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*Robert H. Harrison*

*B. C. ...*

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1936

CHARLES H. ELLIOTT

Commissioner of Education

New Jersey State Library

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

December 5, 1936

THE STATE BOARD OF EDUCATION  
STATE HOUSE  
TRENTON, NEW JERSEY

Gentlemen:

In compliance with the requirement of the School Laws of New Jersey, I have the honor to submit the Annual Report of the State Department of Public Instruction.

Very sincerely yours,

CHARLES H. ELLIOTT

Commissioner of Education

## ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

The annual report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1936, and includes reports from the various divisions of the Department which outline the general program of these divisions and summarize the projects undertaken during the year. The Commissioner's report includes, in addition, tables of statistics relating to public education and presents detailed compilation of enrollment, number of teachers employed, school facilities provided, sources of revenue for public education, and public school expenditures for the school year ending June 30, 1936.

### THE SCHOOLS IN 1935-1936

The schools of New Jersey have not yet emerged from the economic depression. As pointed out in the last three annual reports, boards of education made appropriations each year for the maintenance of schools in all the districts. In the most serious crisis during the depression not a single district denied educational opportunities to its pupils, but programs were curtailed in many districts.

As pointed out in previous reports, the schools have been operated during the last four years under very trying circumstances. Although the situation is by no means cured, there has been improvement.

Five hundred and twenty-six more teachers have been employed during the year under review than were employed the preceding year. Of this number, three hundred and forty-three were added to the staffs of the approved junior and senior high schools and the high schools which are composed of grades nine to twelve inclusive. This has tended to relieve the overcrowded classes in a number of the high schools since the increase in high school enrollment this year was less than it has been for several years.

In order better to adapt courses to the needs of boys and girls many new courses in home economics and industrial arts have been organized both in the elementary and high schools.

During this year educational expenditures have increased \$3,125,690.08 over those for 1934-1935. The allocation of this increase differs in important respects from that of last year. Last year teachers' salaries, which had been reduced nearly \$12,000,000.00 from the payroll of 1931-1932, showed an actual further decrease of \$20,033.90. The amount paid for teachers' salaries has increased \$615,229.21 over last year. This represents in part the amount of salary restoration in certain school districts. It should be recalled that restoration has been made only in part in most of the large centers of population. Expenditures for textbooks last year showed an increase of \$70,357.75 over the previous year. This year expenditures have increased \$104,174.91 over 1934-1935, which indicates that school districts recognizing the seriousness of the situation are now endeavoring to restore one of the important tools of instruction. Educational supplies, which bear a close relationship to the efficiency of instruction, were increased approximately \$250,000.00 last year over the expenditures for the preceding year. In the year under review, however, the increase is only \$75,243.41. Janitors' salaries show an increase of \$6,286.70.

The amount of expenditures for health service shows an increase of approximately \$24,000.00 and expenditures for attendance service an increase of \$27,357.99. Maintenance of the school plant showed an increase of \$360,873.30 over the expenditures of the previous year. The increase was approximately the same as that of last year. The largest increase is shown in capital outlay which increased from approximately \$2,000,000.00 in 1934-1935 to \$5,296,546.23 during the year under review. Last year the manual training account showed an increase of \$57,224.52. This year this account shows a decrease of \$24,460.45, notwithstanding the fact that this account provides supplies and materials for the newly developed classes in which instruction is definitely adapted to the interests, abilities, and capacities of boys and girls enrolled in the upper grades and high schools. The evening vocational school account, which includes expenditures for courses for employed adults and others who are taking re-training courses to fit them for employment in industries other than those in which they formerly worked, shows a small increase of \$3,000.00 as compared with an

increase of \$35,275.53 in the year 1934-1935. Likewise, the decrease of \$17,743.00 in the accredited evening high school account is to be regretted. Through these schools young men and women have been enabled to complete a high school education and in many instances have entered the professions and attained marked success. It should be noted that the current expense account of the regular evening schools which declined \$42,528.37 last year shows an increase of \$13,278.86 for 1936.

Expenditures for debt service declined \$1,496,966.38. This has resulted in part from the refunding operations which have been authorized for twenty-three districts of the State. These are reviewed in a later section of the report. Part of the reduction reflects also the reduced rate of interest on the issues of refunding bonds, which rate averages about one and one-half per cent less than the rates on the old issues, and the interest payments on the reduced school debt of the State. A year ago a substantial amount of the debt was retired.

It is worthy of note that the total amount of bonds paid during the current year was one and one-half times the amount issued.

It should be noted that the schools continue to be operated on reduced revenues and that for the year under review the total expenditures in the districts and counties were \$20,691,893.06 less than for the year 1931-1932.

In my last annual report, I pointed out that during the year 1933-1934 there was paid only slightly more than one-half of the State School Tax levy made in 1933. Last year there was collected before June 30, 1935, \$15,660,860.53 of the total State School Tax levy of 1934, which amounted to \$16,973,962.14. The total levy for 1935 was \$16,221,588.54. Of this amount \$15,717,822.45 was paid before June 30th this year. During the year there was received in addition \$1,330,038.03 as part of the balance of unpaid taxes for 1933 and 1934. On June 30th the amount of State School Tax unpaid was only \$1,602,460.29. The amounts owing are approximately three-quarters of a million dollars for 1933, one-third of a million for 1934, and a half of a million for 1935. These figures reflect the improved collection of the State School Tax.

During the year loans for teachers' salaries in the amount of \$620,715.55 were made from the \$7,000,000.00 fund which was provided in 1933. Prior to June 1935 loans in the amount of \$3,569,000.00 had been made to meet unpaid State School Tax apportionments for 1931-1932 and loans aggregating \$3,547,000.00 were made to pay teachers' salaries. Prior to June 30, 1935, there had been repaid on account of these two types of loans \$1,229,542.90. During the current year loans for unpaid tax apportionments were further reduced by \$554,124.71 and loans for unpaid teachers' salaries were reduced by \$941,189.15.

During the past year \$5,296,546.23 was spent by the school districts for additions and improvements, the purchase of land, the construction of new buildings and for equipment. This was an increase of approximately three and one-third millions over the expenditures for last year. When the construction represented by these expenditures has been completed, the overcrowded conditions in a number of our high schools will be relieved.

About sixty per cent of the construction completed during the year was completed with the aid of grants made by the Public Works Administration.

When the apportionment of State funds to the several counties was made in June, it was found that there was not sufficient money in the Ten Per Cent Reserve Fund to pay the legal quotas covering allotments for teachers, supervisors, and superintendents, for high school tuition pupils, and allotments for three-fourths of the cost of transportation in the several school districts. Nine-tenths of the Reserve Fund is available for the payment of quotas and days' attendance in those counties which do not have sufficient money to meet the legal quotas. It was found that the total shortage amounted to \$1,716,316.61. Of this amount \$177,711.16 represented shortage in legal quotas and \$1,538,905.45 the amount which was required to pay three cents for each day's attendance under the formula adopted by the State Board of Education for the distribution of this fund. These amounts were included in the school budgets for the next fiscal year and should be met by an appropriation by the Legislature.

The all day vocational schools are crowded and their trade extension courses are filled. Enrollment in evening and part-time trade extension

courses has increased over the enrollment of last year. Unusually effective work has been accomplished in the county vocational schools of Essex County, Middlesex County, and Camden County, and in the vocational schools organized as a part of the city school systems of Paterson, Elizabeth, and Bayonne. County vocational school organization has not proceeded as rapidly as was expected during the period of the depression. Accordingly, we have encouraged the organization of vocational departments in high schools which were organized to offer general courses.

Employment records of the New Jersey industries have shown a substantial increase in placements during the year. Many factories that were operating on a reduced basis have resumed full-time schedules. In some of the industries the demand for the product manufactured is sufficient to keep two and in some cases three shifts of workers employed. Employers are beginning to discover a shortage of skilled workers in a number of the occupational fields. This has resulted from the general lay-off of skilled workers during the depression and the failure of employers to maintain training programs which would provide to some degree the necessary skilled help when industry resumes normal operation. As pointed out in previous reports, the vocational schools through their late afternoon and evening trade extension and retraining courses have continued to discharge an important function in this connection.

Apprenticeship training has always been regarded by the Department of Public Instruction as a necessary supplement to the work of the vocational schools. Eight years ago 5,000 apprentices were enrolled in the various evening and part-time vocational schools of New Jersey. This State was regarded as a leader in this field. Apprenticeship training almost disappeared during the depression. Employers are now urging that it be resumed and a study of the industries indicates that apprenticeship training has been resumed in seven important industries of the State and that three hundred and forty-seven apprentices are enrolled in the training courses. Three of these industries utilize existing vocational school facilities. The others provide training in their own plants.

Home economics continues to make important contributions to home making as we are emerging from the depression. The courses are the basis for reorganized programs for girls, particularly in the upper elementary grades and in the junior high school. Three districts of the State which eliminated home economics early in the depression have restored the subject. Ten districts have installed improved equipment, expanded the offerings, and employed additional teachers. Two new vocational home economics departments have been organized - one in Princeton and one in Sussex.

The demand for well trained girls is reflected in the placement records throughout the State. The Essex County Trade School for Girls, which is the oldest and largest in the State, this year graduated three hundred and twenty-six girls, of whom one-half were placed before the close of the school year. A new trade school for girls has been established at South River.

The United States Congress has made additional provisions for vocational education by passing the George Deen Act. The new act replaces the George Ellzey Act which expires June 30, 1937. The new act which becomes effective July 1, 1937, increases the amount of Federal appropriation and broadens the scope of the training for which Federal money may be used to include the distributive occupations.

Training in vocational agriculture has been continued and expanded. The total enrollment during the year was 2,150 pupils. Of this enrollment 1,497 were boys in high school departments of agriculture, 194 were young adults between the ages of sixteen and twenty-five years, and 459 were mature farmers. Classes were taught in sixty-one centers and thirty-three teachers were employed to offer the instruction. New departments of agriculture were established in high schools at Swedesboro and Allentown.

During the year 31,330 pupils were transported to schools outside of the districts in which their homes are located. This was an increase of 1,298 over the previous year. 52,544 pupils, an increase of 222 over the previous year were transported to school within the districts in which they reside. The total number of pupils receiving transportation in school buses

either owned by the district or supplied on contract was 83,874 and they were transported without a single accident.

During the year under review the Department of Public Instruction cooperated with the Works Progress Administration in the development of a program of adult education. Ten thousand five hundred sixteen classes were organized with an enrollment of 33,443. These were taught by 1,230 teachers. As pointed out in the report of last year, this offered opportunities for employment to many teachers who had not been placed in teaching positions.

Six junior colleges were maintained with a two-year program. These were under the direction of the National Youth Administration and were supervised by a member of the Department of Public Instruction who was relieved of part of his duties to undertake this work. These colleges were in session for thirty-six weeks, employed a staff of 156 teachers, and enrolled 3,097 students.

D I V I S I O N   O F   L A W

Controversies and Disputes

The work of this division is distributed among a number of functions, the principal ones being the hearing of cases which arise under the School Law, the review of bonding proceedings of all school districts, issuing interpretations of the School Law, assisting in the conduct of the work of the Funding Commission for School Purposes, of which the Commissioner is Secretary, and the preparation for each Legislature of bills whose subject matter relates to public education.

The division has assisted the Commissioner in his work as Secretary of the Funding Commission for School Purposes and to it has been assigned the responsibility of reviewing proceedings submitted and resolutions authorizing the refunding of school district bonds. Up to this time proceedings have been approved for twenty-three districts since the passage of Chapter 185, P.L. 1934. Under this act detailed provisions are made for refunding the indebtedness of school districts and under this act districts are allowed to fund the accumulated interest.

There has been progress in the provision of new school facilities since 1934. In 1934-1935 there were reviewed only seventeen bonding proposals for buildings or additions in Article VII districts, whereas, during the year 1935-1936 there have been submitted thirty-three such proceedings.

The improved economic conditions of the year under review have witnessed a reduction in the number of laws passed which tend to restrict the educational program and have also had a marked effect upon the number of cases coming before the Commissioner. In 1934, we prepared seventy-eight decisions, the following year fifty-eight, and for the year under review thirty-nine.

During the year 1936 a number of important statutes were enacted. Three statutes were passed which clarify the procedure in school elections. In addition to the provision qualifying as voters at school elections those who were registered at the last general election and any who registered for the school election on the Saturday preceding it, Chapter 94, P.L. 1936, provides that any person whose name appears on a permanent registration list of the

municipality may vote at a school election. Prior to 1936 a member of a board of education or the district clerk was required to open a meeting at which a school election was held. In many of the larger districts there are nine polling places. There was no law providing for the opening of an additional polling place in such districts. Accordingly, Chapter 95, P.L. 1936, was enacted which empowers the president of a board of education to appoint a qualified voter to open the meeting at any polling place.

The statutes have not been clear concerning the marking of ballots. It was difficult to say whether it was necessary to place a cross or plus mark before the names of personal choice candidates and this resulted in many arbitrary rulings by local election officers. Chapter 104, P.L. 1936, requires that a cross or plus mark be placed before every name on the ballot if it is to be counted as a vote for the candidates.

The Legislature of 1936 enacted Chapter 107, P.L. 1936, which abolished the State Board of Examiners and provided for a Board of Examiners with an enlarged personnel. The State Board of Examiners for many years had been composed of the Commissioner of Education, an assistant commissioner, a county superintendent of schools, a city superintendent of schools, and all normal school principals. Prior to 1907 only one normal school principal held membership on the Board, because up until that time the Trenton Normal School was the only one in the State. Since 1907, five additional normal schools have been established and this increased to six the number of normal school principals on the Board. It was the opinion of the Commissioner, as well as that of many thoughtful school administrators and teachers, that the Board included too many representatives dealing with one phase of the educational program. The law which has been referred to provides that the new State Board of Examiners shall consist of the Commissioner of Education, one assistant commissioner, one principal of a State Teachers College, one principal of a State Normal School, a county superintendent of schools, a city superintendent of schools, a supervising principal of schools, a high school principal and a high school teacher, a principal of an elementary school, and an elementary teacher. With the exception of the Commissioner of Education, who shall be chairman of the Board, the law provides that the members upon nomination of the Commissioner shall be appointed by the State Board of

Education for terms of two years. One half of the original appointments shall be for one year. The law requires that the new Board of Examiners shall organize not later than September fifteenth.

Chapter 262, P.L. 1933, as amended by Chapter 383, P.L. 1933, provides that all transportation contracts be awarded to the lowest responsible bidder with the exception of contracts in amounts less than \$300.00. Chapter 13, P.L. 1930 permits the award of a transportation contract for a period not exceeding three years. Guided by the foregoing statutes, boards of education have advertised for bids and awarded contracts to the lowest responsible bidder for a term of three years. It was found that many of these contractors after having provided superior equipment and after rendering excellent transportation facilities, no small part of which was the zealous guarding of the safety of the children transported, lost their contracts after three years to new and untried bidders who secured the contract for only a few dollars less.

To meet this situation Chapter 109, P.L. 1936, was enacted which provides that a board of education may extend a contract beyond the three-year term when the service has been satisfactory and the amount of the contract is not increased. The law provides that there may be given not more than three annual extensions of this contract and that such extension must receive the approval of the county superintendent. There was included in this amendment the requirement that bidders give such information as is required by the State Board of Education on a standard form of questionnaire, that the bid must be accompanied by a check for 5% of the annual amount of the contract, and that the State Board of Education shall prescribe the amount of liability insurance to be carried by the contractor or bus driver, and other rules and regulations applicable to pupil transportation.

The Legislature of 1936 enacted the statute which continues the right of boards of education to reduce the salaries of its employees without discrimination, but limits the reduction of salaries above \$1,000 to a minimum of \$1,000, and prohibits reduction of any salary which is less than \$1,000. The right to pay part of the State School Tax in scrip was continued under the provisions of Chapter 57, P.L. 1936.

For many years there were no bonding limits for school bonds in Article VII districts. Chapter 245, P.L. 1936, limits the bonding of Article VII school districts to 6% of the average of the assessments of real property (including improvements) for the last three years. A proviso was inserted in the law to the effect that in cases in which the municipal debt is less than 7%, the voters may authorize bonds in an amount equal to the unused borrowing power of the municipality and it is required that there be placed upon the ballot information definitely prescribed by the act which shows the effect of using such unused borrowing power. Regional boards of education were authorized to issue bonds not exceeding 4% of the total assessed valuations, as described above, of the districts which form the regional territory; the voters of the regional district may also authorize bonding for regional purposes to the extent of the unused borrowing power of the coextensive municipalities. In case the latter is resorted to, information must be placed upon the ballot to show the effect of such bonding upon the municipal governments.

It must be recognized that bonding limits are a desirable provision if credit is to be maintained and the interests of the taxpayers protected. However, it is doubtful if the present act will prove satisfactory. It has been demonstrated in a number of instances that the limits prescribed will prevent the provision of adequate school facilities in a number of districts. It is my belief that this whole question should be canvassed very carefully to the end that a more carefully developed procedure may be enacted.

Many of the thirty-nine decisions rendered during the current year have been rulings upon points similar to those raised in former cases. Most of them are not sufficiently different from preceding decisions to need special comment in this report.

The most important decision of the year was that of Eastburn vs. East Windsor Township Board of Education which dealt with a case of mental health. Prior to this decision, no decision had been written upon this subject under the School Laws of New Jersey. The State Board of Education affirmed the decision of the Commissioner which held:

"Mental illness which is recurrent, prolonged or of a nature dangerous to others may constitute 'just cause' for dismissal as many similar conditions of physical illness, but the brief duration of \*\*\* mental and

physical illness \*\*\* does not constitute inefficiency, incapacity, conduct unbecoming a teacher or other just cause for dismissal."

In Brelsford vs. Lawrence Township Board of Education it was held that a bidder cannot be determined to be irresponsible unless the Board has given him an opportunity to be fully heard. In re Clerkship to the Board of Education of the Borough of Verona, Essex County, we held that a board which organized between the date of election and the first Monday in April may prior to the latter date appoint a district clerk to serve from July 1 of that year. In Buelow and Jillson vs. Little Egg Harbor Township Board of Education it was held that a pupil's periodic illness alone does not require a board to provide transportation. In Clausner vs. Millburn Township Board of Education it was held that a board of education may require pupils to attend designated schools, provided, the action is not discriminatory. In Weeks - In Re Shamong Township Annual School Election and Warner - In Re Chesterfield Township Annual School Election there were presented a number of interesting points. It was held in the first case that illegal ballots in excess of the plurality of the candidates declared to be elected voids the election, and in the latter case the use of purple pencil in marking a ballot disqualifies it.

In Hering vs. Secaucus Board of Education the board of education was sustained in the expulsion of pupils who refused to salute the flag as required by law. This case is now before the Supreme Court on the constitutionality of the act.

In Boards of Education of Lumberton and Eastampton Townships vs. County Superintendent of Schools, Louis J. Kasor, we held that regional boards of education and not constituent boards are entitled to the apportionment for high school pupils. In Mirabile et al vs. Board of Education of the City of Garfield we held that a person cannot be dismissed during the term for which he is elected unless specifically authorized in the contract of employment.

Throughout this year we have continued to advise boards of education with reference to bonding proceedings and building programs to be undertaken with grants from the Public Works Administration. The contribution of this agency of the United States Government was increased during the past

year from 30% to 45% and frequently the balance was loaned on bonds of the district at the rate of 4% per annum. This has stimulated the school building program. In my last annual report, I stated that a number of excellent buildings had been completed. A number are now under construction to be ready for occupancy on or before January 1, 1937.

E L E M E N T A R Y E D U C A T I O N

Elementary education in New Jersey provides the training in fundamental knowledges and skills which is regarded as the basic educational equipment of all the people. The development of compulsory education laws attests to the fact that our present day society regards it imperative not only that this basic education be provided but that it be required up to certain age limits.

There has been much discussion in recent years regarding the age at which workers should be admitted to industry. Most enlightened industrialists hold that youth should not be admitted to industrial pursuits before sixteen. Many of the most competent industrialists and most students of the question regard eighteen as the desirable age at which youth shall enter industry.

The depression has taught us that it would be highly desirable not to admit children to industrial pursuits before the age of sixteen. That child development should not be hampered and that opportunities for education should not be denied youth are sufficient reasons for making the requirement that children attain the age of sixteen before entering industry. Moreover, the tendency for the youthful group of workers to displace from industry somewhat older workers who have left school and should have such opportunities as are presented for wage earning make such a provision highly desirable. I am of the opinion that the compulsory age for children should be raised to sixteen and that eighth grade graduation or its equivalent should be required for all boys and girls who obtain age and schooling certificates.

Continued Improvement in Organization  
of Elementary Education Needed

The important problems in elementary education may be summarized as follows: (1) Continuous collection of information concerning the mental and physical equipment of children; (2) studies of materials of instruction; (3) improvement of teaching methods; (4) supervision.

In several of my annual reports during the last nine years I have discussed at some length the general philosophy underlying the selection of materials and the improvement of teaching methods. Accordingly, I shall not discuss this question in the present report other than to say that the development of elementary education by utilizing the techniques generally denominated those of progressive education or creative education has done much to vitalize and improve elementary instruction throughout the State. Notwithstanding the ravages of the depression and the necessity of working with curtailed budgets for materials and supplies, textbooks, and reference books, notable work has been done in many schools. One of the real accomplishments in public education during this period has been the improvement in elementary instruction. For a number of years, Hunterdon County has devoted a day in May to an exhibit of work produced in the schools and to the presentation of activities in dramatic or pageant form, illustrative of the regular school work. This year the annual school festival, as it is called, was held at the Flemington Fairgrounds on May 22. It was my pleasure to spend most of the day there, during which I witnessed the pageant depicting the history of Hunterdon County and studied the exhibits in the buildings on the fairgrounds. I feel that this work is so significant that I have discussed it at various places in the State.

Studies of the development of children and the accumulation of information concerning their mental equipment, interests, vocational aptitudes, and the like are of great value. Recent studies of the development of children have given very definite information to guide us in assigning the learning of reading skills and arithmetic skills to the proper mental age level. The proper age at which to begin handwriting and the ages at which to emphasize the use of dramatic learning are all most important in developing the elementary program. This implies that we shall first get as accurate

an inventory as we can by a study of the children and the giving of appropriate tests. These data enable us to revise the program of elementary education continuously in terms of the development of boys and girls. A great deal is now being done in the New Jersey schools in accordance with these fundamental principles.

The supervision of elementary education represents a large field in our school system which enrolls five hundred twenty five thousand elementary school children. The system of supervision directed by the helping teachers of New Jersey, who work principally in rural districts and in villages and small boroughs in which supervising principals are not employed, has demonstrated what progressive, sympathetic supervision can accomplish. Very much of the progress in elementary education in these districts should be credited to the able work of these helping teachers. They have not only guided the instruction but have, in many instances, acted as teacher-training specialists. As the number of normal school graduates employed in these schools has increased, this demand has been reduced and the supervisory work covering visitation and criticism of class instruction, the development of courses of study, and the preparation of teaching aids and suggestions have been very much expanded.

For a long time many of our cities have employed general supervisors of elementary education for groups of grades and in those cities marked improvement has been noted in the elementary instruction. Many supervising principals and county superintendents have contributed significantly to the improvement of elementary instruction through painstaking, constructive supervision.

Supervision in New Jersey has been raised from the level of pathological and fault-finding inspection, to the broader constructive method of working with teachers and cooperatively carrying on experimental procedures and developing the best possible program for the schools. It is our experience that our best trained teachers welcome supervision and that our most able supervisors fill the role of helpers and guides rather than critics.

### Objective Testing in the Schools

I have called attention above to the relation of testing to a more extended knowledge of the mental and emotional equipment of boys and girls in the elementary schools. In a study which has been made by the Assistant Commissioner in Charge of Elementary Schools, it is significant that regular testing programs are directed from the county superintendent's office one to three times per year and that the results of these tests are used for diagnostic purposes. Many of the tests are used to secure better placement of students in the grades; in other words, to enroll them where they can learn best in terms of their interests and abilities. The results of the tests are used also as helps in revising the curriculum and for the purpose of determining the achievements of pupils in a given curriculum or in a grade.

I cite this item of technique to emphasize the fact that although much attention has been given in recent years to improving the technique of instruction and to selecting better materials, our schools have not neglected the important function of determining the progress of the children and have utilized the results for their better placement.

### Character Education

In a number of my annual reports I have called attention to the desirability of developing a program of character training in connection with our schools. In my last annual report I outlined briefly the purpose of character education in the schools and pointed out that character cannot be developed by reading books, or working in artificial situations, or working with a series of devices. Character must be lived. Character will be developed only in so far as we develop those habits of action under the stress of the highest ideals and develop situations that will stimulate the child to select the good behavior under all conditions. The whole school program offers extended opportunities for the bringing of ideals into bold relief and for the development of standards and values. If those ideals, standards, and values which are accepted by society as good behavior become a permanent part of the equipment of the young learner and if he comes to accept them as the desirable thing to do, then we have made real progress. Moreover, every one knows from experience, and there is ample scientific

evidence to support it, that to make these a real part of living, opportunity must be offered for exercising and realizing them through practice in situations that are actual life situations. This requires very skillful handling of the processes of education and of all of the activities of children which may be directed by the school or which may be suggested by the school and directed by certain agencies in the community. Long experience has demonstrated that this can be done. It is that type of program that is now becoming a definite part of our public school work.

In the fall of 1934, I appointed a representative committee which included in its membership superintendents, principals, helping teachers, county superintendents, and classroom teachers. This committee is continuing its work. During the current year we have issued two bulletins, one entitled, "Character Emphasis in Education" and a second one, "A Bibliography of Character Education." All over the State we find a large amount of work under way which has been stimulated by these bulletins. As a part of one of the bulletins we issued blanks which furnish the basis for reporting case studies in character development. It should be emphasized again that in the program of character education thus far developed emphasis has been placed upon the use of the school program and the activities of the school for character education purposes, not the setting aside of a period in which we endeavor to teach character apart from the actual living of the pupils. The futility of such a procedure is evident.

Hundreds of teachers in the State have prepared case studies and sent them to the committee. During the coming year a third bulletin will be issued in which will be included the most significant studies selected from the large number that has been submitted.

In Morris County a large amount of work has been accomplished. A character institute was held in the county and at one meeting of the Morris County Principals' Association twelve important contributions were presented. Twelve slides were thrown on the screen in succession; each slide was the picture of an actual classroom situation. The teacher who had been in charge of that particular classroom took her place by the screen and told in a five-minute talk just how that classroom situation was used in order to realize certain social and character ends. Bergen and other counties have

held meetings devoted to character education during the year.

I present below a number of comments on the materials that have thus far been published:

"Many thanks for your kindness in forwarding 'Character Emphasis in Education' together with the bibliography and form for reporting individual case studies to Character Education Committee.

"May I commend you for the splendid form which you have devised for your case studies.

"The fact that you have compended a well chosen bibliography adds to the value in no small degree."

- Frederick L. Patry, M.D., Psychiatrist,  
University of the State of New York.

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"Thank you for sending me the material on Character Education. I think you have done a splendid job and deserve to be congratulated. Your bibliography appears to me to be very complete and your bulletin is most attractive. I shall read it with a great deal of interest."

- Willard S. Elsbree, Associated Professor  
of Education, Teachers College,  
Columbia University.

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"A few days ago I received some very valuable material on character education from your office for which I thank you most heartily. In the development of my book on this subject I had access to about everything worthwhile about the country and you will be interested to know that your State has one of the best and most comprehensive programs there is. Nebraska has been doing considerable, as have a couple of other states, but some of these programs center around one or two character developing institutions outside of the school. Hence, they are limited in their approach and appeal. Your program is of and by the school folks and for the pupils, rather than of and by outsiders and largely for members of those outside organizations.

"I am especially pleased with the mimeographed bibliography. This is the most complete set of references I have ever seen on the subject. And I plan to make good use of it in my own further reading and study. Congratulations."

- Dr. Harry C. McKown,  
Gilson, Knox County, Illinois.

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"Thank you very much for sending us a copy of your bulletin entitled, 'Character Emphasis in Education.' I am going to make this bulletin available to the staff of this department through the office library. I also appreciate having a copy of the bibliography.

"This is certainly an important subject and I am glad to have this material which you have worked out so carefully on this subject."

- Agnes Samuelson, State Superintendent of  
Public Instruction, Des Moines, Iowa.

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"I am writing to congratulate you on the publication of 'Character Emphasis in Education' and the 'Bibliography,' because they seem to meet a very urgent need in a most acceptable manner."

- H. L. Latham, Science Editor for Rand  
McNally & Co. - Character Research  
Service, Chicago.

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"This will acknowledge with many thanks receipt of the recent reports of your Character Education Committee. It is a pleasure to see the very significant way in which your committee has tackled this problem."

- N. L. Engelhardt, Teachers College,  
Columbia University.

.....

"Recently I have received two copies of the several forms and bulletins prepared by your Character Education Committee. In many respects I think this is the most promising plan for a study of character education over a wide area that has yet come to my attention. I shall follow the work of the committee with very genuine interest."

- J. Cayce Morrison, Assistant Commissioner  
for Elementary Education, University of  
the State of New York.

#### The Problem of Special Education

For many years New Jersey has maintained classes for slow learners and has made provisions for handicapped children such as the crippled, blind, near blind, and hard of hearing. Recognizing the need for special classes, New Jersey, in 1911, passed a law which provides that whenever ten or more children enrolled in a given school system are three years or more below the normal, a special class shall be organized and that such special class or classes shall enroll not to exceed fifteen pupils. It has been the practice since this time to utilize some well known measuring instrument such as the Binet-Simon scale or the more recent revisions by Herring or Terman for the purpose of determining the mental age of pupils who are recommended for examination by teachers or who have been sorted out by a group intelligence test. In large cities such as Newark, Jersey City, and Paterson, a supervisor of such classes has been in charge of the work and an adapted program in the fundamentals with a large amount of handwork and other constructive activities has been developed. Newark has done outstanding work in this field for many years. All through the State excellent work has been accomplished.

With the revision of this act in 1928, provision was made to pay quotas for teachers of crippled or handicapped children of various types. Much bedside instruction for crippled children is now maintained under the act.

In 1933, the law requiring a maximum limit of fifteen children per class was removed. This was in accord with the recommendation in the Pierson survey. There is no doubt that classes larger than fifteen can be handled successfully in cities and other densely populated districts in which there is a sufficient number of sub-normal children to warrant the formation of five or more classes. This enables the school system to place those of nearly the same mental age or those of approximately the same physical maturity in a single class. In the smaller communities, however, in which there is frequently only one class, we find sometimes a class of twenty-five pupils with a range in mental age of five years. In one class we found the variation in chronological age to be from six to eighteen years. Through the assignment of Mr. Reuther to this work for a large share of his time it has been possible for us to give better supervision and to eliminate some of these inequalities. As a result of his work many new classes for sub-normals were started where the need for this special service has been acute. Eleven new groups were organized in Bergen County during the past year.

It is my judgment that very much more careful organization of these classes is needed to eliminate the great range in chronological and mental age. I do not believe it advisable to set a maximum limit in the law, but I recommend that the State Board of Education adopt standards for the approval of quotas for these classes that will automatically relieve some of the conditions we find. The situation is far better than it was several years ago, however. In a study of two hundred twenty-four classes we found only fourteen classes that enroll twenty-six or more pupils and only fifty classes that enroll from twenty to twenty-five pupils. All others enrolled fewer than twenty pupils.

In the data gathered by the Division of Elementary Education, I noted that thirty classes enrolled some pupils with an I. Q. of ninety or above. In my judgment a large number of these children may be enrolled in regular classes without detriment to the classes and with increased opportunities for the children. I note in the reports received that ninety-two classes were reported which enrolled some pupils with an I. Q. of less than fifty. It is generally held by specialists in the field that children with an I. Q. of less than fifty cannot be educated under public school conditions even in special classes. It is my judgment that continuous search and continuous testing should be prosecuted in all of our school systems and that every effort be made to obtain institutional care for those pupils with an I. Q. of less than fifty.

## S E C O N D A R Y   O R   H I G H   S C H O O L   E D U C A T I O N

In the report of last year I stated that the rate of increase in enrollment in the public high schools of New Jersey had declined for two years. Enrollment figures compiled for the present year indicate that the high school enrollments continue to increase but at a diminished rate. In 1934-35 there were enrolled in approved junior high schools 49,386 pupils which represented an increase of 1,578 over the preceding year. This year there were enrolled in approved junior high schools 49,406 pupils. These schools registered an increase of only 120 pupils. Senior high schools last year enrolled 34,754 pupils, which was an increase of 3,622 over the previous year. This year they enrolled 36,853, which is an increase of 2,099 over the previous year. The remaining high schools which enroll pupils in grades nine to twelve, last year enrolled 133,262 pupils, which was an increase of 4,014 over the previous year. This year these high schools enrolled 136,975 pupils, which represents an increase of 3,713 over 1935. Using another measure and comparing high school enrollments in grades nine to twelve, we note that last year the high school enrollment was 187,567, which represented an increase of 8,560 over the preceding year. This year the enrollment in these grades is 193,760, an increase of 6,193 over 1935. Further discussion of the enrollment will be found in succeeding paragraphs of this section.

### Reorganized Curricula in the High Schools

In my last annual report I discussed at some length the unusual work that has been accomplished in a number of high schools in developing courses of study which are adjusted to the abilities and interests of large groups of children who are not preparing to enter college or some other type of higher institution, but for whom the high school is a terminal institution. This work has been much extended during the present year and further experimental programs are projected for next year.

The central problems in the development of these courses is the careful selection and organization of subject matter and the adoption of new techniques of instruction. In many instances the materials are written by the teacher as we have found again and again that boys and girls are not able to comprehend some of the textbooks that are in use in the high schools. It is interesting to note in this connection that carefully selected reference materials that are commonly used in the high school are utilized with facility by many of these children. In addition it has been demonstrated that, a vitalized teaching method which draws liberally upon such means as creative expression, makes activities a part of the learning, and encourages graphic presentation of what is learned is an effective part of the program.

The importance of this work is evident if we realize that the secondary school population of our State is virtually an unselected group of the high school age -- not the selected group that entered our high schools thirty years ago. Although more than one-third of the students are enrolled in commercial courses, the standards maintained in these courses, for those who are to obtain vocational proficiency, are such that many boys and girls in the high school cannot succeed in them. Commercial courses may not be regarded as a refuge for all students not destined for college. The needs of this group can be met only from courses of the type which I have described.

Our studies indicate that in New Jersey we are accommodating in the high schools only sixty per cent of the children of secondary school age. This indicates that if in the near future enrollments approximate the total high school age, this problem will become more, rather than less, acute. Although it is too idealistic to predict that all of high school age will be enrolled the trend undoubtedly is in the direction of increased enrollments from the "other forty per cent."

The attack upon this problem has stimulated careful scientific study of the pupil population of our high schools. More careful objective testing, more educational and vocational guidance, and more effort to determine the interests, abilities, emotional make-up, and expected

vocational destination of our high school pupils have been the result. If this problem is followed with the diligence and ability which has been shown thus far by our administrators and high school teachers, I think the day will soon be at hand when every high school pupil will have his program of studies worked out in terms of his interests and abilities. This will mean a new emphasis upon the individual and should eliminate much waste in our high school economy.

This year has witnessed increased interest in the field of vocational education. We have had a large number of inquiries looking to the development either of county vocational schools or the development of vocational schools or courses in the various districts. Some studies have been undertaken which undoubtedly will be completed early next year. They will furnish the basis for the organization of additional courses and schools in this field. The new High School in Bayonne, New Jersey, which is being constructed with the aid of a PWA grant will be completed next year. It represents the result of an enormous amount of study on the part of the Bayonne school officials with some aid from our Department and will demonstrate, I believe, what can be done in an industrial city to develop effective vocational work of high school grade.

I need not reiterate that in my judgment there should be further extension of vocational opportunities to the youth of secondary school age. It is generally held that only preparatory work can be done successfully prior to the age of fourteen. However, in the remainder of the high school age period, twelve to nineteen years, much larger provisions must be made in our State. New Jersey's rank in population is ninth but her rank in the value of manufactures is sixth among the states of the Union. That such vocational schools as we have are crowded and that large demand exists for trade extension courses offered in the evening are measures of the need for further extension of this work. Moreover, every study that is made of the vocational ambitions of high school pupils indicates the need for such courses in almost every section of the State.

### Facilities For The Secondary Schools

The decreased enrollments in the elementary schools are now reflected in the secondary school enrollment. For many years the high school enrollments were increased five or eight per cent. In one of the depression years, 1931-1932, the secondary school population increased fifteen per cent. These gains have been retained. The fact that the secondary schools at present accommodate only sixty per cent of the boys and girls of high school age indicates also that with extended compulsory school age limits, with the demand that persons entering industry be better trained, and with the very definite movement to keep persons out of industry until they have attained the age of eighteen years, we may not expect high school enrollments in this State to become stationary for some time. However, this problem should be studied carefully and the Department expects to continue its population studies utilizing all census data obtainable and such data as have been accumulated by various workers in the field. Such a compilation of basic facts is necessary if we are to guide intelligently the organization of our high schools during the next decade.

### Significant Changes in the Enrollment in Subjects of the High School Curriculum

There has been a significant shift in the enrollment in the science subjects which are generally elected by boys and girls preparing to enter higher institutions. The registrations in biology have increased about one thousand which is approximately 4% and approximates the increase in total registration in grades nine to twelve. In chemistry, the registrations have declined from 13,669 in 1935 to 10,726 in 1936. This is a reduction of 21.5%. The registrations in physics declined from 12,031 in 1935 to 11,436 in 1936 or 4.9%. The enrollment in physiology in 1935 was 1,192 and 1,005 in 1936. The reduction was 187 or 15%. The decrease in these subjects noted last year and the further decreases this year indicate that the proportion of students using these subjects for college preparation is declining. Our data indicate that an increased number of students now makes

the public high school: a terminal institution.

General science this year shows a decrease of 4,056 or 9% from the registration of last year. In 1935, the registration increased 9,889 or 28% over the preceding year. This subject is one of the most important in the curriculum because it gives an opportunity to boys and girls to become acquainted with the applications of science to industry and to interpret many of the significant and unusual things in present day living. Difficulty in scheduling the subject has caused large variation in registrations from year to year. Notwithstanding this, 41,056 boys and girls studied the subject this year which represents 19.5% of the total registration.

The enrollment in Latin has declined again this year. Last year there was a decline of 4% and this year there is a further decline of 6%.

French increased last year over the preceding year but there was a decrease of 20% this year. German showed an increase of 2% last year and a decrease of 6% for the current year. Spanish which decreased 8% last year shows a further decrease of 1% this year. The registrations in Italian have increased each year for the last three years; last year the increase was 22% and this year 12%.

The registration in commercial law increased 5%. Elementary business training increased 2%; bookkeeping decreased 8%, and stenography 5%. Registrations in typewriting, however, increased 4%; office practice 1%, and registrations in courses in salesmanship 20%. The corresponding increases for last year for the subjects in the order named were as follows: 7%; 14%; 10%; 16%; .1%; 9%; 41%. Registrations in commercial arithmetic increased 5% this year but last year there was a decrease of 4%.

The total registration of the high school measured by the registration in grades nine to twelve have increased only 3% during the past year. For some years we have studied the field of the social studies and observed the trends in the registrations. Two years ago the combined registrations in American history, social science, civics and Problems of American Democracy and economics was 34.6% higher than for the preceding year. Last year most of these subjects showed losses in registration. During

the current year, however, the combined registrations in these subjects have increased 22,569 or 35%. The largest increases are noted in American history and Problems of American Democracy.

In recent years there has been a new emphasis upon the importance of training for intelligent citizenship. It is significant that 14.7% of the total registration is enrolled in courses in American history; 10.8% in Problems of American Democracy; 5.8% in the subject of economics. The data at hand indicate that students more and more elect these subjects. This places a large responsibility upon the school to provide appropriate and worthwhile programs so that this large percentage of high school students may obtain the best possible training.

#### Registration in Curricula

A study of the statistics of the last seven years indicates that the percentage of the total registration in the college preparatory courses has dropped from 41.7% in 1930 to 33.1% in 1936. The percentage of the total high school registration in commercial curricula has risen in the same period from 33.7% to 37.6%; in agriculture and other vocational curricula the corresponding percentages are 3.7 and 5.7. The curricula denominated "all others" includes a variety of curricula described sometimes as "general courses." The total per cent of the registration in these curricula has risen from 21% in 1930 to 23.7% in 1936.

#### The Persistency of Classes

As indicated in the report of last year the persistence of classes in grades nine to twelve inclusive has varied in the last ten years. There has, however, been marked improvement in the holding power of the high school since 1931. Comparing 1931 with 1935 we find that 78.2 per cent\* of the pupils were retained in the tenth grade as compared with 70.3 in 1931; 59.2 per cent was enrolled in the eleventh grade as compared with 49.9 per cent in 1931 and 51.1 per cent was enrolled in the twelfth grade compared with 44 per cent in 1931. The percentages of enrollment in 1936 are not so good as for 1935, although the variation is not large.

\* The registration in the ninth grade is used as the base.

In the last six years the holding power of high schools has been increased judged by the persistence of classes and in this period the total enrollment in the high schools has increased seventy-one per cent.

#### New Courses of Study

The New Jersey Science Teachers Association, through a Committee appointed at the instance of the Department, has completed a study of the Teaching of general science in the secondary schools. This report is based upon careful surveys of teaching practices and is reliable as a guide. This Committee recommends that general science be given to all pupils. While this is highly desirable for those pupils who do not expect to enter college such a requirement imposes too heavy a burden upon those who are to enter a college that does not give entrance credit for general science. Accordingly, I feel that an exception must be made for such pupils so that they may take one of the other science subjects which receives appropriate entrance credit. My understanding is that this association plans to make a similar study of science teaching in the senior high school grades and their reports, I am sure, will be awaited with interest.

The Committee on Mathematics has completed a syllabus for Ninth Grade Mathematics which will be issued as a bulletin of the Department. This syllabus is a somewhat different type of syllabus than has been issued heretofore in that the materials have been tested and arranged to serve the varied abilities of groups of pupils. The committee will continue its work and during the coming year expects to produce a syllabus covering subject matter for the tenth grade.

These efforts represent the unusual cooperation which exists between the teaching profession and the Department and illustrates how the skill and ability of teachers are being utilized for the benefit of the secondary schools. I have called attention before in my reports to the fact that this kind of work makes possible the development of curricula, teaching aids, and summaries of teaching methods that have been tried and which are illuminated by the knowledge and experience of one of the best trained groups of teachers in this country.

I should like to point out in this connection that the failure of the Legislature to supply funds for the reprinting of certain courses of study that have been prepared in the past or for printing new ones has developed a serious situation. The superintendents, principals, and teachers of this State are anxious to contribute time and energy to the development of materials of instruction and new techniques to the end that there may be continuous improvement in all of the teaching in the junior and senior high schools. When this work is done so well and willingly on a volunteer basis it is discouraging to find it impossible to publish and circulate widely these valuable contributions. In the forthcoming budget I expect to submit a request for a sufficient amount of funds to restore, what it seems to me, is one of the most fruitful and helpful activities of the Department. The Assistant Commissioner in charge of Secondary Schools has submitted a long list of needed bulletins in the commercial field, in the field of English, and in the teaching of citizenship. I cannot urge too strongly that every effort be made to secure an appropriation which will make possible the publication of these studies.

Associations Of Secondary Teachers  
and the Department

The cooperative relationships maintained between the various associations of secondary teachers and the Department of Public Instruction is a matter which I always take pleasure in discussing. It has been demonstrated, not only through the work of individual teachers who have served upon committees and have worked in close cooperation with the Department, but by associations such as the Secondary School Teachers Association, the Mathematics Teachers Association, the New Jersey Science Teachers Association, the Social Science Association, and many others that our high schools may be improved through projects undertaken in cooperation. The general Association known as the New Jersey Secondary School Teachers Association working with Rutgers University and this Department plans and hold the annual Secondary School Conference in May of each year.

### Regional High Schools

In various reports which I have submitted since 1929, I have called attention to the desirability for larger areas of high school administration. In 1931 the Legislature passed what is known as the Regional School Act (Chapter 275 P.L. 1931). This act permits the organization of larger territorial units for school administration. It may include all the schools or it may be confined to a high school for the larger area, the elementary schools being administered in each district constituting the regional district.

The first regional district to be organized is known as the Upper Penns Neck Regional District and this year a new high school building was completed and opened for work in February. The President of the State Board of Education and the Commissioner participated in dedication ceremonies which were held on April 17. This building was constructed in part with a grant from the Public Works Administration, and it will accommodate about 1,000 students. Comparable high school facilities could not have been obtained through any other type of organization in that area.

The Rancocas Valley Regional High School District was organized in 1935 to furnish high school facilities for the districts of Mount Holly, Eastampton, Hainesport, Lumberton, and Westampton. After many delays the people finally voted an appropriation for a new high school building which is now under construction and will be ready for use in January 1937. Pending the completion of the building the regional board is now using the Mount Holly High School building which is inadequate for the purpose. As in the case of Upper Penns Neck, suitable high school facilities could not have been funded by any other plan of organization than that of the regional district.

One of the best conceived and carefully organized regional plans is that of Union County Regional High School District Number One which has been organized to furnish high school facilities for the districts of Springfield, Clark Township, Garwood, Kenilworth, Mountainside, and New Providence Township. A new building is being constructed with a forty-five per cent Public Works Administration grant. The whole plant, including

land, will represent an investment of approximately five hundred thousand dollars. No other administrative unit could have been organized to serve so well and economically the high school population of the districts enumerated.

The regional high school district when economically organized insures a sufficient body of students so that courses to fit the varying abilities of an unselected population of boys and girls may be organized. Sufficient ratables are included in such a district to insure economical expenditure for current maintenance and for amortization of the school debt. Moreover, the State pays an allotment of \$60 per pupil to the board of education maintaining such a district. It should be pointed out also that such a district eliminates the development of small, weak high schools which carry a duplication of work for a given area and encourage waste and inefficiency.

## V O C A T I O N A L E D U C A T I O N

### New Federal Legislation

The most important event in vocational education in the school year 1935-1936 was the passage by Congress of the George-Deen Act. This act replaces the George-Ellzey Act which expires June 30, 1937. The new act becomes effective July 1, 1937, and increases the amount of the Federal appropriation and broadens the scope of the training for which the Federal money may be used to include distributive occupations. It is estimated that New Jersey will receive under this act the following annual appropriations: Agriculture, \$20,000; trade and industrial, \$167,977.96; home economics, \$50,914.13; distributive occupations, \$38,875.62; teacher training, \$32,396.35; total \$310,164.06. This is an increase of \$249,710.37 over the total amount received annually under the George-Ellzey Act. It should be noted, however, that the George-Deen Act is only an authorizing act. The Bureau of the Budget has the authority to reduce the above amounts. Plans for the use of these funds are discussed briefly in the various sections of the report.

### Home Economics and Trade Education for Girls

The annual report on home economics in recent years has dealt with the way in which the schools have carried on under difficult conditions and the emergency work done in home economics during the depression. Conditions have improved in the past year. During the last two years the supervisor of home economics has worked with forty districts helping them formulate plans for home economics departments. Not all of these plans have materialized as in some cases the voters refused to appropriate money and in others the government agencies did not grant building funds; but in every case the preliminary work has been done.

In New Jersey, perhaps more than in any other state, the Department of Public Instruction is concerned with the planning and equipping of home economics departments. Since the State pays one-half the cost of initial equipment, State approval of both plans and equipment must be secured by the districts before work is begun on the building. The home economics

supervisor works with school officials, architects, and supply houses, in order to secure for the districts a home economics department adapted to the local needs and finances. This has been the major job of the year. Incidentally, the enforcement of this requirement has saved both the State and the local districts many thousands of dollars in the last ten years.

Following are the principal developments during the year:

Stow Creek and Hopewell Township in Cumberland County have started instruction in home economics subjects by providing rooms and equipment and engaging a part-time teacher for work in clothing.

Fairview in Bergen County which heretofore has had a home economics teacher working with practically no equipment has now provided a large and well-lighted room with equipment for clothing and food subjects.

Edgewater Park, in an addition to the school, now has an excellent room for home economics instruction with adequate equipment.

High Bridge, by the purchase of new equipment and the re-arrangement of the room, has improved the department.

Stirling has started home economics instruction with a liberal amount of space, excellent equipment, and a full-time teacher.

Rumson has a fine new high school building and the home economics department is in keeping with the building, having a room for clothing and one for sewing, both of which are well equipped.

Home economics departments in three districts which were closed during the depression, have been reopened. Hamilton Township has restored the work and employs two teachers. Roebing and Florence join in hiring a home economics teacher who divides her time between two schools. Springfield has a part-time teacher for clothing and hopes to add food subjects in the near future.

In addition to the expansions which have been cited, a considerable number of districts have employed additional teachers of home economics subjects.

There has also been a gain of two vocational home economics departments, one in the high school at Princeton and the other in Sussex. In Sussex a new department was provided and equipped for this purpose.

The crowded condition of the trade schools for girls reflects the improved opportunities for placement throughout the State. The Essex County Trade School for Girls which is the oldest and largest in the State had a graduating class this year of three hundred and twenty-six, of which almost half were placed before the close of the school year.

The newest and smallest trade school for girls is the Middlesex County School at South River. With practically nothing in the way of building and equipment, the school has done an outstanding piece of community service. It is an excellent example of the type of school known as "general vocational." Preparations are under way for the expansion of the work of this school in beauty culture, training of domestic workers, and power machine operating.

There is a marked need for more trade schools for girls similar to the Essex County school, and it is expected that a part of the Federal funds available under the George-Deen Act will be applied to the further development of this type of training.

#### Trade and Industrial Education

Employment records in New Jersey industries have shown a substantial increase in placements during the year. Many factories that were working on a reduced operating basis have resumed full-time schedules. In some industries, the production demand is sufficient to keep two and, in some cases, three shifts of workers employed.

With the upturn in industry, employers are beginning to discover a shortage of skilled workers in a number of occupational fields. This is a result of the general layoff of skilled workers during the depression period and the failure of employers to maintain training programs which provided to some degree the necessary skilled help during prosperous periods. The shortage of skilled help is beginning to give employers a good deal of concern, and such organizations as the National Industrial Conference Board, the National Manufacturers Association, and the United States Chamber of Commerce are advocating the reestablishment of apprenticeship as one means of creating a supply of skilled workers.

The State Department of Public Instruction has always regarded apprenticeship as a necessary supplement to the work of the vocational schools and in the past has done much to promote apprentice training throughout the State. As a result of this policy, eight years ago there were approximately 5,000 apprentices enrolled in the various evening and part-time vocational schools of the State, and New Jersey was regarded as a leader in this field of education. During the depression, this enrollment declined to less than three hundred due to the fact that most employers had discontinued their apprentice plans. Recently some of these plans were reestablished.

A preliminary study made last year by the Vocational Division to determine the extent to which organized apprentice training programs were being resumed throughout the State indicates that organized apprentice training is to be found only in the larger industries in the State. Three hundred forty-seven apprentices are being trained. There are other learners in the smaller industries, but training on the job is so unorganized and so unsupervised that it cannot be regarded as genuine apprenticeship.

A number of these learners attend the evening trade extension classes throughout the State. They represent a group for whom some efforts should be made to carry out organized instruction on the job to be supplemented by systematic trade technical instruction in the trades in which they are employed.

The organization of learners in the smaller industries of the State into an apprentice training program presents many problems. These and other problems of apprenticeship are of sufficient importance to the State and the local communities to require the full-time services of one man in each center who can assist in coordinating the instruction between the school and the industries and in developing an organized apprentice training program for the building industry and the service trades. Steps to this end have already been taken in seven vocational schools. When additional Federal funds become available, it is planned to expand this program.

The development of technical training is another field to which more attention needs to be given. Seven years ago a committee from the National Society for the Promotion of Engineering Education made an exhaustive study of the problem of technical education throughout the country. This

study revealed the urgent need for extending this type of education and emphasized the opportunities offered by the technical field to properly qualified youth. The committee reviewed the work of the so-called technical high schools and found it to be altogether inadequate for the purpose in view.

At the present time, probably the most promising schools in New Jersey in which technical instruction could be established in accordance with these standards are the county vocational schools. With this in mind, the State Department has recently recommended the expansion of some of the courses in the Essex County Vocational Schools to include this type of training. It is probable that a part of the additional Federal funds that will become available under the George-Deen Act should be allotted to this work.

#### Agriculture

The total enrollment in vocational agriculture during the year was 2150 pupils, an increase of 95 over last year. Of this enrollment 1497 were boys in high school departments of agriculture; 194 were young adults between the ages of sixteen and twenty-five years; 459 were mature farmers. Classes were taught in 61 centers and 33 teachers were employed to carry on the instruction. New departments of agriculture were established at Swedesboro and Allentown, and an additional teacher of agriculture was employed to take care of increased instruction at the Camden County Vocational School. Also, arrangements were made to start new high school agricultural departments in September, 1936, at Pemberton and Jamesburg, and to add an additional teacher of agriculture at the New Brunswick High School beginning August 1, 1936.

During the year a careful study was made of former high school vocational agriculture pupils who have received one or more years of vocational agriculture training and are not now in school. These pupils included both those who were graduated and those who dropped out of school. In fifteen schools where vocational agriculture has been taught for nine or more years, the records show a total of 2013 former pupils. Of these, 1544 are now in agriculture and related occupations and 459 are in non-agricultural occupations. This places approximately 77% in agricultural occupations and 23%

in non-agricultural occupations. In one school, Clinton, the percentages were 82 in agricultural work and 18 in non-agricultural work. The percentages for 24 schools where agriculture has been established for more than one year, with 2326 pupils counted, were 68 in agricultural work and 32 in non-agricultural work. In this case, of course, the percentage for those in agricultural work is lower, largely because many of the boys have not had time to become established in farm work.

#### Industrial Arts

Instruction in industrial arts has advanced with new interest during the last year. Work in this field was reestablished in Hanover, Mendham, Hamilton Township, Springfield, and Lambertville, and was introduced for the first time in Passaic Township, Woodbine, and Stow Creek.

One evidence of the growing interest in industrial arts is the attention given to this subject by the State Council of Education. At the November meeting last year the State Council made industrial arts the central theme of their program, and outstanding work from the schools of Summit, Passaic, and Little Falls was ably presented by the teachers and pupils from those districts. Emphasis was laid on the educational aspects of industrial arts and their integration with other subjects in the curriculum. This program not only stimulated the interest of the Council in this field of work but also revealed new possibilities in the teaching of this subject.

One of the most recent developments in industrial arts is the introduction of foundry practice. This work is now conducted in the Princeton High School, Pompton Lakes High School, Hawthorne High School, Linden High School, the Nutley Junior High School, and a number of other districts. Special equipment, including furnaces for the melting of metal, has been provided.

Foundry experience is especially valuable for a high school student as a background for subsequent work. It gives him an understanding of one of the basic processes of industry and serves as an excellent introduction to the problems of elementary metal work.

Continuation Schools

The enrollment in continuation classes for the year ending June 30, 1936, showed an increase over that of the preceding year of 408. The enrollment for the year was 1995. Of this number, one hundred and fourteen boys and girls were enrolled full time, pending expected employment.

Since the annulment of the N.R.A. codes, there has been but little demand for the employment of boys and girls under sixteen years of age. In fact, since 1929 there has been a rapid decline in such employment. As industrial conditions improve, an increased number of boys and girls may find employment, but it is doubtful if the number will exceed five thousand for some time to come.

The continuation schools have always assumed more or less responsibility for helping boys and girls to find employment after they have left the full-time school. While the employment of 14 to 16 year old children in industry is to be deprecated, there are cases in which such employment is an economic necessity. In such cases, the schools render a genuine service through their placement activities. Many instances could be cited of the service rendered by the schools in this field. For example, North Bergen made one hundred and thirty-six factory placements and obtained home work for thirty-seven women workers during the year. The teacher was able to select thirty-five girls to qualify in the hand painting department in a toy industry. Many former continuation school pupils were assisted in securing employment. In one factory, one hundred and seventy-five workers of a total of two hundred and twenty-five employees had been placed by the school. A "walk-out" which lasted six weeks was settled on satisfactory terms largely as the result of suggestions offered in an impartial way to both employer and employee who had confidence in the teacher of the continuation class.

The Girls' Continuation School of Newark also gives excellent placement service not only to its present enrollment but to girls who formerly attended the school. The preparatory training in power machine operation in garment construction has enabled a number of girls to find employment on a more advantageous basis.

### Teacher Training

The Vocational Division conducted extension classes for industrial arts teachers in Monmouth County and Ocean County, Union County, Hudson County, and Bergen County during the year. Meetings at various schools or visits to industrial plants were conducted weekly. One hundred and forty-eight teachers were registered and received two points of college credit through Rutgers University.

The industrial arts teachers of Monmouth County and Ocean County met one evening each week at the Leonardo High School and took a course in sand molding and foundry practice under the direction of Mr. Ralph Carter.

In other counties, the teachers met at four o'clock weekly and either attended illustrated lectures, discussions by school superintendents, or visited industrial plants in accordance with a schedule of visits previously arranged.

To the teacher of industrial arts, the opportunity of observing how the "world's work" is done is essential to the successful conduct of his work in the school shop. The school at best is an artificial institution set down in an environment of industrial activity. The teacher of industrial arts is oftentimes the only teacher in the school who deals with such activities. It is his peculiar responsibility to interpret industry to the school and to enlarge the pupil's understanding of the industrial world around him. To do this successfully he must himself know industry.

Teacher training for the vocational field has been continued on the same basis as heretofore. The total number of teachers enrolled in all courses including industrial arts and vocational subjects was 103 in pre-service courses and 457 in in-service courses, making a total enrollment of 560.

H E A L T H,   S A F E T Y,   A N D   P H Y S I C A L   E D U C A T I O N

This Division directs one of the most important phases of public school education and progress has been made in carrying out the program outlined in previous reports. A number of special projects organized during 1935 was completed. The name of this Division was changed during the year to the more comprehensive title because the responsibilities committed to this Division include supervision of health, safety, and physical education. An important part of this work is the supervision of work of school physicians, dentists, nurses, and directors of physical education.

The officers in this Division have rendered unusual service when we have had to combat disease which has reached epidemic proportions. Fortunately, this condition seldom arises in the schools of New Jersey. The prompt and efficient manner in which they have discharged their duties has contributed in large measure to the good health condition which continues to prevail among the school children of New Jersey notwithstanding the negative effects of the depression. A part of this program will always be concerned with the detection of physical defects, the prompt recognition of communicable diseases, the control of epidemics, and enforcement of sanitary and preventive measures.

I have pointed out in several reports that the enforcement of sanitary and preventive measures is a very important part of any health program, but it is of far greater importance that a comprehensive program of instruction in health be continuously developed in the schools and that this program shall include the inculcation of proper habits of living together with provisions for physical activities and wholesome recreation.

Major Projects Undertaken During Year

During the year the following major projects have been undertaken:

1. The State School Nursing project has been administered throughout the year under the regulations of the Works Progress Administration.
2. Institutes for School Nurses. Professional conferences for school nurses were conducted in congested centers of population.
3. Two courses in health education for teachers and nurses were given by

Miss Dilworth of this Division at the summer session of the Trenton State Teachers College.

4. Development of the automobile driver's course. This course was introduced in the schools in 1933 and expanded during the year 1934-1935. For this year continued development of it has been one of the major undertakings. The course has been adopted in some form by approximately forty-six high schools in the State. All high schools in Bergen County, comprising 28 public high schools and 6 parochial high schools, have drivers' courses. Two new syllabi published during the year increased the number which were available to four. These publications are as follows: (1) "Handbook for Teaching Automobile Traffic Rules in New Jersey High Schools" by the Pennsylvania Indemnity Corporation; (2) "A Course in Automobile Driving for Secondary Schools" by the National Bureau of Casualty and Surety Underwriters; (3) "Sportsmanlike Driving," by the American Automobile Association; and (4) "Good Driving," by the Education Division of the National Safety Council.

5. School Bus Inspection. During the year plans were developed both with the Motor Vehicle Department and the State Police for inspection of school busses. County superintendents were notified that motor vehicle inspectors could be secured to assist in periodical inspections. Several took advantage of this offer. The State Police agreed to inspect busses under actual operating conditions, selecting busses on the highway at random. A check-list embodying the essential safety features was devised for this purpose. Under this plan a copy of each inspector's report is filed with the Division of Health, Safety, and Physical Education of the State Department of Public Instruction, a copy with the county superintendent of schools and one with the State Police.

6. Consultation of gymnasium construction during the past year and opportunities to examine plans for gymnasias were few because the amount of school building construction has been small and much of the construction has been confined to additions to existing plants. However, there have been many invitations to this Division from the field to cooperate with school administrators, committees of boards of education, and architects in planning gymnasias.

7. Safety Patrols. The promotion of safety patrols was continued as one of the important safety measures.

8. Studies by Committees. During the past year ten committees have been engaged in special studies. Each group consists of ten teachers who were invited to accept the assignment. This plan outlines the professional experience of teachers in the field and the materials gathered have proved very useful as reference material and curricula material are prepared. The results of the work of these committees will be utilized by committees working upon special phases of the field. Thus far these committees have been confined to the physical education field.

9. During the year two committees on safety education were organized and began work. The first is a group of high school principals selected jointly by the Division of Secondary Education and the Division of Health, Safety, and Physical Education to prepare a course of study in automobile driving for senior high schools. The other committee of primary teachers was appointed to develop a course of study in safety for the primary grades.

10. Other studies and contributions from committees. The Division has continued to encourage teachers to describe problems encountered in the field in the form of cases and submit them to the Department. This material is being classified and will be submitted to the teacher training institutions for use in the professional courses in physical education.

At the request of the Director of the Division, the Association of Secondary School Principals appointed a committee on the problem of liability in relation to athletics and physical education. This project will be completed during the next year.

A study of play equipment was made by asking the helping teachers to study the situation in each of the rural districts under their charge. A standard list of equipment was used as a check-list and a questionnaire study was made as well. This proved to be one of the most satisfactory studies that has been undertaken. When the reports have been tabulated, the meagerness of play equipment for the schools appeared greater than any one had estimated. The report of each school was studied and the amount of deficiency for a minimum standard list determined, and a list of the needs as they appeared, together with costs, was drawn up for each school and sent to the board of education or supervising principal accompanied by a leaflet "Play is Education."

11. The State Safety Congress, sponsored by the Governor, proved to be a

major project for the Division. The Director was responsible for organizing the section on education and for preparing the exhibit of the State Department of Public Instruction.

12. Program of Studies. A beginning has been made for the development of a complete elementary school program in health, safety, and physical education. This may be developed through the work of special committees. The work, of course, will be correlated with the committees that are now at work on safety education and a new committee which the Commissioner will appoint to cover the entire safety field.

13. Other Activities. An experiment in health education carried on in the school district of Harlingen, Montgomery Township, Somerset County, has been continued and a similar experiment was initiated in the Mount Vernon School, Harding Township, Morris County. The Director has undertaken to evolve a plan in which the private practitioner of medicine would assume greater responsibility for the preparation of children for school and by means of which parents would be led to realize the value of closer association with a physician of choice. The underlying principle is prevention. This study which holds much promise has resulted in the following: (1) an article entitled "The Family Physician Considers the Public Health Aspects of the School"; (2) a list of suggestions called "The Family Physician's Advice to the High School Student"; (3) a form headed "Report of Health Examination by the Family Physician", and (4) a compilation of pertinent suggestions under the title "The Family Physician's Advice to the School Child and His Parents."

The first steps were taken to plan a series of physical education conferences which include demonstration and discussion of practical teaching problems and techniques. Because of the form of these conferences they are known as physical education clinics.

The Division sponsored and conducted in May an Archery Institute to which high school teachers were invited.

In cooperation with the State Board of Examiners a study was made of certification in the field of health education. One outcome of significance was the classification of health education into certain fields and courses which automatically provides a scale by which the qualifications of applicants may be evaluated.

14. Tuberculin testing. For several years the Director has been interested in the matter of tuberculin testing in the schools. He has worked in cooperation with the New Jersey Tuberculosis League. During the past year this project was endorsed by the State Board of Education and the New Jersey State Medical Society. The Director of this Division has been given specific assignments closely correlated with the regular activities of the Division.

#### Field Service

As noted in previous reports, the field service of this Division is in many respects the most important part of its work. This phase of the work includes visits to the schools for the purpose of observing the instruction, giving advice for the improvement of instruction, and help in curriculum making. The field service is not confined entirely to schools but extends to the professional organizations of teachers and to those of various public health agencies. From discussions with superintendents, principals, and teachers, I feel that the service which this Division renders is well received and is doing a great deal to improve the instruction in health, physical education, and safety. The results which are obtained cannot be realized by any other means than by first-hand observation, which facilitates diagnosis of a situation.

#### Direct Service from the Division

Working from the office of the Division, a large amount of help is given by correspondence and by sending out bulletins, record forms and teaching aids, courses of study, legal interpretations, and various types of advice dealing with organization of courses and curriculum construction. A major undertaking is the continuous addition to the accumulative classified bibliography. The aim is to keep this up-to-date because there are a large number of inquiries every year for references for all sorts of source material in health, physical education, and safety.

#### Service Letters

The Director of this Division prepares at various times a service letter in which practices are discussed, bibliographies are given, notices of meetings are published, and the like. In the past years we have issued monthly a

school nursing bulletin. This year it was limited to four editions. During the coming year I hope that we may restore the monthly issue.

A large Division such as this which deals with so many important phases of health, behavior, and safety of boys and girls enrolled in all the public schools means that reciprocal relations must be maintained with many organizations. The Division maintains close interdepartmental relations with eight State departments, namely: (1) State Police -- on school safety patrols and school bus inspection; (2) Department of Motor Vehicles -- high school automobile drivers' course; (3) Department of Health -- school water supply testing, quarantine, reciprocal reporting on unusual health conditions; special measures in times of epidemic, sex education, and all phases of public health; (4) Department of Agriculture -- standards of school milk supply; (5) Department of Institutions and Agencies -- cooperation with the Board of Children's Guardians, research on tuberculosis, promotion of tuberculosis, and mental hygiene clinics; (6) State Agricultural College -- home extension service; (7) State Museum -- promoting use of visual aids in health and physical education; (8) Public Library Commission -- reference lists for distribution, furnishing tests for teachers, nurses, and parents.

The members of this Division have rendered a large service through assignments on certain State committees. Thirty-four committees of State organizations such as the State Organization for Public Health Nursing, the Parent Education Committee of the Mouth Hygiene Council of the New Jersey State Dental Society, the New Jersey State Nurses' Association, the State Board of Children's Guardians, the Council of New Jersey Physical Education Society include officers of this Division in their membership. Twenty-two national committees of such organizations as the American Physical Education Association, the Department of Health and Physical Education of the National Education Association, the National Organization for Public Health Nurses, and the National Safety Council include our personnel in their membership.

## THE TRAINING OF TEACHERS

In my last annual report I reviewed the steps which had been taken in developing the courses of training elementary teachers from two years to four years. I pointed out that the action of the State Board of Education on July 14, 1934, provided that all courses for the training of elementary teachers and teachers in the special fields should be four years in length. All schools, with the exception of Paterson, offered courses to cover a four-year working program for the year 1934-1935 so that students who completed these courses would be eligible to receive the degree of Bachelor of Science in Education at the June, 1935, commencement. Beginning in the Fall of 1935, students enrolled in a new four-year curriculum and a program of studies for the first year was placed in operation. This will be revised somewhat before the beginning of the Fall semester in 1936. Since November, the Supervisor of Teacher Training has held curriculum committee meetings in which courses of study for the second year subjects of the four-year general elementary curriculum have been prepared. Catalog descriptions for all third and fourth year courses have been completed.

During the past year the Supervisor of Teacher Training made a study of the amount of preparation which the teachers then employed in New Jersey public schools had received. This information was collected by questionnaire through the county superintendents. These data were compared with data obtained five years ago by Dr. Evenden in the National Survey of Teacher Preparation. They indicate that, notwithstanding the depression, New Jersey teachers have received additional training for their work in substantial amount. I present data for a five-year period. Those data contained in the first column represent New Jersey conditions the same year that the National Teacher Training Study was made.

Elementary Teachers

| <u>1930-1931</u>   | <u>1935-1936</u>  |
|--|---|
| 85 per cent had less than 3 years of Normal School or College  | 60.8 per cent had less than 3 years of Normal School or College |
| 8.3 per cent had only 3 years of Normal School or College      | 21.5 per cent had only 3 years of Normal School or College      |
| 6.7 per cent had more than 3 years of Normal School or College | 17.7 per cent had more than 3 years of Normal School or College |

High School Teachers

|  |  |
|--|--|
| 31.3 per cent had less than 4 years of college | 14.9 per cent had less than 4 years of college |
| 41.0 per cent had only 4 years of college      | 47.6 per cent had only 4 years of college      |
| 27.7 per cent had more than 4 years of college | 37.5 per cent had more than 4 years of college |

In 1931 there were 15,993 elementary teachers in the State. In 1936 the total number was 14,871. A study of the data in the table quoted indicates that in 1936 there were approximately three times as many teachers with more than three years of normal school or college as there were in 1931; two and one-half times as many who had three years of normal school or college. Moreover, the number of persons with less than three years of normal school and college was about three-quarters of what it was in 1931.

In 1931 there were 5,316 high school teachers in the State. In 1936 there were 7,106. The change in amount of preparation for high school teachers is not so great because for many years most of the high school teachers of New Jersey have been college graduates. However, approximately 35% more teachers who have done graduate work were employed in 1936. In 1936 the number of high school teachers who had completed four years of college was 48% higher than for 1931. The number of persons employed in the high schools who have less than four years college preparation had shrunk about 50%. These facts indicate that there has been better selection by boards of education and also that teachers in service have sought additional preparation.

Improvements to the Normal School Plant

The Allotment of Works Progress Administration Funds

At the Trenton State Teachers College a men's dormitory was completed, thus making possible the location of the entire school in the new plant. An addition was built to the Inn which houses the dining halls. This addition includes a bakery shop, refrigeration rooms, and store rooms. A large amount of grading and removal of unnecessary trees was done by Works Progress Administration workers. At Glassboro, grading of the athletic field was begun and painting and repair work was done on the various buildings. At Newark, the first three floors and the cafeteria were repainted by men supplied by the Works Progress Administration.

At Montclair, an unused piece of ground which had been neglected for a number of years was converted into a well-graded athletic field. An amphitheatre located on a hillside has been constructed. This theatre has a seating capacity of eighteen hundred. Additional parking space was provided and graded with Works Progress Administration labor.

At Jersey City, an entirely new pavement has been constructed in front of the school property and on Culver Avenue. The cost to the State was about twenty per cent of the entire project.

The Building Needs of the Teacher Colleges

The Montclair State Teachers College has been overcrowded. In order to meet the demand for high school teachers trained at Montclair it is necessary for us to maintain an enrollment of approximately eight hundred and fifty. The actual enrollment of eight hundred and twenty-nine seriously taxes the plant. In 1931 the Legislature appropriated funds to build a dormitory and classroom building and to provide for remodeling of the old auditorium to furnish adequate library facilities. The act appropriating these funds was rescinded and the Montclair Teachers College has been seriously handicapped through the intervening years. Consideration should be given to a dormitory for men as soon as the auditorium and classroom building is completed.

At Newark, it will be necessary to add one or two wings to the present building to accommodate adequately the work in manual arts, fine arts, and the growing work in elementary education. An addition should be built to the Glassboro Normal School at an early date to make provision for a demonstration school, a new cafeteria, and to provide adequate library facilities.

#### Studies and Conferences

During the year, the Supervisor of Teacher Training collected from county and city superintendents, supervising principals, and helping teachers, criticisms of our recent graduates. The replies which were received were sent to the principals of the normal schools. Steps have been taken in all institutions to meet the suggestions contained in the more thoughtful replies. This is another illustration of the fact that we must keep our teacher preparation work closely related to the work of the public schools and encourage public school officials to assist us through the training which they provide in their systems and through constructive criticisms.

During the year the Supervisor has continued his work with the liberal arts colleges and other institutions preparing teachers for New Jersey in the effort to improve their offerings and particularly to insure adequate practice work. A conference was held to which representatives of these institutions, together with representatives of our own teacher training institutions, superintendents, and high school principals, were invited. Each group was given a place upon the program. I attended this conference. There was frank discussion during which the best and poorest practices were commended and criticised. The outcome of the conference was a much better understanding as to what constitutes approved practices in the field of teacher training and I am certain that it will result in a much needed improvement.

Each of the normal schools and teachers colleges conducts various conferences for groups of teachers, principals, and superintendents and has rendered significant educational advisory service. This tends to make the normal school the educational center for the particular area in which

it is located. The Association of Normal School Teachers held a one-day institute at Millwood Lakes on February first. It proved to be a worthwhile meeting in every respect.

#### The Experimental Program at Paterson

An experimental program for the preparation of elementary teachers has been worked out and will be inaugurated in the Fall of 1936. Briefly, this program plans to offer a regular four-year teacher training curriculum similar to that offered in other institutions which train elementary teachers. In this, as has been noted in previous reports, professional work is distributed through the four years. To a two-year unit will be admitted students with the same preparation as those admitted to the four-year program. These students will take a program of studies which does not include any professional subjects. All of the work consists of acceptable college courses similar to the courses offered in the four-year program. At the end of two years those students qualified to undertake a teacher training program will be selected to continue their work in the third and fourth years. Those not selected may continue their education in other institutions. Acceptable electives are provided for the two-year program. A few specially qualified students will be allowed to transfer to the four-year program at the end of the first year.

Opportunity will be offered after a trial of several years to determine the optimum method of training elementary teachers. The program, in my judgment, is one of the most important departures that we have taken in recent years and, if results warrant, recommendation will be made that it be adopted in certain of our other elementary training institutions.

#### Assistance for Students from National Youth Administration Funds

In the six teacher training institutions students were employed under the National Youth Administration program to assist instructors in various tasks and to perform certain work in the school plant. This has enabled a large number of students to remain in school. This program has been of assistance to the instructors and librarians also because it has relieved them from many clerical tasks.

Summer Sessions of the State Normal Schools

During the Summer of 1936 we maintained three summer schools in the teacher training institutions located at Glassboro, Trenton, and Montclair. There were enrolled in the institutions in the order named 136, 161, and 654 students, making a total of 951. The total number of course enrollments was 2,559 as compared with 1,610 the previous summer. From a study of the situation at Montclair, where courses for secondary and elementary teachers were offered, it is evident that elementary teachers and art teachers would be better served at the Newark State Normal School and that opportunity would then be offered to present an extended manual arts course.

Extension Courses

Extension programs for teachers in service were offered in all the teacher training institutions. Increased enrollments were noted at Glassboro, Montclair, Paterson, and Newark. The Newark extension program offered thirty-three courses in the Fall of 1935 with a total enrollment of one thousand students. In the Spring semester twenty-nine courses were offered with a total enrollment of eight hundred and seventy-two. The value of this program is amply demonstrated when the highly trained, efficient teachers in an area such as Essex County finds the program worthwhile.

D I V I S I O N   O F   B U S I N E S S

The work of the Division of Business has been much increased during the past three years. The acts authorizing the payment of State school taxes in scrip, Chapter 156, P. L. 1933, Chapter 42, P. L. 1934, Chapter 19, P. L. 1935, and Chapter 57, P. L. 1936, have made necessary very careful checking of the accounts of the counties and school districts. The statute provides that distribution of the scrip which is used for ninety per cent of the State school tax must be certified by the County Treasurer and accepted by the State Treasurer. The law contemplates also that ten per cent of the State school tax shall be paid in cash to the State Treasurer before such certification is made. Of \$17,047,860.48 paid in State school taxes during the fiscal year ending June 30, 1936, the amount paid in scrip was \$1,617,803.00.

Two acts approved on September 5, 1933, provided for a bond issue in the amount of \$7,000,000, the money to be used for loans to municipalities in lieu of State apportionments for 1931 and 1932 which remained unpaid on April 1, 1933, and for loans to pay teachers' salaries. These acts were approved by the people at the November, 1933, election. Under these acts, prior to June 30, 1935, loans in the amount of \$3,569,553.90 to meet unpaid State school tax apportionments for 1931 and 1932 were made to municipalities. For the same period loans aggregating \$3,547,256.22 were made to pay teachers' salaries. For the fiscal year ending June 30, 1936, there was loaned to municipalities \$620,715.55 to meet unpaid teachers' salaries. Prior to June 30, 1935, loans for unpaid school tax apportionments amounting to \$629,718.58 and loans for unpaid teachers' salaries amounting to \$599,824.32 were repaid. During the past year the loans for unpaid tax apportionments were reduced by \$554,124.71 and loans for unpaid teachers' salaries by \$941,189.15.

### State School Tax

In my report of last year, I pointed out that at the end of the fiscal year 1932, only \$1,174,782.97 of State school tax out of a total of \$17,978,774.14 remained unpaid. For the fiscal year ending June 30, 1933, there remained unpaid \$8,173,291.49 of which \$934,994.20 represented the balance due for the fiscal year ending June 30, 1932. On June 30, 1934, there remained unpaid State school taxes of \$9,075,560.23 of which \$376,068.22 was the unpaid balance for the fiscal year ending June 30, 1932, and \$1,318,318.19 for the fiscal year ending June 30, 1933. On June 30, 1935, there remained unpaid State school taxes of \$2,428,732.23 of which \$1,115,630.62 was the unpaid balance for the fiscal year ending June 30, 1933, and \$1,313,101.61 for the fiscal year ending June 30, 1934. On June 30, 1936, there had been paid into the State Treasury \$17,047,860.48 of which \$362,120.28 was in payment of the 1933 tax; \$967,917.75 was in payment of the 1934 tax, and \$15,717,822.45 was in payment of the 1935 State school tax. There remains unpaid, as of June 30, 1936, \$1,602,460.29 of which \$753,510.34 is for 1933, \$345,183.86 for 1934, and \$503,766.09 for 1935.

### Railroad Tax

On June 30, 1936, a total of \$5,781,849.79 was due the districts from the 1932, 1933, and 1934 main stem railroad tax, of which \$2,150,963.35 is due from the 1932 tax, \$2,253,076.94 from the 1933 tax, and \$1,377,809.50 from the 1934 tax. We are informed that the apportionment of these taxes amounting to \$576,729.24 to be made to the counties in September is withheld on writs of certiorari.

### School Attendance

The total number of days' attendance reported by the Department for the school year 1935-36 was 128,243,008. This was a decrease of 990,461 days from the preceding year. This decrease in number of days' attendance was due to a decrease in the number of pupils enrolled. The percentage of attendance this year was 92.6, which was the same as last year.

### Inspection of School Accounts

The inspection of the minutes and financial records of boards of education constitute an important phase of the work of this Division. During the year under review the records of 501 districts were inspected by our inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits with recommendations which are valuable to local boards of education in studying and correcting their financial procedures. These inspections furnish a check on all of the financial transactions of local boards of education.

During this period of economic stress, this service has been very valuable in securing accurate information and diagnosing difficult situations. The information thus secured has been of special aid in planning the school program during the past year.

### Uniform Records and Reports

Under the law the Commissioner is required to furnish various blanks and forms for the purpose of securing uniform reports from the several school districts. All of the statistics are accumulated in the office of the county superintendents and by them reported to the Commissioner. This has been of particular value during the past four years because it has enabled us to have accurate and comparable statistics upon which policies may be predicated.

### Other Activities of the Division of Business

The rules of the State Board of Education require that drinking water from sources in the immediate vicinity of schools, such as wells, springs, and cisterns, shall be tested at least once during each school year. During the year 215 school districts depended upon such sources for their water supply. Many of the sources of water supply are located upon school property, but a large number are owned by private individuals and the water must be carried to the school.

Samples are collected by the district clerk, medical inspector, or other agent of the board of education and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. During the year 562 samples of water from 197 districts were tested. A major proportion of the school districts are supplied by municipal or private water companies. These supplies are under the direct supervision of the Department of Health which regularly takes samples from such sources and tests them. The results of these tests are communicated to the county superintendent who in turn submits them to the local board of education.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stencilled matter which is issued. During the past year, there were mimeographed 41,470 copies of 188 letters, 21,950 copies of 23 legislative bulletins, 29,300 copies of 62 report forms, 200 copies of two courses of study, 100 copies of the Commissioner's Annual Report, 1,100 copies of statistical reports, 200 copies of the apportionment of school moneys, 500 copies of other reports and 500 copies of the bibliography for Character Emphasis in Education.

The Division of Business prepares all requisitions and orders for supplies and equipment and all payrolls of the Department of Public Instruction. It also audits the various bills that are submitted to the Department and is responsible also for the preparation of the warrants of the Commissioner for the distribution of public school moneys.

The statute requires that all bonds which have been issued by school districts when cancelled "shall be deposited with the Commissioner of Education." During the school year 1935-36 cancelled bonds were received by the Commissioner from 267 school districts. These districts submitted 6,394 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$5,760,910. In addition to the above, seven districts submitted 1,606 cancelled refunded bonds aggregating in amount \$1,608,500.

Enrollment in the Day Schools

The total enrollment in the day schools for 1934-35 was 798,140, a decrease of 11,786 pupils or slightly less than one and a half per cent from the total enrollment of the previous year. The enrollment in the kindergartens shows a decrease of 1,059 pupils, or two and six-tenths per cent; the enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 16,268 pupils, or three per cent. Approved junior high schools showed an increase in enrollment of 120 pupils, or 0.2 per cent; senior high schools (grades ten to twelve) showed an increase of 2,099 pupils, or 6.0 per cent. High schools organized on the four-year plan (grades nine to twelve) showed an increase of 3,713 pupils, or 2.8 per cent.\* The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) increased 6,193 pupils, or 3.3 per cent.

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

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

EMERGENCY EDUCATIONAL PROGRAM

In my report of last year I outlined the emergency educational programs which had been carried on during 1933-34 and 1934-35. During the school year 1934-35, \$80,000 per month was allotted by the Federal Government for ten months. The scope of the work was enlarged to include the following fields: (1) Illiteracy; (2) general cultural education; (3) worker's education; (4) vocational education of adults; (5) nursery school and parent education; (6) vocational rehabilitation of physically handicapped persons. To assist in the administration of this large program, two members of the Department were assigned part-time to direct this work. Six full time and two part-time supervisors were assigned to the Department of Public Instruction. Classes were organized under the direct charge of the superintendent or supervising principal of the school district or a local supervisor designated by him. This program enabled the school districts to assign classes to a large number of unemployed teachers, all of whom held certificates.

During the year there were employed 1,496 teachers who taught classes with a total enrollment of 40,646. The total expenditures for salaries of teachers, supervisors, clerks and librarians, for materials and supplies and traveling expenses was \$603,690.57. An allotment of \$6,000 per month was made for the vocational rehabilitation of physically handicapped persons. This money was paid directly to the Rehabilitation Commission.

With the organization of the Works Progress Administration for 1935, the emergency educational program was placed in charge of an educational director who became an officer of that administration. A member of the Department was assigned as chief supervisor. The same general scope of work was undertaken and 1,230 teachers were given employment. The total enrollment in the classes aggregated 33,443 adults. The allotment of \$6,000 per month to the vocational rehabilitation of physically handicapped persons was continued and paid directly to the Rehabilitation Commission. Because of changes in policy which were necessitated by the new organization of the work in connection with the Works Progress Administration, classes could not be organized until December. Consequently, it was difficult to carry out the program planned.

This work has been a great benefit to the schools of New Jersey, because, with the restricted budgets, night school classes were not provided in many places and very little provision was made for vocational training for unemployed artisans. This program has enabled many school districts to restore, in part, evening school work in a variety of subjects.

EMERGENCY JUNIOR COLLEGES

In my report of last year I outlined in detail the origin of the movement for emergency junior colleges and traced the steps that were taken to establish these colleges with emergency relief funds. During the year 1934-35 a member of the Department was relieved from part of his duties at the Montclair State Teachers College and undertook the duties of State supervisor of junior colleges. The junior college curricula were reorganized and the colleges placed on as satisfactory a basis as an emergency educational undertaking of this type could be. Upon request of the Emergency Relief Administration the State supervisor was assigned to work under the direction of the State Department of Public Instruction. The State Board of Education could not give blanket approval for all of the courses offered but empowered the Commissioner to issue qualifying certificates for the completion of such courses as were deemed by him to be of adequate college grade.

During the year 1934-35 a staff of one hundred twenty-four teachers was employed. They gave instruction to twenty-four hundred ninety-three students enrolled in six emergency junior colleges. These colleges were in session for thirty-six weeks and a two-year program was maintained.

With the organization of the National Youth Administration in 1935, the administration of these colleges was assigned to the State director of the National Youth Administration. Dr. Robert H. Morrison was continued as State supervisor and relieved from a portion of his duties in order to undertake this responsibility. The program which had been outlined in the preceding year was followed in the six emergency colleges. The work, however, was less satisfactory than it had been during the preceding year because the regulations imposed by the Works Progress Administration relating to the employment of teachers were such as to disqualify many who had been employed the year before.

Notwithstanding the difficulties encountered, fairly satisfactory work was done. The six colleges were in session for a period of thirty-six weeks, employed a staff of one hundred fifty-six teachers and enrolled three thousand ninety-seven students. Fifty-three institutions granted provisional advanced rating with the assurance that students whose subsequent academic achievement

was satisfactory would receive credit for the courses completed in the junior colleges. The same method of accepting adequate courses for academic certificate credit that prevailed in 1935 was continued during this year.

STATISTICAL SUMMARY

## EXPENDITURES FOR PUBLIC EDUCATION IN 1935-36

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1935-36 were \$9,602,165.69 more than the amount available for the preceding year, but \$17,947,464.41 less than the amount available for 1931-32. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$97,860,123.58, which was \$3,125,690.08 more than the expenditures for 1934-35. These expenditures were \$20,691,893.06 less than those for 1931-32. All items listed in the tables with the exception of debt service and the library account continue to record very large reductions since 1932. Debt service increased \$226,863.57 and the library account by the small amount of \$4,583.57.

The expenditures for public education in 1935-36 showed an increase of \$3,125,690.08 over those for 1934-35. Capital outlay was increased \$3,351,943.76. The expenditures for the day schools increased \$1,273,275.13 and the summer schools \$1,094.00. Debt service showed a decrease of \$1,496,966.38 and expenditures for evening schools decreased \$3,656.43.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,384,367.22, which was about one and a half times the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1934-35 AND 1935-36

|  | 1934-35         |                 | 1935-36         | Increase                       |
|--|-----------------|-----------------|-----------------|--------------------------------|
| Day school expenditures (1).....                                     |                 | \$72,525,299.01 |                 | \$73,798,547.14 \$1,273,275.13 |
| Regular Day Schools (1).....   | \$71,141,934.47 |                 | \$72,391,047.06 | 1,249,112.59                   |
| Current Expense Account (1).....                                     | \$65,929,725.64 |                 | \$66,798,860.19 | 869,134.55                     |
| County (Current Expense Acct.)(2)                                    | 228,006.31      |                 | 240,549.23      | 12,542.92                      |
| Maintenance Account.....   | 2,435,843.10    |                 | 2,800,900.73    | 365,057.63                     |
| Manual Training Account.....   | 2,355,118.88    |                 | 2,330,658.43    | 24,460.45 D                    |
| Library Account.....   | 193,240.54      |                 | 220,078.48      | 26,837.94                      |
| Vocational Day Schools (Vocational Account).....                     | 1,275,875.18    |                 | 1,316,859.69    | 40,984.51                      |
| Continuation Schools (Continuation Account).....                     | 107,489.36      |                 | 90,667.39       | 16,821.97 D                    |
| Summer School Expenditures (Current Expense Account).....            |                 | 32,821.34       |                 | 33,915.34 1,094.00             |
| Evening School Expenditures.....                                     |                 | 471,470.84      |                 | 467,814.41 3,656.43 D          |
| Regular Evening Schools (Current Expense Account).....               | 70,892.88       |                 | 84,171.74       | 13,278.86                      |
| Accredited Evening High Schools (Current Expense Account).....       | 224,143.83      |                 | 206,400.83      | 17,743.00 D                    |
| Vocational Evening (Vocational Account).....                         | 151,748.84      |                 | 154,840.63      | 3,091.79                       |
| Evening Schools for Foreign-born Residents (Foreign-born Account)... | 24,685.29       |                 | 22,401.21       | 2,284.08 D                     |
| Capital Outlay Expenditures.....                                     |                 | 1,944,602.47    |                 | 5,296,546.23 3,351,943.76      |
| Land, Building & Equipment Account                                   | 1,934,301.64    |                 | 5,272,140.30    | 3,337,838.66                   |
| Vocational Account.....  | 69.45           |                 | 2,414.09        | 2,344.64                       |
| Manual Training Account.....   | 10,231.38       |                 | 21,991.84       | 11,760.46                      |
| Debt Service Expenditures.....                                       |                 | 19,760,239.84   |                 | 18,263,273.46 1,496,966.38 D   |
| Total Expenditures.....  |                 | \$94,734,433.50 |                 | \$97,860,123.58 \$3,125,690.08 |

(1) Does not include tuition transfers

(2) Includes County Superintendents' Clerk Hire and Expenses; Salaries and Expenses of Helping Teachers, County Attendance Officers and Supervisors of Child Study

S T A T I S T I C A L   S U R V E Y

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 841,075 for the school year 1935-36. This was a decrease in the day schools of 11,786 boys and girls and a decrease of 607 in the other divisions of the public schools. To instruct these 841,075 pupils there were required 28,833 teachers. The children were housed in 2,227 school buildings, a decrease of 28 from the preceding year. All were furnished not only with teachers, but with books, supplies and the necessary apparatus free of cost.

There were transported to schools at public expense 83,874 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 28,870 pupils.

In the day schools there were enrolled 409,685 boys and 388,455 girls, making a total in the day schools of 798,140. In addition to these day school pupils, 13,588 were enrolled in other day schools. There were enrolled in evening schools, 29,347 making a total enrollment in all schools of 841,075.

There were 39,487 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 279,968. The total number of pupils in grades five to eight inclusive was 274,234.

The total number enrolled in the high schools, grades IX to XII, was 193,760. This was an increase of 6,193 over the enrollment in 1935. The high school enrollments for the past five years are given below by years :

| <u>1932</u> | <u>1933</u> | <u>1934</u> | <u>1935</u> | <u>1936</u> |
|-------------|-------------|-------------|-------------|-------------|
| 146,454     | 167,609     | 179,007     | 187,567     | 193,760     |

The total number of pupils enrolled in one-room rural schools was 6,546, a decrease of 586. The number in two-room rural schools was 8,177, a decrease of 633. There was a decrease of 22 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 677,155, a decrease of 9,723. The average absence of pupils was 13 days.

There was an increase of men teachers in all the schools of the State of 363, and an increase of women teachers of 163, making a total increase of 526 teachers.

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

|           |                 |
|-----------|-----------------|
| 1931-1932 | \$84,177,335.01 |
| 1932-1933 | 77,029,110.81   |
| 1933-1934 | 68,245,800.02   |
| 1934-1935 | 70,568,766.91   |
| 1935-1936 | 71,475,821.17   |

#### Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$52,064,750.13.

The average salary per year paid to all day school teachers (27,994) not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$1,802.47, a decrease over the preceding year of \$10.58.

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

| <u>1932</u> | <u>1933</u> | <u>1934</u> | <u>1935</u> | <u>1936</u> |
|-------------|-------------|-------------|-------------|-------------|
| \$2,155.21  | \$1,996.64  | \$1,821.77  | \$1,813.05  | \$1,802.47  |

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

The average salaries paid to teachers in the various grades and types of schools during 1935-1936 were as follows:

|                                   | <u>Men</u> | <u>Decrease</u> | <u>Women</u> | <u>Decrease</u> |
|-----------------------------------|------------|-----------------|--------------|-----------------|
| Kindergartens                     |            |                 | \$1,888      | \$46            |
| Grades 1 to 6                     | \$1,689    | \$155           | 1,750        | 4 *             |
| Grades 1 to 8                     | 1,666      | 42              | 1,776        | 82              |
| Junior High Plan<br>Grades VII-IX | 1,944      | 6 *             | 2,089        | 49              |
| Junior High Plan<br>Grades X-XII  | 2,400      | 30 *            | 2,381        | 43 *            |
| High School                       | 2,411      | 17 *            | 2,261        | 20              |

\*Increase

Normal School Graduates

For the Year Ending June 30, 1936.

|   |  |
|---|--|
| Trenton State Teachers College<br>and Normal School | 201 a decrease of 25 from 1934-1935        |
| Montclair State Teachers College                    | 219 an increase of 42 over 1934-1935       |
| Newark State Normal School                          | 245 an increase of 11 over 1934-1935       |
| Glassboro State Normal School                       | 96 a decrease of 68 from 1934-1935         |
| Paterson State Normal School                        | 109 a decrease of 2 from 1934-1935         |
| Jersey City State Normal School                     | <u>152</u> a decrease of 23 from 1934-1935 |
| Total   | 1,022 a decrease of 65 from 1934-1935      |

Valuation of School Property

The total value of school property in New Jersey for 1935-1936 is \$335,781,298.99, an increase of \$6,445,973.62 over the preceding year.

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*Robert H. Harrison*

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION  
STATISTICS OF PUBLIC EDUCATION  
1935-1936

CHARLES H. ELLIOTT  
Commissioner of Education

RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS 1935-36.

|   | Receipts Including<br>Balances from Previous Year | Increase or<br>Decrease | Expenditures     | Increase or<br>Decrease |
|---|---|-------------------------|------------------|-------------------------|
| A-State Administration.....   | \$ 194,490.48                                     | \$ 4,053.66 D           | \$194,490.48     | \$ 4,053.66 D           |
| B-County Administration and Supervision.                                      | 349,906.91  | 6,981.49 D              | 345,549.23       | 2,494.06 I              |
| C-State Institutions.....   | 2,527,064.22                                      | 79,592.84 D             | 2,527,064.22     | 79,592.84 D             |
| D-Teachers' Pension and Annuity Fund....                                      | 6,143,422.07                                      | 3,672,675.99 I          | 6,143,422.07     | 3,672,675.99 I          |
| E-State School Fund Expense.....  | 3,380.43  | 199.24 I                | 3,380.43         | 199.24 I                |
| F-Current Expenses of Schools within the<br>District*.....                    | 66,023,783.77                                     | 448,437.65 I            | 67,039,269.62    | 781,523.18 I            |
| G-Repairs and Replacements of Public<br>School Buildings.....                 | 3,124,935.18                                      | 162,399.06 I            | 2,760,653.37     | 324,810.27 I            |
| I-School Libraries.....   | 268,839.86  | 18,288.58 I             | 220,078.48       | 26,837.94 I             |
| J-Manual Training.....  | 3,051,687.03                                      | 187,220.27 I            | 2,476,976.11     | 121,857.71 I            |
| K-Vocational Schools*.....  | 1,759,957.88                                      | 68,619.95 I             | 1,474,114.41     | 46,420.94 I             |
| L-Continuation Schools.....   | 175,755.80  | 24,760.70 D             | 90,667.39        | 16,821.97 D             |
| M-Evening Schools for Foreign-born Resi-<br>dents.....                        | 79,357.35   | 6,650.45 D              | 22,401.21        | 2,284.08 D              |
| N-Teachers' Libraries.....  | 350.00  | 150.00 D                | 350.00           | 150.00 D                |
| P-1-Redemption of and Interest on Bonds<br>and payments to sinking funds..... | 15,665,340.22                                     | 1,142,722.40 I          | 17,313,638.77    | 775,472.52 I            |
| Total for School Year 1935-36.....  | \$99,368,271.20                                   | \$5,578,374.00 I        | \$100,612,055.79 | \$5,649,389.30 I        |

\*Not including tuition transfers.

B A L A N C E   S T A T E M E N T

|  | Receipts Including<br>Balances from<br>Previous Year | Increase<br>or<br>Decrease | Expenditures         | Increase<br>or<br>Decrease |
|--|--|----------------------------|----------------------|----------------------------|
| Total for School Year 1935-36.....   | \$99,368,271.20                                      | \$5,578,374.00 I           | \$100,612,055.79     | \$5,649,389.30 I           |
| P-2-For payment of notes incurred for<br>previous year's expenses and interest<br>thereon..... | 937,720.35   | 2,375,096.37 D             | 949,634.69           | 2,272,438.90 D             |
| H-Land, Building and Equipment Account....   | 9,449,796.53   | 6,653,069.44 I             | 5,272,140.30         | 3,337,838.66 I             |
| Tuition Transfers.....   | 4,780,339.30   | 369,599.98 I               | 4,436,551.55         | 125,531.08 I               |
| Reserve to pay outstanding bills of<br>previous year.....                                      | 5,013,063.05   | 623,780.36 D               | 2,923,888.13         | 734,924.06 D               |
| Balance at close of year.....  |  |                            | 5,354,919.97         | 3,496,769.61 I             |
| <br>Grand total for the School Year 1935-36..  | <br>\$119,549,190.43                                 | <br>\$9,602,165.69 I       | <br>\$119,549,190.43 | <br>\$9,602,165.69 I       |

SUMMARY OF STATISTICS  
FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1935 AND ENDING JUNE 30th, 1936.

RECEIPTS

A-State Administration:

|  |              |            |
|--|--------------|------------|
| (1) State Board of Education, expenses.....        | \$26,253.96  | \$183.32 D |
| (2) State Board of Examiners, expenses.....        | 5,412.02     | 83.58 D    |
| (3) Office of Commissioner of Education, salaries. | 132,854.15   | 1,632.25 D |
| (4) Office of Commissioner of Education, expenses  | 29,970.35    | 2,154.51 D |
| Total.....   | \$194,490.48 | 4,053.66 D |

B-County Administration and Supervision:

|   |              |             |
|---|--------------|-------------|
| (1) County Superintendents, salaries.....                                     | \$105,000.00 | \$20.25 I   |
| (2) County Superintendents, Clerk Hire & Expenses                             | 65,059.92    | 3,925.90 I  |
| (3) Helping Teachers and Other County Officers,<br>salaries and expenses..... | 179,846.99   | 10,927.64 D |
| Total.....  | \$349,906.91 | 6,981.49 D  |

C-State Institutions:

|   |             |              |
|---|-------------|--------------|
| (1) State Normal School at Glassboro:         |             |              |
| Appropriated by State for Current Expenses... | \$92,957.14 | \$4,335.54 I |
| Received for tuition.....                     | 27,303.20   | 10,363.21 D  |
| (2) State Normal School at Newark:            |             |              |
| Appropriated by State for Current Expenses... | 133,816.26  | 10,979.29 I  |
| Appropriated by State for Capital Outlay..... | 2,907.94    | 2,907.94 I   |
| Received for tuition.....                     | 43,758.01   | 7,448.99 D   |
| (3) State Normal School at Trenton:           |             |              |
| Appropriated by State for Current Expenses... | 343,577.22  | 661.03 I     |
| Appropriated by State for Capital Outlay..... | 92,460.53   | 28,874.93 D  |
| Received for tuition.....                     | 72,850.00   | 146.30 I     |
| (4) Montclair State Teachers' College:        |             |              |
| Appropriated by State for Current Expenses... | 176,291.77  | 1,120.64 I   |
| Received for tuition.....                     | 77,500.00   | 10,315.00 I  |
| (5) State Normal School at Paterson:          |             |              |
| Appropriated by State for Current Expenses... | 50,186.22   | 3,382.99 D   |
| Received for tuition.....                     | 21,034.85   | 1,178.05 D   |

C-State Institutions Con't.

|  |                   |              |
|--|-------------------|--------------|
| (6) State Normal School at Jersey City:                      |                   |              |
| Appropriated by State for Capital Outlay....\$               | 1,947.25          | \$1,947.25 I |
| Appropriated by State for Current Expenses..                 | 110,747.67        | 9,619.37 I   |
| Received for tuition.....                                    | 32,678.66         | 5,164.70 D   |
| (7) New Jersey School for the Deaf:                          |                   |              |
| Appropriated by State for Current Expenses..                 | 283,776.12        | 10,551.46 I  |
| Received for tuition.....                                    | 1,385.80          | 518.14 D     |
| (8) Manual Training and Industrial School for Colored Youth: |                   |              |
| Appropriated by State for Current Expenses..                 | 128,727.77        | 1,317.82 I   |
| Appropriated by State for Capital Outlay....                 | 3,813.50          | 3,813.50 I   |
| Received for tuition.....                                    | 64,895.20         | 6,195.45 I   |
| (9) Training of Vocational Teachers:                         |                   |              |
| Appropriated by State.....                                   | 22,462.19         | 3,109.65 D   |
| Appropriated by Federal Government.....                      | 22,246.92         | 597.77 D     |
| (10) State University (State Board of Regents):              |                   |              |
| Appropriated by State for Current Expenses..                 | <u>719,740.00</u> | 82,865.00 D  |
| Total.....   |                   | 79,592.84 D  |
|  | \$2,527,064.22    |              |

D-Teachers' Pension and Annuity Fund:

|   |                     |                |
|---|---------------------|----------------|
| (1) Operating expenses (Treas. Office).....\$   | 5,671.85            | 383.45 D       |
| (2) For office expenses, current pensions and previous years increase in reserve..... | <u>6,137,750.22</u> | 3,673,059.44 I |
| Total.....  |                     | 3,672,675.99 I |
|   | \$6,143,422.07      |                |

E-State School Fund Expenses..... 3,380.43 199.24 I

F-Current Expenses of Public Schools in Districts:

|  |                 |                |   |
|--|-----------------|----------------|---|
| 1. Apportioned by State from R.R. Tax.....   | -               | \$1,812,140.51 | D |
| 2. Apportioned from State School Tax .....   | \$16,758,712.69 | 7,535,490.86   | D |
| 3. Apportioned from State School Fund .....  | 412,223.03      | 9,978.10       | D |
| 4. From District Taxes .....   | 47,317,454.68   | 5,955,833.30   | I |
| 5. From Surplus Revenue .....  | 16,777.02       | 3,692.97       | D |
| 6. From One Percent Emergency Fund .....   | 141,287.69      | 3,033.30       | I |
| 7. From Notes Authorized by Vote of the District<br>or from Board of School Estimate ..... | 1,574,189.10    | 438,654.75     | I |
| 8. Special State Aid for Crippled Children .....   | 34,734.11       | 14,545.30      | I |
| 9. Apportioned for Pupils Residing in Charitable<br>Institutions .....                     | 199,710.00      | 14,445.00      | I |
| 10. Interest on Deposits within District .....   | 9,686.06        | 1,219.19       | D |
| 11. Sale of School Books and Other Sources .....   | 275,170.48      | 14,876.43      | D |
| 12. Reapportioned Balances .....   | 355.75          | 2,952.00       | D |
| 13. Tuition Receipts .....   | 4,729,966.91    | 256,322.64     | I |
| 14. Balance from Previous Year .....   | 716,516.84*     | 3,528,085.96   | D |
| Total .....  | 70,753,750.68   | 830,570.19     | I |

G-Repairs and Replacement Account:

|  |                |              |   |
|--|----------------|--------------|---|
| 1. From District Taxes.....  | \$2,495,021.62 | \$295,328.19 | I |
| 2. Notes Authorized by Vote of the District and<br>Additional Funds, by Board of School Estimate | 34,500.18      | 29,097.84    | I |
| 3. From One Percent Emergency Fund .....   | 4,412.31       | 3,216.70     | I |
| 4. From Other Sources .....  | 45,863.59      | 34,879.18    | D |
| 5. Balance from Previous Year .....  | 545,137.48     | 130,364.49   | D |
| Total .....  | 3,124,935.18   | 162,399.06   | I |

H-Land, Building and Equipment Account:

|                                      |              |              |   |
|--------------------------------------|--------------|--------------|---|
| 1. From District Taxes .....         | \$502,339.96 | \$269,073.91 | I |
| 2. From Sale of Bonds or Notes ..... | 6,165,221.87 | 4,290,497.72 | I |
| 3. From Other Sources .....          | 1,948,620.27 | 1,836,896.48 | I |
| 4. Balance from Previous Year .....  | 833,614.43   | 256,600.33   | I |
| Total .....                          | 9,449,796.53 | 6,653,068.44 | I |

I-School Library Account:

|                                     |            |           |   |
|-------------------------------------|------------|-----------|---|
| 1. From State .....                 | \$1,675.00 | \$245.00  | D |
| 2. From District Taxes .....        | 207,400.16 | 20,125.92 | I |
| 3. From Other Sources .....         | 2,423.80   | 385.74    | D |
| 4. Balance from Previous Year ..... | 57,340.90  | 1,206.60  | D |
| Total .....                         | 268,839.86 | 18,288.58 | I |

J-Manual Training Account:

|                                    |              |                |
|------------------------------------|--------------|----------------|
| 1. From State.....                 | \$729,510.39 | \$159,705.37 I |
| 2. From District Taxes.....        | 1,781,337.64 | 42,829.84 I    |
| 3. From Other Sources .....        | 31,562.19    | 3,781.27 D     |
| 4. Balance from Previous Year..... | 509,276.81   | 11,533.67 D    |
| Total.....                         | 3,051,687.03 | 187,220.27 I   |

K-Vocational Account:

|                                    |              |               |
|------------------------------------|--------------|---------------|
| 1. From State.....                 | \$296,854.39 | \$28,136.56 I |
| 2. From Federal Government.....    | 177,517.19   | 5,409.74 D    |
| 3. From District Taxes.....        | 915,332.83   | 54,830.21 I   |
| 4. From Other Sources.....         | 94,081.00    | 10,230.41 D   |
| 5. Balance from Previous Year..... | 326,544.86   | 11,239.23 D   |
| Total.....                         | 1,810,330.27 | 56,087.39 I   |

L-Continuation School Account:

|                                    |             |               |
|------------------------------------|-------------|---------------|
| 1. From District Taxes.....        | \$79,681.27 | \$14,855.87 D |
| 2. From Federal Government.....    | 23,942.70   | 3,942.33 D    |
| 3. From Other Sources.....         | 22.57       | 24.34 D       |
| 4. Balance from Previous Year..... | 72,109.26   | 5,938.16 D    |
| Total.....                         | 175,755.80  | 24,760.70 D   |

M-Evening School for Foreign-born

Residents Account:

|                                    |            |            |
|------------------------------------|------------|------------|
| 1. From State.....                 | \$8,422.25 | \$502.23 D |
| 2. From District Taxes.....        | 12,174.27  | 1,910.56 I |
| 3. From Other Sources.....         | 276.51     | 348.57 D   |
| 4. Balance from Previous Year..... | 58,484.32  | 7,710.21 D |
| Total.....                         | 79,357.35  | 6,650.45 D |

N-Teachers' Libraries:

|                           |          |           |
|---------------------------|----------|-----------|
| 1. From State.....        | \$175.00 | \$75.00 D |
| 2. From Subscription..... | 175.00   | 75.00 D   |
| Total.....                | 350.00   | 150.00 D  |

P-Debt Service Account:

|                                    |                 |                  |
|------------------------------------|-----------------|------------------|
| 1. From District Taxes.....        | \$18,113,328.86 | \$1,074,246.89 D |
| 2. From Other Sources.....         | 148,529.51      | 70,256.87 I      |
| 3. Balance from Previous Year..... | 1,658,797.80 *  | 228,383.95 I     |
| Total.....                         | \$16,603,060.57 | 1,232,373.97 D   |

R-Reserve Account to Pay Outstanding Bills

|                       |                 |                |
|-----------------------|-----------------|----------------|
| of Previous Year..... | \$ 5,013,063.05 | \$623,780.36 D |
|-----------------------|-----------------|----------------|

Total Receipts during year including

|                                  |                  |                  |
|----------------------------------|------------------|------------------|
| Balances from Previous Year..... | \$119,549,190.43 | \$9,602,165.69 I |
|----------------------------------|------------------|------------------|

\*Deficit

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1935 AND ENDING JUNE 30th, 1936.

EXPENDITURES

A-State Administration:

|   |                 |              |            |
|---|-----------------|--------------|------------|
| 1. State Board of Education.....                        | \$ 26,253.96    |              | \$183.32 D |
| 2. Office of Commissioner of Education:                 |                 |              |            |
| Salaries.....   | \$90,203.56     |              | 876.62 D   |
| Clerical Services.....                                  | 37,650.59       |              | 755.63 D   |
| Blanks, stationery, printing.....                       | 11,908.27       |              | 3,290.26 D |
| Incidental expenses, physical<br>training expenses..... | 17,567.02       |              | 1,140.01 I |
| Continuation Schools.....                               | <u>5,495.06</u> |              | 4.26 D     |
| Total.....  | \$162,824.50    |              | 3,786.76 D |
| 3. State Board of Examiners.....                        | 5,412.02        |              | 83.58 D    |
| Grand Total.....  |                 | \$194,490.48 | 4,053.66 D |

B-County Administration and Supervision:

|  |                 |              |              |
|--|-----------------|--------------|--------------|
| 1. County Superintendents:                                       |                 |              |              |
| Salaries and expenses.....                                       | \$170,023.00    |              | \$3,840.12 I |
| 2. Helping Teachers, salaries and<br>expenses.....               | 168,012.34      |              | 1,296.90 D   |
| 3. County Attendance Officers, salaries<br>and expenses.....     | 4,037.12        |              | 44.38 D      |
| 4. County Supervisor of Child Study,<br>salary and expenses..... | <u>3,476.77</u> |              | 4.78 D       |
| Total.....   |                 | \$345,549.23 | 2,494.06 I   |

C-State Institutions:

|   |                   |                |              |
|---|-------------------|----------------|--------------|
| (1) State Normal School at Glassboro.....       | \$120,260.34      |                | \$6,027.67 D |
| (2) State Normal School at Newark.....          | 180,482.21        |                | 6,438.24 I   |
| (3) State Normal School at Trenton.....         | 508,887.75        |                | 28,067.60 D  |
| (4) Montclair State Teachers College.....       | 253,791.77        |                | 11,435.64 I  |
| (5) State Normal School at Paterson.....        | 71,221.07         |                | 4,561.04 D   |
| (6) State Normal School at Jersey City.....     | 145,373.58        |                | 6,401.92 I   |
| (7) Industrial School for Colored Youth.....    | 197,436.47        |                | 11,326.77 I  |
| (8) New Jersey School for the Deaf.....         | 285,161.92        |                | 10,033.32 I  |
| (9) Training of Vocational Teachers.....        | 44,709.11         |                | 3,707.42 D   |
| (10) State University (State Board of Regents). | <u>719,740.00</u> |                | 82,865.00 D  |
| Total.....                                      |                   | \$2,527,064.22 | 79,592.84 D  |

D-Teachers' Pension and Annuity Fund:

|   |                     |                |                |
|---|---------------------|----------------|----------------|
| (1) Operating expenses (Treas. Office).....                               | \$ 5,671.85         |                | \$ 383.45 D    |
| (2) For office expenses, current pensions and<br>increase in reserve..... | <u>6,137,750.22</u> |                | 3,673,059.44 I |
| Total.....  |                     | \$6,143,422.07 | 3,672,675.99 I |

E-State School Fund, expenses of administration.

3,380.43 199.24 I

F-Current Expenses of Schools within the District:

|   |                  |                |
|---|------------------|----------------|
| 1. Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, school libraries and repairs and replacements..... | \$71,151,333.26  | \$910,424.40 I |
| 2. Expenditures for evening schools in districts.....   | 290,572.57       | 4,464.14 D     |
| 3. Expenditures for summer schools in districts.....  | <u>33,915.34</u> | 1,094.00 I     |
| Total.....  |                  | 907,054.26 I   |
|   | \$71,475,821.17  |                |

(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 the 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 districts.....  | \$2,760,653.37   | \$324,810.27 I |
| H-Land, Building and Equipment Account Expenses within districts   | 5,272,140.30     | 3,337,838.66 I |
| I-School Library Account Expenses within districts.....  | 220,078.48       | 26,837.94 I    |
| J-Manual Training Account Expenses within districts.....   | 2,476,976.11     | 121,857.71 I   |
| K-Vocational School Account Expenses.....  | 1,474,114.41     | 46,420.94 I    |
| L-Continuation School Account Expenses.....  | 90,667.39        | 16,821.97 D    |
| M-Evening Schools for Foreign-born Residents Account.....  | 22,401.21        | 2,284.08 D     |
| N-Teachers' Libraries.....   | 350.00           | 150.00 D       |
| P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund..... | 18,263,273.46    | 1,496,966.38 D |
| R-Reserve Account to pay outstanding bills of previous year.....   | 2,923,888.13     | 734,924.06 D   |
| Balance on hand at close of year.....  | 5,354,919.97     | 3,496,769.61 I |
| Payments and balances - Total.....   | \$119,549,190.43 | 9,602,165.69 I |

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

July 1, 1935 to June 30, 1936.

|  |                 |       |
|--|-----------------|-------|
| State Administration of the Schools..... | \$194,490.48    |       |
|  |                 | .2%   |
| Current Expenses of the Schools.....     | \$92,668,577.35 |       |
|  |                 | 99.8% |

ANALYSIS OF STATE ADMINISTRATION EXPENSES

|   |              |
|---|--------------|
| State Board of Education, expenses..... | \$26,253.96  |
| Salaries.....                           | 137,495.74   |
| Operation.....                          | 12,704.49    |
| Miscellaneous.....                      | 18,036.29    |
|   | <hr/>        |
| Total.....                              | \$194,490.18 |

\*Less Tuition Transfers

ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND  
DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

|                             |                      |
|-----------------------------|----------------------|
| Administration.....         | \$2,198,521.10       |
| Instruction:                |                      |
| Supervision.....            | 5,428,179.28         |
| Instruction Proper.....     | 50,480,125.25        |
| Operation.....              | 8,230,394.90         |
| Maintenance.....            | 2,864,611.91         |
| Co-ordinate Activities..... | 1,696,809.49         |
| Auxiliary Agencies.....     | 2,870,523.36         |
| Fixed Charges*.....         | 636,138.60           |
| Debt Service.....           | <u>18,263,273.46</u> |
| Total.....                  | \$92,668,577.35      |

C O S T O F E D U C A T I O N

Increase or  
Decrease

(Based on expense of maintaining the public  
day schools)

|  |                |                 |
|--|----------------|-----------------|
| Administration expenses.....   | \$2,041,151.86 | \$51,587.66 I   |
| Instruction:   |                |                 |
| Supervision.....   | \$5,260,319.60 | 149,102.51 I    |
| Instruction Proper.....  | 49,123,920.26  | 656,656.72 I    |
|  | 54,384,239.86  | 805,759.23 I    |
| Operation of School Plant.....   | 8,012,221.31   | 64,796.06 D     |
| Maintenance of School Plant.....   | 2,800,900.73   | 343,248.48 I    |
| Co-Ordinate Activities:  |                |                 |
| Attendance.....  | \$438,965.58   | 27,357.99 I     |
| Health.....  | 1,244,246.00   | 23,936.91 I     |
|  | 1,683,211.58   | 51,294.90 I     |
| Auxiliary Agencies:  |                |                 |
| Library.....   | \$220,078.48   | 26,837.94 I     |
| Transportation.....  | 2,177,974.10   | 30,851.47 I     |
| Other auxiliary agencies....   | 445,305.19     | 25,651.44 I     |
|  | 2,843,357.77   | 83,340.85 I     |
| Fixed Charges:   |                |                 |
| Leasing school rooms.....  | \$ 37,478.47   | 289.33 I        |
| Pensions.....  | 35,585.04      | 5,070.42 I      |
| Insurance and workmen's<br>compensation.....   | 508,083.99     | 6,208.92 D      |
| Other fixed charges.....   | 44,816.45      | 20,473.30 D     |
|  | 625,963.95     | 21,322.47 D     |
| Total.....   |                | \$72,391,047.06 |
|  |                | 1,249,112.59 I  |
| Average yearly cost per pupil based on<br>average enrollment in day schools.....       | 98.95          | 3.01 I          |
| Average yearly cost per pupil based on<br>average daily attendance in day schools..... | 106.90         | 3.33 I          |

SOURCES OF INCOME

Money for the Support of Public Schools  
Were Derived from the Following Sources for 1935-36.

|   |                |                  |
|---|----------------|------------------|
| 1. Income from State School Fund.....   |                | \$511,124.87     |
| (a) Distributed to districts.....   | \$507,744.44   |                  |
| (b) State School Fund Expenses.....   | 3,380.43       |                  |
| 2. Appropriation by Legislature from<br>State General Fund for Library State Aid              |                | 1,675.00         |
| 3. Appropriation by Legislature from Railroad<br>Tax.....                                     |                | 9,676,020.26     |
| (a) State Administration.....   | 194,490.48     |                  |
| (b) County Superintendents' Salaries....  | 105,000.00     |                  |
| (c) State Institutions.....   | 2,163,411.58   |                  |
| (d) Teachers' Pension and Annuity Fund..  | 6,143,422.07   |                  |
| (e) Vocational Schools.....   | 296,854.39     |                  |
| (f) Manual Training.....  | 729,510.39     |                  |
| (g) Evening Schools for Foreign-born<br>Residents.....  | 8,422.25       |                  |
| (h) Crippled Children Special Aid.....  | 34,734.11      |                  |
| (i) Teachers' Libraries.....  | 175.00         |                  |
| 4. Appropriated by Federal Government.....  |                | 223,706.81       |
| (a) Vocational Schools.....   | 177,517.19     |                  |
| (b) Continuation Schools.....   | 23,942.70      |                  |
| (c) Training of Vocational Teachers.....  | 22,246.92      |                  |
| 5. State School Taxes.....  |                | 17,131,022.69    |
| Penalty State School Tax.....   |                | 42,915.79        |
| 6. Surplus Revenue.....   |                | 21,774.06        |
| 7. District Taxes.....  |                | 70,529,532.42    |
| 8. County Taxes.....  |                | 959,598.79       |
| 9. Sale of Bonds for Capital Outlay.....  |                | 6,165,221.87     |
| 10. Other Sources.....  |                | 9,236,472.89     |
| (a) Tuition.....  | 4,780,339.30   |                  |
| (b) Authorized Loans.....   | 160,802.49     |                  |
| 1. Current Expense.....   | \$120,525.43   |                  |
| 2. Maintenance of Plant..   | 13,775.00      |                  |
| 3. Debt Service.....  | 26,502.06      |                  |
| (c) Additional Appropriations by<br>Boards of School Estimate and<br>advances by municipality | 1,474,388.85   |                  |
| 1. Current Expense.....   | \$1,453,663.67 |                  |
| 2. Maintenance of Plant   | 20,725.18      |                  |
| (d) Other Sources (Local...)  | 2,479,536.53   |                  |
| 1. Interest.....  | 9,686.06       |                  |
| 2. Sale of Material and<br>Property.....  | 61,915.83      |                  |
| 3. Federal Grants for<br>building.....  | 2,002,921.61   |                  |
| 4. Other.....   | 405,013.03     |                  |
| (e) Other Sources including tuition<br>(State Institutions)...                                | 341,405.72     |                  |
| 11. Balance on hand beginning of year.....  |                | 4,050,746.87     |
| 12. Re-apportioned balances.....  |                | 9,378.10         |
| Grand Total Receipts for year.....  |                | \$119,549,190.43 |

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

|                                | 1 9 3 1         | 1 9 3 2         | 1 9 3 3         | 1 9 3 4         | 1 9 3 5         | Increase or<br>Decrease from<br>1934-35 |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|---|
|                                | -               | -               | -               | -               | -               |   |
|                                | 1 9 3 2         | 1 9 3 3         | 1 9 3 4         | 1 9 3 5         | 1 9 3 6         |   |
| Teachers' Salaries*.....       | \$63,117,356.01 | \$57,498,126.96 | \$51,469,554.82 | \$51,449,520.92 | \$52,064,750.13 | \$615,229.21 I                          |
| Textbooks.....                 | 1,401,683.60    | 968,091.55      | 923,975.13      | 994,832.88      | 1,099,007.79    | 104,174.91 I                            |
| Supplies (Educational).....    | 2,254,465.25    | 1,586,979.91    | 1,467,647.50    | 1,715,222.40    | 1,790,465.81    | 75,243.41 I                             |
| Janitors' Salaries.....        | 6,017,703.98    | 5,615,890.65    | 5,190,363.05    | 5,228,171.24    | 5,234,457.94    | 6,286.70 I                              |
| Fuel.....                      | 1,452,969.13    | 1,356,369.95    | 1,508,851.49    | 1,534,476.51    | 1,414,791.21    | 119,685.30 D                            |
| Transportation of Pupils.....  | 2,404,927.33    | 2,302,871.50    | 2,119,742.32    | 2,147,122.63    | 2,177,974.10    | 30,851.47 I                             |
| Health Service.....            | 1,573,296.56    | 1,378,031.37    | 1,212,490.18    | 1,220,309.09    | 1,244,246.00    | 23,936.91 I                             |
| Attendance Service.....        | 528,641.14      | 464,603.09      | 423,003.10      | 411,607.59      | 438,965.58      | 27,357.99 I                             |
| Insurance.....                 | 558,282.38      | 500,737.43      | 518,886.16      | 520,871.86      | 516,346.14      | 4,525.72 D                              |
| Maintenance of School Plant... | 3,388,682.44    | 2,226,126.02    | 2,138,359.91    | 2,503,738.61    | 2,864,611.91    | 360,873.30 I                            |
| Capital Outlay.....            | 11,556,216.96   | 3,616,609.83    | 1,924,322.14    | 1,944,602.47    | 5,296,546.23    | 3,351,943.76 I                          |
| Debt Service.....              | 18,036,409.89   | 18,252,676.45   | 17,313,490.11   | 19,760,239.84   | 18,263,273.46   | 1,496,966.38 D                          |

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

INDEBTEDNESS STATEMENT

|   | June 30, 1936    | Increase<br>or<br>Decrease |
|---|------------------|----------------------------|
| Outstanding July 1, 1935.....   | \$204,059,550.23 | \$5,717,711.52 D           |
| Bonds and Notes Issued During Year.....                                     | 6,496,274.36     | 4,478,764.37 I             |
| Redeemed during year from District Taxes<br>(Actual cash payments).....     | 8,003,252.03     | 1,521,773.83 D             |
| Redeemed during year from Sinking Fund.....                                 | 1,381,115.19     | 343,884.81 D               |
| Outstanding June 30, 1936.....  | 201,171,457.37   | 626,711.49 I               |
| Bonds and Notes in Default June 30, 1935.....                               | 2,294,496.24     | 347,539.38 I               |
| Interest in Default.....  | 1,680,171.16     | 105,525.36 D               |
| Amount in Sinking Fund June 30, 1935.....                                   | 16,666,347.44    | 109,368.04 I               |
| District Taxes for Sinking Fund Requirements.                               | 396,085.96       | 68,950.68 D                |
| Receipts from Interest and Other Sources.....                               | 598,973.08       | 603,863.08 D               |
| Total Sinking Fund Receipts, including<br>amount in Fund June 30, 1936..... | 17,661,406.48    | 563,445.72 D               |
| Bonds Redeemed during the year from Sinking<br>Fund.....                    | 1,332,450.00     | 392,550.00 D               |
| Paid for premiums on investments, etc.....                                  | 40,692.81        | 18,800.22 I                |
| Amount in Sinking Fund June 30, 1936.....                                   | *16,271,418.39   | 206,541.22 D               |
| Temporary Advances from Municipality.....                                   | 1,887,045.52     | 666,201.61 I               |
| Temporary Advances returned to Municipality..                               | 717,378.28       | 1,054,651.43 D             |

\*Difference of \$16,845.28 Atlantic County  
restricted bonds charged out.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1936.

Enrollment in Day Schools for 1935-36

|   |          | Increase<br>or<br>Decrease |
|---|----------|----------------------------|
| Boys Enrolled .....   | 409,685  | 6,418 D                    |
| Girls Enrolled .....  | 388,455  | 5,368 D                    |
| Total Enrollment .....  | 798,140  | 11,786 D                   |
| Number of Pupils Enrolled in  |          |                            |
| Rural Schools - One Room .....  | 6,546    | 586 D                      |
| Rural Schools - Two Room .....  | 8,177    | 633 D                      |
| Total Rural Schools .....   | 14,723   | 1,219 D                    |
| Number of Pupils Enrolled in  |          |                            |
| Kindergarten .....  | 39,487   | 1,059 D                    |
| Grade I .....   | 81,108   | 1,295 D                    |
| Grade II .....  | 64,361   | 3,883 D                    |
| Grade III .....   | 65,861   | 3,793 D                    |
| Grade IV .....  | 68,638   | 1,528 D                    |
| Grade V .....   | 70,158   | 2,796 D                    |
| Grade VI .....  | 70,964   | 883 D                      |
| Grade VII .....   | 69,325   | 1,447 D                    |
| Grade VIII .....  | 63,787   | 904 D                      |
| Grade IX .....  | 66,128 ✓ | 93 I                       |
| Grade X .....   | 53,995 ✓ | 2,289 I                    |
| Grade XI .....  | 39,952 ✓ | 1,371 I                    |
| Grade XII .....   | 33,685 ✓ | 2,440 I                    |
| Subnormal Classes .....   | 5,623    | 128 I                      |
| Anaemic Classes .....   | 400      | 43 D                       |
| Backward and Incurable Classes .....  | 1,037    | 23 I                       |
| Crippled Classes .....  | 899      | 21 I                       |
| Classes for the Blind .....   | 220      | 23 I                       |
| Classes for the Deaf .....  | 237      | 35 I                       |
| Other Special Classes .....   | 1,181    | 290 D                      |
| Post Graduates .....  | 1,094    | 288 D                      |
| Total Day School Enrollment.....  | 798,140  | 11,786 D                   |
| Grouping of Day School Enrollment   |          |                            |
| Kindergarten .....  | 39,487   | 1,059 D                    |
| Grades 1-8 Inclusive, except the enrollment in 7th and 8th Grades in approved |          |                            |
| Junior High School .....  | 524,728  | 16,268 D                   |
| Approved J. H. S. (Grades 7-9) .....  | 49,406   | 120 I                      |
| Senior H.S. (Grades 10-12) .....  | 36,853   | 2,099 I                    |
| Four-year High School (Grades 9-12) .....                                     | 136,975  | 3,713 I                    |
| Special Classes .....   | 10,691   | 391 I                      |
| Total .....   | 798,140  | 11,786 D                   |

17,327  
6,323

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

|  |         | Increase<br>or<br>Decrease |
|--|---------|----------------------------|
| Day Schools .....                                  | 798,140 | 11,786 D                   |
| Day Vocational Schools .....                       | 10,938  | 548 I                      |
| Continuation Schools .....                         | 2,070   | 278 I                      |
| Bedside Pupils .....                               | 580     | 94 I                       |
| Total Day Schools .....                            | 811,728 | 10,866 D                   |
| Regular Evening Schools .....                      | 8,044   | 627 D                      |
| Accredited Evening High Schools .....              | 6,281   | 1,680 D                    |
| Vocational Evening Schools .....                   | 12,918  | 1,041 I                    |
| Evening Schools for Foreign-born<br>Residents..... | 2,104   | 261 D                      |
| Total Evening Schools .....                        | 29,347  | 1,527 D                    |
| Grand Total Enrollment in Public<br>Schools .....  | 841,075 | 12,393 D                   |
| Total in Summer Schools* .....                     | 6,609   | 40 D                       |
| Total Including Summer Schools .....               | 847,684 | 12,433 D                   |

\*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 7 days           | 1 day I                   |
|---|---------------------------|---------------------------|
| Possible Number of Days Attendance.....   | 136,637,427               | 1,081,079 $\frac{1}{2}$ D |
| Total Number of Days Present .....  | 126,467,475 $\frac{1}{2}$ | 1,111,430 D               |
| Total Number of Days Absent .....   | 10,169,951 $\frac{1}{2}$  | 30,351 I                  |
| Average Enrollment .....  | 731,568                   | 9,947 D                   |
| Average Daily Attendance .....  | 677,155                   | 9,723 D                   |
| Average Attendance of Each Pupil .....  | 158                       | -                         |
| Average Absence of Each Pupil .....   | 13                        | -                         |
| Percent of Attendance .....   | 92.56                     | .08 D                     |
| Total Number of Times Tardy .....   | 594,245                   | 15,329 D                  |
| Number of Pupils Neither Absent nor Tardy.  | 43,061                    | 4,629 D                   |
| Number of Sessions Truant .....   | 41,184                    | 73 D                      |
| Cases of Suspension or Expulsion .....  | 2,457                     | 49 I                      |
| Pupils Enrolled Who Have Attended Public<br>Schools in Other Districts in State ....                      | 21,329                    | 415 D                     |
| <br>Total attendance including allowances for<br>1935-36 to be used for Apportionment pur-<br>poses ..... | <br>128,243,008           | <br>990,461 D             |

VOCATIONAL SCHOOLS

(Includes County Vocational Schools)

|   |                         | Increase<br>or<br>Decrease |
|---|-------------------------|----------------------------|
| VOCATIONAL DAY SCHOOLS                  |                         |                            |
| Number of days schools kept open.....   | 191                     | 7 I                        |
| Possible number of days attendance..... | 1,391,109 $\frac{1}{2}$ | 69,877 $\frac{1}{2}$ I     |
| Number of days present .....            | 1,233,794 $\frac{1}{2}$ | 30,765 I                   |
| Number of pupils enrolled .....         | 10,938                  | 548 I                      |
| Average attendance .....                | 6,502                   | 53 D                       |
| EVENING VOCATIONAL SCHOOLS              |                         |                            |
| Number of evenings kept open.....       | 97                      | 11 D                       |
| Number of pupils enrolled .....         | 12,918                  | 1,041 I                    |

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

|   |                       |                        |
|---|-----------------------|------------------------|
| Number of hours schools kept open .....   | 1,096                 | 78 I                   |
| Possible number of hours attendance ..... | 474,620               | 34,087 D               |
| Number of hours present .....             | 403,350 $\frac{1}{2}$ | 28,912 $\frac{1}{2}$ D |
| Number of pupils enrolled .....           | 2,070                 | 278 I                  |

SUMMER SCHOOLS

|   |         |                     |
|---|---------|---------------------|
| Number of Teachers - Men .....            | 107     | 8 I                 |
| Women .....                               | 96      | 6 D                 |
| Total .....                               | 203     | 2 I                 |
| Actual Number of days schools kept open.. | 28      | 2 I                 |
| Number of pupils enrolled in              |         |                     |
| Elementary Grades...                      | 2,113   | 253 D               |
| High School Grades..                      | 4,496   | 213 I               |
| Total .....                               | 6,609   | 40 D                |
| Average daily attendance .....            | 5,754   | 272 $\frac{1}{2}$ D |
| Total days attendance .....               | 148,996 | 9,671 D             |

MANUAL TRAINING CLASSES IN DAY SCHOOLS

|  |         |          |
|--|---------|----------|
| Number of Elementary School Pupils ..... | 149,565 | 11,831 I |
| Number of High School Pupils .....       | 65,036  | 2,304 I  |
| Total .....                              | 214,601 | 14,145 I |

COLORED PUPILS IN DAY SCHOOLS

|   |         |          |
|---|---------|----------|
| Number of school buildings used exclusively<br>for colored pupils ..... | 65      | -        |
| Number of colored teachers employed:                                    |         |          |
| Men .....   | 52      | 6 I      |
| Women .....   | 384     | 11 I     |
| Total .....   | 436     | 17 I     |
| Average salary  |         |          |
| Men .....   | \$1,546 | \$14. D  |
| Women .....   | \$1,721 | \$564. D |
| Number of colored pupils enrolled in<br>colored schools .....           | 12,765  | 494 D    |
| Number of colored pupils enrolled in all<br>other schools .....         | 40,629  | 974 I    |

EVENING SCHOOL DATA

|   |         | Increase<br>or<br>Decrease |
|---|---------|----------------------------|
| <b>REGULAR EVENING SCHOOLS</b>  |         |                            |
| Number of evenings schools were maintained including legal holidays and institute days              | 73      | 2 D                        |
| Number of weeks schools were maintained....   | 22      | 1 I                        |
| Male pupils enrolled .....  | 3,765   | 42 D                       |
| Female pupils enrolled .....  | 4,279   | 585 D                      |
| Total pupils enrolled .....   | 8,044   | 627 D                      |
| Total attendance (1 night equals $\frac{1}{2}$ day)....<br>(This total does not include allowances) | 246,669 | 39,104 I                   |
| Average evenings attendance.....  | 3,561   | 417 D                      |
| <b>ACCREDITED EVENING HIGH SCHOOLS</b>  |         |                            |
| Number of evenings schools were maintained.   | 186     | 1 I                        |
| Number of weeks schools were maintained....   | 38      | 1 I                        |
| Male pupils enrolled.....   | 3,739   | 865 D                      |
| Female pupils enrolled.....   | 2,542   | 815 D                      |
| Total pupils enrolled.....  | 6,281   | 1,680 D                    |
| Total evenings attendance.....  | 486,292 | 103,890 D                  |
| Average evenings attendance.....  | 3,089   | 648 D                      |
| <b>EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS</b>   |         |                            |
| Number of evenings schools kept open.....   | 70      | 3 D                        |
| Number of pupils enrolled .....   | 2,104   | 261 D                      |
| <b>VOCATIONAL EVENING SCHOOLS</b>   |         |                            |
| Number of evenings kept open .....  | 97      | 11 D                       |
| Number of pupils enrolled .....   | 12,918  | 1,041 I                    |

T R A N S P O R T A T I O N

|   |                |              |
|---|----------------|--------------|
| Total number of Days Transported.....                       | 12,152,343     | 14,606 D     |
| Pupils Transported from without the District for whom       |                |              |
| Cost of Transportation is paid.....                         | 31,330         | 1,298 I      |
| Pupils Transported from within the District for whom        |                |              |
| Cost of Transportation is paid.....                         | 52,544         | 222 I        |
| Total number of Pupils Receiving Transportation.....        | 83,874         | 1,520 I      |
| Cost of Transporting Pupils to Schools in Other Districts . | \$1,006,131.63 | \$2,111.76 I |
| Cost of Transporting Pupils to Schools within the Districts | 1,171,842.47   | 28,739.71 I  |
| Total .....   | 2,177,974.10   | 30,851.47 I  |

T U I T I O N

|  |                 |                |
|--|-----------------|----------------|
| Number of Tuition Pupils Sent to Other Districts:            |                 |                |
| High School.....   | 36,355          | 1,477 I        |
| Elementary .....   | 4,322           | 186 D          |
| Summer, Evening or Vocational .....                          | 1,431           | 723 D          |
| Number of Tuition Pupils Received Including those for whom   |                 |                |
| tuition is paid by parents or others:                        |                 |                |
| High School .....  | 35,798          | 1,905 I        |
| Elementary .....   | 5,163           | 309 D          |
| Amount of Tuition money received for 1935-36 and prior years | \$4,729,966.91* | \$256,322.64 I |
| Amount of Tuition money paid on account of 1935-36 .....     | 4,436,551.55    | 125,531.08 I   |

\* Does not include vocational tuition.

SCHOOL BUILDINGS

Increase  
or  
Decrease

|   |                  |                  |
|---|------------------|------------------|
| Total Value of School Buildings, Land<br>and equipment..... | \$335,781,298.99 | \$6,445,973.62 I |
| Average Value of New Jersey School<br>buildings.....        | 150,777.41       | 4,730.70 I       |
| School Districts in the State .....                         | 549              | 1 I              |
| School Districts not maintaining schools                    | 25               | 1 I              |
| School Buildings Owned.....                                 | 2,188            | 22 D             |
| Buildings Rented.....                                       | 39               | 6 D              |
| Total School Buildings.....                                 | 2,227            | 28 D             |
| Buildings completed during the year.....                    | 13               | 4 I              |
| Buildings enlarged during the year.....                     | 11               | 7 I              |
| Number of new classrooms added during<br>the year .....     | 119              | 38 D             |
| Buildings remodelled during year.....                       | 10               | 3 I              |
| Buildings abandoned during the year ....                    | 27               | 4 I              |
| Number of rooms in buildings abandoned..                    | 60               | 15 D             |

Size of School Buildings Owned

|                                   |      |      |
|-----------------------------------|------|------|
| One-room buildings.....           | 300  | 20 D |
| Two-room buildings.....           | 248  | 7 D  |
| Three-room buildings.....         | 56   | 1 D  |
| Four-room buildings.....          | 234  | 1 I  |
| Five or more room buildings.....  | 1350 | 5 I  |
| Total School Buildings Owned..... | 2188 | 22 D |

Portable and Rented Buildings

|  |     |      |
|--|-----|------|
| Number of portable buildings.....          | 61  | 7 D  |
| Number of rooms used in portable buildings | 90  | 10 D |
| Number of rented buildings.....            | 39  | 6 D  |
| Number of rooms used in rented buildings   | 105 | 7 D  |

Number of Rooms

|  |         |         |
|--|---------|---------|
| Number of regular classrooms used.....                             | 22,017  | 86 I    |
| Number of manual training and domestic<br>science rooms used ..... | 1,486   | 56 I    |
| Number of laboratories and other special<br>rooms.....             | 1,809   | 121 I   |
| Total number of rooms used.....                                    | 25,312  | 263 I   |
| Total number of rooms not used.....                                | 1,059   | 16 I    |
| Total number of rooms available.....                               | 26,371  | 279 I   |
| Number of basement rooms used for class-<br>room purposes.....     | 377     | 12 I    |
| Total number of seatings provided.....                             | 856,515 | 7,502 I |

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.....          | 668   | 69 I |
| Elementary Schools.....            | 1,732 | 76 D |
| Four-year High School or less..... | 160   | 4 I  |
| Approved Junior High School Plan   |       |      |
| Junior High Schools...             | 78    | 4 D  |
| Senior High Schools...             | 40    | 3 D  |
| Special.....                       | 213   | 29 I |
| Vocational .....                   | 36    | 2 I  |
| Total .....                        | 2,927 | 21 I |

NUMBER OF TEACHERS  
DAY AND EVENING

|  | 1 9 3 5 and 1 9 3 6 |        |        | Increase<br>or<br>Decrease |       |       |
|--|---------------------|--------|--------|----------------------------|-------|-------|
|  | Men                 | Women  | Total  | Men                        | Women | Total |
| Total number of teachers   |                     |        |        |                            |       |       |
| day and evening.....   | 5,737               | 23,096 | 28,833 | 363 I                      | 163 I | 526 I |
| Superintendents.....   | 43                  | 1      | 44     | 2 I                        | -     | 2 I   |
| Assistant Superintendents  | 14                  | 2      | 16     | -                          | 1 D   | 1 D   |
| Director Co.Voca.Sch....   | 3                   | -      | 3      | -                          | -     | -     |
| Asst.Dir.Co.Voca.Sch....   | 3                   | -      | 3      | -                          | -     | -     |
| Approved Supervising Prin.   | 133                 | 8      | 141    | 1 D                        | -     | 1 D   |
| Unapproved " "   | 44                  | 4      | 48     | -                          | -     | -     |
| Non-teaching Principals..  | 464                 | 309    | 773    | 22 I                       | 3 I   | 25 I  |
| Supervisors.....   | 7                   | 69     | 76     | 1 D                        | 1 D   | 2 D   |
| Special Supervisors.....   | 79                  | 211    | 290    | 1 I                        | 7 I   | 8 I   |
| Teachers:  |                     |        |        |                            |       |       |
| Rural Schools-One Room.  | 16                  | 207    | 223    | 1 I                        | 11 D  | 10 D  |
| Rural Schools-Two Room.  | 31                  | 240    | 271    | -                          | 12 D  | 12 D  |
| Kindergarten.....  | -                   | 765    | 765    | -                          | 15 I  | 15 I  |
| Grades I-VIII.....   | 495                 | 12,021 | 12,516 | 34 I                       | 87 D  | 53 D  |
| Grades I-VI.....   | 33                  | 2,322  | 2,355  | 6 D                        | 36 D  | 42 D  |
| Grades VII-IX-Jr.High..  | 344                 | 1,103  | 1,447  | 21 I                       | 10 I  | 31 I  |
| Grades X-XII-Sr.High...  | 483                 | 691    | 1,174  | 48 I ✓                     | 33 I  | 81 I  |
| Grades IX-XII.....   | 1,814               | 2,671  | 4,485  | 126 I ✓                    | 105 I | 231 I |
| Short Term.....  | 25                  | 81     | 106    | 8 I                        | 19 I  | 27 I  |
| Substitute.....  | 5                   | 65     | 70     | 1 D                        | 30 I  | 29 I  |
| Ungraded, Backward and<br>Incorrigible Classes...  | 10                  | 58     | 68     | -                          | 2 D   | 2 D   |
| Crippled Classes.....  | 1                   | 46     | 47     | -                          | 1 I   | 1 I   |
| Subnormal Classes.....   | 33                  | 279    | 312    | 3 I                        | 7 I   | 10 I  |
| Deaf Classes.....  | -                   | 29     | 29     | -                          | 2 I   | 2 I   |
| Blind Classes.....   | -                   | 17     | 17     | -                          | 2 I   | 2 I   |
| Bedside or Home<br>Instruction.....  | 5                   | 68     | 73     | 5 I                        | 15 I  | 20 I  |
| Unclassified.....  | 371                 | 930    | 1,301  | 42 I                       | 23 I  | 65 I  |
| Manual Training-Day....  | 542                 | 439    | 981    | 22 I                       | 15 I  | 37 I  |
| Vocational-Day.....  | 232                 | 104    | 336    | 11 I                       | 4 I   | 15 I  |
| Vocational-Evening.....  | 250                 | 49     | 299    | 21 I                       | -     | 21 I  |
| Regular Evening School.  | 125                 | 134    | 259    | 13 I                       | 10 I  | 23 I  |
| Accredited Evening High  | 109                 | 48     | 157    | 3 D                        | 7 I   | 4 I   |
| Foreign-born Residents<br>Evening School.....  | 17                  | 40     | 57     | 5 D                        | 5 I   | -     |
| Continuation Schools:  |                     |        |        |                            |       |       |
| Full Time.....   | 3                   | 26     | 29     | 1 D                        | -     | 1 D   |
| Part Time.....   | 3                   | 6      | 9      | 1 I                        | -     | 1 I   |
| Helping Teachers.....  | -                   | 53     | 53     | -                          | -     | -     |
| College Graduates men-women  |                     |        | 10,753 |                            |       | 742 I |
| Normal School Graduates-men and women  |                     |        | 14,872 |                            |       | 142 D |
| Graduates of all other schools-men-women   |                     |        | 2,429  |                            |       | 124 D |
| Number of teachers who attended extension<br>classes in 1935-36.....                             |                     |        | 4,707  |                            |       | 643 I |
| Number of teachers who attended summer<br>school for six weeks or more in summer<br>of 1935..... |                     |        | 1,745  |                            |       | 183 I |

SPECIAL SUPERVISORS

|                        |     |       | Increase or Decrease |       |
|------------------------|-----|-------|----------------------|-------|
|                        | Men | Women | Men                  | Women |
| Physical Training..... | 38  | 42    | 4 I                  | 1 I   |
| Music .....            | 24  | 66    | 1 I                  | 1 D   |
| Drawing .....          | 1   | 61    | -                    | 3 I   |
| Penmanship .....       | -   | 10    | -                    | 2 I   |
| Others .....           | 16  | 32    | 4 D                  | 2 I   |
| Total .....            | 79  | 211   | 1 I                  | 7 I   |

SPECIAL TEACHERS

|                         | UNCLASSIFIED DAY SCHOOLS |       | Increase or Decrease |       |
|-------------------------|--------------------------|-------|----------------------|-------|
|                         | Men                      | Women | Men                  | Women |
| Physical Training ..... | 247                      | 259   | 14 I                 | 2 I   |
| Music .....             | 69                       | 172   | 13 I                 | 7 I   |
| Drawing .....           | 19                       | 184   | 1 I                  | 3 I   |
| Penmanship .....        | -                        | 9     | -                    | 6 D   |
| Others .....            | 36                       | 306   | 13 I                 | 17 I  |
| Total.....              | 371                      | 930   | 41 I                 | 23 I  |

TEACHERS

| NEW TEACHERS  | 1935-1936 | Increase<br>or<br>Decrease |
|---|-----------|----------------------------|
| Number of new teachers in districts in 1935-36:                     |           |                            |
| Number who did not teach in 1934-35 from                            |           |                            |
| New Jersey.....   | 1,194     | 69 I                       |
| Other States.....   | 110       | 12 D                       |
| Number who taught in other schools in 1934-35                       |           |                            |
| in New Jersey.....  | 336       | 3 D                        |
| Other States.....   | 182       | 36 I                       |
| Total number of new teachers in 1935-36.....                        | 1,822     | 90 I                       |
| Number of new positions created for the<br>school year 1935-36..... | 483       | 48 I                       |
| NUMBER OF TEACHING POSITIONS  |           |                            |
| Kindergarten, women .....   | 758       | 6 I                        |
| Elementary Schools:   |           |                            |
| Men.....  | 989       | 65 I                       |
| Women .....   | 15,665    | 98 D                       |
| Approved Junior High Schools:                                       |           |                            |
| Men .....   | 533       | 23 I                       |
| Women.....  | 1,336     | 7 D                        |
| Approved Senior High Schools:                                       |           |                            |
| Men.....  | 592       | 75 I                       |
| Women.....  | 816       | 60 I                       |
| Regular High Schools of Four Years or Less:                         |           |                            |
| Men.....  | 2,009     | 128 I                      |
| Women.....  | 2,857     | 96 I                       |
| Vocational Schools of Secondary Grade:                              |           |                            |
| Men.....  | 243       | 12 I                       |
| Women.....  | 98        | 2 I                        |
| Other Local Schools for Deaf, Blind, Delinquent etc.                |           |                            |
| Men.....  | 46        | 1 D                        |
| Women.....  | 489       | 22 I                       |
| Total:  |           |                            |
| Men.....  | 4,412     | 302 I                      |
| Women.....  | 22,019    | 81 I                       |
| Grand total.....  | 26,431    | 383 I                      |

12/13/36  
3/11/41  
3/24/41

SALARIES OF TEACHERS

Increase or Decrease

|   |         |            |                     |           |
|---|---------|------------|---------------------|-----------|
| Average salary per year paid to all day school teachers (27,994) not including superintendents, assistant superintendents or evening school teachers of any kind..... |         | \$1,802.47 |                     | \$10.58 D |
| Average salary per month paid to all day school teachers.....   |         | 187.76     |                     | 1.10 D    |
|   | Men     | Women      | Men                 | Women     |
|   | Men     | Women      | Men                 | Women     |
| Average salary per year paid to:  |         |            |                     |           |
| Superintendents.....  | \$7,050 | -          | \$182 I             | -         |
| Assistant Superintendents.....  | 6,509   | \$8,300    | 1,869 I             | \$600 I   |
| Director County Voca. School....  | 7,058   | -          | 400 I               | -         |
| Asst. Director County Voca. School..  | 4,086   | -          | 204 I               | -         |
| Approved Supervising Principals:  |         |            |                     |           |
| Men and Women as a whole unit..   | 4,328   | -          | 91 D                | -         |
| Unapproved Supervising Principals:  |         |            |                     |           |
| Men and Women as a whole unit..   | 3,196   | -          | 49 I                | -         |
| Non-teaching Principals.....  | 4,014   | 3,140      | 42 D                | 40 I      |
| Supervisors.....  | 3,732   | 3,200      | 406 D               | 134 D     |
| Special Supervisors.....  | 3,465   | 2,657      | 14 I                | 41 D      |
| Rural School Teachers-One Room..  | 1,153   | 997        | 154 D               | 22 I      |
| Rural School Teachers-Two Room..  | 1,106   | 1,093      | 55 D                | 29 D      |
| Kindergarten Teachers.....  | -       | 1,838      | -                   | 46 D      |
| Elementary Teachers:  |         |            |                     |           |
| Grades I-VIII.....  | 1,666   | 1,776      | 42 D                | 82 D      |
| Grades I-VI.....  | 1,689   | 1,750      | 155 D               | 4 I       |
| Junior High School Teachers:  |         |            |                     |           |
| Grades VII-IX.....  | 1,944   | 2,089      | 6 I                 | 49 D      |
| Grades X-XII.....   | 2,400   | 2,381      | 30 I                | 43 I      |
| High School Teachers:   |         |            |                     |           |
| Grades IX-XII.....  | 2,411   | 2,261      | 17 I                | 20 D      |
| Short Term Teachers.....  | 1,024   | 800        | 102 D               | 36 D      |
| Substitute Teachers.....  | 482     | 895        | 68 I                | 45 I      |
| Special Teachers-Ungraded, Backward and Incurable Classes.....  | 2,114   | 2,169      | 16 D                | 65 D      |
| Special Teachers-Crippled Classes   | 3,438   | 2,858      | 738 I               | 14 D      |
| Special Teachers-Subnormal Classes  | 1,893   | 2,309      | 75 D                | 31 D      |
| Special Teachers-Deaf Classes...  | -       | 2,636      | -                   | 96 D      |
| Special Teachers-Blind Classes..  | -       | 2,704      | -                   | 160 D     |
| Special Teachers-Bedside or Home Instruction.....   | 452     | 1,095      | no teacher last yr. | 276 D     |
| Special Teachers-Unclassified...  | 2,102   | 2,033      | 149 D               | 31 D      |
| Manual Training Teachers.....   | 2,246   | 2,006      | 41 D                | 16 D      |
| Vocational School Teachers.....   | 1,937   | 2,239      | 777 D               | 254 D     |
| Continuation School Teachers:   |         |            |                     |           |
| Full Time.....  | 2,523   | 2,490      | 43 I                | 7 D       |
| (Per Hour Basis) Part Time.....   | 3.95    | 1.45       | .19 D               | .41 D     |
| Helping Teachers.....   | -       | 2,688      | -                   | 113 D     |
| Average salary per night to:  |         |            |                     |           |
| Vocational Teachers.....  | 4.47    | 4.76       | .45 D               | .10 D     |
| Regular Evening School.....   | 4.21    | 3.92       | .03 D               | .05 I     |
| Accredited Evening High School  | 6.74    | 6.69       | 2.17 I              | 1.94 I    |
| Evening Schools for Foreign-born Residents-Teachers.....  | 4.72    | 3.95       | .04 I               | .03 D     |

NUMBER OF EMPLOYEES OTHER THAN  
THOSE REPORTED AS TEACHERS

|   | FULL TIME | Increase<br>or<br>Decrease | PART TIME | Increase<br>or<br>Decrease |
|---|-----------|----------------------------|-----------|----------------------------|
| Secretary and District Clerk<br>Offices.....                | 194       | 2 D                        | 496       | 13 I                       |
| Business Managers' Office...                                | 56        | -                          | 3         | 1 I                        |
| Superintendents' and Super-<br>vising Principals' Office... | 235       | 62 I                       | 27        | 8 I                        |
| Supervisors' Office.....                                    | 26        | 51 D                       | 7         | 3 D                        |
| Principals' Office.....                                     | 475       | 20 I                       | 16        | 2 D                        |
| Janitors.....   | 2,575     | 26 I                       | 649       | 37 D                       |
| Attendance Officers.....                                    | 199       | -                          | 425       | 14 D                       |
| Medical Inspectors.....                                     | 105       | 15 I                       | 591       | 38 I                       |
| Nurses.....   | 335       | 8 D                        | 302       | 12 I                       |
| Other Employees.....  | 1,305     | 110 I                      | 428       | 21 D                       |
| Total.....  | 5,505     | 172 I                      | 2,944     | 5 D                        |

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

|   | 1 9 3 2 | 1 9 3 3 | 1 9 3 4 | 1 9 3 5 | 1 9 3 6 | Increase<br>or<br>Decrease |
|---|---------|---------|---------|---------|---------|----------------------------|
| Total enrollment of pupils in all schools<br>day and evening..... | 880,254 | 873,248 | 858,540 | 853,468 | 841,075 | 12,393 D                   |
| This enrollment divided:  |         |         |         |         |         |                            |
| Day Schools.....  | 831,239 | 842,553 | 831,105 | 822,594 | 811,728 | 10,866 D                   |
| Evening schools.....  | 49,015  | 30,695  | 27,435  | 30,874  | 29,347  | 1,527 D                    |
| Boys in day schools.....  | 428,241 | 435,319 | 429,063 | 424,014 | 418,462 | 5,552 D                    |
| Girls in day schools.....   | 402,998 | 407,234 | 402,042 | 398,580 | 393,266 | 5,314 D                    |
| Boys in evening schools.....                                      | 27,329  | 17,739  | 15,315  | 17,214  | 17,224  | 10 I                       |
| Girls in evening schools.....                                     | 21,686  | 12,956  | 12,120  | 13,660  | 12,123  | 1,537 D                    |
| Average daily attendance in day schools..                         | 686,162 | 697,067 | 693,782 | 686,878 | 677,155 | 9,723 D                    |
| Average absence of each pupil in days....                         | 11      | 12      | 12      | 13      | 13      | -                          |
| Enrollment:   |         |         |         |         |         |                            |
| Kindergarten.....   | 45,267  | 44,329  | 40,904  | 40,546  | 39,487  | 1,059 D                    |
| *Primary schools.....   | 330,430 | 319,531 | 303,933 | 290,467 | 279,968 | 10,499 D                   |
| *Grammar schools.....   | 282,081 | 285,139 | 284,188 | 280,264 | 274,234 | 6,030 D                    |
| *High schools.....  | 146,328 | 167,609 | 179,007 | 187,567 | 193,760 | 6,193 I                    |
| One-room rural schools.....                                       | 7,783   | 7,871   | 7,203   | 7,132   | 6,546   | 586 D                      |
| Two-room rural schools.....                                       | 9,742   | 10,222  | 9,285   | 8,810   | 8,177   | 633 D                      |
| Teachers- total number.....                                       | 30,070  | 28,804  | 28,170  | 28,307  | 28,833  | 526 I                      |
| Men.....  | 5,311   | 5,088   | 5,082   | 5,374   | 5,737   | 363 I                      |
| Women.....  | 24,759  | 23,716  | 23,088  | 22,933  | 23,096  | 163 I                      |
| One-room rural schools, total.....                                | 249     | 234     | 225     | 233     | 223     | 10 D                       |
| Men.....  | 24      | 15      | 15      | 15      | 16      | 1 I                        |
| Women.....  | 225     | 219     | 210     | 218     | 207     | 11 D                       |
| Two-room rural schools, total.....                                | 289     | 298     | 289     | 283     | 271     | 12 D                       |
| Men.....  | 23      | 27      | 28      | 31      | 31      | -                          |
| Women.....  | 266     | 271     | 261     | 252     | 240     | 12 D                       |
| Kindergarten.....   | 895     | 841     | 757     | 750     | 765     | 15 I                       |

Handwritten notes and corrections in the right margin, including numbers like 17,350, 17,350, and 17,350, and a circled '127'.

\*Primary schools include grades I-IV, grammar schools include V-VIII, high schools include grades IX-XII.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS CON'T.

|   | 1932     | 1933     | 1934     | 1935     | 1936     | Increase<br>or<br>Decrease |
|---|----------|----------|----------|----------|----------|----------------------------|
| <b>Teachers:</b>  |          |          |          |          |          |                            |
| Grades I-VIII, Total.....                                       | 13,803   | 13,175   | 13,169   | 12,569   | 12,516   | 53 D                       |
| Men.....  | 418      | 419      | 445      | 461      | 495      | 34 I                       |
| Women.....  | 13,385   | 12,756   | 12,724   | 12,108   | 12,021   | 87 D                       |
| Grades I-VI, Total.....   | 2,336    | 2,417    | 2,058    | 2,397    | 2,355    | 42 D                       |
| Men.....  | 16       | 20       | 21       | 39       | 33       | 6 D                        |
| Women.....  | 2,320    | 2,397    | 2,037    | 2,358    | 2,322    | 36 D                       |
| Junior High Schools, Total.....                                 | 1,294    | 1,316    | 1,318    | 1,416    | 1,447    | 31 I                       |
| Men.....  | 275      | 303      | 308      | 323      | 344      | 21 I                       |
| Women.....  | 1,019    | 1,013    | 1,010    | 1,093    | 1,103    | 10 I                       |
| Senior High Schools, Total.....                                 | 807      | 898      | 961      | 1,093    | 1,174    | 81 I                       |
| Men.....  | 305      | 341      | 379      | 435      | 483      | 48 I                       |
| Women.....  | 502      | 557      | 582      | 658      | 691      | 33 I                       |
| Four-Year High Schools, Total.....                              | 3,716    | 3,874    | 4,061    | 4,254    | 4,485    | 231 I                      |
| Men.....  | 1,371    | 1,485    | 1,568    | 1,688    | 1,814    | 126 I                      |
| Women.....  | 2,345    | 2,389    | 2,493    | 2,566    | 2,671    | 105 I                      |
| Manual Training, Total.....                                     | 1,016    | 960      | 943      | 944      | 981      | 37 I                       |
| Men.....  | 543      | 514      | 513      | 520      | 542      | 22 I                       |
| Women.....  | 473      | 446      | 430      | 424      | 439      | 15 I                       |
| Average salary per year paid to all<br>day school teachers..... | \$ 2,155 | \$ 1,997 | \$ 1,821 | \$ 1,813 | \$ 1,802 | \$ 11.D                    |
| One-room rural schools:   |          |          |          |          |          |                            |
| Men.....  | 1,239    | 1,365    | 1,053    | 1,307    | 1,153    | 154 D                      |
| Women.....  | 1,141    | 1,098    | 997      | 975      | 997      | 22 I                       |
| Kindergarten.....   | 2,126    | 2,012    | 1,968    | 1,934    | 1,888    | 46 D                       |
| Grades I-VIII:  |          |          |          |          |          |                            |
| Men.....  | 1,868    | 1,839    | 1,804    | 1,708    | 1,666    | 42 D                       |
| Women.....  | 1,868    | 1,869    | 1,870    | 1,858    | 1,776    | 82 D                       |
| Grades I-VI:  |          |          |          |          |          |                            |
| Men.....  | 2,269    | 2,118    | 1,912    | 1,844    | 1,689    | 155 D                      |
| Women.....  | 1,917    | 1,912    | 1,751    | 1,746    | 1,750    | 4 I                        |
| Junior High Schools:  |          |          |          |          |          |                            |
| Men.....  | 2,251    | 2,231    | 2,021    | 1,938    | 1,944    | 6 I                        |
| Women.....  | 2,345    | 2,359    | 2,232    | 2,138    | 2,089    | 49 D                       |

*Handwritten notes:*  
 87  
 30  
 120  
 31  
 91  
 31  
 37  
 380  
 120  
 here  
 380  
 120

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS CON'T.

|                                      | 1 9 3 2          | 1 9 3 3          | 1 9 3 4          | 1 9 3 5          | 1 9 3 6          | Increase<br>or<br>Decrease |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|----------------------------|
| Average salary per year paid to:     |                  |                  |                  |                  |                  |                            |
| Senior High School Teachers:         |                  |                  |                  |                  |                  |                            |
| Men.....                             | \$2,882          | \$2,801          | \$2,561          | \$2,370          | \$2,400          | \$30 I                     |
| Women.....                           | 2,600            | 2,541            | 2,383            | 2,338            | 2,381            | 43 I                       |
| Four Year High Schools:              |                  |                  |                  |                  |                  |                            |
| Men.....                             | 2,831            | 2,743            | 2,558            | 2,394            | 2,411            | 17 I                       |
| Women.....                           | 2,519            | 2,521            | 2,394            | 2,281            | 2,261            | 20 D                       |
| Schools in session, days.....        | 183              | 187              | 187              | 186              | 187              | 1 I                        |
| School districts, number.....        | 547              | 547              | 548              | 548              | 549              | 1 I                        |
| School buildings.....                | 2,305            | 2,291            | 2,277            | 2,255            | 2,227            | 28 D                       |
| Valuation of school property.....    | \$320,937,002.84 | \$326,063,530.84 | \$328,217,874.39 | \$329,335,325.37 | \$335,781,298.99 | \$6,445,973.62 I           |
| Buildings completed during year..... | 26               | 18               | 7                | 9                | 13               | 4 I                        |
| One-room buildings.....              | 353              | 341              | 336              | 320              | 300              | 20 D                       |
| Graduates of State Normal Schools:   |                  |                  |                  |                  |                  |                            |
| Trenton.....                         | 158              | 223              | 230              | 226              | 201              | 25 D                       |
| Montclair.....                       | 162              | 200              | 166              | 177              | 219              | 42 I                       |
| Newark.....                          | 137              | 221              | 208              | 234              | 245              | 11 I                       |
| Glassboro.....                       | 114              | 129              | 148              | 164              | 96               | 68 D                       |
| Paterson.....                        | 73               | 97               | 116              | 111              | 109              | 2 D                        |
| Jersey City.....                     | 56               | 113              | 109              | 175              | 152              | 23 D                       |
| Total.....                           | 700              | 983              | 977              | 1087             | 1022             | 65 D                       |

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

|                      | 1 9 3 4 |       |       | 1 9 3 5 |       |       | 1 9 3 6 |       |       |
|----------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                      | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total |
| Less than \$700..... | 6       | 31    | 37    | 10      | 28    | 38    | 13      | 36    | 49    |
| \$700 to \$799.....  | 5       | 116   | 121   | 9       | 105   | 114   | 23      | 125   | 148   |
| 800 to 899.....      | 20      | 195   | 215   | 17      | 211   | 228   | 17      | 193   | 210   |
| 900 to 999.....      | 36      | 537   | 573   | 33      | 523   | 556   | 26      | 491   | 517   |
| 1000 to 1099.....    | 37      | 825   | 862   | 44      | 987   | 1031  | 50      | 985   | 1035  |
| 1100 to 1199.....    | 53      | 1011  | 1064  | 74      | 991   | 1065  | 130     | 1050  | 1180  |
| 1200 to 1299.....    | 130     | 1514  | 1644  | 141     | 1634  | 1775  | 203     | 1751  | 1954  |
| 1300 to 1399.....    | 93      | 1471  | 1564  | 125     | 1466  | 1591  | 166     | 1494  | 1660  |
| 1400 to 1499.....    | 155     | 1376  | 1531  | 202     | 1371  | 1573  | 251     | 1411  | 1662  |
| 1500 to 1599.....    | 202     | 1346  | 1548  | 249     | 1367  | 1616  | 300     | 1387  | 1687  |
| 1600 to 1699.....    | 220     | 1233  | 1453  | 245     | 1174  | 1419  | 265     | 1160  | 1425  |
| 1700 to 1799.....    | 170     | 1085  | 1255  | 178     | 1061  | 1239  | 194     | 1081  | 1275  |
| 1800 to 1899.....    | 223     | 1436  | 1659  | 244     | 1471  | 1715  | 261     | 1361  | 1622  |
| 1900 to 1999.....    | 200     | 1075  | 1275  | 178     | 911   | 1089  | 165     | 937   | 1102  |
| 2000 to 2499.....    | 819     | 4251  | 5070  | 836     | 4139  | 4975  | 894     | 4160  | 5054  |
| 2500 to 2999.....    | 588     | 2617  | 3205  | 559     | 2626  | 3185  | 543     | 2617  | 3160  |
| 3000 to 3499.....    | 479     | 1418  | 1897  | 478     | 1413  | 1891  | 512     | 1346  | 1858  |
| 3500 to 3999.....    | 298     | 611   | 909   | 367     | 582   | 949   | 296     | 569   | 865   |
| 4000 to 4499.....    | 192     | 220   | 412   | 205     | 220   | 425   | 202     | 206   | 408   |
| 4500 to 4999.....    | 209     | 148   | 357   | 201     | 134   | 335   | 199     | 142   | 341   |
| 5000 to 5499.....    | 94      | 21    | 115   | 86      | 18    | 104   | 94      | 16    | 110   |
| 5500 to 5999.....    | 47      | 20    | 67    | 48      | 14    | 62    | 45      | 14    | 59    |
| 6000 to 6999.....    | 60      | 5     | 65    | 59      | 7     | 66    | 58      | 7     | 65    |
| 7000 and over.....   | 45      | 1     | 46    | 51      | 1     | 52    | 50      | 1     | 51    |