

STATE OF NEW JERSEY

ANNUAL REPORT

of the

State Board of Education

to the

Legislature of the State of New Jersey

New Jersey State Library

1943

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1913

STATE BOARD OF EDUCATION

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REPORT

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

The State Board of Education presents the following report for the school year ending June 30, 1943.

The general elementary and high school programs functioned without serious disturbance or interruption during the year. In cities these programs are operated under the supervision of the local superintendents and in the school districts comprising townships and boroughs, under principals or teachers aided by the county superintendents and helping teachers. It is believed that these agencies, in cooperation with the Department of Public Instruction and the State Board of Education, have satisfactorily maintained the work of the schools and the quality of their instruction in the face of the loss of personnel, shortages in fuel and various materials, obstacles to transportation, and other vexatious war conditions.

TEACHER SHORTAGE

There has been an increasing shortage of teachers, particularly in the elementary field and in rural areas. Many teachers and administrators have entered the armed services, the auxiliary services, such as the WACS, WAVES, SPARS, and the Red Cross. Others, due to difficulties in transportation, fuel shortage, and more remuneration in other employment, have abandoned, at least temporarily, the profession of teaching. To meet this situation the Board has approved changes in the regulations to authorize the issuance of emergency, provisional, and temporary licenses to teach to persons who for various reasons could not comply with regular certification requirements. During 1943, six hundred and eighteen such certificates were issued. The indications are that the present conditions will continue for some time to come, but it is hoped that measures already taken will enable the schools throughout the State to carry on without serious interruption.

PARTICIPATION IN THE WAR EFFORT

There has been wholehearted cooperation by the schools in the war effort. The Commissioner of Education in his recent report says on this subject:

"During the year 1942-1943 the public schools became actively engaged in the war effort. In some activities the pupils and teachers of both the elementary and secondary schools participated. In the secondary schools throughout the State the faculties provided pre-induction

training. In the vocational schools, while the regular program was maintained, extensive programs were provided for training men and women for war industries.

"In all schools pupils worked to salvage metal, rubber, paper, and other critical materials. Full opportunity was given to all to purchase war stamps and bonds. Pupils found satisfaction in participating in Red Cross programs and in projects promoted by local defense councils. Administrators perfected the plans for air raid drills and made alterations in buildings for the protection of all persons housed therein during the air raids. Teachers and parents joined in issuing ration books and, when requested, assisted rationing and selective service boards. Teachers and parents, as well as pupils, took Red Cross courses in first aid. These and other activities, carried on with a minimum of disturbance of the basic program of education, satisfied in a reasonable degree the great desire of all to make some contributions to the war effort.

"In the secondary schools administrative work was begun during the first semester to provide the pre-induction training requested by the Army and the Navy through the United States Office of Education. This change involved the adaptation of many subjects to the war effort, the addition of some subjects, and in many instances the complete reorganization of the school schedule. It was necessary to offer individual guidance to every pupil. At the same time, administrators planned to improve further education in patriotism and citizenship responsibility and to strengthen the health program. Schools generally gave to pupils the opportunity to join the Victory Corps which included in its program not only preparation for service in the armed forces but participation in wartime community service."

The Elementary School Division of the Department of Public Instruction actively participated and cooperated with other State agencies in safeguarding the children excused from school to work on farms and in surveying and providing for school transportation facilities throughout the State in cooperation with the Governor's Commission. This Division also devoted much time and attention to assisting the efforts to care for the large number of children left without adequate care while their mothers engaged in employment in industrial areas. This development created difficult problems. Some of them are still unsolved but the establishment of a considerable number of child centers in several communities has improved conditions and, by continued effort in cooperation with local authorities and organizations, it is hoped that this serious situation may be somewhat relieved.

The part of the State Board in these activities was the prompt approval of all changes necessary in curricula and plans to promote the end desired, to enable the officers, teachers and pupils in our public schools to participate in and cooperate with all possible means to promote the war effort, and overcome difficulties and dangers inherent in present conditions.

VOCATIONAL EDUCATION

In addition to the training given to pupils in the vocational schools maintained by several counties and in the school districts, a great contribution in the field of education has been and is being made in the training of adults to meet the needs of war production in our State. This work is carried on in accordance with a plan proposed by the Federal Government and approved and adopted by the State Board of Education. Since the adoption of the plan the Federal Government has provided about four and one-half million dollars for its operation and another three quarters of a million dollars for equipment. The plan is operated by local boards of education under the supervision of an Assistant Commissioner of Education (Mr. John A. McCarthy). During three years past nearly 135,000 persons have completed war production training in the trade and industrial schools of our State.

Many educators envisage the day when industrial or vocational education will form part of the curricula of every high school, and afford opportunity to pupils to fit themselves for a vocation whereby they may earn a livelihood upon graduation, at the same time pursuing cultural studies, which together will make a well-rounded preparation for life. For those who are capable, technical schools of post high school grade or level would provide instruction in the sciences basic in industry. It is interesting to note that the graduates of our vocational schools who have entered the armed forces, in reporting to their former teachers and directors the use of the skills acquired in the schools, request that more mathematics, general science, and English be included in the courses of these schools. Many of these former students previously saw no practical value in instruction in these subjects. (See Commissioner's Report under the heading of "Evaluation of the Long-Term Programs of Vocational Education.")

During the year 1943, the percentage of seniors who were freshmen in our high schools four years previous was 52.5 per cent. indicating a loss of 47.5 per cent. of students during the high school course. Of the 52.5 per cent. who did make the senior class 92.3 per cent. graduated. Of the high school graduates during the year following graduation over 63 per cent. were engaged in farming, trade, or industry. These figures are eloquent of the need for vocational training in our high schools. (See the 1942-1943 report of the Commissioner of Education.)

WAR MANPOWER COMMISSION—U. S. EMPLOYMENT SERVICE

There has been some disposition on the part of federal agencies to dominate state and local vocational activities under the control of state and local boards of education and it has taken considerable fortitude on the part of our administrators to withstand pressure from these agencies. (See Commissioner's Report on this subject.) On the other

hand, the United States Office of Education has given wholehearted cooperation in the operation of the state and local programs of vocational education without any domination of policies or practices.

For many years federal funds contributed to the State under the Smith-Hughes and George-Deen Acts have been satisfactorily administered by our State school authorities without interference or attempt at domination by any federal agency. Likewise, the funds provided by the Federal Government for war production training have been successfully expended and the training administered by the state authorities, as above described. In the opinion of this Board, it is highly advisable that this practice of noninterference be continued with respect to future federal appropriations for vocational education, veterans' education, or for any similar purpose which may come within the field of operations of the Department of Public Instruction and the State Board of Education.

TEACHERS COLLEGES

The state teachers colleges, located at Trenton, Montclair, Newark, Jersey City, Paterson, and Glassboro, are controlled and managed by the Commissioner of Education, subject to approval by the State Board of Education of plans and policies.

With the approval of the State Board, these institutions have aided in solving the problems created by the shortage of teachers by certifying well qualified seniors before graduation; accelerating the programs of studies so that a student may complete the course in three years of three semesters each instead of in four years of two semesters; adjusting the curriculum to war needs, and training artisans for certification to teach industrial arts. Those who are eligible for such certification are given limited or provisional certificates which may be renewed annually upon completion of prescribed additional study until the requirements for graduation are complied with.

There were enrolled 2,773 full time students during the year 1942-1943. In addition to these there were 1,341 part time students and 364 extension course students, a total of 4,478.

Applicants for admission are carefully selected and the data relating to their standing in the secondary schools indicate that the freshmen admitted ranked among the best in their high school graduating classes.

The State Board of Education during the past year has been much concerned with a growing dissatisfaction and feeling of unfair treatment among the faculties of the teachers colleges. This condition was caused by inadequate salaries and by what they feared was a lack of assurance of continuity of service. It is complained that many have received no increase in salary since 1931 and that some who were employed during the depression years at low salary have not received increases or, if they have, the amounts were not nearly commensurate with higher costs of

living. The imposition of income taxes upon public employees has reduced their already small incomes. It is true that there have been two grants by the Legislature of increases of pay, or bonus, or both, with a minimum of \$200.00 and a maximum of \$300.00, but these were for the respective years only. The cost of living has materially increased, while their family and personal needs have increased with the years.

The State Board has recognized the justice of these claims and has annually requested in the budgets of the institutions sufficient appropriation to grant increased pay to all faculty members who have not reached the maximum for the positions held, such increase to be equivalent to the annual increment provided by a salary schedule adopted in 1929 and suspended in 1931 because of a lack of appropriation. The Board has through its representatives appealed to the Budget Officer, the Governor, and the Appropriations Committee of the Legislature to give favorable consideration to its requests. We are informed the Governor has appointed a Commission to study the matter of salaries of public employees, including teachers in state schools, and it is the Board's hope that something definite will soon be accomplished.

These faculty members train for their profession the young men and women who become teachers in our schools. The quality of their instruction is reflected in the quality of teaching throughout the schools of the state—the most important factor in the school system. The teachers in our teachers colleges are selected for ability and skill in imparting this pedagogical instruction. The faculty members who measure up to the requirements of our teachers colleges are not easy to find and are difficult to replace, particularly under present conditions. They must have had a specialized training and successful experience. Some of the communities in which the colleges are located pay their high school teachers more than the members of these college faculties are paid for training the persons who are to teach like subjects. And, after appointment, the members of these faculties are expected to continue to improve their professional equipment at their own expense, and do so. The state teachers colleges of New Jersey have heretofore enjoyed a high reputation for excellence throughout the nation and their graduates have greatly improved the standard and quality of teaching throughout the state. It is vital to the interests of education that they be continued upon the high plane they now occupy, and it is for that reason we have emphasized this Board's concern over the situation above described.

The State Board, as a matter of policy, has not favored the granting of tenure in the state teachers colleges by statute. However, to give to the staffs of the institutions an assurance of continuity of employment and of fairness of treatment the Board, after conference and discussion with a committee of the faculties, has recently adopted a Declaration of Policy relating to the operation of the teachers colleges. It declares the basis for the organization of the faculties, establishes academic

ranks, and the conditions for promotions; provides for a written appointment which includes the period of employment and the amount of salary in terms of annual salary or other unit of employment. Employment, after three years of service, may be for a term of three years after which a faculty member shall be classified as serving "without term." It establishes seniority rights among those whose employment is "without term" and creates the machinery for hearing complaints against faculty members by a committee of the faculty, with the right of appeal to the Commissioner of Education. The adoption of the Declaration of Policy has allayed the apprehension of the faculties with respect to their employment and the morale of the teachers has been enhanced.

A study is being made of the needs for additional construction at some of the colleges, including repairs and alterations, which, when completed, will be reported to the New Jersey Commission on Postwar Economic Welfare for its consideration.

HEALTH, SAFETY AND PHYSICAL EDUCATION

The Department of Public Instruction has continued its efforts to provide for the physical safety of the pupils in the public schools and by examinations, follow-up work, and school adjustments to meet their individual needs, both physical and mental. Nutrition, first aid, hygiene and home nursing, among other things, have been emphasized. The Commissioner's current report describes the work done by the Department in these matters in some detail and repetition is unnecessary. The health of the pupils in the public schools must depend to a large extent on their home environment, but the endeavor of the schools is to make up some degree for home defects.

Careful attention is paid to light conditions and the protection of pupils' sight and the correction of eye defects which may be discovered. In these and other respects the schools have maintained cooperative working relationships with the State Department of Health and the other state agencies, such as the New Jersey State Nutrition Council, New Jersey State Tuberculosis League, and the Commission for the Blind.

The war has brought home to the schools, as to every one, the importance of improving the physical condition of the youth of the state and they have acted accordingly. There has been a marked increase in the number of first aid courses and a high percentage of pupils has had some instruction in that subject, while a considerable number have received the American Red Cross first aid certificate upon satisfactory completion of their courses.

In order to prepare the young people for service in the armed forces major changes have been made in the physical education and recreation programs, so as to better develop pupils' abilities and powers required

for military service and for broader achievement. This is fully described in the current report of the Director of Health, Safety, and Physical Education.

It is believed that it is desirable to improve and extend the training of teachers of health and to provide for more teaching and supervision of teaching of the subject. Also, the Department, through experience, finds need for improved physical examinations by school physicians to be combined with more attention to advising parents of need of consulting the family physician. In addition, it recommends an effort to vaccinate more children against smallpox and that there be increased emphasis on diphtheria immunization of school pupils.

The school authorities have made careful effort to comply with the laws passed in recent years providing for physical examinations of teachers, pupils, and other employees. It is believed the results have been of much value.

EQUALIZATION OF EDUCATIONAL OPPORTUNITY

"The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of *all* children in this state between the ages of five and eighteen years." This mandate necessitates state financial aid in order to provide equal educational opportunity in all parts of the state.

Equality of educational opportunity is necessary not only to train all children to become economically efficient, but also to train them to meet their future responsibilities as citizens. Both of these objectives involve the welfare of the state. The child of our poorest district should have comparable educational opportunities with the average community of the state. He may be tomorrow a citizen of the wealthiest district.

Many of our school districts find it a real hardship to support even a meager educational program, while other districts in our state without difficulty can and do support educational programs of the highest type. Our poorest district at a one dollar tax rate can produce only \$7.16 per resident pupil, while one of our wealthiest districts can produce \$390.86 per resident pupil. The poor district's tax rate is \$4.21 per one hundred dollars of valuation for school purposes, while the richer district has a school tax rate of \$0.62. This poor district gets from the State \$61.32 per resident pupil largely due to the granting of \$5,000 to this district from the One Per Cent Emergency Fund. The other district gets \$45.47 from the state. At a dollar rate the poor district would have available \$68.48 while the other district would have \$436.33 per resident pupil. This poor district has poor facilities and low teachers' salaries with meager educational offering, while the other district has good, if not excellent facilities, and well paid teachers with excellent educational services.

In 1928, the Commission to Survey Public Education appointed by the State Legislature reported as follows: "Your Commission believes that the inequalities existing in the apportionment of State School Moneys . . . should be removed by the adoption of a system of apportionment which is not only equitable and logical, but which automatically maintains itself on that basis." In 1933, the Governor's Survey Commission reported that "One outstanding weakness has arisen from the imposition, by the present system of financing schools, of too large a burden upon the poorer districts." The recommendation of the Governor's Commission of 1933 was recognized by the Legislature in Chapter 224, P. L. 1935 (*R. S. 18:23-1 to 18:23-18*, N. J. School Laws, 1938 ed.), but no funds were provided to operate the plan.

On account of the higher cost of materials, supplies and services, the poorer districts are finding such difficulty in meeting the cost of even a minimum program of education that careful study should be made of both the present sources of state aid and of the present plan of its apportionment with a view to the amelioration of this situation.

APPEALS IN SCHOOL LAW CONTROVERSIES

The State Board of Education hears appeals from the decision of the Commissioner of Education in controversies arising under the school laws.

The question of tenure rights is still the subject of dispute. In several cases the Board has held that persons engaged from time to time as substitute teachers by administrative officers of the local school district acquire no tenure by such employment. Review of these cases is still pending in the Supreme Court.

The right of boards of education to suspend or abrogate salary schedules adopted by previous boards has also been litigated by teachers in various cities.

The decision of this Board has been sustained by the Supreme Court and the Court of Errors and Appeals in the case of *Greenway vs. Camden* (129 N. J. Law 46 and 461), and it is believed the question has been authoritatively settled by that decision.

It may be appropriate here to mention the procedure in appeals to this Board. It had been the practice for many years, as prescribed in the Board's rules, to refer the hearing of appeals to a "Law Committee" which heard counsel, read testimony and briefs, and made its report and recommendation to the Board which then voted to adopt or reject the recommendation. In a recent case in the Supreme Court it was held that this procedure was not a compliance with the law which grants appeal to the Board. To require the whole Board to hear argument, read testimony and briefs is a very cumbersome and slow process, when it is remembered the Board meets only monthly and the record must circulate to each member separately. It also imposes expense upon the

litigant for copies of record and other documents and militates against the provision in the law that appeals to the Commissioner and the Board shall be "without expense to the parties." A bill is now pending before the Legislature to authorize the resumption of the ancient practice, and it is hoped that in the interest of expedition and efficiency it will commend itself to the legislators.

SALUTE TO THE FLAG

First among the subjects concerning which information is requested by local boards of education is the salute to the flag, now prescribed by statute. The Supreme Court of the United States has held similar requirements in other states to be unconstitutional and consequently much confusion has arisen over the matter.

It is proposed to submit to the next Legislature a bill to amend our statute to make it conform to the recent federal statute which prescribes the proper form of salute. Favorable action on this bill will do much to eliminate a fruitful source of discord and preserve the pupils' proper showing of respect to the flag, whatever their religious beliefs may be.

APPLICATION FOR RIGHT TO GRANT DEGREE OF DOCTOR OF MEDICINE

During the year an application for the right to confer the degree of Doctor of Medicine was made to the Board by a corporation which proposed to establish a medical college at Newark. The promoter of the proposed college had obtained a license from the New Jersey Board of Medical Examiners to establish and operate a medical school.

After an exhaustive examination of the financial resources and prospects of the college and its facilities as proposed by its promoter, it was decided by the Board that both financial resources, prospects, and facilities failed to satisfy standards heretofore established by the Board and were inadequate, and the application was accordingly denied.

SCHOOL FOR THE DEAF

This school is under the direct supervision and control of the State Board of Education, exercised through a committee which reports monthly. Miss Mary Merchant is the chairman of the committee. Its report follows:

At the close of the previous school year, all possible detail relating to the opening of the following school term was carefully planned.

The enrollment of three hundred and ninety-two was about normal.

As we become more consciously a nation at war and every one becomes somewhat unsettled, if not restive, we must make every effort to hold the progress that has been secured.

Present advantages of defense employment have made it very difficult to maintain an adequate staff on the same high levels of selection as in the past. The establishment of a plan of regular yearly increments is sorely needed.

Our staff members have always taken a progressive attitude and through them many valuable contributions have been made to the profession. Many of our staff members have enviable reputations for achievement in their own teaching spheres. Again we supplied other schools for the deaf with executives, two members of our staff having been selected for superintendents and one for a principal.

Plans and needs discussed at weekly meetings of department heads are carried to the staff members through departmental group meetings.

The field work undertaken during 1943 may be summarized under four phases: (1) The contact with the parents of pre-school deaf children; (2) Visits to homes of children of school age; (3) Audiometric tests and educational guidance for hard of hearing pupils in public schools; (4) The organization and supervision of hearing surveys in school systems.

The chief psychological work carried on at the school was the administration of individual psychometric tests of pupils in the Intermediate Department, the Primary Department having been completed the previous year. The balance of the year's work had to do with children outside the school, both prospective pupils and those who were not suitable candidates for admission.

Particular emphasis was placed on the correlation of the work in the three academic departments. Individualized instruction has been developed to a most effective and satisfactory degree so that each child may progress as rapidly as he can absorb and master the units of instruction.

In the Vocational Departments we have continued with increasing zeal the study of aptitudes and interests of our pupils. We are the pioneers of the schools for the deaf in inaugurating a complete battery of tests to be used in helping our vocational students to better pursue their work. The results have been most gratifying. The complete program for our Boys' Vocational Department was published in the American Annals of the Deaf. Placement was keen. In some cases boys were trained for specific war jobs. A new course in poultry husbandry was introduced for the benefit of our many Central and South Jersey farm boys.

In our Health Education Department the entire medical department functioned smoothly and the general health of the students left little to be desired. The admirable condition of good health prevailing among the students in the school reflects the good care, the ideal hygienic surroundings, and the well regulated routine which all are required to follow. We had our usual cases of measles, colds, chickenpox, mumps, etc., some serious illnesses, but no deaths. The greatest advancement in the health program of the school was made when the infirmary was moved from the second floor of the girls' dormitory to cottage No. 2.

Extension of the acoustic program has resulted in an improvement in speech and an advance in the general achievement of the students. Each year two speech recordings are made of each student in order to evaluate the speech progress of a child and to have a permanent record of this improvement. Twenty-eight students who it seemed would profit most by constant acoustic stimulation were fitted with individual hearing aids.

In the Physical Education Department a very successful and enthusiastic program of intra-mural sports was carried on for all students, as traveling restrictions made it necessary to curtail our schedule of outside activities.

As with other types of handicapped children, so with the deaf, every effort is made in our school to enrich the educational program with so-called extra-curricular activities of a socializing nature.

The installation of a very complete system of records going back for the past ten years was completed.

Complete and adequate precautions were taken and all the necessary equipment obtained for the full protection of our children in the event of a possible air raid. Available materials and supplies were utilized whenever possible.

In their leisure time our students produced many useful articles for the Red Cross and the hospitals at Fort Dix. A very generous array of gifts was presented by the students to the Station Hospital at Fort Dix at Thanksgiving time. The students have bought many defense stamps and a number of bonds.

Much improvement in the general appearance of the household was accomplished through the cooperation of all departments. Every effort was continued to make the living conditions of our students as pleasant and comfortable as possible. Much was accomplished by the maintenance department and the results are visually apparent.

The splendid record of progress as made during the school year 1942-1943 would not have been possible without the interest, cooperation, and loyalty of every staff member.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH

This school is likewise under the direct supervision and control of the State Board of Education exercised through a committee which reports monthly. Mr. D. Howard Moreau is the chairman of the committee. Its report follows:

Along with other institutions, the Bordentown School has lost because of the war situation many of its key personnel of the faculty, the maintenance staff, and employed labor force. For example, there has been a 90 per cent. turnover in the employed farm labor. Moreover, the student labor of boys 18 years of age and over upon which the school has relied so heavily in the past is now hardly existent. The situation is aggravated by the fact that it has been impossible to find suitable colored men to fill some of the positions, especially in the maintenance group where certain skills are required. For example, we now have no plumber and, therefore, the plumbing and heating repairs must be done by outside labor at high cost. It is difficult also to replace the men who teach the trades. The salaries which the school is able to pay do not attract the few men who are available. The negro state schools are bidding against each other for these men.

It means, of course, that the work of carrying on the program and activities of the school must be borne by fewer persons. On the whole, this is done without complaint. It is a question of how long they can stand up under it.

It is impossible also to secure certain equipment even if the money is available. This applies especially to shop and maintenance equipment and replacements. Supplies of all kinds are higher in cost, a fact which the present budget did not entirely anticipate.

The school enjoys the largest enrollment in its history. There was a waiting list of over 300. The enrollment of 440 exceeds the capacity of the school which is about 375. The demand for the school has surpassed all expectations. The crowded condition has been relieved by the drafting of the boys 18 years of age and over. Many of the 17-year-old boys have enlisted. It follows that the student population instead of averaging 16½ years of age now averages 15 years. The school has to adjust itself to a much younger type of student ranging from 13 to 16 years of age. He cannot do the type of trade and maintenance work that the older students performed. He requires more supervision rather than less. It is for that reason that the budget request included an item of \$3600 for two additional assistant commandants. There are two large boys' dormitories, one accommodating 110 boys and the other 130 boys. Each building is supervised by one man. There should be at least two men to a building. Eventually, each building should be divided so that each half will be a separate unit. This additional supervision is imperative. It will help to provide for the necessary recreation of the boys, to segregate them more adequately in the different age groups, and to provide for closer guidance and check-up. In other words, the school would be in a position to do a better job with these young boys.

The school has taken an active part in all war activities. There are about 1000 former students who are known to be in the armed services in all parts of the world. All of them have had military drill while students of the school. They have written back to the school in large numbers testifying to the value of that training. Many have received advance rating soon after their induction because of their knowledge of drill. Some have been set to work to drilling raw recruits. Graduates of the school are in all types of service.

Robert Bryant, who graduated in June, 1942, writes as follows: "It seems that everywhere that I go, I find some one from Bordentown. I was interviewed by a former student of Bordentown at Wing Headquarters. . . . The training that I received at Bordentown really helped me immensely. One day I was called in by the Major. He said, 'Bryant, basic training lasts 46 days. I have looked over your records and I notice that you have had quite a bit of military training. Your previous training practically covers the basic training that you will have here. I could make you take the training all over again, but I'll give you a 10-day furlough and maybe by then we'll have something you haven't had.' . . . If the boys at Bordentown would take their drill seriously, they would profit 100-fold. Their other duties are of as equal importance. For instance, who would ever think that driving a truck for 8 weeks at school would help me? In that short time I learned enough about mechanics to pass an aviation mechanic's examination. . . . Working with Mrs. Bryson (school nurse) helped me. Instead of being put on K. P. duty, I work in the medical clinic on my work day. . . . So practically everything I learned at Ironsides I have had an opportunity to use." This letter is typical of the hundreds of letters received. It also indicates the variety of experiences they receive while in school.

It might be of interest to know that a former student of the school, James Johnson, was recently appointed to the position of Collector of Internal Revenue for the Port of New York's Third District. As far as is known, 16 former students of the school are second lieutenants in the armed services and 3 are captains. There may be more.

The school began its program to help the war effort in April, 1941, when defense classes were started for "out-of-school youth" under government sponsorship. These courses ran until June, 1942, and about 200 negro youth from the communities within a 20-mile radius of the school attended. The follow-up record of these trainees showed that they had benefitted greatly by placement, upgrading, and promotion in war industries. The principal course was auto mechanics and many of those who entered the armed forces were successful in this line of work. In the last course given, which started after Pearl Harbor, women were admitted and they were able to use their training profitably in defense jobs as welders, machine operators, and automobile drivers, also as service station attendants.

The Domestic Science Department of the school gave a course in nutrition sponsored by the Red Cross and 23 women from the community adjacent to the school received certificates after completing the course. In addition, several teachers took first aid training and were certified by the Bordentown Red Cross and 19 girls in the senior class received certificates after taking a course in home nursing and first aid, under the instruction of a nurse from the State Health Department, assisted by a teacher of the school.

During the summer of 1942, teachers and students were blood donors to the Red Cross blood bank during a rally at the school. Several teachers have been trained and volunteered for canteen work and have taken up regular unpaid employment as USO hostesses at Fort Dix. The school nurse gives her spare time for hospital and Red Cross work.

In the Spring of 1942, a continuous campaign was started for the sale of war bonds and stamps and teachers and students purchased these bonds and stamps from a sales committee consisting of faculty members and students. Another campaign was promoted in metal salvage. After this campaign, student committees continued to promote the collection of tin and paper throughout the year.

At the beginning of the last school term, a Victory Corps was organized and formally inducted in April. Groups of students carried on activities connected with the Corps in many branches. Some of the activities listed were construction of model airplanes for the Navy, waste paper collections, collection of tin cans, vegetable production by the boys in the agricultural class, victory gardening. Girls in the cooking classes made cookies each week for the soldiers at Fort Dix from materials contributed by the School staff. This is continuing. Service kits and Christmas gifts have been sent to Fort Dix. Plane spotting was another student activity under supervision of the Bordentown American Legion.

The school enlisted in the "Schools at War Program" and submitted a scrapbook report of its war activities. This scrapbook was displayed at the State Schools War Exhibit. For it the school received a Certificate of Service, signed by the Secretary of the Treasury and awarded by the State War Savings Staff.

CONCLUSION

Finally, the Board makes public recognition that the Department of Public Instruction, the school district boards of education, the teachers, principals, and all those having to do with the administration and operation of the public schools have done their best to meet the difficult conditions caused by the war. In the opinion of the Board, they have succeeded beyond expectations. Their devoted efforts have been carried on under the administrations of Dr. Charles H. Elliott, former Commissioner of Education, and of Dr. John H. Bosshart, the present Commissioner. Everything indicates that our schools will continue to improve their service to the people of the State.

Respectfully submitted,

State Board of Education of New Jersey

By OSCAR W. JEFFERY, *President*

John H. Bosshart, Commissioner of Education,
Secretary, ex-officio

