colleges to formulate a new course of study in that subject.

The work already begun in the elementary schools in improving education for social competence has been improved by the publication of Social Studies Bulletin No. 10.

Meeting the Needs of Individual Pupils

The dignity and worth of the individual and the recognition of individual differences are basic principles of our American representative democracy.

With this thought in mind, the public schools are seeking constantly to learn more about individual children and their needs. This leads in the elementary schools to the adaptation of instruction to the growing child, and in the high schools to a rich and varied offering which can be adapted to both the abilities and interests of individual children.

Another evidence of attention to the needs of individual children is found in the establishment during the year of courses in the teachers colleges to prepare teachers to care for handicapped children, such as the crippled, the deaf, and the blind.

The Health Program

Because of the additional costs involved, the inflation and the shortage of doctors and nurses, the improvement of the Health Program is proceeding very slowly. However the survey of the Health Program in the public schools and the presentation of standards for the improvement of the program, together with the democratic cooperation of teachers, laymen, boards of education, and physicians, will undoubtedly result in the eventual recognition of "good health" as one of the most important objectives of the public schools.

Child Care Centers

During the last two decades there have appeared in various communities child care centers and nursery schools operated as social welfare organizations or as public or private schools. These institutions have presented many problems involving sanitary conditions, adequate facilities and appropriate instruction. Those familiar with these centers have realized for a long time that they may injure the children entrusted to their care and lower their future efficiency in the public schools. For these reasons, P. L. 1946, c. 303, providing for the registration and regulation of certain child care centers by the State Department of Education, will prove to be of great benefit to many children of the State.

Evaluation

One of the most encouraging developments in education is that of the formulation and application of criteria for the evaluation of the offerings of the schools.

For many years the only evaluation procedure used was that of giving examinations in academic subjects. This method is still followed and has been expanded and improved by the development of objective tests to supplement the subjective judgments of school faculties. At the same time the emphasis upon such major objectives of education as good character, good citizenship and good health; the recognition of the great value of the intangible products of education; and the increasing desire to provide school experiences that will function in the lives of children, have led to the use of broader and more significant evaluative criteria.

During recent years the high schools have used such criteria developed by the Secondary School Division of this Department and also by the Middle States Association of Colleges and Secondary Schools. Often the criteria are used for self-evaluation.

Recently the Department agreed to sponsor and publish Evaluative Criteria to be formulated by the Elementary School Principals Association in cooperation with the Classroom Teachers Association. This is a democratically conceived project which will greatly benefit the elementary schools.

Integration of the New Divisions

Now that the Department has assimilated the organizations of the Museum and of the Library groups, there will be opportunity for these new members of the family to join in making plans to improve the efficiency of public education and in carrying out those plans. The purposes of the Library and the Museum and those of the Department of Education are identical.

To all those who have given so freely of their wisdom and skill to promote the cause of education—to local boards of edu-

cation, to school teachers and administrators and other employees of school districts and of institutions operated by this Department; 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 various divisions of the State Department of Education, the members of the State Board of Education and the Commissioner of Education extend their thanks for cooperation and loyalty. To the Governor and the Legislature of the State of New Jersey they express gratitude for the opportunity to serve in the cause of public education and for sympathetic and wise consideration of the needs of our schools.

Respectfully submitted,

JOHN H. BOSSHART,
Commissioner of Education.

DIVISION OF CONTROVERSIES AND DISPUTES

The emphasis in the work of the Division of Controversies and Disputes continues to be upon preventing controversies and averting formal litigation. For 80 years the Commissioner of Education has had the duty of deciding controversies and disputes arising under the School Law, without cost to the parties and subject to appeal to the State Board of Education. This arrangement has proved very effective. Litigants obtain a prompt, fair and inexpensive hearing and review of their grievances. Appeals from the State Board of Education have averaged only one a year, and have resulted in only four reversals.

During the school year 1945-46, it was necessary to render formal decisions in only eight cases. The patience and tact of county superintendents and members of the Commissioner's staff kept incipient disputes from reaching the stage of formal litigation.

The Division devoted an unusual amount of time during the past year to the preparation of legislation. With the single exception of bills relating to adult education, the remainder have become law.

New Laws

The new legislation included the following:

P. L. 1946, c. 63, creates a "State Public School Account" in the State Treasury, to be used for the support of the public schools of the State and the equalization of educational opportunity therein. The new law provides that there shall be credited annually to this account part of the receipts from the Railroad Tax Law, the income of the "State School Fund," the interest of the "Surplus Revenue Fund," \$4,000,000 out of the proceeds of the Corporation Business Tax Act of 1945, and such additional sums from legislative appropriations as may be necessary to carry out the provisions of the act.

P. L. 1946, c. 124, grants tenure to teachers in state educational institutions under the jurisdiction of the State Board of Education.

P. L. 1946, c. 303, requires the certificate of the Commissioner of Education for the operation of a non-sectarian child care center in which any form of compensation for the care of children is charged.

P. L. 1946, c. 64, authorizes the Commissioner of Education, subject to the approval of the State Board of Education, to establish and maintain a program of education and training for veterans. State aid is provided for courses of high school grade for veterans who, in the judgment of the local boards of education and the Commissioner of Education, will derive greater benefit from instruction in special classes than in the usual high school classes. There is established in the State Treasury a "Veterans' Education Revolving Account," the funds of which are advanced to the state teachers colleges for veterans' courses of collegiate grade, and to school districts for courses in vocational education, and for adults and out-of-school youth. The Commissioner of Education bills the Veterans Administration for these courses, and payments therefor are credited to the "Veterans' Education Revolving Account."

P. L. 1946, c. 296, permits boards of education, with the approval of the Commissioner of Education and the State Board of Education, to charge tuition for instruction beyond the 12th grade.

Three Decisions of Special Interest

Three decisions rendered by the Commissioner of Education are of sufficient interest to merit brief mention:

In the case of *Sarah Boulton and Gertrude Harris vs. Board of Education of the City of Passaic*, petitioners maintained that the Board of Education was without authority to close one of its elementary schools without the prior consent of the Commissioner of Education. The Commissioner held that the Board of Education was not required to obtain such consent prior to directing the closing of the school.

The petitioner in the case of *Alice Marie DeBros vs. Board of Education of the Township of West New York* was by resolution of the Board of Education appointed a principal when no vacancy in any principalship existed. After engaging in research and making a statistical survey and inventory of the school system, she was assigned to a teaching position in the high school. When a vacancy occurred in the principalship of the high school, she claimed that she was entitled to a principalship. The Commissioner decided that petitioner's appointment to a principalship when no vacancy existed was void and conferred no tenure or seniority rights as principal upon her, and, therefore, the Board was not required to assign her to a vacant principalship.

The Board of Education in the case of *Judge R. Murray vs. Board of Education of the Township of Westhampton* refused to provide free education for the granddaughter of the petitioner. The Board contended that the child was not in the legal custody of any resident of the school district and that she was a proper charge upon the mother, who resides in Camden. It was admitted that the child had lived with the petitioner since birth. The Commissioner of Education directed the Board of Education of Westhampton Township to provide free education for the child.

DIVISION OF ELEMENTARY EDUCATION

GENERAL EMPHASES IN ELEMENTARY EDUCATION

Emphasis on the Fundamentals

Teachers and administrators in New Jersey have always recognized the importance of the acquisition of fundamental skills. Consequently, the level of achievement in the skills has been steadily mounting in spite of the teacher shortage. An increasing knowledge of children and how they learn has resulted in more efficient methods of teaching. The concept of skills as limited to the three R's has been broadened to include those needed in critical thinking, discussion, organizing an attack on a problem, securing information from dependable sources, and using such information to form sound conclusions as a basis for action.

Social Competence

A second State-wide trend is the desire to have the schools train children in social competence; to develop in them the desire and ability to work together for the common good, a realization of the increasing interdependence of our shrinking world, and an understanding of other peoples.

Schools and public alike are recognizing that training for social competence must start in the elementary school. As one psychiatrist expressed it, "The capacity for democratic living can be acquired only in childhood." In a series of meetings held throughout the State to discuss ways of using the State Department's recent bulletin, "Developing Citizenship in a Democracy Through the Social Studies," school administrators and teachers stressed the need for helping children acquire the information, skills, understandings and loyalties required for effective citizenship.

Cooperative Attack on School Problems

Tied in with their concern about the school program has been a growing desire on the part of both professional and lay groups to work together. Probably never before has there been such widespread eagerness for joint participation in education and such clearly expressed desire for guidance and leadership in cooperative action.

COORDINATING SERVICES OF THE ELEMENTARY DIVISION

Staff Activities

Because of the limited staff of the Division of Elementary Education and the large number of elementary schools, it is impossible to visit all schools. School visits are made largely on invitation, but the major contribution must be made through publications and meetings, and by working with leaders of teachers and representatives of professional and lay organizations.

"Self-Evaluation in the Elementary School"

A significant example of cooperative action is the preparation of an instrument for teachers to use in evaluating the effectiveness of the elementary schools. Representatives of the New Jersey Elementary Principals Association and the New Jersey Classroom Teachers Association worked together on this project.

A tentative edition of this evaluation instrument was discussed by a joint committee of the two organizations with the Commissioner of Education and the staff of the Elementary Division. The Department undertook to edit the material for printing and to issue it as Elementary School Bulletin No. 11, "Self-Evaluation in the Elementary School." The distribution and use of the 20,000 copies of this "try-out edition" will be the responsibility of the two associations. Teachers will test it through use and make recommendations for revision. This experimentation should result in the refinement of the evaluation instrument and help clarify the thinking and improve the practice of participating teachers and principals.

Handicapped Children

An important project involving inter-departmental cooperation deals with the welfare and education of mentally and physically handicapped children. So many of the problems concerning these children overlap that it seemed necessary to pool the thinking of State groups working in the various fields of the handicapped.

Representatives of these groups from the public schools, the State Department of Health, and the Department of Institutions and Agencies were invited by the Elementary Division to attend a series of meetings the purpose of which is to prepare a handbook on the care of handicapped children. Arrangements for these meetings were made by the New Jersey Association of Teachers of Subnormal Children. Dr. Lloyd P. Yepsen of the State Department of Institutions and Agencies presided.

In each area of handicaps, subcommittees have prepared reports showing teachers how to recognize symptoms of disabili-

ties, suggesting methods for handling handicapped children and listing available State facilities for treatment. After the whole committee has discussed and revised these reports, it is planned to combine them in a bulletin for the guidance of local school districts.

A 12-Year Program in the Language Arts

The need for making the elementary and secondary school curricula continuous and harmonious has long been felt. One of the best examples of inter-divisional cooperation with state professional organizations has been the development of a 12-year program in the language arts.

A committee composed of the staffs of the Elementary and Secondary Education Divisions and of representatives of the New Jersey Association of Teachers of English and the New Jersey Classroom Teachers Association has been working on the problem. An outline summary of a proposed bulletin was prepared during the year, based upon principles accepted by the whole committee. This mimeographed outline will be submitted to teachers in regional meetings arranged by the Association of Teachers of English and held in the state teachers colleges. The findings of these meetings will be used in writing the final draft of the bulletin.

Early Childhood Education

A state law was passed this year requiring the hundreds of private nursery schools and other centers in New Jersey caring for children under five years of age, to be licensed by the State Department of Education after July 1, 1947. A trained, experienced specialist in early childhood education has been added to the Elementary Division staff to carry out the provisions of the new law. She is compiling standards for child care centers in consultation with the State Departments of Health and of Institutions and Agencies, and with the New Jersey Nursery School Association. In addition to these responsibilities, it is hoped that she can act as consultant to public school educators. Several public school districts have already taken advantage of recent

permissive legislation to operate nursery schools and have appealed to the Elementary Division for expert advice and guidance.

THE HELPING TEACHERS

A Unique Professional Group

The 58 helping teachers make up a unique educational organization. They work with the teachers of about half the elementary school systems of the State, and these comprise most of the rural areas. For over 30 years they have led the nation in the extent and quality of the rural supervision they are providing.

One reason for the success of the helping teachers is that they are considered an integral part of the State Department. In each county they work under the immediate direction of the county superintendent of schools, but over-all guidance comes from the Commissioner of Education and members of the Elementary Division.

In-Service Training of New Helping Teachers

Another of the strengths of the helping teachers is the way they are selected and trained. New helping teachers are recruited from the ranks of teachers and so have a sympathetic understanding of the classroom teacher's problems. A basic requirement is that they have the kind of personality that makes them welcome to the teachers with whom they work. These beginning helping teachers need a high quality of in-service training, especially during the first few years. Twenty-one new helping teachers have been appointed in the last five years, so that an increasing amount of the Elementary Division staff's time must be spent in working with them in the field, in personal conferences, and in periodic meetings of the group.

The Year's Work

The continued shortage of teachers in rural areas requires that much of the helping teacher's time be spent in securing emergency teachers and in helping them readjust to teaching situations.

One helping teacher reported that she had to find ten substitutes for one classroom during the year.

Though the more constructive services of the helping teachers were curtailed, they were by no means abandoned. An important activity was implementing the new state social studies bulletin by working with individual teachers, by carrying on teacher workshops in their own schools and county groups of schools, and by serving on planning committees with county superintendents and other school heads on a county or larger regional level.

FUTURE TRENDS AND NEEDS

Some Evolving Trends

A significant trend which will probably continue to grow in importance is the democratic participation of teachers and community leaders in solving educational problems, thereby assuring understanding and support from school staff and public. Educational philosophy and procedures must continue to progress to keep pace with the times. Though progress may be slow, it will be steady because it will be made along a broad and united front.

As we learn more about children, more emphasis will be given to developing an elementary program which will meet children's needs. This will involve, among other things, a steady improvement in teaching techniques, providing a school organization to make possible continuous progress of each child through school, and more use of individual parent-teacher conferences to replace a highly competitive grading system.

Some Educational Needs

The problem of integration between the elementary school and the high school should continue to receive serious consideration. Their respective responsibilities should be determined by each and accepted by both to insure a functionally sound program that will permit continuous progress from kindergarten to college.

Workshops should be provided in which teachers can secure in-service training. These workshops, possibly emanating from

state teachers colleges, should be available without cost to teachers. In them, teachers could acquire ideals and information which they could convey back to their own communities.

Many new elementary school buildings are badly needed. Adequate health facilities will be required to enable children to practice sound health habits in school. More space should be provided for active children, especially in the primary grades. The problem will become increasingly acute as the effect of the recent rise in the birth rate is felt in the schools. There should be fewer children per teacher as soon as more teachers and schoolrooms are available.

Needed Legislation

Legislation is still needed to secure for migrant children a constitutional right to free public education. The school law should be clarified so that even the children of parents who are temporary residents of New Jersey can have the same educational privileges as other children.

DIVISION OF SECONDARY EDUCATION

SCOPE OF SERVICE

The efforts of the Division of Secondary Education to determine whether secondary schools are maintained at satisfactory standards are directed in three main channels: (1) formal inspections (these require a day or half-day, according to the size of the school); (2) short visits to check on specific items; and (3) study of the reports of evaluation made by the Middle States Association of Colleges and Secondary Schools, followed in some cases by short visits.

The junior high schools received special attention during the war, 27 having been inspected. In addition, there was inspection of 11 senior high schools and 10 private schools. Of the latter, one was not recommended for approval. The county superintendent is asked to assist in these inspections, and in most cases he has been able to do so.

Supervision

The Division also tries to influence secondary school practice in New Jersey through continuing constructive supervision. "Supervision" covers a number of varied activities, most of them carried out in response to invitations. Although they put a heavy drain on the time of divisional personnel, no effort has been made to cut down on these undertakings. Among the supervisory activities may be mentioned 74 conferences with persons or groups who have raised certain questions regarding policy or procedure; over 150 meetings where opportunity has been afforded the Division to contribute its point of view on the subject under consideration; 48 addresses before groups interested in some phase of secondary education; 39 applications for approval of change in curriculum, which were studied and recommended for approval; the study and recommendation for approval of courses in United States history submitted by several districts under the 1945 law; the revision and distribution of a guide for Introductory Business Training; the promotion of experimentation in secondary education; and the issuance of Secondary School Bulletins from time to time, giving information and directions about events and procedures, calling attention to published aids to administration and teaching, and clarifying regulations.

Veterans' Education

Cooperating with other Divisions, particularly Veterans' Education, the Secondary Education Division has worked out two plans in the field of veterans' education:

(1) The organization and accrediting of special secondary school classes for veterans. Such classes were operated in 26 school districts during the past year, with 5,467 veterans enrolled. Since most veterans want to complete the work in as short a time as possible and seemingly feel that they are capable of accelerated study, the great majority of the special classes are individual progress classes, rather than 60-hour ones.

(2) The implementation of the subsidy for veterans' education on the secondary level, as voted by the 1946 Legislature. The

plan includes blanks for describing the operation of the classes and furnishing data for determining the amount of the subsidy. Indications are that the demand for this kind of service to veterans will reach its peak during the 1946-47 school year, and then fall off rapidly.

Veterans enrolled in the regular day and evening high schools numbered 1,603. All reports indicate that adjustments by both veteran and school are not difficult to make, contrary to the view expressed in the press of the nation when the veterans began their return to high school. The credit must go to the schools and their personnel.

A serious problem is that of holding veterans' education to a level which will command the respect of later employers and of admissions officers of higher institutions of learning. A great disservice would be done the veteran if, moved by sentiment, his diploma were cheapened to the point where it would be discredited because the work required of him in earning the diploma was notoriously inferior in quality.

Committee Work

Three important committees carried on significant work in the field of secondary education during the 1945-46 school year:

(1) Committee on Course of Study in United States History. Under section 1 of P. L. 1945, c. 261, each school district is responsible for preparing its own course of study in United States history, subject to the approval of the State Board of Education. With the view that a real service could be rendered high schools through the pooling of opinions and points of view on this subject, the Commissioner of Education invited 11 members of high school, teachers college and the State University faculties to form a committee for the purpose. Their selection was based upon a canvass of recommendations made by many interested persons and organizations. The committee held six meetings during the year and, after reaching agreement upon the fundamental assumptions that were to underlie its work, proceeded to discuss the organization of the course itself. The chief issue, still not completely resolved, is as to the relative prominence to be given

chronological treatment and topical analysis in organizing the story of America. In order to acquaint secondary schools with progress made, and to get the benefit of as many points of view as possible, conferences were held in 12 sections of the State in April and May. Conference invitations went out to school board members, parent-teachers associations and book publishers' representatives, and in each case one member of the committee attended and presented the subject.

(2) Committee on Industrial Arts, Vocational Education and Technical Education. A special committee of eight men has been in operation during the year at the suggestion of the main committee. Its work is to prepare lists of projects suitable for industrial arts shops, projects which are in themselves of practical value in connection with the common problems of the citizen and householder, and which have a strong vocational flavor. The special committee met three times and its report is about ready for the main committee.

(3) Secondary Schools Advisory Committee. The chief work of this committee of 12 was to organize the conferences on United States history. The success of earlier conferences in the field of mental hygiene was duplicated; the committee was able to enlist the aid of county superintendents, principals and others capable of assisting in the management of the conferences.

STATISTICAL TRENDS

Pupil Enrollment Increases

The total registration of all secondary schools for the school year 1945-46 was 214,019—an increase of 1.2% over the year preceding. Although the number of pupils in the 278 secondary schools of the State was 197,271 in October, 1945—a drop of .6%—the May, 1946, membership of 190,070 reflected a 3.1% increase over the corresponding figure a year ago. The figures show decreases in each instance for girls, but in the May membership the boys are 7.3% higher than the year before, and 4% higher in total registration. This doubtlessly reflects the lower rate of induction into the armed forces and the decreased demand for the labor of young people.

The October membership continues to decrease slowly year by year, and will do so until the upturn in the birth rate begins to affect the high schools. Indications are that the drop will be greater in the coming school year than it has been during this present year.

Compared with the May membership, the October enrollment shows a drop of 3.7% during the year, or about half the 7% figure of last year. The decrease in the boys' column was 3.3% and in the girls' 4%. The evening high schools show a startling rise during the year from 2,068 to 5,110 pupils, or 125%.

The retention of pupils in school from 9th grade to 10th is 89.6%, which is higher than any figure in recent years. The retention from 9th to 11th grade is 71.9%, which is exceeded only by the figure for 1943-44, and the retention from the 9th to the 12th grade is 59.3%, slightly higher than last year.

During the past year 32,473 students graduated from the secondary schools, or 3.5% more than the year before. However, this is still 9.5% below the 1938-39 figure of 35,897. Of the diplomas awarded during the past year, 31,402 were earned in the usual way; the remainder were "legislative" wartime diplomas—1,071 as compared to 2,672 the year before.

Teachers Change Positions

The number of part-time teachers dropped nearly 1% to 1,174, while the number of full-time teachers rose .6% to 9,034. This represents a slight swing from part-time to full-time employment, and no doubt reflects a slightly less dependence on emergency supply. The percentage of men among the full-time teachers was 34.8%. This has been relatively constant for three years.

The number of teachers who left the schools during the year was 1,048, as compared with 938 the previous year. This is an increase of 10.5%. Withdrawals, to enter the armed services or to work in war plants, dropped off almost entirely, but there were marked increases in the number going to other teaching positions and into other occupations. Thus, 19.5% more changed teaching positions than in the previous year, and 28% more went into other occupations. The men accounted for the greater part

of these shifts; there was an increase of 54% changing teaching positions, and of 67.8% going into other occupations. On the other hand, there was an increase of 59.5% in the number of women withdrawing from all employment—in the main, no doubt, to become homemakers.

The number of teachers taking advanced courses increased from 2,157 to 2,295, or 6.6%, practically equalling the high mark of 1938-39. The number of student teachers increased from 339 to 482, or 42.2%. This is most encouraging, although the figure is still far below the 801 of the year 1933-34.

DIVISION OF HIGHER EDUCATION

This Division is an enlargement and a reorganization of the Division of Teacher Education. When the State Board of Education and the State Board of Regents were merged into a single agency and made responsible for the State's supervision of public higher education and the State's accreditation of private colleges and professional schools, a Division of Higher Education was created. The state supervision of the state teachers colleges was, by administrative direction of the Commissioner of Education, placed in this new division.

INSTITUTIONS OF HIGHER LEARNING

For the year 1945-46, there were 14,366 full-time students in attendance in the institutions of higher learning in New Jersey, exclusive of the Fellows at the Institute for Advanced Study and the students in training in the theological seminaries. There were in operation seven junior colleges, seven technological and professional colleges, six state teachers colleges, five universities, four theological seminaries, and the Institute for Advanced Study.

The Junior Colleges

The seven accredited junior colleges are all privately administered. They all offer the first two years of the college liberal arts program. There are, in addition, some semi-professional courses

in business and technology. With the exception of Monmouth Junior College at Long Branch, none receive public funds. The county board of freeholders contributes to the financial support of the Monmouth Junior College. In this junior college, as in the other six, the major sources of support are tuition and gifts. The enrollments were as follows:

<i>Institution</i>	<i>Location</i>	<i>Enrollment</i>
Bergen Junior College	Teaneck	400
Centenary Junior College	Hackettstown	254
Fairleigh Dickinson Junior College	Rutherford	175
Immaculate Conception Junior College	Lodi	30
Monmouth Junior College	Long Branch	133
St. Joseph's College	Princeton	26
Union Junior College	Cranford	67
		1,085 ¹

Only those students who are applicants for admission to the Order of Felician Sisters are admitted to the Immaculate Conception Junior College. Centenary Junior College enrolls women only. St. Joseph's Junior College admits boys who wish to become priests. The other junior colleges are coeducational.

The Liberal Arts Colleges

The seven liberal arts colleges are in all instances church-endowed institutions. They are financed by endowments, gifts and tuition. The colleges, their locations and 1945-46 enrollments are as follows:

<i>Institution</i>	<i>Location</i>	<i>Enrollment</i>
Alma White College	Zarephath	18
Caldwell College	Caldwell	113
College of St. Elizabeth	Convent Station	580
Don Bosco College	Newton	28
Georgian Court College	Lakewood	230
St. Peter's College	Jersey City	144
Upsala College	East Orange	340
		1,453

¹ The Highland Manor Junior College at West Long Branch is not included because it has not yet attained state accreditation.

Alma White and Upsala Colleges are coeducational. College of St. Elizabeth, Caldwell College and Georgian Court College are for women only. Don Bosco College and St. Peter's College are for men only. In addition to these liberal arts colleges, there are colleges of arts and sciences in each of the universities.

The Professional and Technological Colleges

The seven colleges in this group offer courses in general education, but their chief emphasis is in courses which prepare for professional occupations. The Newark College of Engineering received financial support from the State and also from the City of Newark. The other six professional and technological colleges are financed by endowments, gifts and tuition. The major curricula offered and the 1945-46 enrollments are as follows:

<i>Institution</i>	<i>Location</i>	<i>Major Curriculum</i>	<i>Enrollment</i>
College of South Jersey	Camden	Law	105
John Marshall College	Jersey City	Law	120
Newark College of Engineering	Newark	Engineering	400
Panzer College of Physical Education and Hygiene	East Orange	Physical Education for Teachers	114
Rider College	Trenton	Business Administration	639
Stevens Institute of Technology	Hoboken	Engineering	700
Westminster Choir College	Princeton	Music for Choir Leaders	234
			2,312

Stevens Institute of Technology admits men only. The others are coeducational.

The State Teachers Colleges

The six state teachers colleges in New Jersey, located in Glassboro, Jersey City, Montclair, Newark, Paterson and Trenton, are administered and operated by the State Department of Education.

These colleges are responsible for educating an adequate supply of teachers for the public schools of New Jersey. In addition,

they sponsor research pertaining to public education, and their faculty members serve as consultants to school supervisors and administrators. The enrollments were as follows:

<i>Location of State Teachers College</i>	<i>Enrollment of Students</i>		
	<i>Full-Time</i>	<i>Part-Time</i>	<i>Total</i>
Glassboro	207	226	433
Jersey City	517	320	837
Montclair	743	305	1,048
Newark	372	814	1,186
Paterson	241	341	582
Trenton	603	115	718
	2,683	2,121	4,804

The students enrolled in the state teachers colleges on a part-time basis are, for the most part, teachers who attend classes scheduled for late afternoons, evenings, or Saturdays.

The Universities

Two or more colleges organized under a single administrative head are usually designated as a university. New Jersey has five institutions which may be classified as universities. Their locations and 1945-46 full-time enrollments are:

<i>Institution</i>	<i>Location</i>	<i>Enrollment</i>
Drew University	Madison	239
Newark University	Newark	743
Princeton University	Princeton	2,280
Rutgers University	New Brunswick and Newark	2,069
Seton Hall College	South Orange and Newark	1,502
		6,833

The universities differ widely in their offerings. Drew University has colleges of liberal arts and theology. Colleges of liberal arts, engineering and architecture are the principal colleges at Princeton University. Newark University has three colleges—liberal arts, business administration and law. Rutgers University has colleges of ceramics, education, agriculture, engineering, journalism, liberal arts and pharmacy. Seton Hall College has colleges of liberal arts, business administration, education and public health nursing.

The Merger of Rutgers and Newark Universities

In 1946, Rutgers and Newark Universities were merged by legislative enactment. The College of Arts and Science, the School of Business Administration, and the Law School of Newark University became units of the State University. By this merger the State inaugurated a policy of urban colleges in metropolitan areas. The advantages of this policy are as follows:

1. Students can live at home while attending college. This saves them the cost of room and board, which is approximately equivalent to books, tuition, and fees.
2. The state is saved the cost of constructing dormitories.
3. The urban colleges can serve working students by scheduling programs during evening hours.

A well-organized program of urban education for college students is needed in Jersey City, Paterson and Camden, as well as in Newark.

The Institute for Advanced Study

The Institute for Advanced Study at Princeton limits its enrollment to students who have already completed the doctor's degree. It registered 60 full-time students during the year. There are three schools in the Institute—the School of Mathematics, which includes theoretical physics; the School of Economics and Politics; and the School of Humanistic Studies, which includes classical archæology, paleography and the history of art. All work is individual. The Institute has no system of required classes or credit hours. The academic work is confined to lectures and seminars, attendance at which is voluntary.

Seminaries

In addition to the five types of institutions described above, New Jersey has four seminaries which prepare for the ministry. These are Bloomfield College and Seminary, the New Brunswick Seminary, the Princeton Seminary and the Immaculate Conception Seminary at Ramsey.

The 1945 Summer Sessions

During 1945, summer classes were conducted in 26 New Jersey colleges with a total enrollment of 5,417 students. The enrollments in the different types of institutions varied as follows: junior colleges 432, liberal arts colleges 729, state teachers colleges, 1,123, professional and technological colleges 862, universities 2,271.

In the state teachers colleges approximately 90% of the 1,123 summer students were women. The largest enrollment in any of the state teachers colleges was at Montclair. This is because that institution has a graduate program which enables students to complete the requirements for the Master of Arts degree.

TEACHER EDUCATION IN STATE TEACHERS COLLEGES

Emergency Measures Necessary

The shortage of qualified teachers was more acute than at any time during the past ten years. Teachers in service made numerous and frequent demands for courses. Some teachers needed instruction which would enable them to teach better the new courses which had been assigned to them. Others who had recently been recruited from non-teaching occupations requested the colleges to organize refresher courses in subject matter and in professional content concerning the curriculum and child growth. The undergraduate students in the colleges continued to request courses organized to prepare them for more effective service after induction into the military forces, and to help them understand better the social, political and economic conditions which had caused the military conflict. The New Jersey state teachers colleges continued to meet the exigencies of the teacher shortage by: (1) certificating seniors before graduation, (2) accelerating the program of studies, (3) training artisans for certification to teach industrial arts, and (4) enrolling student nurses for their required courses in pre-clinical sciences.

In addition, the State Board of Education authorized a special summer program for graduates of liberal arts colleges who are interested in certification to teach in grades 3-6. Such graduates

may qualify for certification provided they complete the following courses in an approved college:

Child Growth and Development—2 semester points.

The Elementary School Curriculum—3 semester points.

Principles and practices in Elementary Education—2 semester points.

These courses are scheduled to be offered in the state teachers colleges in Glassboro, Newark and Trenton during the summer session of 1946.

Admission Requirements Remain High

For several years the admission of freshman students at the state teachers colleges has been on the basis of quality. It is believed that the quality of the teachers in the public schools of New Jersey is basically dependent upon restricting enrollments in the state teachers colleges to those students who have excellent qualifications. Applicants who seemingly lack the qualifications for becoming successful teachers are screened out by the procedures for admission.

Students admitted are selected on the basis of four factors, as follows: (1) high school achievement record, (2) personality rating by high school officials, (3) an interview rating by college officials, and (4) attainment on an entrance examination. Applicants are, insofar as possible, rated objectively on the basis of the above factors. The scores are combined into a statistical summary. Those whose summary ratings indicate inability to succeed are not accepted for enrollment.

Applicants are examined by a physician before final admission. Those with any disease or infirmity which would unfit them for teaching are not admitted. This procedure excludes many applicants with poor eyesight, defective hearing, weak hearts, chronic acne, or crippled limbs.

During the year 1,066 students took the entrance examinations. These were distributed as follows: Glassboro 69, Jersey City 178, Montclair 312, Newark 122, Paterson 97, and Trenton 288. Forty-six of these were judged as not qualified for admission.

Seventy of those who qualified did not enroll. Eight hundred eighty-two were admitted. Although the standard for admission was maintained in general, it is probable that the great need for teachers resulted in admitting a limited number of students with mediocre qualifications. Such students will need careful guidance and supervision during their college years. Unless they give promise of becoming high quality teachers, they should not continue as students in a state teachers college after the completion of the second year.

Placement of Graduates in Teaching

An analysis of placement for the year ending October 31, 1945, indicates that for this year there were 683 graduates. Of this number, 530 had not been previously certificated. On November 1, 1945, there were 598 of the graduates teaching regularly. The remainder of the graduates were distributed as follows: (1) in the armed forces 2, (2) in non-teaching positions 74, (3) available for employment 9. During the year 79 graduates from previous years were placed. For the period 1936-1925, inclusive, the state teachers colleges graduated 7,562, and only 14, or .2%, were unemployed. These data show that the entire surplus of teachers which was available during the depression has now been employed.

Ten New Jersey colleges, other than the six state teachers colleges, graduated 125 students who had completed the requirements for certification as teachers during the period ending November 1, 1945. These graduates were distributed as follows: (1) in teaching 87, or approximately 70%; (2) in military service 2, or approximately 1.5%; (3) in non-teaching positions, 23, or approximately 19%, and (4) available for placement 13, or approximately 10%.

Sources of Supply of New Teachers

During the period 1938-1946, an annual average of 342 elementary teachers and 110 secondary teachers, or a total of 452 graduates of the state teachers colleges, were appointed and accepted positions within a year from the date of their graduation. This is approximately 70% of the average number graduated during those years. In addition, there was placed for those same years an annual average of 371 beginning elementary teachers and 171 secondary teachers from non-teaching occupations. These teachers were largely those who had previously taught and who returned to teaching as a patriotic duty during the war years.

Other New Jersey colleges supplied an annual average of 38 elementary teachers and 59 high school teachers. Colleges not in New Jersey supplied 106 elementary teachers per year and 115 secondary teachers. During the same period, an average of 547 elementary teachers and 397 high school teachers transferred to new positions in other New Jersey communities.

Teacher Shortage Will Increase

In addition to the regular replacements, there is need for many additional teachers because of the increased number of births which began in 1938 and continued through 1945. Reports for the first six months of 1946 indicate the probability of still greater increases in births. For the period 1945-1950, the increased enrollments in elementary schools will require an estimated average of 350 teachers each year in addition to the regular replacements. This means that those New Jersey colleges educating teachers for service in the elementary schools should, for the next few years, double the number of freshmen admitted, provided the applicants are of high quality.

Educating Teachers for Handicapped Children

The problem of educating handicapped children in New Jersey public schools has been recognized for many years. In some communities children with like handicaps are grouped into a class and a teacher who has made a special study of guiding children

with that particular handicap is placed in charge. There are at least eight different types of handicapped children. To provide for the needs of these groups, there have been organized in the public schools:

1. Classes for cardiopathic children.
2. Classes for those who are deaf or hard of hearing.
3. Classes for crippled children.
4. Classes for blind children.
5. Classes for sight conservation.
6. Classes for undervitalized children.
7. Classes for speech correction.
8. Classes for slow-learning children.

The 1946 Legislature appropriated funds to inaugurate a curriculum for educating teachers for handicapped children. The Commissioner of Education has authorized the state teachers college at Newark to develop a curriculum and begin the program next September. The curriculum will be of a dual nature, in that it will prepare graduates for teaching either a normal group of elementary school children or a group of handicapped children.

COLLEGE AND PROFESSIONAL PROGRAMS FOR VETERANS

Federal Public Laws 16, 346 and 679 provide that veterans may enroll in educational institutions and in on-the-job training programs, and receive subsistence allowances and have tuition fees paid by the Veterans Administration. All educational institutions and job training programs used by veterans must be approved by the Commissioner of Education and certified by him to the Veterans Administration. The Division of Higher Education was assigned the responsibility for appraising educational institutions and recommending them for veterans. This Division was also assigned the responsibility for appraising on-the-job training programs of a professional nature. Medical and pharmacy internships, law clerkships, and the juniorship in accountancy are illustrative of such professional programs.

Professional On-the-Job Training Grows

There were 251 such programs approved in New Jersey for the year ending June 30, 1946. These programs were distributed chiefly among the following: accounting, banking, engineering, insurance, law, medicine, pharmacy, real estate and salesmanship. In cooperation with committees from the sponsors of the various fields, standards have been established and illustrative programs have been prepared. The Division of Higher Education will provide guidance in organizing and administering these programs. It is estimated that approximately 1,000 agencies will be approved for professional on-the-job training.

The accredited junior colleges, colleges and universities were certified as approved to the Veterans Administration. In addition, schools of business, schools of music, schools of art, and institutes organized by county and state professional societies applied for approval. Standards for such schools and institutes were developed cooperatively by representatives of the institutions and the staff of the Division of Higher Education. The appraisal and approval of such schools and institutes are doing much to improve educational programs. On-the-job training has been of great value in assisting youth in reestablishing themselves in professional careers.

THE OUTLOOK

The following summarizes a number of important needs in higher education. Plans and studies are under way to determine how best these needs can be met.

1. Many veterans have returned from service and entered the colleges and professional schools of the State. In September, 1946, the enrollment of servicemen will fill institutions of higher learning much beyond normal capacity. It will be necessary to use temporary expedients. A long-range plan should be inaugurated to provide for the greatly increased permanent enrollment which will result in colleges and professional schools in the period 1960-65 because of the increased number of births from 1938-43.

2. New Jersey has regularly sent approximately 60% of her youth to colleges in other states. Many young men and women

of excellent ability are not financially able to attend out-of-state colleges. They need junior colleges near their homes. In these colleges they could be trained for the technical and semi-professional positions in the industrial and business institutions of the state.

3. The private schools of business are eager to strengthen their professional training for business leaders. The Division of Higher Education will cooperate in helping them establish standards and revise their curricula.

4. In 1942, a law was passed requiring schools of art and music to have certificates of approval from the Commissioner of Education. These schools have been operating under standards planned for vocational schools. The officials of the schools of art and music are now seeking accreditation as professional schools. Standards and curricula will be developed for these institutions.

5. The teacher shortage remains acute. It will continue to grow worse. Intensive summer courses in teacher education will be offered for graduates of liberal arts colleges. This will provide only a small percentage of those needed. Ways must be found to provide for higher salaries for teachers. Low salaries are causing teachers to leave the profession. It is believed that low salaries are the chief deterrent to recruiting students for teacher education.

6. The elementary teachers need additional opportunities for graduate study. Large numbers of these teachers cannot leave their positions to attend universities. They should have high quality graduate instruction made available in convenient metropolitan centers within easy commuting distance from their homes. Such instruction should be scheduled for late afternoons, evenings and Saturdays.

7. Child guidance clinics should be expanded in the state teachers college as a means of providing clinical experiences for college students in training and a consultation service for teachers.

8. There are many small elementary schools in New Jersey with teachers who are not especially well-qualified in such subjects as music, fine and industrial arts, home economics, library studies and physical education. In order that such schools may

subsequently have teachers who can help each other with the special subjects, it is probable that some of the state teachers colleges will develop dual curricula for elementary teachers. Such curricula will prepare them for teaching the basic elementary program and, in addition, provide more than average competence in one special field.

9. A carefully planned basic program for training school librarians is needed. The facilities at the Trenton State Teachers College are admirable for such a program.

10. 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.

11. The State Teachers College at Montclair has developed a Bureau of Field Studies. The courses offered through this Bureau are highly effective. A cooperative field studies bureau should be organized to serve the six state teachers colleges.

12. New Jersey has been desperately short of well-qualified teachers of home economics. A curriculum for training such teachers should be established at the Trenton State Teachers College.

13. Careful study should be made concerning curricula in social service and occupational therapy as part of the state's program in teacher education.

14. The state teachers colleges are in great need of new buildings. Science buildings, demonstration schools and dormitories are particularly needed.

DIVISION OF TEACHER CERTIFICATION

Teachers are certificated for service in New Jersey public schools by the State Board of Examiners under rules and regulations approved by the State Board of Education. Men and women of good character and sound health may qualify for teachers' certificates by completing prescribed courses in approved New Jersey colleges or in approved colleges in other states maintaining equivalent standards.

Record Number of Certificates Issued

The Division of Teacher Certification issued 4,512 teachers' certificates during the past year, an all-time high. This figure represents an increase of almost two-thirds over the 2,837 issued during the pre-war year 1939-40, of more than one-fifth over the 3,725 issued in 1941-42, and of more than one-sixth over the 3,860 issued in the 1944-45 period.

Provisional and temporary certificates numbered 888, or almost one-fifth of the total of 4,512 issued in 1945-46. This is 120 more than the substandard certificates granted in the previous year. On the other hand, the number of limited and permanent certificates also increased in the past year, the respective comparative totals being 1,521 and 1,284, against 1,229 and 1,084 in 1944-45. This indicates definite progress by those teachers who are working to change their provisional and temporary certificates to the regular certification.

Approximately three-fourths, or 3,183, of the certificates issued in 1945-46 were in the field of general elementary and secondary education. Arts and crafts certificates totaled 496, or about one-ninth of the total; health services 378, or about one-twelfth. In the elementary field, 333 of the 1,460 certificates granted, almost one-fourth, were of a temporary, provisional, or emergency nature. In the secondary field, the proportion was 330 of the 1,723 granted, somewhat less than one-fifth; and in the arts and crafts, the ratio was 129 out of 496 certificates issued, or about one-fourth.

New Jersey state teachers colleges issued 1,568 of the certificates granted during the past year. Only 36 were of a provisional or temporary nature.

Volume of Work Increased

The general increase in the work of the Division of Teacher Certification is due to a number of factors: (1) increased attention to the needs of many returning servicemen and women; (2) the great number of transfers within and between school systems, often necessitating a change in teaching assignment or

responsibility, and (3) the growing demand for provisional, temporary and emergency certificates, or the transfer of these substandard certificates to those of higher classification.

The increased volume of work has also brought to a focus the critical situation in the Division's filing facilities. Space and equipment are at a premium; the only solution is to microfilm the very important records which now completely fill more than 80 filing cabinets. Such a project would concentrate past records in a single cabinet and promote efficiency in their handling and use.

DIVISION OF ACADEMIC CREDENTIALS

The Division of Academic Credentials issues qualifying certificates which serve as the basis for admission to study in professional schools, or for admission to examinations required for licensing in the different professions, such as accountancy, chiropody, dentistry, law, medicine, nursing, optometry and pharmacy. Qualifying certificates issued during the past year totaled 3,203, compared with 2,804 for the previous year and 2,630 for the 1941-42 period. The increase in five years has been 21%, with gross receipts rising from \$15,319 to \$20,470. The main factor in this increase is the return of many war veterans to their professional studies after war service had interrupted their education. The Division has given increased publicity to the availability of high school equivalent certificates and other opportunities for meeting the requirements for the various types of qualifying certificates.

The greatest number of certificates issued was in the field of nursing where qualifying certificates totaled 1,581, nearly half of all those issued. Second in number were medical certificates, totaling 604, or about one-fifth of the total. Law qualifying certificates totaled 419, about one-eighth of all certificates issued.

Fewer Qualifying for Nursing

The past five years have witnessed a great increase in the number of medical, law and high school qualifying certificates issued. The increases in the respective fields are 140%, 104%

and 280%. In contrast, there has been a decrease during the five-year period in academic qualifying certificates issued in the fields of nursing, dentistry and optometry. The situation seems particularly serious in nursing; 438, or 21%, fewer certificates were issued in this field than for the year 1944-45. This decrease is largely the result of two factors: the attraction of nurses to more remunerative and less laborious types of work, and the termination of the Nurses' Cadet Corps program which was sponsored by the Federal Government and carried on in a number of important centers throughout the state.

Not only has there been an increase in the certificates issued by the Division during the past five years, but there has been a great increase in counseling and advice given, particularly to returning veterans. More than 500 veterans sought help during the past year regarding their plans and prospects for academic certification.

Large Increase in Academic Certificates

There has been a significant growth also in the number of applicants examined for academic qualifying certificates. Persons examined in 1945-46 totaled 890, an increase of 210, or 30%, over the previous year, and of 427, or 92%, over the 1941-42 school year. The volume of examination papers submitted has, of course, likewise increased from a total of 1,331 five years ago to 3,131 during the past year, or 140%. The average number of subjects taken per applicant examined has risen from 2.8 to 3.5 in the same period.

Consideration is now being given to modernizing the files of the Division, and particular attention is being directed toward the possibility of microfilming its records. Microfilming would greatly increase the efficiency of the office, as well as release needed filing equipment and space for office work.

DIVISION OF HEALTH, SAFETY AND PHYSICAL EDUCATION

The main function of the school health program is to provide for the safety and health of the child while he is under school jurisdiction. A second function is to bring the family, community and school together so that all three can be mutually helpful in improving all factors that relate to the child's safety and health. If the health procedures begun in the public schools are to continue to be a part of the whole life health plan of the individual, it is important that information regarding the health program be given to all individuals and agencies concerned with the pupil's welfare, so that they will have full understanding of it and be better able to help advance the cause.

Physical Environment

The physical environment of the school child includes school buildings, grounds and equipment. That environment must be made as safe as humanly possible. It should meet all legal requirements, as a minimum safeguard.

School construction was at a standstill during the war. New school buildings, additions to existing structures, new athletic grounds and buildings, new physical education equipment, were practically unknown. When buildings are being planned, members of the staff consult with local school districts and the Business Division of the State Department of Education to make sure that the legal requirements of the health and safety program are met. During the past year the staff continued its inspection of school buildings, grounds and equipment, through routine visits or in response to individual requests for that service.

Health Services

The general objectives of the health services are health protection, health maintenance and health education. The successful accomplishment of these aims depends on a number of factors:

1. Competent and adequate personnel, such as school physicians, school nurses and dentists. Physicians should be trained

in school work, pediatrics and public health. The school nurse is in continuous contact with the pupil and should be the liaison with other members of the health staff, the family and family physician, the dentist, the specialist and community health and welfare groups.

2. Suitable facilities where examinations can effectively be carried out.

3. A good examination program consisting of a routine health examination of every child before or on entrance to school. This examination is the basis of the health program; where it is weak, the program suffers. In many cases it is the first examination the child has had since infancy, and it therefore presents an exceptional opportunity for detecting deviations from good health. Adequate time should be given to examinations; ten to twelve minutes for each pupil is the minimum. There should be re-examinations at no less than three-year intervals. Special examinations should be given when necessary because of discovered difficulties, such as psychological, cardiac, or orthopedic conditions. Special examinations should also be given to all members and trainees of athletic teams. Annual dental examinations should be made by a dentist using the same methods and care he employs for private patients.

4. Adequate medical equipment, which is a prime necessity and should be available to every school physician. (Laboratory work, X-rays and special consultations should be available for the needs of every child. In most instances this will be the responsibility of physicians and medical agencies outside the schools.)

5. Provision for the care of pupils who are injured or become ill at school.

6. Vaccination against smallpox, and diphtheria immunization as prerequisites to school attendance. Tuberculosis testing in the high schools is important.

7. Adequate and up-to-date health records carefully kept for each child.

Health Instruction

Health instruction should be a continuing and progressive program, beginning with the time the child enters school and preparing him to continue the practice of beneficial health habits after he finishes his studies. A good plan of instruction should embody the following: (a) pupil guidance in the study and practice of health; (b) teaching the underlying scientific principles of health practices; (c) development of individual pupil responsibility for his own health and safety, as well as that of others, and (d) formulation of standards of healthful and safe living for individuals, for families and for communities. Topics to be taught are personal health, mental and emotional health, community health, nutrition, alcohol and narcotics, child care, preparation for family life, home nursing, first aid and safety.

Organized health instruction should have a definite place in the curriculum and a definite and adequate time allotment. Correlation with other subjects broadens and brightens the teaching effect. These correlative subjects are science, social studies, mathematics, English, history, art and physical education.

Separate credit for health instruction on the high school level is desirable. Factors that will promote the program are adequate teaching aids, adequate teacher preparation and training, and specialized supervision of teachers.

A current trend is the development of school health programs with the assistance of school health committees. Instruction is very much benefited by this procedure.

Physical Education

During 1945-46, the first post-war school year, physical education continued to reflect the stimulus it had received during the war years when the physical condition of our youth was a matter of vital importance. Attention during the first months of the war was directed primarily toward the physical aspects of fitness. There was a dangerous tendency to ignore the social gains that had been made in physical education and to abandon everything else for mere physical development. Had this tend-

ency continued, it would have meant retrogression and a return to the early practices in the field of physical education.

Happily, this did not come about; the tendency was combated and overcome. Through the years those in physical education have come to realize that muscle development alone cannot be considered an adequate end in itself. It is only one of a number of objectives sought. Physical activities are only a means to an end; properly directed, they can result not only in physical fitness but also in skill in body control, and in an increased awareness and knowledge of the world about us. With increased skill in performance there comes a corresponding increase in interest in activities and a desire to participate in them. And there is, too, a development of ethical concepts and behavior which is commonly known as "sportsmanship."

Noticeable gains in physical education were made during the war period. In many instances the time allotted to the program was increased to five periods a week, which is the goal of the Division. In some schools this has been impossible because of the lack of adequate facilities. Since the end of the war one finds schools where there is no longer an inclination to maintain the daily physical education period. With crowded curriculums and the pressure of time, physical education schedules have here and there been cut. This trend must be guarded against.

Generally, the scarcity of physical education personnel which featured the war years no longer exists. Provisional teaching certificates issued during that period to meet the emergency should be allowed to expire, and regular certification standards resumed in order to improve teaching standards. Special mention should be made of the fact that many rural elementary schools are without trained physical education teachers or special supervision. Although the general helping teachers give assistance when possible, they usually lack training in physical education and also have insufficient time for this program. The need for personnel in these rural areas is great.

Health Survey

A health survey of 1,206 public schools, 994 elementary and 212 high, with a total enrollment of 468,517 pupils, was completed during the past school year. The survey covered health services, physical education and health instruction. When studied in conjunction with the facts concerning physical environment obtained in a 1939 survey, a comprehensive picture is given of school health in New Jersey. A few of the findings of the health survey may be mentioned:

1. Only one school lacks the services of a physician; only 11 lack the services of a nurse. However, dental service was lacking in 435 schools.

2. Health examination quarters were not available in 168 schools. Since 145 schools did not report this item in their returns to the survey questionnaire, one must assume that a total of 313 have no examination space.

3. There was no sterilizer in 722 schools—essential equipment in immunization work and for some emergency treatments. Weighing and measuring scales were lacking in 342 schools.

4. There are 541 schools with insufficient lavatory and hand-washing facilities.

5. In general, too many pupils are examined and too short a time is devoted to each medical examination by physicians.

6. Local boards do not sufficiently insist upon vaccination against smallpox and diphtheria immunization, as they may under the permissive law relating to these two procedures.

7. Consultation services in such special areas as heart, X-ray, eye and mental hygiene are generally unavailable, revealing a real deficiency in the total medical care program for the school child.

8. Many high schools overemphasize varsity athletics, to the detriment of the intramural physical education program.

9. All schools report adequate supervision of athletes and games by school physicians.

10. Gymnasiums are inadequate in 664 schools.

11. In 282 schools less than the legal requirement of 150 minutes weekly is devoted to physical education.

12. Showers were insufficient for pupils in 573 schools.
13. 669 schools report inadequate time for health instruction.
14. 675 schools report health instruction by non-specialized personnel.

State Health Program

A school health plan, based partly upon the health survey just discussed, was completed and sent to all public schools during the year. Covering the complete range of health, safety and physical education, it contains: (a) a detailed description of all physical factors that affect the school health program, with recommendations that meet both legal requirements and pupils' needs; (b) a discussion of the health services, with detailed recommendations as to all its phases; (c) methods for improvement in the mental hygiene of both pupils and teachers; (d) a modern school safety program; (e) a health instruction program, and (f) a physical education program.

DIVISION OF VOCATIONAL EDUCATION

The responsibilities of this Division in dealing with the ever-changing problems of vocational education greatly increased during the past year when the task of terminating the war production training programs overlapped that of organizing programs for the education and training of veterans. The war production programs, which came to an end after V-J Day, had involved an expenditure of \$7,233,911.19 in federal funds.

The past year was featured by some unemployment, but a labor shortage does exist in some occupations. The unemployment was due partly to restrictions on building construction and partly to labor difficulties in other parts of the country in plants producing accessories used in New Jersey production. Farm labor shortages existed in some areas, but they were not as severe as during the war years. There was considerable activity in the fields of sales and distribution.

EDUCATION OF VETERANS

The veterans' programs were organized in New Jersey prior to the end of the war when Congress passed the G. I. Bill. Unfortunately, the legislation does not make provision to take care of the additional load thrown upon the educational systems of the several states. No special funds have been provided for the supervision or operation of programs that demand the best in educational practice if the needs of veterans are properly to be served. In particular, the on-the-job training part of the veterans' program is vague and beginning to develop situations alarming to educators and the Veterans Administration staff alike.

Work of Veteran Has Priority

The Division has given veterans' work priority over all other activities, 90% of staff time being devoted to the task. Approximately 2,200 companies were approved in 1945-46 for apprentice training, requiring a minimum of 4,000 hours of experience on the job and 144 hours of related instruction. Three hundred organizations were approved for on-the-job training, requiring a minimum of 500 and a maximum of 4,000 hours of training on-the-job. The related training program for this group has been organized around such needs as job analysis reveals.

CHANGES IN THE GENERAL PROGRAM

The past five years saw many new demands made on New Jersey's vocational education program. It has been flexible enough to respond to frequent changes in trade methods during a period when old practices had to be abandoned and new ones accepted. This has been true of every area of vocational education. War-time needs demanded short-time, intensified training in small units of trades and in agriculture. This is not a good practice, but it met the needs of war production. This demand is continuing in the post-war period and is likely to be a part of the adult phase of vocational education in the years ahead. There is evidence of this in the veterans' on-the-job training programs and in the trade extension classes where workers seek

restraining for peace-time jobs. Many of the programs require only 500 hours training to reach production capacity, and this pattern will have to be followed by non-veterans, for the practice will continue after the needs of the veteran have been met.

The effects of these short, intensified training programs and of job simplification on the educational programs of the State and the nation, must be pointed out. There will be jobs for youths 18 years of age and over, but they will be specialized jobs for which training can be given on-the-job more effectively than can pre-employment training in the schools. Those holding them will find no real challenge to interest or ability. The needs of this group of young employees will not be served most effectively by vocational education. They will need a kind of general education that will include avocational experiences and train them for life as well as for work. The vocational home economics departments should have a part in this preparation for living, and both boys and girls should be enrolled in home economics classes.

AGRICULTURAL EDUCATION

Emphasis during the past year was on good teaching methods in all phases of the agricultural education program. In addition to personal contacts made during visits to centers, there were many small group meetings of teachers at which teaching methods were discussed. A special effort was made to obtain and distribute good visual instructional material, such as films and film strips. A large amount of good teaching material, books, bulletins and commercial pamphlets was received, checked for quality, and distributed to the schools. A special effort was made to maintain the teacher supply.

Physical Equipment Improved

A determined effort was made by the state staff to improve the physical facilities of the vocational agricultural departments. Each one was checked and recommendations then made to the respective boards of education involved. A new agriculture building was completed by the Newton school district and plans

made by nine other districts for new buildings or shops. A large quantity of very valuable farm shop equipment, obtained from the Army, was distributed to school districts throughout New Jersey.

The supervised and directed practice work of vocational agriculture pupils was maintained at a fairly high level despite the fact they were so badly needed for regular farm work because of labor shortages. Many pupils gained valuable experience helping with farm work at home. Classes for out-of-school youth and mature farmers were held in 26 centers throughout the state. The number of classes for young farmers was small because so many were either in the armed services or needed at home. Classes for adults were well attended. About 80% of the enrollment was in commodity courses and the rest in farm machinery courses.

Veterans in Agriculture

Much time and effort was spent in developing a plan for veteran training in agriculture, which will include on-the-job training for those who wish to develop specialized agricultural skills, and institutional on-the-farm training in schools approved by the State Department of Education. The school in which the veteran enrolls will designate the farm or other agricultural establishment where he will gain his work experience. Enrollees will be veterans operating farms or employed on farms, whose objective is that of farm operator, farm manager, or the like.

TRADE AND INDUSTRIAL EDUCATION

Education of Veterans

A large part of the responsibility of the Division for approving establishments for veterans' apprentice and on-the-job training is concentrated in the trades and industries area. The paramount task is to develop and maintain high standards for the approval, operation and follow-up of training programs. Members of the trade and industrial education staff give first priority to these activities, among which have been those of developing and adopt-

ing forms for approving training centers; interpreting standards adopted by the State Department of Education for the approval of veterans' training programs; developing acceptable working relationships with the Veterans Administration and the Apprentice Training Service; aiding in the preparation of a manual outlining the functions of cooperating agencies, standards, forms, steps involved in obtaining veterans' subsistence, and similar information; inspecting establishments for on-the-job training of veterans in areas where there are no established programs of vocational education; conferring with local boards of education to arrange for related subject courses for veterans; and helping prepare legislation which provided for a revolving fund to assist boards of education in financing these related instruction programs.

Private Schools Have Developed

The passage of the G. I. Bill greatly stimulated the development and growth of private trade schools, and thereby increased divisional activity in inspecting and approving such schools. Requests for approval were received from 87 applicants. Of these, 44 were flight schools and the other 43 represented radio, photography, music, drafting, sewing, neon signs, diamond cutting, physiotherapy, dental assistance and dancing. Twenty-three schools have been inspected and 14 recommended for approval. Most of them were carrying out the standards set up by chapter 113 of the Laws of 1943. Any evidence of lowering of standards was rectified.

Supervisory Personnel Is Helped

Programs for foremen and other supervisory personnel have been a continuing activity of the Vocational Division for 19 years. The conference procedure has been found useful for supervisors, department heads and managers in all types of organizations. Courses in "Instructor Training" and "Human Problems in Industry" are offered to many supervisory groups, the representative of the Division acting as a guide and critic during demonstration conferences. This type of training requires as many as 30 or more weekly meetings because of the number of conferences that must be staged.

Conferences were conducted weekly in some of the larger industrial organizations, dealing with current situations in the industry. A total of 200 persons were enrolled in these training programs, involving 11 new industries. Since 1927, 8,808 persons have been enrolled in such courses, representing a total of 419 industries.

Thousands Receive Training

Nearly 17,000 persons receive training in all types of approved trade and industrial education programs, an increase over 1944-45. Of this total, more than 10,000 persons enrolled in approved evening and part-time trade extension classes (including apprenticeship training), in 21 schools and districts, as follows:

(1) Nearly 2,500 apprentices were enrolled in related instruction courses during the year, about 2,200 being veterans. These programs were promoted and supervised by apprentice coordinators employed by the local districts but working closely with other coordinators and the staff of the Vocational Division in developing policies, standards, procedures and materials for instruction. Several additional coordinators have been added at the state and local levels to meet the increased demand for the approval of establishments, and to organize related instruction classes. More than 30 apprenticable trades are included in the present program, the heaviest enrollments being in the machine shop, auto mechanics, sheet metal, electrical, plumbing and pipe-fitting, drafting and bricklaying trades.

(2) About 7,500 persons were enrolled in evening and part-time trade extension classes, these being in addition to the enrollees in apprentice classes just mentioned. More than 30 different types of courses were offered, heaviest enrollments being in shop and related courses for the machine, auto, electrical, oil burner, refrigeration and welding trades.

Less "Overtime" Increases Enrollments

The reduction in the amount of overtime work in most trades and industries during the year was reflected in the increased enrollments in trade extension courses. Evening classes for

women were provided in two of the five girls' vocational schools, total enrollees in approved classes being 301. Public service training was offered for school janitors in three schools, with enrollment totaling 119.

Part-time cooperative trade and industrial classes were conducted in two high schools with a total enrollment of 70, the classes proving popular with both employers and students. The difficulty of fitting a part-time schedule into the general high school curriculum is largely responsible for the failure of a greater number of high school administrators to organize this type of vocational activity.

More than 6,200 persons of the 17,000 total mentioned above were enrolled in approved all-day trade preparatory programs, distributed among 21 trade and industrial schools in which nearly 40 different types of trade courses were offered. About 1,000 of these enrollees were young women in girls' vocational school classes. Day school enrollments are increasing slightly as the requirements of the armed services for young men are being reduced.

Whenever possible, provision was made to enroll veterans in all-day trade courses, and in many instances special programs were arranged for them. Increasing emphasis is being placed on the development of the vocational-technical level of trade and industrial education in several of the schools in order to prepare students as engineers' assistants, building trades technicians, and for similar occupations in the major industries. The State Board of Education has approved seven schools as vocational and technical high schools.

Unemployment Is Not Serious

There has been no serious unemployment in New Jersey during the rapid transition from wartime to peacetime production. However, New Jersey has not been free from the labor unrest prevalent throughout the nation, and strikes have to some degree affected trade extension class attendance. The natural shift from war products to consumer products has been reflected somewhat in the demand for a different type of occupational training.

The shortage of building trades mechanics, in the face of a potential building boom, has aroused increased interest in apprentice and trade extension training in this field. The demand for machine operation and welding courses is decreasing because of the surplus labor supply in these occupations. Women who served as production workers during the war are now returning to their normal pursuits, creating new demands for training in numerous women's occupations.

Generally, the regular programs of trade and industrial education have been stimulated rather than retarded by industrial conditions in the conversion period. The eventual effect upon day school enrollment of the trend toward veteran preference in all types of employment is difficult to estimate. It is likely to deter the enrollment of a considerable number of young men and women in the day trade preparatory programs.

HOME ECONOMICS EDUCATION

The release from the strain of war has particularly affected young people. There is a need for re-education in the values of living and working, and for more reasoned and purposeful planning for individuals and families.

Help Given in Solving Fundamental Problems

Homemaking teachers have had to continue to help young people understand and cope with the effects of national and world conditions on homemaking and home living. Continued and increased shortages of food, clothing and equipment, and the rise in the cost of living, have made it necessary to conserve, substitute, "make do" and cut down. The industrial unrest and rise in prices has made clear the need for a greater understanding of economic principles. Home economics classes are the logical place for this teaching, for there is a wide range of practical examples in home economics laboratories to illustrate fundamental principles.

The acute housing shortage of the past year raised problems of personal relationships in the crowded quarters of many homes. Junior and senior high school children were helped to under-

stand and carry their share of responsibility in such situations. Crowded living quarters and emotional problems have contributed to the high rate of home accidents. The school's responsibility for education in home safety has been recognized and definite steps taken.

Homemaking Teachers Needed

Homemaking departments have suffered from a heavy turnover in personnel. This was to be expected with the returning of husbands from war and the changes in living conditions. Many of the older teachers who could have retired in the war years stayed on; now these retirements are taking effect. There is a need, therefore, for the recruitment and training of teachers of homemaking.

Homemaking Courses Increase

Homemaking instruction has been extended to more centers and more individuals. Four additional vocational districts have developed required courses in home economics in the 9th grade. Of the 11 schools operating the Social Scientific Curriculum, only two still have a separate General Curriculum, indicating a growing conviction as to the value of the former. Enrollments in this curriculum increased by 135 boys and 67 girls during the past year, making a total enrollment of 1,283. Four of the 11 schools have added elective courses for boys, either in foods and nutrition or in family relationships. Exchange classes of boys and girls in home mechanics and homemaking are being resumed. Two school districts are developing new programs in vocational homemaking for next year. It is interesting to note that the largest group receiving home economics instruction in the New Jersey schools is that of the 7th and 8th grade girls, but at a period too far removed from the actual living situation in the home or community. The recent legal requirement of two years of history has caused a decrease in the enrollment in home economics electives in the 11th and 12th grades, so that less than 25% receive any of this valuable training. It is generally agreed that at least one year of home economics instruction at the senior high school

level, preferably in the 11th and 12th grades, should be taken by all students.

Home Economics Activities Are Varied

The shortage of moderate priced clothing has increased interest in home sewing. A great deal of work was done in making over clothes. Home decoration was also a center of interest, with projects being carried on in the classroom or in home surroundings, involving painting, making draperies and slip covers, landscaping and gardening. Food and nutrition took on a special interest in home economics courses, in the face of the challenge of shortages and high prices of commodities. Food conservation through canning of foods and vegetables was highlighted in many courses. The planning of school lunches gave junior and senior high school students practice in dealing with practical problems in nutrition, marketing, budgeting and the management of time and equipment. Interest in developing work experience in school for exploratory purposes is growing; two of the vocational districts have developed short units of cafeteria experience where the homemaking teacher can supervise the work.

The organization of child care courses in child care centers, an accepted activity during the war, has continued and is now considered an integral part of any good public school course. The trend is toward developing a short, six-week child care center in the homemaking department by bringing small children into the school.

Adults Are Served

Courses for adults have developed in four new districts, with full-time adult teachers being employed in New Brunswick and Atlantic City. Enrollees have increased by 809 over last year, the areas of interest being the courses in clothing, home furnishings, household repairs and refinishing furniture, food preparation and millinery, as well as family economics, family relations, parent-child relationships and parent-school relationships.

Lunchroom Employees Have Workshops

The Division sponsored workshops for school lunchroom employees in ten counties during 1945-46. Twelve counties were covered, total attendance being 221, with 95 persons receiving certificates. This service was an outgrowth of a study made by the Health Education Division a year ago, which indicated the scope of the school lunch program in New Jersey, the comparatively small number of trained personnel, and the large number of untrained employees. The response of school lunch program employees, most of whom are women with homes and families, was gratifying considering it was entirely voluntary on their part to attend the meetings.

DISTRIBUTIVE OCCUPATIONS

The Supervisor of Distributive Education has visited 210 establishments since the passage of the G. I. Bill, and 75 have been certified to give distributive education and training under this act. (This does not include insurance, banking and certain managerial and executive training programs handled by the Division of Higher Education.) The visits have been helpful in spreading information regarding the distributive education program generally. To judge by the number of veterans taking training in managerial and administrative positions, there should be an unusually good opportunity for area schools to offer courses in retail bookkeeping, personnel management, credit and collection, and human relation.

Many Courses Are State-Operated

During the war a great number of enrollees in the extension program were training for the Christmas period. Their number has been greatly reduced. The most popular course during the past year was a new one, "Basic Principles of Salesmanship Applied." This, and the courses in "How to Train an Employee" and "Improvement in Selling," attracted 686 trainees, who averaged better than 80% in all but a very few instances. Twenty-two courses were conducted by the State Supervisor in Essex

County alone. He also conducted eight courses in less populous sections of the State. This adult phase of distributive education should be sponsored by local school districts, in view of the clear need for the service.

The number of cooperative courses increased to eight, two new centers being opened in Woodbridge and Orange. All but two of these programs showed an increase in enrollment. East Orange, Paterson, Trenton and Newark are offering cooperative programs in selling and office practice, and Bridgeton has a large program in office practice. This indicates a trend on the part of secondary schools to make their non-college and business courses more vocational.

Certifying training centers and approving apprenticeship and on-the-job programs under the G. I. Bill, consumed time that otherwise would have been available in those parts of the state where local school districts have no organized distributive education program. With national retailing reaching a new all-time high in dollar volume during the past year, there was a tremendous opportunity to help organizations in their training programs.

There was shortage of personnel, particularly in the department and limited price variety stores, during the year. Turnover continued at a very high rate. The need of training in these stores is still present and will continue for some time. Local districts should have full-time representatives in the field of distributive education, provide funds for such a program in their budgets, and allow sufficient flexibility so that the program can function.

OCCUPATIONAL INFORMATION AND GUIDANCE

Several objectives were planned and inaugurated during the past year: (1) a visit to each of the 21 trade and industrial schools in the state to discover what guidance practices were being used and the extent of the program; (2) the development of a guidance monograph for vocational schools, to be completed in the fall of 1946; and (3) a survey to determine the need for an area vocational school in the Atlantic, Cape May and Cumberland County areas of the state. The veterans' training program

necessarily curtailed the work that could be done on each of these projects, since all but a very small part of the Supervisor's time was devoted to that priority program. However, the latter work was extremely valuable in that it gave him first-hand information about occupational needs in a wide field.

DIVISION OF EDUCATION FOR VETERANS

The change in the name of the Division from "Division of Educational Guidance for Veterans," effective July 1, 1945, reflects the increased duties and responsibilities assigned to it. The objective is to coordinate all activities having to do with the education of veterans on all levels. The Department of Education very early recognized the desirability of focusing attention on the educational needs of returning servicemen and women, hence the establishment of this special division in November, 1944.

The members of the staff have cooperated with the various agencies concerned in providing educational facilities for veterans, including the Veterans Administration, the Division of Veterans' Services in the State Department of Economic Development, the United States Employment Service, the New Jersey Guidance and Personnel Association, the New Jersey Association of Colleges and Universities, the United States Office of Education, the New Jersey State Committee on Veterans' Legislation, and many community veterans' assistance programs. The success of New Jersey's educational program for veterans has been due largely to our almost weekly conferences with members of the staff of the Veterans Administration.

Conferences Have Been Numerous

Requests for members of the Division to attend meetings of teachers, boards of education, county superintendents and other school officials have been numerous. Almost all have been promptly honored, as have the requests for office conferences made by school officials and others interested in the educational guidance of veterans. Many meetings with administrators of

the public schools and institutions of higher learning have been held in order that the educational facilities, procedures for enrollment and special instructional methods for veterans might be adequate, efficient and satisfactory. The members of the staff have found the administrators of all educational institutions ready and willing to give every possible assistance to the veterans by expanding their facilities to the utmost. Although every effort has been made to refer veterans to local guidance counselors, many still appeal directly to the Division; the individual counseling load therefore continues heavy. An assistant and an additional clerk having been added to the Division, it will be possible to expand the guidance service to; (a) continue to provide up-to-date reports concerning vacancies in college, (b) add private schools to the list of vacancies, and (c) provide much needed field work.

Seminars Continued

The Division has continued the meetings for guidance counselors in the ten centers organized in the preceding year. Fall and spring conferences were held in each center. The State Department of Education believes that secondary education should be furnished the veteran without cost to him personally and without drawing upon his G. I. educational benefits. This view has been promulgated at the various meetings and in our bulletins. The organized conferences have resulted in (a) better understanding of veterans' educational problems, and (b) real cooperation in providing veterans with more effective guidance.

Surveys Made

A survey last fall of guidance activities in the public and private secondary schools of New Jersey made possible the compilation of a list of persons assigned to veterans' educational guidance. This list was especially useful to those agencies which desired to refer veterans to high school guidance counselors. Another survey, completed in the spring of 1946, provided information concerning the number of veterans who had taken courses on the secondary level. The total was 7,070, of whom 1,463 had pursued studies in regular day high school classes, 5,467 in

approved special secondary school classes for veterans, and 140 in evening classes for the purpose of obtaining the high school equivalent certificate. The results of the study indicate the many adaptations made by New Jersey secondary school administrators and teachers in order to meet the needs of our veterans.

New Legislation

The passage of P. L. 1946, c. 64, which was recommended by our Department, has made possible, since April 11, 1946, the expansion of educational facilities for veterans. Provision has been made in this law for the reimbursement to school districts for the teaching service in special accelerated high school classes for veterans. More than 5,000 veterans have already been cared for in these special classes. Generous praise has been received from educators and from officials of the Veterans Administration for thus enabling veterans to preserve their G. I. entitlement by obtaining free high school education.

Another provision in the law established a revolving fund of three-quarters of a million dollars which may be used by the state teachers colleges and by the Adult and Vocational Divisions of this Department for expansion of educational facilities for veterans. In accordance with the law, funds thus advanced by the state will be reimbursed by the federal Veterans Administration.

Bulletins Issued

The service furnished by the Division in reporting college vacancies was welcomed by guidance counselors throughout the state. These semi-monthly reports were made possible through the cooperation of college and university representatives.

Bulletins Nos. 6 and 7 in the guidance series concerning Pre-Professional-Qualifying Certificates and Adult Education were distributed in July and August, 1945. Like the preceding printed bulletins, they were in great demand and attracted the attention of educators everywhere. The eighth in the series has been prepared and will soon be available. In addition to these bulletins, the Division issued monthly service bulletins dealing with the educational problems of veterans.

Looking Ahead

Plans for the future include the following:

1. Continue the reports concerning college vacancies for veterans. Expand the service to include openings in private trade and business schools.

2. Continue the service bulletin with timely information.

3. Publish and distribute Bulletin No. 8, "Further Information Concerning Veterans."

4. Seminars have been organized and will be held this fall in 13 centers throughout the State.

5. Continue cooperation with the New Jersey Guidance and Personnel Association. An excellent program has already been arranged in connection with the fall meeting of the New Jersey Education Association at Atlantic City.

6. Assist the New Jersey Legislative Commission in the preparation of a bill which will supplement P. L. 1946, c. 64 and permit the state to continue to reimburse secondary school districts for the teaching service in special accelerated classes for veterans.

7. Maintain close liaison with the Veterans Administration in order to be constantly informed of legislative changes, interpretations and operating procedures.

8. Encourage veterans who are requesting education under federal Public Law 346, to apply for counsel and guidance. This law, unlike federal Public Law 16, does not *require* veterans to obtain counsel and advice before embarking upon an educational program.

9. Extend the counseling and guidance program so that non-veterans as well as veterans may be adequately served, and in order that there may be a better articulation between the schools on various levels. Promote coordination of the guidance service in all communities or areas, including the sending-receiving districts.

DIVISION OF ADULT EDUCATION

New Jersey's adult education program has grown out of the needs, interests and desires of everyday community living. Its greatest strength lies in its initiation and promotion within the community by lay and educational leaders.

DEVELOPING CONCEPTS AND GOALS

One fact increasingly being recognized is that every community in the state does have and always has had some sort of adult educational services and activities. In certain communities the program is unorganized and lacking in continuity. In others a single organization or group of organizations provides excellent adult education opportunities, occasionally with the support of other groups. And in still other places a council or committee with representation from various community groups, working on a continuing and rather comprehensive basis, seeks to survey the needs, to strengthen existing services and programs through cooperative effort, and to establish new opportunities. The possibilities of such cooperative effort appeal to community leaders; they recognize the desirability of achieving such unity of endeavors.

Young Adults Must Be Served

A program of adult education is needed for out-of-school youth and young adults. Their potential capacities in many fields all too often fade out with the ending of formal education. Such a program is also important for returning veterans and displaced war workers, few of whom pursue the more formal academic or technical studies. Their needs can be and are being met through informal adult education programs where there are no assignments, tests or marks. The work here has immediate relation to the interests of those participating, either as citizens, homemakers, people with cultural and other interests and hobbies, workers, or professional men. These different interests often cut across other divisions or social groupings, so that increasingly there is an opportunity for common experiences and understandings.

Adult education by its very nature should primarily be a shared experience and not a formalized, one-way process. Skilled leadership is important. A definite trend in the adult education field in New Jersey is the development of such leadership.

There is also a growing understanding of the fact that adult education is as important as elementary and secondary education, and not a random after-program. Time, energy and money spent on elementary and secondary education do not return full dividends unless education is recognized as a vital and continuing necessity throughout life.

Varied Programs Are Offered

The following statistics relate only to activities and services sponsored or maintained by schools. They do not include those carried on independently under lay leadership.

There were 70 classes in citizenship conducted in 17 school districts throughout the state during the 1945-46 school year. These classes enrolled 1,592 students, of whom 1,018 continued through to the end of the year. Included in the enrollment were at least 215 preparing for naturalization (96 of whom gained citizenship), and 231 previously naturalized but continuing their education. In the more populous areas, 66 teachers taught these classes, 25 on a full-time basis.

Twenty-four communities offered organized public school programs for adults, and in one a private school was the sponsor. The smallest program comprised only one class; the largest offered 54 classes. Some schools were purely general adult schools; others were combinations of various types.

These schools offered 391 courses, of which 327 were actually conducted. Ten schools were able to conduct every course offered. Classes ranged in size from five to 258. In all, 7,498 individuals took part, registration by courses totaling 11,731.

Schools generally opened at the beginning of October; three closed in December, and others ran for various periods through to May and June. The wide variation in closing dates was partly due to some programs being part of a much wider program, as in the case of one which closed in May and which was an adjunct

of a veterans' study group which adjourned at that time. One school ran both a fall and a spring program.

Forums Are Popular in Two Cities

Community centers were an important part of the adult education program in Newark and Elizabeth. Newark conducted 12 courses from November through April, in which 546 were registered. Forums featured the activity in other communities, being the complete adult education program in some and part of the general program in others. Some of the forums centered upon school problems, others upon community interests, and some on matters of national and international concern. Their sponsorship varied.

A large number of school districts reported either a single activity or a series of activities for adults, although these were not organized as a rounded program. Included in these activities were a canning project, a course in ceramics, a community concert series, various adult recreation programs, a weekly home economics and industrial arts program, study groups with professional and lay membership, "Institutes of International Understanding," and a "Democratic Discussion" program in cooperation with the New Jersey Education Association.

Provision Is Made for Veterans

One of the important phases of adult education during 1945-46, was providing facilities for veterans under the G. I. Bill. Study groups were planned for these veterans, with a certificated teacher assigned to supervise each group, rather than to teach a specific subject. Correspondence materials for home study were prepared and approved to supplement the materials at hand. Under this plan a veteran in a sparsely populated area, or one who had returned home after the school year began, or who wanted subjects not taught in the local schools, could get just the subjects he desired, start when he wanted to, and proceed at his own rate of speed.

More than 500 veterans were interviewed and helped in their plans for personal advancement. Particular assistance was given

to communities developing veterans' educational opportunities in supervised study centers as well as in general adult schools.

Thirty-eight centers for veterans' adult education were opened during the year and were located in all but four counties of the state. Of the 1,601 enrolled, 1,408 were veterans and 193 non-veterans. Sixty-three completed their courses during the year and withdrew. Fifty-five veterans and nine non-veterans completed courses and began others. Regulations of the Veterans Administration permit taking only one course at a time.

Study by correspondence usually involves a high mortality; 537 veterans withdrew without completing courses, and 115 non-veterans did likewise. At the end of the school year the enrollment totaled 855, of whom 807 were veterans. It is estimated that 722 of this enrollment will return in the fall of 1946.

Average enrollment during the year was 915, but the average attendance was 561. This reflects changes in work shifts, in residence and in initial enthusiasm.

Six Main Reasons for Studying

The following indicate why the men wish to study:

<i>Purpose</i>	<i>Veteran</i>	<i>Non-Veteran</i>	<i>Total</i>
Academic refresher courses	73	10	83
New high school subjects	229	12	241
Preparation for state examinations (for certificate credit)	118	57	175
Related apprentice study	91	2	93
Related to daily job	461	60	521
Following an interest	14	1	15

The 38 study centers were opened at various times during the year, most of them in October, November and January. Eleven opened after January. Some of the centers ran on a year-round basis; others which had intended to close for the summer in some instances kept open on a reduced scale to meet the requests of veterans.

The State Department of Education approves acceptable veterans' programs set up by school districts. Upon certification

of such approval to the Veterans Administration, the district can be reimbursed under the G. I. Bill.

The large number of veterans who have not finished their courses and are still studying, as well as the number of students who, it is estimated, will return in the fall, dictate the continuance of adult education work for veterans.

Trends Are Observed

In some centers the number enrolled increased to the point where a group interested in a specific subject could be set up as a separate class and meet the requirements for diploma credit on an accelerated basis. In some groups materials have been purchased from home study sources and used by teachers as units of instruction without making use of the correspondence procedure. In other centers related training for apprentices has been offered and has filled the gap for many veterans not included in the statistics of this report. Because a school building was open, groups came there requesting a place to meet or that an activity be provided, so that in some districts there has emerged the beginning of a general adult school.

There is reasonable evidence that this type of organization for study is meeting the needs of a sizable group of veterans who otherwise would not have benefited from the educational provisions of the G. I. Bill.

STAFF OF THE DIVISION PROVIDES LEADERSHIP

The past year has witnessed a growing demand by local lay and educational leaders for assistance from the division staff, in order to help them in developing local adult educational services and programs. Local meetings, personal conferences, and more than 100 talks before and informal discussions with a wide variety of social and civic groups featured the work of division members.

The Division released five new bulletins concerning adult education, programs and activities in communities in New Jersey and other states. A large number of requests for information and

aid, received from many individuals and organizations in the state, were met.

Leadership training activities included the holding of four fall conferences for community directors of adult education and lay leaders, a meeting of North and South Jersey teachers of classes for the foreign-born, and personal conferences with adult education leaders.

MANUAL TRAINING AND INDUSTRIAL SCHOOL AT BORDENTOWN

The Manual Training and Industrial School at Bordentown is maintained by the State of New Jersey as a boarding vocational high school where colored boys and girls may receive training in modern trades, together with accredited junior and senior high school education. The school is under the control and management of the State Board of Education.

Boarding School Has Advantages

The school admits boys and girls of good character who wish training in the skilled trades and who also wish to continue their high school education. To these students the school offers vocational training which enhances their earning powers after graduation and improves their ability to find work.

At the same time the door is left open for those students who wish to continue their studies in schools of higher learning. The junior and senior high school departments give each student a chance to complete academic courses just as advanced as his individual talents will permit.

The fact that this is a boarding school increases the efficiency of its trade instruction. Maintenance of the school plant and operation of its machinery gives every student a chance to acquire practical experience at his or her trade. Moreover, boarding school life makes it possible to develop character and personal habits in a very effective way. The training is intensive and continuous through each day, and thus work habits and attitudes, and standards of living can be developed far more easily than where

supervision is less sustained. For instance, health standards, codes of personal ethics and civic attitudes are taught through constant association of 500 persons living and working together. In this way the school broadens the scope of education so as to include within its meaning all phases of a student's life.

Two Types of Awards

The school makes two types of awards to its students for work completed—diplomas and vocational certificates. The diploma is awarded to students who complete satisfactorily a full four-year high school academic course along with one of the trade courses offered by the school. The vocational certificate is awarded to students who complete a trade course only.

Varied Program Is Offered

For boys there are courses in agriculture, auto mechanics and repairing, cabinet making, carpentry, elementary electricity and radio, painting, printing, steam-boiler operation, steam-laundry operation and woodworking. In the teaching of agriculture the trend seems to be from dairying and heavy farm activities toward landscaping, gardening and poultry raising. For girls there are courses in beauty culture, homemaking, food preparation and table service, and sewing. Two academic courses are available for both boys and girls: one for students who do not plan to go to college after leaving Bordentown but will go directly into a trade; the other is planned for students who intend to continue the study of their vocations in institutions of higher learning, such as engineering, architecture, interior decorating, home economics and nursing.

To supplement the academic and vocational activities, an attractive program of social and extra-curricular activities is followed throughout the year to aid in rounding out well-developed men and women. There are more than 20 clubs and organizations on the campus with which students may affiliate. Inter-class and varsity athletics are promoted in football, basketball and track. The girls participate in basketball, field hockey, æsthetic dancing and gymnastic drills. Non-sectarian religious

instruction is not neglected. Ministers of all denominations are invited to address the school. The student Y. M. C. A. and Y. W. C. A. hold meetings and carry out a variety of activities throughout the school year. Musical organizations include a mixed glee club, a choral club and a quartet. A school band is maintained. The boys are required to take part in military drill as part of their work in physical education.

Pupils Now Are Younger

The total enrollment at the school for the year 1945-46 was 239 boys and 194 girls, a total of 433, ranging in age from 13 to 18, the larger group being within the 13 to 15 age group. In former years most of the students fell within a higher age level, some of the students being 22 years of age or older.

This shift to the younger average age level has necessarily resulted in an adjustment in administrative procedures, vocational curricula, student supervision and guidance. The older student group of former years helped staff some of the facilities and carry on part of the maintenance duties at school. A much larger employed working staff is now required because of the younger student population. Limited funds have made this adjustment in management difficult.

Many Applicants Not Accepted

There is an increasing demand for the kind of services the school is rendering. Fifteen hundred inquiries regarding admission were received, of which 409 applications were considered and only 180 were accepted. Many were rejected because of failure to meet residence requirements; others because they were under the minimum age of 13. The total enrollment of 433 for the year crowded the school's normal housing capacity of about 375.

The heavy enrollment has strained school facilities to the limit, particularly the dining room, built in 1921 for a student population of 320. Although it was thought best to limit the enrollment for the coming year to 415, this still is too large a number for satisfactory food service, dormitory and laundry accommodations.

There is real need for a separate unit for children from 9 to 14 years of age, located away from the existing buildings. Admission requests support the proposal. Over two-thirds of the students came from broken homes where the mother is often the sole support and the children are without adequate supervision and therefore potential delinquents. The prevention of juvenile delinquency is admittedly one of the challenging problems of present-day society.

During and since the war, occupational opportunities have been opened to negroes that formerly did not exist. This indicates the need for extending the vocational offerings of the school. The demand is for courses in business, the various electrical fields, refrigeration and air conditioning. These would also attract the older students.

Many Problems Are Faced

In addition to the problem of supervision and lack of adequate student help resulting from the lower age group mentioned above, the school faces other problems of a major nature. Among these are: (1) the need for rehabilitation of the physical plant which has deteriorated because of inadequate funds for current repairs and replacements over a period of 15 years; (2) replacement of worn-out furniture and equipment; (3) the problem of the operation and maintenance of about 15 individual coal heating units with an insufficient number of firemen; (4) lack of housing for employees; (5) lack of adequate dining room, gymnasium and auditorium space; and (6) the most difficult problem of meeting a teacher shortage resulting from the school's low salary scale and the increased salaries offered at competing institutions.

The increasing number of younger children in the student body, referred to above, is a trend that has raised some difficulties for the school. Younger adolescents require more supervision if the discipline, recreation, guidance, work program and character building program are to be geared to aid them successfully. Such young students are not fitted to assume the same responsibilities for maintenance labor as did the older students of former years.

Fundamental Aims

The fundamental aim of the school may be summed up as follows: to provide a conditioned environment and a way of life and living, including a variety of life experiences, and work experiences and activities which will enable a student to find where his talents lie, thus giving many a student a chance for the first time to taste success. The book is only *one* of the means of education and *not* the only means. To this end, the school provides a home; a half-day of academic training and a half-day of vocational or industrial training and work experiences; wholesome extra-curricular activities of many sorts; opportunities for religious training and character development, and continuous supervision and guidance.

In view of the fact that approximately two-thirds of the student body come from disrupted homes or from difficult family situations, economic as well as social, it is apparent that the activities of this school provide a most effective program of prevention of juvenile delinquency among these youngsters who are not problem children but children with problems.

NEW JERSEY SCHOOL FOR THE DEAF

The New Jersey School for the Deaf is under the control and management of the State Board of Education through the Commissioner of Education. It is the State's partial answer to the problem of educating the child handicapped by deafness. The fundamental aim of the school is to provide a complete program of education and training for the all-round development of the deaf child, in order to make him a well-adjusted and economically independent citizen—an asset to himself and to his community. To that end, the program of the school covers the academic, vocational, social, religious and moral training of the child. Children as young as four years of age are eligible for admission.

Primary Enrollment Grows

The enrollment this year was 325 students. The primary department has continued to grow to such an extent that at times facilities were not available in the primary cottages. Applications for admission on file exceed the school's capacity in this department. This problem will become more pressing as the great increase in the birth rate makes its full impact on primary school enrollments. Within the next two or three years additional housing facilities will become necessary if this very young group is to be taken care of by the school.

In addition to the above problem of providing adequate facilities to meet this trend to larger enrollments in the primary grades, there is the problem of maintaining an adequate and efficient staff, especially the teaching staff. The critical shortage of teachers and the low salary scale at the school is making it increasingly difficult to get new teachers and to hold present members of the staff. Low salary scales and long hours make it increasingly difficult to get and hold service and maintenance employees, particularly in the food service department. If teacher salary scales continue to be increased in public school districts and in competing institutions, this problem will become even more acute. Mounting costs of material, supplies and equipment also create a problem, since limited appropriations buy less and less as prices continue to rise.

Offerings Are Varied

The school has an academic department and an industrial or vocational department. In the latter there are courses in printing, including hand composition, presswork, linotype operating and photo-engraving. There are also excellent courses for the boys in industrial arts, cabinet making, carpentry, photography, book-binding, machine shop practice, gas and arc welding, auto body and fender repair, mechanical drawing, floriculture, baking, hotel service, upholstery and poultry husbandry. For the girls there are courses in dressmaking, power machine work and cooking. In addition to the academic and vocational training, other services related to the child's deafness are carried on at the school.

Academic Program

The primary department lays the foundation of speech and lip reading and the comprehension and use of English. When the boys and girls reach the age of 12, or in some cases a little earlier, they are transferred to the intermediate department. Here the stress is still on a continuation of the development and improvement of speech, a greater facility in lip reading, and an increased mastery of English. Special attention is given to silent reading because, being an end in itself, it is also a means of enlarging the deaf child's command of English. A beginning is also made in the study of social sciences. Educational trips to places of historic interest in Trenton and vicinity help to vitalize the teaching of this subject. In the upper half of this department, the course of study prescribed for the grammar grades is followed as closely as possible.

The academic work in the advanced department more closely approximates that in the regular public schools, both in content and procedure. Generally speaking, it is based on the curriculum of the junior high school, with such adaptations as are necessary due to the language limitations of the deaf. The student body in this department is divided into six groups, and the work is departmentalized among six teachers, one each for English composition, literature, mathematics, social sciences, general science, and speech correction and lip reading. A few qualified students go on to higher education at Gallaudet College in Washington, D. C.

Special Aid Is Given

All children above five years of age attending the school were given an audiometric examination during the year. Their audiograms have been made available to their principals with suggestions for use of residual hearing whenever possible. Copies of these audiograms have been placed in the central files, bringing them up to date. Ten new individual hearing aids were purchased and fitted. One child is being returned to public school in September as a result of having been adjusted by the use of a portable hearing aid.

Special recordings of each child's speech were again made during the year for most of the children. The project was started in 1941. A small portable recorder has been ordered for classroom use in speech development and correction.

A complete psychological test (called the initial study) has been made of all new pupils. A report of each case has been submitted to the principals and health director, and suggestions for classifications have been made.

Because of the heavy demands on time, an attempt has been made to enlist the interest of housemothers, housefathers and teachers in the guidance of the children. Numerous conferences have been held with members of the household staff in order to assist them in handling students with special problems.

Special Auricular Work for Some

Auricular work is continued with all students who have sufficient residual hearing to benefit by such instruction. Whenever possible, students of similar academic achievements are grouped into one class. Several classrooms are equipped with group hearing aids which consist of individual controls and earpieces and a microphone for the teacher. A number of students have sufficient hearing to be able to use individual portable aids. These hearing aids are of considerable value not only in helping students hear what is said, but also in improving their voices and the general quality of their speech. A totally deaf child's speech is likely to be a monotone and suffers from lack of modulation. A well-modulated voice can be acquired only through the ear. However, it should be remembered that children with sufficient hearing to be benefited by a hearing aid constitute only a small percentage of the enrollment. Over 75% of our students are too deaf to be instructed by acoustic methods. They must rely entirely on lipreading for an understanding of what people say.

Older Students Started in Public Schools

During the year a number of older students were admitted who have received part of their education in the public school. Some of them have had a hearing impairment for a considerable time

which was not severe enough at first to prevent their entering the public school. But as their loss of hearing increased they fell back in their studies, and upon careful consideration of all the factors involved, such as degree of deafness, general intelligence, emotional stability and home conditions, their transfer to the School for the Deaf was recommended. Others have only recently become totally or seriously deaf as a result of some sickness, such as spinal meningitis or scarlet fever, and consequently could not continue in public school. The educational problem of these children is somewhat different from that of other children at the school. They possess speech and a normal command of English, but they need lipreading. In order to prevent any deterioration of their speech, they must be watched constantly and corrected carefully. It is hoped that some of these students may be returned to the public schools after a year or two of special training.

Health and Physical Education

The regular annual preventive program of immunization and chest X-ray has been carried out in line with the present-day theory that "an ounce of prevention is worth a pound of cure." Diphtheria toxoid, smallpox vaccine and whooping cough vaccine have been given all children who had not previously set up natural or acquired immunities.

These preventive measures have been augmented by the regular routine physical examinations, dental examinations and eye, ear, nose and throat examinations. The services of the school's ophthalmologist have been materially aided by regular visits every two months of an optician for checking and fitting glasses.

Extra-Curricular Activities

Clubs form a very important part of the school's social activities program. Practically every student in the intermediate and advanced departments participates in the club programs held every Wednesday evening.

A new venture was the inauguration of a Cub Scout Troop. The need for a scouting program for younger boys had long been

felt, but the many problems involved in setting up such a program in a residential school had forced the postponement of organizing a troop until this year. Despite difficulties the cub scouts had a fairly successful year. The regular Boy Scout Troops had a busy and profitable year. Eleven new scouts joined the organization, and three successfully passed the necessary requirements for the high honor of Eagle Scout. The Girl Scout Troop carried on an active and successful program throughout the year.

Field Work Is a Valuable Service

The school also conducts considerable field work in acquainting parents, teachers and nurses with the problems of the deaf child. Much time was given during the year to conferences on the use of audiometers, on testing programs and the adequate use of the findings. It was necessary to turn down a number of requests for testing due to the time required for individual pure tone tests. These must be carefully given and evaluated if the audiometric program is to be of value.

Some time was spent discussing the various types of audiometers with administrators who were considering the purchase of a group instrument, an individual pure tone machine, or both. Parents have become aware of the importance of hearing tests and are besieging school authorities in systems where such tests are not carried out.

Faculty Publishes Articles

The following publications by members of the staff have appeared this year:

1. "A Study of the Effects of Congenital and Adventitious Deafness on the Personality, Intelligence, and Social Maturity of School Children" (*Journal of Educational Psychology*).
2. "Functions of a Psychologist in a Residential School for the Deaf" (*Journal of Consulting Psychology*).
3. "A Study of the Usefulness of Objective Measures of Mechanical Aptitude in Guidance Programs for the Hypacousic" (*American Annals of the Deaf*).

4. "The Significance of Etiology in Motor Performance of the Deaf with Special Reference to Meningitis" (*American Journal of Psychology*).

School Renders a Public Service

Principals, teachers and nurses are becoming more alert to the problems of the child with a hearing loss, and are requesting help in increasing numbers. Since each pupil reported must be tested, his school work evaluated, and his social adjustment as well as his home and school environment noted, much time is necessary for this important service.

The Monday hearing clinics have supplied a need in the State that cannot be emphasized too strongly. The work must be evaluated not in terms of the members who attend the clinic, but in what can be done for those who come or are sent. Many of the cases referred to the clinic by otologists and social agencies had already gone the rounds of hospitals and clinics. They leave, grateful for the service given them.

The school tries in every way through personal care and instruction to enable the deaf child to adjust himself to a strange new way of learning and of communicating with others, and to enjoy companionship with schoolmates who are similarly handicapped.

**DIVISION OF THE STATE LIBRARY, ARCHIVES
AND HISTORY**

The reorganization and consolidation of the State Library, the New Jersey Public Library Commission and the Public Record Office as set forth in chapter 50 of the Laws of 1945 has now been consummated. The act provides for an Advisory Council of five members to be appointed by the Governor by and with the advice and consent of the Senate.

Four Bureaus Are Formed

The Division comprises four bureaus as follows: (1) the Law Library (which includes the Legislative Reference Bureau); (2) the General Reference Library (these first two made up the original State Library); (3) the Bureau of Public and School Library Services (formerly the Public Library Commission); and (4) the Bureau of Archives and History (which was once the Public Record Office). During the first fiscal year following the reorganization date of July 1, 1945, a praiseworthy continuity of services was maintained under the leadership of various members of the Division.

The Division has well over 350,000 bound volumes—more than 90,000 in each of the Law and General Reference Libraries, and the remainder in the Bureau of Public and School Library Services. There is, in addition, a very large collection of government documents, pamphlets, processed materials, etc.

The Law and General Reference Libraries are for the use of the bench and bar, state officials and agencies, and special researchers. A Legislative Bureau, attached to the Law Library, is especially intended for the use of the Legislature.

The Bureau of Public and School Library Services acts in a consultative and advisory capacity to public and school libraries in New Jersey municipalities and to state penal, correctional and charitable institutions. It offers not only technical assistance to these libraries, but supplements their collections through continuing inter-library loans of books and other library materials.

The Bureau of Archives and History supervises the making, repair and preservation of all county and municipal records. It has exclusive power to authorize destruction of non-current records having no particular value in any branch of government of New Jersey and has sole custody of records of all extinct public offices. It has power to acquire and collate official and historical manuscripts. It offers consultation and advice to departments and agencies in connection with their proposed microfilming of records projects.

Historical Background

While the development of free public libraries in New Jersey properly begins with the adoption of the library law in 1884, the application of the provisions of this law was dependent, until 1900, upon the interest and initiative of individual communities. In 1891, however, about 50 librarians and others interested in the development of libraries in New Jersey united to form the New Jersey Library Association. A committee of this Association recommended the organization of a Library Commission and secured the adoption of a law providing for its establishment. By this law a state agency was set up whose function it was to stimulate interest in the establishment of libraries in the State; to offer advice in regard to their organization, support and operation; and to aid in their service to their local communities.

Even before the creation of the Commission, the State Federation of Women's Clubs had sponsored a law providing for a system of traveling libraries to be maintained by the State Library. In 1905 the operation of these libraries was transferred to the Public Library Commission, and Miss Sarah Byrd Askew was appointed to organize them and to act as consultant to communities establishing local libraries under the law.

For nearly 40 years the activities of the Commission were under Miss Askew's supervision and direction. During her dynamic administration the number of libraries in the state increased from 66 to 316. Twelve of the 21 counties of the state were also organized for county-wide service.

State Aid to Libraries

In the past, the relationship between the Public Library Commission and the libraries of the state has been almost exclusively of an advisory character. There is a need for the adoption of standards as to what constitutes adequate library service.

Although generous grants of books have been made to libraries from time to time, the experience of the past eight months has emphasized the desirability of making such grants only to libraries striving to meet certain prescribed standards. As a step in this

direction, grants to penal, correctional and charitable agencies, and to school libraries, have been limited to an allowance from the state to equal the sum expended by the institution for books. A further stipulation is that the books purchased by the institution must have the approval of the Bureau.

An attempt has also been made to place books on special subjects, such as business and music, in certain of the larger libraries of the state for the use of other libraries in their immediate neighborhoods. This experimental venture has served to indicate the potential advantages in the way of service which a more complete development of such collections might afford.

Recruiting and Training for Library Service

There are at present a number of important positions waiting to be filled owing to the war service of some staff members and the advanced age of others. There is a great need, therefore, for a vigorous plan of recruitment. Coupled with this need is that for the adoption of salary schedules which shall be attractive to qualified persons.

Training courses sponsored by the Commission since 1905 must be re-studied in the light of standards now approved by the profession at large. These courses, although valuable to many prospective librarians, have not been officially accredited. A course offered during the past summer enabled those previously registered to obtain the Grade A Certificate which had been promised. It is clear that the necessity for providing facilities for the better professional education of librarians of the state remains unsolved.

The desirability of refresher courses is recognized among librarians as well as among workers in other professions. The recent experiment of an institute or workshop indicated the value and appeal of such an activity, and it is hoped that this type of training may be further developed in the near future.

Certification of Librarians

During the coming summer of 1946 the head of the Bureau of Public and School Library Services will serve as a member of the Certification Board and of the Legislative Committee of the New Jersey Library Association, and participate in the preparation of a law for the certification of qualified librarians. This law is to be presented to the Legislature at the 1947 session. Under it, certificates will be issued to librarians by the Board of Examiners of the State Board of Education. The law further stipulates that a librarian shall be appointed as a member of the Examining Board. The plan also provides for the creation of a committee to study the various problems connected with the certification of librarians.

Arrangements must be made in the formation of any new rules or regulations so that present librarians who will wish to qualify for promotion or transfer to other positions may have the opportunity to make good any deficiency in their academic or professional preparation.

Cataloging of Collection

An inadequate staff has hampered the proper organization of the book collection of the Bureau. As a consequence, the collection as it exists today is only partially cataloged. Beginning July 1, 1946, it will be possible to provide for the services of a competent cataloger and a typist as full-time members of the staff. It is earnestly hoped that the positions of these two assistants may be made permanent.

Inter-Library Loans

Ten of the 16 members of the staff now devote part or full time to supplying individual books to libraries on request. This work was impeded because: (a) many needed books were not readily located because they had not been cataloged; (b) there was inadequate shelving; and (c) records of requests were inefficiently handled. A new routine for handling such requests has proved most satisfactory.

Storage Facilities

Some progress has been made during recent months toward the solution of the overcrowded condition of the book storage space of the Bureau. Temporary relief has been afforded by the storage of several hundred volumes in the old school building adjoining the Trenton Public Library but this arrangement is purely an expedient and the books are meanwhile unavailable.

Many books in the present collection are not in constant demand. These might well be stored in some less valuable space outside the State House Annex, where they would still be accessible for use.

County Library Service

The staff of the old Public Library Commission actively participated in securing legal authorization for the establishment of county library service, and helped in the conduct of the campaigns which preceded the submission of the question to the voters in each of the 12 counties where county service now exists.

Middlesex County is one of the other nine counties in which considerable interest in this type of service has been aroused. The requisite number of signatures had been secured on a petition to the board of freeholders before the date of the 1946 election. This petition was not formally presented because a tax controversy developed just before election time which convinced the local committee that the time was not auspicious for the presentation of the project. The matter has, however, merely been postponed and it is hoped that the question may again be brought up at the coming election.

DIVISION OF STATE MUSEUM

Chapter 60 of the Laws of 1945 made the State Museum, formerly in the State Department of Conservation and Development, a Division of the State Department of Education. The reorganization act became effective on July 1, 1945. It provides for an Advisory Council to be appointed by the Governor with the advice and consent of the Senate.

Exhibits, Lectures and Concerts Are Well Attended

During the year 62,266 persons attended the exhibits and activities held at the Museum, and 205 school classes and adult groups made special studies of the collections. Through the cooperation of the Museum's Special Activities Committee, other museums, government agencies, industries and private collectors, the staff presented six exhibits during the year in the following sequence: "Power in the Pacific," "War Art," "The Land and the Peoples of the Soviet Union," "American Folk Art," "Radio—The Story of Its Growth," and "New Jersey Children Create." The radio exhibit was the most extensive and the best attended.

The generous cooperation of friends of the Museum, various organizations and many artists made possible a comprehensive program of popular lectures and concerts. Some of these special events were presented in conjunction with current exhibits. The lectures, 14 in number, dealt with international problems, intercultural relations, geography and geology, and art. There were nine concerts, four of them dealing with folk songs; of which three were specially planned for children.

Many Loans Are Made

Without any substantial increase in working funds, the Museum's state-wide educational extension service again faced the difficult problem of supplying a demand far beyond its capacity. During the past year the lending department sent out 66,530 shipments of visual aid material to schools and community groups throughout the state. More than 7,000 other requests could not be filled because of lack of material and limited personnel. The shipments which were made consisted of lantern slide lecture sets, films, chart and picture sets, and traveling exhibits. These comprised about 400,000 items.

Circulating Exhibits Are Popular

Through the generosity of the *Newark Evening News* and the *Trenton Evening Times* newspapers, a set of 25 panels on "The History of the American Press" was prepared at the close of the

Museum's very popular and complete exhibit on that subject. These were circulated outside the state as an experiment. Two additional sets were prepared for use throughout New Jersey. Another circulating exhibit organized was the set of photomurals on the U. S. S. R., used in the Museum's Russian exhibit more than a year ago. This set has been exhibited by libraries, clubs and other community groups. The many requests received for these two traveling exhibits clearly indicate the wide field existing for educational exhibits for adult groups.

Archaeology Is an Important Activity

Considerable archaeological work was completed during the year. An important part of this program was the preparation of volume 2 of *Archaeology of New Jersey*, which deals with the famous Abbott Farm below Trenton. The first volume of this definitive work appeared a few years ago. Much information for the second volume was gathered and compiled, drawings prepared and editing completed. The book is about four-fifths completed.

In addition, a total of 550 artifacts on loan and in the Museum's permanent collection were cataloged, accessioned, repaired and stored. Several changes were made in the permanent exhibits. In view of the impending transfer of the archaeological laboratory to a new location, much time was spent in sorting, labeling and packing the material excavated by the Indian Site Survey and the archaeological and ethnological material acquired by the Museum in the last ten years.

Considerable work was done on preparing Frank G. Speck's manuscript on "Eastern Algonkian Block-Stamp Decorations: A New World Original or an Acculturated Art," for joint publication by the Archaeological Society of New Jersey and the State Museum. The Society, organized by the Museum in 1931, held four meetings at the Museum which were open to the public. The Museum also compiled News Letters 14 and 15 for the Society, and edited, revised and illustrated papers for Bulletin I.

With the recent resumption of the activities by the Eastern States Archaeological Society, the Museum did much work in

preparing for the 1946 annual meeting. This included arranging the program, collecting data on private and public archaeological collections in New Jersey for the Federation Survey, and preparing papers to be presented at the meeting.

Advisory Council Submits Program

On June 28, 1946, the Advisory Council of the State Museum submitted to the State Board of Education a tentative program for the development of the State Museum. The memorandum reflected the Council's belief in the value of the Museum's educational service, demonstrated in its 56 years of activity and especially since 1917, when extension work was begun. The tentative program, based on this experience, projected a plan for the future along these closely related lines:

1. EXHIBITION in Trenton, and ultimately in other centers, of specimens, models, art objects and other materials designed to produce an understanding of the growth, resources, cultural achievements and future progress of our state.

2. COLLECTIONS AND RESEARCH, in order to build up a standard reference series of scientific, cultural and historic value, and to provide much-needed information about the state through appropriate publications.

3. EDUCATIONAL EXTENSION, primarily in visual education, to all parts of the state. This service should emphasize the understanding of New Jersey, but may deal with a wide range of subjects of interest to schools, clubs, libraries, adult education classes, etc. Services will range from circulation of materials to radio broadcasts, leadership of classes, and assistance to groups that may wish to establish local museums.

4. PUBLIC INFORMATION about activities and services of the Museum, and if desired, of the entire Department of Education. This will use press, radio and other media, as well as special exhibits devoted to services rendered by the State to its citizens.

DIVISION OF BUSINESS**MONEYS DISTRIBUTED BY THE STATE TO LOCAL SCHOOL
DISTRICTS***Apportionment of School Moneys*

The amount of school moneys apportioned for the school year beginning July 1, 1945, was \$16,554,658.31, an increase of \$193,984.21 over 1944-45. However, this represents a decrease of \$4,619,826.88 from the apportionment for 1933-34, largely because of the decline in real estate values and the cessation of current allotments from the main stem railroad taxes. In 1946-47 the regular apportionment will be \$15,775,318.98.

In order to provide sufficient money to meet legal quotas and the payment of three cents a day for pupil attendance in 15 counties, the Legislature further appropriated \$2,012,789.76 for 1945-46. The amount requested for 1946-47 is \$2,499,822.19.

P. L. 1946, Chapter 63

A new method of state aid was passed by the Legislature and approved by the Governor to go into effect July 1, 1947. The tabulations and studies necessary for the enactment of this legislation was done in this Division. For the first time the state has gone into a real equalization program. As a result of this legislation the school districts of this state will receive \$5,179,749.34 more money than in 1946-47. At the same time it will require certain municipalities to pay school districts \$8,001,498.65, but relieve all municipalities of \$11,270,401.12 in state taxes, or a net saving of \$3,268,902.47.

State School Tax

The state school tax levy for 1945 was \$16,054,834.28. This amount was paid into the State Treasury in full, as of June 30, 1946. It may be noted in passing that the 1945 tax was almost \$2,000,000 less than for 1931. The 1946 levy will be \$11,270,401.12, a decrease of \$4,784,433.16 from that of 1945. P. L. 1945, c. 162, provides \$4,000,000 for state school taxes, thereby

making available \$15,270,401.12 for apportionment purposes. The loss of \$784,433.16 was due primarily to the elimination of intangible property from the state school tax levy.

Railroad Tax

On June 30, 1946, a total of \$267,014.58 was due to school districts from main stem railroad taxes. During the year, \$5,528,447.28 was paid on account of taxes for 1932, 1933, 1934, 1935, 1936, 1937, 1938, and 1939. In 1944-45 there was paid \$760,814.69 on account of 1933, 1934 and 1935 taxes. There have been no allotments of these moneys since 1941-42, deductions having exceeded the amounts available in each year.

Local Taxes for Schools

The total local school tax levy made in 1945, and available in the school year 1945-46, was \$94,346,219.05. This is \$6,503,733.92 more than the levy for 1944. As of June 30, 1945, \$665,993.79 was due from these local levies, which is \$41,128.14 less than for the preceding year. The cash basis act for municipalities has had a wholesome effect on reducing these outstanding tax levies.

Special State Aid Funds

During the year the 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 amounted to \$1,351,485.24, of which \$120,005.60 was for educating crippled children, \$825,374.12 for manual training, \$398,990.50 for vocational schools and \$7,115.02 for evening schools for foreign-born residents.

ENROLLMENT IN SCHOOLS

Decrease in Total Attendance

The total number of days' attendance reported by the Department for the year 1945-46 was 95,234,401. This was a decrease of 1,826,174 days from the preceding year. The drop in attendance was largely due to a decrease in the number of pupils

enrolled. The decrease in enrollment is attributable to three factors: the employment of boys and girls in war industry, the lower birth rate of the last decade, and the induction of high school pupils into the armed forces. The per cent of attendance this year was 90.20, which is .73% lower than that of 1944-45. There was a marked decrease in the number of pupils tardy, and a marked decrease in the number of pupils truant.

Enrollments

The total enrollment in day schools for 1945-46 was 631,662, a decrease of 3,418 pupils, or 2.3% from the total enrollment of the previous year. In addition to these day school pupils, 10,545 were enrolled in other day schools, and 25,098 in the evening schools, making a total enrollment in the various departments of the public schools (not including the summer schools) of 667,305. This represents an increase of 7,456 over that of the preceding year.

In addition to the above enrollment figures, 666 adults were enrolled and instructed by 14 teachers in the various national defense training programs.

To instruct the 667,305 pupils there were required 28,344 teachers. The children were housed in 2,036 school buildings, a decrease of 13 from the preceding year. Because no suitable school facilities were available near their homes, 97,432 children were transported to school at public expense, 27,625 of this number being transported to high schools outside their respective school districts.

The following enrollment comparisons are of interest:

<i>School</i>	<i>1945-46 Enrollment</i>	<i>Comparison with 1944-45</i>	<i>Per cent.</i>
Kindergarten	38,139	1,828 increase	5.03 increase
Grades 1-4	219,144	1,573 increase	.72 increase
Grades 5-8	194,023	8,062 decrease	3.99 decrease
Grades 9-12	172,255	914 increase	.53 increase

The distribution of the enrollments set out in the above main schedule is shown in detail in the appended statistical tables according to the several grades, rural schools, special classes and grade groupings.

High school enrollments for the past five years are as follows:

1942	1943	1944	1945	1946
199,205	187,876	173,368	171,341	172,255

The total number of pupils enrolled in one-room rural schools was 2,436, a decrease of 201, and those enrolled in two-room rural schools numbered 4,832, a decrease of 620. There was a corresponding decrease of 37 in the number of teachers in these rural schools.

The average daily attendance in day schools was 525,155, a decrease of 7,514. The average absence of pupils was 18 days.

The number of men teachers in all the schools of the State increased by 1,102. Women teachers decreased 292, making a total increase of 810 teachers.

Expenditures

The total funds available for the year 1945-46 were \$161,265,481.29. This was \$13,249,369.38 more than the amount available for the preceding year. The total 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 \$118,517,705.95, which was \$4,584,413.41 more than the expenditures for 1944-45. However, these expenditures were \$34,310.69 less than those for 1931-32. Current expense, library, maintenance, manual training, vocational, summer schools, evening schools and capital outlay showed increases over 1944-45, while debt service showed a decrease.

There was an increase in the cost per pupil in average daily attendance from \$179.56 in 1944-45 to \$193.04 in 1945-46.

The expenditure for day schools increased \$5,914,149.69, evening schools showed an increase of \$188,961.28, and summer schools showed an increase of \$12,743.62.

During the past year bonds and notes were redeemed from taxes and sinking funds in the amount of \$11,357,618.50. The amount of bonds and notes issued during the year amounted to \$2,789,214.00, which was 24.6% of the amount redeemed.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932, to \$109,999,754.78 for the year ending June 30, 1946. This is a decrease of \$94,712,356.44 or 46.3% during the past 14 years.

The current expenses of schools in the local districts have increased over the past five years. "Current expenses" does not include expenditures for any form of state or county supervision. The figures are:

1941-42	\$84,685,029.28
1942-43	85,637,087.60
1943-44	88,440,105.08
1944-45	92,147,200.65
1945-46	96,929,673.54

Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational and special summer school teachers, superintendents, assistant superintendents and evening school teachers of all kinds, was \$69,933,738.81.

The average salary per year paid to 27,100 all-day school teachers, not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,557.34, an increase over the preceding year of \$110.22.

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

1942	1943	1944	1945	1946
\$2,185.00	\$2,206.43	\$2,296.65	\$2,447.12	\$2,557.34

The average salaries paid to teachers in the various grades and types of schools during 1945-46 were as follows:

	<i>Men</i>	<i>Increase or Decrease</i>	<i>Women</i>	<i>Increase</i>
Kindergartens .....	.....	.....	\$2,309	\$89
Grades 1 to 6	\$2,322	\$182 D	2,342	131
Grades 1 to 8	2,212	47 D	2,230	73
Junior High Plan, Grades 7-9..	2,738	51 I	2,629	194
Senior High Plan, Grades 9-12.	3,031	74 I	3,052	417
High School	3,008	24 I	2,751	110

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% urban.

Enrollment in Relation to Costs

During the last year the total decrease in enrollment in the day schools, as already noted, was 3,418 or 0.5%. The increase in the number of teaching positions was 332 or 1.3%. Because the decreases in enrollment are spread over many grades and classes, it is not possible to reduce the number of positions correspondingly without lowering the quality of instruction, and in many places it was necessary to increase the personnel. Nor is it desirable to decrease 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 this could be done without detriment to school standards.

On the other hand, figures in the accompanying statistical appendix show an increase in the costs of salaries, textbooks, supplies, transportation and all other items of current expense, with the exception of debt service. These increases result largely from war conditions. As in industry and commerce, the higher cost of living causes salaries, wages, and the prices of goods and services generally, to rise.

OTHER ACTIVITIES OF THE BUSINESS DIVISION

Inspection of School Accounts

During the year the Division made 159 inspections of the records of boards of education—55 less than in the preceding year. These inspections are provided for by law and lead to recommendations to local school boards for the improvement of their financial procedures. Division studies of methods used in purchasing fire insurance have, for example, enabled many boards to provide better protection at lower cost. Recommendations made by Division inspectors have resulted in better accounting of extra-curricular funds by several school districts.

School Buildings

During the year 42 plans and specifications for new buildings, additions and alterations were approved. The total value of these improvements was \$3,572,500. Each unit of building construction received an inspection during construction, as well as a final inspection. Many conferences were held with local boards, their officials and architects concerning future plans and post-war planning. Preliminary plans and specifications aggregating \$50,000,000 were approved for final plans and specifications.

The value of school property has increased from \$64,354,833 in 1915 to \$365,095,017 in 1945. The decrease in value during the last year was \$1,175,843.

Analysis of Drinking Water

The Division tested 260 samples of water from 109 school districts during the year. The tests showed that 219 samples were safe, 23 doubtful, and 18 unsafe for drinking purposes. These analyses were made by the State Department of Health and reported to the Commissioner of Education, who notified 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 using water purification equipment, repairing wells, and drilling new wells.

Canceled Bonds

During the year the Department received 4,010 canceled bonds, aggregating \$3,375,600 in amount, from 253 Article VII school districts. In addition, 17 Article VII school districts submitted 118 bonds to be reconverted, with an aggregate value of \$113,500, and 28 Article VII school districts submitted 466 bonds with an aggregate value of \$458,000 to be refunded.

STATISTICAL APPENDIX

1914

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1945, and Ending June 30, 1946

RECEIPTS

A—State Board of Education:

(1) Commissioner's office	\$292,951.90	\$88,962.47 I
(2) Academic Certificate Fund	34,427.18	6,080.85 I
(3) Division of State Library, Archives and History..	112,938.61	6,278.41 D
(4) Division of State Museum	52,546.49	2,546.49 I
(5) Division Against Discrimination	39,319.56	33,734.18 I
(6) Student service	4,856.61	1,863.81 D
Total	\$537,040.15	\$73,181.77 I

B—County Administration and Supervision:

(1) County Superintendents, salaries	\$125,750.00	\$233.33 I
(2) County Superintendents, clerk hire and expenses..	87,493.26	6,192.35 I
(3) Helping teachers and other county officers, salaries and expenses	230,395.00	15,891.75 I
Total	\$443,638.26	\$22,317.43 I

C—State Institutions:

(1) Glassboro State Teachers College:		
Appropriated by State for current expenses	\$148,400.69	\$5,648.68 I
Appropriated by State for capital outlay	178.33	178.33 I
Received for tuition and extension fees	63,364.79	4,291.96 I
(2) Newark State Teachers College:		
Appropriated by State for current expenses	185,011.41	3,810.99 I
Appropriated by State for capital outlay	491.05	491.05 I
Received for tuition and extension fees	63,022.32	2,880.68 D
(3) Trenton State Teachers College:		
Appropriated by State for current expenses	363,926.40	13,174.60 I
Appropriated by State for capital outlay	4,793.50	4,793.50 I
Received for tuition, extension fees and boarding hall	193,635.86	2,744.22 I
(4) Montclair State Teachers College:		
Appropriated by State for current expenses	277,525.21	10,593.98 I
Appropriated by State for capital outlay	991.14	341.14 I
Received for tuition, extension fees and boarding hall	177,128.30	13,020.94 I
(5) Paterson State Teachers College:		
Appropriated by State for current expenses	101,770.00	8,141.08 I
Appropriated by State for capital outlay	1,252.00	777.65 I
Received for tuition and extension fees	33,980.43	3,625.35 D
(6) Jersey City State Teachers College:		
Appropriated by State for current expenses	165,705.99	5,165.01 I
Appropriated by State for capital outlay	1,392.84	1,117.84 I
Received for tuition and extension fees	47,541.35	3,487.96 D
(7) New Jersey School for the Deaf:		
Appropriated by State for current expenses	388,073.95	29,796.47 I
Appropriated by State for capital outlay	24,806.70	11,936.95 I
Received for tuition	6,113.56	1,572.54 I
(8) Manual Training and Industrial School for Colored Youth:		
Appropriated by State for current expenses	196,782.33	7,391.38 I
Appropriated by State for capital outlay	5,538.00	2,594.21 I
Received for tuition and other receipts	61,302.94	6,833.02 D
(9) Training of Vocational Teachers:		
Appropriated by State	54,100.74	5,933.94 I
Appropriated by Federal Government	41,474.32	21,143.84 D
(10) State University (State Board of Regents):		
Appropriated by State for current expenses	2,386,573.91	791,273.22 I
Total	\$4,994,878.11	\$886,818.83 I

D—Teachers' Pension and Annuity Funds:

(1) Operating expenses (Treasurer's office)	\$5,664.27	\$82.90 I
(2) For office expenses, current pensions and previous years increase in reserve	8,198,431.93	1,509,775.36 I
Total	\$8,204,096.20	\$1,509,858.26 I

E—State School Fund Expenses \$4,391.66 \$777.86 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1945, and Ending June 30, 1946

F—Current Expenses of Public Schools in Districts:

(1) From State School Fund	\$350,885.56		\$45,635.02	D
(2) From State School Tax (90%)	14,409,041.88		196,515.45	I
(3) From State School Tax penalty	8,518.34		584,455.61	D
(4) From Reserve Fund (10%)	1,057,613.56		9,946.13	I
(5) From Deficiency Fund	2,014,364.53		32,226.37	D
(6) From One Per Cent Emergency	154,600.00		5,750.00	I
(7) From pupils residing in charitable institutions	342,360.00		10,440.00	I
(8) From special aid for crippled children	119,686.28		6,842.31	I
(9) From Railroad Tax	5,474,536.72		4,732,337.13	I
(10) From interest surplus revenue	5,082.11		3,773.70	D
(11) From district taxes	69,102,873.80		1,800,078.08	I
(12) From notes authorized by vote of district or from board of school estimate	469,732.38		99,250.19	I
(13) From tuition fees	5,447,943.52		269,058.37	I
(14) From interest on deposit	18,394.20		3,871.32	I
(15) From sale of books	38,663.53		8,286.78	I
(16) From other sources	609,333.17		201,825.25	D
(17) Balance from previous year	12,678,512.00		1,082,142.11	I
Total		\$112,302,141.58	\$7,356,601.92	I

G—Repairs and Replacements:

(1) From district taxes	\$4,674,675.99		\$881,278.21	I
(2) From notes authorized by vote of district or from board of school estimate	1,300.00		4,662.00	D
(3) From sale of property	414,321.23		377,182.83	I
(4) From other sources	70,451.10		126,715.29	D
(5) Balance from previous year	1,251,175.79		306,890.66	I
Total		\$6,411,924.11	\$1,383,974.41	I

H—Land, Buildings and Equipment Account:

(1) From district taxes	\$805,724.61		\$242,441.05	I
(2) From sale of bonds or notes	2,695,650.00		2,181,339.00	I
(3) From other sources	650,713.56		528,238.68	I
(4) Balance from previous year	1,311,964.25		303,293.26	I
Total		\$5,464,052.42	\$3,255,311.99	I

I—School Library Account:

(1) From State	\$3,520.00		\$210.00	I
(2) From district taxes	591,544.81		79,801.21	I
(3) From other sources	8,554.65		1,940.62	I
(4) Balance from previous year	74,407.84		7,931.03	I
Total		\$678,027.30	\$89,882.86	I

J—Manual Training Account:

(1) From State	\$821,633.50		\$89,283.53	D
(2) From district taxes	3,380,106.76		190,039.06	I
(3) From sale of materials	39,323.45		2,065.30	I
(4) From other sources	16,475.21		7,875.55	I
(5) Balance from previous year	772,204.66		153,263.78	I
Total		\$5,029,743.58	\$263,960.16	I

K—Industrial Schools:

(1) State	\$69,000.00			
Total		\$69,000.00		

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1945, and Ending June 30, 1946

L—Vocational Account:			
(1) From State	\$400,676.25		\$6,237.69 D
(2) From Federal Government (Smith-Hughes & George-Deen)	381,496.95		5,017.34 I
(3) From district taxes	1,439,488.04		108,012.26 I
(4) From other sources	183,383.14		86,868.08 I
(5) Balance from previous year	584,149.97		113,624.05 D
Total		\$2,989,194.35	\$80,035.94 I
M—National Defense from Federal Government:			
(1) Defense Training Program (State)	\$8,049.94		\$148,236.50 D
(2) Defense Training Program (local districts)	13,363.09		317,568.28 D
(3) Rural Youth Program (State)	309.83		4,893.05 D
(4) Rural Youth Program (local districts)	1,387.22		25,668.44 D
(5) Balance from previous year	10,132.24		8,848.74 I
Total		\$33,242.32	\$487,517.53 D
N—Evening School for Foreign-born Residents Account:			
(1) From State	\$10,277.82		\$334.32 D
(2) From district taxes	8,525.22		7,985.72 D
(3) From other sources	80.25		3.75 D
(4) Balance from previous year	62,800.62		8,731.42 I
Total		\$81,683.91	\$407.63 I
O—Teachers' Libraries:			
(1) From State	\$400.00		
(2) From other sources	400.00		
Total		\$800.00	
P—Debt Service Account:			
(1) From district taxes	\$13,011,308.67		\$1,385,706.79 D
(2) From other sources	53,002.90		16,570.35 D
(3) Balance from previous year	16,529.11		31,698.80 I
Total		\$13,080,840.68	\$1,370,578.34 D
R—Reserve Account to Pay:			
Outstanding bills of previous year which were charged against previous year	\$940,786.66		\$184,336.19 I
Total		\$161,265,481.29	\$13,249,369.38 I
EXPENDITURES			
A—State Board of Education:			
(1) Commissioner's office	\$292,951.90		\$27,804.22 I
(2) Academic Certificate Fund	14,761.29		2,426.79 D
(3) Division of State Library, Archives and History ..	112,938.61		6,278.41 D
(4) Division of State Museum	52,546.49		2,546.49 I
(5) Division Against Discrimination	39,319.56		33,734.18 I
(6) Student service	4,856.41		1,863.81 D
Total		\$517,374.26	\$53,515.88 I
B—County Administration and Supervision:			
(1) County Superintendents, salaries and expenses ...	\$213,243.26		\$6,425.68 I
(2) Helping teachers, salaries and expenses	205,787.81		5,372.69 I
(3) County attendance officers, salaries and expenses ..	8,255.98		260.70 I
(4) County Supervisor of Child Study, salary and expenses	3,662.08		19.44 D
Total		\$430,949.13	\$12,039.63 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1945, and Ending June 30, 1946

C—State Institutions:		
(1) Glassboro State Teachers College	\$211,943.81	\$10,118.97 I
(2) Newark State Teachers College	248,524.78	1,421.36 I
(3) Trenton State Teachers College	562,355.76	20,712.32 I
(4) Montclair State Teachers College	455,644.65	23,956.06 I
(5) Paterson State Teachers College	137,002.43	5,293.58 I
(6) Jersey City State Teachers College	214,640.18	2,794.89 I
(7) Industrial School for Colored Youth	263,623.32	3,152.57 I
(8) New Jersey School for the Deaf	418,994.21	43,305.96 I
(9) Training of Vocational Teachers	95,575.06	15,209.90 D
(10) State University and Newark Technical School and Newark College of Engineering	2,386,573.91	791,273.22 I
Total		\$4,994,878.11 \$886,818.83 I
D—Teachers' Pension and Annuity Fund:		
(1) Operating expenses (Treasurer's office)	\$5,664.27	\$82.90 I
(2) For office expenses, current pensions and increase in reserve	8,198,431.93	1,509,775.86 I
Total		\$8,204,096.20 \$1,509,858.26 I
E—State School Fund, expenses of administration	\$4,391.66	\$777.86 I
F—Current Expenses of Schools within the Districts:		
(1) Expended for administration, instruction, operating and auxiliary agencies in public day schools ex- clusive of costs of manual training and voca- tional training, school libraries and repairs and replacements	\$96,486,392.08	\$4,655,062.30 I
(2) Expenditures for evening schools in districts	366,869.37	114,666.97 I
(3) Expenditures for summer schools in districts	76,412.09	12,743.62 I
Total		\$96,929,673.54 \$4,782,472.89 I
(The term "current expenses" as provided in 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.)		
G—Repair and Replacement Account Expenses within Dis- tricts	\$5,204,894.98	\$1,206,597.53 I
H—Land, Building and Equipment Account Expenses within Districts	1,137,027.50	216,522.20 I
I—School Library Account Expenses within the Districts	558,672.15	44,752.81 I
J—Manual Training Account Expenses within the Districts	4,198,550.80	252,461.78 I
K—Industrial Schools	69,000.00	
L—Vocational School Account Expenses	2,411,202.42	255,280.70 I
M—National Defense:		
Training Program (State)	\$8,049.94	148,236.50 D
Training Program and Rural Youth (local districts)	24,882.55	415,312.60 D
Rural Youth (State)	309.83	4,893.05 D
Total		33,242.32 568,442.15 D
N—Evening Schools for Foreign-born Residents Account ..	20,717.88	3,056.82 I
O—Teachers' Libraries	800.00	
P—Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund	13,083,041.10	1,345,751.65 D
R—Reserve Account to pay outstanding bills of previous year	824,354.98	170,406.73 I
Balance on hand at close of year	22,642,614.26	5,789,001.26 I
Payments and Balances—Total		\$161,265,481.29 \$13,249,369.38 I

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

July 1, 1945, to June 30, 1946

State administration of the schools	\$433,463.19	.4%	ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY	
Current expenses of the schools	117,352,358.92	99.6%	Administration	\$3,270,014.35
ANALYSIS OF STATE ADMINISTRATION EXPENSES			Instruction:	
Salaries	\$326,879.88		Supervision	8,118,127.09
Blanks, stationery, printing..	24,209.63		Instruction proper	66,433,400.01
Incidental expense	82,373.68		Operation	12,704,806.13
Total	\$433,463.19		Maintenance	5,402,107.44
			Coordinate activities	2,592,248.79
			Auxiliary agencies	4,901,347.05
			*Fixed charges	847,266.96
			Debt service	13,083,041.10
* Less tuition transfers.			Total	\$117,352,358.92

COST OF EDUCATION

		Increase or Decrease
(Based on expense of maintaining the public day schools)		
Administration expenses	\$3,142,810.18	\$224,228.97 I
Instruction:		
Supervision	\$7,888,910.60	503,702.72 I
Instruction proper	64,448,317.63	2,585,237.45 I
	72,337,228.23	3,088,940.17 I
Operation of plant	12,377,667.76	851,177.18 I
Maintenance of school plant	5,282,016.03	1,236,862.30 I
Coordinate activities:		
Attendance	\$599,625.50	23,731.55 I
Health	1,972,128.05	97,128.26 I
	2,571,753.55	120,859.81 I
Auxiliary Agencies:		
Library	558,672.15	44,752.81 I
Transportation	3,094,961.09	190,099.02 I
Other auxiliary agencies	1,181,903.78	68,543.24 D
	4,835,537.02	166,308.59 I
Fixed charges:		
Leasing school rooms	35,714.68	362.40 D
Pensions	131,566.22	13,073.26 I
*Insurance and workmen's compensation	643,779.43	35,538.86 I
Other fixed charges	16,194.92	6,552.30 D
	827,255.25	41,697.42 I
Total	\$101,374,268.02	\$5,730,074.44 I
Average yearly cost per pupil based on average enrollment in day schools	174.18	10.85 I
Average yearly cost per pupil based on average daily attendance in day schools	193.04	13.48 I

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

**INDEBTEDNESS STATEMENT
June 30, 1946**

		Increase or Decrease
Outstanding July 1, 1945	\$126,343,263.01*	\$9,217,551.90 D
Bonds and notes issued during the year	2,789,214.00	2,214,750.00 I
Redeemed during year from district taxes (actual cash payments)	7,691,918.50	6,062.40 D
Redeemed during year from Sinking Fund	3,665,700.00	1,563,065.00 I
Outstanding June 30, 1946	117,774,858.51	8,559,804.50 D
Bonds and notes in default, June 30, 1946		28,000.00 D
Interest in default		52,901.50 D
Amount in Sinking Fund June 30, 1945	10,669,356.92	752,244.38 D
District taxes for Sinking Fund requirements	115,500.43	853,735.38 D
Receipts from interest and other sources	887,225.82	262,807.15 I
Total Sinking Fund receipts, including amount in Fund June 30, 1945	11,472,083.17	1,843,172.61 D
Bonds redeemed during the year from Sinking Fund	3,665,700.00	1,598,065.00 I
Paid for premiums on investments, etc.	31,279.44	10,790.22 I
Amount in Sinking Fund June 30, 1946	7,775,103.73	2,952,027.83 D

* \$8,600 not reported last year.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1941-1942	1942-1943	1943-1944	1944-1945	1945-1946	Increase or Decrease from 1944-1945
*Teachers' salaries	\$62,571,272.06	\$63,677,871.15	\$65,110,942.97	\$67,205,579.37	\$69,933,738.81	\$2,728,159.44 I
Textbooks	1,062,214.78	1,014,261.00	1,118,302.60	1,145,465.55	1,258,844.58	113,379.03 I
Supplies (educational)	2,560,967.93	2,146,227.13	1,978,560.49	1,925,231.57	2,074,290.02	149,058.45 I
Janitors' salaries	6,453,657.46	6,850,799.27	7,270,667.94	7,726,938.74	8,251,340.86	524,402.12 I
Fuel	1,662,454.04	1,831,029.21	2,079,915.73	2,071,661.38	2,271,519.47	199,858.09 I
Transportation of pupils	2,592,688.39	2,678,029.05	2,744,102.50	2,904,916.07	3,095,978.22	191,062.15 I
Health service	1,727,534.74	1,762,915.60	1,778,027.21	1,927,792.54	2,022,389.51	94,596.77 I
Attendance service	526,831.32	529,473.48	541,554.75	591,720.81	621,829.64	30,108.83 I
Insurance	583,831.89	785,155.28	704,229.77	620,930.92	656,853.84	35,922.92 I
Maintenance of plant	4,303,068.26	3,668,888.48	3,728,220.21	4,186,271.65	5,402,107.44	1,215,835.79 I
Capital outlay	2,482,124.06	885,190.79	570,423.19	935,723.96	1,165,347.03	229,623.07 I
Debt service	15,384,783.23	14,612,545.05	14,058,596.30	14,428,792.75	13,083,041.10	1,345,751.65 D

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

SOURCES OF INCOME

Moneys for the Support of Public Schools Were Derived from the Following Sources for 1945-46

1. Income from State School Fund		\$454,391.66
(a) Distributed to counties and districts	\$450,000.00	
(b) State School Fund expenses	4,391.66	
2. Appropriated by Legislature from State General Fund ...		16,579,501.39
(a) State administration	502,612.97	
(b) County Superintendents' salaries	125,750.00	
(c) State institutions	4,307,314.24	
(d) Teachers' Pension and Annuity Fund	8,204,096.20	
(e) Library aid to districts	3,520.00	
(f) Deficiency appropriation to districts	2,014,534.13	
(g) Vocational aid to districts	400,676.25	
(h) Manual training aid to districts	821,633.55	
(i) Industrial schools	69,000.00	
(j) Evening schools for foreign-born residents aid to districts	10,277.82	
(k) Crippled children aid to districts	119,686.28	
(l) Teachers libraries	400.00	
3. Railroad Taxes to districts		5,475,692.90
4. Appropriated by Federal Government		962,840.42
(a) Vocational schools	358,946.95	
(b) Training of teachers	64,024.32	
(c) National Defense Training Program	23,110.08	
(d) Other aid	516,759.07	
5. State School Taxes		16,057,995.62
6. State School Tax penalty		8,518.34
7. Surplus revenue		28,200.58
8. District taxes		91,895,385.18
9. County taxes or appropriations		1,207,855.98
10. Sale of bonds for capital outlay		2,695,650.00
11. Other sources		8,183,173.77
(a) Tuition	5,520,925.52	
(b) Authorized loans	102,118.69	
(c) Additional municipal appropriations	621,931.27	
(d) Interest	42,992.81	
(e) Sale of property	619,865.36	
(f) Insurance	272,875.95	
(g) Rent	146,948.51	
(h) Donations	87,400.56	
(i) Bond premiums	12,446.93	
(j) Fines and fees	18,482.86	
(k) Sinking Fund surplus	24,314.90	
(l) Cafeteria profits	5,787.92	
(m) Other local	26,765.76	
(n) Other (state institutions)	646,089.55	
(o) Academic Certificate Fund	34,427.18	
12. Re-apportioned balances		10,991.23
13. Balance on hand beginning of year		17,705,284.17
14. Grand Total Receipts and Balances		\$161,265,481.29

**SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING
JUNE 30, 1946**

Enrollment in Day Schools for 1945-46

		Increase or Decrease
Boys enrolled	319,818	25 D
Girls enrolled	312,344	3,393 D
Total enrollment	631,662	3,418 D
Number of pupils enrolled in:		
Rural schools—one room	2,436	201 D
Rural schools—two room		620 D
Total rural schools	7,268	821 D
Number of pupils enrolled in:		
Kindergarten	38,139	1,828 I
Grade I	68,408	91 D
Grade II	52,101	1,160 I
Grade III	50,080	689 I
Grade IV	48,555	185 D
Grade V	48,848	18 D
Grade VI	47,526	2,183 D
Grade VII	49,735	2,917 D
Grade VIII	48,414	2,944 D
Grade IX	53,658	1,270 D
Grade X	47,838	876 I
Grade XI	38,232	409 I
Grade XII	32,527	899 I
Subnormal classes	4,404	293 D
Anaemic classes	249	16 D
Backward and incorrigible classes	787	377 I
Crippled classes	1,030	17 I
Classes for the blind	215	11 D
Classes for the deaf	130	44 D
Other special classes	789	17 D
Post-graduates	547	316 I
Total day school enrollment	631,662	3,418 D
Grouping of day school enrollment:		
Kindergarten	38,139	1,828 I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved junior high school	386,597	4,738 D
Approved junior high school (grades 7-9)	43,703	2,501 D
Senior high school (grades 10-12)	34,172	193 D
Four-year high schools (grades 9-12)	120,950	1,857 I
Post-graduates	547	316 I
Special classes	7,554	13 I
Total	631,662	3,418 D
 TOTAL ENROLLMENT IN PUBLIC SCHOOLS		
		Increase or Decrease
Day schools	631,662	3,418 D
Day vocational schools	9,511	923 I
Bedside pupils	1,034	178 I
Total day schools	642,207	2,317 D
Regular evening schools	2,513	915 I
Accredited evening high schools	4,981	2,045 I
Vocational evening schools	15,858	6,283 I
Evening schools for foreign-born residents	1,724	637 I
Manual training evening classes	22	17 D
Total evening schools	25,098	9,863 I
Grand Total Enrollment in Public Schools*	667,305	7,546 I
National Defense Training Program:		
National Defense Training Program	626	10,803 D
National Defense—Rural Youth Program	40	683 D
Total National Defense Program	666	11,486 D
Total enrollment including day, evening and National De- fense Programs	667,971	3,940 D
Total in summer schools**	7,555	547 I
Total including summer schools	675,526	3,393 D

* Exclusive of the National Defense Training Programs.

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

ATTENDANCE IN DAY SCHOOLS

Average Time the Day Schools Were Maintained

(A School Month Is 20 Days)

	9 months	2 days	Increase or Decrease	
Possible number of days attendance	105,585,839		1,160,117	D
Total number of days present	95,234,400½		1,826,174	D
Total number of days absent	10,351,438½		666,057	I
Average enrollment	582,169		3,608	D
Average daily attendance	525,155		7,514	D
Average attendance of each pupil	164		2	D
Average absence of each pupil	18		1	I
Per cent of attendance	90.20		.73	D
Total number of times tardy	623,336		116,186	D
Number of pupils neither absent nor tardy	13,893		8,951	D
Number of sessions truant	53,839		13,661	D
Number of cases of suspension or expulsion	3,290		664	D
Pupils enrolled who have attended public schools in other districts in the State	16,278		324	D

(Includes County Vocational Schools)

Vocational Day Schools—

Number of days schools kept open	179		5	D
Possible number of days attendance	1,294,973		79,064	I
Number of days present	1,146,732½		74,625½	I
Number of pupils enrolled	9,511		923	I
Average attendance	6,372		532	I

Evening Vocational Schools—

Number of evenings kept open	94			
Number of pupils enrolled	15,858		6,283	I

SUMMER SCHOOLS

Number of teachers:

Men	145		10	I
Women	130		11	I
Total	275		21	I
Actual number of days schools kept open	31			

Number of pupils enrolled in:

Elementary grades	608		52	D
High school grades	6,947		599	I
Total	7,555		547	I
Average daily attendance	5,926		554	I
Total days attendance	176,614½		9,723	I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of elementary pupils	101,981		4,039	D
Number of high school pupils	73,020		682	I
Total	175,001		3,357	D

COLORED PUPILS IN DAY SCHOOLS

Number of buildings used exclusively for colored pupils ..	60		2	D
Number of colored teachers employed:				
Men	64		7	I
Women	431		11	I
Total	495		18	I
Average salary:				
Men	\$2,331.79		\$219.40	I
Women	2,020.50		41.26	I
Number of colored pupils enrolled in colored schools	11,084		182	D
Number of colored pupils enrolled in all other schools	45,476		1,430	I

Regular Evening Schools

Number of evenings schools were maintained including legal holidays and institute days	71	10	I
Number of weeks schools were maintained	24		
Male pupils enrolled	1,116	758	I
Female pupils enrolled	1,397	157	I
Total pupils enrolled	2,513	915	I
Total evenings attendance	99,065	62,305	I
Average evenings attendance	1,391	786	I

Accredited Evening High School

Number of evenings schools were maintained	175	10	D
Number of weeks schools were maintained	35	2	D
Male pupils enrolled	3,046	1,961	I
Female pupils enrolled	1,935	84	I
Total pupils enrolled	4,981	2,045	I
Total evenings attendance	295,147	105,741	I
Average evenings attendance	1,687	661	I

Evening Schools for Foreign-Born Residents

Number of evenings schools kept open	64		
Number of pupils enrolled	1,724	637	I

Manual Training Evening Classes

Number of evenings kept open	56	36	D
Number of pupils enrolled	22	17	D

National Defense Classes

National Defense Training Program:

Male pupils enrolled	71	5,073	D
Female pupils enrolled	555	5,730	D
Total pupils enrolled	626	10,803	D

National Defense—Rural Youth Program:

Male pupils enrolled		399	D
Female pupils enrolled	40	284	D
Total pupils enrolled	40	683	D
Grand total	666	11,486	D

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE
Full Four-Year High School Course

	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years	5	17	22	3 I	11 I	14 I
Fifteen Years	75	123	198	41 I	54 I	95 I
Sixteen Years	1,430	2,498	3,928	225 D	291 D	516 D
Seventeen Years	7,472	10,208	17,680	276 I	179 D	97 I
Eighteen Years	3,565	4,522	8,087	187 I	482 I	669 I
Nineteen Years	486	774	1,260	136 I	206 I	342 I
Twenty Years	215	87	302	168 I	31 I	199 I
Over Twenty Years	399	8	407	369 I	3 D	366 I
Total	13,647	18,237	31,884	955 I	311 I	1,266 I

TRANSPORTATION

Total number of days transported	13,560,050	1,146,037 I
Pupils transported from without the district for whom the cost of transportation is paid	33,249	1,801 I
Pupils transported from within the district for whom the cost of transportation is paid	64,183	3,952 I
Total number of pupils receiving transportation	97,432	5,753 I
Cost of transporting pupils to schools in other districts	\$1,262,012.55	\$71,859.88 I
Cost of transporting pupils to schools within the districts	1,832,948.54	118,239.14 I
Total	\$3,094,961.09	\$190,099.02 I

TUITION

Number of tuition pupils sent to other districts:		
High school	33,865	1,806 I
Elementary	4,341	580 I
Summer evening or vocational	1,605	44 D
Number of tuition pupils received including those for whom the tuition is paid by parent or others:		
High school	34,154	1,636 I
Elementary	5,836	677 I
Amount of tuition money received for 1945-46 and prior years	\$5,500,680.85	\$294,892.43 I
Amount of tuition money paid on account of 1945-46	\$5,356,156.10	\$427,473.37 I

SCHOOL BUILDINGS

		Increase or Decrease
Total value of school buildings, land and equipment . . .	\$365,095,017.00	\$1,175,843.00 D
Average value of New Jersey school buildings	182,913.00	1,501.00 I
Number of school districts in State	556	
School districts not maintaining schools	30	1 I
School buildings owned	1,996	23 D
School buildings rented	40	10 I
Total school buildings	2,036	13 D
Buildings completed during the year	1	
Buildings enlarged during the year	5	
Buildings remodelled during the year	5	2 I
Number of new classrooms added during the year	19	2 D
Buildings abandoned during the year	18	10 I
Number of rooms in buildings abandoned	68	50 I

Size of School Buildings Owned

One-room buildings	159	13 D
Two-room buildings	186	3 D
Three-room buildings	53	2 D
Four-room buildings	210	4 D
Five or more room buildings	1,388	1 D
Total school buildings owned	1,996	23 D

Portable and Rented Buildings

Number of portable buildings	33	
Number of rooms used in portable buildings	53	3 I
Number of rented buildings	40	10 I
Number of rooms used in rented buildings	96	25 I

Number of Rooms

Number of regular classrooms used	21,798	120 D
Number of manual training and domestic science rooms used	1,772	36 I
Number of laboratories and other special rooms	2,184	57 I
Total number of rooms used	25,754	27 D
Total number of rooms not used	1,370	84 D
Total number of rooms available	27,124	111 D
Number of basement rooms used for classroom purposes	378	25 I
Total number of seatings provided	833,658	8,809 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	684	15 I
Elementary schools	1,553	29 D
Four-year high schools or less	161	3 I

Approved junior high school plan:

Junior high school	79	1 D
Senior high school	46	1 D
Special	187	8 D
Vocational	54	2 D
Total	2,764	3 D

NUMBER OF TEACHERS

	Day and Evening			Increase or Decrease		
	1945 and 1946			Men	Women	Total
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening	6,284	22,060	28,344	1,102 I	292 D	810 I
Superintendents	47	.....	47	3 I	1 D	2 I
Assistant Superintendents	11	2	13	2 I	.....	2 I
Director County Vocational School	2	.....	2	.....	.....	.....
Assistant Director County Vocational School	1	.....	1	.....	.....	.....
Approved Supervising Principal ..	145	7	152	2 I	.....	2 I
Unapproved Supervising Principal	43	4	47	.....	1 D	1 D
Non-teaching Principals	517	302	819	39 I	5 D	34 I
Supervisors	31	72	103	7 I	5 I	12 I
Special Supervisors	84	167	251	7 I	5 D	2 I
Teachers:						
Rural schools—one room	3	78	81	4 D	15 D	19 D
Rural schools—two room	10	175	185	3 I	21 D	18 D
Kindergarten .....	.....	789	789	.....	28 I	28 I
Grades I-VIII	367	10,238	10,605	99 I	174 D	75 D
Grades I-VI	34	2,244	2,278	17 I	17 I	34 I
Grades VII-IX (Junior High) ..	305	1,024	1,329	68 I	94 D	26 D
Grades X-XII (Senior High) ..	642	966	1,608	106 I	30 D	76 I
Grades IX-XII	1,785	2,804	4,589	227 I	154 D	73 I
Short Term	112	128	240	99 I	25 I	124 I
Substitute	27	67	94	22 I	23 I	45 I
Ungraded, backward and incorrigible classes	15	34	49	4 I	1 I	5 I
Crippled classes .....	.....	59	59	1 D	2 I	1 I
Subnormal classes	28	263	291	2 I	7 D	5 D
Deaf classes	2	20	22	1 I	3 D	2 D
Blind classes .....	.....	21	21	.....	1 D	1 D
Bedside or home instruction:						
Full time	1	55	56	.....	6 I	6 I
Part time	66	354	420	38 I	117 I	155 I
Unclassified	519	1,269	1,788	69 I	27 D	42 I
Manual training—day	654	534	1,188	37 I	10 D	27 I
Vocational training—day	288	111	399	9 I	2 I	11 I
Vocational evening	327	61	388	136 I	4 I	140 I
Regular evening school	106	77	183	64 I	17 I	81 I
Accredited evening high	86	42	128	34 I	.....	34 I
Foreign-born residents evening school	25	36	61	16 I	9 I	25 I
Manual training—evening	1	1	2	4 D	1 I	3 D
Helping teachers .....	.....	56	56	.....	1 D	1 D
Number of teachers with Bachelor's degree			10,566			370 I
Number of teachers with Master's degree			5,019			368 I
Number of teachers with Doctor's degree			208			18 I
Number of teachers with degrees from N. J. teachers college			4,005			326 I
Number of teachers with degrees from other colleges ..			11,788			430 I
Total number of teachers with degrees			15,793			756 I
Number of teachers of N. J. state teachers and normal graduates			9,737			124 D
Number of teachers of other normal schools			2,945			105 D
Number of teachers with other training			2,313			12 I
Number of teachers who attended extension classes in 1945-46			4,453			524 I
Number of teachers who attended summer school for six weeks or more in summer of 1945			1,222			57 I

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical training	39	29	4 I	3 D
Music	17	58	1 I	3 I
Drawing	2	49	...	2 D
Penmanship .....	...	5	...	...
Others	26	26	2 I	2 D
Total	84	167	7 I	4 D

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or Decrease	
			Men	Women
Physical training	294	300	43 I	30 D
Music	118	247	11 I	3 D
Drawing	29	210	4 I	5 D
Penmanship .....	...	7	...	...
Teacher librarians	3	121	...	...
Others	75	384	12 I	11 I
Total	519	1,269	70 I	27 D

TEACHERS

NEW TEACHERS (DAY SCHOOLS)		1945-46	Increase or Decrease
Number of new teachers in districts in 1945-46:			
Number who did not teach in 1944-45 from New Jersey			
Kindergarten, elementary	947	1,449	154 I
J. S. 4-year high	502		
Total			
Other States:			
Kindergarten, elementary	158	351	72 I
J. S. 4-year high	193		
Total			
Number who taught in other school districts in 1944-45 in New Jersey:			
Kindergarten, elementary	553	842	47 D
J. S. 4-year high	289		
Total			
Other States:			
Kindergarten, elementary	161	376	22 I
J. S. 4-year high	215		
Total			
Total number of new teachers in 1944-45:			
Kindergarten, elementary	1,819	3,018	201 I
J. S. 4-year high	1,199		
Total			
Number of new positions created for school year 1945-46:			
Kindergarten, elementary	229	389	23 I
J. S. 4-year high	160		
Total			
NUMBER OF TEACHING POSITIONS (DAY SCHOOLS)			
Kindergarten (women) .....	...	789	28 I
Elementary schools:			
Men .....	...	812	189 I
Women .....	...	13,564	180 D
Approved junior high schools:			
Men .....	...	517	81 I
Women .....	...	1,314	118 D
Approved senior high schools:			
Men .....	...	931	209 I
Women .....	...	1,332	124 I
Regular high schools of four years or less:			
Men .....	...	2,040	193 I
Women .....	...	3,060	321 D
Vocational schools of secondary grade:			
Men .....	...	297	84 I
Women .....	...	112	35 I
Other local schools for deaf, blind, delinquent, etc.:			
Men .....	...	47	7 I
Women .....	...	510	1 I
Total:			
Men	4,644	763 I
Women	20,681	431 D
Grand total	25,325	332 I

COMMISSIONER OF EDUCATION

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SALARIES OF TEACHERS

	Increase or Decrease			
Average salary per year paid to all day school teachers (27,100) not including superintendents, assistant superintendents or evening school teachers of any kind	\$2,557.34		\$110.22	I
Average salary per month paid to all day school teachers	281.03		12.12	I
Average salary per year paid to:	Men	Women	Men	Women
Superintendents	\$7,096	.....	\$83	D
Assistant Superintendents	7,020	\$7,850	730	D
Director County Vocational Schools	8,000	.....	792	I
Assistant Director County Vocational Schools	6,000	.....	1,000	I
Approved Supervising Principals, men and women as a whole unit	5,032	.....	105	I
Unapproved Supervising Principals	3,327	.....	34	I
Non-teaching Principals	4,435	3,692	24	I
Supervisors	4,397	3,629	252	I
Special Supervisors	3,989	3,285	70	I
Rural school teachers—one room	1,420	1,528	6	D
Rural school teachers—two room	1,722	1,567	78	I
Kindergarten teachers .....	.....	2,309	.....	89
Elementary teachers:				
Grades I-VIII	2,212	2,230	47	D
Grades I-VI	2,322	2,342	182	D
Junior high school teachers:				
Grades VII-IX	2,738	2,629	51	I
Grades X-XII	3,031	3,052	74	I
High school teachers:				
Grades IX-XII	3,008	2,751	24	I
Short term teachers	1,780	2,073	419	I
Substitute teachers	1,295	1,051	73	D
Special teachers—ungraded, backward and incorrigible classes	2,496	2,450	163	I
Special teachers—crippled classes .....	.....	3,001	.....	37
Special teachers—subnormal classes	2,739	2,652	58	I
Special teachers—deaf classes	3,500	3,285	550	I
Special teachers—blind classes .....	.....	2,835	.....	81
Special teachers—bedside or home instruction:				
Full time	2,172	2,105	272	I
Part time	161	218	230	D
Special teachers—unclassified	2,666	2,478	89	I
Manual training teachers	2,853	2,351	130	I
Vocational school teachers	3,208	2,847	176	I
Helping teachers .....	.....	3,231	.....	123

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or district clerk	112	447
Clerks and assistants in secretaries' or district clerks' offices	197	31
Business managers	10	.....
Clerks and assistants in business managers' offices	64	.....
Clerks in Superintendents' or Supervising Principals' offices	281	21
Clerks in Supervisors' offices	55	2
Clerks in Principals' offices	714	26
Attendance officers	202	422
Clerks in attendance officers' offices or departments	29	12
Medical inspectors	39	677
Clerks in medical inspector's offices	21	3
Other clerks not previously listed	52	6
Dental inspectors	20	169
Nurses	454	357
Janitors, engineers, firemen, watchmen and helpers	3,807	854
Bus drivers of district-owned busses	48	128
Attendants for crippled children on district-owned busses	5	.....
Maintenance employees	420	47
Recreation employees	19	186
Other employees not previously listed	285	223
Total	6,834	3,611

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

	1942	1943	1944	1945	1946	Increase or Decrease
Total enrollment of pupils in all schools—day and evening (a)	742,117	704,958	676,551	659,759	667,305	7,546 I
Total enrollment of pupils in all schools—day and evening, including National Defense Programs ...	774,193	735,206	697,460	671,911	667,971	3,940 D
This enrollment divided:						
Day schools	712,883	688,010	660,457	644,524	642,207	2,317 D
Evening schools	29,234	16,948	16,094	15,235	25,098	9,863 I
Boys in day schools	364,583	351,186	334,742	326,389	327,292	903 I
Girls in day schools	348,300	336,824	325,715	318,135	314,915	3,220 D
Boys in evening schools	17,957	9,404	9,019	6,942	15,557	8,615 I
Girls in evening schools	11,277	7,544	7,075	8,293	9,541	1,248 I
National Defense Training Programs	32,076	30,248	20,909	12,152	666	11,486 D
Boys in National Defense Training Programs ..	25,697	19,547	12,383	5,543	71	5,472 D
Girls in National Defense Training Programs ..	6,379	10,701	8,526	6,609	595	6,014 D
Average daily attendance in day schools	588,678	550,373	533,442	532,069	525,155	7,514 D
Average absence of each pupil in days	13	17	18	15	18	3 I
Enrollment:						
Kindergarten	34,657	35,517	36,152	36,311	38,139	1,828 I
*Primary grades	225,632	220,062	218,851	217,571	219,144	1,573 I
*Grammar grades	232,180	224,378	213,540	202,085	194,023	8,062 D
*High schools	199,205	187,876	173,368	171,341	172,255	914 I
One-room rural schools	3,354	3,119	2,668	2,637	2,436	201 D
Two-room rural schools	6,734	6,007	5,759	5,452	4,832	620 D
Teachers—Total number	29,279	28,365	27,835	27,534	28,344	810 I
Men	6,850	5,763	5,353	5,182	6,284	1,102 I
Women	22,429	22,602	22,482	22,352	22,060	292 D

One-room rural schools, total	123	111	100	100	81	19 D
Men	8	5	7	7	3	4 D
Women	115	106	93	93	78	15 D
Two-room rural schools, total	227	217	214	203	185	18 D
Men	13	10	8	7	10	3 I
Women	214	207	206	196	175	21 D
Kindergarten	761	740	746	761	790	29 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**

	1942	1943	1944	1945	1946	Increase or Decrease
Teachers:						
Grades I-VIII, total	11,171	10,841	10,685	10,680	10,605	75 D
Men	557	354	295	268	367	99 I
Women	10,614	10,487	10,390	10,412	10,238	174 D
Grades I-VI, total	2,358	2,410	2,352	2,244	2,278	34 I
Men	36	23	19	17	34	17 I
Women	2,322	2,387	2,333	2,227	2,244	17 I
Junior high schools, total	1,515	1,450	1,401	1,355	1,329	26 D
Men	434	309	245	237	305	68 I
Women	1,081	1,141	1,156	1,118	1,024	94 D
Senior high schools, total	1,639	1,647	1,527	1,532	1,608	76 I
Men	702	634	557	536	642	106 I
Women	937	1,013	970	996	966	30 D
Four-year high schools, total	4,771	4,626	4,598	4,516	4,589	73 D
Men	2,069	1,721	1,599	1,558	1,785	227 I
Women	2,702	2,905	2,999	2,958	2,804	154 D
Manual training, total	1,194	1,162	1,169	1,161	1,188	27 I
Men	667	626	626	617	654	37 I
Women	527	536	543	544	534	10 D
Average salary per year paid to day school teachers.	\$2,185	\$2,206	\$2,297	\$2,447	\$2,557	\$110 I
One-room rural schools:						
Men	1,106	1,210	1,221	1,426	1,420	6 D
Women	1,130	1,188	1,230	1,416	1,528	112 I
Kindergarten	2,009	2,044	2,120	2,220	2,309	89 I
Grades I-VIII:						
Men	1,702	1,927	2,076	2,259	2,212	47 D
Women	1,886	1,924	2,007	2,157	2,230	73 I
Grades I-VI:						
Men	1,888	2,092	2,252	2,504	2,322	182 D
Women	1,977	2,016	2,092	2,211	2,342	131 I
Junior high schools:						
Men	2,100	2,290	2,542	2,687	2,738	51 I
Women	2,282	2,297	2,354	2,435	2,629	194 I

Average salary per year paid to:						
Senior high school teachers:						
Men	\$2,540	\$2,664	\$2,833	\$2,957	\$3,031	\$74 I
Women	2,469	2,437	2,457	2,635	3,052	417 I
Four-year high schools:						
Men	2,446	2,668	2,829	2,984	3,008	24 I
Women	2,384	2,383	2,495	2,641	2,751	110 I
Schools in session, day	183	182	182	182	182	...
School districts, number	555	556	556	556	556	...
School buildings	2,059	2,062	2,053	2,049	2,036	13 D
Valuation of school property	\$365,021,468	\$366,150,606	\$366,494,724	\$366,270,860	\$365,095,017	\$1,175,843 D
Buildings completed during the year	2	2	1	1	1	...
One-room buildings	180	175	171	172	159	13 D
Graduates of state teachers colleges:						
Trenton	181	242	73	207	86	121 D
Montclair	219	306	127	148	208	60 I
Newark	185	178	134	132	165	33 I
Glassboro	141	192	...	90	73	17 D
Paterson	77	72	78	54	59	5 I
Jersey City	56	63	62	52	104	52 I
Totals	859 (a)	1,053 (b)	474 (c)	683 (d)	695 (e)	12 I

(a) Of this number 233 had previously graduated with a lower certificate or diploma.
 (b) Of this number 161 had previously graduated with a lower certificate or diploma.
 (c) Of this number 87 had previously graduated with a lower certificate or diploma.
 (d) Of this number 153 had previously graduated with a lower certificate or diploma.
 (e) Of this number 183 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

	Total			1945			1946		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$1,000	42	52	94	43	39	82	16	33	49
\$1,000 to 1,099	10	106	116	6	12	18	4	6	10
1,100 to 1,199	7	252	259	6	6	12	5	11	16
1,200 to 1,299	22	1,017	1,039	10	502	512	7	110	117
1,300 to 1,399	19	1,149	1,168	19	691	710	6	256	262
1,400 to 1,499	89	1,689	1,778	57	1,300	1,357	24	715	739
1,500 to 1,599	73	1,574	1,647	47	1,601	1,648	37	1,233	1,270
1,600 to 1,699	109	1,516	1,625	59	1,642	1,701	43	1,472	1,515
1,700 to 1,799	120	1,224	1,344	67	1,342	1,409	101	1,538	1,639
1,800 to 1,899	185	1,204	1,389	118	1,303	1,421	138	1,307	1,445
1,900 to 1,999	160	975	1,135	126	1,152	1,278	156	1,338	1,494
2,000 to 2,499	1,178	4,667	5,845	1,058	4,874	5,932	1,124	5,104	6,228
2,500 to 2,999	923	3,324	4,247	987	3,675	4,662	1,221	3,857	5,078
3,000 to 3,499	754	1,601	2,355	873	1,749	2,622	1,051	2,275	3,326
3,500 to 3,999	461	1,042	1,503	512	1,264	1,776	615	1,328	1,943
4,000 to 4,499	278	255	533	296	282	578	381	327	708
4,500 to 4,999	238	223	461	226	274	500	266	312	578
5,000 to 5,499	91	22	113	122	41	163	139	36	175
5,500 to 5,999	49	14	63	42	20	62	53	17	70
6,000 to 6,499	34	6	40	42	3	45	42	6	48
6,500 to 6,999	22	3	25	23	2	25	26	4	30
7,000 and over	77	11	88	85	9	94	83	9	92
Totals	1,941	21,926	26,867	4,824	21,783	26,607	5,538	21,294	26,832

