

PERMANENT OFFICE COPY
DO NOT REMOVE

Robert H. Morrison

BEH 46 5

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1938

CHARLES H. ELLIOTT

Commissioner of Education

New Jersey State Library

ANNUAL REPORT OF THE
COMMISSIONER OF EDUCATION

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

The Annual Report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1938, and includes reports from the various divisions of the Department. These reports outline the progress of each division and summarize the projects completed during the year. The Commissioner's 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, 1938.

THE SCHOOLS IN 1937-1938

The schools of New Jersey have made definite progress during the year under review. In the succeeding paragraphs we shall summarize briefly some of the more important accomplishments.

The elementary school is one of the most important elements of any school system because of the large number of children enrolled in those grades. The enrollment is within the compulsory age limits. The instruction must be designed for "all the children of all the people." Our large centers of population with large classes, large buildings, and frequently, crowded conditions present difficult problems of administration, organization, and teaching. No less challenging and no less difficult problems are those of consolidation, organization, and instruction in the less thickly populated areas. Emphasis upon the individual child, the development of methods of instruction, and improvement in the selection of materials have been major problems of the Department for a period of nine years. The implications of these problems have been discussed in several reports and will not be repeated here.

The elementary education of the State has been definitely modified as a result of the application of this philosophy. One finds throughout the State an emphasis upon the individual child, upon teaching methods which give him opportunity for a great variety of expression activities, for creative effort, and for active participation in learning. The search for better teaching materials has stimulated study which has improved the selection of such materials, has emphasized the value of excursions, and the collection of historical data and other materials in the community. The development of school libraries and the assistance rendered by the Public Library Commission has made available a large amount of valuable materials for instruction. Due to the fact that New Jersey is fortunate in having a well trained staff of teachers and due to the fact that they have supplemented their fundamental training with additional university and college courses and have extended their knowledge and culture through travel and participation in many activities outside of the school, there has been orderly and balanced procedure which has resulted in better teaching and very much extended opportunities for boys and girls.

In the Commissioner's reports for the last several years the program in character education has been discussed at some length. This program utilizes the school curriculum and the activities of the school for character training purposes. A study of literature and the great figures of history has been the basis for the development of ideals. All of the activities of the school are utilized in the development of those important qualities which are generally accepted as attributes of character. We believe that practicing good behavior is the most important means for developing right action, right attitudes, and proper relationship to one's fellows and his community.

The new Jersey character education program embodies these principles, is well developed in our school systems, and is rapidly being adopted throughout the State. Three monographs have been issued under the following titles: Bulletin No. 1 - Character Emphasis in Education for the Elementary and High Schools; Bulletin No. 2 - Bibliography of Literature on Character Education; and Bulletin No. 3 - Character Emphasis in Education for Elementary and High Schools.

For some years the public has been keenly interested in the problems of juvenile delinquency. A character education program will make large contribution to this problem and well-organized programs should do much to diminish the incidence of juvenile delinquency. We have been encouraged to receive appreciative comments concerning this program from the Interstate Commission on Crime, from the Deputy Regional Executive of the Boy Scouts of America, from specialists in character education, from State superintendents, and many New Jersey educators.

During the year under review safety instruction has been extended and improved in the schools generally. More safety patrols have been organized and we have continued to enjoy excellent cooperation from the Department of Motor Vehicles and the State Police. The new course in automobile driving which was prepared as a joint undertaking by the Motor Vehicle Department and the Department of Public Instruction is now used in many high schools. As has been the practice heretofore, students who complete the course are given a regular examination by the Motor Vehicle Department. Those who successfully pass the examination are awarded a certificate signed by the Commissioner of Education and the Commissioner of Motor Vehicles. When the student applies for his driver's license he is required to take the regular road test but the certificate exempts him from further written examinations.

In my report last year, I called attention to the fact that important modifications in the regulations for pupil transportation had been made and approved by the State Board of Education. These included revisions of the regulations relating to inspection, loading and unloading, advertising for bids, contracts, and liability insurance. A number of improvements were made also in the series of specifications for the motor vehicle.

Prior to the passage by the Legislature in 1937 of certain amendments to the Motor Vehicle Act our code contained definite requirements for drivers of school busses. Under the amendment referred to it now becomes the responsibility of the Motor Vehicle Department to license drivers for public vehicles. A driver must be at least twenty-one years of age and he must pass a rigid examination under the direction of the Motor Vehicle Department and must secure a special bus driver's license. The Motor Vehicle Department administers rigid regulations under this law. That Department also is responsible for inspections of the equipment which responsibility had been assumed entirely by the school districts. Inspection by the school districts is continued however.

In my report last year I pointed out that employers in New Jersey were faced with a shortage of skilled workers in certain trades. So far as we have been able to ascertain this was then confined to the manufacturing industries. Although the present business recession reached its low mark in June of this year there has been evidence all through this period that industrial and labor leaders are now more acutely conscious of a potential shortage in the ranks of skilled labor. These employers are looking to the trade and industrial schools

for a supply of workers and they have given us unusual cooperation in the development of new trade and industrial education programs. Employers and organized labor alike have been active in promoting apprentice training and in urging the establishment of new day school courses which meet modern trade and industrial needs.

The apprentice training program which was begun two years ago now enrolls 1200 apprentices in special classes in which technical instruction is provided. When we began this program particular attention was given to apprentices in the machine trades. Instruction is provided now for apprentices in nineteen different trades. These include the machine trades, sheet metal, masonry, plumbing, printing, carpentry, welding, electrical work, ship building, foundry practice, blacksmithing, steam fitting, structural steel, and the various painting trades. Over 200 employers are cooperating in the program. Many of them have only one or two apprentices but the program is sufficiently flexible in its administration to permit apprentices in small shops and factories to receive the same quality of training as that provided for the apprentices in the larger industrial organizations.

The effective organization of the present apprentice training program is due to the close supervision supplied in the local vocational school districts. Six boards of education have each appointed an apprentice coordinator who assists in the development and coordination of the program between the school and the industry. The present programs are conducted in the northern New Jersey counties, but in September a coordinator will begin his duties in Camden County. We define a program of apprentice training as one which involves a minimum of two thousand hours of job and technical training. Most industries exceed this amount. It is significant that the number of apprentices has increased from 500 to 1200 in a single year and the number of cooperating firms from 87 to 200. This program marks one of the most notable advances which has been made in industrial education in recent years. It places a premium upon the employment of qualified workers of New Jersey and discourages the importing of skilled workers from foreign countries or from without the State. If we are able to recruit most of our skilled workers within the State large economic gains will result. Importation of skilled workers into a state or community always has the effect of increasing unemployment.

For several years I have stressed the fact that we do not have nearly enough vocational education for a state which takes such high rank industrially as New Jersey does. I have also urged that in the future development of education vocational courses be organized either in separate schools or as a part of the regular high school program, so that large numbers of boys and girls who will not profit from some of the courses offered in our high schools may be prepared for the industries of the State. I have urged that such an organization of courses will tend to eliminate misfits and will enable boys and girls to secure definite vocational training which will equip them to become successful workers upon leaving school. The great economic gain which will result from such organization is obvious and I am glad to report that there is more interest in the development of vocational courses and schools than there has been at any time in the last ten years. The Department has been asked to make a number of studies and surveys and I am sure that this will result in the establishment of much needed courses in the near future.

The facilities which we have today are inadequate to meet the needs of young people training for industrial occupations. This condition has been partially relieved during the past year by the opening of the new vocational school in Elizabeth and the technical high school in Bayonne. In my report of last year I described at some length the facilities which these schools offer. At various times, I have stressed the point that the modern trade and industrial program not only trains in skills particular trades and various technical fields, but includes courses in English, history, and civic problems, and offers opportunity for the social and civic development of the students. The courses which are offered in the new high school in Bayonne are definitely technical in character. They lead to a high school diploma and they emphasize technical training rather than the manipulative phases and skills of selected occupations. The latter training is supplied in the vocational school located near at hand.

The equipment of both schools is utilized in part for the vocational and technical courses. The technical courses prepare persons to serve as labor assistants and assistants to mechanical and electrical engineers in the industries of New Jersey.

A plan which has been inaugurated this year in Toms River is a type of vocational program that holds much promise for the high school. Like many other employment centers of the State the Toms River area requires workers who have skills which can be used in several fields. This is a type of training which is different from that given in what is called a unit trade preparatory school in which skills are developed for a particular trade. Before this work was begun at Toms River we made a careful survey of the area. The course now includes two major shop programs--one in the field of motor repair and the other in building construction. The course in motor repair includes automobile repairing, marine engine repairing, and the repairing of farm equipment. The second course includes boat building and repairing, the erection of farm buildings, and general construction work adapted to the needs of the area. Half of the school day is devoted to the development of skills and technical knowledge in the occupational field for which training is being given. The remainder of the day is devoted to regular high school courses. Toms River erected a building to house this work, and equipped it at a cost of \$40,000. This type of program seems to us to offer one solution to the problem of how to broaden and give alternative offerings in the smaller high school. A large number of boys who will not be able to go to college will have an opportunity to gain a practical education which will lead to useful employment.

In my last report I pointed out that educational authorities generally regard eighteen as a desirable upper limit for the compulsory school attendance period. Many industrialists hold to the same view and do not employ youth under this age. The large industries in our own State employ few people under seventeen years of age. There is a distinct trend toward the employment of older workers and this is reflected in the demand for vocational training facilities for youth under eighteen years of age. Since it seems to be generally agreed that seventeen should be the minimum age for entering industry I have urged that in New Jersey sixteen be made the minimum compulsory school age now. A bill to accomplish this was introduced in the last Legislature but failed to pass.

Training for adults is one of the important provisions in the vocational education program. The trade extension program was largely expanded for those engaged in industrial occupations. When other sections of the country were disturbed by a great many labor difficulties, more industrial workers than could be accommodated were seeking admission to the evening trade and industrial classes maintained in the schools. So great has been the demand that two shifts attended each evening and on Saturday mornings but even then we were obliged to deny admission to many persons because of lack of a sufficient number of classes. These classes were attended by workers who were interested in improving their trade skills or technical knowledge. As an example, workers in the electrical field attended classes in the Camden County Vocational School for the purpose of developing new skills which would permit them to obtain employment or to become more effective in their present work. Many evening schools which ordinarily complete their programs early in the spring continued classes until June 30. Large economic gains result from this training because workers who take this additional training contribute to the prosperity of the community because of continued and in many instances increased earning capacity.

These classes have not been limited to the skilled workers. Employers, industrial executives, and supervisors have requested courses which meet their needs. In some instances the classes were composed of industrial leaders who were seeking training to enable them to direct a specialized educational program in the industries which they represent. The staff of the Vocational Division has given very much advisory service on training programs to many of the large industries of the State.

The new facilities of the Thomas A. Edison Vocational School in Elizabeth and those provided by the new Technical High School in Bayonne have made possible large expansion of trade extension programs in those areas. The enrollments in Elizabeth increased more than 60 per cent, and in Bayonne more than 100 per cent. Industrial workers who enrolled in these courses for the most part did so for the purpose of increasing their technical knowledge. For example, coast guardsmen and commercial fishermen studied navigation as supplementary to their daily occupations. Plumbers and steam-fitters learned oxy-acetylene welding; textile dyers attended to gain a knowledge of chemistry as related to dyeing; tool and die makers enrolled to learn modern methods of heat treatment of metals. During the year under review, 11,535 persons were enrolled in the trade extension courses in New Jersey.

Under the George-Deen Act, extension classes for persons engaged in the sale and distribution of merchandise have been organized. We were not able this year to establish as extensive a program as we desired. Courses were organized for clerks in chain grocery stores and for certain five and ten-cent stores, for butchers, and for florists. Plans are being made now for more extended work in this field during the coming year.

The Vocational Division has participated in a program of public service training. For several years courses have been offered for volunteer and paid fire departments. During the past year the most important special work undertaken was organized in cooperation with the Motor Vehicle Department. Five hundred members of the staff of that Department divided into three groups completed courses especially prepared for them. In the first group were the recently appointed inspectors whose duty it is to patrol the highways and conduct drivers' examinations. In the second group were the examiners assigned to the stations established for the compulsory examination of motor vehicles. The third group was composed of motor vehicle agents for the area south of Trenton.

One very interesting training course was given to United States marines detailed to the Naval Arsenal at Lake Denmark.

Agriculture in New Jersey does a business of one hundred million dollars a year. It is interesting to note that the cash income per farm is about three times the United States average. Labor costs and overhead costs are higher in New Jersey than in many other places and this, of course, tends to reduce the gains. To meet these conditions we must have better farming practices. In my report last year I described courses in agriculture which are offered for boys and girls in the high schools and vocational schools. Attention is called here to the fact that an extended program of vocational agriculture for adults is maintained. This is done by offering part-time classes for young farmers who have left school and a program of evening classes for adult farmers who enroll in large numbers. During the last year 392 young farmers and 536 adult farmers were enrolled in such classes. The classes for young farmers and adult farmers are conducted by the teachers of agriculture in the high schools. They are an important phase of adult education. New practices are discovered, new scientific information is continually published, economic conditions change, food habits change, and labor costs and overhead seems to increase. Confronted with such conditions, experienced farmers need to continue their training and do so in this State. Thirty-seven adult classes were maintained - sixteen for the younger farmers and twenty-one for the more mature farmers.

- - - - -

It is true that economic conditions have improved in the schools of New Jersey. Nevertheless, the total budgets for the schools continue to be thirteen million dollars less than the total amount expended for schools in 1931-1932. The most pronounced improvement is witnessed in the continued restoration of salaries to pre-depression levels in many school systems of the State.

During the year under review, educational expenditures have increased \$1,975,529.98 over those for 1936-1937. The allocation of this increase among the major items of the budget deserves some comment. Last year teachers' salaries amounted to \$54,376,547.96. Teachers' salaries in the year under review have increased \$3,563,207.26. Notwithstanding the fact that the gross amount paid in teachers' salaries has increased in the last three years the total amount of this item is \$5,177,600.79 less than for 1931-1932. The increase registered this year represents in part salary restorations and as noted elsewhere indicates that better salaries are being paid than was possible during the lower levels of the depression. This is reflected in the increase in the average salaries paid to the teachers in grades one to eight, in the junior high schools, and in the high schools.

Expenditures for textbooks showed an increase of \$83,104.93 over those for the previous year. This is in marked contrast to last year at which time a decrease of \$30,673.76 from the previous year was noted. Last year the expenditures for educational supplies showed an increase of only \$63,399.04. This year the increase is \$145,628.65. This is a distinct improvement and means much to the schools because the purchases made from these accounts are important aids in instruction. Janitors' salaries this year showed an increase of \$370,585.35. Although the total amount of salaries is less than for 1931-1932 it measures the payment of higher salaries to janitors which is reflected in better janitorial service. This is an important gain because that service bears a close relationship to economical building maintenance and insures conditions which contribute to the health of the pupils.

The total expenditures for health service increased \$148,267.28 over those for last year. This is a significant gain as no one will deny the importance of this service in the schools. Attendance service registered an increase of only \$1,497.29. This is only 3.7 per cent of the increase recorded for last year. Maintenance of the school plant showed a significant increase of \$583,212.92. This gain brings the maintenance of the school plant to approximately the same level as that attained in 1932. This must be regarded as an important gain because efficient maintenance of the school plant means long term economies. The expenditures for capital outlay for the year showed a decrease of \$2,419,181.44.

The manual training account during the year under review showed an increase of \$203,835.40. This is about 25 per cent more than the increase of last year. Manual training has become a very important part of the reorganized program of instruction planned to meet the needs of boys and girls enrolled in the upper grades and in the high schools. It is from this account that expenditures are made for supplies and materials for classes in which this instruction is given. Expenditures for the vocational evening schools showed an increase of \$49,855.50. This account provides courses for employed adults and for those who are taking retraining courses to fit them for new types of employment in the industries. During the year under review, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,098,012.78 which was approximately four times the amount issued during the school year. Expenditures for debt service decreased \$1,100,598.43. The decrease in debt service reflects in part reduced interest rates which have resulted from re-financing and the reduction in building construction in the last eight years.

During the year under review there was spent \$5,022,415.89 for the purchase of land, the construction and equipment of new buildings, and the rehabilitation and equipment of existing buildings. This was a decrease of approximately two and one-half millions from the expenditures which were made in 1936-1937. This is accounted for in part by the policy of the Federal government in abandoning grants from the Public Works Administration.

In my annual reports for the last two years I have pointed out that the collection of the State School Tax has improved. The total levy of the 1937 State School Tax was \$16,167,708.74. Of this amount \$16,088,101.68 was paid before June 30. This leaves a balance of \$79,607.06. The total payment on account of the State School Tax for the year was \$17,732,592.83. These additional amounts represent payments due on taxes of 1933 to 1936 inclusive. There remains unpaid as of June 30, 1938, only \$264,639.15.

During the year the school districts of New Jersey received approximately \$834,743.35 in grants from the Public Works Administration.

In the annual reports of the last two years, I have pointed out that due principally to the reduction in the income from 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-quarters of the cost of transportation and three cents per day for each day's attendance. 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 to meet the quotas provided in the statute. This year the total deficiency amounts to \$1,974,031.50. Of this amount, \$382,092.46 represents the deficiency in legal quotas and \$1,591,939.04 is the amount which is required to pay three cents for each day's attendance in accord with the formula adopted by the State Board of Education.

These amounts have been included in the school budgets for the next fiscal year. In each of the last two years application has been made to the Legislature for a special appropriation to cover this deficiency. The Legislature has recognized this difficulty and has made the appropriation each year. It is my recommendation that a bill be introduced in the 1939 Legislature to provide for the current deficiency.

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

Controversies and Disputes

This Division is conducted under the direction of the Deputy Commissioner of Education who represents the Commissioner in a number of matters and who directs much of the administrative work of the department. The Division is responsible for the review of bonding proceedings for all school districts, the hearing of cases which arise under the School Law, cooperates in the preparation of bills relating to education, and carries on an extensive correspondence relating to interpretations of the school law and general administrative problems.

In several of my reports I have reviewed the work of The Funding Commission for School Purposes. The Commission, organized in 1934 for the purpose of refunding bonds in distressed school districts, has made a very satisfactory record. The Funding Commission in the four years of its operation approved forty-two refunding programs for school districts in the total amount of \$8,236,500.00. In nearly every instance the rate of interest was reduced.

In my report of last year I pointed out that there had been definite improvement in providing new school facilities. During that year bonding proceedings were approved for twenty-two school districts. During the year under review, bonding proceedings have been approved for twenty-five school districts. The total amount involved in these proceedings was only \$1,756,000. Due to the fact that a large part of the construction was made with Public Works Administration grants of forty-five per cent, the amount of new bonded indebtedness is relatively small. One important service rendered by this Division has been assistance in organizing the elections which have been held to authorize such construction.

During the year there have been before the Commissioner's Court a number of very important cases. Thirty-five formal decisions have been rendered, of which six have been appealed to the State Board of Education. To date, three of these decisions have been affirmed, one reversed, two are pending before the State Board of Education, and one is on appeal to the New Jersey Supreme Court.

The Legislature of 1938 passed a number of statutes that affect materially the administration of public education. Chapter 9, P.L. 1938, increased the rate of the State School Tax from 2.75 to 2.90 mills. For many years there has been a controversy concerning the inclusion of the tangible personal property of utility corporations in the base used for calculating the amount of State School Tax to be raised. The amount to be raised was determined on a base which included the total value of the tangible personal property of these utilities, but when the actual levy was made, it was made on a base consisting of real and personal property, less the total amount of this tangible property. This act removes the property of the utilities from all calculations in which the State School Tax is involved. The real estate of the utility corporations remains a part of the base for assessment as heretofore.

Due to the fact that forty per cent of the railroad taxes* owing to the State has not been paid since 1932 and that most of the unpaid balance is in litigation, the State has found difficulty in meeting its payments to the Teachers' Pension and Annuity Fund. This has been further complicated by the relief situation and the necessity for making large appropriations to the municipalities for this purpose. The certification made this year by the Board of Trustees of the Teachers' Pension and Annuity Fund on the basis of the actuary's calculation is \$4,890,398.00. This amount will be due the Fund on July first. Since the establishment of the present Fund in 1919, the Legislature has made the annual appropriations from the receipts of the railroad tax. Confronted this year with financial difficulties, the Legislature decided to withhold the appropriation to the Teachers' Pension and Annuity Fund and substitute therefor funds from the School Loan Fund to be paid in 1942. Interest at the rate of three per cent from July first will be included in the payment in 1942. This fund was created in 1933 under statutes which provided that the proceeds from the sale of \$7,000,000.00 of bonds, the issuance of which had been authorized by the voters at the general election in that year, should constitute the principal of the loan fund.

In my report last year, I pointed out that the Legislature had by adding amendments to the school bonding act produced a law which in our judgment is very satisfactory. In brief, this act provides that school

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

districts which operate under Chapter 7 of Title 18 of the Revised Statutes are restricted in the issuance of bonds to an amount not exceeding six per cent of the average of the last three years of the assessments of real property, including improvements. In school districts in which the municipal debt is less than seven per cent, the voters may authorize bonds in an amount to include the unused borrowing power of the municipality. By an amendment passed by the Legislature of 1937, it was provided that a two per cent additional bonding limit be allowed for districts having high schools. A decision of the Attorney General to the effect that this bonding limit could not be used for the erection of a new high school in a district which previously did not have such facilities led the Legislature to make the eight per cent limit apply to such districts. Regional boards of education are authorized to issue bonds not to exceed four per cent of the total assessed valuation included in the territory which constitutes the regional district. The voters of the regional district may also authorize bonding for regional purposes to the extent of the unused borrowing power of the co-extensive municipalities. In our judgment, this bonding act places definite limitations upon boards of education, provides ample protection to the taxpayers, and at the same time the limits are such that, through careful planning, adequate school facilities can be provided.

The only acts passed this year dealing with tenure were Chapter 247, which extends the tenure provisions for secretaries, district clerks, assistant secretaries, and business managers to all school districts. Chapter 78 provides that all clerical and secretarial employees of boards of education shall have tenure protection after three years of service, and that the service accumulated by such employees prior to the passage of this act shall be counted in determining their tenure status. Chapter 288 confers tenure upon superintendents of city school systems in counties of the first class. The time that the superintendent had served in the district prior to the passage of the act is to be credited in determining his tenure status.

For a number of years there has been much controversy concerning the defraying of fees and expenses incurred in damage suits brought against teachers and other employees of a board of education. The Legislature of 1937 passed an act, Chapter 125, P.L. 1937, which provided that counsel shall be

furnished for school employees in damage suits resulting from accidents to pupils in their classes. Teachers are required to accept the counsel furnished and it is provided that it is not obligatory to furnish counsel in cases involving corporal punishment. The Legislature of 1938 enacted Chapter 311 which supplements Chapter 125, P.L. 1937, and provides that boards of education shall be responsible for the financial loss to teachers and members of the supervisory and administrative staff if, through their negligence or any other act, bodily injury results to any person within or without the school building. The act further provides that the board of education may protect itself through insurance. This statute gives to educational employees a much desired protection.

Two other very important statutes were enacted. Many privately controlled educational institutions have been incorporated and carry "college" or "university" in their titles. The courses of instruction offered frequently are such that approval cannot be given by the State Board of Education and the title was not justified in any manner by the type of institution or the work which it offered. Chapter 261 provides that the title or name commonly accepted as descriptive of collegiate or university institutions cannot be used without the approval of the State Board of Education. This statute was enacted for the purpose of protecting the public so that they may readily identify institutions which cannot be approved.

An act which permits local boards of education to organize adult education programs, utilizing all the facilities of the school district and making a tuition charge for residents of the district taking advantage of such facilities, became Chapter 307, P.L. 1938. Such districts may also receive students on a tuition basis from other districts. We have had some unusual programs of adult education in New Jersey which have been accommodated in buildings, but the administration has not been definitely a part of the program. The purpose of this statute is to provide an extended program of adult education for a community or larger area and enable the board of education to make small tuition charges which may be used to supplement the appropriation for such program by the board. In our judgment this is one of the most important statutes that has been passed in many years.

The Legislature of 1937 did not re-enact the statute authorizing the reduction of salaries of employees protected by tenure of office acts. In several school districts of the State reductions were continued without the consent of the employees. As a result, petitions were filed with the Commissioner requesting that the regular salaries be restored. Decisions were rendered in seven cases in which the prayer of the petitioners was granted. A number of these cases was appealed to the State Board of Education and in each instance the Commissioner's decision was affirmed by that body.

Prior to 1937 no decisions had been rendered upon the question of the right of a part time teacher to tenure protection. In the case of Fox vs. Board of Education of the Borough of New Providence the respondent discontinued the services of Mrs. Fox, who had taught domestic science in the schools of the district for two days a week for more than three consecutive years. The Commissioner held that while some tenure acts require full time employment, the Teachers' Tenure of Office Act protects the teacher in her position and salary without reference to full or part time employment.

A very important case came before us this year which related to retirement under Option No. 1 of the Teachers' Pension and Annuity Fund Act. Although four options are allowed under this act, the Board of Trustees of the Teachers Pension and Annuity Fund had adopted a rule providing that the retirement of an applicant under Option No. 1 would not be approved until after thirty days from the date on which the application was filed. Elizabeth I. Hussey had filed an application for immediate retirement but died before the thirty days had elapsed. The Board of Trustees refused to pay the retirement allowance relying upon the thirty day rule. In the judgment of the Commissioner, the Board of Trustees acted without authority in establishing the thirty day rule, and the Commissioner held this was discriminatory since a similar rule was not adopted for the other options. This decision was reversed by the State Board of Education which ruled that the executors of the Hussey estate are entitled only to the amount which she had contributed to the Pension Fund with interest. This case has been appealed to the New Jersey Supreme Court.

Notwithstanding the fact that a large amount of State aid is paid each year for pupil transportation and that we have an elaborate and rigid code

governing the transportation of school children and contracts for such transportation, for the first time in many years there were no cases before the Commissioner's Court which required rulings upon the rights of pupils to transportation facilities. Only one case which involved a contractor who transported pupils was before us. This involved the award of a contract for transportation services in excess of \$300.00. It was held that no contract in excess of this amount could be awarded except to the lowest bidder.

ELEMENTARY EDUCATION

This is one of the most important divisions of any school system because of the large numbers of children enrolled in the elementary school. Here the enrollment is within the compulsory age limit. The instruction is designed for "all the children of all the people." Our larger centers of population, with large classes, large buildings, and until recently, crowded conditions have presented difficult problems of administration, organization, and teaching. Equally difficult have been the problems of consolidation, organization, and instruction in the less thickly populated areas.

In my annual reports for the past nine years, I have emphasized various needs of the elementary schools and have stressed, particularly, such problems as creative education, character education, supervision and school consolidation.

Emphasis upon the individual, the improvement of methods of instruction, and selection of materials are problems which have occupied the activities of the division of elementary education for a period of nine years. Because I have discussed the implications of these problems in detail in several reports, I shall confine this discussion to some results accomplished and ideals realized.

It is fair to say that elementary education, in general, has been largely modified as a result of the application of the philosophy that children learn through activity. Our departmental staff members have worked in both rural and urban districts. Marked progress has been made throughout the State and superintendents, supervisors, and teachers are given large credit for the results which have been accomplished. In many places we find teachers providing for the individual child through methods which stress wide participation, creative effort and an enriched program. School libraries and the Public Library Commission have made available a large amount of material for instruction. The efforts of teachers to widen the field for the selection of learning materials has emphasized the field trip and the collection of instructional materials for learning purposes. Such procedures are a great gain in themselves. In addition, New Jersey is fortunate in having a well-trained staff of teachers who have supplemented

their fundamental education with additional study at universities and teachers colleges. They have also extended their knowledge and culture through travel and participation in activities outside the school and thereby learned how to provide greater opportunities for boys and girls.

For many years our schools neglected one of the most important phases of education. We emphasized facts and prepared pupils to pass an examination. Now we are concerned not only with facts and examinations but also with the personality development of our pupils. Through better selection of materials for teaching and through guidance of individuals, especially in the upper grades, personality development has become an important function of the schools.

It is generally agreed that the most important outcome of education is the development of character. For a long time the rich opportunities all about us in the schools were often neglected. In common with all who have given consideration to this subject, we began to plan to use the school for character training purposes. The opportunities for the development of ideals through literature and the study of the great characters of history have been capitalized. All of the play activities, all of the relationships of boys and girls in the classes, and in the organization of the school, are used for developing those important qualities of helpfulness, cooperativeness, recognition of the other person's rights, and service in general. Through our character education program, the behavior of boys and girls gradually emerges as that of human beings of fine character.

The program of the New Jersey schools in character education discards artificial procedures and devices. We recognize that precepts alone will not greatly influence conduct. Following a well-known psychological principle we have accepted the fact that practicing good behavior is the most important means of developing right action, right attitudes, and proper relationship to one's fellows and his community.

The character education program which embodies these principles is well developed in our school systems and is rapidly being adopted throughout the State. Three monographs have been issued under the following titles:
Bulletin No. 1 - Character Emphasis in Education for the Elementary and High Schools; Bulletin No. 2 - Bibliography of Literature on Character Education;

and Bulletin No. 3 - Character Emphasis in Education for Elementary and High Schools.

The Assistant Commissioner in charge of elementary education reports that not only have these bulletins accomplished the purpose of developing character education programs in the schools but they have also stimulated attention to guidance of pupils on an individual basis.

The current literature of the day places much emphasis upon the possibility of improving society through the inauguration of higher standards and the embracing of higher values by individuals. The large amount of interest which we have today in the problem of juvenile delinquency is, of course, directly related to this whole trend and there is no doubt but that the development of adequate programs of character education in the schools will do much to diminish the incidence of juvenile delinquency.

It has been very encouraging to receive appreciative comments concerning this program from the Interstate Commission on Crime, from the Deputy Regional Executive of the Boy Scouts of America, from Dr. Harry C. McKown, a distinguished writer in the field of character education, from state superintendents, and from many New Jersey superintendents and teachers.

Science Instruction in the Elementary Schools

During the year we have emphasized instruction in the natural sciences. In one meeting of teachers held at the Paterson Teachers College this year, Mr. Harding spoke to nearly one thousand teachers from the northern counties. At this meeting a large number of exhibits of science experiments and materials were on display. Part of the program consisted of demonstration lessons with regular classes of children. Other meetings were held in various counties and science was given an important place in all of the exhibits.

For many years I have emphasized the important place of general science in the curriculum of the secondary school. Most of our general science work is offered in the ninth year or first year of the typical high school. This work would be much more meaningful and could have a much richer and extensive content if boys and girls had opportunities to gain science experiences in the elementary grades.

The Social Sciences

A program of social studies in the elementary school should be less formal and less concerned with traditional boundary lines of subject matter than the later courses which are offered in the high school. The important objectives are the development of citizenship, the understanding of the more elementary phases of government, and the development of basic information supplied in ancient history, European history, and American history. The social sciences offer opportunity for independent planning, for the development of projects, for creative work, and for the utilization of various expression activities. Much original work is done by pupils in the elementary schools in planning and writing pageants and plays, in making original cartoons, in searching for original materials, and in illustrating in many ways the topics which they study. The degree to which this work has progressed was well illustrated during the year under review when the One Hundred and Fiftieth Commemoration of the Formation of the Constitution was observed. Original dramatizations planned, written, and acted by the children, search for materials which interpreted the period in which the Constitution was written, and studies of the influence which the Constitution has had upon the development of our American democracy, are samples of things that were undertaken by thousands of children throughout the State.

Reading

There is probably no more important fundamental element in the elementary school curriculum than reading. Any one who has had experience in the schools from the kindergarten to the university knows its importance. All of the researches indicate that fundamental training and the development of efficient habits in reading are vital. In our judgment, the child's understanding and speaking vocabulary must be built up and a large amount of work done before the first grade. The more experiences a child has, the more we increase his understanding and with it gradually develop a speaking vocabulary which will later be capitalized when he comes to write and tell stories about these things. We have a large number of tests which enable us to diagnose

reading abilities and we also have the telebinocular test which enables us to detect difficulties which are not disclosed by other means.

Many of the school systems of the State have come to recognize the necessity for a frontal attack upon this problem and some of the most satisfactory work in the country is being done now in New Jersey. It is my judgment that this problem should be regarded a major problem to receive continuing attention.

Population Changes

The annual reports of the Commissioner have noted a decrease in the enrollment in the elementary schools for the past seven years. In common with the population of the United States as a whole the percent of persons over forty years is increasing. There are certain factors which have influenced the population in New Jersey. These causes are restricted immigration, fewer children per family, the slowing down of the centrifugal forces which tend to divert population from the New York and Philadelphia areas into the less densely populated areas nearby. For short periods the population has been influenced by movements out of the State and into the State because of decrease or increase of industrial opportunities.

The amount of decrease has not materially affected the number of teachers employed because the decrease has been widely distributed over the State. This, of course, does not hold true for a large city or for a congested area. Rearrangement of classrooms and transfers of pupils enables such cities to reduce the total number of elementary teachers and this has taken place in a number of our cities.

We do not have sufficient data upon which to base a long term estimate. The recent increase in industrial activity in New Jersey and the moving to the State of a large number of industries introduce factors which must be taken into account in any estimates.

However, this is a most important problem and one that must be studied continuously. Every plan for a school plant should be scrutinized with great care. There are available today sufficient data and methods for interpreting them so that if the data in a given area in New Jersey are properly gathered and interpreted in relation to the population trends of the contiguous portions

of New York and Pennsylvania, and in relation to the trends which are discernible in our own State, a fairly safe prediction may be made.

Education in Rural Communities

In the reports of the last several years I have called attention to the fact that the teaching in the rural schools takes high rank. I have emphasized the fact that many of the best examples of a modern educational program are to be found in the districts under the supervision of the helping teachers. The exhibits which are held in Warren County and Hunterdon County annually, and the less extensive ones held in a half-dozen other rural counties, give ample opportunity to appraise this work. We receive many inquiries every year concerning the program of rural education in New Jersey and we have many visitors from other states and from foreign countries. I called attention two years ago to the fact that Columbia University borrowed our exhibit of school work from Warren County and kept it on display during the summer session.

During the past year the children in the Allamuchy school, Warren County, proposed as a project the production of a moving picture for the purpose of placing in permanent form some of the historic sites of the area, the activities of the school and the way in which the people of the neighborhood live and work. Under the direction of Miss Hoppock, one of the helping teachers, this project was begun. The background had been laid by the teacher who, after attending a summer session, had returned to the neighborhood and made it possible for the children to go about and study the occupation and visit sites of great historic interest. Many of these children would not have had any opportunities of this sort had it not been for the extra time given by this teacher. The Department of Rural Education, Columbia University, asked for the opportunity to study it and after seeing what the children were doing they filmed the entire project and a very interesting moving picture was the result. Thus what is attempted in one rural school in our State becomes suggested material for other schools of this type. It is needless to say that New Jersey is proud of the recognition which has been given its work.

In various reports which I have rendered to the State Board of Education I have called attention to the unusual type of supervisory and teacher guidance service which is rendered by the helping teachers. The helping teachers of New Jersey are a very different group from most rural supervisors. The purpose of their work is guidance in the classroom, training the beginning teacher in her everyday tasks, and constant suggestion in the search for better teaching materials and better methods of teaching. Supervision as an inspectorial function is a minor part of the work of these teachers. The young women who are engaged in this service have been selected with very great care. Once installed in their positions they soon embrace the ideal of the group which is an eagerness to improve elementary education. They are a well-educated group of teachers. This program was inaugurated in 1916 and after 22 years I believe it is one of the most effective elements of our educational program. At present the staff consists of forty-five teachers who supervise all grades in the schools to which they are assigned, one teacher on half time who works in health education, and seven who devote their attention to music in the elementary schools.

The helping teachers provide supervision in 246 school districts-- almost one-half of the total number of school districts in the State. They supervise 545 schools, of which 154 are one-room schools, 114 two-room schools, and 277 schools which contain three or more rooms. During the year under review 25 one-room schools have been abandoned and the pupils now attend other schools, or the abandonment of the schools has been accompanied by the opening of a consolidated school for the area. There has also been a reduction in the number of schools having two or three rooms. Over a two-year period the number of one-room schools in districts supervised by the helping teachers has been reduced by 46. This gives some measure of the progress that has been made in consolidation in a period of financial stress. Notwithstanding this record, in eight counties there still remain 123 one-room schools and 54 two-room schools.

The helping teachers are responsible for the supervision of 1974 teachers of whom 1555, or more than three-fourths, are normal school or college graduates. Only 416 teachers in this group secured their certificates through the old examination system or through summer session and extension

courses. Many of the latter have done additional work, however, and it is rare to find a teacher who is not alert and eager to improve her professional status. On the average, a helping teacher supervises five and one-half districts, has twelve schools under her direction, supervises forty-four teachers and 1271 pupils. This average load per helping teacher has not changed materially during the past two years.

Very definite attention has been given to the reduction of class size in the schools in helping teacher territory. Through the cooperation of the county superintendents we have endeavored to reduce the class size so that we shall have very few classes which enroll more than 40 pupils. As a result there are now only 7 classes which enroll over 50 pupils and only 31 which enroll 46 to 50 pupils. Strict adherence to the Building Code will be of marked assistance in reducing class size to such numbers as will make possible good teaching.

Progress has been made in supplying adequate school sites for new buildings. Play space constitutes an important part of an educational plant. The cost of school sites in the rural areas is small and, when boards of education realize that the rural child has fewer opportunities than the city or suburban child for social and play experiences with other children of his own age, the response for adequate sites has been very gratifying. In a study which we made this year of 535 rural schools we found that approximately 30% of them have sites of more than two acres and another 36% have sites of one to two acres. It is significant that two-thirds of these rural schools have sites that are adequate for the particular type of school.

Education for Atypical Children

In previous reports I have called attention to the growth in our schools of special services which attempt to improve educational opportunities for atypical children. I include in this classification the so-called slow learning children, incorrigibles, blind and near blind, deaf and hard of hearing, crippled children, and those requiring bedside instruction. In the last year 237 districts have provided instruction for children of this class, which is an increase of 19 districts over those providing such services

last year, and an increase of 33 districts for the period 1935-1937. The largest increases in types of service are represented by provisions for slow learning children and for bedside instruction. It is interesting to note that the number of districts making provisions for incorrigibles has decreased in the last year from 21 to 17. Although this decrease is too small to warrant drawing final inferences, we think that the development of a more flexible curriculum, the more careful study of individual children, better individual adjustments, and the program of character education have all made a contribution.

The number of teachers employed in these various special services has increased from 513 to 592 in a two-year period. The largest increases have been registered in the number of teachers employed for subnormal classes, an increase of 20, and in the number employed for bedside instruction, an increase of 52.

SECONDARY OR HIGH SCHOOL EDUCATION

In my last annual report, 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. Enrollment figures which we have compiled for the present year show that the gross high school enrollment has decreased by a small amount. In 1936-37 there were enrolled in approved junior high schools 50,317 pupils which represented an increase of 911 over the preceding year. This year there were enrolled in approved junior high schools 49,894 pupils. These schools registered a decrease of 423 pupils. Senior high schools last year enrolled 35,653 pupils, which was a decrease of 1,200 from 1935-36. This year they enrolled 34,441, which is a decrease of 1,212 from 1936-37. The remaining high schools which enroll pupils in grades nine to twelve, last year enrolled 137,691 pupils, which was an increase of 716 over the enrollment in 1935-36. This year these high schools enrolled 139,297 pupils, which represents an increase of 1,606 over 1937. Using another measure and comparing high school enrollments in grades nine to twelve, we note that in 1936-37 the high school enrollment was 192,757, which represented a decrease of 1,003 from the enrollment in 1935-36. This year the enrollment in these grades is 193,177, an increase of 420 over the enrollment for 1936-1937.

NEW TYPES OF COURSES IN SECONDARY SCHOOLS

In my last annual report I called attention to the organization of the new technical high school in Bayonne, New Jersey. This is the first high school in the State to organize a very definite technical unit. As I noted last year, the school is modern, well-equipped, and is located so as to utilize, in addition to its own shops, certain shops in the vocational school in the same city. The work that has been accomplished up to the time of completing this report has fully met expectations.

In another section of this report I have described at some length a type of vocational course organized in the Toms River High School. This, together with the courses in vocational agriculture, constitutes a plan which will enable the secondary school to incorporate in its organization a wide variety

of vocational courses which may be conducted upon the secondary level. It is my conviction that this is one of the promising developments in the secondary field. In certain types of high schools groups of courses which are definitely technical in character may replace certain types of secondary courses now offered and this should very much increase the usefulness of our high schools in meeting the needs of students who enroll in them. A course which has increased its enrollments significantly is the one devoted to vocations which is closely related to the programs of guidance. Last year I discussed at some length in my annual report the provisions for educational and vocational guidance and the need for their further extension. Our reports indicate that guidance services are being very much improved in the high school and that they are now meeting very satisfactorily the needs of many students. A new course denominated "safe driving" or "automobile driving" based upon the pamphlet entitled Highway Safety enrolled 1,744 students during the year under review.

CHANGES IN ENROLLMENT IN THE HIGH SCHOOL

Each year it is our practice to study the enrollment in the various subjects of the high school curriculum and compare them with the enrollments of the previous year. From time to time we make a study also of significant changes in the enrollment in the various subjects over a period of years so that we may be able to determine trends and to seek their probable causes. The high schools of New Jersey offer a variety of curricula and registration in them is generally on an elective basis. Certain minima are required of all pupils. There is less opportunity for broad election of subjects in certain curricula such as the college preparatory curriculum than there is in the more general courses. Since pupils are encouraged to make free election of subjects and curricula and since this election is frequently conditioned by better systems of guidance, definite information concerning changes in trends in the election of high school subjects is of great assistance in planning future high school development. During the past year there have been a number of definite changes in the enrollment in the group of science subjects which are normally elected by boys and girls preparing to enter higher institutions. The registration in biology decreased this year from 30,443 to 29,601. Last year there was approximately an increase of 1000 pupils in that subject. The decrease registered this

year is 2.7%. In chemistry, the enrollments have increased from 13,660 to 14,527. This is an increase of 867 students or 6.3%. Last year the increase was 27.4% over the previous year. The registration in physics increased from 11,938 to 12,180, an increase of 2%. Last year the increase was 4.4% over the previous year. The enrollment in physiology increased from 582 to 919. Last year the conditions were reversed. The enrollment declined 42.1% from that of 1935-1936, but this year the enrollment shows an increase of 57.9% over 1936-1937. There have been fluctuations in those enrollments which are elected by those students preparing for college from year to year. This year there was an increase in all subjects in this group with the exception of biology. Two years ago all of the subjects showed a decrease with the exception of biology. None of the subjects shows significant change. The large percentage of decreases for a single subject for a single year may be accounted for because of arrangements of the program, availability of laboratories and emphasis on the election of certain college preparatory courses that vary from year to year. As has been noted for a number of years there has been no significant change in terms of the relationship of the enrollment to the total registration in the high schools. A study of the enrollments in this group for the period 1932 to 1938, inclusive, confirms this conclusion. The per cent of the total registration enrolled in these subjects has changed very little in this period.

The enrollment in general science last year was 44,863. This year it is 46,334, an increase of 1471 pupils, or 3.2%. Last year the increase was 3800 students, or 7.5%. For a seven-year period, the enrollments in general science have increased 12,018, or 35%. In some of the years in this span there have been losses in registration compared with the previous year. These fluctuations reflect schedule arrangements and shop and laboratory use. However, there has been a steady increase in the total enrollment of boys and girls in this important field in the last seven years. It is very significant that 46,334 boys and girls or 2.2% of the total high school registration is enrolled in a subject which is particularly useful in the interpretation of modern life.

The enrollment in the languages present a number of very interesting changes. The enrollment in Latin continues to decline although the amount of reduction from last year is slight. Two years ago the enrollment in this

subject declined 6% from the previous year. Last year the enrollment of 25,401 marked a decline of 0.7 of 1% from the previous year. The total enrollment this year of 25,156 marks a further decline of 0.9%. The enrollment in French which showed a decline last year witnessed further reduction for the year under review. The enrollment this year is 29,418. This, however, is only 81 fewer students than were enrolled last year and accounts for a small loss of 0.2%. Registration in German declined from 11,457 to 11,231, a loss of 1.9%. Italian, which showed an increase of 0.3% last year, this year registers a decrease of 1.1%. On the other hand, Spanish shows an increase from 12,144 in 1937 to 12,753 for the year under review. This is an increase of 609 students, or 5%. Last year Spanish registered a decrease of 10.4% from the enrollment in the previous year.

The enrollments in some of the languages have declined in small amounts for several years. From a study of the statistics for a seven-year period, however, we note that fluctuations in these enrollments vary considerably among the languages. For this period, for example, the total enrollments in Latin have declined 1148, or 4.4%; those in French, 686 or 2.3%, and those in Spanish 2262 or 15.1%. On the other hand, in the same period enrollments in German have increased 1910 or 20.5%; and those in Italian 2292 or 110.4%. Although the variations in these languages measure significant changes, nevertheless, the languages still occupy an important place in the curriculum for the student who is preparing for a higher institution. Apparently those languages which continue to lose enrollment are those for which some other subject is substituted for admission to higher institutions.

Enrollments in algebra have increased during the year under review from 43,407 to 45,380, an increase of 1973 or 4.5%. This is in marked contrast to the decrease of 0.8% last year. Enrollment in general mathematics last year increased 40.4% over the enrollment in the preceding year. This year the enrollment has declined from 13,822 to 13,668, a loss of 1.1%. Plane geometry during the year increased 18,074 to 19,357, an increase of 1283 pupils or 7.1%. The enrollment in solid geometry decreased from 3511 to 3435 or a loss of 2.1%. The enrollment in trigonometry increased from 3898 to 4319, an increase of 10.8%. Last year an increase of 1.6% was registered over the previous year. It is significant that with the exception of solid geometry

the usual mathematics courses show increases this year, and general mathematics which has shown large increases shows a decrease.

For the seven year period, the enrollment in algebra has declined from 46,721 to 45,380, a loss of 3%. The enrollment in general mathematics has increased from 2937 to 13,668, an increase of 365.4%. On the other hand, the total number of students enrolled in plane geometry has remained almost constant, registering a slight increase of 1.3%. Solid geometry has shown a significant increase of 25.1% and trigonometry an increase of 14.6%. The standard courses in mathematics have been retained as fundamental courses in the high school. They are utilized largely by those who are preparing for college. The increases in enrollment in solid geometry and trigonometry are not particularly significant because the per cent of the total registration electing the subject has remained stationary for this period. However, the fact that the percentage of the total registration enrolled in trigonometry has doubled in a period in which the high school has increased only about 31% indicates that this subject is apparently being elected by larger numbers of students for technical purposes as well as entrance to higher institutions.

Changes in the registration in the various subjects of business education with minor exceptions show steady increases. The enrollments in commercial law increased from 11,582 to 12,193, or 5.3%; in bookkeeping from 36,196 to 38,864, or 1.8%; the increase in bookkeeping is in marked contrast to last year when the increase was 17.2% over last year. The enrollment in stenography increased from 30,596 to 31,206, an increase of 2%; typewriting increased from 44,516 to 46,637, an increase of 4.8%. Office practice was one of the large increases. The enrollment increased from 7,331 to 8,225, an increase of 12.2%, about the same as last year. The enrollment in business organization increased from 2,269 to 2,553, an increase of 12.5%. Enrollments in salesmanship register a decline from 4,449 to 4,416, a decrease of .7%. This is in marked contrast to the enrollment last year, which registers an increase of 99.1% over the enrollment in 1935-1936; marketing showed an increase from 269 to 1,019, or an increase of 2.7%; advertising showed an increase of 521 to 767, or 4.7%. The enrollment in commercial arithmetic registers a significant decline. The enrollment

in 1937 was 13,913 and only 12,389 in 1938, or a loss of 10.9%. The enrollment in elementary business training increased from 25,546 to 27,205, an increase of 6.5%. On the other hand, the enrollment in commercial geography declined from 14,543 to 14,474, a loss of .5%. These statistics show that the enrollment in the various business subjects taken as a whole have again registered a large increase. This is shown in part by the increase in the percentage of the total membership of the high schools which are enrolled in business curricula. In some instances the increase in this percentage exceeds the growth of the total registration of the high school. The total registration in the high school in grades nine to 12 has increased only .22% in the past year. In terms of this increase the growth in the enrollment in the various history courses and those courses definitely related to training in citizenship has been significant. Enrollment in modern history increased from 15,161 to 15,785, an increase of 4.1%. The enrollment in ancient history increased from 7,318 to 7,401, an increase of 1.1%. The combined enrollments in United States history and such courses as are included under American history increased from 32,299 to 33,107, an increase of 2.5%, in English history from 119 to 432, an increase of 263%. Enrollments in civics increased from 16,640 to 17,041, an increase of 2.4%; enrollments in economics increased from 13,786 to 14,330, an increase of 4%; in social science from 4,734 to 8,637, an increase of 82.4%. The enrollment in problems of American democracy, which is offered usually in the senior year of the high school, increased from 21,999 to 22,226, which was an increase of only 1%.

The record this year is very encouraging. The only subject in this group which showed a loss from last year was world history and the loss in registration was only 5%. Last year, losses were registered in ancient history, social science, and in problems of American democracy.

Because the social studies occupy such an important place in citizenship training which has assumed a position of commanding importance in recent years, we have studied carefully the trend in these registrations for some time. Last year the total registration in the subjects of American history, social science, economics, civics, problems of American democracy, increased 2,655 or 3% over the registrations for 1936. The registration for 1936 in the same group had increased 35% over the registration in 1935. Thus the gains

made in the year 1936 were retained with additional increase in 1937. For the current year these gains have been retained and the total registration in this group has increased 5,833 or 6.6%. The largest increase is noted in the group of courses in civic studies called "social science" which showed an increase of 82.4%.

We regard this as one of the most significant trends in the curriculum of the secondary school. The quality of the work which is done in those classes is such as to lay a solid foundation for participation in the life of the citizen. The high schools of New Jersey are making a distinct contribution to training in the meaning of American democracy and in preparing for a high type of citizenship.

A study of the record for the seven-year period 1931-1938 gives further evidence of the trend which we have discussed for the last three years. In this period the enrollment in this group of subjects has increased from 54,993 to 95,341, or an increase of 73.3%. The combined registration in these subjects is now 45.7% of the total registration in all subjects in New Jersey high schools.

Persistence of Classes

The persistence of the enrollment in grades nine to twelve inclusive has varied from year to year in a ten-year period. As pointed out last year, however, there has been marked improvement in the holding power of the high school since 1931. When we compare the statistics for 1931 with those for 1938 we find that 74% of the pupils were retained in the 10th grade as compared with 70.3% in 1931; 55.9% were retained in the 11th grade as compared with 49.9% in 1931; and 47% were retained in the 12th grade as compared with 44% in 1931. The record for 1938 is not as good as the record for 1937. Variations in these percents of retention seem to be the rule, but the variations are not large in any case.

THE SUPERVISORY ACTIVITIES OF THE SECONDARY DIVISION

The active work of the division is carried on by the Assistant Commissioner and an assistant in secondary education. The assistant in secondary education is charged with the responsibility of supervising all business courses and he

also visits, in cooperation with Mr. White, the classes in other departments of the schools and assists in the appraisal of them. As I have pointed out on other occasions, routine inspection is an important part of our work, but of far greater importance is the service which is given on curriculum organization, suggestions for teaching practices, the installation of guidance systems, and the whole problem of better organization of the high schools. Very much valuable work has been done in the organization of committees which study teaching problems and materials of instruction. The work of these committees usually culminates in the preparation of a syllabus or handbook. I have called attention in recent reports to the fact that we have been embarrassed in this work because it has not been possible to print and distribute the valuable contributions of these committees. Whenever possible they are stencilled by the Department of Public Instruction and distributed to the schools. When the Budget for the Department of Public Instruction is prepared next year we propose to again request an appropriation of sufficient size to enable us to distribute these monographs. The teachers and principals who so willingly give their services are to be highly commended for the high type of work which has been produced.

This division has worked in close cooperation with all of the organizations of secondary teachers and secondary principals. These organizations for the most part hold one of their meetings at the time the State High School Conference meets at Rutgers University. Very effective work is accomplished by them in the various meetings which they hold during the year. Both the Assistant Commissioner and his assistant have contributed to the work of these organizations and they in turn have loyally and effectively assisted the Department in developing a work program of secondary education.

Appraisal of the Plainfield High School

In April of this year the Plainfield Board of Education requested the Commissioner to make a special appraisal of the organization of the Plainfield High School. This important undertaking was assigned to the Secondary Division and a committee was formed consisting of Mr. White, Assistant Commissioner of Education, as chairman. Associated with him were Assistant Commissioner McCarthy, Dr. Allen G. Ireland, Director of Health, Safety, and

Physical Education, Dr. H. H. Ryan, Professor of Education, Montclair Teachers College, and Mr. Charles W. Hamilton, Assistant in Secondary Education. A comprehensive report consisting of eighty typewritten pages was submitted by this committee. The Commissioner submitted the report to the Plainfield Board of Education. The report is an exceptionally clear appraisal of the administration, supervision, and teaching in the Plainfield High School together with a discussion of facilities and needed changes. The report was accepted by the Plainfield Board of Education and this board stated that it would serve as a guide in incorporating needed changes in their high school organization.

ATTENDANCE AREAS FOR HIGH SCHOOL PUPILS

The Organization of New Jersey High Schools

The attendance areas for high school pupils in New Jersey in general are constituted in the following manner: (1) a large city school district; (2) a borough, city, or township school district with contiguous territory forming in reality a much larger attendance district than that which maintains the high school; or (3) a district known as a regional high school district made up of a number of school districts several of which may be townships and embrace a relatively large area.

In New Jersey 50% of the high schools enroll 700 or more pupils. The latest statistics available for the school systems of the United States indicate that 46% of the high schools enroll 100 or fewer pupils and 70.5% enroll fewer than 200 pupils. From these statistics it is evident that New Jersey has gone a long way in the establishment of a state high school system very little restricted by district boundary lines.

It is important to note that there is only one four-year high school in the State which enrolls fewer than one hundred pupils. Of the 137 four-year high schools only twenty enroll fewer than three hundred pupils. Of the sixty-nine junior high schools of the State only one enrolls fewer than one hundred pupils and only seventeen enroll fewer than three hundred pupils. More significant is the fact that of the four-year high schools only forty-four enroll fewer than five hundred pupils and of the junior high

schools only one-half enroll fewer than five hundred pupils. Two-thirds of the senior high schools enroll over seven hundred pupils each. Twenty-six high schools in the State enroll more than two thousand pupils.

ANNUAL SECONDARY SCHOOL CONFERENCE

The Annual State Secondary School Conference which is sponsored jointly by the Secondary School Teachers' Association, Rutgers University, and the Department of Public Instruction was held at Rutgers University on May 6 and 7, 1938. One important topic discussed at this conference was the organization of high school courses so that values for general education purposes may be realized. Many of the cooperating organizations continued discussions relating to guidance functions. Many suggestions grew out of these conferences concerning better selection of teaching materials and improved teaching methods. As a result of these suggestions committees of the type which has been discussed in a previous section are organized and through their conferences develop the various monographs and teaching aids which we have discussed. This annual conference which was organized in 1918 is regarded as one of the most important professional meetings of the year. The programs possess distinctive merit and the conference has influenced very definitely many phases of the work in New Jersey high schools.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

In my reports I have emphasized the fact that this division is responsible for one of the most important phases of public school education and one which is claiming more and more attention on the part of the public. It is a truism to state that without health practically everything else is of no moment because certainly without good health a person enters upon any pursuit seriously handicapped.

In the annual reports of the last few years I have described in detail various major projects which have been undertaken and in the present report I shall discuss only those phases of projects which represent a special contribution for the year.

Some ten years ago we began very definitely to develop a comprehensive program of health, safety, and physical education. This may be conveniently classified under the following heads:

- I. Program appraisal
- II. Services which contribute to the development of the program
- III. The curriculum construction involved in this program
- IV. Extra program services

The activities connected with program appraisal relate, of course, to the visits to various schools and the assistance rendered and approvals which are given for programs in the local school districts. During the last year, one hundred twenty-eight schools were visited by members of the division for the purpose of observation and making recommendations concerning the program.

These visits included forty-two high schools, five junior high schools, one vocational school, fifty-six elementary schools in cities and boroughs, and twenty-four rural schools. About one-half of the visits dealt with problems of physical education and the other half with health and safety instruction. Special service was rendered to schools in all counties with the exception of Cumberland, Ocean, and Salem, which had been studied in the last two years.

During the year a very careful survey of the Plainfield High School was undertaken and the contribution of the staff of this division was exceptionally helpful.

Written programs and courses of study and regulations of various district boards of education were submitted to the Department for review and approval, during the year, and expert appraisal of these was given by this division. In the development, and what may be called "servicing," of the program this division must cooperate with all other divisions of the Department.

During the year a series of regulations relating to the identification of tuberculosis was adopted by the State Board of Education. These were prepared by this division and are now a part of the rules of the State Board of Education. In brief, the Board has placed itself on record in favor of the examination of children for tuberculosis in all schools and has made this examination a part of the regular health examination of students in the six teachers colleges, the State School for Colored Youth at Bordentown, and the School for the Deaf.

Many of the problems which come before this division are related very definitely to some provision of law. The Legal Division this year has given assistance in making rulings on such important matters as immunization, tuberculin testing, the "family physician" plan, school bus operation, school bus accident reporting, fire drills, and the liability of teachers. In cooperation with the Business Division, the Division of Health, Safety, and Physical Education renders extended service in the inspection of plans and specifications for the construction of new buildings and for the rehabilitation of old buildings. During the year the standards in "gymnasium construction" have been revised and valuable assistance has been rendered by the inspector of school buildings. Seventeen school systems have been given definite aid in the revision of their plans for building construction.

In cooperation with the Division of Secondary Education the most important projects undertaken were the promotion of the course on highway safety, a survey of automobile driving courses in public and parochial schools, the Plainfield High School survey, and the survey of school building needs in Kearny.

The interpretation and improvement of health and physical education programs in the State is one of the important functions of this division. This is accomplished through visits to the schools, through group meetings, and through public addresses to meetings of teachers, supervisors, and boards of

education. In those counties in which institutes are held there is usually offered a section devoted to health and physical education. The division also organizes county institutes wherever possible. During the past year seventy-two such meetings were addressed by some member of the staff. Probably the most important method of carrying on service of this type which involves a variety of problems, such as the reorganization of the curriculum, teaching methods, new material of instruction, tests, and the like, is through conferences attended by small groups of teachers. Some of these conferences are held at the central office in Trenton. During the year ninety-one field conferences and about one hundred other conferences were held which dealt with some phase of the program.

The division has continued its contributions to professional literature. It has been responsible for one or two pages in each issue of "The Beanstalk," which is the bi-monthly publication of the New Jersey Tuberculosis League. The division has been responsible also for the School Health page in "Health Progress," the bi-monthly organ of the New Jersey Health and Sanitary Association. The news letter of the New Jersey Physical Education Association has carried four important articles contributed by the division staff. Other contributed articles have been published in the Bergen County School Bulletin, The Burlington County Educational News, and the bulletin of the New Jersey State Nurses Association. The Director has served as the New Jersey reporter for the Journal of Health and Physical Education, the national organ of the American Association for Health and Physical Education. Articles contributed by the staff and published in national periodicals include the following: "Cooperation of Physician and Teacher" (three articles in Hygeia); "It's Only a Cold," and "A Factor in Health Inspections" in The School Executives Magazine; and "School Nursing--Yesterday, Today, and Tomorrow" in Public Health Nursing.

PROJECTS IN THE DEVELOPMENT OF THE PROGRAM

School Nursing

During the year a survey was made by a committee of helping teachers and school nurses under the supervision of Miss Dilworth. This survey studied the relationship between teachers and school nurses for the purpose of developing

a guide to be used by both groups. There are many things which teachers can do in relation to identification of disease and the handling of children in emergencies when the nurse is not present. For the purpose of developing these items the committee was appointed.

We have found also that the monthly report of the school nurse is a very important document. A meager report which gives no conception of what is accomplished by the school nurse is of little use. On the other hand, a report which gives a complete listing of activities and includes comments and recommendations is a very important part of the health service. Many forms have been examined during the year and definite progress has been made in designing a reporting blank which will give detailed information of use to the schools.

Homemade Games

Mr. Uhler, who is in charge of physical training, has invented some very interesting homemade games. A collection of these games was the most popular feature of the physical education fair at the State Teachers Association Convention in Atlantic City. This was exhibited again at the Eastern District Convention of the American Association for Health, Physical Education, and Recreation held in Atlantic City and was later displayed and described at the State Teachers Colleges in Trenton and Glassboro and at Rutgers University. In addition, a homemade games play day was held by fourteen schools in Somerset County under the direction of the helping teachers.

REPORT FORMS

State System of Records and Reports

For a number of years we have considered a plan for a uniform system of records and reports for health services, recording of annual examinations, and records relating to play, games, and other physical education activities.

In my judgment we should proceed on the basis of required items rather than a standard form. It would be highly desirable to have a standardized series of blanks, but to accomplish what should be the result would mean that we must furnish the forms and under present economic conditions that is not

possible. The present program contemplates the development of a series of standard forms which will be submitted to all school districts with the request that they adopt the form.

In connection with tuberculosis case-finding, very definite reporting must be made a part of any record system and this should be made a part of the standardized report forms.

During the year there were three school bus accidents, one each in Warren, Cape May, and Essex Counties, which revealed the need for a standardized report form for such accidents. Such a report form is being devised and next year will be submitted for incorporation in the rules governing pupil transportation.

SPECIAL PROJECTS

For the last six years this division has collected suggestions to be incorporated in a revised building code. The building code under which we now work is sadly in need of revision and should include requirements for health, play, and gymnasium facilities.

It is a matter of interest that the growth of instruction in archery and the use of archery as a game has been rapid. It is a first-rate sport, not expensive, and is now included in the game program of many high schools.

During the year an agreement was made with the parent-teacher council of one county to prepare a series of lesson outlines. The council has asked for outlines covering the subject of physical education. This will no doubt be successful and, if so, the project will be launched in other counties and the program will be expanded to include health and safety education, child nutrition, mental hygiene, and related subjects.

During the year the division displayed an elaborate exhibit at the convention of the American Dental Association and another exhibit for the New Jersey Physical Education Association. At the Physical Education Association there were three booths. One was a general exhibit of the division program and activities, one was devoted to homemade games, and one to first aid supplies and procedures.

SPECIAL STUDIES

During the year various special studies have been undertaken. One related to the distribution of dental services in the schools. It is interesting to note that only one hundred twenty-nine districts in eighteen counties make provision for dental service. Three counties, Hunterdon, Salem and Ocean, do not have dental services in any of their schools. In addition to those reported, dental service is furnished in the Essex County Vocational schools.

Study has also been made of the telebinocular in testing vision acuity.

During the year standards for school illumination have been examined and the division is endeavoring to formulate a series of standards for this very important phase of construction.

There is probably nothing as difficult to rate as the pupil's performance in health and physical education. During the year many hours have been given to an extended search of the literature and published programs and a study of systems now in use. This year's effort marks the continuation of several years of work. Notwithstanding the fact that this is a difficult problem, it is one of the most important that can be undertaken by this division, and I am certain that we shall have a tentative program to suggest for the next school year.

The liability of teachers in cases of injury to pupils in the classroom or shop has been a much debated question for many years. Many private institutions carry a form of insurance to protect the board of trustees and the teachers. This has not been done in New Jersey. The filing of suits against teachers for injuries and the successful prosecution of one of these suits in Newark brought this question to a head. As a result, a bill was introduced in the Legislature last year and passed. This is Chapter 311 of the Laws of 1938. There was considerable discussion concerning this bill at the time of its passage and undoubtedly it will not satisfy all boards of education. However, it has for the time being settled the question in a fairly satisfactory manner.

INTERDEPARTMENTAL RELATIONSHIPS

This division must maintain relationships with all of the departments of State government which are concerned with health, safety, motor transportation, and any phase of child development.

We, of course, maintain very close relationships with the Department of Health and with the Motor Vehicle Department and State Police, Institutions and Agencies, the Crippled Children's Commission, The Juvenile Delinquency Commission, and The Board of Children's Guardians. During the year it was necessary to hold fifty-nine conferences with these agencies. As samples of the cooperative work on common problems, the following are cited: With the Department of Health--evaluation of motion picture films on social hygiene, consideration of a plan for public health nursing instruction for student nurses; with the Department of Motor Vehicles--a discussion of standards for the selection of school bus drivers, a study of a system for reporting school bus accidents, examinations and road tests for eligible high school pupils; with the Department of State Police--development of a cooperative plan to govern the activities of the State Police in public schools, preparation of a statement on marihuana, joint sponsorship of the first aid exhibit at the State Teachers Convention; with the Department of Institutions and Agencies--exchange of data on child health problems and a study of the status of recreation in the schools.

COOPERATIVE WORK WITH STATE ORGANIZATIONS

The following tabulations summarize the activities of this division in relation to the various types of organizations named. Nearly all of our divisions maintain relationships with a large number of organizations, but a division such as this dealing with activities of health, of physical education, recreation, and safety necessarily must maintain cooperative relations with a great many more organizations than would be the case with a single subject matter field.

Table I

Cooperation with State Organizations*
Division of Health, Safety, and Physical Education
July 1, 1937, to June 30, 1938

Key Number	State Organizations	Number of Conferences	Problems and Projects
(1)	(2)	(3)	(4)
1.	Medical Society of New Jersey	12	6
2.	N. J. State Dental Society	4	7
3.	State Organization for Public Health Nursing	15	7
4.	N. J. Health and Sanitary Association	6	5
5.	N. J. Tuberculosis League	8	5
6.	N. J. State School Nurses Association	4	4
7.	N. J. Third District Nurses Association	1	-
8.	N. J. State Nurses Association	1	2
9.	N. J. Physical Education Association	11	7
10.	N. J. State Interscholastic Athletic Association	7	3
11.	N. J. School Physicians Association	1	7
12.	N. J. Parks and Recreation Association	3	2
13.	N. J. Chapter, American Red Cross	4	2
14.	N. J. Chapter, American Assoc. of Univ. Women	1	1
15.	N. J. Congress of Parents and Teachers	3	3
16.	N. J. Women's Christian Temperance Union	1	1
17.	N. J. State Lodge of Elks	2	1

*For example, projects undertaken or discussed with the Medical Society of New Jersey include the "family physician" plan, cooperative study of health policies and programs presented by school officers, and the health examination form to cover the child's history from birth to the time of leaving school. With the New Jersey Dental Society such matters as the following were studied: the feasibility of introducing mobile dental clinics in New Jersey, the dissemination of teaching aids in dental health education, and a survey of school dental services. Problems of like scope are represented by the conferences and projects undertaken with the other agencies listed in the summaries.

Table II

Summary of Departmental Activities
Division of Health, Safety, and Physical Education
July 1, 1937, to June 30, 1938

Problems and Project Activities Types (1)	Number (2)	Organizations Served* (3)
1. Addresses to State groups	2	3-5
2. Preparation of bibliographies	1	2
3. Course of study revision	2	5-8
4. Distribution of literature	5	2-5-9-11-15
5. Legislative proposals	5	3-4-10-11-13
6. Membership campaigns	1	11
7. Program planning for conventions	4	3-9-11
8. Planning safety awards	1	17
9. Projects for health organizations	9	1-4-5-8-11-12
10. Projects in schools	5	1-2-4-9
11. Promoting enrollment in courses	3	3-13-15
12. Revision of forms	1	1
13. Research studies	7	1-2-9-11-12-14-16
14. Statements of policy	8	4-6-9-10-11-15
15. Surveys	7	1-2-3-6-9

*Column 1 lists the fifteen problems and projects in the Division of Health, Safety, and Physical Education. Column 3 gives the key numbers of the State organizations in which the problems and projects were carried forward. The key numbers are listed in Table I. Column 2 gives the number of problems or projects in which the division has participated with State organizations.

SAFETY EDUCATION

New Jersey participated in the National Traffic Safety Contest and because of this participation it was necessary for us to obtain certain data. As a result of correspondence and answers to a questionnaire, we received two hundred and thirty-two replies from public high schools and parochial high schools. Of this number, one hundred seventy-five were public secondary schools and the remainder were parochial high schools. One hundred fifteen of the high schools and twenty-two of the parochial high schools provided regular instruction in traffic safety during the year under review. Reference has been made to three school bus accidents during the year 1937-1938. These occurred in Cape May County, Warren County, and Essex County. No one was injured in the first two counties. The accident in Essex County was unusual, and although several children were injured no one was hurt seriously. As a result of this accident, additional revision of the regulations for pupil transportation will be made. With the revision of the code, every possible precaution will be included. The county superintendents and the Department are ever on the alert to detect any possible defects in our code for pupil transportation and revision to include every possible safety provision is made from time to time.

STATE WIDE NURSING PROJECT

In the previous reports of the Commissioner, I have discussed the State-wide school nursing project which has been administered under the Works Progress Administration. From the summary noted below it will be seen that this project has during the year again served many pupils in fourteen per cent of the school districts of the State. All school nurse service under the project was terminated as of June 26. The project has been very successful. A careful investigation revealed the fact that, with the exception of thirteen nurses, the entire professional personnel did secure permanent employment. This project was in operation in eleven counties. In counties where further work is needed the proper officials were advised to investigate the possibility of continuing the service through county projects.

This project has received the enthusiastic support of boards of education, superintendents, teachers and parents. The field supervision of the project has been directed by Miss Dilworth, associate in health education. County and local public health nursing agencies have cooperated in every way. In the year under review eighty school districts containing two hundred schools and enrolling 42,791 pupils have been served. As an index of the service which has been rendered the following statistics are cited: The nurses have assisted in giving 24,817 health examinations and as a result 5,343 pupils have been referred for re-examination. These nurses have assisted also in giving 26,532 individual visual acuity tests and 7,235 individual hearing acuity tests. The number of conferences held with individual teachers were 10,692, group conferences in which teachers participated numbered 326, and there were held 1,487 individual conferences with parents at the schools. These nurses also made 22,882 visits to homes, made 3,845 contacts with community health agencies, and in addition advice was given and aid rendered in securing glasses for 479 pupils and securing dental work for 3,481. As a result of the intensive work undertaken there were administered 381 vaccinations, 779 Schick tests, 1,548 diphtheria immunizations, and 2,540 tuberculin tests.

The Curriculum in Health, Safety, and Physical Education

There is large demand for curriculum outlines and suggestions for teaching methods to be used. Due to the fact that appropriations have not been made for the publication of monographs of this type, it has been necessary to adopt an alternative procedure. This has taken the form of the formulation of "standards." Our interpretation of "standards" is a statement of plans, criteria, and administrative procedures for the different divisions of this topic. During the past year the division completed the following standards:

- Gymnasium construction
- Locker room and shower equipment
- Playground construction
- Safety and physical education
- Safety factor in equipping a new school
- Play equipment

Equipment for corrective physical education

First aid procedures

Health of the personnel

Noon hour recreation

This program involving the publication of standards will be continued and next year will witness the formulation of standards in some ten or twelve additional items.

The division attempts to meet various requests and to answer inquiries with a large amount of mimeographed material. These materials vary in bulk from one to fifteen pages and the number of different topics covered during the year under review was one hundred and nine. During the year thirty-five different bibliographies and three lists of available films were revised. In addition, a list of victrola records for rhythms and dance patterns was prepared. Many book lists were prepared for use in elementary schools, high schools, and the rural schools. During the year there were distributed to a large number of schools packets which include a collection of teaching devices and various materials such as booklets, charts, pictures, and posters which have been gathered from a number of sources. There are six packets in this series classified in part by subject and in part by grade level.

THE EDUCATION OF TEACHERS

Last year I outlined in the Commissioner's annual report the program which has occupied the attention of the State Board of Education and the Commissioner for a period of ten years. I emphasized the fact that in this period the training of teachers had been developed as a State program and that very definite effort had been made to allocate the training of different types of teachers to certain schools in the interest of economy and efficiency. I emphasized also that properly administered this would to a large degree eliminate duplication. The philosophy underlying the program of training for both high school teachers and elementary teachers was outlined in some detail. I shall in this report select a number of items which at the present stage of development of our program we regard to be of especial importance and particular attention to which will, I believe, contribute to the improvement of our programs.

THE SYSTEM OF SELECTIVE ADMISSION

Prior to 1920 students were admitted to the normal schools on the basis of high school certificates. Any graduate from any type of course could secure admission. In 1920 the State Board of Education, feeling that this was too loose a method of admission and having discovered that students enrolled in the normal schools were weak in certain of the fundamental subjects, most of which had not been studied since elementary school days, decided that an examination should be required for admission. The Board passed certain resolutions which required an examination in grammar, arithmetic, spelling and English composition. No attempt was made to standardize the examinations. They were prepared by a committee of normal school principals and given to all persons who applied for admission, provided they were graduates of high schools. This general plan was continued until 1930, at which time the Commissioner in an effort to improve the examination appointed a committee of principals to prepare a more satisfactory type of examination. After study, an examination consisting of English, arithmetic and American history was designed. An effort was made at once to standardize this instrument, it was given a tryout before its administration to candidates for entrance and

its difficulty determined. All principals possess some expert knowledge of examinations of this type, but the task of determining difficulties and making an examination to serve as a satisfactory measuring instrument was delegated to Dr. Townsend who laid the basis for the present examinations.

In addition to the examination every student is required to file a certified statement showing place and date of birth, health report in the form required by the Department, two testimonials of good moral character, a transcript of the student's high school work, a certificate from his high school certifying the student's character and probable success in courses designed to train teachers. The student must also present a high school course which has been well balanced and must include the subjects which are preparatory to the course in which he registers. In addition, under rules recently adopted by the State Board of Education, the student must undergo a physical examination and if he does not submit a certificate certifying that he is free from tuberculosis he must undergo an examination after entering college.

The limits of this report will not permit detailed discussion of the elements entering into the system of entrance. It may be confidently stated, however, that the application of this plan has resulted in the selection of a very good group of candidates. This is attested by the success which our students have attained in the various tests which have been administered to teachers colleges on a nation-wide basis. Exports in the field of the training of teachers have testified to the excellence of the plan. We do not believe that we have yet evolved the most satisfactory program, and attention continues to be given to its improvement. I believe that it may be said that New Jersey has an excellent plan and that its administration has improved materially the quality of the student body.

THE ENROLLMENT

The full-time enrollment in the teachers colleges was 2907 for the school year 1937-1938. Of this number about 26% are men which is a distinctly larger proportion than was the case fifteen and ten years ago. In the Montclair Teachers College, for example 30% are men; Jersey City 19.5%; Glassboro, 15.3%; Newark, 22.8%; Paterson about 35%; and Trenton, 28.4%. There is larger demand

for men teachers in the junior schools and senior high schools than formerly. More men are making education a profession. Certainly so far as New Jersey is concerned, the schoolmaster is not becoming extinct.

During the year under review there were enrolled 1369 full-time students studying for certification in the elementary grades, which represents 47% of the total enrollment. In the special subjects aside from the field of business education there were enrolled 295 students in the following fields: fine arts, 41; health and physical education, 88; health education and school nursing, 30; industrial arts, 88; music, 48. About one-half of these students will upon graduation be employed in junior and senior high schools. In the total enrollment of teachers college students 1132 full-time students were preparing for secondary school teaching. These were enrolled in the two colleges which prepare for such teaching, namely, Montclair and Trenton. This number is 39% of the total enrollment. Last year the total number of inexperienced teachers employed in New Jersey was 1191 and of this number 34% were employed in the secondary schools and the remainder in the elementary schools. This indicates that the teachers colleges are not preparing enough elementary teachers. Since there will continue to be a supply of teachers for secondary schools from the education departments of various colleges, and since it does not now seem advisable to increase the total enrollments in the teacher colleges, it is my judgment that the total number of students preparing for secondary positions should be reduced. In this connection it should be pointed out that only those colleges which are exceedingly well prepared to meet the present standards for training secondary teachers in New Jersey should undertake this work. It should be noted also that all regulations for the certification of teachers are based upon reasonable requirements which any institutions of that type should be prepared to meet.

It is frequently alleged that students in the teachers colleges are unequally distributed as to their residence by New Jersey counties. A careful study of the number of students enrolled from each county in the total teachers college enrollment reveals the fact that the percentage of total student enrollment from each county tallies very closely with the percentage of total population in the several counties. For example, Bergen has 9% of the population of the State and the teachers colleges enroll 10% of their

students from Bergen County. Essex County has 20% of the population and the teachers colleges enroll 21% of their students from that County. On the other hand Passaic has only 7% of the population of the State, whereas the teachers colleges enroll 11% of their students from that County. Union has 8% of the population of the State but the teachers colleges enroll only 5% of their students from Union County. The teachers colleges enroll from the counties of Burlington, Cape May, Cumberland, Hunterdon, Morris, Ocean, Salem, Sussex and Warren the same percentage of students which the population of these counties bears to the total population of the State.

THE TRAINING OF THE STAFF

The strength of a faculty of a teachers college is measured largely by the training and experience of its members. Although no one would claim that the most scholarly members of a staff are necessarily those with the largest number of degrees, nevertheless it is a well-known fact that the most competent members of any college faculty are those with extended training. It is a truism that individual members of a faculty do become more scholarly and more proficient through the completion of well planned courses of study leading to appropriate degrees. Very many of our faculty members have done advanced work and obtained advanced degrees while serving as members of the teachers college faculty. In the discussion which the Commissioner presented to the faculties of all the teachers colleges at Glassboro on May 21, 1938, I held that it was the obligation of the members of the State teachers college faculties to do as much advanced work as possible. I pointed out to them that although this was not the only measure of effectiveness, it is well known that there is a high relationship between advanced training and effectiveness as a faculty member.

Last year I reported that over a ten-year period the academic status of the faculties in New Jersey teachers colleges had been improved materially. I pointed out that in the ten-year period the per cent of faculty members who hold the doctor's degree had risen from 2% to 15%; the per cent holding the master's degree from 31% to 67%; the per cent holding only the bachelor's degree had declined from 31% to 11%; and the per cent holding "no degree" had declined from 36% to 5%. In the year under review the number holding the

doctor's degree has risen to 17%; those holding the master's and the bachelor's degrees had remained stationary, and the number holding "no degree" has declined 4%.

For the states of California, Massachusetts, Oklahoma, South Dakota and Virginia, the statistics which include liberal arts colleges, show the following distribution: per cent holding the doctor's degree, 9%; those holding the master's degree, 44%; holding the bachelor's degree, 36%; "no degree," 11%.

Probably the leading teachers colleges in this country, aside from Montclair are the ones located at Greeley, Colorado; Emporia, Kansas; and Albany, New York. The academic qualifications of their faculties are as follows: per cent holding doctor's degree, 21%; master's degree, 61%; bachelor's degree, 15%; "no degree," 3%.

In a survey of 3866 staff members of American teachers colleges which was made in 1932, it was found that those holding various degrees were as follows: the per cent holding the doctor's degree, 25%; master's degree, 59%; bachelor's degree, 12%, and "no degree," 3%.

A comparison of the training of the members of our college faculties of New Jersey with these statistics indicates not only that the faculties of the teachers colleges of New Jersey have materially improved, even under distressing depression conditions, but their training does not differ significantly from the national average with the exception of the per cent of doctor's degrees. We have been at work on this problem continuously and I am satisfied that very soon the teachers colleges of New Jersey, which take such high rank in other respects, will soon meet the most exacting standards in the country. Our present endeavor is to reduce the number holding the master's degree and increase the number holding the doctor's degree.

THE SUMMER SESSIONS

During the summer of 1937 we maintained four summer sessions in the State teachers colleges. They were conducted in the colleges located at Montclair, Newark, Trenton, and Glassboro. We have sought in this work to allocate different types of instruction to the several teachers colleges. For example, Montclair offered courses for secondary teachers and for administrators of both elementary and secondary schools. Newark offered

courses for elementary teachers and teachers of fine and industrial arts. Trenton offered courses for elementary and secondary teachers and for special teachers in music and industrial arts. At Trenton we conducted also the State School for School Librarians. At Glassboro we offered courses for elementary teachers only.

The total number of teachers enrolled in these summer sessions was 1307 which accounted for 3302 course enrollments in 221 different courses. Ninety-six per cent of the course enrollments were completed and the average number of courses for which each student enrolled was 2.6.

Many students enrolled in these courses were candidates for a degree, and a large number, approximately 60%, elected courses for the purpose of improving their classroom work.

It is impossible to finance the summer sessions adequately from the small fees which are charged. As a result of the depression the Legislature has failed to make appropriations for summer courses and, consequently, they have been supported entirely from fees. This leads to a lower salary schedule in a number of the schools from that which is maintained during the year and makes it impossible to offer certain types of work which must be abandoned because of insufficient funds. For many years the Legislature made an appropriation for this work. It is my recommendation that a small appropriation be requested to supplement the fees charged the students.

EXTENSION COURSES AND PART-TIME EDUCATION

Most educational institutions of collegiate rank which attempt to meet the demands of a state or community maintain part-time and extension courses. These are offered for the purpose of providing opportunities for employed teachers to do advanced work. During the past year, the State teachers colleges rendered service of this type to 2,243 part-time students and 517 extension students. We denominate students as part-time students who take courses on the campus of a given institution, and as extension students, those who pursue comparable courses in other centers. Our enrollment statistics show that 5667 were enrolled in all courses in the several State teachers colleges, of whom 1194 were men and 4473 were women. Forty-nine per cent of this total enrollment was in part-time and extension divisions of the six

teachers colleges. It is highly significant that in New Jersey, 2760 students who have already met their first certification requirements are attending courses for professional improvement. This enrollment is well distributed throughout the State. At Newark, for example, there are a thousand part-time and extension students which is more than double the full-time membership. At Glassboro, there are 575 students which is 40% more than the resident enrollment. At Montclair 62% of the resident enrollment is enrolled in part-time and extension courses and at Trenton about 20%.

STATE SCHOLARSHIPS

In my last annual report, I summarized the provisions of the act creating State scholarships for the teachers colleges. These scholarships exempt the student from the payment of tuition and laboratory fees. After a year's experience, we are of the opinion that this is one of the most important acts which has been passed by the Legislature in recent years. There has been much discussion in which the claim has been made that many able students have been denied the opportunity to obtain training for teaching because of financial conditions. This has been obviated largely by the scholarship act. The main requirements which determine eligibility for a scholarship are certification from the family of the student of the economic level in which the family finds itself and the scholarship of the student. The State Board of Education has restricted the awarding of scholarships to those who have earned a position in the upper 50% of the high school graduating class. A student who has attained such scholarship rank passes the scholarship examination and whose answers to a questionnaire indicate that he would not be able to attend a teachers college without scholarship aid, may obtain a scholarship provided his ranking is such as to place him in the group for his particular county. The law specifies that the scholarships shall be awarded by counties and that the number awarded shall be in the proportion which the population of the county bears to the total population of the state. The entrance examination is now so designed that it not only enables us to award the scholarships but also to satisfy the requirements of our selective system of entrance. The law restricts the number of scholarships awarded per annum to 10% of the graduating class so that at no time may more than 10% of the

total enrollment be the holders of scholarships. In our judgment this is a wise provision and from our experience with the law it offers ample opportunity for those who should be served by a scholarship system.

In addition to these, there are a number of endowed scholarships in the teacher training institutions. Students who are unable to meet the standards for a state scholarship and who find themselves in financial distress, may borrow the amount of their tuition in any one year. The Legislature of 1936 provided that 20% of the amount of tuition collected may be used for making student loans. We endeavor to collect as much of these loans as possible before the student graduates but extensions are granted so that the student may complete payment after he has left college and obtained a position.

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

Vocational education has come to occupy a very important place in our programs of education. We recognize as never before its close relationship to the economic progress of the community and the state. All through the depression the trade extension courses which are offered late afternoons and evenings, principally in the vocational schools, gave opportunities for many thousand men and women to secure retraining so that they might be prepared to undertake other work than that for which they had originally been trained. A good many secured training which would make them more efficient in the particular trade or skill with which they were equipped. The pre-employment training offered in the various vocational schools attracted large numbers of youth who were anxious to prepare for the day when industrial opportunities would again be many in this State.

Every one recognizes that there have been many social and economic changes in the past decade. So far as employment in the industries and other occupational fields is concerned, those who have employment have been concerned about retaining it. All those who have either lost positions or have never been employed have been very much concerned about what to do to secure such training as would insure employment. Under those circumstances it is obvious that parents have been much concerned about future employment possibilities for their children.

More and more the parents have come to look to the public schools for opportunities for their boys and girls to obtain pre-employment training. The schools, including the specially organized vocational schools, cannot offer every type of pre-employment training. Some types of training which involve very highly specialized skills must be offered in the industries. However, habits of work, skills that may be used in a number of occupations, educational guidance, civic training and vocational guidance are the important things which the schools can do. They can also train with large profit to the community and the individual directly for many trades and other occupations. It must be borne in mind that the development of habits and attitudes are often as important for young people seeking employment as very extended development of fundamental skills.

AGRICULTURE

Agricultural production in New Jersey is a big business. It involves one hundred million dollars a year. The cash income per farm in this State is three times the average for the United States. Production and overhead costs, however, due to higher taxes and labor costs, are higher than the average for the country. To meet these conditions, the farmer in New Jersey must be acquainted with better farming practices. He must be able to increase his production by more scientific farming and by effective use of farm machinery. In the agricultural classes of the State, therefore, more and more attention is being given to those things which help the farmer to improve farm practices, to control animal and plant diseases, and to improve and conserve the soil. With the introduction of more farm machinery, attention is now being given to the intelligent selection, use, and maintenance of farm equipment.

To What Extent Do the New Jersey Farmers Participate in Courses in Vocational Agriculture in the State?

The activities in the field of vocational agriculture are not limited to the day school. During the past year, more than 900 farmers attended classes which are usually held at night during the late fall and winter months when farm work is less pressing than at other seasons of the year. However, additional meetings are held at other seasons of the year as the need develops.

These farmers are concerned with managerial and business problems of the farm and much of the instruction is carried on by the conference method. The group contributes to the discussion and the teacher's services are extended to the farms of those in the group. The teacher's visit to the farm is not a social event. There is a check of farm practices that has been determined upon by the conference group. Last year, there were 2,992 improved practices carried out by those who attended the conferences. In the poultry field, for example, improved practices included better feeding, housing, incubation, and brooding. Better grading of eggs and more careful selection of breeds brought about better selling opportunities through cooperative associations.

The Young Farmer

The future of the one hundred million dollar farming enterprise in New Jersey depends upon the young farmers who will take the places of those who leave the agricultural pursuits of the State. The day agricultural departments are conducted for this purpose, but even with a good basic knowledge of farming obtained in the day school, the young man entering farming needs some guidance and help. In Sussex County, considerable attention has been given to this young farmer group. There were 155 young men enrolled in part-time and evening classes in this area last year. The older farmer is concerned with management problems, but the young farmer has not reached the managerial stage--he is concerned with details of farm operation and farm production. Because of differences in interests, the classes for the young farmer group including those from 16 to 25 years of age are organized independently of those for the adult farmer.

In New Jersey, schooling in agriculture does not stop with the high school because farming is such a changing business. New practices, new information, and new crops will help meet the increased farming costs determined by higher labor charges and higher overhead.

HOME ECONOMICS

The contribution which home economics makes to the education of young people is now so generally recognized that few districts are satisfied with either an elementary or secondary school program in which home economics has no place. Evidence of this is found in the increased number of new home economics departments during the past year. At present, only 19 districts in the State do not offer home economics instruction in the secondary schools. Seven new home economics departments were organized last year, and because of new school buildings and replacement of home economics equipment in the older buildings, better facilities are now available than ever before.

The social and economic changes of the past few years have affected family living, and the pupils in the junior and senior high schools have become aware of some of these problems in their homes. Boys as well as girls are enrolled in home economics classes in some districts. More boys are anxious to enroll than can be accommodated in other districts. Because home

economics courses are usually considered as courses for girls, facilities for boys have not been provided in all districts. Where facilities are sufficient to enroll both boys and girls, the boys take their second choice--the home economics club--an extra curricula activity. More than 300 boys were enrolled in these home economics clubs last year and about 1,500 in regular home economics classes.

How the Home Economics Program Solves
the Special needs of the Community

The home economics program in New Jersey has not been limited to the in-school group. In Atlantic City, a special program in this field has been operated in connection with the Stanley Holmes Village. This is a model housing project for the colored people. It was built as part of the slum clearance program of the Federal government. The success of the Stanley Holmes Village as a model housing development depends upon the standard of comfort that is maintained in the individual homes of the community. If a desirable standard is not established and maintained, there is a possibility that the new facilities will soon become a slum area again. Experience has shown that this is what happens when a low-income group has not been trained to utilize facilities with which they are not acquainted. As a group, the homemakers of the Stanley Holmes Village need advice, instruction, and leadership to obtain full efficiency in their new living environment. To help these people, a home economics consultant was employed by the Atlantic City Board of Education. The consultant lives in the Village and conducts meetings with the housewives in the environment in which they live. There is no formal school room atmosphere--the meetings are conducted in the living quarters of the consultant or in the homes of the members of the group. The residents of the Village welcome the opportunity to discuss their problems with one who can help them. The purchase and preparation of food and the selection and care of clothing represent the major problems; however, other problems included preparation for a children's party and preparation for adult social meetings. The advice of the home economics consultant was sought in the case of a death in the Village. It was necessary in this case to keep the funeral expenses within the family's means.

The men of the Village also sought a solution of problems, such as the following: One group wanted help in the purchase of household equipment; another information about the care of the floors in their apartments. Even the problems involved in keeping bright the brass door knobs on the main entrance of each home was given consideration.

TRADE AND INDUSTRIAL EDUCATION

A program of trade and industrial education cannot remain static. Changes must be made from time to time to meet changing conditions of production. Teaching content must be revised, and new practices must be substituted for old ones which have become obsolete. New industries in an area also make it necessary to inaugurate new programs in the trade preparatory schools and to revise others. These are conditions which are bringing about a general reorganization of the trade preparatory schools in the State. Provisions are being made for training on three distinct occupational levels: The skilled trade level, the semi-skilled or general industrial level, and the technical level. This type of organization permits a more flexible type of administrative unit and provides pre-occupational training for a large number of boys and girls.

The first Type "B" vocational school in the State was organized during the past year in the Dover Township (Toms River) High School. In the Type "B" vocational school, the pupil divides the school day between shop work and regular high school subjects. The pre-employment training is organized to give training for broad occupational fields. This is in contrast to the training in the unit trade schools which is organized to prepare for entrance into specific trades.

The Dover Township program has been developed to meet employment conditions in this area and includes two major shop curricula--one in the field of automotive repair and maintenance, the other in the field of building construction. The automotive course includes, in addition to automobile repairing, marine engine repairing, and the repairing of farm equipment and appliances. The program for the building construction field includes boat building and repairing, the erection of farm buildings, and the typical construction work of this area. Both of these programs were organized as a result of information secured in a survey of employment possibilities in this district.

Trade Extension Classes

Trade extension classes are programs of adult education in which the instruction has been planned to supplement the occupational experience of the persons enrolled. For several years, the demand for trade extension classes has been increasing, and in several districts, it has been necessary to operate the trade extension programs on two shifts each night. Saturday morning classes have been necessary also in several districts to meet the demands of workers in industries operating on the five-day week. Because of new vocational school facilities at Elizabeth and Bayonne, it has been possible to provide trade extension courses for additional trade groups. In Elizabeth, the enrollments in evening and part-time classes increased 60% and in Bayonne more than 100%.

Enrollments in the trade extension classes usually are limited to those for whom the instruction will be supplemental to their daily occupation. It has been found that many of those who enroll do so to increase their technical knowledge. Among those who attend these evening schools are coast guardsmen and commercial fishermen who study elementary navigation as supplementary to their daily jobs, plumbers and steamfitters who wish to learn the use of a tool new to their trade such as the oxy-acetylene torch, textile workers who wish to obtain knowledge of new synthetic materials and new dyes, waiters, and waitresses who wish to improve their techniques in serving food, and tool and die makers who wish to learn modern methods of heat treatment of metal.

TRAINING FOR THE DISTRIBUTIVE OCCUPATIONS

This year extension classes were organized for workers in the distributive occupations. These include the jobs of persons engaged in the sale and distribution of goods. Courses were organized for grocery clerks and clerks in certain five and ten-cent stores, for butchers, florists, and salesgirls.

INDUSTRIAL ARTS

The same influences which tend to keep pupils in school have contributed to increased enrollments in the industrial arts departments of the secondary schools. This is not a temporary condition but one that will continue. The

industrial arts department provides many opportunities for emphasizing some of the functions of guidance. Special attention is being directed to matching interests and abilities in the choice of an occupation. The industrial arts departments are also developing leisure-time interest. The wise use of leisure time is becoming a very important problem since the shorter work day and work week permits more time for avocational interests. There is a great need for wise guidance in the development of avocational interests.

THE CONTINUATION SCHOOLS

The continuation school was developed as part of the educational system of New Jersey about eighteen years ago. These schools came into existence because of changed conditions of employment. They served a very important educational need for several years. Again, changing social conditions and changed employment conditions are creating situations which make the need for this type of educational program less necessary. Labor legislation makes it difficult for persons under 18 years of age to secure employment, and employers are demanding more maturity when they hire beginning workers. These conditions tend to lengthen the period of regular schooling. There should be a continuous study of employment and conditions in the districts in which continuation schools are now operated to determine what type of program and what type of school may best be organized under the present laws relating to age and schooling.

PUBLIC SERVICE TRAINING

For several years, training programs have been conducted for the officers in volunteer and paid fire departments. The success of these programs has interested several other groups of public servants, and during the past year, projects have been developed to meet the specific needs of several groups. The most extended program for public service employees was organized in cooperation with the New Jersey Motor Vehicle Department. Motor vehicle inspectors assigned to road patrol work, the examiners at the compulsory inspection stations, and the motor vehicle registrars and the members of their staffs participated in those programs. More than 550 persons in the Motor Vehicle Department were enrolled.

Policemen went to school at Elizabeth---a new group of ten patrolmen were appointed and assigned to school before being sent out on patrol duty. The school course continued for ten weeks, six days during each week. The staff of the Vocational Division cooperated with the Elizabeth Police Department in conducting those phases of the program dealing with the police officers' responsibilities for public relations and for records and reports. In Elizabeth, fire captains also attended school one morning a week. The classroom was the firehouse and the fire department equipment was used for training purposes.

A training program in fire fighting procedures was organized and conducted for a company of Marines detailed to the Naval Arsenal at Lake Denmark, near Dover. It is important that the Marines be trained in the use of modern fire fighting equipment for this area.

Other public service training programs were conducted for the vocational director of the National Youth Administration and the Civilian Conservation Corps.

INDUSTRIAL SUPERVISORY TRAINING

New labor regulations, social legislation, and modification of industrial practices have created additional demands for industrial supervisory training. In modern industrial organizations, knowledge of production methods and technical knowledge must be supplemented by a knowledge of teaching procedures and ability to maintain good personal relationships with the workers. More than 500 executives and supervisors in 33 New Jersey industries participated in one or more activities in this field last year.

The safeguarding of industrial plants is regarded as important by the Elizabeth Safety Council. This organization asked for assistance in organizing a training program for factory fire chiefs. It is this group which safeguards the lives of the workers from the hazards of modern industry. The safeguarding of these plants is also an economic precaution because the destruction of an industrial plant is a serious matter and is likely to result in a temporary and possibly permanent loss to the community in which it is located.

TRAINING HOTEL PERSONNEL

The National Park Service estimates that the tourists in New Jersey spend one hundred and eighty-three million dollars a year. The resort hotels of New Jersey represent a business that is important to the economic prosperity of the State. These hotels emphasize personal service, and any improvement in this service which results in attracting more visitors to New Jersey contributes to the prosperity of the State as a whole. This year, for the first time, training programs have been organized for two hotel supervisory groups in one of the important resort areas.

DIVISION OF BUSINESS

The Division of Business is responsible for a large number of activities which include inspection of school buildings, the inspection of school accounts, the gathering of statistics, and the compilation of information relating to the revenues for public education and their expenditure. Four years ago we inaugurated a new plan for the inspection of school accounts and as a result of the reorganization of this service all districts now receive inspections within the fiscal year.

A large amount of information concerning the activities of the schools, their financial needs, their building needs, and requests for statistics, must be supplied by this Division. Elsewhere in this section the mailing service and preparation of statistical reports are described.

The two acts approved on September 5, 1933 provided for a bond issue in the amount of seven million dollars. The bond act provided for loans to municipalities in the amount of State apportionments for 1931 and 1932 which remained unpaid on April 1, 1933, and for loans to pay teachers' salaries. Loans to cover the amount of State apportionments could not be made for any deficiency after April 1, 1933. An act passed by the Legislature providing for these payments, which act was made a part of the bond act, makes the interest on these loans a part of the fund. Loans aggregating \$8,168,970.42 have been made from this fund up to June 30, 1938. Repayments in the amount of \$6,674,089.04 have been made. There were loans outstanding on June 30, 1938 in the amount of \$1,494,881.38. The total assets of the fund are now \$8,027,411.82, an increase of \$213,206.18 over that of June 30, 1937.

APPORTIONMENT OF SCHOOL MONEYS

The apportionment of school moneys for the school year beginning July 1, 1938 was \$17,828,840.71, which is \$3,339,574.86 less than for the school year 1933-34. The indications are that the amount to be distributed in the school year beginning July 1, 1939 will be less than that for the school year 1938-39.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in fourteen counties in 1936-37 and fifteen counties in 1937-38, the Legislature appropriated \$1,716,616.61 and \$1,706,811.44

respectively. In order to meet legal quotas and three cents a day attendance in sixteen counties as of April 1, 1938, additional funds amounting to \$1,974,031.50 will be required. Since the apportionment was made Chapter 70, P. L. 1938 produced a further shortage of \$23,881.41, making a total shortage to meet legal quotas and three cents a day for attendance of \$1,997,912.91.

Chapter 12, P. L. 1938, eliminated certain interest charges on State school tax delinquencies. This eliminated \$351,468.55, which had been previously apportioned and budgeted by the school districts of the State. The Legislature is urged to appropriate the \$1,997,912.91 needed to meet legal quotas and three cents a day for attendance and the \$351,468.55 previously apportioned and eliminated by Chapter 12, P. L. 1938.

STATE SCHOOL TAX

During the year 1937-38 there had been paid into the State Treasury \$16,396,573.50 in State school taxes. Of this amount, \$3,909.03 was in payment of the 1933 tax, \$29,196.51 was in payment of the 1934 tax, \$101,017.33 was in payment of the 1935 tax, \$174,348.95 was in payment of the 1936 tax, and \$16,088,101.68 was in payment of the 1937 State school tax. in 1936-37 the amount of State school taxes paid was \$17,732,592.83. There remains unpaid, as of June 30, 1938, \$264,639.15 of which \$58,381.02 is for 1933, \$59,185.64 for 1934, \$33,071.78 for 1935, \$34,393.65 for 1936 and \$79,607.06 for 1937. The State school taxes due, as of June 30, 1938, 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 and \$493,503.91 due June 30, 1937.

The total State school tax levy for 1938 was \$16,501,843.93, which was \$1,476,930.21 less than the levy of 1931. The levy for 1939 will be \$15,991,374.92, or \$510,469.01 less than for 1938, or \$1,987,399.22 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, 1938 the total amount of penalties levied on 1931 to and including 1937 delinquent State school taxes was \$1,935,667.11 of which \$226,545.54 was for 1931 tax, \$620,246.19 for 1932 tax, \$739,315.93 for 1933 tax, \$224,276.02 for 1934 tax, \$89,283.66 for 1935 tax, \$18,912.42 for 1936 tax and \$17,087.35 for 1937 tax. As of June 30, 1938, the State has received \$767,227.00 in payment of these levied penalties, of which \$93,477.34 was received for 1931 tax, \$194,055.13 for 1932, \$329,720.28 for 1933, \$109,495.07 for 1934, \$30,306.20 for 1935, \$8,270.91 for 1936 and \$1,902.07 for 1937. According to Chapter 12, P. L. 1938, \$351,468.55 was eliminated from the \$1,935,667.11 levy of penalties. These penalties had been apportioned to school districts and were considered by the school districts as receivable. As of June 30, 1938, after deducting \$351,468.55 according to Chapter 12, P. L. 1938, the amount of penalty on State school tax delinquent payments was \$816,971.56.

RAILROAD TAX

On June 30, 1938, a total of \$7,511,361.44 was due the districts from 1917-31, 1932, 1933, 1934, 1935 and 1936 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 and \$1,144,157.51 from the 1936 tax. We are informed that the apportionment of these taxes, amounting to \$744,518.33 to be made to the counties in September, is withheld on writs of certiorari.

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 \$1,135,860.63 of which \$135,864.62 was State aid for educating crippled children for 1935-36 and 1936-37, \$671,703.21 Manual Training State aid, \$318,725.37 vocational State aid and \$9,567.43 State aid for evening schools for foreign-born residents.

LOCAL TAXES FOR SCHOOLS

The total local school tax levy made in 1937 and available in the school year 1937-1938 was \$71,464,926.80. This is four and one-third millions more than the levy in 1936, and about nine millions more than the levy for 1935. However, the levy is \$5,366,747.79 less than that for 1931-1932. School districts still continue to encounter difficulties because of delinquency in the payment of local taxes. As of June 30, 1938, \$4,780,256.42 was due the school districts from school taxes levied, which is \$174,861.32 more than for the preceding year.

SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the year 1937-38 was 122,413,449. This was a decrease of 924,975 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. The decrease would have been larger if the percentage of attendance this year had not increased over that of 1936-37. The percentage of attendance this year was 93.1, which is three-tenths of a per cent higher than for 1936-37.

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 544 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 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 very valuable 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, at least three additional inspectors of accounts should be provided.

SCHOOL BUILDINGS

The inspection of school buildings, advice on school building planning and construction, the examination 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. Plans and specifications for sixteen new building projects were approved during the year. Of this number thirteen were elementary schools, one a junior high school, one a four-year high school and one a field house. Of the thirteen elementary schools, two were consolidated schools. One project enabled the district to close three two-room buildings and construct a new building with auditorium. In another district, six one-room buildings, two two-room buildings and one three-room building were replaced with a modern structure which included a combined auditorium and gymnasium.

Twenty-two plans and specifications were approved for additions to present school buildings. Fifteen plans and specifications were approved for alterations to present structures. Ten plans and specifications were approved providing modern heating and ventilation systems for buildings now in use. Eight plans and specifications were approved providing for modern inside toilet installations.

In addition to the above many preliminary plans and specifications were tentatively approved. These were to be used in making application for Federal grants under the Federal Emergency Administration of Public Works. Of these applications, forty-eight school building projects were approved by that agency.

Many conferences have been held with boards of education, school officials, and school architects looking to the improvement of 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 office 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 198 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 1937-1938, 511 samples of water from 192 districts were tested. Only six 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 1937-1938

Counties	Districts Tested	W E L L S			S P R I N G S			C I S T E R N S			Totals
		Safe	Doubt- ful	Unsuit- able	Safe	Doubt- ful	Unsuit- able	Safe	Doubt- ful	Unsuit- able	
Atlantic	12	33	2	-	-	-	-	-	-	-	35
Bergen	8	8	-	-	1	-	1	-	-	-	10
Burlington	16	19	5	1	-	-	-	-	-	-	25
Camden	6	25	-	-	-	-	-	-	-	-	25
Cape May	4	19	-	-	-	-	-	-	-	-	19
Cumberland	12	30	7	3	-	-	-	-	-	-	40
Essex	2	2	-	-	-	-	-	-	-	-	2
Gloucester	11	29	2	1	-	-	-	-	-	-	32
Hudson*	0	-	-	-	-	-	-	-	-	-	0
Hunterdon	15	35	7	9	3	2	4	3	-	-	63
Mercer	6	11	-	2	-	-	-	-	-	-	13
Middlesex	8	15	3	4	3	-	-	-	-	-	25
Monmouth	11	14	4	6	-	-	-	-	-	-	24
Morris	20	39	-	2	2	-	-	-	-	-	43
Ocean	9	19	-	-	-	-	-	-	-	-	19
Passaic	3	11	-	1	-	-	-	-	-	-	12
Salem	9	20	4	5	-	-	-	-	-	-	29
Somerset	11	25	2	3	-	-	-	-	-	-	30
Sussex	11	14	1	7	-	3	1	-	-	-	26
Union	1	1	-	-	-	-	-	-	-	-	1
Warren	17	18	1	-	4	-	2	12	-	1	38
TOTAL	192	387	38	44	13	5	8	15	-	1	511

*No schools supplied with water from local sources in 1937-38

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, 198 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, 511 samples of water from 192 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, school laws, school registers and other printed matter are distributed by this Division. During the year under review there were 4607 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 21,282 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 122,413,449.

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 46,040 copies of 203 letters, 19,500 copies of 20 legislative bulletins, 21,650 copies of 51 report forms,

500 copies of five courses of study, 200 copies of four decisions of the Commissioner of Education, 460 copies of five annual reports, and 300 copies of the apportionment of school moneys.

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 any Division, such as the Bureau of Academic Credentials. These receipts as well as those from the State Board of Examiners are handled through this Division and promptly deposited as directed by the State Treasurer.

The statute requires that all bonds in districts operating under Chapter VII of Title 18 when cancelled "shall be deposited with the Commissioner of Education." During the school year 1937-38, cancelled bonds were received from 314 school districts. These districts submitted 5,253 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$4,775,750. In addition to the above, 13 districts submitted 2,716 cancelled refunded bonds in the total amount of \$2,622,000.

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

In recent years there has been definite emphasis upon programs of adult education. Such courses have been maintained under the act providing for public evening schools, and more recently programs such as the one maintained in South Orange-Maplewood have been supported in part from small tuition fees charged to those who enroll. This program and others similar to it have presented an extended range of subjects and activities including classes in various types of recreation. The programs sponsored under several agencies of the Federal Government, more recently those under the Works Progress Administration, have emphasized the possibility in the field of adult education.

In order to clarify the existing statutes and to make possible the maintenance of a broad program of adult education in the school districts, the Legislature of 1938 passed a statute, Chapter 307, P. L. 1938, which authorizes local boards of education to utilize all buildings, equipment, and other school facilities of the district for such purposes and permits the charging of tuition fees to the residents of the district and to persons received from other districts. The statute also provides that moneys allotted to the State and Federal Government for such courses shall be apportioned by the Commissioner of Education under rules and regulations approved by the State Board of Education.

During a nine weeks period forums supported by funds allotted from the United States Office of Education were maintained in the counties of Warren, Somerset and Monmouth. Forty-four evening meetings were held in each community, and fifteen communities were served in the counties. The average attendance at each meeting was approximately 100. The forums were conducted under the direction of local school authorities and a variety of topics were discussed. The results attained have received high commendation and there have been requests for the development of a more extended program during the next year.

STATISTICAL SURVEY

ENROLLMENT IN THE DAY SCHOOLS

The total enrollment in the day schools for 1937-38 was 762,197, a decrease of 17,516 pupils or two and two-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed a decrease of 1,450 pupils or three and eight-tenths per cent; the enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 15,683, or three and one-tenth per cent. Approved junior high schools showed a decrease in enrollment of 423, or eight-tenths of one per cent; senior high schools (grades ten to twelve) showed a decrease of 1,212 pupils, or three and four-tenths per cent. High schools organized on the four-year plan (grades nine to twelve) showed an increase of 1,606 pupils, or one and two-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 420 pupils, or two-tenths of one 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 1937-38

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1937-38 were \$286,815.68 less than the amount available for the preceding year, but \$14,109,465.53 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 \$105,400,556.14, which was \$1,975,529.98 more than the expenditures for 1936-37. However, these expenditures were \$13,151,460.50 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 1937-38 showed an increase of \$1,975,529.98 over those for 1936-37. Capital outlay shows a decrease of \$2,419,181.44 compared with the expenditures for 1936-37. Debt service shows a decrease of \$1,100,598.43 from that of 1936-37. The expenditures for day schools increased \$5,417,245.60, evening schools increased \$74,907.78, and Summer schools increased \$3,156.47 over those made in 1936-37.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,098,012.78, which was slightly less than four times the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1936-37 AND 1937-38

	<u>1 9 3 6 - 3 7</u>		<u>1 9 3 7 - 3 8</u>	<u>Increase</u>
Day School Expenditures (1).....		\$77,077,670.12		\$82,494,915.72 \$5,417,245.60
Regular Day Schools (1).....	\$75,555,732.58		\$80,822,070.72	5,266,338.14
Current Expense Account.....	\$69,454,046.14	\$73,886,882.51		4,432,836.37
County (Current Exp. Acct.) (2)..	239,878.41	248,290.74		8,412.33
Maintenance Account.....	3,020,770.61	3,591,242.00		570,471.39
Manual Training Account.....	2,597,307.55	2,801,142.95		203,835.40
Library Account.....	243,729.87	294,512.52		50,782.65
Vocational Day Schools (Vocational Account).....	1,423,524.32		1,570,223.95	146,699.63
Continuation Schools (Continuation Account).....	98,413.22		102,621.05	4,207.83
Summer School Expenditures (Current Expense Account).....		27,662.68		30,819.15 3,156.47
Evening School Expenditures.....		496,957.52		571,865.30 74,907.78
Regular Evening Schools (Current Expense Account).....	80,986.86		101,064.64	20,077.78
Accredited Evening High Schools (Current Expense Account).....	210,606.74		213,434.07	2,827.33
Vocational Evening (Vocational Account).....	190,286.30		240,141.80	49,855.50
Evening Schools for Foreign-Born Residents (Foreign-Born Account)..	15,077.62		17,224.79	2,147.17
Capital Outlay Expenditures.....		7,441,597.33		5,022,415.89 2,419,181.44 (D)
Land, Building & Equipment Account	7,386,050.90		4,973,417.24	2,412,633.66 (D)
Vocational Account.....	2,943.58		7,798.30	4,854.72
Manual Training Account.....	52,602.85		41,200.35	11,402.50 (D)
Debt Service Expenditures.....		18,381,138.51		17,280,540.08 1,100,598.43 (D)
TOTAL EXPENDITURES.....		\$103,425,026.16		\$105,400,556.14 \$1,975,529.98

(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 811,564 for the school year 1937-38. This was a decrease in the day schools of 17,516 boys and girls and an increase of 4,888 in the other divisions of the public schools. To instruct these 811,564 pupils there were required 29,341 teachers. The children were housed in 2,155 school buildings, a decrease of 47 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 89,675 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 29,061 pupils.

In the day schools there were enrolled 389,300 boys and 372,897 girls, making a total in the day schools of 762,197. In addition to these day school pupils, 14,582 were enrolled in other day schools. There were enrolled in evening schools, 34,785 making a total enrollment in all schools of 811,564.

There were 38,076 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 261,449. The total number of pupils in grades five to eight inclusive was 260,565.

The total number enrolled in the high schools, grades IX to XII, was 193,177. This was an increase of 420 over that of 1936-37. The high school enrollments for the past five years are given below by years:

<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>
179,007	187,567	193,760	192,757	193,177

The total number of pupils enrolled in one-room rural schools was 4,876, a decrease of 859. The number in two-room rural schools was 7,482, a decrease of 828. There was a decrease of 45 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 653,039, a decrease of 9,810. The average absence of pupils was 12 days.

There was an increase of men teachers in all the schools of the State of 294, and a decrease of women teachers of 24, making a total increase of 270 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:

1933-1934	\$68,245,800.02
1934-1935	70,568,766.91
1935-1936	71,475,821.17
1936-1937	74,253,286.28
1937-1938	78,805,322.98

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 \$57,939,755.22.

The average salary per year paid to all day school teachers (28,473), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,004.90, an increase over the preceding year of \$106.96.

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

<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>
\$1,821.77	\$1,813.05	\$1,802.47	\$1,897.94	\$2,004.90

*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 1937-1938 were as follows:

	<u>Men</u>	<u>Increase</u>	<u>Women</u>	<u>Increase</u>
Kindergartens	-	-	\$1,910	\$24
Grades 1 to 6	\$1,674	\$31*	1,866	36
Grades 1 to 8	1,671	38	1,796	119
Junior High Plan Grades VII-IX	1,964	23	2,232	145
Senior High Plan Grades X-XII	2,464	48	2,404	8*
High School	2,414	52	2,349	78

*Decrease

Teachers College Graduates

For the Year Ending June 30, 1938

Trenton State Teachers College	149 a decrease of 25 from 1936-37
Montclair State Teachers College	208 a decrease of 36 from 1936-37
Newark State Teachers College	154 a decrease of 39 from 1936-37
Glassboro State Teachers College	52 a decrease of 72 from 1936-37
Paterson State Teachers College	54 a decrease of 46 from 1936-37
Jersey City State Teachers College	<u>45</u> a decrease of 81 from 1936-37
TOTAL	662 a decrease of 299 from 1936-37

Valuation of School Property

The total value of school property in New Jersey for 1937-38 is \$346,292,858, an increase of \$5,180,871 over the preceding year.

PERMANENT OFFICE COPY
DO NOT REMOVE

Robert H. Morrison

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION
STATISTICS OF PUBLIC EDUCATION
1937-1938

CHARLES H. ELLIOTT
Commissioner of Education

New Jersey State Library

RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS 1937-38

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A-State Administration.....	\$225,411.75	\$6,619.43 I	\$225,411.75	\$6,619.43 I
B-County Administration and Supervision.....	358,502.66	6,028.89 I	353,290.74	8,412.33 I
C-State Institutions.....	3,424,406.26	863,819.41 I	3,424,406.26	863,819.41 I
D-Teachers' Pension and Annuity Fund.....	2,308,389.50	529,637.34 D	2,308,389.50	529,637.34 D
E-State School Fund Expense.....	4,362.39	797.45 I	4,362.39	797.45 I
*F-Current Expenses of Schools within the District	76,873,213.14	4,732,191.63 I	74,232,200.37	4,458,897.95 I
G-Repairs and Replacements of Public School				
Buildings.....	3,883,159.92	534,645.26 I	3,591,242.00	570,471.39 I
I-School Libraries.....	349,924.41	45,404.61 I	294,512.52	50,782.65 I
J-Manual Training.....	3,218,796.95	111,191.32 I	2,842,343.30	192,432.90 I
*K-Vocational Schools.....	1,956,051.40	92,645.50 I	1,818,164.05	203,730.33 I
L-Continuation Schools.....	157,480.32	5,086.78 I	102,621.05	4,207.33 I
*M-Evening Schools for Foreign-born Residents.....	55,112.29	170.21 I	17,224.79	2,147.17 I
N-Teachers' Libraries.....	706.00	94.00 D	706.00	94.00 D
P-I-Redemption of and interest on Bonds and pay- ments to sinking funds.....	15,800,322.98	581,936.28 D	16,575,177.13	887,514.30 D
Total for School year 1937-38.....	\$108,615,839.97	\$5,286,932.87 I	\$105,790,051.85	\$4,945,073.20 I

*Not including tuition transfers.

BALANCE STATEMENT

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
Total for School Year 1937-38.....	\$108,615,839.97	\$5,286,932.87 I	\$105,790,051.85	\$4,945,073.20 I
P-2-For payment of notes incurred for previous year's expenses and interest thereon.....	751,024.09	149,704.98 D	705,362.95	213,084.13 D
H-Land, Building and Equipment Account...	5,805,402.08	3,638,242.28 D	4,973,417.24	2,414,954.14 D
Tuition Transfers.....	4,708,128.71	319,430.08 D	4,573,122.61	93,138.75 I
Reserve to pay outstanding bills of previous Year.....	3,506,794.46	1,466,371.21 D	2,300,807.22	1,189,206.16 D
Balance at close of year.....	-	-	5,044,427.44	1,507,783.20 D
Grand Total for the School Year 1937-38..	\$123,387,189.31	\$286,815.63 D	\$123,387,189.31	\$286,815.63 D

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1937 AND ENDING JUNE 30, 1938.

RECEIPTS

A-State Administration:

(1) State Board of Education, expenses.....	\$27,222.02	\$10,869.44 D
(2) State Board of Examiners, expenses.....	5,856.69	1,257.31 I
(3) Office of Commissioner of Education, salaries.....	141,132.30	9,806.02 I
(4) Office of Commissioner of Education, expenses.....	<u>51,200.74</u>	6,425.54 I
Total.....		\$225,411.75 6,619.43 I

B-County Administration and Supervision:

(1) County Superintendents, salaries.....	\$105,000.00	-
(2) County Superintendents, Clerk Hire & Expenses.....	68,109.37	\$2,617.26 I
(3) Helping Teachers and Other County Officers salaries and expenses.....	<u>185,393.29</u>	3,411.63 I
Total.....		\$358,502.66 \$6,028.89 I

C-State Institutions:

(1) State Normal School at Glassboro:		
Appropriated by State for Current Expenses.....	\$125,022.78	\$28,263.29 I
Appropriated by State for Capital Outlay.....	599.25	452.75 D
Received for tuition and extension fees.....	28,198.32	1,475.22 I
(2) State Normal School at Newark:		
Appropriated by State for Current Expenses.....	193,843.28	51,073.84 I
Appropriated by State for Capital Outlay.....	6,225.87	2,942.82 I
Received for tuition and extension fees.....	46,827.56	7,606.05 I
(3) State Normal School at Trenton:		
Appropriated by State for Current Expenses.....	401,951.89	168,249.99 I
Appropriated by State for Capital Outlay.....	18,905.27	790.23 D
Received for tuition and extension fees and Boarding Hall.....	70,209.51	3,415.03 D
(4) Montclair State Teachers' College:		
Appropriated by State for Current Expenses.....	315,374.96	136,232.80 I
Appropriated by State for Capital Outlay.....	3,188.60	3,188.60 I
Received for tuition, extension fees and Boarding Hall.	75,535.45	5,276.52 D
(5) State Normal School at Paterson:		
Appropriated by State for Current Expenses.....	75,224.55	25,944.10 I
Appropriated by State for Capital Outlay.....	7,574.61	5,668.10 I
Received for tuition and extension fees.....	23,007.79	1,537.12 D

C-State Institutions Con't.

(6) State Normal School at Jersey City:		
Appropriated by State for Current Expenses.....	\$134,794.78	\$20,902.52 I
Appropriated by State for Capital Outlay.....	4,921.31	3,023.81 I
Received for tuition and extension fees.....	29,952.00	1,989.93 D
(7) New Jersey School for the Deaf:		
Appropriated by State for Current Expenses.....	320,763.04	45,975.23 I
Appropriated by State for Capital Outlay.....	12,782.72	673.97 I
Received for tuition	-	1,346.50 D
(8) Manual Training and Industrial School for Colored Youth:		
Appropriated by State for Current Expenses.....	218,491.70	95,857.03 I
Appropriated by State for Capital Outlay.....	23,112.36	17,068.86 I
Received for tuition.....	-	74,742.75 D
(9) Training of Vocational Teachers:		
Appropriated by State.....	30,273.25	5,411.03 I
Appropriated by Federal Government.....	37,087.62	13,318.64 I
(10) State University (State Board of Regents)		
Appropriated by State for Current Expenses.....	<u>1,220,537.79</u>	320,494.34 I
Total.....		863,819.41 I
	\$3,424,406.26	

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office).....	\$6,200.00	\$875.49 I
(2) For office expenses, current pensions and previous years increase in reserve.....	<u>2,302,189.50</u>	530,512.83 D
Total.....		529,637.34 D
	\$2,308,389.50	

E-State School Fund Expenses.....

	\$4,362.39	\$797.45 I
--	------------	------------

F-Current Expenses of Public Schools in Districts:

1. Apportioned from State School Tax.....	\$17,642,241.50	\$1,078,861.20 D
2. Apportioned from State School Fund.....	399,523.89	4,915.14 I
3. From District Taxes.....	54,657,316.41	2,634,790.11 I
4. From Surplus Revenue.....	13,341.55	6,035.49 D
5. From one percent Emergency Fund.....	162,300.00	150.00 D
6. From Notes Authorized by Vote of the District or from Board of School Estimate.....	530,524.80	184,013.86 D
7. Special State Aid for Crippled Children.....	77,117.83	27,106.44 I
8. Apportioned for Pupils Residing in Charitable Institutions.....	212,760.00	6,570.00 D
9. Interest on Deposits within District.....	4,419.82	3,707.96 D
10. Sale of School Books and Other Sources.....	251,787.11	63,431.24 D
11. Reapportioned Balances.....	66.13	9.67 I
12. Tuition Receipts.....	4,669,320.64	307,121.30 D
13. Balance from Previous Year.....	2,920,871.16	3,407,197.08 I
14. Railroad Tax.....	942.94	942.94 I
Total.....	\$81,542,533.78	\$4,425,070.33 I

G-Repairs and Replacement Account:

1. From District Taxes.....	\$ 3,404,312.06	\$613,329.69 I
2. Notes Authorized by Vote of the District and Additional Funds, by Board of School Estimate	12,650.00	64,350.00 D
3. From One Percent Emergency Fund.....	-	1,000.00 D
4. From Other Sources.....	87,824.85	18,070.00 I
5. Balance from Previous Year.....	364,479.32	45,298.12 D
6. Received from Fire Insurance.....	13,893.69	13,893.69 I
Total	\$ 3,883,159.92	\$534,645.26 I

H-Land, Building and Equipment Account:

1. From District Taxes.....	\$ 705,538.39	\$195,069.60 I
2. From Sale of Bonds and Notes.....	2,106,336.94	1,284,421.04 D
3. From Other Sources.....	960,393.50	478,185.02 D
4. Balance from Previous Year.....	2,033,133.25	2,070,705.82 D
Total.....	\$ 5,805,402.08	\$3,638,242.28 D

I-School Library Account:

1. From State.....	\$ 3,090.00	\$ 1,330.00 I
2. From District Taxes.....	283,338.10	33,538.60 I
3. From Other Sources.....	2,659.86	1,608.55 D
4. Balance from Previous Year.....	60,836.45	12,144.56 I
Total.....	\$ 349,924.41	\$ 45,404.61 I

J-Manual Training Account:

1. From State.....	\$ 682,756.12	\$ 39,969.00 I
2. From District Taxes.....	2,045,472.68	173,156.16 I
3. From Other Sources.....	41,202.70	6,863.32 D
4. Balance from Previous Year.....	449,365.45	95,070.52 D
Total.....	\$3,218,796.95	\$ 111,191.32 I

K-Vocational Account:

1. From State.....	\$ 318,725.37	\$ 16,687.03 I
2. From Federal Government.....	287,628.41	63,201.65 I
3. From District Taxes.....	1,066,264.11	15,893.50 I
4. From Other Sources.....	97,653.48	11,542.05 I
5. Balance from Previous Year.....	224,574.10	13,641.76 D
Total.....	\$1,994,845.47	\$ 93,682.47 I

L-Continuation School Account:

1. From District Taxes.....	\$ 82,743.84	\$80.70 D
2. From Other Sources.....	20.00	4.99 D
3. From Federal Government.....	20,914.52	1,557.56 I
4. Balance from Previous Year.....	53,801.96	3,614.91 I
Total.....	157,480.32	\$5,086.78 I

M-Evening Schools for Foreign-born

Residents Account:

1. From State.....	\$ 9,567.43	\$2,067.43 I
2. From District Taxes.....	8,953.00	5,372.23 D
3. From Other Sources.....	137.76	86.76 I
4. Balance from Previous Year.....	36,468.10	3,402.25 I
Total.....	\$55,126.29	\$184.21 I

N-Teachers' Libraries:

1. From State.....	\$ 353.00	\$47.00 D
2. From Subscription.....	353.00	47.00 D
Total.....	\$ 706.00	\$94.00 D

P-Debt Service Account:

1. From District Taxes.....	\$17,532,138.84	\$1,151,360.97 D
2. From Other Sources.....	29,914.07	157,505.37 D
3. Balance from Previous Year.....	1,010,705.84 *	563,865.33 I
Total.....	\$16,551,347.07	\$ 745,001.01 D

R-Reserve Account to Pay Outstanding

Bills of Previous Year.....	\$3,506,794.46	\$1,466,371.21 D
-----------------------------	----------------	------------------

Total Receipts during year including

Balances from Previous Year.....	\$123,387,189.31	\$286,815.68 D
----------------------------------	------------------	----------------

*Deficit

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1937 AND ENDING JUNE 30th, 1938.

EXPENDITURES

A-State Administration:

1. State Board of Education.....		\$27,222.02	\$10,869.44 D
2. Office of Commissioner of Education:			
Salaries.....	\$93,345.00		4,389.74 I
Clerical Services.....	42,547.30		5,176.28 I
Blanks, Stationery, Printing.....	15,736.83		2,757.08 I
Incidental expenses, physical training expenses	34,988.32		3,642.10 I
Continuation Schools.....	5,715.59		266.36 I
Total.....		\$192,333.04	16,231.56 I
3. State Board of Examiners.....		\$5,856.69	1,257.31 I
Grand Total.....		\$225,411.75	\$ 6,619.43 I

B-County Administration and Supervision:

1. County Superintendents:			
Salaries and expenses.....	\$173,497.58		\$ 3,449.24 I
2. Helping Teachers, salaries and expenses.....	172,164.64		4,959.93 I
3. County Attendance Officers, salaries and expenses	4,128.52		3.16 I
4. County Supervisor of Child Study:			
Salary and expenses.....	3,500.00		-
Total.....		\$353,290.74	\$ 8,412.33 I

C-State Institutions:

(1) State Normal School at Glassboro.....	\$153,820.35		\$29,285.76 I
(2) State Normal School at Newark.....	246,896.71		61,622.71 I
(3) State Normal School at Trenton.....	491,066.67		164,044.73 I
(4) Montclair State Teachers College.....	394,099.01		134,144.88 I
(5) State Normal School at Paterson.....	105,806.95		30,075.08 I
(6) State Normal School at Jersey City.....	169,668.09		21,936.40 I
(7) Industrial School for Colored Youth.....	241,604.06		38,183.14 I
(8) New Jersey School for the Deaf.....	333,545.76		45,302.70 I
(9) Training of Vocational Teachers.....	67,360.87		18,729.67 I
(10) State University (State Board of Regents)....	<u>1,220,537.79</u>		<u>320,494.34 I</u>
Total.....		\$3,424,406.26	863,819.41 I

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office).....	\$6,200.00		\$875.49 I
(2) For office expenses, current pensions and increase in reserve.....	2,302,189.50		530,512.83 D
Total.....		\$2,308,389.50	529,637.34 D

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

	4,362.39	797.45 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.....	\$78,460,005.12	\$4,525,975.12 I
2. Expenditures for evening schools in districts.....	314,498.71	22,905.11 I
3. Expenditures for summer schools in districts.....	30,819.15	3,156.47 I
Total.....	<u>\$78,805,322.98</u>	4,552,036.70 I

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

G-Repair and Replacement Account Expenses within districts.....	\$3,591,242.00	\$570,471.39 I
H-Land, Building and Equipment Account Expenses within districts.....	4,973,417.24	2,414,954.14 D
I-School Library Account Expenses within districts.....	294,512.52	50,782.65 I
J-Manual Training Account Expenses within districts.....	2,842,343.30	192,432.90 I
K-Vocational School Account Expenses.....	1,818,164.05	203,730.33 I
L-Continuation School Account Expenses.....	102,621.05	4,207.83 I
M-Evening Schools for Foreign-born Residents Account.....	17,224.79	2,147.17 I
N-Teachers' Libraries.....	706.00	94.00 D
P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund.....	17,280,540.08	1,100,598.43 D
R-Reserve Account to pay outstanding bills of previous year.....	2,300,807.22	1,189,206.16 D
Balance on hand at close of year.....	5,044,427.44	1,507,783.20 D
Payments and balances - Total.....	<u>\$123,387,189.31</u>	\$286,815.68 D

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

July 1, 1937 to June 30, 1938

State Administration of the Schools.....	\$225,411.75
	.2%
Current Expenses of the Schools.....	\$100,483,140.25
	99.8%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education, expenses.....	\$27,222.02
Salaries.....	145,872.30
Operation.....	16,637.28
Miscellaneous.....	35,680.15
Total.....	\$225,411.75

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

Administration.....	\$2,468,729.27
Instruction:	
Supervision.....	6,085,562.48
Instruction Proper.....	56,086,145.23
Operation.....	9,020,517.11
Maintenance.....	3,734,308.23
Co-Ordinate Activities.....	1,956,455.32
Auxiliary Agencies.....	3,260,890.05
Fixed Charges*.....	589,992.48
Debt Service.....	17,280,540.08
Total.....	\$100,483,140.25

*Less Tuition Transfers

COST OF EDUCATION

Increase
or
Decrease

(Based on expense of maintaining the public
day schools)

Administration expense.....	\$2,292,532.18	\$158,578.09 I
Instruction:		
Supervision.....	\$5,891,514.14	431,044.90 I
Instruction Proper.....	54,469,782.78	3,250,850.12 I
	60,361,296.92	3,681,895.02 I
Operation of School Plant.....	8,783,648.15	464,648.50 I
Maintenance of School Plant.....	3,644,622.06	574,792.21 I
Co-Ordinate Activities:		
Attendance.....	\$480,758.81	987.29 I
Health.....	1,460,352.20	147,894.23 I
	1,941,111.01	148,881.52 I
Auxiliary Agencies:		
Library.....	\$294,512.52	50,782.65 I
Transportation.....	2,355,059.61	136,384.81 I
Other Auxiliary Agencies.....	571,691.28	67,500.20 I
	3,221,263.41	254,667.66 I
Fixed Charges:		
Leasing school rooms.....	\$32,621.41	314.67 D
Pensions.....	32,236.12	408.66 I
Insurance and workmen's compensation	483,516.21	9,559.05 I
Other fixed charges.....	29,223.25	26,777.90 D
	577,596.99	17,124.86 D
Total.....	\$80,822,070.72	\$5,266,338.14 I
Average yearly cost per pupil based on average enrollment in day schools.....	115.24	9.47 I
Average yearly cost per pupil based on average daily attendance in day schools...	123.76	9.77 I

Sources of Income
Moneys for the Support of Public Schools
Were Derived from the Following Sources
for 1937-1938

1. Income from State School Fund.....		\$501,362.59
(a) Distributed to districts.....	\$497,000.20	
(b) State School Fund Expenses.....	4,362.39	
2. Appropriated by Legislature from State General Fund.....		1,733,121.48
(a) For Library State Aid.....	3,090.00	
(b) For Deficiency Appropriation.....	1,730,031.48	
3. Appropriated by Legislature from Railroad Tax....		6,841,851.95
(a) State Administration.....	225,411.75	
(b) County Superintendent's Salaries.....	105,000.00	
(c) State Institutions.....	3,113,588.01	
(d) Teachers' Pension and Annuity Fund.....	2,308,389.50	
(e) Vocational Schools.....	318,725.37	
(f) Manual Training.....	682,756.12	
(g) Evening Schools for Foreign-born Residents...	9,567.43	
(h) Crippled Children Special Aid.....	77,117.83	
(i) Teachers' Libraries.....	353.00	
(j) Distribution to Counties.....	942.94	
4. Appropriated by Federal Government.....		345,630.55
(a) Vocational Schools.....	287,628.41	
(b) Continuation Schools.....	20,914.52	
(c) Training of Vocational Teachers.....	37,087.62	
5. State School Taxes.....		16,358,536.48
6. Penalty State Tax.....		56.69
7. Surplus Revenue.....		23,705.68
8. District Taxes.....		78,792,481.80
9. County Taxes or appropriations.....		1,061,493.38
10. Sale of Bonds for Capital Outlay.....		2,106,336.94
11. Other Sources.....		6,976,487.92
(a) Tuition.....	4,708,128.71	
(b) Authorized Loans.....	104,343.00	
1. Current Expenses.....	86,293.00	
2. Maintenance of Plant.....	4,650.00	
3. Manual Training.....	2,400.00	
4. Vocational.....	10,000.00	
5. Debt Service.....	1,000.00	
(c) Additional Appropriations by Boards of School Estimate and Advances by Municipalities.....	462,777.45	
1. Current Expense.....	444,231.80	
2. Maintenance of Plant.....	8,000.00	
3. Land, Bldg. and Equipment.....	10,545.65	
(d) Other Sources (Local).....	1,427,508.13	
1. Interest.....	4,419.82	
2. Sale of Materials and Property.	81,522.28	
3. Federal Grants for Building....	834,743.35	
4. Other Sources.....	506,822.68	
(e) Other Sources including Tuition (State Institutions).....	273,730.63	
12. Balances on hand beginning of Year.....		8,645,172.49
13. Reapportioned Balances.....		948.36
14. Grand Total Receipts for Year.....		\$123,387,189.31

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	Increase or Decrease from 1936 - 1937
	-	-	-	-	-	
	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	
Teachers' Salaries*.....	\$51,469,554.82	\$51,449,520.92	\$52,064,750.13	\$54,376,547.96	\$57,939,755.22	\$3,563,207.26 I
Textbooks.....	923,975.13	994,832.88	1,099,007.79	1,068,334.03	1,156,438.96	88,104.93 I
Supplies (Educational).....	1,467,647.50	1,715,222.40	1,790,465.81	1,853,864.85	1,999,493.50	145,628.65 I
Janitors' Salaries.....	5,190,363.05	5,228,171.24	5,234,457.94	5,453,503.35	5,824,088.70	370,585.35 I
Fuel.....	1,508,851.49	1,534,476.51	1,414,791.21	1,422,189.75	1,464,949.38	42,759.63 I
Transportation of Pupils.....	2,119,742.32	2,147,122.63	2,177,974.10	2,219,111.46	2,355,358.09	136,246.63 I
Health Service.....	1,212,490.18	1,220,309.09	1,244,246.00	1,326,919.23	1,475,186.51	148,267.28 I
Attendance Service.....	423,003.10	411,607.59	438,965.58	479,771.52	481,268.81	1,497.29 I
Insurance.....	518,886.16	520,871.86	516,346.14	481,293.23	491,153.38	9,860.15 I
Maintenance of School Plant.....	2,138,359.91	2,503,738.61	2,864,611.91	3,146,095.31	3,734,308.23	588,212.92 I
Capital Outlay.....	1,924,322.14	1,944,602.47	5,296,546.23	7,441,597.33	5,022,415.89	2,419,181.44 D
Debt Service.....	17,313,490.11	19,760,239.84	18,263,273.46	18,381,138.51	17,280,540.08	1,100,598.43 D

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

INDEBTEDNESS STATEMENT

June 30, 1938

		Increase or Decrease
Outstanding July 1, 1937*.....	\$191,333,455.21	\$6,109,048.16 D
Bonds and Notes Issued During Year.....	2,327,583.66	1,146,356.59 D
Redeemed during year from District Taxes (Actual cash payments).....	8,181,108.78	277,359.25 D
Redeemed during year from Sinking Fund..	916,904.00	376,261.00 D
Amount of bonds assumed by Article VI Municipalities in their refunding of bonds.....	5,323,151.71	5,323,151.71 I
Outstanding June 30, 1938.....	179,239,874.38	12,093,580.83 D
Bonds and notes in Default June 30, 1937	622,971.85	406,944.10 D
Interest in Default.....	606,380.09	248,236.52 D
Amount in Sinking Fund June 30, 1937....	14,582,989.42	1,227,054.99 D
District Taxes for Sinking Fund Re- quirements.....	361,761.00	36,029.50 D
Receipts from Interest and Other Sources	656,648.90	87,748.43 I
Total Sinking Fund Receipts, including amount in Fund June 30, 1938.....	15,601,399.32	1,175,336.06 D
Bonds Redeemed during the year from Sinking Fund.....	916,904.00	376,261.00 D
Paid for premiums on investments etc....	72,669.34	25,858.24 I
Amount in Sinking Fund June 30, 1938....	14,611,825.98	824,933.30 D
Temporary Advances from Municipality....	993,658.31	444,386.19 D
Temporary Advances returned to Municipality.....	591,230.33	135,460.03 D

*Includes \$168,644.62 notes and bonds which should have been included last year.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1938.

Enrollment in Day Schools for 1937-38

		Increase or Decrease
Boys Enrolled.....	389,300	10,143 D
Girls Enrolled.....	372,897	7,373 D
Total Enrollment.....	762,197	17,516 D
Number of Pupils Enrolled in		
Rural Schools - One Room.....	4,876	859 D
Rural Schools - Two Room.....	7,482	828 D
Total Rural Schools.....	12,358	1,687 D
Number of Pupils Enrolled in		
Kindergarten.....	37,076	1,450 D
Grade I.....	75,312	3,140 D
Grade II.....	61,407	2,156 D
Grade III.....	62,297	733 D
Grade IV.....	62,433	2,906 D
Grade V.....	65,208	3,144 D
Grade VI.....	67,126	817 D
Grade VII.....	66,359	2,834 D
Grade VIII.....	61,873	402 D
Grade IX.....	62,802	644 D
Grade X.....	53,053	871 D
Grade XI.....	42,233	739 I
Grade XII.....	35,089	1,196 I
Subnormal Classes.....	5,479	20 D
Anaemic Classes.....	408	3 D
Backward and Incurable Classes	881	16 D
Crippled Classes.....	932	19 D
Classes for the Blind.....	367	134 I
Classes for the Deaf.....	247	24 I
Other Special Classes.....	813	364 D
Post Graduates.....	802	90 D
Total Day School Enrollment.....	762,197	17,516 D
Grouping of Day School Enrollment		
Kindergarten.....	37,076	1,450 D
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High School.....	491,560	15,683 D
Approved J.H.S. (Grades 7-9).....	49,894	423 D
Senior H. S. (Grades 10-12).....	34,441	1,212 D
Four-Year High School (Grades 9-12)	139,297	1,606 I
Special Classes.....	9,929	354 D
Total.....	762,197	17,516 D

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools	762,197	17,516 D
Day Vocational Schools.....	11,273	481 I
Continuation Schools.....	2,494	38 I
Bedside Pupils.....	815	161 I
Total Day Schools.....	776,779	16,836 D
Regular Evening Schools.....	7,047	34 I
Accredited Evening High Schools.....	6,481	173 D
Vocational Evening Schools.....	18,400	4,000 I
Evening Schools for Foreign-born Residents.....	905	925 D
Americanization Classes.....	1,952	1,952 I (a)
Total Evening Schools.....	34,785	4,888 I
Grand Total Enrollment in Public Schools.....	811,564	11,948 D
Total in Summer Schools*.....	4,143	1 I
Total including Summer Schools.....	815,707	11,947 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)

	9 months 6 days	2 days	I
Possible Number of Days Attendance.....	130,114,833	1,641,438	D
Total Number of Days Present.....	121,143,454	1,085,009	D
Total Number of Days Absent.....	8,971,379	566,429	D
Average Enrollment.....	701,339	13,016	D
Average Daily Attendance.....	653,039	9,810	D
Average Attendance of Each Pupil.....	159	2	I
Average Absence of Each Pupil.....	12	--	
Percent of Attendance.....	93.11	.34	I
Total Number of Times Tardy.....	533,777	32,769	D
Number of Pupils neither absent nor tardy	50,492	1,442	I
Number of Sessions Truant.....	31,229	7,981	D
Cases of Suspension or Expulsion.....	2,310	90	D
Pupils enrolled who have attended Public Schools in Other Districts in State.....	23,549	1,580	I
Total attendance including allowances for 1937-38 to be used for Apportionment purposes.....	122,413,449	924,975	D

(Includes County Vocational Schools)

Increase
or
Decrease

VOCATIONAL DAY SCHOOLS

Number of days schools kept open.....	185	2	D
Possible number of days attendance.....	1,431,279	29,153 $\frac{1}{2}$	I
Number of days present.....	1,293,356	41,565	I
Number of pupils enrolled.....	11,273	481	I
Average attendance.....	6,995	306	I

EVENING VOCATIONAL SCHOOLS

Number of evenings kept open.....	104	2	D
Number of pupils enrolled.....	18,400	4,000	I

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open.....	1,066	18	I
Possible number of hours attendance.....	486,878	16,998 $\frac{1}{2}$	D
Number of hours present.....	403,280 $\frac{1}{2}$	17,980 $\frac{1}{2}$	D
Number of pupils enrolled.....	2,494	38	I

SUMMER SCHOOLS

Number of Teachers - Men.....	101	17	I
Women.....	69	17	I
Total.....	170	34	I
Actual number of days schools kept open.....	29	3	I
Number of pupils enrolled in			
Elementary Grades.....	838	203	D
High School Grades.....	3,305	204	I
Total.....	4,143	1	I
Average daily attendance.....	3,776	14	D
Total days attendance.....	107,769	5,375	I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary School Pupils.....	139,381	478	D
Number of High School Pupils.....	67,947	5,034	I
Total.....	207,328	4,556	I

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils.....	64	--	
Number of colored teachers employed:			
Men.....	63	7	I
Women.....	386	1	D
Total.....	449	6	I
Average Salary			
Men.....	\$1,702.53	\$7.67	I
Women.....	1,582.88	50.60	I
Number of colored pupils enrolled in colored schools.....	12,867	177	D
Number of colored pupils enrolled in all other schools.....	41,605	882	I

EVENING SCHOOL DATA

		Increase or Decrease
REGULAR EVENING SCHOOLS		
Number of evenings schools were maintained including legal holidays and institute days.....	89	7 I
Number of weeks schools were maintained.....	24	3 D
Male pupils enrolled.....	2,919	134 D
Female pupils enrolled.....	4,128	168 I
Total pupils enrolled.....	7,047	34 I
Total Attendance (1 night equals $\frac{1}{2}$ day)..... (This total does not include allowances)	178,066	10,121 I
Average evenings attendance.....	2,616	376 I
ACCREDITED EVENING HIGH SCHOOLS		
Number of evenings schools were maintained.....	184	1 I
Number of weeks schools were maintained.....	37	-
Male pupils enrolled.....	3,805	236 D
Female pupils enrolled.....	2,676	63 I
Total pupils enrolled.....	6,481	173 D
Total evenings attendance.....	469,697	14,756 I
Average evenings attendance.....	2,990	7 I
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS		
Number of evenings schools kept open.....	78	11 I
Number of pupils enrolled.....	905	925 D
AMERICANIZATION CLASSES		
Number of evenings schools kept open.....	99	99 I
Number of pupils enrolled.....	1,952	1,952 I
VOCATIONAL EVENING SCHOOLS		
Number of evenings kept open.....	104	2 D
Number of pupils enrolled.....	18,400	4,000 I

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

	Boys	Girls	Total
Fourteen years.....	-	2	2
Fifteen years.....	173	173	346
Sixteen years.....	2,183	3,015	5,198
Seventeen years.....	6,445	8,244	14,689
Eighteen years or over....	7,459	6,047	13,506
Total.....	16,260	17,481	33,741

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

Total number of days transported.....	13,080,010 $\frac{1}{2}$	407,803 $\frac{1}{2}$ I
Pupils transported from without the district for whom cost of transportation is paid.....	32,824	1,338 I
Pupils transported from within the district for whom cost of transportation is paid.....	56,851	3,864 I
Total number of pupils receiving transportation.....	89,675	5,202 I
Cost of transporting pupils to schools in other districts.....	\$1,052,737.36	\$36,877.78 I
Cost of transporting pupils to schools within the districts.....	1,302,322.25	99,507.03 I
Total.....	2,355,059.61	136,384.81 I

T U I T I O N

Number of tuition pupils sent to other districts:		
High School.....	36,588	135 D
Elementary.....	3,303	381 D
Summer, Evening or Vocational.....	2,231	694 I
Number of tuition pupils received including those for whom tuition is paid by parents or others:		
High School.....	35,928	9 I
Elementary.....	4,422	646 D
Amount of tuition money received for 1937-38 and prior years.....	\$4,708,128.71	\$319,430.08 D
Amount of tuition money paid on account of 1937-38.....	\$4,573,122.61	93,138.75 I

SCHOOL BUILDINGS

		Increase or Decrease
Total Value of School Buildings, Land and equipment.....	\$346,292,858.00	\$5,180,871.00 I
Average Value of New Jersey School buildings.....	162,961.00	5,839.00 I
School Districts in the State.....	551	1 I
School Districts not maintaining schools	24	-
School Buildings owned.....	2,125	46 D
Buildings Rented.....	30	1 D
Total School Buildings.....	2,155	47 D
Buildings completed during the year.....	11	2 D
Buildings enlarged during the year.....	16	4 I
Buildings remodelled during year.....	24	5 I
Number of new classrooms added during the year.....	322	95 D
Buildings abandoned during the year.....	39	5 I
Number of rooms in buildings abandoned..	144	49 I

Size of School Buildings Owned

One-room buildings.....	249	34 D
Two-room buildings.....	234	11 D
Three-room buildings.....	55	1 I
Four-room buildings.....	229	1 I
Five or more room buildings.....	1,358	3 D
Total School Buildings Owned.....	2,125	46 D

Portable and Rented Buildings

Number of portable buildings.....	60	2 D
Number of rooms used in portable buildings	85	5 D
Number of rented buildings.....	30	1 D
Number of rooms used in rented buildings	82	8 D

Number of Rooms

Number of regular classrooms used.....	22,273	80 I
Number of manual training and domestic science rooms used.....	1,574	55 I
Number of laboratories and other special rooms.....	1,884	14 I
Total number of rooms used.....	25,731	149 I
Total number of rooms not used.....	1,028	44 D
Total number of rooms available.....	26,759	105 I
Number of basement rooms used for class- room purposes.....	383	28 I
Total number of seatings provided.....	863,320	1,066 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.....	643	26 I
Elementary Schools.....	1,739	30 D
Four-year High School or less.....	160	6 I
Approved Junior High School Plan		
Junior High School.....	74	6 D
Senior High School.....	45	2 D
Special.....	222	6 I
Vocational.....	41	5 I
Total.....	2,924	5 I

NUMBER OF TEACHERS
DAY AND EVENING

1 9 3 7 and 1 9 3 8

Increase or Decrease

	Men	Women	Total	Men	Women	Total
Total number of teachers						
day and evening.....	6,271	23,070	29,341	294 I	24 D	270 I
Superintendents.....	43	-	43	-	-	-
Assistant Superintendents	12	2	14	2 I	-	2 I
Director Co. Voca. Sch..	3	-	3	-	-	-
Asst. Dir. Co. Voca. Sch.	3	-	3	1 I	1 D	-
Approved Supervising Prin...	140	6	146	-	-	-
Unapproved " " ..	42	4	46	1 I	-	1 I
Non-teaching Principals.....	483	302	785	9 I	1 D	8 I
Supervisors.....	8	63	71	-	-	-
Special Supervisors.....	87	213	300	9 I	1 D	8 I
Teachers:						
Rural Schools-One Room...	19	157	176	2 I	25 D	23 D
Rural Schools-Two Room...	21	238	259	6 D	16 D	22 D
Kindergarten.....	-	778	778	-	13 I	13 I
Grades I-VIII.....	532	11,584	12,116	24 I	55 I	79 I
Grades I-VI.....	33	2,391	2,424	3 D	264 D	267 D
Grades VII-IX-Jr. High....	371	1,036	1,407	5 D	61 D	66 D
Grades X-XII-Sr. High....	559	800	1,359	36 I	59 I	95 I
Grades IX-XII.....	1,974	2,739	4,713	110 I	46 I	156 I
Short Term.....	25	76	101	5 I	12 I	17 I
Substitute.....	10	50	60	7 D	31 D	38 D
Ungraded, Backward and						
Incorrigible Classes.....	17	63	80	5 I	7 I	12 I
Crippled Classes.....	1	48	49	-	1 I	1 I
Subnormal Classes.....	34	286	320	2 D	-	2 D
Deaf Classes.....	-	28	28	1 D	-	1 D
Blind Classes.....	-	20	20	-	-	-
Bedside or Home Instruction						
Full time.....	-	45	45	1 D	6 I	5 I
Part time.....	13	119	132	3 I	24 I	27 I
Unclassified.....	435	1,094	1,529	40 I	112 I	152 I
Manual Training-Day.....	592	470	1,062	27 I	12 I	39 I
Vocational-Day.....	252	125	377	14 I	13 I	27 I
Vocational-Evening.....	322	52	374	31 I	4 I	35 I
Regular Evening School...	112	116	228	1 I	1 I	2 I
Accredited Evening High..	90	55	145	11 D	8 I	3 D
Foreign-born residents						
Evening School.....	29	29	58	10 I	7 I	17 I
Continuation Schools:						
Full Time.....	5	22	27	1 D	3 D	4 D
Part Time.....	4	6	10	1 I	1 D	-
Helping Teachers.....	-	53	53	-	-	-
College Graduates men-women	-	-	12,263	-	-	815 I
Normal School Graduates men-women	-	-	13,811	-	-	522 D
Graduates of all other schools men-women	-	-	2,320	-	-	101 D
Number of teachers who attended extension						
classes in 1937-38.....			6,171	-	-	776 I
Number of teachers who attended summer						
school for six weeks or more in						
summer of 1937.....			2,147	-	-	175 I

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training.....	41	47	3 I	4 I
Music.....	23	68	2 I	2 D
Drawing.....	1	62	0	3 I
Penmanship.....	0	9	0	2 D
Others.....	22	27	4 I	4 D
Total.....	87	213	9 I	1 D

SPECIAL TEACHERS

UNCLASSIFIED DAY SCHOOLS

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training.....	281	285	20 I	17 I
Music.....	83	189	8 I	17 I
Drawing.....	20	203	2 I	18 I
Penmanship.....	0	11	0	3 I
Others.....	51	406	10 I	57 I
Total.....	435	1,094	40 I	112 I

TEACHERS

NEW TEACHERS (Day Schools)	1937-1938	Increase or Decrease
----------------------------	-----------	----------------------------

Number of New Teachers in Districts in 1937-38

Number who did not teach in 1936-1937 from New Jersey		
K. Elem.....	708	
J. S. 4 Yr. High.....	395	
Total.....	1,103	88 D
Other States		
K. Elem.....	45	
J. S. 4 Yr. High.....	70	
Total.....	115	8 I
Number who taught in other school districts in 1936-1937 in New Jersey		
K. Elem.....	267	
J. S. 4 Yr. High.....	249	
Total.....	516	89 I
Other States		
K. Elem.....	55	
J. S. 4 Yr. High.....	121	
Total.....	176	23 D
Total number of new teachers in 1937-1938		
K. Elem.....	1,075	
J. S. 4 Yr. High.....	835	
Total.....	1,910	14 D
Number of new positions created for the school year 1937-1938		
K. Elem.....	151	
J. S. 4 Yr. High.....	243	
County Vocational.....	1	
Total.....	395	28 D

Number of Teaching Positions (Day Schools)

Kindergarten, women.....	778	13 I
Elementary Schools:		
Men.....	1,034	20 I
Women.....	15,310	117 D
Approved Junior High Schools:		
Men.....	559	12 D
Women.....	1,281	65 D
Approved Senior High Schools:		
Men.....	679	11 I
Women.....	937	36 I
Regular High Schools of Four Years or Less:		
Men.....	2,253	184 I
Women.....	2,997	109 I
Vocational Schools of Secondary Grade:		
Men.....	258	30 I
Women.....	119	20 I
Other Local Schools for Deaf, Blind, Delinquent etc.		
Men.....	62	6 I
Women.....	502	42 D
Total:		
Men.....	4,845	239 I
Women.....	21,924	46 D
Grand Total.....	26,769	193 I

SALARIES OF TEACHERS

	Increase or Decrease			
Average salary per year paid to all day school teachers (28,473) not including superintendents, assistant superintendents or evening school teachers of any kind.....	\$2,004.90		\$106.96 I	
Average salary per month paid to all day school teachers.....	215.58		13.67 I	
	Men	Women	Men	Women
Average salary per year paid to:				
Superintendents.....	\$7,168	-	\$401 I	-
Assistant Superintendents.....	8,546	\$6,750	1,484 I	\$450 I
Director County Voca. Schools..	7,225	-	167 I	-
Asst. Director County Voca. Sch..	4,342	-	188 D	-
Approved Supervising Principals				
Men and women as a whole unit	4,632	-	273 I	-
Unapproved Supervising Principals				
Men and women as a whole unit	3,120	-	28 I	-
Non-teaching Principals.....	4,080	3,282	95 I	187 I
Supervisors.....	4,736	3,245	1,071 I	38 I
Special Supervisors.....	3,380	2,630	198 D	12 I
Rural School Teachers-One Room.	1,189	1,108	146 I	79 I
Rural School Teachers-Two Room.	1,264	1,192	56 I	75 I
Kindergarten Teachers.....	-	1,910	-	24 I
Elementary Teachers:				
Grades I-VIII.....	1,671	1,796	38 I	119 I
Grades I-VI.....	1,674	1,866	31 D	36 I
Junior-High School Teachers:				
Grades VII-IX.....	1,964	2,232	23 I	145 I
Grades X-XII.....	2,464	2,404	48 I	8 D
High School Teachers:				
Grades IX-XII.....	2,414	2,349	52 I	78 I
Short Term Teachers.....	1,035	840	453 D	65 D
Substitute Teachers.....	796	549	375 I	161 I
Special Teachers-Ungraded, Backward and Incurable				
Classes.....	2,018	2,049	22 I	79 D
Special Teachers-Crippled Classes	2,800	2,877	100 I	38 I
Special Teachers-Subnormal Classes	1,968	2,327	89 I	59 I
Special Teachers-Deaf Classes..	-	2,700	-	72 I
Special Teachers-Blind Classes	-	2,501	-	65 I
Special Teachers-Bedside or Home				
Instruction - Full Time.....	-	1,612	-	21 D
Part Time.....	236	296	80 I	9 I
Special Teachers-Unclassified..	2,115	2,054	12 I	22 I
Manual Training Teachers.....	2,326	2,064	54 I	48 I
Vocational School Teachers.....	2,729	2,415	16 I	3 D
Continuation School Teachers:				
Full Time.....	2,062	2,385	122 I	32 I
(Per Hour Basis) Part Time.....	2.81	1.86	.48 I	.41 I
Helping Teachers.....	-	2,796	-	99 I
Average salary per night to:				
Vocational Teachers.....	4.89	4.97	.13 I	.04 D
Regular Evening School.....	4.48	5.01	.01 D	.83 I
Accredited Evening High School	5.53	5.61	1.74 D	2.06 D
Evening Schools for Foreign-born				
Residents-Teachers.....	4.44	3.98	-	.20 D

NUMBER OF EMPLOYEES OTHER THAN
THOSE REPORTED AS TEACHERS

	FULL TIME	Increase or Decrease	PART TIME	Increase or Decrease
Secretary and District Clerk Offices.....	216	13 I	484	6 D
Business Managers' Office.....	60	5 I	3	-
Superintendents' and Super- vising Principals' Office	241	1 I	29	9 I
Supervisors' Office.....	27	1 I	-	1 D
Principals' Office.....	538	31 I	18	3 D
Janitors.....	3,292	141 I	774	3 I
Attendance Officers.....	188	8 D	457	19 I
Medical Inspectors.....	55	8 D	671	22 I
Nurses.....	354	14 I	337	10 I
Other Employees.....	633	109 D	364	9 I
Total.....	5,604	81 I	3,137	62 I

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF 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
Total enrollment of pupils in all schools day and evening.....	858,540	853,468	841,075	823,512	811,564	11,948 D
This enrollment divided:						
Day Schools.....	831,105	822,594	811,728	793,615	776,779	16,836 D
Evening Schools.....	27,435	30,874	29,347	29,897	34,785	4,888 I
Boys in day schools.....	429,063	424,014	418,462	408,587	398,835	9,752 D
Girls in day schools.....	402,042	398,580	393,266	385,028	377,944	7,084 D
Boys in evening schools.....	15,315	17,214	17,224	18,161	22,153	3,992 I
Girls in evening schools.....	12,120	13,660	12,123	11,736	12,632	896 I
Average daily attendance in day schools..	693,782	686,878	677,155	662,849	653,039	9,810 D
Average absence of each pupil in days....	12	13	13	12	12	-
Enrollment:						
Kindergarten.....	40,904	40,546	39,487	38,526	37,076	1,450 D
*Primary Schools.....	303,933	290,467	279,968	270,384	261,449	8,935 D
*Grammar Schools.....	284,188	280,264	274,234	267,763	260,566	7,197 D
*High Schools.....	179,007	187,567	193,760	192,757	193,177	420 I
One-room rural schools.....	7,203	7,132	6,546	5,735	4,876	859 D
Two-room rural schools.....	9,285	8,810	8,177	8,310	7,482	828 D
Teachers - total number.....	28,170	28,307	28,833	29,071	29,341	270 I
Men.....	5,082	5,374	5,737	5,977	6,271	294 I
Women.....	23,088	22,933	23,096	23,094	23,070	24 D
One-room rural schools, total.....	225	233	223	199	176	23 D
Men.....	15	15	16	17	19	2 I
Women.....	210	218	207	182	157	25 D
Two-room rural schools, total.....	289	283	271	281	259	22 D
Men.....	28	31	31	27	21	6 D
Women.....	261	252	240	254	238	16 D
Kindergarten.....	757	750	757	765	778	13 I

* 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 CONT.

	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	Increase or Decrease
Teachers:						
Grades I-VIII, Total.....	13,169	12,569	12,524	12,037	12,116	79 I
Men.....	445	431	495	508	532	24 I
Women.....	12,724	12,108	12,028	11,529	11,584	55 I
Grades I-VI, Total.....	2,058	2,397	2,355	2,691	2,424	267 D
Men.....	21	39	33	36	33	3 D
Women.....	2,037	2,358	2,322	2,655	2,391	264 D
Junior High Schools, Total.....	1,318	1,416	1,447	1,473	1,407	66 D
Men.....	308	323	344	376	371	5 D
Women.....	1,010	1,093	1,103	1,097	1,036	61 D
Senior High Schools, Total.....	961	1,093	1,174	1,264	1,359	95 I
Men.....	379	435	483	523	559	36 I
Women.....	582	658	691	741	800	59 I
Four-Year High Schools, Total.....	4,061	4,254	4,485	4,557	4,713	156 I
Men.....	1,568	1,688	1,814	1,864	1,974	110 I
Women.....	2,493	2,566	2,671	2,693	2,739	46 I
Manual Training, Total.....	943	944	981	1,023	1,062	39 I
Men.....	513	520	542	565	592	27 I
Women.....	430	424	439	458	470	12 I
Average salary per year paid to all day school teachers.....	\$1,821	\$1,813	\$1,802	\$1,898	\$2,005	\$107 I
One-Room Rural Schools:						
Men.....	1,053	1,307	1,153	1,043	1,189	146 I
Women.....	997	975	997	1,029	1,108	79 I
Kindergarten.....	1,968	1,934	1,892	1,886	1,910	24 I
Grades I-VIII:						
Men.....	1,304	1,708	1,666	1,633	1,671	38 I
Women.....	1,870	1,858	1,705	1,677	1,796	119 I
Grades I-VI:						
Men.....	1,912	1,844	1,689	1,705	1,674	31 D
Women.....	1,751	1,746	1,750	1,830	1,866	36 I
Junior High Schools:						
Men.....	2,021	1,938	1,944	1,941	1,964	23 I
Women.....	2,232	2,138	2,089	2,087	2,232	145 I

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

	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	Increase or Decrease
Average salary per year paid to:						
Senior High School Teachers:						
Men.....	\$2,561	\$2,370	\$2,400	\$2,416	\$2,464	48 I
Women.....	2,383	2,338	2,381	2,412	2,404	8 D
Four Year High Schools:						
Men.....	2,558	2,394	2,411	2,362	2,414	52 I
Women.....	2,394	2,281	2,261	2,271	2,349	78 I
Schools in session, days.....	187	186	187	184	186	2 I
School districts, number.....	548	548	549	550	551	1 I
School Buildings.....	2,277	2,255	2,227	2,202	2,155	47 D
Valuation of School Property.....	\$328,217,874	\$329,335,325	\$335,781,299	\$341,111,987	\$346,292,858	\$5,180,871 I
Buildings completed during year.....	7	9	13	13	11	2 D
One-room buildings.....	336	320	300	283	249	34 D
Graduates of State Normal Schools:						
Trenton.....	230	226	201	174	149	25 D
Montclair.....	166	177	219	244	208	36 D
Newark.....	208	234	245	193	154	39 D
Glassboro.....	148	164	96	124	52	72 D
Paterson.....	116	111	109	100	54	46 D
Jersey City.....	109	175	152	126	45	81 D
Total.....	977	1,087	1,022	961	662	299 D

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1 9 3 6			1 9 3 7			1 9 3 8		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than 900.....	53	354	407	26	234	260	17	80	97
900 to 999.....	26	491	517	19	359	378	18	145	163
1000 to 1099.....	50	985	1035	55	1109	1164	62	978	1040
1100 to 1199.....	130	1050	1180	119	1005	1124	53	814	867
1200 to 1299.....	203	1751	1954	201	1752	1953	177	1722	1899
1300 to 1399.....	166	1494	1660	225	1497	1722	195	1481	1676
1400 to 1499.....	251	1411	1662	242	1529	1771	269	1599	1868
1500 to 1599.....	300	1387	1687	300	1481	1781	346	1483	1829
1600 to 1699.....	265	1160	1425	254	1174	1428	329	1363	1692
1700 to 1799.....	194	1081	1275	196	1047	1243	256	1088	1344
1800 to 1899.....	261	1361	1622	309	1240	1549	358	1186	1544
1900 to 1999.....	165	937	1102	179	933	1112	179	963	1142
2000 to 2499.....	894	4160	5054	932	4211	5143	1084	4594	5678
2500 to 2999.....	543	2617	3160	592	2671	3263	694	2709	3403
3000 to 3499.....	512	1346	1858	530	1321	1851	603	1394	1997
3500 to 3999.....	296	569	865	311	548	859	332	558	890
4000 to 4499.....	202	206	408	199	203	402	220	237	457
4500 to 4999.....	199	142	341	216	128	344	214	127	341
5000 to 5499.....	94	16	110	91	14	105	107	27	134
5500 to 5999.....	45	14	59	47	12	59	45	13	58
6000 to 6499.....	-	-	-	-	-	-	28	3	31
6599 to 6999.....	-	-	-	-	-	-	16	2	18
6000 to 6999.....	58	7	65	53	6	59	-	-	-
7000 and over.....	50	1	51	53	1	54	64	1	65