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STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION

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ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1939

CHARLES H. ELLIOTT

Commissioner of Education

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The Annual Report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1939, and includes reports from the various divisions of the Department. These reports outline the work of each division and summarize the accomplishments for the year. The report includes in addition tables of statistics relating to public education and presents a detailed compilation of enrollment, number of teachers employed, school facilities provided, the sources of revenue for public education, and a statement of public school expenditures for the school year ending June 30, 1939.

THE SCHOOLS IN 1938 - 1939

It has been our practice each year to summarize briefly important changes and accomplishments that have taken place in public education during the preceding year.

In the United States there are approximately 21,000 elementary schools. In 1936 there were 27,000,000 students in college, high school, and elementary schools, and of this number 21,000,000 were enrolled in elementary schools. Comparative statistics for New Jersey show that there are 1,739 elementary schools in New Jersey and 279 junior and senior high school organizations. Of the 749,405 pupils in day elementary and in the various types of high school organizations, 517,764 pupils, or 69 per cent of the total number, are enrolled in elementary schools. It is evident from these facts that the largest problem of education in any state or in the nation is that of elementary education. A large number of intricate problems arise in connection with other phases of education but the problems of the elementary school will always be those which lie at the basis of the education of our people. In the elementary schools we must provide for the fundamental skills, for basic training in citizenship, for character training, for the knowledge which should become our common heritage and for the inculcation of ideals and practices which lie at the very foundation of our social system.

New Jersey has always recognized the importance of elementary education and the obligation to develop and improve it. All of our school systems have made notable progress in this field during the past ten years. In previous reports I have called attention to the reorganization of the elementary program, to the shift to emphasis upon the individual, to the utilization of better teaching materials, to methods which give opportunity to use a large range of expression activities, to providing opportunities for creative effort on the part of the pupils, and to the enlisting of pupils in active participation in learning. The schools have made definite progress each year in this direction and, although we all recognize that there are many problems yet to be solved, I feel that the elementary schools have made solid progress. This testifies to the ability and alertness of the entire profession in its consideration of the problems of elementary education.

Attention should be called to the fact that a program of character education now is an integral part of our program of education. This is very well developed in many schools and there is definite progress being made in those schools which a year or two ago had made only a beginning. That this program will do much to diminish the incidence of juvenile delinquency is recognized by all.

The safety program of the schools is being extended. Safety instruction in the elementary schools supplemented with the organization of safety patrols has continued. More safety patrols are organized each year and their efficiency is very much enhanced by the active cooperation which we receive from the State Police and the Department of Motor Vehicles. The new course in high school safety to which I called attention in my last annual report is now used in about sixty five per cent of the high schools of the State. This program includes the course known as safe driving. Students not only receive extended instruction in safety but are taught to drive and it is our hope that this work in the schools will contribute materially to the reduction of accidents. New Jersey's accident record during the year under review has been very much improved and the schools have been given large credit for their contribution.

In my report last year I called attention to the fact that there were three bus accidents during that year. For some ten years we have maintained an enviable record in school transportation--no pupil had been hurt seriously and none killed. Last year, however, we had accidents in Cape May, Warren, and Essex counties. No one was injured by the accidents in the first two counties. We have had a code relating to pupil transportation which has been carefully developed and which we feel has been a large factor in producing this record. Immediately after these accidents we began a study to determine how we might further improve our code so that there could not possibly be a repetition of the Essex County accident which was due to defective brakes. As a result of this study the State Board of Education on March thirteenth adopted additional specifications and tests for braking equipment. These regulations which apply to all braking equipment and make inspections more drastic will, we believe, introduce a large factor of safety in school bus operation. These new standards and requirements for inspection became effective on March thirteenth and all specifications for equipment become effective under new contracts or extensions of existing contracts made subsequent to that date.

Our county superintendents and the Department study the transportation question continuously. From the records of operation and inspection kept by the county superintendents suggestions are accumulated for revision. The application of these new standards will be closely checked for the remainder of this year and during the summer and if it is found desirable to modify them or to add regulations, such will be recommended early in the next school year.

It is my judgment that inspections of busses which are now satisfactorily conducted under the direction of the county superintendent will be very much improved if these inspections and checking of equipment can be done in the stations under the direction of the Commissioner of Motor Vehicles. Conferences looking to that end have been held during this fiscal year.

The enrollment in the high school, using as a measure the enrollment in grades nine to twelve, has increased from 193,177 to 201,023. This is an increase of 7,846 or approximately 4 per cent. In this connection it should be noted that not to exceed 75 per cent of the boys and girls of high school age are now enrolled in the secondary schools of the State.

There have been a number of significant changes in the enrollment in the various high school subjects from year to year. These have not been large but some indicate certain definite tendencies. There are now enrolled in college preparatory curricula 31 per cent of the total enrollment, 37 per cent in business courses, 7.7 per cent in vocational and agricultural courses, and 24.3 per cent in general courses. The percentage of enrollment in the college preparatory courses has remained nearly constant for the last three years. The gross enrollments in some of the business subjects have been reduced this year. In my judgment, the enrollment of so large a proportion of high school students in these courses suggests the need for a much more extensive system of guidance than we have in most schools. I am of the opinion that we may be enrolling too many students in business courses because of the difficulty which has been experienced by some schools in the placement of their graduates. Very careful study of the students enrolled in these courses will tell us whether all pupils enrolled are benefitting to the extent which they should and whether it may not be better for some to be enrolled in other types of courses. Although the increase in the enrollment in vocational and agricultural subjects is a

hopeful sign, nevertheless, the percentage of the enrollment has not kept pace with needs. The specific trade courses and related courses will be largely the problem of the vocational schools. With the type of organization which we term the Type B school very successful organization of vocational education may be provided in the high school. Where organized this type of school offers large opportunities to the student and at the same time will aid in shifting the enrollment from courses such as the college preparatory type to courses from which a good many of these students will profit.

In New Jersey in many of our high schools the enrollment is drawn from a number of districts. The tendency has been to concentrate high school work in fairly large school plants. The enrollment is usually of sufficient size to make possible the offering of a variety of educational programs. For the year under review, 50 per cent of the high schools enrolled 700 or more pupils. We have very few small high schools and this has meant large economy because the small high school is not only an expensive institution but it cannot offer anything but a very limited program. It is significant that there is only one four-year high school in the State which enrolls fewer than 100 pupils. Of the 136 four-year high schools only 20 enroll fewer than 300 pupils.

Emphasis has been placed during the year upon the development of better guidance in the high school. This problem has been discussed in a number of annual reports and need not be repeated here. A distinct measure of the progress made in this field is indicated by the fact that in a four-year period the number of teachers assigned for guidance and counseling in the high schools has almost trebled. Our reports show that the number of different high schools in which carefully organized programs are in operation has grown from 22 different schools to 55 in the same period. The schools generally have done very much more careful work in following up their graduates as the percentage of the total number of graduates unaccounted for has been decreased by one-third.

In my report of last year I discussed at length the need for more vocational education. I pointed out the need for skilled workers in the industries and indicated also that the offering of extended vocational opportunities would tend to eliminate misfits and enable many boys and girls who do not benefit from some of the courses offered in our high schools to prepare themselves for many positions now open in industry. All of the vocational schools in the State have waiting lists. With the definite up-turn in industry there is a steady demand for skilled workers. Employers are looking to the vocational schools and the vocational courses in our high schools for this supply. Employers and organized labor have been active in their support of vocational training and in promoting the program for training apprentices. The new vocational school in Elizabeth and the new technical high school in Bayonne, both of which were opened in the last two years, are filling very real needs both for the training of boys and girls and for the training of men and women in part-time and evening courses. Many of the latter are employed in industry but attend the schools for the purpose of improving their skills.

Three years ago we began a definite program of apprentice training. This has been enthusiastically supported by labor and employers. The special classes which have been organized represent 20 trades. Most of the apprentices are from the machine and sheet metal trades. We have continued to enroll 1200 apprentices who represent the establishments of 273 employers. The apprentice training is carried on in special classes in which technical instruction is provided. The apprentice makes a contract with the employer who agrees to provide a series of progressive job experiences which involve from 4,000 to 20,000 hours of job activities. The amount of these job activities varies with the different trades. The experience on the job under the terms of the program now in operation is supplemented by not fewer than 144 hours of instruction per year.

The vocational schools of New Jersey last year enrolled more than 30,000. There were 11,740 boys and girls attending full-time day schools and 19,600 adults who attended part-time and evening classes.

The term "Garden State" as applied to New Jersey is particularly appropriate because New Jersey has 193 different soil types and a favorable climate which makes possible the production of a wide diversity of crops. Only California and ~~Colorado~~ Nevada exceeded New Jersey in average receipts per farm in 1938.

The instruction in agriculture is carried on in 35 high schools and in additional centers in four counties. Most of the high school students trained in our vocational agriculture courses become farmers or enter an allied occupation. During the period in which they are in school they are required to complete ~~their~~^{farm} projects and to keep accurate records of expenses and receipts. The records which are kept of these projects for the year under review show a profit of \$97,597.15 over expenditures. Training which yields such returns lays the basis for an important contribution to the economic development of our State. During the year, agricultural courses were offered in 82 centers in the State and 2500 persons participated in some form of organized agricultural instruction. More than 1100 of these were adult farmers who attended late afternoon and evening classes for the purpose of gaining additional skill and knowledge with emphasis upon marketing and improved farming practices.

The economic conditions in New Jersey have improved in the last two years. This has been reflected in provisions for schools. Nevertheless, the total budgets for the schools are less than the expenditures for public education in 1931-1932 by \$6,563,519.59.

During the year under review the total expenditures for the public schools have increased \$6,587,940.91 over those for 1937-1938. The allocation of this increase among the major items of the budget is of significance in many particulars. The total amount paid for teachers' salaries was \$59,762,370.97 which is an increase of \$1,822,615.75 over the amount paid in 1937-1938. The increase registered this year represents, as it did last year, in part salary adjustments. It also indicates that better salaries are being paid to persons who are employed for the first time than was possible during the lowest levels of the depression. This is reflected in the increase in the average salary paid to teachers in grades one to eight and in the high school grades.

Expenditures for textbooks showed a decrease of \$14,574.02. This is in marked contrast to the figure for last year which showed an increase of \$88,104.93 over the expenditures for 1936-1937. Expenditures for educational supplies show an increase of \$17,550.50. This amount is also in marked contrast to the change reported last year. The increase in the expenditures for educational supplies last year was \$145,628.65. Upon an adequate supply of textbooks and what are classified as educational supplies depends in part the efficiency of instruction.

Janitors' salaries this year showed an increase of \$199,650.99. The salaries for janitors are now approximately equal to the amount paid in 1931-1932. As I have indicated in previous reports, these higher salaries are reflected in better janitorial service. This is an important gain because that service bears a close relationship to the economical maintenance of buildings and insures conditions which contribute to the better administration of schools and to the health of the pupils enrolled.

The total expenditures for health service increased only \$26,751.47 over those for last year. Last year's increase was \$148,267.28. It is gratifying to report that the gain made last year has been maintained together with an increase in the amount noted. As indicated in another section of the report, it is difficult to measure the value of health service but its contribution to the achievement of pupils, the maintenance of good health, and the prevention and control of epidemics is most important. Attendance service registered an increase of \$35,564.44, which is a very satisfactory indication. Last year the cost of attendance service registered the small increase of \$1,497.29. It is generally acknowledged that a properly administered attendance service contributes to the elimination of some of the most troublesome school problems, including those of juvenile delinquency.

Maintenance of the school plant showed an increase of \$143,479.78. Last year this item showed an increase of \$588,212.92 over the expenditures for 1936-1937. The gains of last year and this bring the total cost of the maintenance of the school plant to a satisfactory level. These gains must be

regarded as important because efficient maintenance of the school plant means long term economies. The elimination of many obsolete buildings and the improvements that have been made to buildings in the last six years would seem to indicate that large economies have been made in the maintenance of buildings.

The manual training account during the year under review showed an increase of \$79,139.93. Last year the increase in this account was \$203,835.40. From this account expenditures are made for supplies and materials for the classes in industrial arts. This is a very important part of the reorganized program of instruction in many schools and has been planned to meet the needs of boys and girls who neither succeed nor develop in a purely academic program. It is a satisfaction to note that the gain in this item of last year has been maintained and additional funds have been provided. This, in common with a number of other items which we have discussed, bears an important relation to the efficiency of the educational program.

The vocational evening schools showed an increase in expenditure of \$19,407.27. This is less than half of the increase recorded for last year. From this account expenditures for courses for employed adults and for those who are taking courses to fit them for new types of employment in the industries are provided. With the improvement of industry in New Jersey this work takes on a new significance and provision should be made to accommodate all employed workers who wish to increase their efficiency. It is through the means of supplying training for the many kinds of workers who will be needed in our expanding industry that the schools may make large contribution to our industrial progress. A state suffers an economic loss whenever it is compelled to import workers in the various trades rather than to recruit them from our own citizens. The relation of such a program to the employment situation is obvious.

During the year under review bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,613,672.98 which was approximately one and one-half times the amount issued during the year. Expenditures for debt service decreased \$649,609.84 from like expenditures in 1937-1938. The expenditures for debt service in the last two-year period have decreased \$1,750,208.27. During the year under review there was spent \$9,713,003.91 for the purchase of land and the construction and equipment of new buildings, and the rehabilitation and equipment of existing buildings. This was an increase of \$4,690,588.02 over the expenditures for 1937-1938.

In my annual reports for the last three years I have pointed out that the collection of the State school tax has been very much improved. The total levy of the 1938 tax was \$16,501,843.93 and of this amount all but \$16,980.40 was paid before June 30. The total payment on account of the State school tax for the year was \$16,715,776.91. These payments included \$58,381.02 on account of the 1933 tax, \$59,185.64 on account of the 1934 tax, \$33,071.78 on account of the 1935 tax, \$30,383.01 on account of the 1936 tax, and \$73,860.20 on account of the 1937 tax. There remains unpaid as of June 30 only \$26,737.90 which represents small amounts due for 1936, 1937, and 1938.

The major share of State aid to the public schools comes from the State school tax. In a number of my annual reports I have pointed out that the income from this tax has been declining due mainly to the reduction in rates. As a consequence of this the total school tax levy for 1938 was \$16,501,843.93, for 1939 it is \$15,991,374.92, and for 1940 will be \$16,125,736.60. The 1939 levy is approximately two million dollars less than the levy for 1931. It will be only slightly higher for 1940. As a consequence of the reduction in the State school tax there has not been sufficient money in the ten per cent reserve fund to pay the legal quotas which include allotments for teachers, supervising principals and superintendents, the per capita allotments to the districts for tuition pupils, allotments for three-fourths of the cost of transportation, and three cents per day for each day's attendance as provided by the State Board of Education. Nine-tenths of the reserve fund is available for the payment of these quotas and the three cents per day's attendance for those counties which do not receive sufficient money under the plan of distribution provided by law to meet the quotas. This year the total deficiency for seventeen counties which are affected is \$2,141,593.71.

The amount of this deficiency has been included in the budgets of the school districts for the last fiscal year. In each of the last three years we have encountered this condition and the Legislature has made an appropriation to cover the deficiency. It is my recommendation that a bill be introduced in the 1940 Legislature to cover the current deficiency of \$2,141,593.71.

D I V I S I O N O F L A W

Controversies and Disputes

This Division is directed by the Deputy Commissioner of Education who represents the Commissioner in various matters and who is responsible for a large part of the administrative work of the Department. The Division conducts the review of bonding proceedings for all school districts, the trial of cases which arise under the School Law and come before the Commissioner's Court. This Division also cooperates in the preparation of legislative bills relating to education and is responsible for the correspondence and conferences which deal with the interpretations of the School Law and for general administrative problems.

In the last two reports, I pointed out that there has been a definite improvement in providing new school facilities. Although the bonding proceedings which were reviewed this year covered programs for forty-three districts, the total amount involved in the proceedings was only \$3,710,127.00. As I pointed out in my last annual report, this is due in large part to the fact that much of the construction has been made with grants from the Public Works Administration for forty-five per cent of the total cost of construction. The relatively small amount involved is readily explained when it is noted that for the four-year period ending June 30, 1939, new construction in the amount of \$27,473,563.36 was added to the school plant of New Jersey. Of this amount, approximately \$16,500,000.00 represented the total value of construction for which grants were made by the Public Works Administration in the amount of \$7,423,225.41.

During the year under review thirty-two formal decisions have been rendered by the Commissioner as a result of hearings conducted in the Commissioner's Court. A number of these were of unusual significance. To date, eight of these decisions have been affirmed by the State Board of Education, one is pending, and one was modified by the State Board. Three of the decisions which had been affirmed by the State Board of Education were appealed to the Supreme Court. One was affirmed, one modified, and one was pending at the close of the fiscal year.

In my last annual report, I called attention to the fact that the railroads* have paid only 60 per cent of the taxes levied and that much of the unpaid balance is in litigation. For this reason the State has found difficulty in meeting its payments to the Teachers' Pension and Annuity Fund and this has been complicated further by the relief situation. I pointed out that the amount certified by the Board of Trustees of the Teachers' Pension and Annuity Fund on the basis of the actuary's calculation (\$4,890,398.00) was withheld and that in lieu of the payment an act was passed providing that this amount would be paid from the School Loan Fund in 1942. Interest at the rate of 3 per cent per annum from July 1, 1938, is being paid to the Pension Fund. This year the Legislature withheld \$2,000,000.00 of the amount certified to the Pension Fund and provided that this amount would be paid from the capital account of the School Loan Fund in 1942.

During the fiscal year under review the Legislature passed a number of important acts. Heretofore the governing body of a municipality which is co-extensive with the boundaried of a Chapter 6 school district has issued the bonds for the capital expenditures of the board of education whereas in other types of districts the bonds are issued by the board of education. Under this plan the amount actually spent for capital outlay in districts which operate under Chapter 6 was not shown on the school tax bill because the municipality provided in its budget the amortization and interest payments for the bonds. The Legislature enacted Chapter 32, P.L. 1939, which provides that after April 3, 1939, the amount to be raised in any year for the redemption and interest of bonds issued for school purposes shall be charged to the school account instead of the municipal account. Thus the total expenditure for schools will be reflected in the school tax bill.

Chapter 148 authorizes the secretary or district clerk of a board of education to take oaths, affirmations, and affidavits relating to any school matters of the district in which he is employed. Previous to the passage of this act, district clerks were permitted to take affidavits to school bills only. Chapter 155 validates the oaths taken prior to the passage of Chapter 148.

The Legislature passed Chapter 65 which makes it a misdemeanor for any person, corporation, society, or organization to influence or attempt to influ-

* With the exception of the Pennsylvania Railroad Company which has paid its taxes in full.

ence any school pupil in this State against the salute to the flag of the United States of America by instruction printed or otherwise.

Two very important amendments relating to the transportation of school children were passed by the 1939 Legislature. One provided that henceforth contracts for school transportation may be made for a term not to exceed four years, the law heretofore having limited such contracts to three years. The other amendment relates to extensions of contracts which have been secured through competitive bidding. Heretofore the law provided that not more than three annual extensions of such contracts could be made and that in making them the contractual amount may not be increased and that each annual extension must be approved by the county superintendent of schools. Under the amendment these provisions are retained and not more than four annual extensions of any school transportation contract are permitted. The Legislature also supplemented the Regional School Act with Chapter 58, which provides that in all counties wherein a regional school district has been established or shall hereafter be established the county superintendent shall apportion to the regional district State school monies for the initial year of operation on the basis of the estimated number of teachers to be employed. Another supplement to the Regional School Act (Chapter 113, P.L. 1939) provides a method whereby a regional school district may acquire by purchase high school buildings which had been erected by a board of education in a district which has become a part of the new regional district.

During the sessions of the Legislature there was much discussion concerning the strengthening of the school election laws. Legislation looking to the incorporation of extensive changes has been introduced. At the close of the fiscal year a bill had passed the Senate and was on third reading in the House of Assembly.

During the summer of 1938 the State Board of Education completed a revision of its rules. This Division was responsible for a compilation of the school laws included under Title 18 of the Revised Statutes adopted by the Legislature in December, 1937, together with the acts relating to schools passed by the Legislature of 1938. These were brought together in a volume which during the present year has been reprinted with a revised index.

This Division has been responsible also for the conferences which have been held for six years on school transportation. The School Transportation Code

which has been revised from year to year has been the work of these conferences. Certain revisions of this code have been made and adopted by the State Board of Education. These are described in detail in a later section of the report.

In the major number of cases before the Commissioner's Court the issues included were those which have been before the Commissioner in some proceeding. Some involved rather complex situations. The matters upon which the Department had not ruled previously are described in the succeeding paragraphs.

In the case of Lillian Turner Handcock vs. Board of Education of the Borough of Haddon Heights, the teacher had been absent due to mental and physical illness for approximately two years but had been granted leaves of absence for this time. No leave of absence had been granted for the third year. During this year she asked permission to return contending that she was entitled to her position since she had not been dismissed for cause. It was held that the board of education was not required to bring charges against her for incapacity until she asserted her rights to a position, and that absence and incapacity for a period of nearly three years was sufficient cause for dismissal.

In the case of Stelle Hartman Kocis vs. Board of Education of the City of Garfield, we have the question of the rights of a tenure teacher whose dismissal had been occasioned by a reduction in the number of positions and whose name was placed on the preferred eligible list for reemployment. We held in this case that beginning at the top of the list the first person having the qualifications to fill a position which had become vacant was entitled to reemployment. Miss Kocis was the first person on the list with the qualifications for the vacant position.

In a very important case, Collier Baird, et al vs. Board of Education of the Township of Bernards, the petitioners contended that the board of education could provide educational facilities for children living in a home for boys operated by a philanthropic organization only if tuition was paid for such pupils. It was held in this case that since the statute provides that non-residents of a district may be admitted to school under terms prescribed by a local board of education, the board had a discretionary right to admit these pupils even if no compensation were received. It was held also that the authority of the board of education to provide educational facilities for these pupils is strengthened by the fact that the State pays the district \$45.00 for each such pupil enrolled.

The case of John F. Muller vs. Board of Education of the Borough of Cresskill presents a number of interesting points. Mr. Muller, a janitor, claimed tenure under the provisions of the Exempt Firemen's Act, Chapter 385, P. L. 1938. It was held in our decision that in accepting employment for a definite term, he had waived his rights to tenure protection since protection under the act was one of personal privilege and not one of public policy. This decision was affirmed by the State Board of Education. Later, however, when the act was on review in another case before the Supreme Court, the Court held that the act was unconstitutional due to the fact that the title of the act was not sufficiently comprehensive to include all of its provisions.

In the case of Mazie Applegate vs. Board of Education of Brick Township, the petitioner was employed under contract as a janitress for a school building. This school building was subsequently destroyed by fire. It was held that since the contract contained no cancellation provision in case the use of the building should be discontinued for any reason, the board of education was bound by the terms of employment in the contract and that the petitioner was entitled to her full salary for the year.

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

In the nation at large there are approximately 21,000 elementary schools presided over by a principal. In 1936 there were 27,000,000 students in college, high, and elementary schools, and of this number 21,000,000 were enrolled in elementary schools.

Comparative statistics for New Jersey show that there are 1,739 elementary schools in New Jersey and 279 junior and senior high school organizations. Of the 749,405 pupils in day elementary and in junior and high schools, 517,764, or 69 per cent of the total number, are in elementary schools. It is evident from these facts that one of the most important and certainly a fundamental problem in the administration of education in New Jersey is the elementary school.

In my annual reports for the past ten years, I have called attention to the problems of the elementary school and have stressed particularly the problems of creative education, character education, supervision, and better provisions for the individual pupil. The development of programs of creative education which have emphasized the role of the individual have attracted the attention of the school administrators and teachers of the State. The result has been that the great majority of our schools are very definitely placing emphasis upon the individual child. In a number of reports I have analyzed the philosophy of education which makes the child the center of the program and have pointed out the important results which have been achieved.

This has been a large order because it must be remembered that in 1927, and during the five or six years immediately following, the schools had many large-sized classes, and it was only through very careful organization and the introduction of programs of guidance that this result could have been achieved. For many years our schools had neglected this most important phase of education. The tendency was to emphasize facts and prepare pupils to pass some sort of examination. The schools are concerned today not only with facts and examinations but also with the personality development of our pupils. Through better selection of materials for teaching, through improved teaching methods, through guidance and study of individual pupils and accumulating records of their abilities the schools now are concerned with means of utilizing the curriculum and many other experiences for the development of children.

It is generally agreed that the most important outcome of education is the development of character. We began five years ago to utilize the activities of the school for character training purposes. Every one knows that the opportunities for the development of ideals through literature and through the study of the great figures of our times and other times are many. It is well known also that the school through the activities of boys and girls in their classes, through its organizations, through the coordination of certain community activities, and through many of the play activities rich experiences may be organized for the development of those important qualities which constitute in large part what we define as character. We have the opportunity to capitalize such qualities as helpfulness, cooperativeness, recognition of the other person's rights, to develop little societies in which every one does his part, to encourage attitudes and acts of helpfulness to others--these all constitute important elements of character training. The problem is so to condition the behavior of boys and girls that the good life becomes habitual action and the highest ideals motivate this behavior.

We are committed to the idea that the practice of good behavior is the fundamental means of developing right action, right attitudes, and proper relationships to one's fellows and the community.

THE ELEMENTARY PRINCIPAL

I have pointed out the importance of elementary education as a part of the school system. The elementary school principal is a part of a company of the largest single administrative group in New Jersey. A large proportion of the principals of the 1,739 elementary schools are non-teaching principals who are responsible for the supervision of the teaching of the half million boys and girls in our schools. The elementary principal is at once an educational leader and supervisor as well as an administrator of schools. We frequently lose sight of the fact that the kind of elementary school which we have depends largely upon the ability and vision of the principal. For this reason the most able and well-educated individuals should be selected for this important post. The principal very frequently becomes a trainer of teachers as well and in most school systems he is a helpful adviser to the superintendent. Many men in this country, and particularly in New Jersey, have given years to this type of service. True,

they have been fairly well paid and have been accorded tenure, but after all it must be recognized that much of the progress in elementary education may be credited to them.

The assistant commissioner in charge of elementary schools has pointed out that a position of such great importance should be recognized by a special form of certification. The fact that the present trend is toward active participation by the whole teaching staff in the formulation of school policies makes it imperative that the principal be well trained and that he be a man or woman of unusual capacity.

In this connection it is interesting to note that in 1928 only eleven states had special certificates for elementary school principals. By 1939 this number had increased to twenty-two.

In our own State, elementary and secondary certificates have carried supervisory rights for non-teaching principals until 1937. In the doctor's dissertation by Mr. Messinger in which he studied the non-teaching elementary school principal in New Jersey, it was noted that of the 217 principals cooperating in the study only 95 held certificates which required special training in supervision and administration. Of the total number, 122 principals, or 56 per cent, held only teaching certificates. An intensive study of the teaching principalship would undoubtedly reveal the fact that the majority of principals of elementary schools in New Jersey hold only those licenses which entitle the principal to teach and would indicate that the great majority of this group had not taken adequate courses in supervision and administration. There is no doubt that there is a definite need for higher standards of certification for the important position of principal of an elementary school.

SUPERVISION IN THE ELEMENTARY SCHOOL

In the larger communities the most successful supervision is given by the building principal. These are non-teaching principals and the importance of their work cannot receive too much emphasis. In some of our cities such as Atlantic City, New Brunswick, Newark, Jersey City, Camden, and Elizabeth the staff includes elementary supervisors as well. The supervisor of elementary

education, being responsible for the largest percentage of pupils in the entire school system, can render a very important service. We have passed beyond the stage at which inspection and pathological examination of teaching are the important phases of supervision. Those benighted souls who speak of the "snoopervisor" are talking in terms of practices twenty-five or thirty years old. These observations tend to discredit a most important service for the schools. The elementary supervisor of today must be abreast of our best knowledge relating to assembling materials and organizing instruction in terms of the most recent studies. She must be able to guide the organization of classroom activities so that every individual will have reasonable opportunity to develop in terms of his talents. Everyone knows that no matter how talented the individual teacher may be she cannot be expected to furnish her pupils the most extended opportunities possible without some help. The role of the supervisor is to aid the teacher to supply these opportunities. Very frequently the marked differences between school systems may be traced to supervision--those which take high rank have excellent supervision while the poor systems do not.

CONSTRUCTION OF ELEMENTARY SCHOOLS

During the time that Public Works Administration grants have been available we have been able to construct a large number of elementary schools. The policy of the Department has been not to expend large sums on the renovation or improvement of obsolete buildings, but rather to recommend to boards of education that they build new structures and abandon the old ones. In the last five years there have been constructed twenty new elementary school buildings at a total cost of approximately six millions of dollars for which the Federal Government has contributed about two and one-half million dollars. We still have in this State a large number of elementary schools which are hardly fit for school purposes. Many of these buildings have outdoor toilets. It is not advisable to build additions to such buildings and install indoor toilets. In most instances the communities can afford to build new structures which are modern in every particular.

CHILD LABOR AND ELEMENTARY SCHOOL ATTENDANCE

In 1931, pursuant to a legislative act, a commission to investigate the employment of migratory children was appointed. The migrant child in New Jersey,

generally speaking, is a child who is brought by his parents from another state for a limited time during which the parent or guardian engages in some temporary or seasonal occupation. The largest proportion of these migrant children appear on the farms in southern New Jersey during the time crops from the truck farms are gathered.

During the summer and autumn of 1938 a somewhat similar study was made by the National Child Labor Committee. This Committee recommended that children under fourteen years of age should not be permitted to engage in agricultural employment unless they were working directly for their parents about the home or on home farms. This Committee recommended also that children fourteen to sixteen years of age should not be permitted to engage in agricultural employment during the hours during which schools are in session. They recommended also that children fourteen to sixteen years of age desiring to work outside of school hours and during the vacation period should be required to furnish Age and Schooling Certificates from the district of their residence, and that such children should work not to exceed eight hours a day or forty-eight hours a week. The Committee made numerous other recommendations relating to housing and the functioning of employment agents.

These children present a problem. From studies which have been made it is revealed that 42.4 per cent of the migrant children were retarded in school.

This is a serious problem, but I am of the opinion that it cannot be solved by special schooling until the Legislature passes acts which are constitutionally sound and which prohibit the employment on school days of non-resident children who happen to be in New Jersey and who are under sixteen years of age. It will be necessary for the Legislature to define a migrant child, to determine how long he may remain in the state without coming under the compulsory school attendance act, and to state definitely whether or no such temporary resident if placed in a foster home by an approved public or private social agency may be regarded as one entitled to attend school in that district. There should be included definitions which enable us to determine whether or no an apportionment of \$45.00 per child should be made to the local school district. It will be necessary to know whether children who come from other states and who live here the major portion of the school year while their parents live in another state are entitled to free schooling.

In my judgment this is a problem concerning which we must have a definite State policy. Certainly these children should receive a free public school education either in their own communities or in New Jersey. Some of them remain here as long as one hundred days each year, but the great majority are here only from ten to forty days. Very definite provision should be made for them. It is not a very large problem, however, as most recent data indicate that there were last year only some 656 children in the State who may be classified as "migrants."

RURAL EDUCATION

Since agriculture continues to be a substantial industry in fourteen of the twenty-one counties of the State, it is evident that we have a rural education problem of fair sized proportions in this predominantly industrial State. As I pointed out in my last annual report there was inaugurated twenty-three years ago a program of supervision of rural schools somewhat different from that organized in most states. The women employed to carry on this work were called "helping teachers" with the idea that they would not be supervisors but rather demonstration teachers and guides to the young teachers employed in the rural schools. At that time the training of teachers in New Jersey had not advanced beyond the stage of recruiting teachers by examination supplemented by some summer school courses. Such beginning teachers needed much help. From the inception of this work well trained and experienced teachers have been recruited. In recent years only the graduate of a teachers college or of some other type of college who has had successful elementary school experience has been employed. These helping teachers constitute an able and effective group of teachers and supervisors. On the average each of the fifty-four helping teachers supervises five and one-half school districts, has in her charge 1,291 pupils, twelve schools, and forty-four teachers. For the State as a whole the helping teachers have under their supervision 251 school districts, 553 schools, 1980 teachers, and 58,102 pupils. These teachers have been responsible in large part for the development of some of the best things in our creative education program, and they have done unusual work in showing teachers how to utilize environmental resources in the social studies and in elementary science. In many districts they have materially improved the reading program which everyone

recognizes to be of fundamental importance in elementary education. They have been responsible also for the development of school libraries. They have done very much to develop better adjustments for slow learners. In recent years they have done notable work in the development of report cards, school councils and clubs, and have assisted boards of education in supplying much needed school equipment and materials of instruction.

It is not necessary for me to review what I have said in a half dozen recent reports concerning the contribution of the helping teacher to an improved program of elementary education. Suffice it to say, that the rural schools have placed particular emphasis upon a program of creative education and upon the development of the individual child which has furnished the basis for some of the most important statements of policy formulated by the Department. This service needs to be extended to a number of our counties. I am of the opinion that additions to our present staff need not be large, but in some counties we need, for a time at least, helping teachers in a number of special subjects.

We have been fortunate in retaining in this service some of the original group who began work in 1916 and 1917. I am quite certain that the present maximum salary is too low and that those teachers who by long service and achievement have accomplished such unusual results should be placed upon a salary schedule at least 25 per cent above the present schedule.

THE EDUCATION OF RETARDED AND HANDICAPPED CHILDREN

For the past four years we have given special attention to the education of the slow learner. Some of these children have very intelligence quotients and in many school systems they are grouped in what is known as special classes. I refer, of course, to the children who are unable to profit from instruction in the regular classes. These children are classified on the basis of individual mental tests. Some of them are classified in schools which are known as Binet schools from the mental test which is used in the process of classification.

During the last year very definite progress has been made in developing a respect for this work. Some years ago such expressions as "dumb-bell class," "nut class," and similar designations tended to place a stigma on this work. Through careful work with the teachers and conferences with the parents this

been largely removed. We find that when parents recognize that their children are handicapped, and when the purpose of the special program for these children is fully explained, these objections disappear. I am of the opinion that it is best to have these classes in the regular schools rather than to have them segregated in a special building. It is true that more precise grading may be brought about in a building in which all such classes are organized. We have found, however, that if children are organized in groups which include those seven to twelve years of age, and into other groups which include those from twelve to fourteen or older, very satisfactory results may be obtained.

In many of the schools we find that the children take part in all of the activities of the school. This offers the opportunity for social training which is beneficial to the retarded child. It tends also to develop attitudes of helpfulness on the part of those more gifted. The excellent construction work which is produced by these children when placed upon exhibition very frequently helps to increase respect for this work.

EDUCATION FOR OTHER HANDICAPPED CHILDREN

In a number of our reports I have called attention to the fact that the whole problem of the education of handicapped children should receive much more extended consideration than has been given up to the present time. As I have pointed out in the preceding section much has been done for the mentally retarded child. However, we have not developed in any comprehensive manner, programs for the group of slow learners which falls into a classification other than the prevailing definition of mentally retarded children. Notable advances have been made in some of our school systems in developing manual activities which constitute a large part of the school program for such children. In smaller systems it is difficult to solve the problem because the groups are small, the cost per child is large, and in some instances it is almost impossible to organize this instruction economically. In my judgment this is one of the problems which demands study. I feel that a satisfactory solution can be found at an early date.

Provisions for the deaf and the partially deaf, the blind and those with defective vision, the crippled, particularly those who are bed cases either at

home or in a hospital, have not been made in many places. We have done somewhat better with the problem of crippled children because of the intensive activities of the Crippled Children's Commission and their continuing assistance in locating these cases and in urging boards of education to make suitable provision for them. It is to the credit of the school systems of New Jersey that almost without exception the most cordial response is given to requests for bed-side instruction and for other provisions for crippled children. The notable work which is done in the A. Harry Moore School in Jersey City, that which is carried on in Newark, and the large number of other accomplishments on a smaller scale throughout the State testify to what can be done through concerted effort. As soon as possible there should be provided in the Department adequate assistance, represented by a person employed to work under the direction of an assistant commissioner, to carry on this important task. It is an important part of the whole problem of education and should be closely related to the work which is planned for normal children.

In recent years we have been impressed with the fact that many children have speech defects and a major consideration during this year has been our work with principals and teachers to enable them to become better equipped to understand these defects and to provide means for speech improvement.

NATIONAL ACTIVITIES

The department congratulates Mr. Harding, the Assistant Commissioner of Education in Charge of Elementary Schools, upon his election at Cleveland last winter to serve as President of the National Association of State Directors of Elementary Education. This Association was formed in Washington in September 1938 as a result of a conference of the directors of elementary education which had been held on call of the United States Commissioner of Education. Mr. Harding served as the first chairman of the group and when the permanent organization was affected, he was elected to serve as President for 1939-1940.

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 my annual report two years ago I stated that the increase in enrollment in grades nine to twelve of the public high schools of New Jersey was smaller than had been registered for several years. Last year I pointed out that enrollment figures showed that the gross high school enrollment had decreased by a small amount. Last year there were enrolled in approved junior high schools 49,894 pupils. This year these schools enrolled 50,468 or an increase of 574 pupils. Last year's enrollment represented a decrease from the enrollment of 1936-37 which was 50,317. This year's enrollment, it will be noted, exceeds that of the enrollment of two years ago. This year's increase exceeds by 151 pupils the decrease registered in 1938. Senior high schools last year enrolled 34,431 pupils. This year this same group of schools enrolled 35,627 which is an increase of 1,196 pupils. The remainder of the high schools in the State, which enrolled pupils in grades nine to twelve last year, enrolled 139,297 pupils. This year these schools enrolled 145,546 pupils which was an increase of 6,249 over the enrollment of 1937-38. Using another measure by comparing total high school enrollments in grades nine to twelve we note that the enrollment in 1937-38 was 193,177. This year the enrollment is 201,023 which is an increase of 7,846 over that of the preceding year.

As will be pointed out in later sections of the report we may expect increase rather than decrease in total high school enrollment. Since not to exceed 75 per cent of the boys and girls of high school age are enrolled in the secondary schools of New Jersey it is reasonable to suppose that with lessened opportunities in many industries and with a well developed tendency in this State and the United States for a lengthened period of schooling, high school enrollments will tend to increase rather than decrease although the increase in any one year may not be large. Enrollments will be effected also by the tendency to require a high school education as a minimum for entrance into many occupations which heretofore did not require an educational qualification of this standard.

CHANGES IN ENROLLMENT IN THE HIGH SCHOOL

For some years it has been our practice to study the registration in the various subjects of the high school curriculum and compare them with the registration of the previous year. From time to time we also make a study of significant changes in the enrollment in all subjects of the high school curriculum over a period of years in a search for trends and causes which condition these changes. The high schools of New Jersey for many years have offered a variety of curricula. Enrollment in these curricula is upon an elective basis for the most part. Certain subjects are required of all pupils. In what are termed general curricula there is broader opportunity for election of subjects than is found in such curricula as the college preparatory or the business curriculum. Aside from certain core subjects pupils are encouraged in our better schools to make free election of subjects and to make elections within a given curriculum. In many schools the election of subjects is made through the help gained from a guidance program. For this reason definite information concerning trends in the election of high school subjects, the success of pupils in these subjects, and the relation of what is learned to future employment furnish a wealth of information for planning the high school curriculum.

During the past year we have noted a number of changes in the various science subjects which are usually elected by boys and girls preparing to enter higher institutions. The registration in biology increased from 29,601 to 32,314. Last year the enrollment represented a decrease of 842 pupils from the enrollment of the preceding year. This year we note an increase of 2,713 pupils or 9.2%. In chemistry enrollments have increased from 14,527 to 15,488. This is an increase of 961 pupils or 6.6%. The registration in physics increased from 12,180 to 12,707, an increase of 4.3%. The enrollment in physiology declined from 919 to 564. This is a decrease of 355 students or 38.6%. From year to year we have noticed fluctuations in the enrollments in these subjects. This year it will be noted that there is an increase in all subjects with the exception of physiology. Last year the conditions were reversed as the enrollment increased in this subject from 582 to 919. The amount of these changes reflects in part schedule arrangements and changes in election which for the most part are confined to the college

preparatory courses. The statistics for the last several years indicate that the physical sciences have registered increases. As I pointed out last year, however, a study of the enrollments in this group of subjects for the past seven years when measured by the percent of total enrollment registered in these subjects shows little change.

We have studied the enrollments in general science for a number of years. Last year the enrollment was 46,334, this year it is 49,624. This is an increase of 3,290 or 7.1%. In an eight year period, the enrollments in general science have increased 15,308 or 44.6%. In some of the years there have been losses in registration in this group of subjects as compared with the previous year, but there has been a significant increase in the total number of boys and girls enrolled in this important subject during the past eight years. This is one measure of the opportunities which are offered to boys and girls to become acquainted with many things which are fundamental in our modern life and civilization. The instruction in these courses is being improved year by year and it is a matter of great significance that almost 50,000 boys and girls in New Jersey high schools or 22.8% of the total registration are enrolled in this great field.

The enrollment in the languages reveals a number of interesting changes. Since 1935 I have reported a steady decline in the enrollment in Latin. The enrollments in the subject this year registered an increase. Last year the enrollment was 25,156, this year it is 25,736 or an increase of 2.3%. For the last two years French has shown a decline. Last year the enrollment in this subject was 29,418. For the year under review it is 29,707, or an increase of 1.0%. Last year registrations in German declined 1.9%. This year the registrations increased 108, or 1.0%. Registration in Italian was 4,368. This year it is 5,228, or an increase of 19.7%. Spanish, which registered 12,753 students last year, this year shows a registration of 12,160. This represents a loss of 593 students or 4.6%. Registrations in Spanish have fluctuated in the past three years. In 1937 the registrations showed a decrease of 10.4% from the enrollment of 1936; in 1938 they showed an increase of 5% and this year a loss of 4.6%.

I pointed out last year on the basis of comparisons of the statistics of enrollment for a seven-year period that the fluctuations in the enrollment

in the languages vary considerably. For that period it was noted the total enrollments in Latin, French, and Spanish had declined--the most significant reduction being in Spanish, the enrollment in which declined 15.1%. In the same period German enrollments had increased 20.5% and those in Italian 110.4%. The statistics of enrollment for the various languages, which I have quoted above, indicate that enrollments in all subjects of this group, with the exception of Spanish, have increased over the enrollments of the last year. This may be the result of election for college entrance and may be influenced to a small degree by the increase in total enrollment in the high school. A careful study of these enrollments for the next few years, together with a study of the extent to which other subjects are substituted for languages for admission to higher institutions, will be of assistance in determining important trends in language study.

Enrollments in algebra present some interesting variations. During the year under review the enrollments have declined from 45,380 to 45,120. This is a loss of 260 pupils, or 0.6%. Last year enrollments in algebra were 1,973, or 4.5% above those in 1937 whereas in 1936 the enrollments witnessed a decline of 0.8%. The enrollment in general mathematics, with few exceptions, has increased steadily for several years. Last year the enrollment was 13,668. This year it is 15,378, which is an increase of 1,710 or 12.5%. In a four-year period, 1935 to 1939, the enrollment in general mathematics has increased from 8,425 to 15,378, or a gain of 6,953 pupils. In the same period the enrollments in algebra have declined from 48,867 to 45,120, a loss of 3,747. Plane geometry during the year increased from 19,357 to 19,530, an increase of 173 pupils or 0.9%. The enrollment in solid geometry increased from 3,435 to 3,689, an increase of 254 pupils or 7.4%. The enrollment in trigonometry decreased from 4,319 to 4,302, a loss of 17 pupils or 0.4%.

The registration in the various subjects of business education shows this year some rather unusual shifts. The enrollment in commercial law increased from 12,193 to 12,522. This is an increase of 329 pupils, or 2.7%. In bookkeeping the enrollments declined from 36,864 to 35,861. This is a loss of 1,003, or 2.7%. In 1937 the increase in enrollment in bookkeeping was 17.2% over the preceding year. Last year it was 1.8% over the enrollment in 1937 and this year enrollments register a decline of 2.7%. The enrollment in

stenography decreased from 31,206 to 29,649. This was a decrease of 1,557, or 5%. This is in marked contrast to the experience in the last several years in which increases in registration were noted. Enrollments in typewriting declined from 46,637 to 46,004. This is a decrease of 633 or 1.4%. The enrollments in office practice show a large increase. Enrollment in 1938 was 8,225; in the year under review 9,576. This is an increase of 1,351, or 16.4%. Enrollments in business organization increased from 2,553 to 2,923. This is an increase of 370 or 14.5%. The enrollment in courses in salesmanship shows an increase from 4,416 to 5,115. This is an increase of 699, or 15.8%. Marketing showed a decline from 1,019 to 974, or 4.4%. Enrollments in advertising on the other hand increased from 767 to 911, or 18.8%. Commercial arithmetic shows an increase from 12,389 to 13,136, or 6%. Last year this subject registered a loss of 10.9% from the enrollment in 1937. The enrollment in elementary business training declined from 27,205 to 26,792. Enrollments in commercial geography increased from 14,474 to 15,133. This is an increase of 659, or 4.6%.

If one compares the enrollments four years ago in the various business subjects which we have discussed with the enrollments in the year under review, it will be found that there has been a definite increase in the enrollments in all subjects with the exception of commercial arithmetic, enrollment in which has declined from 13,268 to 13,136. For this period the largest increases have been in typewriting which increased from 41,542 to 46,004; office practice which increased from 6,435 to 9,576; business organization which increased from 1,757 to 2,923, and salesmanship which increased from 2,796 to 5,115. Aside from these changes the increases in enrollments have not been large but in the year under review, as noted above, enrollments have declined in the subjects of bookkeeping, stenography, typewriting, marketing, and elementary business training when compared with the enrollments of 1938. The decline is large for one year in some of the subjects. Since 37% of the enrollment in New Jersey high schools is in business courses I am of the opinion that most of these fluctuations may be accounted for by schedule arrangements and changes in courses. However, a careful study of these enrollments from year to year should yield significant information regarding desirable changes in these courses. The enrollment of so large a proportion of high school

students in business courses suggests at once the need for a much extended system of guidance.

The changes in enrollment in the various history courses and courses closely related to training in citizenship have been significant. Enrollment in United States history has increased from 33,107 to 34,347. This is an increase of 1,240, or 3.7%. The enrollment in civics has increased from 17,041 to 19,169, an increase of 2,128, or 12.5%. The enrollment in economics has increased from 14,330 to 14,839, an increase of 509, or 3.6%. The enrollment in Problems of American Democracy has increased from 22,226 to 25,601, an increase of 3,375, or 15.2%. Ancient history shows an increase from 7,401 to 7,545, an increase of 144, or 1.9%. The enrollments in modern history have declined from 15,785 in 1938 to 14,790 in the year under review, or a loss of 6.3%. If the present enrollment in English history is an index this subject is apparently being displaced in the curriculum. The enrollment declined from 432 to 182, or a loss of 250 pupils. The subject denominated "social science" showed a decline in enrollment from 8,637 to 7,359, or a loss of 1,278 students. Enrollment in the social sciences has shown fluctuations from year to year. Last year the enrollment showed an increase of 82.4% over 1937. This year there is a decline of 1,278 in the enrollment. This may be accounted for, in part, by shifts in the enrollment to another subject such as civics.

At no other time has enrollment in the social sciences and in economics been of greater significance. The subjects of American history, economics, civics, Problems of American Democracy--in fact, all fields of history--make significant contributions to our understanding of world events, the evolution of government, and the policies and ideals which have governed nations.

A study of the record for the eight year period, 1931 to 1939, gives further evidence that the trend in increased enrollments in this important group of subjects continues. The enrollment in these subjects has increased from 54,993 to 101,315, which is an increase of 84.5%.

THE PERSISTENCE OF CLASSES

The persistence of the enrollment in grades nine to twelve inclusive has varied from year to year in any ten year period which we may take. I pointed out in my report last year that there has been marked improvement in

the holding power of the high schools since 1931. If we compare the statistics of 1939 with those for 1931 we find that 78.5% of the pupils were retained in the tenth grade as compared with 70.3% in 1931; 59.3% were retained in the eleventh grade as compared with 49.9%; and 53.2% were retained in the twelfth grade as compared with 44.0%. The record for 1939 is far superior to the record for 1938. Comparing these two years we find that 78.5% of the pupils were retained in the tenth grade as compared with 74.0% in 1938; 59.3% were retained in the eleventh grade as compared with 55.9% and 53.2% were retained in the twelfth grade as compared with 47.0%. It is not possible to give an adequate explanation for the variations in these percentages of retention from year to year but the general trend for the last ten years has been toward a much higher percentage of retention.

THE SIZE OF SECONDARY SCHOOLS

Supervisory Activities

In my report of last year I discussed briefly the organization of New Jersey high schools and pointed out that the great majority of the schools are of sufficient size to make possible the offering of a differentiated program. The enrollment statistics for high schools do not indicate any significant change. For the year under review 50% of the high schools enroll 700 or more pupils. In the United States at large 46% of the high schools enroll one hundred or fewer pupils and 75.5% enroll fewer than two hundred pupils. This emphasizes the point which I stressed last year, namely, that New Jersey has done very much to concentrate its high school education in schools of adequate size. This has been possible because the system is virtually a state system and not restricted to any marked extent by district boundary lines.

I think it is of significance that there is only one four-year high school in the state which enrolls fewer than one hundred pupils. Of the 136 four-year high schools only twenty enroll fewer than three hundred pupils. Twenty-six high schools in the state enroll more than two thousand pupils. The median junior high school has an enrollment of four

hundred pupils. The median four-year high school has an enrollment of 724, the median six-year high school enrolls 738 pupils, and the median senior high school has an enrollment of 1,200 pupils. A number of the schools with an enrollment of over two thousand pupils have so far outgrown the buildings which they use that they have been forced to operate on a part time or divided schedule basis. Additional building accommodations are needed for at least twenty of these schools.

The schools which have an enrollment of fewer than two hundred pupils require a large amount of special supervisor's assistance. This we attempt to give through the division of secondary education. Those which have an enrollment of fewer than one hundred pupils under careful supervision do acceptable work but the per capita cost of education in these very small high schools is excessive and of course the school programs are necessarily limited in scope.

ARTICULATION BETWEEN THE ELEMENTARY AND
SECONDARY SCHOOL AND WITHIN THE
SECONDARY FIELD

There are enrolled in the seventh and eighth grades of junior high schools, intermediate schools or six-year secondary schools, 31,675 pupils. This number represents approximately one-fourth of the pupils in grades seven and eight in the New Jersey public schools. The remaining three-fourths, or approximately 95,000 pupils of grades seven and eight, are enrolled in schools organized and classified as elementary schools. The articulation of elementary and secondary school programs requires continuous study. It is imperative that there be the closest professional cooperation among administrators, supervisors and teachers in order that there be provided a continuous educational experience for the boys and girls as they pass from the elementary to the secondary school. This requires, of course, intimate knowledge and understanding of elementary and secondary school education and definite provision for the guidance of individual pupils. We have made commendable progress in developing this type of guidance service but much more can be done and elementary and secondary school principals must consider the solution of

the problem their joint responsibility. Neither the elementary nor the secondary school can wisely undertake to render this service independently of the other school. Mr. White, from his long experience, suggests that where curricular adjustments must be made the responsibility for making them is largely that of the secondary school but points out that it is incumbent on the elementary school to provide as clear a record as possible of the abilities, personal traits, and achievements of the pupils who enter the secondary school. This, of course, is a very difficult task even within a single school district, but added difficulties appear when a pupil is promoted from the elementary school of a school district to a designated high school in another district.

Improved articulation between junior and senior high schools within the same district is a major problem. This need has been recognized from the time that the first junior high schools were organized. Progress has been made in providing for fairly adequate articulation between the elementary school and the junior high school and between the junior high school and the senior high school. We find in various places however, that the tendency remains to emphasize the separateness of the junior high school rather than its function as a part of a continuous program. I wish to repeat that it is necessary that definite provisions be made for continuity of guidance service through the entire school experience of each child. Many of our school systems which are organized on the six-three-three plan have made provision for this. There is much to be done however, in many of our school systems and it should be pointed out that provision for a continuous guidance program will be futile unless the senior high school program includes varied opportunities which meet an extended range of individual needs.

MORE STUDENTS ARE GRADUATING FROM HIGH SCHOOL

For the last ten years the number of graduates from the high schools has steadily increased. The total number of graduates in 1930 was 15,348 which was 86% of the number enrolled in the senior class. In 1939 the total number was 35,897 which was 91.7% of the total number enrolled in the senior class. The number of graduates in 1939 was more than double the number in 1930. The percentage of the senior class that succeeds in

graduating varies slightly from year to year but from a comparison of the percentages of twelfth grade students who graduate it is seen that there has been a steady improvement in retention.

The percentage of enrollment classified by grade for the school year 1938-1939 is as follows: Grade IX, 33.29%; Grade X, 27.19%; Grade XI, 21.21%; Grade XII, 18.31%.

GUIDANCE

The division of secondary education has placed emphasis during the past year upon the problem of guidance. Significant progress has been made in developing this service. This is indicated by the fact that in 1934 only 33 teachers were assigned as guidance officers and counselors in 22 different schools, whereas during the year under review, 86 teachers were assigned for guidance and counseling in 55 schools. The directories of the various school systems of the State list seven directors of guidance for the year 1938-1939. I believe that really worthwhile results are being achieved through the emphasis that is being placed upon guidance not only in the better adjustment of pupils while in school but in a real effort to place them upon graduation. Apparently the principals are studying more closely the occupational status of the graduates and are doing real service for them in their follow-up work. This is indicated by the fact that in 1934-1935 for example, out of 29,048 graduates there were 6,384 students unaccounted for, which was 22% of the total number, whereas in 1937-1938, the last year for which we have comparable statistics, out of the total of 34,188 graduates, only 4,819, or 14.1% were unaccounted for. This of course, is entirely too large a percentage, but it indicates that some attack has been made upon the problem.

DISTRIBUTION OF STUDENTS IN CURRICULA

The statistics for high schools for the year under review reveal the fact that 31% of the students are enrolled in college preparatory courses, 37% in business education, 7.7% in agriculture and vocational courses, and 24.3% in general courses. As I have pointed out in a previous report, nine years ago 39.3% were enrolled in college preparatory courses, 35.6% in business education, 5.3% in agriculture and vocational

courses, and 19.8% in general courses. It is gratifying to note that the enrollment in agriculture and vocational courses, as measured by the percentage of the total enrollment in the high school, has made substantial increase. The enrollment in the general courses has increased and has been accompanied by a corresponding decrease in the enrollment in college preparatory courses. In my judgment there is entirely too large a number enrolled in the business education courses. Many of the persons enrolled in these courses cannot be placed in positions and, as a matter of fact, I think many people are enrolled in the courses who do not profit from them to the degree that they would from a carefully selected program in the general courses. Here is a place for the application of a most carefully organized system of guidance.

CERTAIN ACTIVITIES OF THE SECONDARY DIVISION

State High School Conference

This division has continued supervisory visits to the high schools and responded as fully as possible to the other types of service which are so important in a division of this kind. These visits involve the giving of temporary assistance or advice to school boards, superintendents, principals, and teachers, making special appraisals of situations, and recommendations concerning various problems. This is a very important service because if this work is well done very frequently future needs may be anticipated.

The discussion groups and seminars which I described in my last annual report have been continued throughout this year. They have been conducted for the most part under the leadership of principals and superintendents who had been members of the seminars the year before. Fourteen such seminar meetings were held and they were attended by four hundred superintendents, supervising principals, high school principals and teachers.

During the year a further study was made of the evaluative criteria which had been prepared by a committee representing the five regional accrediting associations and supported by a foundation grant. Reports on the use of these criteria have been made to the Secondary School Principals Association and to the seminar groups. These criteria when used to rate a high school permit the high school to make a self-study which is later reviewed by inspectors who visit the school and from whose observations it

is possible to check the records made in the self-study and to make further appraisal of the school. This is the plan which, as we understand it, the Middle States Association, purposes to use eventually in its accrediting.

At the request of the Woodbury Board of Education a committee was organized and a demonstration of the use of the evaluative criteria was given. The report was received with enthusiasm by the Board but it should be noted that the men who worked upon this had become acquainted with the criteria from careful study and it required the full time service of eight experienced men for about four days to make this appraisal.

A national committee known as the Implementation Committee of the Department of Secondary School Principals is doing a very important piece of work. The Department was highly honored by the selection of Mr. White to be a member when this committee was formed. The initial study of the committee concerned certain important problems of principals. Principals in our schools submitted such problems in response to the inquiry of the committee. Mr. White at present is making further analyses of the replies and seeking to devise some tentative solution under the conditions which prevail in our State.

The second problem of the committee is concerned with a study of the adjustment of the school program to the needs of youth for whom the secondary school will offer the last formal schooling. This is a problem to which we have given much attention in New Jersey. The importance of such a problem as this is obvious. The Secondary School Principals Association and the High School Teachers Association continue to work closely with the Department.

The Secondary School Teachers Association has continued to make significant contributions to the field of secondary education. Each year during the past five years the Association has issued a bulletin on secondary school problems. The last one was entitled "Tentative Steps Toward General Education: Examples of Classroom Practice."

The Association has for many years made an important contribution in planning the Annual Secondary School Conference which is held at Rutgers University. This year's conference maintained its record of attendance and professional enthusiasm. The departmental meetings were devoted to discussions of the contribution of special subject matter fields. Speakers at the general sessions attempted to evaluate the service of the whole secondary school program. The meeting gave evidence of increased cooperation among the agencies which are trying to improve educational opportunities for the youth of New Jersey.

HEALTH, SAFETY, AND PHYSICAL
EDUCATION

Sound health is the foundation upon which all education must be planned and, since our environment is becoming increasingly hazardous, it is absolutely essential that safety be given very careful consideration in our educational program. In my reports for the last several years, I have emphasized the importance of health and safety and in this section I have pointed out the function of this Division in this important work.

In my annual reports I have described in detail the major projects of the Division. In this report I shall emphasize the counseling done by the divisional staff in promoting health services, health and physical instruction, and the safety program.

Through counseling the staff translates its ideas into action. Superintendents, principals, and teachers are responsible for planning and organizing both health services and health instruction in the various school districts. Through counseling, demonstration projects, and research the various school officials are assisted not only in initiating and expanding their programs but also in introducing policies and procedures for improvement.

SCHOOL VISITATION

Table I shows that the staff visited 108 schools during the year. Four elementary and three high schools were visited twice. During these school visitations the divisional staff counseled concerning curricula, equipment, class procedures, and health services. The major emphasis in this visitation was in the elementary, junior, and senior high schools. However, State schools and institutions are constantly seeking the services of the divisional staff. Visits to the Manual Training and Industrial School for Colored Youth at Bordentown, the Reformatory for Women at Clinton, and the State Home for Boys at Jamesburg demonstrated the need for counseling in such institutions.

Table I
 Counseling Through School Visitation
 Division of Health, Safety, and Physical Education
 Year Ending June 30, 1939

Types of Institution	Number of	
	Schools	Visitations
(1)	(2)	(3)
Elementary schools	58	62
Junior High schools	13	13
Senior High Schools	33	36
Vocational school	1	1
School for Colored Youth at Bordentown	1	1
Reformatory for Women at Clinton	1	1
State Home for Boys at Jamesburg	1	1
TOTALS	108	115

DEMONSTRATIONS

Demonstrations are highly effective for counseling. Time available for staff members to demonstrate does not permit an extensive program. However, during the past year, thirteen demonstrations were planned and carried out. Table II shows the nature of these demonstrations. Although demonstrations are time consuming, they are effective. Several teachers are always present at the demonstrations.

Table II
 Counseling Through Demonstrations
 Division of Health, Safety and Physical Education
 Year Ending June 30, 1939

Types of Demonstrations	Number
School Classes in Physical Education	6
Homemade Game Projects	5
Play Day	1
Vision Testing	1
Total Number Demonstrations	13

The teachers who observe the demonstrations are assisted in their own classroom procedures and are enabled to demonstrate for their colleagues who were unable to attend the demonstration by the members of the divisional staff.

CONFERENCES

Teachers bring their problems in health, safety, and physical education to the office of the staff of this Division. Table shows the extent of office and field conferences. During the year, three hundred and seventy-two individuals and fifty-seven groups came to the Trenton office for counsel concerning their problems. These conferences concerned courses of study, purchase of equipment, classroom procedures, textbooks, safety in transportation, organization of safety patrols, and other closely related problems. In addition to the office conferences, the staff held field conferences with 400 individuals and 120 groups.

Table III
Counseling Through Individual and Group Conferences
Division of Health, Safety, and Physical Education
Year Ending June 30, 1939

Types of Counseling (1)	Number (2)
Office Conferences	
1. With individuals	372
2. With groups	57
Field Conferences	
1. With individuals	400
2. With groups	120

CONVENTIONS

The divisional staff has participated in the work of many conventions. Table IV shows the types of participation. A large majority of the health and physical education teachers of the State was reached through the addresses made by the staff. Conferences arranged and conducted by the staff were used to explain State policies and to stimulate self-appraisal on the part of the teachers. Opportunities to influence opinions occur constantly in conventions. The staff utilized these opportunities both as presiding officers and as commentators to bring group opinion into harmony with State policy.

Table IV
 Counseling Through Participation in Conventions
 Division of Health, Safety, and Physical Education
 Year Ending June 30, 1939

Types of Participation (1)	Number of Conventions (2)
Addresses	54
Serving as presiding officer	12
Sharing in discussion	13
Arranging and conducting	15
TOTALS	94

COMMITTEE SERVICE

Programs of education are modified and enriched through the activities of committees and councils. Table V shows the extent to which the divisional staff counseled through membership on committees and other organizations and through attendance at their meetings. Three members of the staff held 58 memberships on policy making or planning committees. Because of these memberships the staff attended and participated in 162 committee meetings. It is probably safe to assume that the influence of the staff reaches into every part of the State through its committee service.

Table V
 Counseling Through Committee Service
 Division of Health, Safety, and Physical Education
 Year Ending June 1939

Types of Service of Division Staff (1)	Number (2)
Memberships in	
1. Boards of Directors	3
2. Governing Council	1
3. Advisory Councils	3
4. Executive Committees	6
5. Appointive Committees	45
Total Memberships	58

Meetings attended as	
1. Members	143
2. Consultants*	10
3. Substitutes	2
4. Advisers*	7
Total Attendance	162

*The consultant provides information but does not recommend. The adviser makes recommendations.

NURSING SERVICE IN NEW JERSEY SCHOOLS

The health division has continually urged boards of education to employ nurses for service in the public schools. Table VI shows that substantial gains have been made during the depression. In 1932 there were 114 school districts without nursing services. This is 21 per cent of the total number of school districts.

Table VI
School Nurses in New Jersey Public Schools
1932 - 1939

Years	School districts without nurses	School Nurses employed by			Total Employed
		Boards of education	Bureau of maternal and child health	Other agencies	
(1)	(2)	(3)	(4)	(5)	(6)
1932	114	325	135	79	539
1933	108	360	130	78	568
1934	103	360	137	77	574
1935	100	357	140	52	549
1936	80	357	130	63	550
1937	66	375	141	55	571
1938	47	388	145	71	604
1939	30	407	150	71	628

In 1939 the number of school districts without nurses had decreased to thirty. This means that in 1939, nursing service was provided in approximately 93 per cent of the school districts. The number of nurses employed by boards of education increased from 325 in 1932 to 407 in 1939. The Bureau of Maternal and Child Health employed 135 nurses in 1932 and 150 in 1939. Other

health agencies employed 79 nurses in 1932 and 71 in 1939. As boards of education accept their full responsibility for providing nursing service to school children, there will be less need for such service by volunteer agencies.

COORDINATION OF TEACHER AND NURSE ACTIVITIES

At the request of school nurses and helping teachers, the divisional staff accepted the leadership in a project to develop a syllabus for coordinating the activities of the nurse and the teacher in their cooperative endeavors in school health. A committee of school nurses and helping teachers developed a syllabus. The final draft of the syllabus included the following topics: (1) the school lunch; (2) control of communicable diseases; (3) coordination of school and community health and welfare activities; (4) emergencies; (5) health examinations; (6) growth surveys; (7) recreation and safety; (8) mental hygiene and health; (9) education of the parent; (10) health of the teacher and nurse; (11) the school health council, and (12) accident prevention.

Some of this material has been released and enthusiastically received by both teachers and nurses. When the syllabus is printed, it will serve a genuine need.

RESEARCH STUDIES

Each year the divisional staff conducts certain research studies to be used as a basis for its counseling and for consideration of matters of policy by the Commissioner. During the past year, attention has been given to studying procedures for preventing accidents that may arise in connection with the transportation of school children. From such studies, regulations intended to prevent accidents are made. For example, fewer accidents occur when pupils who cross the highway are required to go to the front of the bus and wait at the front left side until the driver gives the signal to cross.

Research shows that children living in rural districts have more dental defects than those in urban areas. Some communities have used a mobile dental clinic in an effort to improve the condition of the teeth of children in rural communities. During the coming year, an effort will be made to secure the cooperation of the New Jersey Dental Society in providing an experimental mobile dental clinic.

Another research concerned health and safety provisions in the school building codes of a number of states. This study has provided data for use by the divisional staff in advising school officials concerning their building programs.

SOME NEEDS OF THE DIVISION

The division has made the following recommendations:

1. The naming of a coordinating committee which will function in unifying those activities related to health in the public schools.
2. The allocation of funds for printing bulletins and course of study materials.
3. Formulation of a statement which will clarify the functions of boards of education in their responsibilities for health, physical education, safety, and recreation. This statement should also show how the State Department of Public Instruction cooperates with the various community programs.
4. Formulation of a statement of policy concerning the status and duties of the school physician.

THE EDUCATION OF TEACHERS

Last year I discussed at some length in the Commissioner's annual report the system of selective admissions. The important elements of this system are an appraisal of the student's high school record, a standardized examination, a certified statement showing the place and date of birth, a health report in the form required by the Department, two testimonials of good moral character, and a certificate from his high school certifying to the student's character and probable success in courses for the training of teachers. In addition, the student must undergo a physical examination and, if he does not submit a statement certifying that he is free from tuberculosis, he must have such an examination after entering college.

In our efforts to adjust the supply of teachers to the demand, when necessary the Commissioner of Education fixes a quota of freshman students who may be admitted to the teachers colleges and also quotas for each curriculum. These quotas are filled on the basis of excellence as shown by examination scores and the high school records submitted. The following table summarizes the results of the examinations given in May and September, 1938, and summarizes data relating to the entering class in the fall of 1938.

Analysis of the Results of the
Entrance Examinations
New Jersey State Teachers Colleges
1938 - 1939

Tabulation Items (1)	Colleges at						Totals (8)
	Glass- boro (2)	Jersey City (3)	Mont- clair (4)	New- ark (5)	Pater- son (6)	Tren- ton (7)	
May 1938 examination							
1. No. examined	102	129	300	183	60	372	1146
2. No. qualifying for college of first choice	93	111	205	158	53	273	893
3. No. qualifying for college of second choice	--	--	78	--	--	19	97
4. Total qualifying	93	111	283	158	53	292	990
5. No. not qualifying	9	18	17	25	7	80	156
September 1938 examination							
6. No. examined	30	58	--	--	77	--	165
7. No. qualifying for college of first choice	28	46	--	--	71	--	145
8. No. not qualifying	2	12	--	--	6	--	20
9. Grand total examined in May and September	132	187	300	183	137	372	1311
10. Grand total qualifying by examination and transfer	121	157	283	158	124	292	1135
11. Grand total admitted as freshman students	125*	102	172	145	137*	240	921
12. Percentage of grand total admitted	13%	11%	19%	16%	15%	26%	100%

* Number admitted exceeded number who qualified because students who qualified at other colleges were received by transfer.

There were 1311 applicants for admission. Of this number, 1135 or 86 per cent qualified for admission. Only 921 of those qualified were admitted. This is approximately 70 per cent of the number who applied for admission. This represents a wholesome situation. If one-third of the students applying are not admitted, it is reasonable to assume that the quality of the student body is improved thereby. The greatest percentage of non-admission occurred at Montclair where but 57 per cent of the number applying were admitted. A large percentage was also rejected at Trenton where 64 per cent of the number applying were admitted.

STATE SCHOLARSHIPS

The Commissioner of Education is authorized by law to exempt ten per cent of the freshman students from the payment of tuition. Applicants for scholarships must show financial need. Such students are awarded scholarships on the basis of merit as determined by the entrance examination. Scholarships are awarded in each county in the ratio which the total population of the county bears to the total population of the State. Table III shows the distribution of scholarships by counties. Several counties had a greater demand for scholarships than their quotas. A total of 92 scholarships were awarded from 277 applicants.

Distribution of State Scholarships by Counties
1938 - 1939

Counties (1)	Total Number of Applicants for Scholarships (2)	Number of Scholarships Awarded at						Total Awarded (9)
		Glass- boro (3)	Jersey City (4)	Mont- clair (5)	New- ark (6)	Pater- son (7)	Tren- ton (8)	
Atlantic	4			1			1	2
Bergen	40		1	3		7		11
Burlington	7						2	2
Camden	21	5					1	6
Cape May	4	1						1
Cumberland	2	1					1	2
Essex	47			5	9		2	16
Gloucester	9	2						2
Hudson	32		9	3	1		2	15
Hunterdon	8						2	2
Mercer	23						4	4
Middlesex	9				3			3
Monmouth	8			1			2	3
Morris	13			2				2
Ocean	2						1	1
Passaic	17			1	1	7		9
Salem	1	1						1
Somerset	7						2	2
Sussex	2						1	1
Union	17			3	1		2	6
Warren	4						1	1

FINANCIAL ASSISTANCE FOR STUDENTS

The following table shows the financial assistance to teachers college students for the year 1937-1938. The total amount of aid was \$90,900. There were 104 scholarships valued at \$10,968. Nearly all of these were exemptions from the payment of tuition. Loans valued at \$19,268 were extended to 343 students. The majority of these loans were made under authority of the law which permits 20 per cent of the students to give notes as a means of deferring the payment of tuition. The National Youth Administration provided 479 students with jobs for which they were paid \$31,519. The colleges assisted 237 students to find part-time jobs either in the college itself or in the nearby communities. For these miscellaneous jobs, the students were paid \$29,147. The number of students receiving aid varied from 20 per cent at Jersey City to 51 per cent at Trenton. In all 1117, or 38 per cent of the students, were assisted financially.

Financial Assistance to Students
New Jersey State Teachers Colleges
1938 - 1939

Items of Assistance (1)	Colleges at						Totals (8)
	Glass- boro (2)	Jersey City (3)	Mont- clair (4)	New- ark (5)	Pater- son (6)	Tren- ton (7)	
Scholarships							
Number	11	12	23	19	12	27	104
Value	\$1100	\$1150	\$2900	\$1750	\$1416	\$2650	\$10966
Loans							
Number	58	23	110	52	37	63	343
Value	\$3521	\$1835	\$5324	\$2572	\$1445	\$4571	\$19268
N. Y. A. Jobs							
Number	43	33	149	62	54	138	479
Value	\$3102	\$3475	\$9179	\$4859	\$2835	\$8069	31519
Other Jobs							
Number	20	0	61	5	3	148	237
Value	\$999	0	\$5761	\$225	\$150	\$22012	\$29147
Totals							
Net number receiving aid	101	68	343	138	91	376	1117
Value	\$8722	\$6460	\$23164	\$9406	\$5846	\$37302	\$90900
Average Per Student	\$86	\$95	\$68	\$68	\$64	\$99	\$81
Total Enrollment	314	342	797	482	234	733	2902
Percentage Assisted	32	20	43	29	39	51	38

THE ENROLLMENT IN THE TEACHERS COLLEGE

An analysis of the enrollment in the teachers colleges indicates the State's needs for qualified beginning teachers. There were enrolled during the fall semester 3,213 full-time students. In addition, there were 2,227 part-time and 726 extension students. The sum of the part-time and extension students is 2,953 or 92 per cent of the number of full-time students. This represents highly important service to employed teachers who wish to continue their educational study.

The State teachers colleges have two curricula for educating teachers to fill positions in the elementary grades and five curricula for teachers of special subjects. The general curriculum enrolled 1,310 students. When these students graduate they will be eligible for certificates to teach in grades 1-8 inclusive. There were 275 enrolled in the kindergarten-primary curriculum. Since these enrollments were distributed among four colleges it indicates that more economy in administration might result by increasing the enrollment in this curriculum and reducing it in the general elementary curriculum. Fine arts, physical education, health and nursing education, industrial arts, and music are all highly specialized fields and the limited enrollments emphasize our efforts to balance supply and demand.

A total number of 1090 students who will, when graduated, be eligible for a certificate to teach in the secondary schools was registered. Since there were 3,213 full-time students, the number (1,090) enrolled for secondary certificates is approximately one-third of the total enrollment. The report for 1937-1938 shows 1,132 enrolled for secondary certificates. This reduction reflects our definite policy to balance the supply of secondary teachers to the demand. In the report for 1937-1938 it was pointed out that the total number preparing to teach in the secondary schools was much in excess of prospective placements. The population trends show that the enrollment in the secondary schools (beginning not later than 1942) may remain stationary for the next several years. This indicates the desirability of further reduction in the enrollment of students preparing for secondary teaching.

Since there seems to be a preference for teachers whose homes are somewhat near the schools, it is quite important to have the percentage of teachers college students from each county related closely to the percentage of population in each county. The following table shows that these percentages are in fair agreement. Hudson, Middlesex, and Union Counties have fewer enrollments than their share if based on a population ratio. The nearness to New York City colleges may reduce the number of applicants from Hudson County. Mercer and Passaic Counties have enrollments in excess of population ratios. This is probably due to the convenient locations (for these counties) of the colleges at Hillwood Lakes, Paterson, and Montclair.

Analysis of Enrollment by Counties
New Jersey State Teachers Colleges
1938 - 1939

Name of County	Number of Students from each County	Percentage of Total Student Enrollments from each County	Percentage of Total Population in each County
(1)	(2)	(3)	(4)
Atlantic	63	2	3
Bergen	329	10	9
Burlington	71	2	2
Camden	162	5	6
Cape May	23	1	1
Cumberland	72	2	2
Essex	655	20	20
Gloucester	106	3	2
Hudson	406	13	17
Hunterdon	28	1	1
Mercer	259	8	4
Middlesex	85	3	5
Monmouth	97	3	4
Morris	106	4	3
Ocean	35	1	1
Passaic	364	11	7
Salem	24	1	1
Somerset	54	2	2
Sussex	33	1	1
Union	191	6	8
Warren	37	1	1
Out-of State	13	1	

THE PLACEMENT OF GRADUATES

In June, 1938, the six teachers colleges graduated 662 students which represented a decrease from the number of graduates in 1936-1937. This was due in part to the definite policy adopted by the Department to admit and graduate from the institutions only the number of students who had reasonable expectation of being employed. Of these June graduates, 429 were employed in regular teaching positions on or before November 1. Only 65 of the graduates were employed in non-teaching positions. During the period November 1, 1937, to November 1, 1938, however, 302 persons who had been graduated from the teachers colleges prior to June, 1938, were employed so that the total number of placements was in excess of the number of graduates. The placement of large numbers of graduates from previous classes each year while the current year's class is receiving positions indicates that within a reasonable time most of the graduates of the teachers colleges receive positions.

THE TRAINING OF THE STAFF

In my reports for the last two years I have discussed at some length the training of the teachers college staff. I pointed out that although no one would claim that the most scholarly members of a staff are necessarily those with the largest number of degrees, it is generally accepted that the competence of members of a college faculty is measured in part at least by the extent and quality of the training which they have received. It is a matter of satisfaction to report that members of the faculties have continued advanced study in partial fulfillment of various higher degrees. In 1928, of the faculty members employed in the State teachers colleges of New Jersey, 2% held the doctor's degree, 31% the master's degree, 31% only the bachelor's degree, and 36% held "no degree." Data covering the year ending June 30, 1939, indicate that these percentages are now as follows: 19% hold the doctor's degree, 68% the master's, 8% only the bachelor's degree, and 5% "no degree." As measured by the training received and degrees held, the members of our college faculties rank high when compared with other teachers colleges in the United States.

In addition to the academic training which leads to degrees, there is nothing which has such a marked effect upon the scholarship and efficiency of faculty members as continuous study, the preparation of scholarly articles, monographs, and books, and the completion of research projects.

THE SUMMER SESSIONS

During the summer of 1938 summer sessions were maintained in the teachers colleges located at Glassboro, Montclair, Newark, and Trenton. So far as possible, we have endeavored to follow the principle which obtains in the organization of curricula during the academic year by allocating different types of instruction to certain teachers colleges. Courses for teachers in junior and senior high schools were offered at Montclair. At Trenton some secondary courses were offered as well as courses for librarians and teachers of music. Courses in industrial and fine arts were offered only at Newark. Courses for elementary teachers were offered at Glassboro, Newark and Trenton. Our statistics indicate that 1,401 different students were enrolled in the four summer sessions. The schools offered 229 different courses. The average enrollment was fifteen students per course.

We find that the chief purposes which govern attendance at the summer sessions of the State teachers colleges are (a) to obtain a first certificate; (b) to earn credit toward a degree; and (c) to obtain a different type of certificate than the one held. The majority of summer session students has not yet completed the requirements for a degree, although more than 80% of them, by the end of the summer session, had completed the requirements for a New Jersey certificate.

Approximately one-half of the summer session students had not attended the summer session in which they were enrolled. Approximately two-thirds carried a program of six or more semester hours. Eighty-five per cent of the summer session students had completed three or more years of college study.

I wish to renew the recommendation which I made last year, namely, that a small appropriation should be requested to supplement the fees which the students pay. It is not possible to offer in the summer sessions some very

important courses because of insufficient funds. Neither is it possible to maintain the program that should be offered when its sole support comes from the low fees which are charged to the students.

THE DEVELOPMENT OF TEACHER EDUCATION

Development of Policies

The presidents of the State teachers colleges meet with the State Director of Teacher Education to consider plans of administration and organization of the schools and problems relating to the curriculum. On the basis of reports of these conferences, the Commissioner makes recommendations to the State Board of Education to be utilized in formulating plans and policies for the administration of the State teachers colleges. During the past year very careful attention has been given to the form of reporting which is required by the Budget Commissioner, the Comptroller, the Commissioner of Finance, and the Purchase Commissioner. Procedures for the admission and selection of students and for carrying out the policy of the State Board of Education with relation to examinations for tuberculosis are other important items which have been considered. Attention has also been given to the form in which statements of certification are issued by the several teachers colleges. The Director has also carried out a number of important studies relating to the supply and demand for teachers, school population trends, and the maintenance of the college dormitories.

CONSIDERATIONS LOOKING TO THE IMPROVEMENT OF SERVICES

IN THE TEACHERS COLLEGES

On the basis of our analysis of the enrollments our present policy of further reduction in the number of students admitted to the secondary curricula should be continued. Precisely how many should be admitted will be influenced by the demand for secondary teachers. As has been pointed out in my reports, the number of admissions to such curricula should be reduced somewhat for the entering class of 1940, but the number admitted should be determined on the basis of data collected in the studies which we make each year of the supply and demand of teachers.

At Montclair we offer one year of work beyond the usual four-year course, elections to which are confined to a limited number of students. The Board in my judgment should consider the possibility of a five-year program for all students. This would enable us to make certain adjustments in the program during the first two years in which the principle of delayed selection could be utilized. There is a definite trend in this State to select high school teachers with five years of training, and the same trend is noted in other states.

Members of the staffs of our teachers colleges should be encouraged to continue their graduate study until all have completed the master's degree and a fair proportion of our teachers should complete the requirements for the doctor's degree within a reasonable time. In this connection I wish to emphasize that every effort should be made to restore the principle of regular salary increments as provided by the schedule which has been adopted for the teachers colleges.

Attention should be given to the problems of adult education, rural education, and instruction of handicapped children to the end that certain units should be developed and incorporated into the curricula of those colleges in which the demand for graduates competent in these fields is evident.

The faculties of our teachers colleges are alert and many of the members do notable work each year in the contributions which they make at educational meetings through writings and through research. The colleges will be very much strengthened if opportunity is offered to the members of the faculties to continue and extend these efforts.

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

Vocational education in New Jersey occupies a more important place in the educational program each year. Through county vocational schools, city vocational schools, a technical high school, and courses organized in the high schools, instruction is provided in the trades and industries, in agriculture, in home economics, and in the distributive occupations. The work is not confined to full time day classes, but includes also a large amount of part time work which is offered principally in the evenings. The latter provide adults with the opportunity to take courses and gain skills which make them more efficient in the occupations in which they are engaged and also supply opportunities to secure training in some other trade or skill. Better equipment of youth and adults obviously bears a close relationship to the economic progress of the community and the State. Many young men and women find it impossible today to secure employment because their training has not provided them with those things which are fundamental and indispensable assets for particular jobs. It is recognized throughout the United States and in our own State that one of the important needs of youth, considered as a group, is profitable employment. It is not singular, therefore, that many persons who are interested in the welfare of youth are looking to the vocational schools as one means for solving some of youth's problems. Vocational education can help solve many of the problems, although it must be recognized that it may not be the complete solution. All of our experience with vocational training in this State, however, indicates that this work has made important contribution to the solution of the problems of industry and agriculture.

THE ENROLLMENTS IN THE VOCATIONAL SCHOOLS

New employment conditions have created new problems for the vocational schools. It has become necessary to make a more careful selection of those who are to be trained for jobs, and, of course, since the employers have raised the age at which youth enters employment, the age at which those who are to be admitted to the vocational schools has had to be advanced also.

Training programs must be adjusted to employment needs, and it would be very poor practice to continue to operate vocational programs which would produce employment skills which could not be utilized because those who received the training were too young to be employed.

The vocational schools in New Jersey rendered service to more than 30,000 different persons during the past year. All of these, however, were not of school age. There were 11,740 boys and girls who were attending the full-time day schools and 19,600 adults who attended part-time and evening classes. This enrollment taxed all of the facilities for vocational education, and in some districts, steps have been taken to expand facilities.

The enrollment has been distributed as follows:

	Day		Evening		Part-time		Total	
	M	F	M	F	M	F	M	F
Agriculture	1653	28	516	-	222	-	2391	28
Home Economics	43	1714	-	2442	-	211	43	4367
Trades and Industries	6982	1320	5457	255	8243	445	20682	2020
Distributive Occupations	-	-	289	520	-	-	289	520
	8678	3062	6262	3217	8465	656	23405	6935

TRADE AND INDUSTRIAL EDUCATION

Trade preparatory programs cannot remain in a static condition. There must be constant revisions of teaching content and teaching procedures if these schools are to serve the purposes for which they have been organized. Because of changing trade practices and changing employment demands, it has been found necessary to expand the courses which train for the technical levels of industry. In these courses, less emphasis is placed upon the development of specific skills, but more attention is devoted to the development of technical knowledge and an understanding of industrial organization and management.

These courses are not intended to prepare for college entrance. The work required is of such high type, however, that several of the leading technical colleges and institutes have offered to admit the graduates of the

technical courses to the engineering courses of these institutions.

Attention was directed in last year's report to a potential shortage of skilled workers in some occupational fields. Employers now are seeking electric welders, tool operators, machinists, tool and die makers, and the supply is extremely limited. It is difficult to realize that such labor shortages can exist in an era in which there is so much unemployment, but some of the unemployment of today is the result of social changes and not technological development.

The apprentice training program which has been in operation in the vocational schools in New Jersey for many years is helping to develop skilled workers for the industries of the State, but good workmen require long time training, a fact which many employers overlooked until they were faced with the task of recruiting skilled workers to meet the demands of an expanding industry.

Some Comments on The Trade Preparatory Programs

During the past few years, the trade preparatory programs in New Jersey have been reorganized on three distinct levels - the technical, the skilled trades, and the general industrial. The efficiency of the instruction on each of these three levels is measured by the ability of those who complete the program to secure and retain places in industry. Continual checks are being made of the placement results, and the facts obtained concerning the graduates of 1937-1938 show there is ample evidence of the economic return on the money invested in trade training. The employment survey of all trade preparatory graduates six months after they had completed their courses indicated that two-thirds of the group were employed in the trades for which they received training. This study was made at a time when employment opportunities for youth were somewhat restricted. About 600 graduates were listed in the study, and their earnings approximated \$8,600 each week. This means that this group earns about one-half a million dollars a year. Here is an indication that these boys and girls developed skills which can be capitalized without further training.

The ability of these young people to get jobs sometimes affects the usual school appointments. This was the situation at the time the graduation exercises

were held at the Bayonne Technical High School. Many of the graduates could not be present to receive their diplomas. The Bayonne Times of Wednesday, June 28, commented on this situation as follows:

"TECH HIGH GRADUATES TOO BUSY WORKING TO ATTEND EXERCISES AND GET DIPLOMAS

Many Vacant Chairs at Commencement Program Puzzle Audience Until
Principal Berman Explains Young Men and Women at Jobs
Found for Them by the School

Fifty of the 186 members of the Technical High School graduating class failed to appear at their own commencement exercises last night because they were too busy making money. Coming from their jobs half of the class marched into the auditorium to the familiar strains of "Pomp and Circumstance", firmly convinced that all you hear about a depression is just so much talk. They had just put in a full day's work at steady jobs in business and industry".

The week's earnings of the fifty who could not attend because they were at work was approximately \$1,000. Those who were working on the day shift and did attend the graduation exercises earned an additional \$800 per week.

The Trade Extension Programs

More than 14,000 men and women participated in trade extension programs during the past year. They went to school at night and on Saturdays to develop the skills and technical knowledge which would help them hold their jobs. Some of them were preparing for new work. These trade extension programs also have a great monetary return to the community. The returns are immediate because employment is stabilized and the skilled work is performed by workers who live in the community.

The interest which adult workers have taken in these opportunities to improve themselves is so great that many of the schools are operating on two shifts and all of the shop and classroom facilities are utilized on Saturdays.

Apprentice Training

In addition to the 14,000 adults who participated in trade extension classes, 1,200 additional young people were enrolled in the New Jersey apprentice program. The apprentice is a young worker who has made an agreement with an employer who is to provide a series of progressive job experiences.

The experience on the job is supplemented by not less than 144 hours per year training in the technical phases of the job. This training is given in the vocational schools of the district. Approximately, 300 employers have made possible this type of training which involves job and school activities.

Trade and Industrial Training for Girls

The new wage and hour regulations imposed by federal and state legislation are creating new situations which must be faced in the training of girls for industrial occupations. The employer feels that the labor of youth is not profitable at adult wages, and the resulting employment conditions have made it necessary to modify practices in the schools in which girls are being trained for occupational life.

It is no longer possible for the girls' schools to take a girl at 14 years of age and in a one or two-year course prepare her for a job. The Walsh-Healy Act prohibits the employment of females until they are 18 years of age and, since many of the industries of the State are operating under this act or anticipate being subjected to the provisions of the act, the schools which offer trade preparatory programs must hold the girl for a longer period.

Since 18 years is now the generally accepted age of employment and more emphasis is being placed by the employer on general educational background, the girls vocational schools have had to lengthen the training period and have had to provide more instruction in academic studies. It has also been necessary to raise the entrance requirements to such schools.

These changes, however, have made it possible to increase the quality of instruction. Because the students have more maturity and a better educational background, training can be offered for occupational fields for which training was not practical several years ago.

One example of the new type of training possible for girls who have more maturity is the medical secretaries' course in the Essex County School for Girls. Ten girls, all high school graduates, are finishing the one-year course of training. The prospects are good for placement at about \$20.00 per week as a beginning wage.

The medical secretary will not replace the trained nurse often employed in the doctor's office because these secretaries are not given the necessary professional training. They can supplement the work of the nurse and, when a nurse is not employed, will assist the doctor in such matters as caring for office equipment and supplies, sterilizing instruments, making solutions, and elementary laboratory work. In addition to these technical jobs, the medical secretaries' special field is the clerical work of the office such as answering the telephone, typing, stenography, simple accounts, and case reports. The training program includes a course in anatomy and the acquirement of a medical vocabulary.

TRAINING INDUSTRIAL SUPERVISORS

Supervisory training programs for industrial supervisors have been an important activity of the trade and industrial phase of vocational education in New Jersey for the past seventeen years. These programs were extended during the year 1938-1939, and more than 500 industrial supervisors participated. The programs which were originally developed for industrial workers were reorganized to meet the needs of the administrative and supervisory staff of the hotel business. The training of hotel administrative and supervisory personnel centered in Atlantic City because of the importance of the hotel business in that area. Approximately 120 persons participated in the hotel training program.

TRAINING PUBLIC EMPLOYEES

Persons who have their salaries paid from public funds are just as anxious to improve their ability as is the industrial worker. This is contrary to the belief of the average citizen. During 1938-1939, all of the agents and members of the staff of the New Jersey Motor Vehicle Department participated in a training program that was planned to develop more effective public relationships. Many of these public employees traveled long distances during the winter to complete the training courses which were provided for them.

Two groups of school janitors participated in training programs that were conducted to increase efficiency in the cleaning operations and heating and ventilation of the schools. The members of a squad of United States Marines located at the Lake Denmark Arsenal were trained in procedures for dealing with brush and other fires in this important area.

INDUSTRIAL ARTS

Some steps were taken during the past year to resurvey the objectives of the industrial arts programs in some of the larger districts. This seemed to be a necessary procedure in order to fit the industrial arts program to the modern school. The present trend is to enlarge the opportunities for exploration and guidance and this will make it possible to coordinate more closely the work of the shops and academic classes. The source of materials, their properties, and economic value have a more definite meaning to those who actually work with them in the shops.

Industrial arts for girls is being closely correlated with the home economics program. The purpose here is not to relieve the man of the house of any responsibilities which he should assume in doing simple tasks about the home. The girl is being trained to meet emergency situations which occur in a home in which modern appliances lighten the housework. She is trained to locate and replace blown fuses, to make simple adjustments to the vacuum cleaner, to use a variety of cleaning and polishing materials, and to adjust fixtures of various kinds. These are the things which sometimes delay household operations if they are not given immediate attention. If these situations cannot be met immediately, they often lead to emotional upsets and family difficulties.

CONTINUATION SCHOOLS

The continuation school which was developed nearly two decades ago to meet the needs of young New Jersey workers has probably reached the limit of its usefulness. Employment restrictions and employer attitudes make it practically impossible for any boy or girl under sixteen years of age to secure a job. In 1926-1927, there were 29,845 boys and girls in the 14-16 year age group who were gainfully employed and who came to school part time. This number declined to 1,900 last year.

HOME ECONOMICS

The problems of successful personal and family life are not peculiar to one sex or group. Successful family life depends upon the cooperative efforts

of all members of the family, and for this reason, a new curriculum has been developed in the field of home economics. It has been introduced as a four-year high school course for both boys and girls. It started as a modest experiment, but is now included in a number of high schools. This new program meets the needs of those who, because of the factors in our social and economic system, have postponed the age of employment and self-support to eighteen years of age or beyond. It meets the needs of those who will have no formal schooling beyond the twelfth grade. Successful living for this group will, in a large measure, depend upon their ability to live and work with other people. They will develop a sense of values and ability to make wise decisions in family and community situations.

For the most part, this is a low-income group whose success in life will depend as much on what its members know about living as what they earn. Good citizenship is to a considerable extent an expansion of good home membership. Good citizenship is an indispensable attribute. Family life and civic participation, therefore, are the major objectives of this type of home economics.

AGRICULTURE

The term "garden state" as applied to New Jersey is not a misnomer. It has 193 soil types and a favorable climate which make possible the production of a wide diversity of crops. Only California and Nevada exceeded New Jersey in average receipts per farm in 1938.

The marketing of agricultural products in New Jersey, however, presents many difficult problems, but regional markets and the organization of farmer owned cooperative auction markets are helping to improve the marketing of farm products. These cooperatives have reached big business proportions. The gross income last year exceeded six million dollars.

The schools of New Jersey are helping the farmer to learn more about the technical phases of crop production and also about distribution and marketing methods. It is not always easy to evaluate the returns on the investment which a community makes in an educational program of this type. However, there are some very definite gains which can be measured. Most of

the high school students trained in our vocational agriculture courses become farmers or enter an allied occupation. During the period in which they are in school they are required to plan and carry out various projects and to keep accurate records of expenses and receipts. The records which were kept of these projects for the year under review show a profit of \$97,597.15 over expenditures. This is one return measured in simple economic terms, but it is not possible to measure many of the other values of the training in the same manner.

The farmer is applying machine operations to his farm and instruction is being given which will lead to more effective selection and use of these mechanical devices. Farm economics is being offered to help the future farmers meet the competition of other farm areas where taxes and labor costs are lower than those in New Jersey.

Training for Adult Farmers

Evening classes for adult farmers are intended to help the older farmers to recognize approved practices which will lead to increased farm efficiency. The teacher assumes the role of a discussion leader and helps in an analysis of the latest scientific facts outlined by the Department of Agriculture and the Agricultural Experiment Station. Through these procedures more than 500 adult farmers adopted 92 approved practices.

DISTRIBUTIVE OCCUPATIONS

The program of distributive education is a comparatively new one in which progress is slow but effective. The chief development is in the extension field in which classes have been conducted for florists, butchers, grocers, laundry route men, and druggists.

In the program for druggists at Camden, the members of the class assemble at 11:30 P.M. and the class operates until 1:30 A.M. No other school district in the State maintains a schedule at such a late hour. The late schedule is due to the necessity for the drug store owner to keep his store open until 11:00 P.M.

VOCATIONAL REHABILITATION

The program of vocational rehabilitation is administered through the New Jersey Rehabilitation Commission. It involves two phases, (a) physical rehabilitation, and (b) training and placement. The expenditures from federal funds under the Smith-Hughes Act is a joint responsibility of the Rehabilitation Commission and the Department of Public Instruction. The expenditures from these funds for the year 1938-1939 were as follows:

(a) Federal Funds - \$60,297.38, (b) State Funds - \$60,297.38.

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 includes the inspection of school buildings, the inspection of school accounts, gathering of statistics, the compilation of information relating to revenues provided for public education, and detailed information relating to school expenditures. The new plan for the inspection of school accounts which was inaugurated five years ago has very much improved this service and we are able now to complete inspections in all districts within each fiscal year.

This Division keeps the accounts of the Department and on the basis of requests submitted to the Commissioner supplies a large amount of information concerning the activities of the schools and their financial and housing needs.

In my annual reports for several years I have referred to the fund known as the Teachers Loan Fund which was provided by bond acts approved September 5, 1933. This fund has been used for the making of loans for the payment of teachers salaries. Loans aggregating \$8,194,304.41 have been made up to June 30 of the year under review. Repayments in the amount of \$7,743,707.93 have been made, leaving loans outstanding as of June 30 in the amount of \$450,596.48.

The Legislature enacted Chapter 88 in 1938 and Chapter 196 in 1939 which take from this fund \$4,890,398 and \$2,000,000 respectively to pay in 1942 like amounts which were withheld from the Teachers Pension and Annuity Fund in the years noted. In the meantime, the State pays to the Teachers Pension and Annuity Fund interest at the rate of 3 per cent per annum from the general fund.

A P P O R T I O N M E N T O F S C H O O L M O N E Y S

The apportionment of school moneys for the school year beginning July 1, 1939 was \$17,172,539.92, which is \$3,995,875.66 less than for the school year 1933-34. The indications are that the amount to be distributed in the school year beginning July 1, 1940, will be less than that for the school year 1939-40.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in fourteen counties in 1936-37, fifteen counties in 1937-38, and sixteen counties in 1938-39, the Legislature appropriated \$1,716,616.61, \$1,706,811.44 and \$1,997,999.77 respectively. In order to meet legal quotas and three cents a day attendance in seventeen counties as of April 1, 1939,

additional funds amounting to \$2,141,593.71 will be required. I recommend that a bill to cover this deficiency be prepared and introduced in the 1940 legislature.

STATE SCHOOL TAX

During the year 1938-39 there had been paid into the State Treasury \$16,715,776.91 in State school taxes. Of this amount, \$58,331.02 was in payment of the 1933 tax, \$59,185.64 was in payment of the 1934 tax, \$33,071.78 was in payment of the 1935 tax, \$30,383.01 was in payment of the 1936 tax, \$73,860.20 was in payment of the 1937 tax, and \$16,460,895.26 was in payment of the 1938 State school tax. In 1937-38 the amount of State school taxes paid was \$16,396,573.50. There remains unpaid, as of June 30, 1939, \$26,737.90 of which \$4,010.64 is for 1936, \$5,746.86 for 1937, and \$16,980.40 for 1938. The State school taxes due, as of June 30, 1939, are small compared to \$1,174,782.97 due June 30, 1932, \$8,173,291.49 due June 30, 1933, \$9,075,560.23 due June 30, 1934, \$2,428,732.23 due June 30, 1935, \$1,602,460.29 due June 30, 1936, \$493,503.91 due June 30, 1937, and \$264,639.15 due June 30, 1938.

The total State school tax levy for 1939 was \$15,991,374.92, which was \$1,987,399.22 less than the levy of 1931. The levy for 1940 will be \$16,125,736.60, or \$134,361.68 more than for 1938, or \$1,853,037.54 less than that of 1931.

STATE SCHOOL TAX PENALTIES

The laws of the State provide that a penalty of six per cent shall be levied against all counties for delinquent State school taxes. Up to June 30, 1939, the total amount of penalties levied on 1931 to and including 1937 delinquent State school taxes was \$1,948,449.49 of which \$226,545.54 was for 1931 tax, \$620,246.19 for 1932 tax, \$740,872.38 for 1933 tax, \$225,990.13 for 1934 tax, \$90,262.58 for 1935 tax, \$20,068.77 for 1936 tax, \$19,245.90 for 1937 tax, and \$5,218.00 for 1938 tax. As of June 30, 1939, the State has received \$1,066,729.28 in payment of these levied penalties, of which \$173,363.36 was received for 1931 tax, \$276,643.73 for 1932, \$397,771.47 for 1933, \$141,823.57 for 1934, \$48,462.97 for 1935, \$19,370.18 for 1936, \$8,057.22 for 1937, and \$1,236.78 for 1938.

According to Chapter 12, P. L. 1938, \$351,468.55 was eliminated from the \$1,948,449.49 levy of penalties. As of June 30, 1939, after deducting this amount, the balance of penalty due on State school tax delinquent payments was \$530,251.66.

RAILROAD TAX

On June 30, 1939, a total of \$8,255,879.77 was due the districts from 1917-31, 1932, 1933, 1934, 1935, 1936, and 1937 main stem railroad taxes of which \$15,993.15 is due from 1917-31 taxes, \$2,150,954.35 from the 1932 tax, \$2,250,721.77 from the 1933 tax, \$1,375,321.40 from the 1934 tax, \$574,213.26 from the 1935 tax, \$1,144,157.51 from the 1936 tax, and \$744,518.53 from the 1937 tax. Apportionment of these taxes, amounting to \$601,857.53 to be made to the counties in September, is withheld because of appeals being prosecuted before the State Board of Tax Appeals and the Supreme Court.

SPECIAL STATE AID FUNDS

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

State aid payments for these activities amounted to \$1,087,745.35 of which \$710,680.79 was manual training State aid, \$369,553.99 vocational State aid and \$7,510.57 State aid for evening schools for foreign-born residents.

LOCAL TAXES FOR SCHOOLS

The total local school tax levy made in 1938 and available in the school year 1938-39 was \$75,286,452.48. This is \$3,821,525.68 more than the levy in 1937. However, the levy is \$1,545,222.11 less than that for 1931-32. School districts still continue to encounter difficulties because of delinquency in the payment of local taxes. As of June 30, 1939, \$3,546,005.45 was due from these local levies, which is \$1,234,250.97 less than for the preceding year.

SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the year 1938-39 was 120,655,036. This was a decrease of 1,758,413 days from the

preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. Some of the decrease is due to a decrease in the percentage of attendance. The percentage of attendance this year was 92.9, which is two-tenths of a per cent lower than in 1937-38.

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, there were 427 inspections made of the records of the boards of education by our three inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits together 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. This service has been particularly useful in securing accurate information and diagnosing difficult financial situations. In order to improve this service to the individual school districts as well as to the State, additional inspectors of accounts should be provided. During the year, proper accounting and procedure for internal accounts has been stressed. Many school districts have adopted our recommendations. New accounting forms were devised for the county vocational schools during the year.

SCHOOL BUILDINGS

The inspection of school buildings, advice on school building planning and construction, the examinations of plans and specifications for new school buildings, and alterations to present school buildings, together with recommendation for approval of such plans, constitute an important phase of the work of this Division. Eighty-eight plans and specifications were approved during the year. Of this number thirty were new buildings of which eighteen were elementary schools, five were four-year high schools, four were junior high schools, one a vocational school, one a greenhouse and one a field house. Of the eighteen elementary schools, five were consolidated schools. One project enabled the district to close one one-room building, two two-room buildings, and one three-room building. In another consolidation four one-room and one two-room buildings

were eliminated. Another consolidation closed one one-room and two two-room buildings. The fourth consolidation closed one one-room, one two-room, one three-room, and two four-room buildings. The fifth consolidation closed two one-room and one two-room buildings. In each of four of the five consolidated buildings a combined auditorium and gymnasium was included.

Twenty-six plans and specifications were approved for alterations and additions to present buildings. Fourteen plans and specifications were approved for alterations to present structures. Eleven plans and specifications were approved providing modern heating and ventilating systems for buildings now in use. Three plans and specifications were approved providing for modern inside toilet installations. Four plans and specifications were approved for other purposes, namely, two stadiums, one electrical installation and one shower room.

In addition to the above, many preliminary plans and specifications were tentatively approved after conferences with school architects.

Each unit of building construction required and received an inspection during construction and a final inspection.

Many school buildings now in use were examined and recommendation made to school boards concerning the safety and adequacy of these buildings.

Conferences were held with boards of education, school officials, and architects looking to the improvement of existing school building facilities.

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 offices of the county superintendents and by them reported to the Commissioner. This has been of particular value since 1932 because it has enabled us to have accurate and comparable statistics upon which policies may be predicated.

ANALYSIS OF DRINKING WATER

The rules of the State Board of Education require that drinking water from local sources be tested at least once during each school year.

A majority of the school districts of the State are supplied by municipal or private water companies. These water companies are under the direct supervision of the State Department of Health and water tests are made at regular intervals.

Some 193 school districts, however, depend upon wells, springs, or cisterns for their water supply. In these districts water 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 analyses.

During the school year 1938-39, 482 samples of water from 184 districts were tested. Only nine districts made no effort to have their sources of water analyzed. Through the cooperation of the Department of Health, the Commissioner of Education is given the results of analyses and he notifies the county superintendent.

Where the water supply is found to be of doubtful character or unsuitable for drinking purposes, boards of education arrange for a new supply.

The accompanying table shows the number of districts in each county where tests were made, the sources of supply, and the numbers considered safe, doubtful, and unsuitable from each source.

RESULTS OF TESTS OF SCHOOL DRINKING WATER FROM LOCAL SOURCES
SCHOOL YEAR 1938-1939

Counties	Districts Tested	WELLS			SPRINGS			CISTERNS			Totals
		Safe	Doubt-ful	Unsuit-able	Safe	Doubt-ful	Unsuit-able	Safe	Doubt-ful	Unsuit-able	
Atlantic	12	32	2	---	---	---	---	---	---	---	34
Bergen	8	8	---	---	1	---	1	---	---	---	10
Burlington	15	17	4	1	---	---	---	---	---	---	22
Camden	6	25	---	---	---	---	---	---	---	---	25
Cape May	4	17	1	1	---	---	---	---	---	---	19
Camberland	12	30	6	2	---	---	---	---	---	---	38
Essex	2	2	---	---	---	---	---	---	---	---	2
Gloucester	11	28	4	1	---	---	---	---	---	---	33
Hudson *	---	---	---	---	---	---	---	---	---	---	---
Hunterdon	12	28	8	7	2	---	5	1	---	1	52
Mercer	6	9	2	1	---	---	---	---	---	---	12
Middlesex	7	15	1	5	---	---	---	---	---	---	21
Monmouth	11	17	3	3	---	---	---	---	---	---	23
Morris	19	36	---	2	1	---	1	---	---	---	40
Ocean	8	18	1	---	---	---	---	---	---	---	19
Passaic	3	11	---	1	---	---	---	---	---	---	12
Salem	9	18	4	7	---	---	---	---	---	---	29
Somerset	10	27	1	2	---	---	---	---	---	---	30
Sussex	11	13	2	9	1	---	1	---	---	---	26
Union	1	1	---	---	---	---	---	---	---	---	1
Warren	17	20	---	2	---	---	2	9	---	1	34
Total	184	372	39	44	5	---	10	10	---	2	482

*No schools supplied with water from local sources in 1938-1939.

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, 193 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 local 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, 482 samples of water from 184 school districts were tested. Municipal or private water companies supply a major proportion of the school districts. 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 makes recommendations for the revision of the various blanks and forms used in the several school districts. When such have been approved they are printed and distributed by the Division. On March first of each year a requisition from county and city superintendents is received for the forms needed for the year. Monographs and other publications, school laws, school registers, and various types of printed matter are distributed by this Division. It is frequently desirable to send these materials to the county superintendents to be distributed and checked by them. During the year under review there were 4,721 requisitions for such materials. The Division is responsible for the examination of school registers in order to make an accurate tabulation of days' attendance in the school districts. This year 24,694 registers were received from the school districts and tabulated by clerks working through the summer. The magnitude of this task may be gleaned from the fact that the total number of days' attendance for the school year was 120,700,036.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stenciled matter which is issued. During the past year there were mimeographed 39,106 copies of 164 letters, 22,425 copies of 23 legislative bulletins, 30,615 copies of 69 report forms, 700 copies of two courses of study, 150 copies of two decisions of the Commissioner of Education, 755 copies of eight annual reports, 300 copies of the apportionment of school moneys, and 250 copies of other reports.

The Division of Business prepares all requisitions and orders for supplies and equipment. It is responsible also for the pay rolls of the Department of Public Instruction. Accounts are kept for all moneys received in all divisions of the Department. These receipts are promptly deposited as directed by the State Treasurer.

The statute requires that all bonds in districts operating under Chapter 7 of Title 18 when cancelled "shall be deposited with the Commissioner of Education." During the school year 1938-39, cancelled bonds were received from 302 school districts. These districts submitted 3,840 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$3,521,700.00. In addition to the above, 9 districts submitted 1,119 cancelled refunded bonds in the total amount of \$1,121,500.00.

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

My annual reports for the past few years have included brief descriptions of the programs of adult education in the public schools. Because an increasing number of communities are organizing adult education activities and because each year a larger number of people are participating in the different programs, this report will discuss the broader aspects of adult education and describe briefly the participation of the schools in it.

THE MEANING OF ADULT EDUCATION

Adult education is a term which has a variety of meanings. Some think of it as the instruction given foreigners who are preparing for their citizenship papers. Others picture the evening classes in high school as adult education. Still others conceive of adult education as a forum meeting or a special series of lectures. These activities are all educational and, for the most part, they are for adults.

Since the American Association for Adult Education is recognized as the outstanding organization in the field, its concept of what constitutes adult education is probably the most widely accepted among educators. At a recent national convention that Association concerned itself with the following: (1) adult education in the city library; (2) rural library services; (3) agricultural education through the county agent who instructs farmers both individually and in groups; (4) special programs of arts and science instruction in museums; (5) forums; (6) radio; (7) music instruction to adults through chorus and instrumental music groups; (8) education through the drama; (9) educating adults through social settlement houses and visiting social workers; (10) study groups for parent education; (11) education through governmental agencies for health; (12) community schools for adults; (13) women's club programs; (14) men's club programs; (15) religious education for adults; and (16) educational programs of trade and business associations. This multiplicity of topics is evidence of the very broad scope of adult education.

Certain characteristics seem dominant in the above divisions of adult education. It is largely for people who are beyond the upper limit of the compulsory school age. To participate, adults must have free time. For them

it is an adventure in the use of their leisure hours. The enrollment is voluntary and as such it is evident that people are seeking to change themselves. It seems safe to assume also that the majority of adults who participate are workers.

ACTIVITIES PROVIDED

An increasing number of leaders look to education for adults as a means of enlightening society concerning the civic responsibilities of its citizens. To this end courses in government, sociology, economics, and political science are offered in community adult schools. In addition there are forums, radio talks, and library readings. To help its citizens meet their responsibility to keep at their best in health, special clinics are established. Nurses go from home to home and give instruction. Lectures are made available and books and pamphlets are distributed by the score. Closely correlated with health there is a great deal of instruction for adults in the problems of child rearing and the psychology of child management. These are illustrative of adult education which is definitely planned to enlighten society. Other educational activities for adults are promoted for the all around development of the individual. There are groups studying pottery, painting, sculpture, dancing, drama, wood craft, architecture, and other arts as a means of providing for themselves an opportunity to create and to enjoy the artistry of others. Through adult group study, men and women are learning to understand music, to play for their own pleasure and the entertainment of their fellows. Many look to adult educational centers for their physical and social recreation. Tennis, basketball, chess, photography, boat piloting, and swimming are among the activities which New Jersey adults are now enjoying in their community schools.

COMMUNITY ADULT SCHOOLS

For the year ending in June 1939, there were fifty-five New Jersey communities where adult schools were organized. For the most part these schools are developed as community projects. They are sponsored by groups of citizens such as the Association of Parents and Teachers, the Rotary Club, the American Legion, and others. In some communities the board of

education organizes the school for adults. In other communities the board encourages the citizens who are interested to incorporate. The adult school in such communities is governed by a board of trustees and administered by its own officers and executives. Such adult schools are usually supported by fees which vary from one to ten dollars per course. The teachers are recruited from a wide variety of occupations. They are paid for their services from the fees collected and in that respect the taxpayer does not "foot the bill." Some of these schools enroll as few as fifty adults. In other communities the enrollment has been five thousand different individuals for the fall and spring terms.

FORUMS

During the year the State Department of Public Instruction cooperated with the United States Office of Education in organizing public affairs forums. In all, thirty communities participated in the program. The forums were scheduled to meet in each community for one evening each week for a period of six weeks. Committees from local communities selected the topics to be used. Special forums for clubs and schools in the different communities were arranged through the office of the county superintendent of schools. The forum attempts to present both sides of a question and to encourage discussion from members of the audience. Such forums were maintained throughout the duration of the project in all communities. Expenses were divided between the participating communities and the United States Office of Education.

ADULT EDUCATION ON THE JUNIOR COLLEGE LEVEL

Some communities in New Jersey are operating junior colleges as adult education programs. Two outstanding programs are organized in Long Branch and Roselle. In each of these communities a group of competent, well-educated men and women serve as a faculty to give instruction on the college level to young men and women who have enrolled for classes which meet during the late afternoon and evening. Courses in arts, science, engineering, and business administration are offered. These junior colleges are financed from tuition fees. Students completing courses are accepted by transfer at some of our best colleges and universities. Reports from the colleges where they have gone for advanced study show that a large percentage of the transferred

students have made good. This type of adult education with limited financial support may prove to be a great boon for young men and women handicapped because they lack money to pay for an education in the more permanently established colleges and universities.

THE W.P.A. ADULT EDUCATION PROGRAM

During the past six years an emergency educational program has been organized and administered in New Jersey with funds furnished by the Federal Government. At the present time this program operates as a part of the Work Projects Administration. Classes have been organized to give instruction in: (1) vocations; (2) fundamentals for illiterates; (3) citizenship; (4) general culture subjects; (5) vocational rehabilitation; (6) nursery schools; and (7) junior college subjects. A member of the State Department of Public Instruction is assigned on a part-time basis to cooperate in planning these emergency educational programs. Classes are organized through the cooperative effort of the administrative officials of the community school boards and the Work Projects Administration. This program extends educational opportunities to twenty-five thousand adults annually and gives employment to approximately nine hundred people.

One of the outstanding developments of this program is the inter-community project in Bergen County. Here thirteen communities cooperate in planning their adult educational activities. Over four thousand students from sixty-three different municipalities attended during the past year. The thirteen centers are administered by one director. The teachers work in different communities as needed. This project has very definitely proved the willingness of students to go to different communities near their homes to get what they want in adult education. It has also demonstrated the practicability of cooperative programs among communities.

New Jersey has a wide variety of educational activities for adults. Through these activities they are gaining vocational competence, civic understanding, and recreational-cultural development. Some communities are developing pioneer programs which are financed largely by small fees collected from the students. The Work Projects Administration is carrying forward an extensive program which will probably be withdrawn or restricted as the economic

situation improves. It seems reasonable to state that the major problem facing adult education is the securing of local, state, and national funds for the improvement and extension of the program.

STATISTICAL SURVEY

ENROLLMENT IN THE DAY SCHOOLS

The total enrollment in the day schools for 1938-39 was 749,405, a decrease of 12,792 pupils or one and seven-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed a decrease of 2,270 pupils or six and one-tenth 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 18,940, or three and nine-tenths per cent. Approved junior high schools showed an increase in enrollment of 574, or one and two-tenths per cent; senior high schools (grades ten to twelve) showed an increase of 1,186 pupils, or three and four-tenths per cent. High schools organized on the four-year plan (grades nine to twelve) showed an increase of 6,249 pupils, or four and five-tenths 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 7,846 pupils, or four and one-tenth 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.

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

EXPENDITURES FOR PUBLIC EDUCATION
IN 1938-39

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1938-39 were \$5,680,504.81 more than the amount available for the preceding year, but \$8,428,960.72 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 \$111,988,497.05, which was \$6,587,940.91 more than the expenditures for 1937-38. However, these expenditures were \$6,563,519.59 less than those for 1931-32. All items listed in the following table, with the exception of maintenance, library, and vocational accounts, continue to show large reductions when compared with the expenditures in 1931-32.

The expenditures for public education in 1938-39 showed an increase of \$6,587,940.91 over those for 1937-38. Capital outlay shows an increase of \$4,690,588.02 compared with the expenditures for 1937-38. Debt service shows a decrease of \$649,609.84 from that of 1937-38. The expenditures for day schools increased \$2,487,019.74, evening schools increased \$48,320.41, and summer schools increased \$11,622.58 over those made in 1937-38.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,613,672.98, which was approximately one and a half times the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1937-38 AND 1938-39

	<u>1 9 3 7 - 3 8</u>	<u>1 9 3 8 - 3 9</u>	<u>Increase</u>
Day School Expenditures (1)			
Regular Day Schools (1)	\$80,822,070.72	\$83,211,546.27	\$2,389,275.55
Current Expense Account	\$73,886,882.51	\$76,034,546.11	2,147,663.60
County (Current Exp. Acct.) (2)...	248,290.74	252,255.06	3,964.32
Maintenance Account	3,591,242.00	3,707,160.97	115,918.97
Manual Training Account	2,801,142.95	2,880,282.88	79,139.93
Library Account	294,512.52	337,101.25	42,588.73
Vocational Day Schools (Vocational Account)	1,570,223.95	1,666,835.21	96,611.26
Continuation Schools (Continuation Account)	102,621.05	103,753.98	1,132.93
Summer School Expenditures (Current Expense Account)		30,819.15	42,441.73
Evening School Expenditures		571,865.30	620,185.71
Regular Evening Schools (Current Expense Account)	101,064.64	115,629.07	14,564.43
Accredited Evening High Schools (Current Expense Account)	213,434.07	229,535.61	16,101.54
Vocational Evening (Vocational Account)	240,141.80	259,549.07	19,407.27
Evening Schools for Foreign-Born Residents (Foreign-Born Account) .	17,224.79	15,391.96	1,832.83D
Manual Training - Evening	--	80.00	80.00
Capital Outlay Expenditures		5,022,415.89	9,713,003.91
Land, Building & Equipment Account.	4,973,417.24	9,663,961.14	4,690,543.90
Vocational Account	7,798.30	7,539.27	259.03D
Manual Training Account	41,200.35	41,503.50	303.15
Debt Service Expenditures		17,280,540.08	16,630,930.24
 TOTAL EXPENDITURES	 \$105,400,556.14	 \$111,988,497.05	 \$6,587,940.91

(1) Does not include tuition transfers

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

(D) Decrease

S T A T I S T I C A L S U M M A R 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 799,662 for the school year 1938-39. This was a decrease in the day schools of 12,792 boys and girls and an increase of 890 in the other divisions of the public schools. To instruct these 799,662 pupils there were required 29,536 teachers. The children were housed in 2,133 school buildings, a decrease of 22 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 92,712 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 30,245 pupils.

In the day schools there were enrolled 382,924 boys and 366,481 girls, making a total in the day schools of 749,405. In addition to these day school pupils, 15,044 were enrolled in other day schools. There were enrolled in evening schools, 35,213 making a total enrollment in all schools of 799,662.

There were 34,806 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 250,411. The total number of pupils in grades five to eight inclusive was 252,827.

The total number enrolled in the high schools, grades IX to XII, was 201,023. This was an increase of 7,846 over the enrollment of 1937-38. The high school enrollments for the past five years are given below:

<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>1939</u>
187,567	193,760	192,757	193,177	201,023

The total number of pupils enrolled in one-room rural schools was 4,459, a decrease of 417. The number in two-room rural schools was 7,027, a decrease of 455. There was a decrease of 32 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 643,477, a decrease of 9,562. The average absence of pupils was 12 days.

There was an increase of men teachers in all the schools of the State of 269, and a decrease of women teachers of 74, making a total increase of 195 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:

1934-35	\$70,568,766.91
1935-36	71,475,821.17
1936-37	74,253,286.28
1937-38	78,805,322.98
1938-39	81,298,622.63

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 \$59,762,370.97.

The average salary per year paid to all day school teachers (28,595), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,057.55, an increase over the preceding year of \$52.65.

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

<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>1939</u>
\$1,813.05	\$1,802.47	\$1,897.94	\$2,004.90	\$2,057.55

*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 1938-39 were as follows:

	<u>Men</u>	<u>Increase</u>	<u>Women</u>	<u>Increase</u>
Kindergartens	-	-	\$1,950	\$40
Grades 1 to 6	\$1,708	\$34	1,902	36
Grades 1 to 8	2,048	377	1,808	12
Junior High Plan Grades VII-IX	2,009	45	2,198	34*
Senior High Plan Grades X-XII	2,462	2*	2,413	9
High School	2,540	126	2,403	54

*Decrease

TEACHERS COLLEGE GRADUATES

FOR THE YEAR ENDING JUNE 30, 1939

Trenton State Teachers College	204 an increase of 55 over 1937-38
Montclair State Teachers College	215 an increase of 7 over 1937-38
Newark State Teachers College	224 an increase of 70 over 1937-38
Glassboro State Teachers College	144 an increase of 92 over 1937-38
Paterson State Teachers College	90 an increase of 36 over 1937-38
Jersey City State Teachers College	<u>95</u> an increase of 50 over 1937-38
TOTAL	972 an increase of 310 over 1937-38

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1938-39 is \$351,184,916.00, an increase of \$4,892,058.00 over the preceding year.

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Paul H. Harrison

JAN 9 1940

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION
STATISTICS OF PUBLIC EDUCATION
1938-1939

CHARLES H. ELLIOTT
Commissioner of Education

New Jersey State Library

RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS 1938-39

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A-State Administration.....	\$209,502.78	\$15,908.97 D	\$209,502.78	\$15,908.97 D
B-County Administration and Supervision.....	357,936.84	565.82 D	357,116.09	3,825.35 I
C-State Institutions.....	3,364,960.22	59,446.04 D	3,364,960.22	59,446.04 D
D-Teachers' Pension and Annuity Fund.....	6,093.55	2,302,295.95 D	6,093.55	2,302,295.95 D
E-State School Fund Expenses.....	4,495.84	133.45 I	4,495.84	133.45 I
*F-Current Expenses of Schools within the district	79,792,262.05	2,919,048.91 I	76,422,332.52	2,190,132.15 I
G-Repairs and Replacements of Public School				
Buildings.....	4,158,934.63	275,774.71 I	3,707,160.97	115,918.97 I
I-School Libraries.....	385,781.01	35,856.60 I	337,001.25	42,488.73 I
J-Manual Training.....	3,297,638.95	78,842.00 I	2,921,786.38	79,443.08 I
*K-Vocational Schools.....	2,131,550.60	175,499.20 I	1,933,923.55	115,759.50 I
L-Continuation Schools.....	169,705.80	12,225.48 I	103,753.98	1,132.93 I
M-Evening Schools for Foreign-born Residents.....	51,733.62	3,378.67 D	15,391.96	1,832.83 D
N-Teachers' Libraries.....	800.00	94.00 I	800.00	94.00 I
P-Debt Service, redemption of and interest on bonds and payments to sinking funds, also payment of notes.....	15,794,426.32	756,920.75 D	16,630,930.24	649,609.84 D
Total for School year 1938-39.....	\$109,725,822.21	\$358,958.15 I	\$106,015,249.33	\$480,165.47 D

*Not including tuition transfers.

B A L A N C E S T A T E M E N T

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
Total for School Year 1938-39.....	\$109,725,822.21	\$358,958.15 I	\$106,015,249.33	\$480,165.47 D
H-Land, Building and Equipment Account	11,254,128.49	5,448,726.41 I	9,663,961.14	4,690,543.90 I
Tuition Transfers.....	4,963,428.00	255,307.29 I	4,876,290.11	303,167.50 I
Reserve to pay outstanding bills of previous year.....	3,124,315.42	382,479.04 D	2,014,325.78	286,481.44 D
Balance at close of year.....	----	----	6,497,867.76	1,453,440.32 I
Grand total for the school year 1938-39	\$129,067,694.12	\$5,680,504.81 I	\$129,067,694.12	\$5,680,504.81 I

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1938 AND ENDING JUNE 30, 1939

RECEIPTS

A-State Administration:

(1) State Board of Education, expenses.....	\$21,753.73		\$5,468.29 D
(2) State Board of Examiners, expenses.....	5,376.40		480.29 D
(3) Office of Commissioner of Education, salaries.....	139,678.64		1,453.66 D
(4) Office of Commissioner of Education, expenses.....	<u>42,694.01</u>		8,506.73 D
Total.....		\$209,502.78	\$15,908.97 D

B-County Administration and Supervision:

(1) County Superintendents, salaries.....	\$104,861.03		\$138.97 D
(2) County Superintendents, clerk hire and expenses.....	69,493.27		1,383.90 I
(3) Helping Teachers and Other County Officers, salaries and expenses.....	<u>183,582.54</u>		1,810.75 D
Total.....		\$357,936.84	\$565.82 D

C-State Institutions:

(1) Glassboro State Teachers College:			
Appropriated by State for Current Expenses.....	\$116,823.36		\$8,199.42 D
Appropriated by State for Capital Outlay.....	1,397.72		798.47 I
Received for tuition and extension fees.....	36,110.04		7,911.72 I
(2) Newark State Teachers College:			
Appropriated by State for Current Expenses.....	197,385.36		3,542.08 I
Appropriated by State for Capital Outlay	2,674.37		3,551.50 D
Received for tuition and extension fees.....	46,106.81		720.75 D
(3) Trenton State Teachers College:			
Appropriated by State for Current Expenses.....	383,912.87		18,039.02 D
Appropriated by State for Capital Outlay.....	3,025.47		15,879.80 D
Received for tuition and extension fees and Boarding Hall.....	73,521.99		3,312.48 I
(4) Montclair State Teachers College:			
Appropriated by State for Current Expenses.....	341,641.38		26,266.42 I
Appropriated by State for Capital Outlay.....	1,602.44		1,586.16 D
Received for tuition, extension fees and Boarding Hall.	43,943.04		31,592.41 D
(5) Paterson State Teachers College:			
Appropriated by State for Current Expenses.....	76,925.85		1,701.30 I
Appropriated by State for Capital Outlay.....	3,996.29		3,578.32 D
Received for tuition and extension fees.....	32,999.49		9,991.70 I

C-State Institutions Con't.

(6) Jersey City State Teachers College:			
Appropriated by State for Current Expenses.....	\$130,047.48		\$4,747.30 D
Appropriated by State for Capital Outlay.....	2,812.73		2,108.58 D
Received for tuition and extension fees.....	29,856.80		95.20 D
(7) New Jersey School for the Deaf:			
Appropriated by State for Current Expenses.....	304,392.20		16,370.84 D
Appropriated by State for Capital Outlay.....	-		12,782.72 D
Received for tuition.....	1,335.00		1,335.00 I
(8) Manual Training and Industrial School for Colored Youth:			
Appropriated by State for Current Expenses.....	150,044.15		68,447.55 D
Appropriated by State for Capital Outlay.....	6,759.95		16,352.41 D
Received for tuition.....	69,707.22		69,707.22 I
(9) Training of Vocational Teachers:			
Appropriated by State.....	38,605.98		8,332.73 I
Appropriated by Federal Government.....	51,842.42		14,754.80 I
(10) State University (State Board of Regents)			
Appropriated by State for Current Expenses.....	<u>1,217,489.81</u>		3,047.98 D
Total.....		\$3,364,960.22	\$59,446.04 D

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office).....	\$6,093.55		\$106.45 D
(2) For office expenses, current pensions and previous years increase in reserve.....	-		2,302,189.50 D
Total.....		\$6,093.55	\$2,302,295.95 D

E-State School Fund Expenses.....		\$4,495.84	\$133.45 I
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F-Current Expenses of Public Schools in Districts:

1. Apportioned from State School Tax.....	16,343,830.44	\$1,298,411.06	D
2. Apportioned from State School Fund.....	402,348.35	2,824.46	I
3. From District Taxes.....	59,123,375.40	4,466,058.99	I
4. From Surplus Revenue.....	12,134.84	1,206.71	D
5. From One Percent Emergency Fund.....	156,950.00	5,350.00	D
6. From Notes Authorized by Vote of the District or From Board of School Estimate.....	488,140.66	42,384.14	D
7. Special State Aid for Crippled Children.....	58,776.84	18,340.99	D
8. Apportioned for Pupils Residing in Charitable Institutions.....	260,955.00	48,195.00	I
9. Interest on Deposits within district.....	5,865.04	1,445.22	I
10. Sale of School Books and Other Sources.....	206,610.88	45,176.23	D
11. Reapportioned Balances.....	-	66.13	D
12. Tuition Receipts	4,909,731.86	240,411.22	I
13. Balance from Previous Year.....	2,733,274.60	187,596.56	D
14. Railroad Tax.....	-	942.94	D
Total.....	\$84,701,993.91	\$3,159,460.13	I

G-Repairs and Replacements Account:

1. From District Taxes.....	\$3,724,362.29	\$320,050.23	I
2. Notes authorized by vote of the district and additional funds, by Board of School Estimate	58,797.00	46,147.00	I
3. From Other Sources.....	62,411.16	25,413.69	D
4. Balance from Previous Year.....	313,364.18	51,115.14	D
5. Received from Fire Insurance.....	-	13,893.69	D
Total.....	\$4,158,934.63	\$275,774.71	I

H-Land, Building and Equipment Account:

1. From District Taxes.....	\$910,146.34	\$204,607.95	I
2. From Sale of Bonds and Notes.....	6,327,202.62	4,220,865.68	I
3. From Other Sources.....	3,133,452.03	2,223,058.53	I
4. Balance from Previous Year.....	833,327.50	1,199,805.75	D
Total.....	\$11,254,128.49	\$5,448,726.41	I

I-School Library Account:

1. From State.....	\$3,300.00	\$210.00	I
2. From District Taxes.....	327,679.68	44,341.58	I
3. From Other Sources.....	5,533.23	2,873.37	I
4. Balance from Previous Year.....	49,268.10	11,568.35	D
Total.....	\$385,781.01	\$35,856.60	I

J-Manual Training Account:

1. From State.....	\$711,624.92	\$28,868.80 I
2. From District Taxes.....	2,173,599.01	128,126.33 I
3. From Other Sources.....	45,073.15	3,870.45 I
4. Balance from Previous Year.....	367,341.87	82,023.58 D
Total.....	\$3,297,638.95	\$78,842.00 I

K-Vocational Account:

1. From State.....	\$369,584.02	\$50,858.65 I
2. From Federal Government.....	323,680.64	36,052.23 I
3. From District Taxes.....	1,221,702.77	155,438.66 I
4. From Other Sources.....	123,490.70	25,837.22 I
5. Balance from Previous Year.....	146,788.61	77,785.49 D
Total.....	\$2,185,246.74	\$190,401.27 I

L-Continuation School Account:

1. From District Taxes.....	\$89,053.76	\$6,309.92 I
2. From Other Sources.....	20.00	-
3. From Federal Government.....	29,752.71	8,838.19 I
4. Balance from Previous Year.....	50,879.33	2,922.63 D
Total	\$169,705.80	\$12,225.48 I

M-Evening School for Foreign-born

Residents Account:

1. From State.....	\$7,510.57	\$2,056.86 D
2. From District Taxes.....	7,642.57	1,310.43 D
3. From Other Sources.....	177.66	39.90 I
4. Balance from Previous Year.....	36,402.82	65.28 D
Total	\$51,733.62	\$3,392.67 D

N-Teachers' Libraries:

1. From State.....	\$400.00	\$47.00 I
2. From Subscription.....	400.00	47.00 I
Total.....	\$800.00	\$94.00 I

P-Debt Service Account:

1. From District Taxes.....	\$16,423,028.07	\$1,109,110.77 D
2. From Other Sources.....	27,079.49	2,834.58 D
3. Balance from Previous Year.....	655,681.24*	355,024.60 I
Total.....	\$15,794,426.32	\$756,920.75 D

R-Reserve Account to Pay Outstanding

Bills of Previous Year.....	\$3,124,315.42	\$382,479.04 D
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Total Receipts during year including Balances

from Previous Year.....	\$129,067,694.12	\$5,680,504.81 I
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*Deficit

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1938 AND ENDING JUNE 30th, 1939

EXPENDITURES

A- State Administration:

1. State Board of Education.....		\$21,753.73	\$5,468.29 D
2. Office of Commissioner of Education:			
Salary of Commissioner of Education.....	\$15,000.00		-
Salaries of Other Personnel (a)	124,678.64		\$3,786.34 I
Blanks, Stationery, Printing.....	11,052.62		4,684.21 D
Incidental Expenses, Physical Training Expenses,			
Supervisor of Continuation Schools Expenses....	31,641.39		3,346.93 D
Continuation Schools. (b)	-		5,715.49 D
Totals.....	<u> </u>	\$182,372.65	\$9,960.39 D
3. State Board of Examiners.....		\$5,376.40	\$480.29 D
Grand Total.....		\$209,502.78	\$15,908.97 D

B- County Administration and Supervision:

1. County Superintendents:			
Salaries and Expenses.....	\$174,503.40		\$1,005.82 I
2. Helping Teachers, Salaries and Expenses.....	175,040.51		2,875.87 I
3. County Attendance Officers, Salaries and Expenses	4,094.50		34.02 D
4. County Supervisor of Child Study:			
Salary and Expenses.....	<u>3,477.68</u>		22.32 D
Total.....	<u> </u>	\$357,116.09	\$3,825.35 I

(a) Figure last year included salary of Commissioner of Education.

(b) Salary of Supervisor of Continuation Schools included with salaries of other personnel.

C-State Institutions:

(1) Glassboro State Teachers College.....	\$154,331.12		\$510.77 I
(2) Newark State Teachers College.....	246,166.54		730.17 D
(3) Trenton State Teachers College.....	460,460.33		30,606.34 D
(4) Montclair State Teachers College.....	387,186.86		6,912.15 D
(5) Paterson State Teachers College.....	113,921.63		8,114.68 I
(6) Jersey City State Teachers College.....	162,717.01		6,951.08 D
(7) Industrial School for Colored Youth.....	226,511.32		15,092.74 D
(8) New Jersey School for the Deaf.....	305,727.20		27,818.56 D
(9) Training of Vocational Teachers.....	90,448.40		23,087.53 I
(10) State University (State Board of Regents).....	<u>1,217,489.81</u>		3,047.98 D
Total.....		\$3,364,960.22	\$59,446.04 D

D-Teachers' Pension and Annuity Fund:

(1) Operating Expenses (Treasurer's Office).....	\$6,093.55		\$106.45 D
(2) For office expenses, current pensions and increase in reserve.....	<u>-</u>		2,302,189.50 D
Total.....		\$6,093.55	\$2,302,295.95 D

E-State School Fund, expenses of administration.....

\$4,495.84 \$133.45 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.....	\$80,911,016.22	\$2,451,011.10 I
2. Expenditures for evening schools in districts.....	345,164.68	30,665.97 I
3. Expenditures for summer schools in districts.....	<u>42,441.73</u>	11,622.58 I
Total.....		\$2,493,299.65 I
	\$81,298,622.63	

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

G-Repair and Replacement Account Expenses within districts.....	\$3,707,160.97	\$115,918.97 I
H-Land, Building and Equipment Account Expenses within districts.....	9,663,961.14	4,690,543.90 I
I-School Library Account Expenses within districts.....	337,001.25	42,488.73 I
J-Manual Training Account Expenses within districts.....	2,921,786.38	79,443.08 I
K-Vocational School Account Expenses.....	1,933,923.55	115,759.50 I
L-Continuation School Account Expenses.....	103,753.98	1,132.93 I
M-Evening Schools for Foreign-born Residents Account.....	15,391.96	1,832.83 D
N-Teachers' Libraries.....	800.00	94.00 I
P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund.....	16,630,930.24	649,609.84 D
R-Reserve Account to pay outstanding bills of previous year.....	2,014,325.78	286,481.44 D
Balance on hand at close of year.....	6,497,867.76	1,453,440.32 I
Payments and balances - Total.....	\$129,067,694.12	\$5,680,504.81 I

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

July 1, 1938 to June 30, 1939

State Administration of the Schools.....	\$209,502.78
	.2%
Current Expenses of the Schools.....	\$102,380,354.17
	99.8%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education, expenses.....	\$21,753.73
Salaries.....	144,418.64
Operation.....	11,446.17
Miscellaneous.....	31,884.24
 Total.....	 \$209,502.78

*Less Tuition Transfers

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

Administration	\$2,591,471.05
Instruction:	
Supervision.....	6,357,573.50
Instruction Proper.....	57,731,407.76
Operation.....	9,211,593.24
Maintenance.....	3,877,788.01
Co-ordinate Activities.....	2,018,771.23
Auxiliary Agencies.....	3,388,331.38
Fixed Charges*.....	572,487.76
Debt Service.....	16,630,930.24
 Total.....	 \$102,380,354.17

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

(Based on expense of maintaining the public day schools)

		Increase or Decrease
Administration expenses.....	\$2,410,240.45	\$117,708.27 I
Instruction:		
Supervision.....	\$6,156,848.69	265,334.55 I
Instruction Proper.....	55,995,335.82	1,525,553.04 I
	62,152,184.51	1,790,887.59 I
Operation of School Plant.....	8,964,435.86	180,787.71 I
Maintenance of School Plant.....	3,772,536.69	127,914.63 I
Co-Ordinate Activities:		
Attendance.....	\$516,833.25	36,074.44 I
Health.....	1,486,700.53	26,348.33 I
	2,003,533.78	62,422.77 I
Auxiliary Agencies:		
Library.....	\$337,001.25	42,488.73 I
Transportation.....	2,403,590.60	48,530.99 I
Other Auxiliary Agencies.....	608,198.21	36,506.93 I
	3,348,790.06	127,526.65 I
Fixed Charges:		
Leasing school rooms.....	\$29,473.42	3,147.99 D
Pensions.....	29,794.94	2,441.18 D
* Insurance and workmen's compensation..	479,240.59	4,275.62 D
Other fixed charges.....	21,115.97	8,107.28 D
	559,624.92	17,972.07 D
Total.....	\$83,211,346.27	2,389,275.55 I
Average yearly cost per pupil based on average enrollment in day schools	120.06	4.82 I
Average yearly cost per pupil based on average daily attendance in day schools	129.32	5.56 I

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

Sources of Income
Moneys for the Support of Public Schools
Were Derived from the Following Sources
for 1938-1939

1. Income from State School Fund.....		\$504,088.61
(a) Distributed to districts.....	\$499,592.77	
(b) State School Fund Expenses.....	4,495.84	
2. Appropriated by Legislature from State General Fund.....		7,527.46
(a) For Library State Aid.....	3,300.00	
(b) For Deficiency Appropriation.....	4,227.46	
3. Appropriated by Legislature from Railroad Taxes		4,447,891.12
(a) State Administration.....	209,502.78	
(b) County Superintendents' Salaries.....	104,861.03	
(c) State Institutions.....	2,979,537.41	
(d) Teachers' Pension and Annuity Fund.....	6,093.55	
(e) Vocational Schools.....	369,584.02	
(f) Manual Training.....	711,624.92	
(g) Evening Schools for Foreign-born Residents.	7,510.57	
(h) Crippled Children Special Aid.....	58,776.84	
(i) Teachers' Libraries.....	400.00	
4. Appropriated by Federal Government.....		405,275.77
(a) Vocational Schools.....	323,680.64	
(b) Continuation Schools.....	29,752.71	
(c) Training of Vocational Teachers.....	51,842.42	
5. State School Taxes.....		16,803,020.04
6. Penalty State School Tax.....		22,556.53
7. Surplus Revenue		24,836.83
8. District Taxes.....		82,756,745.27
9. County Taxes or Appropriations.....		1,281,434.01
10. Sale of Bonds for Capital Outlay.....		6,327,202.62
11. Other Sources.....		9,482,267.13
(a) Tuition.....	4,963,428.00	
(b) Authorized loans.....	255,635.05	
(1) Current Expenses.....	\$190,706.51	
(2) Maintenance of Plant.....	54,453.54	
(3) Manual Training.....	9,100.00	
(4) Vocational.....	1,375.00	
(c) Additional Appropriations by Boards of School Estimate.....	301,777.61	
(1) Current Expenses.....	\$297,434.15	
(2) Maintenance of Plant.....	4,343.46	
(d) Other Sources (Local).....	3,627,846.08	
(1) Interest.....	\$5,865.04	
(2) Sale of Materials and Property.....	79,932.03	
(3) Federal Grants for Buildings	3,168,667.36	
(4) Other Sources.....	373,381.65	
(c) Other Sources including tuition (State Institutions).....	333,580.39	
12. Balances on hand beginning of year.....		7,004,412.34
13. Re-apportioned Balances.....		436.39
14. Grand Total Receipts for the year.....		\$129,067,694.12

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	Increase or Decrease from 1937 - 1938
	-	-	-	-	-	
	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	
Teachers' Salaries.....	\$51,449,520.92	\$52,064,750.13	\$54,376,547.96	\$57,939,755.22	\$59,762,370.97	\$1,822,615.75 I
Textbooks.....	994,832.88	1,099,007.79	1,068,334.03	1,156,438.96	1,141,864.94	14,574.02 D
Supplies (Educational)	1,715,222.40	1,790,465.81	1,853,864.85	1,999,493.50	2,017,044.00	17,550.50 I
Janitors' Salaries.....	5,228,171.24	5,234,457.94	5,453,503.35	5,824,088.70	6,023,739.69	199,650.99 I
Fuel.....	1,534,476.51	1,414,791.21	1,422,189.75	1,464,949.38	1,387,835.24	77,114.14 D
Transportation of Pupils.....	2,147,122.63	2,177,974.10	2,219,111.46	2,355,358.09	2,403,590.60	48,232.51 I
Health Service.....	1,220,309.09	1,244,246.00	1,326,919.23	1,475,186.51	1,501,937.98	26,751.47 I
Attendance Service.....	411,607.59	438,965.58	479,771.52	481,268.81	516,833.25	35,564.44 I
Insurance.....	520,871.86	516,346.14	481,293.23	491,153.38	487,528.11	3,625.27 D
Maintenance of School Plant.....	2,503,738.61	2,864,611.91	3,146,095.31	3,734,308.23	3,877,788.01	143,479.78 I
Capital Outlay.....	1,944,602.47	5,296,546.23	7,441,597.33	5,022,415.89	9,713,003.91	4,690,588.02 I
Debt Service.....	19,760,239.84	18,263,275.46	18,381,138.51	17,280,540.08	16,630,930.24	649,609.84 D

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

INDEBTEDNESS STATEMENT

June 30, 1939

		Increase or Decrease
Outstanding July 1, 1938*.....	\$179,378,489.92	\$11,954,965.29 D
Bonds and Notes Issued During Year.....	6,566,198.85	4,238,615.19 I
Redeemed during year from District Taxes (Actual cash payments).....	8,203,072.98	21,964.20 I
Redeemed during year from Sinking Fund.....	1,410,600.00	493,696.00 I
Amount of bonds assumed by Article VI Municipalities in their refunding of bonds...	1,310,500.00	4,012,651.71 D
Outstanding June 30, 1939.....	175,020,515.79	4,219,358.59 D
Bonds and Notes in Default June 30, 1938.....	476,870.00	146,101.85 D
Interest in Default.....	534,951.13	71,428.96 D
Amount in Sinking Fund June 30, 1938.....	14,928,761.19	345,771.77 I
District Taxes for Sinking Fund Requirements.	297,695.59	64,065.41 D
Receipts from Interest and Other Sources.....	665,400.75	8,751.85 I
Total Sinking Fund Receipts, including amount in Fund June 30, 1939.....	15,891,857.53	290,458.21 I
Bonds Redeemed during the year from Sinking Fund.....	1,410,600.00	493,696.00 I
Paid for premiums on investments etc.....	39,255.59	33,413.75 D
Amount in Sinking Fund June 30, 1939.....	14,442,001.94	169,824.04 D
Temporary Advances from Municipality.....	578,902.25	414,756.06 D
Temporary Advances returned to Municipality..	377,113.63	214,116.70 D

*Includes \$138,615.54 notes and bonds which should have been included last year.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1939.

Enrollment in Day Schools for 1938-39

		Increase or Decrease
Boys Enrolled.....	382,924	6,376 D
Girls Enrolled.....	366,481	6,416 D
Total Enrollment.....	749,405	12,792 D
Number of Pupils Enrolled in		
Rural Schools - One Room.....	4,459	417 D
Rural Schools - Two Room.....	7,027	455 D
Total Rural Schools.....	11,486	872 D
Number of Pupils Enrolled in		
Kindergarten.....	34,806	2,270 D
Grade I	71,079	4,233 D
Grade II	58,608	2,799 D
Grade III	60,022	2,275 D
Grade IV	60,702	1,731 D
Grade V	61,943	3,265 D
Grade VI	64,246	2,880 D
Grade VII	65,683	676 D
Grade VIII	60,955	918 D
Grade IX	64,603	1,801 I
Grade X	54,847	1,794 I
Grade XI	43,711	1,478 I
Grade XII	37,862	2,773 I
Subnormal Classes	5,411	68 D
Anaemic Classes	389	19 D
Backward and Incurable Classes.....	911	30 I
Crippled Classes.....	986	54 I
Classes for the Blind.....	393	26 I
Classes for the Deaf.....	226	21 D
Other Special Classes.....	779	34 D
Post Graduates.....	1,243	441 I
Total Day School Enrollment.....	749,405	12,792 D
Grouping of Day School Enrollment		
Kindergarten.....	34,806	2,270 D
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High School.....	472,620	18,940 D
Approved J.H.S. (Grades 7-9).....	50,468	574 I
Senior H.S. (Grades 10-12)	35,627	1,186 I
Four-Year High School (Grades 9-12)....	145,546	6,249 I
Special Classes.....	10,338	409 I
Total.....	749,405	12,792 D

538,044

21,027

201,023

7,846

739,067

13,201

✓ T. A.

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools.....	749,405	12,792 D
Day Vocational Schools.....	12,022	749 I
Continuation Schools.....	2,092	402 D
Bedside Pupils.....	930	115 I
Total Day Schools.....	764,449	12,330 D
Regular Evening Schools.....	8,811	1,764 I
Accredited Evening High Schools.....	7,032	551 I
Vocational Evening Schools.....	16,185	2,215 D
Evening Schools for Foreign-Born		
Residents.....	1,029	124 I
Americanization Classes.....	1,645	307 D
Elementary English Classes.....	251	251 I (a)
Manual Training Evening Classes.....	260	260 I (a)
Total Evening Schools.....	35,213	428 I
Grand Total Enrollment in Public Schools.	799,662	11,902 D
Total in Summer Schools *	5,128	985 I
Total including Summer Schools.....	804,790	10,917 D

*Summer School Pupils are largely duplicated in regular day schools.

(a) Not reported last year.

ATTENDANCE IN DAY SCHOOLS

(Average time the day schools were maintained
a school month is 20 days)

Increase
or
Decrease
-

9 months 6 days

Possible Number of Days Attendance.....	128,823,054 $\frac{1}{2}$	1,291,778 $\frac{1}{2}$ D
Total Number of Days Present.....	119,610,668 $\frac{1}{2}$	1,532,785 $\frac{1}{2}$ D
Total Number of Days Absent.....	9,212,386	241,007 I
Average Enrollment.....	693,070	8,269 D
Average Daily Attendance	643,477	9,562 D
Average Attendance of Each Pupil.....	160	1 I
Average Absence of Each Pupil.....	12	-
Percent of Attendance.....	92.85	.26 D
Total Number of Times Tardy.....	529,564	4,213 D
Number of Pupils neither absent nor tardy.	43,387	7,105 D
Number of Sessions Truant.....	32,080	851 I
Cases of Suspension or Expulsion.....	2,563	253 I
Pupils enrolled who have attended Public Schools in Other Districts in State.....	21,253	2,296 D
 Total attendance including allowances for 1938-39 to be used for Apportionment purposes.....	 120,655,036	 1,758,413 D

(Includes County Vocational Schools)

Increase
or
Decrease

VOCATIONAL DAY SCHOOLS

Number of days schools kept open.....	185	-	
Possible number of days attendance.....	1,755,373	324,094	I
Number of days present.....	1,524,446	231,090	I
Number of pupils enrolled.....	12,022	749	I
Average Attendance.....	8,240	1,245	I

EVENING VOCATIONAL SCHOOLS

Number of evenings kept open.....	82	22	D
Number of pupils enrolled.....	16,185	2,215	D

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open.....	1,122	56	I
Possible number of hours attendance.....	481,001	5,877	D
Number of hours present.....	412,554 $\frac{1}{2}$	9,274	I
Number of pupils enrolled.....	2,092	402	D

SUMMER SCHOOLS

Number of Teachers - Men.....	121 $\frac{1}{2}$	20 $\frac{1}{2}$	I
Women.....	75	6	I
Total.....	196 $\frac{1}{2}$	26 $\frac{1}{2}$	I
Actual number of days schools kept open.....	28	1	D
Number of pupils enrolled in:			
Elementary Grades.....	630	208	D
High School Grades.....	4,498	1,193	I
Total.....	5,128	985	I
Average daily attendance.....	4,616	840	I
Total days attendance.....	127,264	19,495	I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary School Pupils.....	133,577	5,804	D
Number of High School Pupils.....	72,516	4,569	I
Total.....	206,093	1,235	D

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils.....	71	7	I
Number of colored teachers employed:			
Men.....	62	1	D
Women.....	392	6	I
Total.....	454	5	I
Average salary			
Men.....	\$1,804.00	\$101.47	I
Women.....	1,612.47	29.59	I
Number of colored pupils enrolled in colored schools.....	12,162	705	D
Number of colored pupils enrolled in all other schools.....	42,969	1,364	I

EVENING SCHOOL DATA

Increase
or
Decrease

REGULAR EVENING SCHOOLS

Number of evenings schools were maintained including legal holidays and institute days....	90	1 I
Number of weeks schools were maintained.....	25	1 I
Male pupils enrolled.....	3,687	768 I
Female pupils enrolled.....	5,124	996 I
Total pupils enrolled.....	8,811	1,764 I
Total attendance (1 night equals $\frac{1}{2}$ day).....	304,163	126,097 I
(This total does not include allowances)		
Average evenings attendance.....	3,658	1,042 I

ACCREDITED EVENING HIGH SCHOOLS

Number of evenings schools were maintained.....	187	3 I
Number of weeks schools were maintained.....	37	-
Male pupils enrolled.....	4,062	257 I
Female pupils enrolled.....	2,970	294 I
Total pupils enrolled.....	7,032	551 I
Total evenings attendance.....	653,271	183,574 I
Average evenings attendance.....	3,493	503 I

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Number of evenings schools kept open.....	64	14 D
Number of pupils enrolled.....	1,029	124 I

AMERICANIZATION CLASSES

Number of evenings schools kept open.....	97	2 D
Number of pupils enrolled.....	1,645	307 D

ELEMENTARY ENGLISH CLASSES

Number of evenings kept open.....	90	90 I *
Number of pupils enrolled.....	251	251 I

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

	Boys	Girls	Total
Fourteen years.....	24	41	65
Fifteen years.....	87	156	243
Sixteen years.....	1,738	2,815	4,553
Seventeen years.....	6,707	8,799	15,506
(a) Eighteen years.....	5,541	5,212	10,753
Nineteen years.....	2,223	1,279	3,502
Twenty years.....	515	227	742
Over twenty years.....	136	37	173
Total	16,971	18,566	35,537

*Not reported last year.

(a) Classified differently last year.

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

Total number of days transported.....	13,466,943 $\frac{1}{2}$	386,933 I
Pupils transported from without the district for whom cost of transportation is paid.....	33,928	1,104 I
Pupils transported from within the district for whom cost of transportation is paid.....	58,784	1,933 I
Total number of pupils receiving transportation.....	92,712	3,037 I
Cost of transporting pupils to schools in other districts.....	\$1,073,675.19	\$20,937.83 I
Cost of transporting pupils to schools within the districts.....	1,329,915.41	27,593.16 I
Total.....	2,403,590.60	48,530.99 I

T U I T I O N

Number of tuition pupils sent to other districts:		
High School.....	38,143	1,555 I
Elementary.....	3,197	106 D
Summer, Evening or Vocational.....	1,765	466 D
Number of tuition pupils received including those for whom tuition is paid by parents or others:		
High School.....	37,115	1,187 I
Elementary.....	4,498 $\frac{1}{2}$	76 $\frac{1}{2}$ I
Amount of tuition money received for 1938-39 and prior years.....	\$4,963,428.00	\$255,299.29 I
Amount of tuition money paid on account of 1938-39.....	4,876,290.11	303,167.50 I

SCHOOL BUILDINGS

		Increase or Decrease	
Total Value of School Buildings, Land and equipment.....	\$351,184,916.00	\$4,892,058.00	I
Average Value of New Jersey School buildings.....	166,517.00	3,556.00	I
School Districts in the State.....	553	2	I
School Districts not maintaining schools	25	2	I
School Buildings Owned.....	2,109	16	D
School Buildings Rented.....	24	6	D
Total School Buildings.....	2,133	22	D
Buildings completed during the year.....	12	1	I
Buildings enlarged during the year.....	21	5	I
Buildings remodelled during year.....	20	4	D
Number of new classrooms added during the year.....	167	155	D
Buildings abandoned during the year.....	43	4	I
Number of rooms in buildings abandoned..	155	11	I

Size of School Buildings Owned

One-room buildings.....	239	10	D
Two-room buildings.....	222	12	D
Three-room buildings.....	52	3	D
Four-room buildings.....	223	6	D
Five or more room buildings.....	1,373	15	I
Total School Buildings Owned.....	2,109	16	D

Portable and Rented Buildings

Number of portable buildings.....	55	5	D
Number of rooms used in portable buildings	77	8	D
Number of rented buildings.....	24	6	D
Number of rooms used in rented buildings	54	28	D

Number of Rooms

Number of regular classrooms used.....	22,210	63	D
Number of manual training and domestic science rooms used.....	1,587	13	I
Number of laboratories and other special rooms.....	1,958	74	I
Total number of rooms used.....	25,755	24	I
Total number of rooms not used.....	1,076	48	I
Total number of rooms available.....	26,831	72	I
Number of basement rooms used for classroom purposes.....	365	18	D
Total number of seatings provided.....	867,536	4,216	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.....	648	5	I
Elementary Schools.....	1,719	20	D
Four-year High School or less.....	164	4	I
Approved Junior High School Plan			
Junior High School.....	83	9	I
Senior High School.....	44	1	D
Special.....	220	2	D
Vocational.....	47	6	I
Total.....	2,925	1	I

NUMBER OF TEACHERS
DAY AND EVENING

1938 and 1939 T.A. Increase or Decrease

	Men	Women	Total	Men	Women	Total
Total number of teachers						
day and evening.....	6,540	22,996	29,536	269 I	74 D	195 I
Superintendents.....	44	1	45	1 I	1 I	2 I
Assistant Superintendents	13	2	15	1 I	-	1 I
Director Co.Voca.School..	3	-	3	-	-	-
Asst.Director Co.Voca.Sch.	3	-	3	-	-	-
Approved Supervising Prin...	145	6	151	5 I	-	5 I
Unapproved " "	42	4	46	-	-	-
Non-teaching Principals.....	483	308	791	-	6 I	6 I
Supervisors.....	7	70	77	1 D	7 I	6 I
Special Supervisors.....	85	220	305	2 D	7 I	5 I
Teachers:						
Rural Schools-One Room....	16	143	159	3 D	14 D	17 D
Rural Schools-Two Room....	24	220	244	3 I	18 D	15 D
Kindergarten.....	-	773	773	-	5 D	5 D
Grades I-VIII.....	565	11,379	11,944	33 I	205 D	172 D
Grades I-VI.....	37	2,379	2,416	4 I	12 D	8 D
Grades VII-IX Jr. High....	375	1,019	1,394	4 I	17 D	13 D
Grades X-XII-Sr. High....	594	800	1,394	35 I	-	35 I
Grades IX-XII.....	2,081	2,766	4,847	107 I	27 I	134 I
Short Term.....	19	87	106	6 D	11 I	5 I
Substitute.....	7	56	63	3 D	6 I	3 I
Ungraded, Backward and						
Incorrigible Classes.....	20	57	77	3 I	6 D	3 D
Crippled Classes.....	1	49	50	-	1 I	1 I
Subnormal Classes.....	37	297	334	3 I	11 I	14 I
Deaf Classes.....	1	28	29	1 I	-	1 I
Blind Classes.....	-	21	21	-	1 I	1 I
Bedside or Home Instruction						
Full Time.....	-	55	55	-	10 I	10 I
Part Time.....	13	134	147	-	15 I	15 I
Unclassified.....	465	1,144	1,609	30 I	50 I	80 I
Manual Training - Day.....	607	483	1,090	15 I	13 I	28 I
Vocational Training - Day..	258	125	383	6 I	-	6 I
Vocational-Evening.....	355	63	418	33 I	11 I	44 I
Regular Evening School....	118	139	257	6 I	23 I	29 I
Accredited Evening High...	90	64	154	-	9 I	9 I
Foreign-born residents						
Evening School.....	24	22	46	5 D	7 D	12 D
Continuation School:						
Full Time.....	3	23	26	2 D	1 I	1 D
Part Time.....	5	6	11	1 I	-	1 I
Helping Teachers.....	-	53	53	-	-	-
College Graduates men-women.	-	-	12,569	-	-	306 I
Normal School Graduates men-women	-	-	13,674	-	-	137 D
Graduates of all other schools men-women	-	-	2,260	-	-	60 D
Number of teachers who attended extension						
classes in 1938-39.....	-	-	6,476	-	-	305 I
Number of teachers who attended summer						
school for six weeks or more in summer						
of 1938.....	-	-	2,205	-	-	58 I

SPECIAL SUPERVISORS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	42	47	1 I	-
Music.....	20	71	3 D	3 I
Drawing.....	1	63	-	1 I
Penmanship.....	-	10	-	1 I
Others.....	22	29	-	2 I
Total.....	85	220	2 D	7 I

SPECIAL TEACHERS

UNCLASSIFIED DAY SCHOOLS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	292	282	11 I	3 D
Music.....	93	191	10 I	2 I
Drawing.....	21	196	1 I	7 D
Penmanship.....	-	7	-	4 D
Teacher Librarians.....	3	82	3 I	82 I *
Others.....	56	387	5 I	19 D
Total.....	465	1,145	30 I	51 I

*Not reported last year.

TEACHERS

NEW TEACHERS (Day Schools)	1938-1939	Increase or Decrease
Number of New Teachers in Districts in 1938-39		
Number who did not teach in 1937-1938 from New Jersey		
K. Elem.....	512	
J. S. 4 Yr. High.....	350	
Total.....	862	241 D
Other States		
K. Elem.....	50	
J. S. 4 Yr. High.....	73	
Total.....	123	8 I
Number who taught in other school districts in 1937-1938 in New Jersey		
K. Elem.....	273	
J. S. 4 Yr. High.....	202	
Total.....	475	41 D
Other States		
K. Elem.....	55	
J. S. 4 Yr. High.....	94	
Total.....	149	27 D
Total number of new teachers in 1938-1939		
K. Elem.....	891	
J. S. 4 Yr. High.....	718	
Total.....	1,609	301 D
Number of new positions created for the school year 1938-1939		
K. Elem.....	145	
J. S. 4 Yr. High.....	201	
Total.....	346	49 D
Number of Teaching Positions (Day Schools)		
Kindergarten.....(women)	772	6 D
Elementary Schools:		
Men.....	1,095	61 I
Women.....	14,979	331 D
Approved Junior High Schools:		
Men.....	604	45 I
Women.....	1,339	58 I
Approved Senior High Schools:		
Men.....	678	1 D
Women.....	908	29 D
Regular High Schools of Four Years or Less:		
Men.....	2,371	118 I
Women.....	3,062	65 I
Vocational Schools of Secondary Grade:		
Men.....	265	7 I
Women.....	171	52 I
Other Local Schools for Deaf, Blind, Delinquent etc.		
Men.....	71	9 I
Women.....	530	28 I
Total:		
Men.....	5,084	239 I
Women.....	21,761	163 D
Grand Total.....	26,845	76 I

SALARIES OF TEACHERS

Increase or Decrease

Average salary per year paid to all day school teachers (28,595) not including superintendents, assistant superintendents or evening school teachers of any kind.....

\$2,057.55 \$52.65 I

Average salary per month paid to all day school teachers.....

221.24 5.66 I

Men Women Men Women

Average salary per year paid to:

Superintendents.....\$7,077

\$91 D

Assistant Superintendents..... 7,717

\$6,875

829 D

\$125 I

Director County Voca. Schools... 7,639

414 I

Asst. Director County Voca. Sch. 4,533

191 I

Approved Supervising Principals

Men and women as a whole unit. 4,565

67 D

Unapproved Supervising Principals

Men and women as a whole unit. 3,072

48 D

Non-teaching Principals..... 4,127

3,297

47 I

15 I

Supervisors..... 4,896

3,198

160 I

47 D

Special Supervisors..... 3,416

2,662

36 I

32 I

Rural School Teachers-One Room.. 1,069

1,122

120 D

14 I

Rural School Teachers-Two Room.. 1,269

1,211

5 I

19 I

Kindergarten Teachers..... -

1,950

-

40 I

Elementary Teachers:

Grades I-VIII..... 2,048

1,808

377 I

12 I

Grades I-VI..... 1,708

1,902

34 I

36 I

Junior High School Teachers:

Grades VII-IX..... 2,009

2,198

45 I

34 D

Grades X-XII..... 2,462

2,413

2 D

9 I

High School Teachers:

Grades IX-XII..... 2,540

2,403

126 I

54 I

Short Term Teachers..... 1,398

1,023

363 I

183 I

Substitute Teachers..... 462

625

334 D

76 I

Special Teachers-Ungraded, Back-

ward and Incurable Classes... 1,888

2,120

130 D

71 I

Special Teachers-Crippled Classes 3,000

2,861

200 I

16 D

Special Teachers-Subnormal

Classes..... 1,985

2,305

17 I

22 D

Special Teachers-Deaf Classes... 2,000

2,734

2000 I (a)

34 I

Special Teachers-Blind Classes... -

2,530

-

29 I

Special Teachers-Bedside or Home

Instruction-Full Time..... -

1,587

-

25 D

Part Time..... 293

347

57 I

51 I

Special Teachers-Unclassified... 2,144

2,076

29 I

22 I

Manual Training Teachers..... 2,340

2,013

14 I

51 D

Vocational School Teachers..... 2,686

2,410

43 D

5 D

Continuation School Teachers:

Full Time..... 2,755

2,379

693 I

6 D

(Per Hour Basis) Part Time..... 2.26

1.56

.55 D

.30 D

Helping Teachers..... -

2,866

-

70 I

Average salary per night to:

Vocational Teachers..... 4.63

5.00

.26 D

.03 I

Regular Evening School..... 4.84

4.73

.36 I

.28 D

Accredited Evening High Sch... 7.45

6.74

1.92 I

1.13 I

Evening Schools for Foreign-born

Residents-Teachers..... 4.50

4.09

.06 I

.11 I

(a) None reported last year

NUMBER OF EMPLOYEES OTHER THAN
THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks.....	94	458
Clerks and Assistants in Secretaries' or District Clerks' Offices.....	140	28
Business Managers.....	7	1
Clerks and Assistants in Business Managers' Offices.....	57	-
Clerks in Superintendents' or Supervising Principals' Offices.....	228	21
Clerks in Supervisors' Offices.....	25	4
Clerks in Principals' Offices.....	546	22
Attendance Officers.....	199	431
Clerks in Attendance Officers' Offices or Departments.....	15	4
Medical Inspectors.....	35	646
Clerks in Medical Inspectors' Offices...	15	3
Other Clerks not Previously Listed.....	29	3
Dental Inspectors.....	13	177
Nurses.....	383	328
Janitors, Engineers, Firemen, Watchmen, and Helpers.....	3,352	814
Bus Drivers of District-Owned Busses....	36	101
Attendants for Crippled Children on District-Owned Busses.....	7	1
Maintenance Employees.....	360	22
Other Employees not Previously Listed...	193	234
Total.....	5,734	3,298

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

	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	Increase or Decrease
Total enrollment of pupils in all schools day and evening.....	853,468	841,075	823,512	811,564	799,662	11,902 D
This enrollment divided:						
Day Schools.....	822,594	811,728	793,615	776,779	764,449	12,330 D
Evening Schools.....	30,874	29,347	29,897	34,785	35,213	428 I
Boys in day schools.....	424,014	418,462	408,587	398,835	392,935	5,900 D
Girls in day schools.....	398,580	393,266	385,028	377,944	371,514	6,430 D
Boys in evening schools.....	17,214	17,224	18,161	22,153	21,463	690 D
Girls in evening schools.....	13,660	12,123	11,736	12,632	13,750	1,118 I
Average daily attendance in day schools..	686,878	677,155	662,849	653,039	643,477	9,562 D
Average absence of each pupil in days....	13	13	12	12	12	-
Enrollment:						
Kindergarten.....	40,546	39,487	38,526	37,076	34,806	2,270 D
*Primary schools.....	290,467	279,968	270,384	261,449	250,411	11,038 D
*Grammar schools.....	280,264	274,234	267,763	260,566	252,827	7,739 D
*High schools.....	187,567	193,760	192,757	193,177	201,023	7,846 I
One-room rural schools.....	7,132	6,546	5,735	4,876	4,459	417 D
Two-room rural schools.....	8,810	8,177	8,310	7,482	7,027	455 D
Teachers - Total Number.....	28,307	28,833	29,071	29,341	29,536	195 I
Men.....	5,374	5,737	5,977	6,271	6,540	269 I
Women.....	22,933	23,096	23,094	23,070	22,996	74 D
One-room rural schools, total.....	233	223	199	176	159	17 D
Men.....	15	16	17	19	16	3 D
Women.....	218	207	182	157	143	14 D
Two-room rural schools, total.....	283	271	281	259	244	15 D
Men.....	31	31	27	21	24	3 I
Women.....	252	240	254	238	220	18 D
Kindergarten.....	750	757	765	778	773	5 D

* 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.

	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	Increase or Decrease
Teachers:						
Grades I-VIII, Total.....	12,569	12,524	12,037	12,116	11,944	172 D
Men.....	461	495	508	532	565	33 I
Women.....	12,108	12,028	11,529	11,584	11,379	205 D
Grades I-VI, Total.....	2,397	2,355	2,691	2,424	2,416	8 D
Men.....	39	33	36	33	37	4 I
Women.....	2,358	2,322	2,655	2,391	2,379	12 D
Junior High Schools, Total.....	1,416	1,447	1,473	1,407	1,394	13 D
Men.....	323	344	376	371	375	4 I
Women.....	1,093	1,103	1,097	1,036	1,019	17 D
Senior High Schools, Total.....	1,093	1,174	1,264	1,359	1,394	35 I
Men.....	435	483	523	559	594	35 I
Women.....	658	691	741	800	800	-
Four-Year High Schools, Total.....	4,254	4,485	4,557	4,713	4,847	134 I
Men.....	1,688	1,814	1,864	1,974	2,081	107 I
Women.....	2,566	2,671	2,693	2,739	2,766	27 I
Manual Training, Total.....	944	981	1,023	1,062	1,090	28 I
Men.....	520	542	565	592	607	15 I
Women.....	424	439	458	470	483	13 I
Average salary per year paid to all						
Day school teachers.....	\$1,813	\$1,802	\$1,898	\$2,005	\$2,058	\$ 53 I
One-Room Rural Schools:						
Men.....	1,307	1,153	1,043	1,189	1,069	120 D
Women.....	975	997	1,029	1,108	1,122	14 I
Kindergarten.....	1,934	1,892	1,886	1,910	1,950	40 I
Grades I-VIII:						
Men.....	1,708	1,666	1,633	1,671	2,048	377 I
Women.....	1,858	1,705	1,677	1,796	1,808	12 I
Grades I-VI:						
Men.....	1,844	1,689	1,705	1,674	1,708	34 I
Women.....	1,746	1,750	1,830	1,866	1,902	36 I
Junior High Schools:						
Men.....	1,938	1,944	1,941	1,964	2,009	45 I
Women.....	2,138	2,089	2,087	2,232	2,198	34 D

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

	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	Increase or Decrease
Average salary per year paid to:						
Senior High School Teachers:						
Men.....	\$2,370	\$2,400	\$2,416	\$2,464	\$2,462	\$ 2. D
Women.....	2,338	2,381	2,412	2,404	2,413	9. I
Four Year High Schools:						
Men.....	2,394	2,411	2,362	2,414	2,540	126. I
Women.....	2,281	2,261	2,271	2,349	2,403	54. I
Schools in session, day.....	186	187	184	186	186	-
School districts, number.....	548	549	550	551	553	2 I
School Buildings.....	2,255	2,227	2,202	2,155	2,133	22 D
Valuation of School Property.....	\$329,335,325	\$335,781,299	\$341,111,987	\$346,292,858	\$351,184,916	\$4,892,058 I
Buildings completed during year.....	9	13	13	11	12	1 I
One-room buildings.....	320	300	283	249	239	10 D
Graduates of State Teachers Colleges:						
Trenton.....	226	201	174	149	204	55 I
Montclair.....	177	219	244	208	215	7 I
Newark.....	234	245	193	154	224	70 I
Glassboro.....	164	96	124	52	144	92 I
Paterson.....	111	109	100	54	90	36 I
Jersey City.....	175	152	126	45	95	50 I
Total.....	1,087	1,022	961	662	972 (a)	310 I

(a) Of this number 255 had previously graduated with a lower certificate or diploma.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1 9 3 7			1 9 3 8			1 9 3 9		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$900.....	26	234	260	17	80	97	17	83	100
900 to 999.....	19	359	378	18	145	163	7	127	134
1000 to 1099.....	55	1109	1164	62	978	1040	48	850	898
1100 to 1199.....	119	1005	1124	53	814	867	52	763	815
1200 to 1299.....	201	1752	1953	177	1722	1899	162	1494	1656
1300 to 1399.....	225	1497	1722	195	1481	1676	183	1491	1674
1400 to 1499.....	242	1529	1771	269	1599	1868	286	1656	1942
1500 to 1599.....	300	1481	1781	346	1483	1829	329	1390	1719
1600 to 1699.....	254	1174	1428	329	1363	1692	390	1399	1789
1700 to 1799.....	196	1047	1243	256	1088	1344	259	1225	1484
1800 to 1899.....	309	1240	1549	358	1186	1544	326	1152	1478
1900 to 1999.....	179	933	1112	179	963	1142	255	1026	1281
2000 to 2499.....	932	4211	5143	1084	4594	5678	1169	4485	5654
2500 to 2999.....	592	2671	3263	694	2709	3403	736	2783	3519
3000 to 3499.....	530	1321	1851	603	1394	1997	605	1356	1961
3500 to 3999.....	311	548	859	332	558	890	371	705	1076
4000 to 4499.....	199	203	402	220	237	457	239	241	480
4500 to 4999.....	216	128	344	214	127	341	212	142	354
5000 to 5499.....	91	14	105	107	27	134	103	35	138
5500 to 5999.....	47	12	59	45	13	58	39	13	52
6000 to 6499.....	-	-	-	28	3	31	28	4	32
6599 to 6999.....	-	-	-	16	2	18	22	2	24
6000 to 6999.....	53	6	59	-	-	-	-	-	-
7000 and over.....	53	1	54	64	1	65	71	3	74