

STATE OF NEW JERSEY

ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

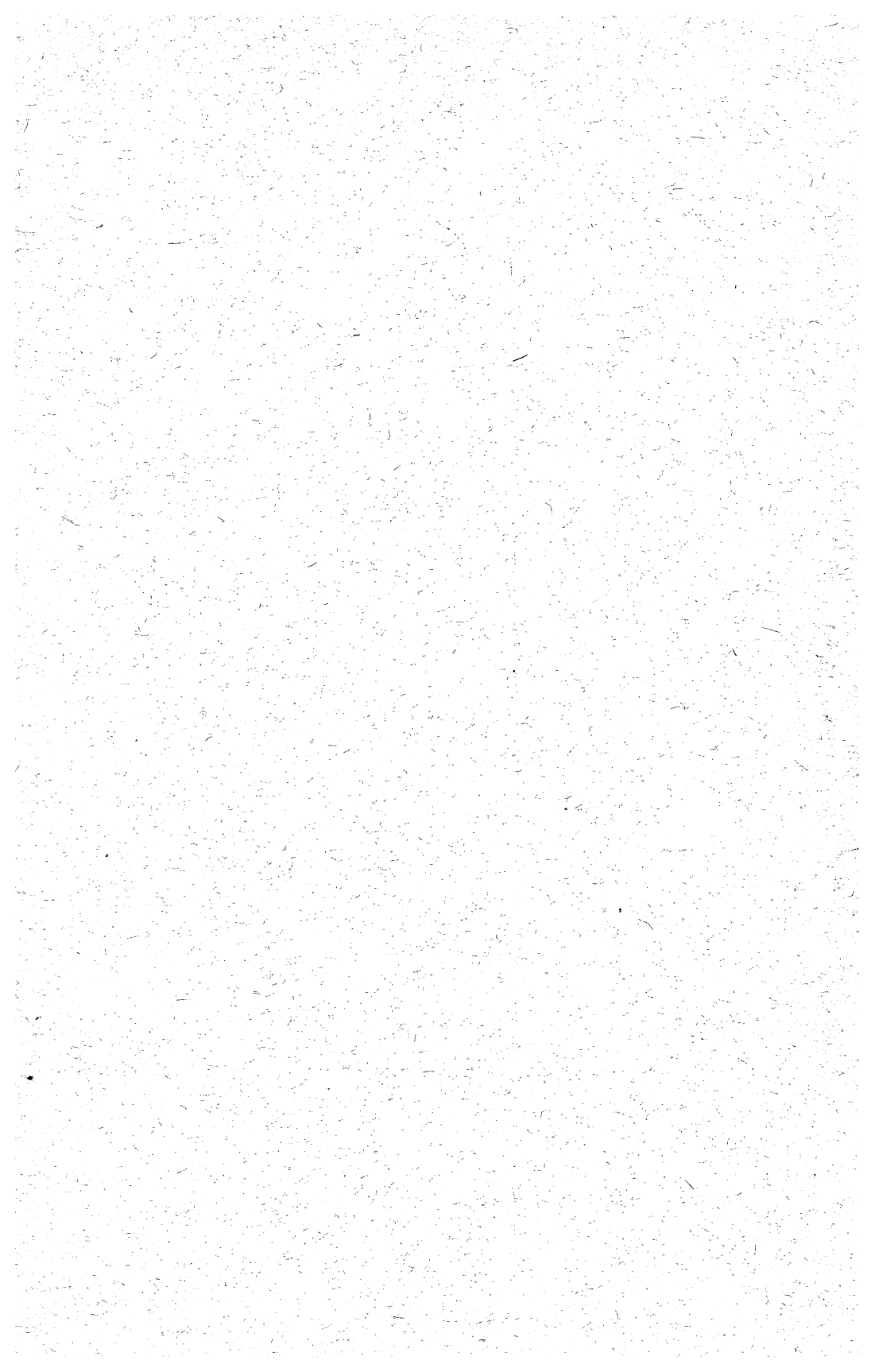
TO THE

Legislature of the State of New Jersey

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

1947

New Jersey State Library



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EXPLANATORY NOTE

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

FOREWORD

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

The State Board of Education and the Commissioner of Education present the following report for the year ending June 30, 1947:

THE EDUCATION OF VETERANS

During the preceding year, the Department, working co-operatively with publicly and privately supported schools and colleges, and with industries and other educational agencies, made plans to provide appropriate education for the returning veterans. It soon became apparent that they would seek further education in the elementary and secondary schools, in vocational and technical institutions, in adult schools, in institutions of higher learning, and in offices and shops. Consequently, every division of the department was involved directly or indirectly.

The quality of the educational offerings for veterans was safeguarded by the application of standards already established by the department for institutions of higher learning, high schools, trade and industrial schools, and for on-the-job and apprentice training. These criteria were used for the approval or disapproval of practically all of the agencies desiring to offer education for veterans. In a limited number of cases, it was necessary to prepare new criteria.

Plan Safeguards Quality

The quality of education was safeguarded further by the adoption of a plan to help veterans choose more wisely from the courses offered. Throughout the State, local boards of education designated guidance specialists in high schools to whom veterans could go for information and advice. Most of the institutions of higher learning developed guidance

services to meet the needs of veterans applying for admission. During the past three years the Director of Education for Veterans of this Department published eight guidance bulletins which were in demand in all parts of the State. As a consequence of this work in guidance, New Jersey veterans maintained a comparatively high record of persistence in the schools of their choice.

Schools Expand Facilities

The whole-hearted cooperation of the administrative heads of all kinds of schools and colleges resulted in a great increase in the student capacity of our existing institutions. The facilities of the institutions of higher learning, inadequate in 1939, were expanded by lengthening daily schedules, securing additional classrooms, establishing off-campus centers, and other expedients. Additional teachers were employed and in some instances houses provided for them. Liberal arts courses for veterans were provided in the State Teachers Colleges. Two additional junior colleges were established by the school districts of Bayonne and Jersey City.

During the year New Jersey institutions of higher learning cared for 32,968 students, an increase of 138 per cent over the enrollment for 1945-46. The public high schools enrolled 14,000 veterans in 939 special classes offering a quality of instruction nationally recognized. The vocational schools made day and evening classes available for veterans and the Vocational Division of the Department of Education supervised the establishment of apprentice and on-the-job training centers. The Division of Higher Education directed the establishment of on-the-job training centers on the professional level. Local Boards of Education provided special classes and supervised study groups in adult schools.

In the promotion and supervision of the program for the education of veterans, the Department of Education enjoyed the unfailing cooperation and advice of the Federal and New Jersey Veterans Administration.

Although the promotion and supervision of the education of veterans required most of the time of the division heads, they continued to encourage improvement in the general program of public education. For their devotion to duty and for the wisdom of their leadership, these division heads deserve special commendation.

IMPROVEMENTS IN PUBLIC EDUCATION

The purpose of the schools is to help the learner to become economically and socially competent. Experience in the schools should help him to acquire the elements of character, the knowledge and skills, and the mental and physical health necessary to his success in life as an individual and as a citizen. These two objectives are inseparable; the learner is an individual member of society. Every subject in the curriculum, every school experience contains factors which should aid the student in meeting his responsibilities as a free man in a free society. All instruction should lead to his acquisition of a deep sense of loyalty to our Country and to the principles upon which our Nation is founded.

Toward the attainment of these objectives, the schools of New Jersey made appreciable progress in spite of the necessity of giving attention to the transition from war to peace and of providing the educational opportunities so richly merited by our veterans. The details of the progress of the public schools are presented in the following reports of the Division Heads. It is appropriate to call attention here only to some significant trends.

Education Continues Throughout Life

The growing appreciation of adults of their needs for learning to help them in business life, in their home and community experiences, and in meeting their responsibilities as citizens is reflected in the rapid growth of adult education. The number of community adult schools this year was double that of last year, and the number of naturalization classes

increased from 70 to 101. There is a considerable increase in the number of students seeking pre-professional education at the junior college level.

For the earlier years of life, marked improvements are being made in the quality of pre-kindergarten schools and nurseries. The inspection of these institutions is necessary to the health and progress of the children.

Education For All Children

To an increasing degree, the schools are charged with the responsibility of providing education for all of the children, whatever may be their talents and interests. Progress toward this end is evidenced by (1) the preparation of teachers to care for atypical children, particularly those who are handicapped; (2) the record of curriculum changes providing more appropriate and useful education for those not going on to higher schools or who are enrolled in vocational courses; and (3) the gradual development and improvement of educational guidance in order to adjust the school to the needs of the individual child. Further progress is indicated by the work of committees to promote the articulation of the elementary and high schools and of the high schools and colleges. The greater persistence of high school pupils through grade twelve is evidence of greater and more efficient attention to the individual.

Curriculum Revision

The publication of Social Studies Bulletin No. 10 for the elementary schools and the impending issuance of the two year Guide for the Teaching of the History of the United States for high schools are illustrations of the cooperative procedures in curriculum revision. Similar projects in Arithmetic and English are under way. The New Jersey Business Education Association is making a survey of the needs and offerings in their field and other associations are interested in similar studies.

In all of these revisions, members of the Department staff work with representative teachers and administrators in the schools.

Evaluation

The publication of "Evaluative Criteria for Elementary Schools" and the "Rating Scale for High Schools" are indications of the desire of all educators to estimate the growth of the pupils toward all of the major objectives of education. They include the acquisition of good character and health, preparation for citizenship, and development of desirable interests as well as the mastery of fundamental skills. We are beginning to evaluate the growth of the whole child and the functional results of school experience. Standardized tests are being used in practically all schools in order to make sure that the skills are acquired and in order to study the growth and needs of the children.

Solution of Problems Sought

While the faculties of our schools, working democratically with the parents and citizens, are seeking to improve educational offerings, the school administrators and boards of education are seeking to solve a number of problems in order to maintain conditions favorable to learning. These problems are:

1. Inflation
2. Increasing Enrollments
3. Shortage of Teachers
4. Lack of Building Facilities
5. The Financial Problem
6. Needs in Higher Education

Inflation

The inflationary spiral has affected seriously the cost of education. Meantime, real property assessments remain rela-

tively stationary and tax rates soar. The following facts are relevant:

	1942-1943	1946-1947	<i>Per cent Increase</i>
Cost of Teachers' Salaries	\$63,677,871.15	\$78,366,304.69	23+
Cost of Janitors' Salaries	6,850,799.27	9,292,946.96	35+
Cost of Maintenance of Plants	3,668,888.48	7,036,256.37	91+
Current Expense (omitting State and County Expenditures) ..	85,637,076.60	109,005,428.98	27.3
Average Teachers' Salaries (exclud- ing principals and supervisors)	2,089.74	2,745.20	31+

It is also plain that the increases in teachers' salaries have not kept pace with the increases in the costs of non-teaching personnel and of maintenance of plants.

Increasing Enrollments

While the junior and senior high school enrollment is decreasing, the larger birth rate of 1941 has caused increases in the kindergarten and first grade.

	<i>Per cent of Increase or Decrease</i>
Kindergarten	17.5 (I)
Grades 1-4	1.5 (I)
Grades 5-8	2.8 (D)
Grades 9-12	.8 (D)

The following table shows the number of New Jersey births for the years 1940-1946 inclusive:

<i>Year</i>	<i>No. of Births</i>
1940	59,328
1941	67,104
1942	80,812
1943	82,356
1944	75,652
1945	76,995
1946	95,044

The enrollment of the elementary schools will probably continue to increase for the next ten years. In 1953 it will begin to affect the junior high schools, in 1956 the senior high schools, and in 1959 the colleges.

This greater enrollment will require a larger number of teachers and many more classrooms. Herein lies the most serious future problem of our public school system.

The Shortage of Teachers

The attraction of positions in industry, government, and other professions; low salaries; lack of public interest in the teaching profession; and other causes have resulted in the diversion of people from the profession of teaching. We have not solved this problem.

The number of provisional and temporary teachers' certificates issued in 1946-47 was 1107, an increase of 219 over the number issued during the preceding year.

The number of students in the teacher training institutions is not sufficient to overcome the prospective increasing shortage of teachers in the elementary schools and in some special subjects in the high schools. Because of the great increase in the birth rate, the shortage of teachers will become worse instead of better. This trend will continue for the next decade unless new ways are found to recruit teachers.

As a result of the shortage, a few small schools have been closed and the pupils sent to larger schools. Some classes in special subject fields and some special services have been discontinued. The quantity of turnover of teachers in some communities of lesser ability to pay is causing the quality of instruction to deteriorate rapidly. The general increase in the number of pupils per teacher is lowering the quality of education because it permits less attention to individual children.

Need for New Buildings

New buildings are necessary because of increasing enrollments, shifts in population, and obsolescence of present buildings. Shifts in population may increase or decrease the total needs of a given district. Many of the districts lack the ratables upon which to borrow money for the necessary new buildings.

While costs of construction are about double those of 1939, the interest paid on serial bonds is very low. Consequently, the annual cost of debt service for new buildings is only about 40 per cent higher than it was 23 years ago. On the other hand, the greater cost of construction would compel some districts to borrow much more than their ratables will legally justify.

If sufficient additional facilities are not provided, local boards of education will be forced to use such expedients as renting temporary quarters, increasing class loads, and placing classes on part-time. All of these procedures tend to lower the efficiency of the schools. Temporary quarters may be unsanitary and otherwise inadequate. Larger classes prevent attention to individuals and part-time shortens the period devoted to learning. These unfortunate results have already taken place in some districts.

The Financial Problem

If deflation follows inflation, the shortages of teachers and buildings will still cause great increases in the cost of education.

If the greater costs of education are borne entirely by real estate, local tax rates upon real property may become confiscatory.

The Needs in Higher Education

In 1939, of each 1000 of New Jersey's 18 to 21 year old persons, 114 were in institutions of higher learning. Of these 114 students, 60 per cent attended institutions outside of New Jersey. Our provision for higher education is below the average of the States of the Union. In the States with the highest records, more than 250 out of each 1000 persons 18 to 21 years of age were in institutions of higher learning.

The desire of an increasing number of people for post-high school education, the higher birth rates of 1940 to 1947, and the need for training more teachers convince all those who are studying New Jersey's provisions for higher education, that

plans for a complete and adequate system of colleges and junior colleges should be developed.

NEW DIVISIONS OF THE DEPARTMENT

As indicated in the following reports, appreciable progress has been made in the assimilation of the Division of the State Library, Archives, and History, and of the Division of the State Museum. Because the purposes of these Divisions are educational, the problem of assimilation is largely one of coordinating their activities with those of the public school system.

In both of these Divisions, the Department finds increasing difficulty in meeting higher costs and in securing trained personnel. The shortage of trained librarians is more serious than that of school teachers. Technicians for Museums are usually the product of "on-the-job training."

EDUCATIONAL INSTITUTIONS ADMINISTERED BY THE STATE DEPARTMENT OF EDUCATION

In both the New Jersey School for the Deaf and the Manual Training and Industrial School at Bordentown, the faculties consist of men and women trained first as teachers and then as specialists in their respective fields. In the United States as a whole the training schools for teachers of the deaf produce annually only a small fraction of the teachers necessary for replacements. The resultant shortage of teachers has caused great increases in salaries throughout the nation. Because of our low salary schedules in the School for the Deaf and the Bordentown School, the Department is unable to compete with similar schools in employing teachers.

A similar condition exists in the State Teachers Colleges. The teachers in these colleges must have acquired scholarship in their special fields and should also be master teachers in the public schools. They are preparing teachers to work in the public schools. Many teachers in the Teachers Colleges came to us from the public schools. At present the salary schedule

of these institutions is not high enough to attract either the ablest teachers in the public schools or the ablest teachers in liberal arts colleges.

Although the remuneration of the faculties of these institutions has not kept pace with the cost of living, they have continued to give their best efforts to the work to be done.

In the loyalty and devoted service of all of the faculties of these schools and colleges and of the members of the staff of the Department, the State Board of Education finds both satisfaction and inspiration. To the Boards of Education, administrators and teachers of local school districts, to the Parent-Teachers Associations, to all citizens interested in the public schools, and to the sympathetic municipal governments, the State Department extends its thanks for unfailing cooperation. To the members of the Legislature and to the Governor, the State Board of Education is grateful for their understanding consideration of recommendations for the improvement of the schools of our State.

Respectfully submitted,

JOHN H. BOSSHART,
Commissioner of Education

DIVISION OF CONTROVERSIES AND DISPUTES

Legislation was probably the most important concern of the Division during the year. The Law Revision and Bill Drafting Commission is in the process of reviewing the statutes preparatory to printing a supplement to the Revised Statutes of 1937. It seemed advisable and timely, therefore, to revise the language of the School Law and to add new provisions to clarify its meaning. Much time was spent in going through the law to find the sections which need revision and in preparing suggestions for clarification to submit to the Commission. The staff of the Commission, under the direction of Mr. Charles deF. Besore, did a fine piece of work in drafting the revision. Much time was also devoted to explaining educational bills to interested groups.

Each year an increasing number of requests are being received to sit down informally with groups of board members, school executives and teachers to discuss the legal background of the problems which confront them in the administration of the schools. Such informal discussions often accomplish more than formal addresses before larger groups.

A great amount of time is spent in answering telephone calls and letters and in conferences with individuals and groups who seek information concerning the legal aspects of their problems. Such conferences often reveal that general advice is more needed than legal information and develop into discussions of problems such as the kind which occur in the day by day administration of the schools.

It was necessary to render formal decisions in only six cases during the year. There were two decisions on tenure cases, two on recounts of ballots cast in school elections, and two decisions on requests for a change of high school designation. One teacher's license was suspended.

Important New Legislation

P. L. 1947, c. 131, establishes \$1,800 per academic year as the minimum compensation of a teacher in any school district.

P. L. 1947, c. 134, permits reduction of board membership to 7, 5, and 3 in school districts which elect board members; permits board membership to be increased from 3 to 5 or 7, and from 5 to 7.

P. L. 1947, c. 138, makes public school facilities available to children temporarily domiciled in New Jersey and to children who are kept in the home of another person domiciled in the district and supported by such other person gratis as if he were such other person's own child.

P. L. 1947, c. 144, provides membership on the State Board of Examiners for a librarian employed by the State or by one of its political subdivisions.

P. L. 1947, c. 153, permits issue of bonds over limitations for school district governed by Chapter 7 under certain conditions with the approval of the State Commissioner of Education and the Local Government Board.

P. L. 1947, c. 130, authorizes boards of education to maintain group insurance policies for pupils injured while participating in school athletics or in connection with the conduct of the physical education program of the district.

P. L. 1947, c. 140, provides for the integration of the State teachers colleges and the State University of New Jersey by authorizing the State Board of Education to permit the use of the buildings and facilities of the State teachers colleges by the State University of New Jersey and by authorizing the State University of New Jersey to permit the use of the buildings and facilities of the State University of New Jersey by the State Board of Education for the purposes of the State teachers colleges.

Two Decisions Are of Special Interest

In the case of *Palmer v. Audubon*, objection was raised with respect to the competence of some of the children to testify because they did not understand the nature of an oath and the punishment which might be inflicted upon them for failing to testify truthfully. The Commissioner said that:

“ . . . testimony of children, especially of those of ten years of age, against a teacher, whose duty it is to discipline them, must be examined with extreme care. It is dangerous to use such testimony against a teacher; it is likewise dangerous not to use it. The necessities of the situation sometimes make it necessary to use the testimony of school children. If such testimony were not admissible, the children would be at a teacher’s mercy because there is no way to prove certain charges except by the testimony of children.

“To determine the capacity and responsibility of an infant witness is the duty of the trial court. It is the duty of the Board of Education to weigh the testimony of young witnesses carefully. The Board had an opportunity to witness the demeanor of the children when they testified. In the absence of evidence of passion and prejudice on the part of the Board, the presumption is that the Board of Education performed its duty properly in weighing the testimony of the children.”

The Commissioner did not consider it necessary to decide whether parents’ testimony as to the statements of their nervously upset children made to them concerning occurrences in the schoolroom is admissible and not hearsay because the statements are part of the *res gestae*. The State Board, in its decision, held that such testimony is inadmissible.

The Commissioner, in denying the application for a change

of high school designation in the case of *Sparta v. Newton*, laid down this guiding principle to follow in determining whether to grant an application for a change of designation:

“In order to provide for cases where good and sufficient reason exists for the transfer of pupils to another high school, the Legislature charged the Commissioner with the responsibility of determining when such good and sufficient reason for a change of designation does exist. The Commissioner feels constrained to exercise his discretion under this statute with great caution. Otherwise, the law will not accomplish the salutary purpose intended by the Legislature. Only in cases where educational benefits will accrue to the pupils sufficient to offset the financial loss to the receiving district is it clearly the duty of the Commissioner to grant an application for a change of designation. Where financial conditions alone are involved, a change should be granted only in cases where the financial condition of the petitioning district relative to the receiving district is so unfavorable and its financial plight so desperate that relief through a transfer to a district with a lower tuition rate is imperative.”

DIVISION OF ELEMENTARY EDUCATION

PURPOSES OF ELEMENTARY EDUCATION

The increasing enrollment, the shortage of teachers, the inadequacies of school plants, and the rising cost of education during the past year have focused the attention of both school people and the public on the sort of education the pupils in the public schools are receiving. There has been much concern as to how the schools can function most effectively under present handicaps and make the fullest possible return on the public's investment.

The basic purposes of elementary education have been receiving particular attention. First, New Jersey elementary schools have been trying to teach the fundamental skills and knowledges more efficiently. They have been selecting the skills which are most important for children to acquire including not only the three R's but the broader uses of language, the skill of clear thinking, finding and evaluating information, and the other tools needed for future self-education. Each child is being stimulated to want to work up to the limit of his capacity by arousing his interest, making the learning meaningful to him, giving him work which is neither too difficult nor too easy for him, and providing many opportunities for him to use what he learns. School organizations are being improved so that each pupil can progress through school steadily at his best rate.

A second major purpose in elementary education is to improve children's health. This includes not only correcting their physical defects and helping them acquire good health habits but building sound emotional attitudes. More and more children are being given opportunities to gain the poise and security which come from mastering work within their ability and winning a recognized place in their groups by successful use of their individual talents.

A third objective at which elementary schools are increasingly aiming is to help children become socially competent. Opportunities are being provided for them to learn to cooperate, to consider one another's rights, and to assume social responsibilities. As children mature, under competent guidance they are learning the democratic kind of self-control.

There is a growing realization that these basic purposes are all interrelated. Skills and information are acquired more effectively where a child has that inner drive which makes him want to learn. Mental and emotional balance come from a sense of work well done. Social competence requires both skills and sound attitudes. Skills, information, good work

habits, social and mental health, and ability to get on with other people, all are needed for democratic citizenship.

Elementary schools are facing many problems in carrying out these fundamental purposes. Teaching of this sort is based on an understanding of the characteristics and needs of children at various maturity levels, and teachers must have opportunities and guidance for such study. Local school programs must be developed to help children develop in many ways. The school day must be planned to include the most important learnings without overloading the teacher. Teachers need specific aids in methods of teaching children rather than just subjects.

One of the responsibilities of the Division of Elementary Education has been to help the elementary schools with such problems such as these.

Services Are Varied

Opportunities for guidance are so widespread in so many phases of education that the Elementary Division must utilize its limited staff in the most efficient ways possible. Rewarding and important as are first-hand contacts with field situations through personal visits to schools, this method of giving help is too limited and time-consuming to be used as much as the staff would like. Visits are always made to schools where assistance is urgently needed, the problem vitally important or direct information required; other invitations are appreciated and are accepted whenever possible. Observations are made in the company of the administrator or principal concerned so that the conclusions reached may be used in the schools effected. Problems are discussed fully but no rating of teaching or school is attempted.

Meeting With Groups

Constructive help in common problems can be given more efficiently by meeting with groups representing several school

systems or some organization. One of the groups with which the staff works most closely is the elementary supervisors who work in the larger school systems. This informal organization is becoming increasingly effective. About thirty of these supervisors attend regularly the two meetings each year at which the Elementary Division staff consults them about present and future plans and bulletins and discusses with them their own problems. As an outcome of these meetings the staff may visit supervisors' schools to help with local curriculum construction or other projects.

The elementary school principals have a tremendous influence on elementary education. In fact, they largely determine the extent to which recommended methods and points of view are used in the schools. They can introduce, encourage, and guide them, or they can ignore them. They have a well-organized association but it is so large that most of the Elementary Division's contacts are through the officers who have been cooperative and effective in working through the organization. The chief cooperative project this year has been using the 20,000 copies of the evaluation instrument ("Self-Evaluation in the Elementary School") which was prepared by their association and that of the Department of Classroom Teachers and printed by the State Department of Education last spring.

The Association of Classroom Teachers is an even larger organization. The staff's work with this group also is carried on mostly through the officers. They have been of great service in helping introduce departmental bulletins to teachers and encouraging their use. These bulletins are prepared chiefly for teachers and in the final analysis their value depends upon the use which teachers make of them.

Department Bulletins

The influence of the Elementary Division can be spread farther by means of bulletins than in any other way. Bulletins are of little value, however, unless they meet a felt need and

have general acceptance. The acceptance of a bulletin starts with its preparation. Representatives of organizations and schools which would use the bulletin are consulted as to whether it is needed. They discuss with the staff the form which would be most useful, reach an agreement as to the point of view to be expressed in the bulletin, and help in the actual preparation of the material, to make sure that it is sound, practical, and drawn from actual teaching situations. Consultants of this sort may be used in different ways with different bulletins. Sometimes a committee functions from the beginning and prepares the whole bulletin. Sometimes reactions of representative school people and laymen are asked for after the bulletin is well under way, and suggestions are made for its revision. Sometimes contributions to expand and enrich the bulletin are secured from the field after the framework has been set up. The result is not only a wider acceptance because of general participation in formulating the bulletin but also a sounder and more useful bulletin.

A good example of the cooperative method of preparing a bulletin is the way the language arts bulletin has been developed during this year. The committee which had been working on the bulletin for three years prepared a summary of its contents and philosophy. This summary was presented at a series of regional meetings of teachers, both elementary and high school, arranged by the New Jersey Association of Teachers of English and held in state teachers colleges. After an all-day discussion, over 500 teachers who attended the meetings filled out questionnaires recording their reactions and suggestions which are now guiding the editorial committees in writing the final draft of the bulletin.

Work on other bulletins described in recent reports has been continued under the direction of the Elementary Division. The bulletin on helping handicapped children is almost ready for the printer, and bulletins on family living, health, music, and art have reached various stages. Work on two new bulle-

tins has been started during the year; a bulletin on industrial arts in cooperation with the Vocational Division and the State Association of Industrial Arts Teachers, and one on arithmetic with committees of helping teachers and the State Association of Mathematics Teachers.

In-Service Training of Teachers

All of the bulletins issued by the Division are primarily intended for the use of classroom teachers. The need of teachers for an understanding of the objectives of modern education and for practical help in meeting the objectives is particularly urgent at this time because of the large number of teachers who have been recruited after long retirement or with inadequate training. There is a growing demand from other teachers also for some sort of practical help in finding out what to teach and how to teach it.

The two forms of in-service training which are becoming increasingly popular are (a) a series of teachers' meetings, and (b) extension courses sponsored by state colleges. Both meetings and courses are the "workshop" type in which the teachers' own problems are discussed and their particular needs met. They may be on a local, regional, or county level. Frequently, their chief purpose is to implement the use of State bulletins such as Elementary School Bulletin No. 10 ("Building Citizenship in a Democracy Through the Social Studies"). In several counties, representatives of all the school systems in a county have been working together to develop a course of study which could be used by all the schools in the county. In one case, two counties cooperated in attacking this problem.

An increasing number of extension courses to show teachers how to plan and carry on a social studies program have been given in local school systems and in regional centers. The demand for these courses has far exceeded the supply, largely because of the scarcity of instructors trained in the workshop techniques of conducting courses of this type. This need is

being met as rapidly as possible. Supervising principals, helping teachers, teachers, college instructors, and elementary supervisors are conducting courses. An all-day conference was arranged by the Division staff for present and potential instructors of extension courses in the social studies to discuss common problems, exchange experiences, and plan effective procedures of conducting courses. The staff has also visited extension course classes, consulted schools which were planning to have extension courses or workshops, and helped select instructors and consultants.

Supervision of Nursery Schools

A specialist in early childhood education was added to the Elementary Division staff last year to enforce the provisions of the 1946 law requiring child care centers to be licensed by the State Department of Education. Under her direction as state supervisor of nursery schools, standards have been prepared, approved by the State Board of Education, and distributed to child care centers. A preliminary survey at the beginning of the year showed that there were in the State at least 200 nursery schools serving over 5000 children. Many centers have been visited and their facilities and programs evaluated preparatory to the licensing required on July 1, 1947.

Teachers and directors of nursery schools and other centers have shown an eagerness and an earnest desire to improve their facilities and develop a socially educational program as well as simply to meet the standards for approval. Requests come to the Division continuously by mail and telephone for advice on equipment and program planning, information on requirements for opening new centers and help in securing trained teachers. Meetings have been held with boards of directors at their request to give specific help. With the cooperation of the New Jersey Association for Nursery Education, college and extension courses have been planned to train nursery school teachers to help meet the demand for qualified personnel.

In addition to her work with child care centers, the supervisor of nursery schools has given expert help to public schools in problems relating to early childhood education in both nursery schools and kindergartens and has represented the State Department of Education in national conferences called by the United States Office of Education.

THE WORK OF THE HELPING TEACHERS

With the teacher shortage becoming increasingly serious in the rural areas, more of the efforts of the helping teachers who supervise rural schools have been required to persuade retired teachers to come back into service, to retrain these teachers in even the fundamentals of sound practices, and to keep many of their schools functioning at all. However necessary, this is uninspiring work which saps the helping teachers' energy, often with discouraging results.

The First Workshop Conference

The need for some sort of challenge which would lead to the continuing professional growth of the whole group of 58 helping teachers has been met this year by the first workshop conference planned and carried on by the helping teachers themselves. The three-day conference was held at the Trenton State Teachers College in October. For several months committees of helping teachers, in consultation with the Elementary Division staff, planned carefully every detail of the conference. After polling the whole group, four major areas were selected for study—social studies, a program for 9-year-old children, meeting the problems of slow-learning children, and community relationships. The helping teachers were divided into four workshop groups to study the topics in which they were most interested. Committees were organized to outline the problems to be investigated by each group and the procedures to be followed, and expert consultants selected and secured. A detailed schedule for the whole conference was drawn up and sent to each helping teacher.

The workshop groups functioned during the conference by discussion, with guidance by the consultants, and by using the college library facilities for follow-up investigation of problems raised. The conclusions reached by each group were reported at a general meeting, and later summarized and distributed to all helping teachers to be tried out in their schools during the year. All expenses for consultants were paid by the helping teachers themselves through a voluntary assessment.

The helping teachers themselves analyzed the conference through an evaluating committee. Soon after the conference the evaluation report was studied by a steering committee of helping teachers and the Division staff, and plans made for a more efficient conference next fall when the four workshop groups would continue their study in the light of the findings from field experimentation.

In spite of evident shortcomings inevitable when initiating a complex meeting of this kind, the helping teachers showed that they recognized the values of the conference by voting unanimously to continue it for another year. In addition to the professional growth which comes from added insight into educational philosophy and practices, was the stimulus of planning, thinking, and working together on basic vital problems. It was evident that their active participation in carrying on the conference increased the helping teachers' organizing power and their ability to assume the sort of self-propelling responsibility which they need in their work with their own teachers. Better acquaintance with one another increased their group morale and developed a unity in their point of view. There was, for example, evolving agreement about such basic matters as cooperative planning by teacher and pupils, using the problem method in social studies and science, using tests to measure individual pupil development rather than as hurdles for promotion, and adapting the program to meet children's needs, though there might be differences of opinion on less vital prob-

lems such as the extent to which basic readers should be used or the most efficient method of teaching spelling.

Training New Helping Teachers

Several helping teachers were appointed during the year. They, with others still comparatively new in the service, need more intensive assistance in their work than that afforded by the workshop conference. As most of them, though excellent teachers themselves, have had little experience in guiding other teachers, their chief need is to learn how to give positive help, tactfully and cooperatively, to teachers who differ widely in their personality and attitude, and experience. Each one has to be given the amount and kind of assistance best suited to her individually. For this reason, the Elementary Division staff has worked with beginning helping teachers in the field as much as time permits, visiting their schools and discussing their more difficult situations at first-hand.

In addition, problems common to most of these new helping teachers are discussed with them as a group in all-day conferences called periodically by the staff. The problems are raised by the helping teachers, and ways of meeting them discussed by the group, with advice by the staff.

The Music Helping Teachers

Another group whose particular problems are not met by the workshop conference are the twelve helping teachers who specialize in music. During the year they have met several times in two-day conferences continuing their work on a bulletin for classroom teachers who have not had special music training. Preparation of this bulletin has involved an analysis of all phases of their own job of supervising the teaching of music in rural schools.

Some Needs Continue Unmet

Several needs noted in past reports have been met. Laws

have been passed to permit boards of education to operate nursery schools as part of the public schools system, and to give migrant children full educational opportunities in New Jersey.

Other educational needs continue. The problem of integration between elementary and high school is still serious, though it is being attacked in many parts of the state. School housing shortages and the need for larger classrooms for a modern school program will, of course, remain acute until building funds are available and building costs are lower.

In connection with the need for refresher courses for returning teachers and extension courses of the workshop type to help schools in curriculum development, courses should be established to train instructors and leaders in workshop techniques.

A research division in the State Department of Education would provide long-needed help in making studies of current practices in New Jersey elementary schools. Data concerning such problems as methods of teaching reading, the content of social studies programs, the grade placement of topics in arithmetic, the programs for five-year old children, and what sort of testing is being carried on, would be invaluable to the Elementary Division in planning future help based on real needs.

DIVISION OF SECONDARY EDUCATION

SERVICE HAS THREE ASPECTS

The Division of Secondary Education provides service for the secondary schools of the State through inspection, curriculum leadership, and consultative activities.

The Inspection of Secondary Schools

Inspectional service is provided for all the public high schools, public junior high schools and those private secondary schools which have applied for listing as "approved second-

ary schools." Although the regulation limits formal approval to a two-year period, it is impossible for the Assistant Commissioner and his staff assistant to give thorough inspection to all the secondary schools upon the list every two years even if all their time were devoted to inspections. The plan has been (a) to give routine inspections to as many as possible; (b) to study the reports on those schools which have been evaluated by Visiting Committees of the Middle States Association of Colleges and Secondary Schools, noting the points which should have our attention, making short visits apropos of those points; (c) inspecting schools which have not been inspected for many years; and (d) inspecting schools which for one reason or another seem to be in definite need of approval.

Our schools have a number of characteristics, including their size, which tend to keep their quality up. In the 1943-44 biennial report of the United States Office of Education of all the States, New Jersey had the highest mean public secondary school enrollment. In 1946-47, the mean enrollment of our public secondary schools was 780. Our eminence in this direction is due to our small area, thickly settled; and our plans for consolidation and sending-receiving districts. The school personnel is generally well-trained; and the constant exchange of ideas among teachers and administrators is made possible by the relatively small geographic dimensions of the State. It is evident that the problems of supervision differ markedly from those of most states of the nation.

In the past year, 31 complete inspections were made.

Curriculum Leadership

In New Jersey, the function of the State Department of Education with relation to curriculum is (a) the approval of curricula formulated by the several districts, and (b) leadership in the improvement of curriculum offerings.

In the past year, the Secondary Divison has recommended the approval of forty-three changes in curriculum as proposed

by various schools. In some cases these proposals have been discussed with the school authorities before making the recommendation. The policy has been to make suggestions whenever they seemed desirable without taking a definite stand against anything that is not contrary to law or regulation. Several districts have expressed an interest in securing approval for courses in driver education which includes behind-the-wheel instruction.

The present status of certain state-wide curriculum projects may be reported at this point. The report of the Committee on United States History is nearly ready for the printer. During the year, the pamphlet Recommended Activities for Industrial Arts Classes in the Secondary Schools was printed and distributed; this is the work of a sub-committee of the Committee on Industrial Arts, Vocational Education, and Technical Education. A study to determine how business education may contribute most effectively to the needs of secondary school youth has been initiated by the New Jersey Business Education Association with the active cooperation and guidance of this Division. A committee will soon undertake to survey and revamp the offerings in the field of secondary school mathematics. The science teachers have expressed an interest in the revision of work in that field. The junior high school principals, through conferences and general meetings are undertaking to review the purposes and functions of these schools in the light of present-day thought and conditions.

Consultative Activities

While many conferences have been initiated by this Division, there have also been many times when a representative of the Secondary Division has participated in a conference with persons or groups on the initiative of someone else. There were 132 conferences of this kind last year, in which one or both members of the Secondary Division called upon a teacher or an administrative officer upon invitation, or attended a larger

conference, sometimes a board of education meeting, by request.

Addresses to audiences are another way of influencing educational thought. Upon invitation, last year, the Secondary Division provided 29 of these. In numerous meetings schoolmen and women seek advice upon this question and that. The Secondary Division is represented upon the executive committees and program committees of a number of state organizations, thus affording an opportunity to be of service in planning programs of educational activity.

Through bulletins prepared in this Division, information about certain features of individual schools is publicized; excerpts from the annual reports describe practices reported by principals; features of schools which teachers may wish to observe by visiting are listed.

A conference device which is proving of great value is the new rating scale. This scale is used in conference with the principal, the superintendent or supervising principal, and the county superintendent after a day's inspection. The process takes from two to three hours. So far this has not seemed tedious to the officials of the school. The scale promotes a careful analysis of educational philosophy and practice.

One or both of the division representatives have participated in regional or national conferences, making it possible to bring to New Jersey the thinking of groups chosen from a wide geographical area. This division was represented in six such conferences.

Education of Veterans

While the major responsibilities in connection with the education of veterans are carried by the Division of Education for Veterans, the Secondary Division has been called upon to assist in several ways. The Division has recommended the approval of Special Secondary School Classes for Veterans; has assisted in auditing the applications of local school districts for reimbursement from state funds for these classes; has advised

superintendents and principals concerning the conduct of these special classes; and has participated in the guidance seminars conducted by the Director of the Division of Education for Veterans.

STATISTICAL TRENDS

Enrollment Increases

The October, 1946 membership in grades 9-12 shows a 5% increase over the previous year; if the post-graduates are included the increase is 1.4%. The figures for the several grades differ widely. There is a 7.4% decrease in the ninth grade and a 1.8% decrease in the tenth grade. In contrast, the eleventh grade shows an increase of 5.6% and the twelfth grade an 11% increase. The decrease in the earlier grades reflects the dropping birth rate fourteen years ago. The increase in the higher grades reflects the termination of the military draft and the wave of renewed interest in education.

Because of the current changes in general population, it is not practicable to judge retention by means of a comparison of the enrollments of the several grades. The steady drop in ninth grade enrollment, for example, makes that figure unreliable as a base. Some indication of the per cent of retention may be obtained by comparing any given grade group with grade groups in earlier years. For example, taking the ninth grade group of 1943-44 as a base, retention to the senior class in 1946-47 appears to be 67.4%. Similarly, using the ninth grade group of 1944-45 as a base, retention to the junior class in 1946-47 was 74.4%.

Part-Time Employment Drops

Some post-war trends are apparent. The number of students excused to assist in Christmas merchandising declined from 5390 in 1944-45 to 2380 in 1945-46, and to 976 in 1946-47. Similarly, the number of students excused to assist in agriculture was 3452 in 1944-45; 1079 in 1945-46; 357 in 1946-47.

Legislative diplomas to the number of 2672 were issued in 1944-45; 1071 in 1945-56; 318 in 1946-47.

Teacher Turnover Increases

The discouraging part of the whole picture of the secondary schools is the teacher turnover. During 1946-47, 1207 teachers left their positions. This is 159 more than in 1945-46. The number changing from one position to another increased 29%. There was an increase of 13% in retirement and a 15% increase in withdrawal from teaching to enter other professions. An opposite trend is shown by the fact that the number withdrawing from all employment was less by 77, a 29% drop. This shows a greater tendency for women teachers to continue to teach after marriage.

DIVISION OF HIGHER EDUCATION

INTRODUCTION

By legislative enactment, the State Board of Education and the Commissioner of Education are given definite responsibilities concerning junior colleges, colleges, universities, and professional schools in New Jersey. The Division of Higher Education is the administrative agency for carrying out these responsibilities. The work of the Division is distributed among six major functions as follows:

1. Research concerning attainments and needs in higher education.
2. Appraisal and accreditation of private colleges and professional schools except those authorized to confer degrees prior to 1893.
3. The administration and supervision of the State teachers colleges.
4. Curricular planning and approval for professional certification of teachers.

5. Curricular planning and approval for meeting the requirements for pre-professional certification.
6. Planning, appraising, and approving professional on-the-job programs for veterans.

Enrollments Increase 130 Per Cent

During the year 1946-47, there were 32,968 full-time students in attendance in the institutions of higher learning in New Jersey compared with 14,366 full-time students for the year 1945-46, an increase of approximately 130 per cent. These were in addition to the students enrolled as Fellows at the Institute for Advanced Study and students in training in the theological seminaries. For the year 1946-47, there were in New Jersey nine junior colleges, seven technological and professional colleges, seven colleges of liberal arts and sciences, six State teachers colleges, four universities, four theological seminaries, and one institute for advanced study. In September, 1946, thousands of returning veterans entered the institutions of higher learning in New Jersey to begin study or to complete programs that were interrupted by the war. Accommodations were made for this unprecedented number of students by using the buildings and equipment from early morning until late at night and by the use of many temporary buildings and other emergency measures.

THE JUNIOR COLLEGES

There were on June 30, 1947, nine accredited junior colleges in New Jersey. Of this number, seven were privately controlled and two were publicly controlled. All nine of these junior colleges offer the first two years of the science and arts program of standard four year colleges. In addition, some of these junior colleges offer semi-professional courses in business and technology. Those students who enroll for the arts and science courses are usually planning to transfer to a four-year college and complete the requirements for a Bachelor's

degree. Those enrolled in semi-professional courses usually plan to seek employment immediately after completing requirements for graduation at the junior college.

New Public Junior Colleges

In 1946, the State Legislature authorized district boards of education with the approval of the State Board of Education to extend their schools by offering grades 13 and 14 as a part of the public school system. The Boards of Education in Jersey City and Bayonne in Hudson County voted to establish grades 13 and 14. The State Board of Education approved plans submitted by the school officials of these cities and each opened a public junior college, tuition free, in September, 1946. These are New Jersey's first public junior colleges.

Financial Support of Junior Colleges

The two public junior colleges are supported by taxation. The other seven junior colleges are supported mainly by tuition and gifts. Monmouth Junior College is in part an exception. Its principal financial support is by tuition and gifts. In addition, the Monmouth County Board of Freeholders contributes to a stabilizing fund and the Long Branch City Board of Education provides at a nominal rental the facilities of the local high school for the use of the junior college.

ENROLLMENT OF FULL-TIME JUNIOR
COLLEGE STUDENTS 1946 AND 1947

Name of Junior College	Location	Enrollments for year ending June 30,	
		1946 (3)	1947 (4)
(1)	(2)		
Bayonne ¹	Bayonne		206
Bergen	Teaneck	400	1260
Centenary ²	Hackettstown	254	297
Fairleigh Dickinson	Rutherford	175	942
Immaculate Conception ³	Lodi	30	26
Jersey City ¹	Jersey City		137
Monmouth	Long Branch	133	443
St. Joseph's ⁴	Princeton	26	32
Union	Cranford	67	385
Total		1085 ⁵	3728 ⁵

¹Bayonne and Jersey City Junior Colleges opened in September, 1946. Their first enrollments are, therefore, reported for the year ending June 30, 1947.

²Centenary Junior College is for girls only.

³The Immaculate Conception Junior College enrolls only those who are applicants for admission to the Order of Felician Sisters

⁴St. Joseph's Junior College enrolls only those who are applicants for the priesthood.

⁵Highland Manor Junior College at West Long Branch is not included because it has not attained State accreditation.

Needs in Junior College Education

A very high percentage of students in the junior colleges of New Jersey live at home and commute daily to their classes. This saves approximately half of the cost of attaining education at the college level. Junior colleges are needed in other metropolitan communities to provide low cost higher education for those who wish to live at home while attending the first two years of college and for those who wish to devote but two years in preparation for employment in business or technology.

COLLEGES OF LIBERAL ARTS AND SCIENCES

In addition to the colleges of arts and sciences at the universities, there are seven liberal arts colleges in New Jersey. These are all church controlled institutions. They stress the development of general culture and character along with religion as their chief objectives. Their curriculums emphasize courses in foreign languages, English, mathematics, sciences, history, economics, sociology, politics, and government. They are financed by endowments, gifts, and tuition. None receive public funds. All confer degrees by authority of the State Board of Education. Each college which applies for authority to confer degrees is appraised by a representative of the Commissioner of Education on the basis of standards established by the State Board of Education.

ENROLLMENTS OF FULL-TIME LIBERAL ARTS
COLLEGE STUDENTS 1946 AND 1947

Name of College	Location	Enrollment of Full-Time Students for year ending June 30,	
		1946	1947
(1)	(2)	(3)	(4)
Alma White	Zarephath	18	24
Caldwell	Caldwell	113	145
Don Bosco	Newton	28	25
Georgian Court	Lakewood	230	250
St. Elizabeth	Convent Station	580	614
St. Peter's	Jersey City	144	945
Upsala	East Orange	340	1,330
Total		1,453	3,333

Students who attend liberal arts colleges can by selecting appropriate courses meet the requirements for the pre-professional qualifying certificates in law, medicine, or dentistry. Upsala, St. Peter's, Caldwell, Georgian Court, and St. Elizabeth's Colleges have registered curriculums approved for students who wish to qualify for certification as high school teachers. In addition, Upsala and St. Peter's Colleges have approved curriculums in accountancy.

THE PROFESSIONAL AND TECHNOLOGICAL COLLEGES

There are seven colleges in this group. Each of these colleges has as its chief function the education of students for a specific professional occupation. The Newark College of Engineering receives financial support from the State and from the City of Newark. This college is controlled by a board appointed by the Governor. The other six colleges in this group are controlled by private boards of trustees. However, they confer their degrees under authority of the State Board of Education. All seven of these colleges charge tuition. With the exception of the Newark College of Engineering, the chief source of income for these colleges is tuition.

ENROLLMENTS AND CURRICULA OF PROFESSIONAL AND TECHNOLOGICAL INSTITUTIONS IN NEW JERSEY 1946 AND 1947

Name of Institution	Location	Major Curriculums	Enrollment of Full-Time Students for year ending June 30,	
			1946	1947
(1)	(2)	(3)	(4)	(5)
College of South Jersey	Camden	Law	105	314
John Marshall College	Jersey City	Accountancy Business Law	120	615
Newark College of Engineering	Newark	Engineering	400	1,400
Panzer College	East Orange	Physical Education for Teachers	114	256
Rider College	Trenton	Accountancy Business Adm. Commercial Teacher Training	639	1,705
Stevens Institute	Hoboken	Engineering	700	1,161
Westminster Choir College	Princeton	Music for Choir Leaders	234	348
Total			2,312	5,799

THE STATE TEACHERS COLLEGES

There are six State teachers colleges in New Jersey controlled directly by the State Board of Education and administered under the supervision of the Commissioner of

Education. These colleges are responsible for educating an adequate supply of teachers for the public schools of New Jersey. In addition, they sponsor research pertaining to public education and their faculty members serve as consultants to school supervisors and administrators.

ENROLLMENTS OF FULL-TIME AND PART-TIME STATE TEACHERS COLLEGE STUDENTS 1946 AND 1947*

Locations of State Teachers Colleges (1)	1946			1947		
	Full Time (2)	Part Time (3)	Total (4)	Full Time (5)	Part Time (6)	Total (7)
Glassboro	207	226	433	388	179	565
Jersey City	517	320	837	693	429	1,122
Montclair	743	305	1,048	1,123	408	1,531
Newark	372	814	1,186	536	534	1,070
Paterson	241	341	582	542	671	1,213
Trenton	603	115	718	821	14	835
Total	2,683	2,121	4,804	4,101	2,235	6,336

*Data as of October 1 for the year designated.

The 1947 enrollment increases at the State teachers colleges over those of 1946 were due to the return of veterans. Nearly one-third of the full-time students attending these colleges during 1947 were veterans. Not all of these 1,275 veterans planned to become teachers. Some had entered the teachers colleges and enrolled in a general curriculum provided under special rules established by the State Board of Education. These students planned to transfer to other colleges at the beginning of their junior year.

The shortage of qualified teachers continued to increase during the 1946-47 school year. Although some teachers returned to their teaching positions after terminating their military services, many others accepted employment in industry or enrolled in universities to study for advanced degrees under provisions of the federal laws which provided tuition and subsistence for veterans.

Emergency Measures Are Continued

The following emergency measures were continued: (1)

certification of seniors before graduation, (2) accelerating the program of studies, (3) continuing the training of artisans who had previously received provisional certificates to teach industrial arts and (4) enrolling nurses for their required courses in pre-clinical sciences.

In addition, the State Board of Education authorized a special summer program for college graduates who are interested in certification to teach in grades 3-6. Such graduates may qualify for certification provided they complete the following courses in an approved college:

Child Growth and Development	2 semester points
The Elementary School Curriculum	3 semester points
Principles and Practices in Elementary Education	2 semester points

These courses were offered in the State teachers colleges in Glassboro, Newark, and Trenton during the summer session of 1946 and are scheduled to be offered again in the summer session of 1947.

Educating Teachers for Handicapped Children

The 1946 Legislature appropriated funds which could be used to develop curriculums for educating teachers for handicapped children. The Commissioner of Education authorized the State teachers college at Newark to develop such curriculums.

In developing these curriculums, the following principle was adopted:

“Teachers of handicapped children should be educated for teaching normal children and in addition have specialized training for teaching handicapped children.”

In carrying out this principle at the Newark State Teachers College, four subjects were incorporated into the curriculum

for all college students who are training for certification in elementary grades. These courses are as follows:

<i>Course</i>	<i>Time Offered</i>
1. Principles of teaching handicapped children	Sophomore year, second semester
2. Child growth and development	Junior year, first semester
3. Speech correction	Junior year, second semester
4. Classroom application of mental hygiene	Senior year, first semester

The sophomore course in Principles of Teaching Handicapped Children was offered during the spring semester of 1947. Students for advanced specialized training were selected from those enrolled in this course. During the college year 1947-48, specialized curriculums will be developed for teachers of (1) slow-learning children, (2) children with speech disorders, and (3) children who are partially deaf or hard of hearing.

THE UNIVERSITIES

Two or more colleges organized under a single administrative head are usually designated as a university. New Jersey has four institutions which may be classified as universities.

ENROLLMENTS OF FULL-TIME AND PART-TIME UNIVERSITY STUDENTS 1946 AND 1947

<i>Name of University</i>	<i>Location</i>	<i>Enrollments for years ending June 30,</i>					
		<i>1946</i>			<i>1947</i>		
(1)	(2)	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>
		(3)	(4)	(5)	(6)	(7)	(8)
Drew	Madison	239	—	239	356	—	356
Princeton	Princeton	2280	—	2280	4010	—	4010
Rutgers*	New Brunswick and Newark	2312	1920	4732	7578	3903	11481
Seton Hall	South Orange and Newark	1502	864	2366	4092	1649	5741
Total		6833	2734	9617	16036	5552	21588

*Rutgers University and the University of Newark merged in 1946. For comparative purposes, the data reported for Rutgers University and the University of Newark in 1946 are combined in the above table.

Veterans comprised two-thirds of the students enrolled on full-time basis in the universities in 1947. These veterans largely account for the increase in full-time enrollments which rose from 6,833 in 1946 to 16,036 in 1947.

The universities differ in their organization. Drew University has colleges of liberal arts and theology. Colleges of liberal arts, engineering, and architecture are the principal colleges at Princeton. The principal colleges at Rutgers University are agriculture, engineering, liberal arts, pharmacy, business administration, education, and public health nursing.

The control of Rutgers University rests in a board of trustees. This board of trustees appoints its own members with the exception of ex-officio members established by law and five public trustees appointed by the Governor. The eleven ex-officio members are: the Governor, Chief Justice of the Supreme Court, Attorney-General, Chancellor, President of the Senate, Commissioner of Education, President of the State Board of Education, the Speaker of the House of Assembly, the State Comptroller, the State Treasurer, and the State Commissioner of Taxation and Finance.

The State appropriates funds for Rutgers University. The other three universities are privately controlled and privately supported.

The Merger of Rutgers and Newark Universities

In 1946, legislation was enacted which provided for the merger of Rutgers University and the University of Newark. In September, 1946, these universities began their first academic year as a single university under the reorganization policies called for in the merger.

The College of Arts and Sciences, the School of Business Administration, and the Law School of Newark University became units of the State University. By this merger, the State inaugurated a policy of urban colleges in metropolitan areas. The advantages of this policy are as follows:

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

SUMMER SESSIONS COMPARED

During the 1946 summer sessions, 12,570 students were enrolled in 29 institutions of higher learning in New Jersey. This represents an increase of 132 per cent over the 5,417 enrollments of the 1945 summer sessions.

SUMMER SESSION ENROLLMENTS IN INSTITUTIONS OF HIGHER LEARNING IN NEW JERSEY 1945 AND 1946

<i>Type of Institution</i>	1945	1946
(1)	(2)	(3)
Junior Colleges	432	1575
Liberal Arts Colleges	729	1168
Professional and Technological Colleges	862	2182
Teachers Colleges	1123	1868
Universities	2271	5777
	<hr/>	<hr/>
Total	5417	12,570

EDUCATION FOR VETERANS

Professional On-The-Job Training

Under provisions of Public Law 346 and 679, veterans are entitled to enroll for professional on-the-job training. The Division of Higher Education under authority of the Commissioner of Education developed standards for evaluating such training. Supervisors from this Division worked with employers in developing, appraising, and approving programs. In such programs the veterans are regularly employed. The employers agree to teach them while they are working. Since the wages are low, the Veterans Administration under authority of law pays subsistence. On June 30, 1947, there were 540 approved programs for professional on-the-job training. These

programs were distributed chiefly among the following professions: accounting, insurance, law, and real estate selling.

Professional Schools and Institutes

In order to facilitate training for veterans, the Division of Higher Education under authority delegated by the Commissioner of Education developed standards for appraising and approving professional schools for veterans. These included schools of business, Bible institutes, schools of music, schools of art, institutes of banking, and institutes sponsored by county and State professional societies in law, medicine, and dentistry. Institutions which applied for approval were visited and appraised. Those meeting standards were approved and certified to the Veterans Administration. Several of these institutions are requesting standards and regulations which will continue after the veterans program is completed.

THE OUTLOOK

1. The basic enrollment in New Jersey junior colleges, colleges and universities will be greatly increased by the following factors:
 - a. The demand of business and industry for additional trained technicians.
 - b. The demands of the public schools for additional teachers because of the greatly increased enrollments.
 - c. The demand by New Jersey youth for increased opportunities for professional training in medicine, public health, social service, dentistry, and veterinary science.
 - d. The demand on the part of professions such as law, nursing, engineering, and accountancy for longer professional training.
 - e. The demand on the part of an increasing number

of college graduates to continue their study for the Master's or the Doctor's degree.

- f. The increasing popular demand for higher education as preparation for life in a democracy.
2. The teacher shortage will continue to grow worse. Revisions of salary schedules upward during the spring of 1947 had a noticeable effect in increasing the applicants for the entrance examinations for admission to the State teachers colleges.
3. Graduates of liberal arts colleges who completed the intensive summer courses for elementary teachers taught with fair success in the public schools during 1946-47. Continued efforts will be made to attract college graduates to prepare for teaching in elementary grades through intensive summer courses.
4. Elementary teachers need additional opportunities for graduate study. Large numbers of these teachers cannot leave their positions to attend universities. They should have high quality graduate instruction made available within commuting distances of their homes. Such instruction should be scheduled for late afternoons, evenings, Saturdays, and during summer sessions.
5. The State Board of Education has approved a library curriculum at the Trenton State Teachers College. Those completing the curriculum will receive the degree, Bachelor of Library Science (B.L.S.). A curriculum will be developed and offered beginning in the summer of 1947.
6. New Jersey has been desperately short of well-qualified teachers of home economics. A curriculum for training such teachers should be established at the Trenton State Teachers College.
7. As compared with the better high school plants in New Jersey, the State teachers colleges are in great need of new buildings. Science buildings, demonstration schools, and dormitories are particularly needed.

DIVISION OF VOCATIONAL EDUCATION

Five Main Activities

The Vocational Division includes programs in all day, part-time and evening classes in the fields of agriculture, home economics, trades and industries, distributive occupations, and occupational information and guidance. Industrial arts also is an activity in the Vocational Division as well as the education of veterans in the trades and in distributive occupations.

AGRICULTURAL EDUCATION

An important function of the state supervisory staff during the year included assistance to local boards of education in maintaining a supply of teachers of vocational agriculture. Teachers of agriculture were needed for both the long term vocation agriculture program and also for training veterans in the field of agriculture. Although the teacher shortage was acute, the supervisory staff helped boards of education to secure 21 teachers of agriculture.

Good teaching methods in vocational agriculture classes were stressed by the staff members. Frequent checks as to methods and results were made through visits to the schools. Visual instruction materials and other teaching aids were assembled by the staff and distributed to the vocational agriculture teachers.

Farm Shop Instruction Is Important

Farm shop instruction was continued as an important phase of the vocational agriculture program. Equipment and various hand tools were secured from the federal surplus property supply and distributed to 28 departments of vocational agriculture.

As stated in the last report, nine districts have plans for additional shop space, but unfavorable building conditions have

made it difficult for boards of education to provide the much needed space.

Enrollment Increases

Enrollment in vocational agriculture in the various types of schools and classes during the year reached a total of 2,518 persons. This was a decided increase over the previous year and reflects the reopening of two high school vocational agriculture departments closed during the war and a return to more normal travel conditions for out-of-school groups. In addition to the 2,518 persons enrolled in the agriculture classes, the vocational agriculture teaching staff rendered individual services to well over a thousand farmers and others through visits, answers to inquiries, etc. Examples of these services cover a wide range of enterprises such as culling laying flocks, balancing dairy rations, testing soil samples, giving seeding recommendations and the like.

Financial Return Is High

Careful financial records are maintained for all students in the high school and vocational school classes. During the year 1,176 boys completed farm projects and made a total profit of \$274,169.24, an average of \$233.15 per student. This figure is in excess of the total funds provided from Federal, State, and local sources for vocational agriculture during the same period. The total returns from farm projects of boys in the vocational agriculture classes for the previous year were \$211,700.73.

FFA Is Integral Part of Program

The Future Farmers of America, the boy organization which is an integral part of the vocational agriculture program, was conducted effectively in New Jersey during the year. Reports from the local chapters indicate active boy participation in the various purposes of the FFA, including leadership, training, cooperation, citizenship, improved agriculture, and patriotism.

State Plan For Vocational Education Is Revised

The local directors and supervisors of trade and industrial education met for three days in October for the purpose of reviewing and recommending changes in the existing state plan. Committee reports from this conference were used for review by an advisory committee, then a comparison was made with the outline for the trade and industrial section submitted by the U. S. Office of Education, and finally reviewed by the State Director and all of the members of the Supervisory staff. It was then presented for the review of the State Commissioner of Education before the final plan was presented to the State Board of Education.

HOME ECONOMICS EDUCATION

Goals In Homemaking

The development of instruction in housing, home furnishings and equipment included the development of consumer judgment. This program will also aim to develop skills to supplement income and to provide a creative outlet by making things for the house. It will help school children understand and work more effectively with younger children and thereby understand better personal relationship problems and principles of human relations. Young people will be helped to better understand and develop ability to solve their economic problems.

Child Care and Guidance

This year each district provided for some practical experience with small children in a supervised situation. This was accomplished with the cooperation of private or public nursery schools, or in the development of a nursery school center in the homemaking department. There is a growing interest in the latter procedure.

Repairs For the Home

In one of the vocational homemaking programs, 193 boys

and girls are enrolled. This year these classes constructed 400 new projects and repaired 510 projects brought from homes. These included electric irons and other appliances, lamps, broken furniture and tools.

The report of the national committee to study post-war problems of homemakers with its implication for education was the basis for evaluation of courses of study. This national report was brought to the attention of administrators and teachers for comparison with local conditions and suggestions for curriculum changes.

Curriculum Revision

A new feature in curriculum planning in New Jersey was the lay participation under the guidance of an exceptionally able curriculum coordinator. A committee of laymen made suggestions and offered criticism of the course of study in light of homemaking needs. The state bulletin outlining a minimum course in child care was submitted to this committee of laymen.

In a district in which a curriculum specialist was brought in to help the entire high school faculty in a total curriculum revision, the state supervisor of home economics was invited to present to the group the place of home economics in a secondary school program.

Teaching Techniques

In an effort to improve teaching techniques new methods were tried and additional teaching aids were employed. The celanese records were widely used in seventh and eighth grades as well as in senior high school. One teacher's appraisal of these records and their accompanying supplementary material was published in the February issue of Practical Home Economics.

Moving pictures were very widely used and there were many requests for help in selecting films. In one county, all the home economics teachers were given the opportunity to review and discuss a large number of films before making their choices. Film strips were used effectively in a few districts.

In-Service Training For Teachers

Twelve meetings for teachers of general home economics were organized by the Department of Education and conducted by the state supervisor of home economics. All except one were two-hour sessions held after school.

TRADE AND INDUSTRIAL EDUCATION

Many Types of Schools Are Operated

More than 20,000 persons received training in all types of reimbursable programs of trade and industrial education during the school year 1946-1947. This represents an increase of more than 300 over the previous year. The trade extension program was conducted in nineteen school centers with more than 8000 persons enrolled. This enrollment does not include veterans who receive related instruction in a program that does not receive federal reimbursement from Smith-Hughes and George-Barden funds.

Public service training was conducted for school janitors in five centers in Morris and Essex Counties. Courses for firemen and for municipal water department employees were given in the Camden County Vocational School. Approximately 200 persons were enrolled in these programs. In addition to the programs conducted in the local districts, members of the staff of the Vocational Division of the State Department of Education trained 100 new employees of the Motor Vehicle Department.

Nearly 5000 persons were enrolled in reimbursable part-time classes for apprentices. All but 57 of these apprentices were enrolled in related instruction classes. It should be noted that only 250 of the 5000 apprentices are non-veterans. The remainder are veterans who are receiving related instruction in programs that are operated from state, local and federal vocational funds. The Veterans Administration does not pay for any of these instruction costs.

The administration and supervision of apprentice programs is decentralized. Apprentice coordinators are employed by local boards of education and are assigned to areas that extend beyond the geographical limits of the employing board of education. The coordinators have met monthly with the staff of the Vocational Division and they have assisted in developing policies, standards, procedures, and instructional materials.

The standards and organizational procedures for apprentice training, which were developed before the war, have required but little alteration to meet the requirements for apprentice training for veterans under the provisions of P. L. 346.

Classes were provided for more than 40 trades in the years prior to 1945. Since that date, the number of trades approved for apprentice training for veterans has increased to nearly 150.

More than 6600 persons were enrolled in reimbursable all-day trade preparation programs. These were distributed among 21 trade and industrial schools. Approximately one-sixth of these enrollments were young women in girls' vocational schools. Nearly 300 persons were enrolled in "Type B" school programs and 6300 in "Type A" unit trade schools.

Nearly 700 persons are enrolled in adult all-day courses. The courses for adult enrollees are planned to develop employable skills and any needed related knowledge.

Veterans are enrolled in the regular and adult day school courses in practically all of the trade schools. The combination of veteran and teen-age students in the same classes has been unexpectedly satisfactory. The seriousness and mature interest of the veterans has stimulated the younger students to greater efforts. No serious disciplinary problems have developed.

Teacher Training Promoted

Pre-service and in-service courses for trade and industrial teachers are organized to provide systematic group instruction. The State Supervisor of Trade and Industrial Teacher Training assists teachers on the job and gives special aid to those who are not providing effective instruction.

The supervisor organizes, teaches, and supervises short intensive courses intended to develop special teaching skills, and develops new teaching methods or teaching devices for use by day, part-time, or trade extension teachers.

Pre-service and in-service teacher training programs are operated by the trade and industrial teacher trainers of the Vocational Division of the New Jersey Department of Education.

Industrial Conditions Effect Program

The following situations in industry tend to expand the program in trades and industries:

1. Competition for initial placement and promotion in the trades and industries has stimulated workers to participate in trade extension courses to refresh old skills, master new phases of the jobs, or to prepare for advancement.
2. The favorable employment conditions in industry have encouraged an increasing number of youth and adults to enter trade preparatory courses in the vocational schools.
3. Veterans, recognizing the preference that is accorded to them in employment, are seeking trade preparatory training in the trade schools in increasing numbers.
4. Many women who have left jobs in manufacturing industries following the war emergency are entering or reentering women's occupations that were considered non-essential during the war years. The present attractiveness of these occupations has stimulated enrollments in trade preparatory training programs in the girls' vocational schools.
5. The gains that are now being made in enrollments for related instruction in the trade schools will probably be maintained even after the emphasis on veterans training has passed. This program is focusing attention on the need for more clearly defined instructional material for a great variety of trade fields.

6. The opportunities for employment in semi-skilled occupations in manufacturing and service fields make it necessary for the trade schools to provide an increasing amount of part-time occupational preparatory training for workers in these fields.

Other Committees Are Active In Vocational Programs

A Practical Nurse Curriculum Committee, composed of representatives of fifteen nursing, public health, and educational organizations, has been requested by the U. S. Office of Education to prepare a curriculum for practical nurse training based on an analysis of the practical nurse occupation completed last year. The State Supervisor of Trade and Industrial Education in New Jersey is serving as Chairman of this national group.

The Joint Committee on Related Instruction for Apprentices is another national committee in the field of trade and industrial education. The State Director of Vocational Education and the State Supervisors of Trade and Industrial Education and Industrial Teacher Training from New Jersey are active members of this committee. The committee, in cooperation with representatives of the U. S. Office of Education, has prepared a list of related instruction materials available for distribution by the several states.

DISTRIBUTIVE OCCUPATIONS

The state staff of distributive education was supplemented by the addition of two members to take over the responsibilities pertaining to the operation of the on-the-job training program under the G. I. Bill of Rights and its amendments.

The department store and the chain organizations in the limited price variety field are continuing to ask for training programs and make use of the various courses which have been developed for their salespeople and executive personnel. However, the smaller business organizations involved in the distribution of food, dealers of building supplies, and service or-

ganizations have not availed themselves of the programs in distributive education.

Teaching extension courses continued to be a major phase of the work because of the failure of local and county school systems to establish a program of distributive education as an integral and important phase of their service to the public in such retail centers as Hackensack, Newark and Paterson.

Approximately 125 students graduated from six cooperative retail selling programs on the secondary level. The approximate amount of the students' total earnings was \$53,736.00; the average hourly wage during this training period was 54 cents per hour. This is an example of earning while learning. Students also acquired work experience in a wage earning capacity.

The two additional supervisors provided for by Veterans Administration funds made it possible to divide the state into two regions. Each of these two supervisors was assigned a region with the responsibility of inspecting the centers, recommending approval of the programs, and making supervisory visits to the establishments.

From December 12, 1946 through June 30, 1947, these two regional supervisors accomplished the following as well as numerous other duties and services:

1. Number of establishments inspected preparatory to approvals for on-the-job training of veterans 439
2. Number of establishments approved 388
3. Number of job opportunities provided to veterans through approved on-the-job training programs in distributive education 1220
4. Number of supervisory visits to establishments approved for on-the-job training 254

The cooperation of the New Brunswick Retail Division of the Chamber of Commerce with the cooperative retailing group evidenced itself in the publication of a pamphlet, "Distributive Education in Action." The merchants paid for all the expenses

incurred with the preparation and production of this pamphlet.

The Bayonne Merchants Board of Trade instituted an annual award to be given to the outstanding student in the class. The first award was made this year.

INDUSTRIAL ARTS

The shortage of supplies continued to handicap the operation of industrial arts classes. The difficulty in securing a good grade of lumber and hardware necessitated a drastic change in the industrial arts program. Instructors continued to use substitute materials and selected projects which required a minimum of scarce material, but on the other hand, required finer workmanship. When lumber was not available at the beginning of the school year, industrial arts programs were limited to small projects. However, this made for a greater variety of projects as well as materials. In the High Bridge school shop, instruction was given in leather work, woodwork, repousse in copper and brass, aluminum, soft metal and sheet and band iron. The students in this district profited because of the wide range of experiences.

School Service

Practically all of the industrial arts departments did some miscellaneous repairs and minor construction work for school departments. These jobs are carried on from year to year and give students practical experience and help in building morale within the student body. Industrial arts students built scenery for plays and operettas; and they made picture frames, magazine racks, bulletin boards and athletic equipment for school use.

Industrial arts teachers were enrolled in special professional improvement courses in which the objectives of modern industrial arts were emphasized. As a direct outgrowth of this course, the teachers prepared a course of study in industrial arts for a general shop program.

Other forms of craft include work in art metal, ceramics,

linoleum block printing, bookbinding, leather craft, photography and simple forms of jewelry.

The training which so many teachers received in the professional improvement classes in a variety of craft courses has qualified them to conduct classes in crafts. The Vocational Division has advocated such a program in the belief that interest aroused by working in crafts often leads to a life-time hobby and is invaluable in the proper use of leisure time.

Industrial Arts Is An Important Part of Secondary Education

A sub-committee of industrial arts and trade and industrial education supervisors was appointed during the school year 1945-1946 to make a study of industrial arts activities which could be conducted in the secondary schools and which would serve better the needs of students who are not preparing for college or for industrial and business careers. This committee met under the direction of the assistant commissioners for vocational education and for secondary education. There was early agreement that the activities desired should not constitute specialized trade training but that they should contribute to the occupational as well as the general education assets of the pupils. It was further agreed that the activities could be incorporated in an expanded industrial arts program in the secondary school. The report of the committee has been published and distributed under the title "Recommended Activities for Industrial Arts Classes in the Secondary Schools." This report has done much to clarify the purposes of Industrial Arts as a phase of general education. It also has made clear the importance of industrial arts for those students who wish to enter trade preparatory programs.

Home Mechanics

When materials became scarce and other supplies were low, home mechanics was encouraged as an industrial arts activity. Chairs, tables, and a number of miscellaneous home articles were brought to school shops and repaired. Desks, stools and

other broken school equipment were repaired in the industrial arts departments, and construction of practical projects for home use was encouraged.

Girls, as well as boys, have been encouraged to enroll in home mechanics courses which are very popular in many schools. Home mechanics fits very naturally into the general shop program because the student is able to apply the fundamentals learned in the general course. It is a direct means of relating the work of industrial arts to actual living in the home.

Training boys and girls to do various household tasks is a means of properly developing "handy-man" ability. The pride which boys or girls build within themselves and family by doing certain simple jobs in the house helps them develop an appreciation of a well maintained home.

Professional Improvement Courses for Industrial Arts Teachers

Through a state-wide organization of industrial arts teachers, the Vocational Division has been able to continue professional improvement programs each year. Teachers have developed an excellent professional attitude, and they are anxious to participate in professional meetings. The Vocational Division also has set up new courses in centrally located districts to permit industrial arts instructors to keep abreast with modern trends. During the year, six such courses were conducted.

Craft Program Shows Steady Growth

The introduction of plastics as an industrial arts material has made a great change in the program. This material is easily adapted to the equipment in the general shop, and this medium is popular with boys and girls because many beautiful projects can be made. Never before has there been a material which aroused so much interest and enthusiasm among students. The amount of skill acquired is limited, but the variety of projects is practically unlimited.

EDUCATION OF VETERANS

The responsibilities for the approval of facilities for ap-

prentice, on-the-job and institutional on-the-farm programs for veterans has required a considerable portion of the time of the State Director of Vocational Education and members of the State Supervisory staff in the fields of agriculture, trades and industry and distributive education. These activities, however, have been lessened to a great degree through funds made available by the Veterans Administration for additional supervisory personnel. This grant of funds has done more than remove the overload on the administrative and supervisory staff; better service is rendered to employers and the training programs for the veterans are more closely supervised. A real problem in the training of veterans is in the institutional on-the-farm programs. This type of activity has been directed by the representatives of the Washington office of the Veterans Administration as a national pattern. This type of program was approved also by some of the leaders of vocational agriculture throughout the United States. The program is not sound; it is costly and inefficient.

Guidance Needed For Veterans

Veterans who are receiving benefits under Public Law 16 are under the direction of representatives from the Veterans Administration and presumably receive guidance and information about employment prospects. This is not true in the case of veterans under Public Law 346, who are free to select any education and training they desire, and large numbers of veterans are enrolled in courses which train for fields that are now overcrowded.

Veterans who make contact with the State supervisory staff and the apprentice coordinators are advised about the limited job opportunities in certain fields, but many refuse to take the advice regarding these conditions and persist in receiving training.

Group Cooperation

Frequent conferences have been held with state and regional

office representatives of the Veterans Administration to discuss problems and policies relating to apprentice and on-the-job training programs for veterans. These meetings have resulted in an understanding and acceptance of the functions of the Vocational Division of the State Department of Education with relation to the approval of establishments for training programs for veterans; the determination of the organization of related instruction programs and course content and compulsory attendance of all apprentices in approved related instruction classes.

These close relationships between the staff from the field of education and representatives of the Veterans Administration has created an understanding of problems, policies and procedures. These relationships also made it possible to expedite the rechecking of on-the-job approvals as required under Public Law 679.

OCCUPATIONAL INFORMATION AND GUIDANCE

A New Service In the Vocational Program

Occupational information and guidance is a new service in the Vocational Program in New Jersey. The George-Barden Act permits the use of funds for this purpose. During the past year considerable time was devoted to studies of occupational needs and organizing a group of guidance counselors in the vocational schools.

A survey to determine the need for a vocational and technical high school in the City of Trenton was started during the year. Members of the staff first met with an advisory committee consisting of three representatives of labor, three of management, three representing the public, and three representing the local schools to discuss the proposed study. Thereafter the State Supervisor of Guidance who had been designated as the director of this study met with a survey committee appointed by the Superintendent of Schools.

Included in the study will be a review of census figures on

population trends; how employed workers in Trenton earn their living; and the per cent employed in professions, in agriculture, in manufacturing, in commercial pursuits, in clerical jobs, in service occupations, and as laborers. Enrollment statistics will be studied to determine the total school enrollments for the past ten years, the high school enrollments for the same period, the enrollment by curriculum, the graduate placement results, and a study of industrial arts offerings. Later an evaluation will be made of shop facilities and of the guidance services.

The study will include also the occupational desires of pupils and of parents for their children, also facts showing how parents and other employed members of the family earn their living and where they work.

No George-Barden funds will be used as reimbursement for in-service training programs for vocational counselors in approved vocational programs in New Jersey. This in-service program will be under the direction of the State Supervisor of Occupational Information and Guidance and will follow the pattern of in-service training programs for trade and industrial coordinators.

Funds will be used, however, as reimbursement for the in-service and professional improvement of vocational counselors in the secondary schools of the state. These courses will be conducted in the School of Education of Rutgers University and/or in any one or more of the State Teachers Colleges.

It is planned to develop special guidance bulletins in the fields of vocational agriculture and vocational home economics to supplement the activities of the counseling staffs.

DIVISION OF TEACHER CERTIFICATION

Record Number of Certificates Issued

A total of 4,693 certificates was issued by the State Board of Examiners from July 1, 1946 to June 30, 1947. This is the

highest number of certificates on record issued by the Board in any one year. The increase for 1946-47 over 1943-44 is 1,365 certificates or somewhat less than 50%. To the number of certificates issued, there should be added 481 cases in which certificates of an emergency nature, including provisional and temporary, have been exchanged for higher grade certificates.

The number of provisional and temporary certificates issued was about one-fourth of the total number. This is the second greatest number of certificates of a provisional nature issued during the past six years and was exceeded only by the number issued during the year 1942-43. The number of provisional and temporary certificates issued for 1946-47 was furthermore an increase of 219 over the number issued for 1945-46, which was 888. This indicates the necessity for the continuance of this type of certificate.

Many Certificates Are Provisional

Approximately three-fourths of the certificates issued, or 3,221, were in the elementary and secondary instructional field. A greater proportion of temporary, provisional, and emergency certificates was issued in the elementary field than in the secondary. Out of a total of 1,602 certificates 468, or 29.2%, of the elementary certificates were of the provisional nature. In the secondary field, however, 356 out of a total of 1,619 certificates, or 21.9%, were of the provisional nature. In the health services type of certificates, 108 out of a total of 355 were of the provisional and emergency nature. One-half of the school nursing certificates and one-fourth of the physical education certificates have been provisional. Also in the fields of arts and crafts, 149 out of a total of 483, or 30.8%, were of the temporary and provisional nature.

Sub-Standard Certificates Number 1107

The number of temporary, provisional, and emergency certificates in the elementary field has increased considerably in

1946-47 as compared with 1945-46. However, the number of limited certificates issued in the elementary field definitely has dropped from 453 in 1945-46 to 384 in 1946-47. In the secondary field, the number of certificates issued of a provisional or limited type, has been practically the same. The total number of certificates issued in the elementary field has increased from 1,460 to 1,602, while the secondary totals have dropped from 1,723 to 1,619. Some increase in the total number of certificates issued in the administrative and supervisory category is recorded. This is a testimony to the number of changes which are taking place in these fields. The number of vocational certificates has increased greatly during this two-year period, from 227 in 1945-46 to 405 in 1946-47. This is largely accounted for by the greater numbers of persons who are being trained in the veterans' vocational educational training courses. The number of certificates issued in the atypical education field has dropped from 41 during the year 1945-46 to 29 in 1946-47. This situation reflects a dearth of properly trained people in this important field.

Teachers College Certificates Are Fewer

One thousand five hundred and sixty-eight certificates were issued by the State Teachers Colleges in 1945-46, whereas only 1,514 were issued for the year 1946-47. This loss is primarily in the kindergarten-primary division in which 183 certificates were issued during 1945-46 and only 140 during 1946-47. With the increase in enrollment in the kindergarten and primary grades, this decrease in certification by the teachers colleges becomes critical.

Summary

Activities included in the work of the State Board of Examiners during the past year have been the following:

1. A revision of the Rules and Regulations Concerning Teachers Certificates. This has included a great many conferences and considerable research. The work of the

Committee is now being brought to a close and the final recommendations will be presented for action to the entire Board of Examiners in the near future.

2. Meetings were held with the county superintendents' secretaries in the fall of 1946 to clear up various problems and questions concerning certification.
3. Consultation clinics were held at County Teachers' Institutes in the following counties: Cape May, Cumberland, Mercer, Somerset, and Sussex.
4. There has been an increase in the guidance and consultation services given to people who are preparing to teach and those who are preparing for promotions and professional improvement by in-service training. It is felt that this service is a very important part of the work of the Division. When it is considered that the total amount of money spent each year by teachers for professional improvement courses is hundreds of thousands of dollars, it can be seen that the importance of this consultation service cannot be over-estimated.
5. A column has been provided in the Educational Review, a magazine published by the New Jersey Education Association in which questions have been answered and information given concerning certification.

Files Are Needed

At the present time, we face a very difficult situation in respect to the inadequacy of our filing system. Many of our files are overloaded and in very poor condition. We are also in further need of additional filing facilities for our individual card records. Arrangements for microfilming will, however, meet the difficult filing situation that exists at the present time.

NUMBER OF CERTIFICATES ISSUED 1941-42 TO 1946-47

<i>Year</i>	<i>Provisional and Temporary</i>	<i>Limited</i>	<i>Permanent</i>	<i>Renewal</i>	<i>Total</i>
1941-42	52	1914	957	802	3725
1942-43	1908	858	618	556	3940
1943-44	792	1450	669	417	3328
1944-45	768	1229	1084	779	3860
1945-46	838	1521	1284	819	4512
1946-47	1197	1545	1080	961	4693
Totals	5515	8517	5692	4334	24,058

DIVISION OF ACADEMIC CREDENTIALS

Large Increase Is Noted

The total number of certificates issued during the past five years, from 2,514 in 1942-43 to 3,104 in 1946-47 shows a 23% increase. During the same period, the gross receipts have increased from \$14,806 to \$21,574.02. This increase in the number of certificates and receipts is due mainly to the return of many war veterans to their professional studies after having their education interrupted by the war.

The greatest number of certificates issued was in the field of nursing. The nurse qualifying certificates during the past year totaled 1,098. The second largest number was the law qualifying certificates which showed an increase of 820% or 632 certificates since 1942-43. A large number of veterans are taking advantage of the modification of the Supreme Court rules promulgated about two years ago which permits a veteran with at least a six months' service record to take the bar examination on four years of high school education.

Other noticeable increases over the five year period are in the fields of accountancy, high school equivalence and optometry.

The most interesting increase is in the issuance of high school equivalent certificates. This indicates that matured individuals who lacked the opportunity of attending an approved secondary school for four years, are eager to take advantage

of the facilities offered by the Bureau of Academic Credentials to complete an equivalent high school education. Due to a recently published article concerning the tests offered by the New Jersey Department of Education as a means of completing a high school education, there has been a decided increase in correspondence received in this office. Although the majority of examination applicants are interested in the high school equivalent certificate, many take the tests in specific subjects to meet the requirements for nurse certificates, and many desire to supplement their partially completed high school records to qualify for a four-year high school preprofessional qualifying certificate in pharmacy, certified public accountancy, registered municipal accountancy and optometry.

There are several centers other than Newark and Trenton at which our tests are given, namely: Somerville, Camden, Paterson, Hackensack and the Clinton Reformatory.

Another examination service rendered by the Bureau of Credentials in cooperation with the State Board of Nursing is a one-year high school comprehensive test given to older graduate nurses who need only that amount of credit to take their State Board examinations for registration. In June 1947, ten nurses participated in this special examination and it is expected there will be a need for similar tests for an indefinite time in the future.

NUMBER OF CERTIFICATES ISSUED AND
FINANCIAL RECEIPTS FROM 1942-43 TO 1946-47

Year	Number	Increase Over	
		1942-43	Receipts*
1942-43	2514	—	\$14,806.00
1943-44	2996	482	18,166.00
1944-45	2804	290	18,000.00
1945-46	3203	689	20,470.05
1946-47	3104	590	21,574.02

*These amounts include the academic examination receipts.

DIVISION OF ADULT EDUCATION

CITIZENSHIP AND NATURALIZATION EDUCATION

The growth of citizenship classes in New Jersey reflects the increase in the national immigration rates. Statistics indicate that the number of immigrant aliens admitted to this country has increased approximately five hundred per cent during the last five years, from 1943 to 1947, as shown in the following table:

<i>For the Fiscal Year Ending June 30</i>	<i>Number of Aliens Admitted</i>
1943	23,725
1944	28,551
1945	38,119
1946	108,721
1947	147,292
Total	346,408

The great increase in the number of immigrant aliens admitted during the last five years, indicated above, has been definitely reflected during the past three years in the growth in attendance in the naturalization and citizenship classes in New Jersey communities. The number of such classes has grown from 70 during the year 1945-46 to 101 during 1946-47. The number of districts providing such classes has increased from 17 to 22. The attendance in the classes has grown from 1,592 in 1945-46 to 1,996 in 1946-47. While many of the students either met naturalization requirements during the year or were preparing for naturalization, many of the total number were those who returned to classes after having obtained their citizenship papers with a desire to gain further foundational education as a basis for functioning citizenship.

The number of teachers in these citizenship classes showed practically a fifty per cent growth, since during 1945-46 there were 66 teachers, while in 1946-47 there were 97 teachers.

The educational program of our citizenship classes is formulated to meet the following needs:

1. The preparation of our foreign-born to meet the require-

ments for naturalization and citizenship.

2. The preparation of our native, as well as our foreign born, for functioning citizenship.
3. The development of local and national pride, understanding, and patriotism that will withstand all subversive attempts on the part of Communism, Fascism, or any other similar "isms" to undermine the loyalties of our new citizens to their adopted country.

Among the services which we are called upon to render are the following:

1. Approval of curricula, courses of study, and organization as a basis for granting of State financial aid to local communities in accordance with the existing law.
2. Assistance in the organization and development of the curricula and materials of teaching and class organization.
3. Help in the training of teachers and administrators of these classes and of this program.
4. The direct provision of information to organizations, institutions, and individuals concerned with naturalization, citizenship, and basic education.

COMMUNITY ADULT SCHOOLS

The number of community adult schools in our State increased from 24 in 1945-46 to 48 in 1946-47.

Among the most interesting and significant recent developments in the establishment of New Jersey's adult schools have been:

1. The inter-community cooperation of a number of smaller contiguous communities as sponsors of a regional adult school, such as that provided at the Springfield Regional High School and at the Monmouth Adult School at Rumson.
2. The presentation of many successful public affairs

forums, such as those conducted at Millburn High School on Constitutional Revision and other vital problems and current affairs.

3. The broadening of the programs in many of the larger metropolitan communities, such as Passaic and Camden, to include not only academic, vocational and citizenship education, but also to provide a wide range of adult educational offerings.
4. A clarification of the basic goals or purposes of community adult schools which are:
 - a. To aid in the development of an alert and informed citizenry
 - b. To help increase the earning power of our people
 - c. To assist individuals in the development of their living power

VETERANS EDUCATION

Supervised Study Courses

Seven hundred sixty-one veterans from 29 communities in New Jersey were enrolled in study groups during 1946-47. Three hundred ninety-six veterans were enrolled as of June 30, 1947. A large number gain instruction directly related to the daily job. During the past two years, over 500 veterans have been helped in these academic study programs to prepare for the State high school equivalent certificate, and in high school subjects.

Consultation With Veterans

Hundreds of inquiries have been received from veterans concerning adult educational opportunities of an informal, as well as a strictly academic nature. Placement of veterans in the type of educational opportunity needed and desired has been made in most instances.

ADULT EDUCATION SERVICES ARE VARIED

Leaders Are Trained

Fall and spring meetings of community adult education directors were held at the Administration Building of the Trenton Public Schools. A total of over 200 educators have been present at these meetings. Matters considered have included organization and administration of community programs, course of study and curriculum, financing, training of teachers, publicity and public relations, guidance, etc.

Monthly Community Adult Education Leadership Workshops have been held from January to June, 1947, at the Newark State Teachers College for the leaders in northern New Jersey communities, and at the Glassboro State Teachers College for the leaders in southern New Jersey communities.

Materials and Information Furnished

The Division of Adult Education has acted as a clearing house and source of material in the field of adult and evening school education. Among the materials that have been collected are copies of programs of evening schools and adult centers from communities throughout the State, and also from communities in other states throughout the country. Periodic news bulletins have been published giving information in respect to recent regulations and developments in communities concerning adult educational opportunities. A number of bulletins have been provided which suggest ways and means relating to the organization, management, and development of adult educational facilities.

Cooperation With Other State Departments and Agencies

Among the Departments in New Jersey with which the Division of Adult Education has cooperated have been the Department of Institutions and Agencies, assistance being given

in the setting up and organization of the Governor's Conference on Youth; materials and services of the New Jersey State Department of Economic Development have been brought to the attention of adult education community leaders; safety and health programs within the community adult services have also related to the State Departments of Health, Highway, and Law Enforcement.

Cooperation With the Civic Organizations Within the State

The State Adult Education Lay Advisory Council includes representatives from practically all of New Jersey's leading civic organizations. Meetings of this Council are held several times a year. It has been found that there are many areas in which there can be mutual assistance and cooperation between the various civic organizations and with the public school adult education program.

Local and county councils on adult education have been formed in many counties in the State which resemble in representation the State Adult Education Lay Advisory Council.

The Director of the Division is a member of the Executive Committee of the New Jersey Citizens' Conference. This group has made plans for a fall conference to be held at Johnsonburg, Warren County, New Jersey.

Cooperation With Agencies and Organizations Outside the State

The Director of the Division is, at the present time, Vice-President of Region II of the Department of Adult Education of the National Education Association; a member of the Commission on Motion Pictures in Adult Education which has been organized under the direction of the American Association for Adult Education. Cooperation has been given to the United States Department of Justice, Bureau of Immigration and Naturalization in the field of Americanization and citizenship; and to the National Planning Association which is interested in the over-all field of community planning.

PROBLEMS

Financial Support for Adult Education

The present State aid provided to assist local communities in the development of their programs of adult education is extremely limited, and pertains only to the field of Americanization for the foreign born. There is a great need for the extension of the present legislation to cover citizenship education for the native born, as well as the foreign born. The present legislation is also restricted to evening school classes.

Leadership Training

Since attendance at adult educational classes and groups is entirely voluntary with adults, it is most important and necessary that the leadership be of the highest possible caliber. This is vital from the point of view of the quality and the nature of the service to be rendered. There is, therefore, real need for further attention to the adequate training of teachers and community directors of adult education.

**DIVISION OF HEALTH, SAFETY AND
PHYSICAL EDUCATION***World War II Influence Continues*

Some problems in school health resulting from World War II are still present. These are limitation in construction of new school buildings, curtailed budgets for maintenance and repair of existing structures, inability of many school districts to pay salaries to health personnel commensurate with the rise in the cost of living, and high prices of food procured for school cafeterias and lunchrooms. One of the favorable effects of the war is the increased interest in the health and physical condition of all pupils. The safety program in the public schools has been strengthened as a result of national and state safety programs.

Physical Environment

Division members consult with local boards of education and with the personnel of the Business Division of the Department of Education in planning new buildings and in remodeling existing plants. Advice and assistance for the improvement of local conditions are given to the various school boards.

Items considered in relation to planning healthful, safe and hygienic surroundings are: fire hazards; fire prevention and protection (exits and escapes, emergency doors, fire hose, water pressure and fire extinguishers, and waste disposal); heating and lighting systems; water supply; plumbing (drinking fountains, toilets, showers); play-grounds and athletic fields; gymnasiums and athletic equipment and supplies; school furniture; swimming pools.

Health Instruction

There is a slight tendency to sever health instruction from the program of physical education in order that proper emphasis may be given to the former. Separate periods for health instruction have been recommended for some years so that it might be taught to smaller groups than are usually found in physical education classes. In many schools, organized health instruction is supplemented by correlations with science, social studies and physical education. Items included in the program are nutrition, rest, sleep, safety, mental hygiene, personal hygiene, community hygiene, diseases and their prevention, sanitation and recreation. Family relationships home nursing, first aid, as well as the foregoing, can be logically correlated with other subjects. School and community relationships are stressed in health instruction.

Recommendations of the division concerning health instruction are as follows:

1. A minimum of two periods per week for health and safety in both elementary and high schools.

2. Separate report card credit and successful completion of the course required for graduation.
3. A minor in health education for teachers.
4. Suitable classroom conditions, text and reference books and visual aids.
5. Classes similar in size to academic ones.

Safety

The safety of pupils and personnel is the first duty and responsibility of the school. Safety education is a required subject. During the past school year traffic and fire safety were emphasized for study as was also driver education. It is highly desirable for the school to work with local, State and national safety agencies.

Nutrition and School Lunch

The school lunch program should provide nutritious lunches which meet certain prescribed standards. Experiences in the lunch room should be educational in relation to social knowledge and conduct as well as in the selection of foods.

The Subsidized School Lunch Program was in operation in 832 public schools in New Jersey during this fiscal year, an increase of 100 schools over the previous school year. In these schools, approximately seven and-one-half million complete hot lunches with milk were served and, in addition, over twelve and one-half million one-half pint bottles of milk were served. The Department of Education was allotted by the Federal Government \$884,427 for food assistance and \$158,502 for non-food assistance for this program. A State Supervisor of School Lunches was employed in September, 1946, to direct the school lunch program.

Physical Education

The school law requires that physical education be taught in all grades, that courses be prepared by the Commissioner

of Education, that every pupil (with exceptions) participate, that the school physician examine all entrants, that grades be given for promotion and graduation, and that 150 minutes be the minimum time allotment.

Inspection of schools by Division members and interviews with school administrators and boards of education are necessary to promote active and thorough programs.

Athletics, both intramural and interscholastic, are guided by rules and regulations of the local school boards and administrators and of the New Jersey Interscholastic Athletic Association, the Executive Board of which includes a member of this Division.

HEALTH SERVICES

There were 619 school physicians, 727 school nurses, and 72 school dentists serving the youth in our public schools during the past year.

Medical Examination

The school medical examination is of great significance for the health of pupils. Often it is the first examination received since infancy by the average apparently healthy child. The usual physician-patient relationship for the majority of children in their pre-school years is examination and treatment for disease or accidental injury. Consequently, the school medical examination should reveal the existence of hitherto undiscovered defects, disorders, and disabilities.

Procedures and Practices Recommended

Among several recommendations for the attainment of health education objectives are that:

1. Vaccination against smallpox and immunization against diphtheria be prerequisites to school attendance. Diphtheria began to increase during the war years which re-emphasizes the need for observance of this procedure.

2. Special examination of all participants in athletic events be made by the school physician.
3. Provision be made for adequate care of illnesses and accidental injuries which occur at school.
4. A psychological examination be given every child who is having unusual difficulty with school work, or who is mentally or emotionally maladjusted. Boards of education who do not employ specialists in this field can secure assistance from local or State agencies.

Professional Personnel Aid Pupils

The follow-up of remediable defects by the school staff largely is the joint responsibility of the nurse and the teacher. In addition to her work with the pupil, the nurse interprets the needs to the parent and assists the home in securing medical care through the family physician, the hospital, or the clinic. For the convenience of parents, certain hours should be scheduled for conferences at school in which the teacher also can participate.

The teacher directs individual and group instruction toward pupil needs as reported by the nurse and parent and as observed through daily work with her pupils. She uses her contacts with parents, at home and at school, as opportunities for enlisting their interest and active participation in improving the health of their children.

Exchange of information between the nurse and the teacher establishes continuity in pupil health supervision. The form on page six of the School Register is useful in recording information promptly.

TUBERCULOSIS SCHOOL TESTING, 1946-47

	Grade 9	Grades 10-12 and Post Graduate	Teachers & School Employees	Total Number Examined
Total number of persons subject to examinations	41,996	102,886	4,407	149,289
Total number of persons tu- berculin tested during the year	39,567	89,046	3,288	131,901
Number of Positive reactors	4,933	10,377	1,211	16,521
Total number of persons test- ed by X-ray during year	6,553	24,319	2,510	33,382
Primary infection with de- monstrable X-ray findings	466	1,741	494	2,701
Reinfection tuberculosis	18	38	17	73

DIVISION OF EDUCATION FOR VETERANS

Cooperation

The members of the staff have continued to cooperate with the various agencies concerned in providing educational facilities for veterans, including the Veterans Administration, the Division of Veterans' Services in the State Department of Economic Development, the United States Employment Service, the New Jersey Guidance and Personnel Association, the New Jersey Association of Colleges and Universities, the United States Office of Education, the New Jersey State Committee on Veterans' Legislation, and many community veterans' assistance programs.

The New Jersey State Department of Education has been praised for establishing a satisfactory working relationship with the Veterans Administration on State, regional, and national levels. Especially have the State leaders of the Veterans Administration been most cooperative so that the friction reported in other states has been entirely missing in New Jersey. Nearly every week representatives of the Veterans Administration have met with us to solve problems relative to the better education and training of veterans. Thus was the contract between the Veterans Administration and the State Department of Education for the supervision, by members of our staff, of

on-the-job training of veterans easily consummated for a total sum of \$83,219.94 under the provisions of P.L. 679 of the 79th Congress.

Coordination

The general over-all supervision of the education of veterans in New Jersey has been carried on by the staff of this Division. Through the cooperation of the personnel of the Divisions of Adult, Vocational, Higher and Secondary Education, a high degree of coordination has been effected. When the Division of Education for Veterans was established early in the G.I. educational program, it was anticipated that such coordination would react to the great benefit of the program in general and the veteran in particular. It is with pardonable pride that note is made of the fact that New Jersey was the only State to establish this type of organization. It has received national commendation.

Chapter 64, P.L. 1946 Operates Satisfactorily

The revolving fund of \$750,000 continues to be used for the expansion of higher education facilities in the State teachers colleges, for the promotion of vocational opportunities, and to provide better adult education. Approximately 1400 veterans have been enabled to enroll in our State teachers colleges.

That part of the law which provides for the reimbursement to local school districts for the cost of teaching special secondary school classes for veterans has resulted in free high school education for veterans, thereby enabling them to preserve their G.I. entitlement for the more expensive post-high school education and training. This current year, \$375,000 has been made available. Reliable data concerning the number of veterans availing themselves of this opportunity is difficult to obtain since reimbursement is on a class basis. However, it is conservatively estimated that about 14,000 veterans have been cared for in our public secondary schools during the past fiscal year. At one time during the year, 939 special secondary

classes for veterans were in operation in 33 schools with an enrollment of 21,511 which represented about 9,000 veterans. Since the completion of the subjects takes only from ten weeks to four months, the turnover is considerable during the year. Also summer school "special" classes tend to enroll a somewhat different group of veterans, all of which accounts for the estimate of 14,000 different or individual veterans for the year.

SPECIAL SECONDARY CLASSES FOR VETERANS

Date	Total No. Classes	1946-47		Amts. Used to Reimburse Teaching	Cost per Pupil per Subject
		Total No. Enrolled	Average Class Size		
July 1-Sept. 30	853	19,363	21.5	\$ 64,693.91	3.34
Oct 1-Dec. 31	1065	23,853	22.4	97,473.56	4.09
Jan. 1-March 31	1230	26,069	21.2	113,102.06	4.34
April 1-June 30	930	18,683	20.1	95,783.64	5.13
				\$371,053.17	

It should be borne in mind that veterans enrolled for slightly more than an average of two subjects at a time.

It will be noted in the preceding table that the cost per pupil per subject is increasing. This increased cost may be accounted for by the fact that certain classes must be maintained even though the enrollment decreases. Since the determination of funds needed for the fiscal year 1947-48 was made in December 1946, it may well be that our estimate of \$250,000 will be found to be inadequate. The veterans have found that the opportunity thus offered to obtain a high school education is something of which they must take advantage, hence, the continued attendance beyond our most optimistic expectations.

Chapter 141 Extends Chapter 64

Through the cooperation of Senator Alfred B. Littell and Director of the Budget Frank E. Walsh, actively assisted by Mr. Abram M. Vermeulen, a bill was prepared which eventually became Chapter 141, P.L. 1947. This measure, continuing provisions of Chapter 64, authorizes the reimbursement of local school districts for the teaching service in special sec-

ondary school classes for veterans during the fiscal year 1947-48 for a maximum of \$250,000.

The influx of veterans into our public high schools, to an extent far beyond our best estimate, is undoubtedly due to the splendid service which the public schools are rendering to veterans who now realize they should obtain a high school diploma.

Enrollment Trends

As indicated in a previous paragraph the high school enrollment of veterans has continued to be amazingly high. This is true not only in the special accelerated reimbursed classes, but also in the regular high school classes. During the fiscal year ending June 30, 1947, there were a considerable number of veterans who were granted their high school diplomas. In addition, a very large number, already high school graduates, received refresher training preparatory to entrance into college.

The enormous increase of registrations in higher education is reflected in the fact that whereas in 1945-46 there were only 6,833 full-time day students in the four universities of New Jersey, there were 16,036 in 1946-47. In all the education and training facilities in New Jersey, enrollments of veterans increased ten-fold between May 1, 1946 and May 1, 1947 as indicated in the following data:

	<i>Educational Institutions</i>		<i>On-the-Job Training</i>		<i>Totals</i>	
	1946	1947	1946	1947	1946	1947
Under P.L. 16	875	2,657	961	3,144	1,836	5,801
Under P.L. 348	3,658	43,791	623	11,696	4,281	55,487
Totals	4,533	46,448	1,584	14,840	6,117	61,288

The apprenticeship and on-the-job training programs have grown tremendously in both the professional and industrial or business variety. Furthermore, the number of establishments approved is increasing daily which emphasizes the necessity for retaining the staff of 19 people needed to supervise this important program of education and training. This supervisory service is financed by the Veterans Administration.

Fourteen Vacancy Reports Issued

Through the continued cooperation of the colleges in the State and an expansion of the service to include private trade and business schools, 14 reports were issued to counselors of veterans indicating vacancies in the schools and colleges of New Jersey, together with the tuition costs, living accommodations available and courses offered. Much information concerning vacancies in educational institutions outside of the State was made available to counselors. The increased demand for this service made it necessary to prepare 1800 copies of each report.

Service bulletins have been issued about every other month, carrying information concerning newly approved schools, testing centers for veterans, current legislation and the like. A list of counselors who are especially assigned to the counseling of veterans was again widely distributed.

Guidance Seminars Are Continued

Seminars in various centers throughout the State have been conducted to consider the educational guidance problems of veterans. In the fall, meetings were held in 13 centers attended by 516 persons and in the spring, 322 registered at 12 centers.

At each meeting there were present, in addition to representatives from the various divisions of the Department of Education, specialists from the Veterans Administration, the Division of Veterans Services of the Department of Economic Development, and the New Jersey State Employment Service.

County superintendents as well as local school administrators, cooperated in promoting these conferences. There has been an increasing demand for an extension of "guidance" to include the non-veteran. The reports of vacancies have been valuable for counselors of all youth who wish post-high school education and training.

Many requests for members of the Division to help solve the educational problems of veterans have continued in spite of efforts to encourage that answers be given locally. Many days and evenings were spent in the discussion of the educational problems of veterans with a large number of professional and lay organizations. Broadcasts were given on Station WAAT under the sponsorship of the New Jersey Education Association.

Looking Ahead

Plans for the future include the following:

1. A continuation of the seminars or workshops in guidance with an increasing emphasis on services to the non-veteran as well as the veteran, with special attention to the integration and articulation of elementary, secondary and vocational schools which should result in a better coordination of guidance procedures and more satisfactory orientation of youth in receiving schools on all levels.
2. Continue the reports of vacancies in colleges and other post-high school institutions.
3. Cooperate with the New Jersey Legislature's Veterans Commission in preparation of State legislation concerning veterans, especially to extend that section of Chapter 64, P.L. 1946 relating to the provision of a teaching subsidy for the operation of special secondary school classes for veterans.
4. Maintain close liaison with the Federal Veterans Administration in order to be continuously and accurately informed of legislative changes and current directives. Obtain assistance from the New Jersey Veterans Administration representatives in preparing a new contract for the supervision of on-the-job and apprenticeship training.
5. Extend our files of current guidance and testing materials for which additional equipment will be needed.

6. Make an increased effort to spend more time in the field visiting special secondary classes for veterans and examining guidance procedures.

SPECIAL ADMINISTRATIVE SERVICES

The duties and functions of activities to be known as Special Educational Administrative Services were established by the Commissioner of Education and the State Board of Education on July 1, 1945, under the provisions of the educational reorganization effected by Chapter 51, P.L. 1945. The Director of this work represents the Commissioner of Education in the consideration of administrative problems in connection with the New Jersey School for the Deaf, the Manual Training and Industrial School at Bordentown, the Division of the State Library, Archives and History, and the Division of the State Museum. Reports concerning the activities of these institutions and divisions are given elsewhere in this bulletin.

Because of the detailed reports above mentioned, reference will here be made only to significant activities and trends which should receive special emphasis. Increased enrollments in the Primary Department of the New Jersey School for the Deaf indicate the acute need for additional buildings and facilities. Low salary ranges make it most difficult to maintain an adequate and efficient staff and the turnover is abnormally large. The same needs and problems are even more pressing at the Manual Training and Industrial School at Bordentown.

Migrant Labor Board

In the work with the Migrant Labor Board, two achievements of significance merit attention. As liaison officer for the Commissioner of Education, the Director of Special Services assisted in the drafting of an amendment to the present school laws which made provision for the education of the children of migrant laborers and certain others. The Migrant Labor Board's Committee on Education was most grateful to Deputy

Commissioner Robbins for his valuable assistance and guidance in this matter.

The other significant activity was the planning for a School Center for migrant children to be conducted in the summer of 1947. The Assistant Commissioner in Charge of Elementary Education gave freely of his time and advice and called in one of his helping teachers who agreed to take charge of the center. This project to provide additional educational, health, and recreational opportunities for migrant children was a distinct step forward in trying to meet the needs of a group of children whose education and welfare is handicapped by the continual moving of their parents from one work area to another.

MANUAL TRAINING AND INDUSTRIAL SCHOOL AT BORDENTOWN

The school, with its enrollment of 236 boys and 177 girls who live at the school, has continued a comprehensive program which endeavors to develop good citizens. Academic achievement, cultural attainments and manual skills are pursued according to individual abilities, interests and aptitudes.

Good Attitudes Are Developed

This institution is particularly proud of the success achieved in developing good attitudes, especially of public service and cooperation. Thus the young people who make up the superb choir have, with their competent director, acceded to the many requests for concerts which have come from all parts of the State. The programs given in churches, schools, hospitals and at conventions have not only provided beautiful entertainment, but have furnished opportunities for the members of the choir to acquire a delightful feeling of sharing a joyful experience with others and in helping to make others happy. As they have traveled to distant parts of the State, these young people have formed habits of good conduct under trying conditions, and

their department has been so exemplary that much favorable comment has been heard.

The Domestic Science Department under Mrs. Daisy P. Jones gave a program in the Chapel demonstrating the right and wrong behavior at the table. Another 15 minute playlet was given in Chapel depicting four girls making application for a job as stenographer. It brought out in dramatic form the attitudes of the different girls toward the job; their fitness and training, and demonstrated why the one girl got the job and the others did not.

The Junior Class promotes a sale of Tuberculosis Christmas Seals from year to year. This year over 5000 seals were sold on the campus. The March of Dimes drive was conducted among the students led by Mrs. Elizabeth Godwin. It netted \$120. The Red Cross Drive among the students amounted to \$185.

NEEDS ARE MANY

Rehabilitation of Physical Plant

Listed as the number one problem in the 1945-46 report was the need for rehabilitation of the physical plant which has deteriorated because of inadequate funds for current repairs and replacements over a period of 15 years. The situation is such that it warrants a presentation here of a more detailed discussion.

The school had requested \$15,000 for current repairs for the year 1946-47. Only \$10,600 was appropriated. This is less than one per cent of the valuation of the plant. For years the school has received for current repairs less than one per cent of its plant evaluation. In the years 1930, 1931, and 1932, there was appropriated \$12,000 for each year, contrasted with fifteen years later when \$10,600 was appropriated. Due to the increase in prices and the scarcity of materials, the school has been able to take care of only the barest emergencies such as the repairing of about 15 separate heating units,

the roofs and gutters, and the plumbing and other emergencies.

In the fall of the year, the school suffered the loss, by fire, of two barns and about three sheds and eight horses, large quantities of grain, hay and equipment. Damage was recovered in the amount of \$36,000. The barns and sheds were very old dilapidated structures—one built about 1870 and the other in 1915.

Teaching Personnel

One of the most difficult problems reported last year was that of meeting a teacher shortage resulting from the school's low salary scale and the large salaries offered at competing institutions. This difficulty needs further consideration at this time.

It is becoming more and more difficult to secure and to hold good teachers because of the low salary schedule. For example, the minimum salary is only \$1600, whereas the minimum salary imposed upon the school districts of New Jersey is \$1800. Fifty dollars additional is allowed for each year of experience. A teacher, therefore, who has had ten years' experience could receive only \$2100. Even the southern states are paying more than that. Teachers just out of college will not consider \$1600 as a beginning salary. In other words the school is not in a favorable bargaining position. A residence school like Bordentown is dependent upon an intelligent, capable, well-prepared and devoted teaching staff. They live with the students 24 hours a day and the demands on their time and energy are unceasing. Such teachers are not secured at bargain prices!

Larger Staff of House Teachers

The school is also in need of a larger supervisory staff. For example, the four dormitories house 400 adolescent students—about 100 students to the dormitory. Each dormitory is in charge of one house teacher without any employed assistance. It is obvious to anyone that 100 adolescent boys or girls are

too many for one man or woman to handle effectively. And yet, a request for more supervision which was made consecutively for the last three or four years has been disregarded. Especially is the situation becoming acute because the student body is becoming younger. The resignation of the man who was Assistant Commandant in one of the boys' dormitories, effective December 1946, emphasizes this situation. He resigned because he considered the work too much for one man with no employed assistance. It should be noted that in two years there have been 13 incumbents in these four positions—nine on the boys' side and four on the girls' side. Such an excessive turnover of personnel indicates the seriousness of this situation. The work is confining, the hours long, and the pay inadequate. The dormitory is the strategic place for character building. To meet this problem, more good house teachers are needed. That requires funds.

Dental Service For Students

The school has no facilities for giving dental service to its students and yet almost 90 per cent of the students have defective teeth. The practice is to take them once a week to Trenton to a private dentist. The students pay for this service. It has become important to establish a dental care program. The State Department of Health is willing to contribute to such a program. It would first make a dental survey to provide information concerning the dental status of the students. The Department of Health has proposed two different policies as follows:

- “1. To set up a temporary program to take care of children in the office of Dr. Price of Trenton, one day a week—three or four hours could be devoted to this program. The Dental Health Division will pay the salary of the dentist.
- “2. The other program which would be better from the long term point of view would be a clinic program estab-

lished within the school. If this latter program is adopted later, the school should provide the dental equipment and supplies. It is estimated that this will cost \$1200 for the first year and one or two hundred dollars for subsequent years. The Dental Health Division will provide the dental chair and pay the salary of the dentist."

School Serves Well

The Manual Training and Industrial School at Bordentown continues to render a unique service for a group of young people who come largely from broken homes or those with disrupted family situations, of both an economic and a social nature. The program is effective for the prevention of possible juvenile delinquency among those youngsters who, as has been said before, are not inherently problem children but children with very real, though temporary, problems.

If this school is to continue to serve this group of the State's youth effectively, it is highly desirable that the problems discussed above receive sympathetic consideration and appropriate action in providing the solutions.

NEW JERSEY SCHOOL FOR THE DEAF

The New Jersey School for the Deaf, under the control and management of the State Board of Education, through the Commissioner of Education, provides a complete program of education and training for the all-round development of the deaf child, in order to make him a well-adjusted and economically independent citizen, an asset to himself and to his community. The program covers the academic, vocational, social, religious, and moral training of the child. Deaf children are eligible for admission as young as four years of age.

The most significant development this year has been an increased awareness on the part of parents of the needs of the pre-school deaf child. This has not always been the case. The

parents, with few exceptions, now have some comprehension of the indispensability of special education for their children.

Hearing clinics, open to all persons in the State, are held every Monday of the year. Referrals from the public schools constitute a large portion of the cases which are examined, but appointments for hearing tests may also be made by parents. This service meets a very important need in the State that cannot be too strongly emphasized.

Primary Department Grows

The problem of increased enrollments in the primary department is becoming acute. By early October, every bed in the cottages was filled and no new students could be received until February when one primary class was pre-promoted to the intermediate department in order to make room for 11 students on the waiting list. The need for additional facilities is obvious and an additional building should be provided for this department at the earliest possible date.

Here, as in other areas of the school, maintaining an adequate and efficient staff continued to be one of the most serious operational problems, and for another year we functioned with serious shortages in the foods department and in the supervisory staff of the primary cottages.

Teaching Staff Problem

Attention was called in last year's report to the fact that the critical shortage of teachers and the low salary scale at the school was making it increasingly difficult to get new teachers and to hold present members of the staff. This year has seen another abnormally large turnover in the professional group. Teacher vacancies have been particularly hard to fill since few trainees have entered the teacher training institutions and many teachers have left their profession for more lucrative positions.

Special Services to Students

Inasmuch as all students were given audiometric tests last

year, only new students were tested during this year. Children with special hearing problems were given periodic audiometric tests.

Thirty-five children in the intermediate and advanced departments have been supplied with individual hearing aids, and 21 in the primary department. The results obtained through the use of these aids have been most encouraging.

Complete psychological studies were made of all entering children and of a number of older students with special problems.

Emphasis continued on speech and lip-reading in the intermediate department and on the development of English. In the advanced department the curriculum approximates that of a junior high school.

Art Is Enjoyed

In the Fine Arts Department, an effort is made to give each student the type of art training that will help him to live a better and more enjoyable life. Our students enter their work in exhibits and thus have an opportunity to compare their work with that of hearing children. Three drawings were shown in the Art Exhibit at the New Jersey Education Association Convention in Atlantic City. Fourteen pieces of work were submitted to the New Jersey Scholastic Awards exhibit of the National High School Art Exhibition, and three were hung, compared to one in seven in the entire exhibit. We received First Prize in the vocational pastel classification and Honorable Mention in the vocational poster division.

Vocational Program

In the Girls' Vocational Department a new program was initiated on February 1, 1947, the purpose being to provide courses in the various phases of homemaking. It is planned that the students will receive a well-balanced training in home-making activities and will develop better attitudes toward bet-

ter home living. This curriculum will parallel the courses in the vocational training program which aim to prepare students to earn a living in a trade.

The Boys' Vocational Department provides instruction in the following trades: auto body and fender repair, cabinet making, carpentry, floriculture, hotel service, linotyping, mechanical drawing, metal shop, poultry, photo-engraving, photography, printing and upholstery. The vocational program is divided into two major units--the pre-vocational or rotation group and the vocational or trades training group. The age span of the students in the pre-vocational group is between twelve and sixteen years. The vocational group takes the students from sixteen to twenty-one years of age. During the past year, employment was obtained for the boys in the trades for which they were trained.

Physical Health and Education

A very complete program of intramural sports was carried on by the boys. In the fall, the boys played a great deal of soccer, touch football, and volleyball. Fifty-eight participated in these particular sports.

Last fall the football squad was composed of 38 players and two student managers, which constituted 100% of the boys who were eligible for this activity. Our varsity team was selected as champion of the eastern schools and two of our players were named on the All-American Deaf Team. The basketball and baseball teams also had a very successful season.

For the girls, the requirement of social consciousness on the part of each individual was the goal. This involved developing such things as habits of good sportsmanship, the ability to cooperate with the instructor and class members, and qualities of leadership. Class work for the intermediate and advanced departments included skill drills in hockey, soccer, baseball, softball, folk dancing and tumbling. The extra-curricular points award system was revised with the hope of interesting all girls in all phases of physical education activity.

In the Primary Department, physical education consisted largely of rhythm instruction. At our annual Spring Festival, every child in the department participated. In the gym classes, games and marching routine were taught. The aim is to increase physical coordination at the same time that we are trying to develop qualities of good sportsmanship and cooperation in each boy and girl. In a school having the responsibility for the proper care of 320 children of different ages, types and physical condition, the work of organizing and carrying out a proper health program is not easy.

Complete physical examinations were given to all students at the opening of school. In addition to the regular preventive program of immunization and chest X-ray, influenza vaccine was administered to each child.

Extra-Curricular Activities

A complete all-round Scout Program for both boys and girls was carried on during the year under the able leadership of Mr. Kenneth Golden and Mrs. Doris Richards.

Clubs are a very important phase of the extra-curricular activities of any school, and especially a residential school. They give the students an opportunity to satisfy a variety of interests. Many hobbies are developed and expanded through this program. Some of the activities have special social advantages such as the dancing, card and game clubs.

Some Achievements

We continued to stress the development of home-like surroundings in the school buildings as well as the dormitories. Whenever repainting was needed, pastel colors were used. This use of color added considerably to a more pleasant atmosphere. Colorful drapes were put up in the dormitories rather than replace the worn-out shades.

It is a pleasure to be able to report that despite obstacles due to current conditions, a truly successful year was enjoyed.

Much credit must go to the cottage supervisors for their excellent work and complete cooperation. Many labored under the handicap of illness and inadequate help, but all did a wonderful job. The loyalty and interest on the part of the entire staff are deeply appreciated, especially those members who have served for a number of years and who always manifest toward the school and to the children an interest and devotion which extends well beyond any monetary consideration.

DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY

The fiscal year 1946-47 marks a transitional period when the library agencies of the State (The State Library and the Public Library Commission) began operating as a single, coordinated Division of the Department of Education. The Division, headed by a Director (State Librarian) comprises four bureaus: the Law Library and General Reference Library (these two made up the original State Library), the Archives and History Bureau (once the Public Records Office) and the Public and School Library Services Bureau (formerly the Public Library Commission).

Pending the appointment of a director, Sidney Goldmann, a former State Librarian, continued as acting head of the Law Library, General Reference Library, and the Archives and History Bureau. From May 1, 1946 until January 1, 1947, Miss Emma V. Baldwin served as Acting Head of the Bureau of Public and School Library Services. On March 1, 1947, Roger H. McDonough, Librarian of the New Brunswick Free Public Library, became the first Director of the Division and the Acting Head of the Public and School Library Services Bureau, the General Reference Library and the Law Library. On the same date, Mr. Goldmann assumed his permanent duties as head of the Archives and History Bureau.

Studies Made of Duties, Functions and Facilities

As a means of obtaining the basic data needed to plan for the integration of the activities of the four bureaus, the new director instituted a series of studies relating to personnel requirements, space and equipment facilities, and the collections of the Division in order to lay the foundation for a sound merger of the several activities carried on by the four bureaus before the 1945 reorganization act. Some of these studies were still in process at the close of the fiscal year.

There were a few reassignments of duties and a reallocation of working space. Additional professional assistance, particularly in the Public and School Library Services Bureau and in the General Reference Library, was indicated, as was the need for making additional space available for new books by placing little-used volumes and duplicate copies in semi-dead storage elsewhere. The new director also began a series of visits to county, municipal and other libraries around the State. Centralized book purchasing was begun and it is anticipated that the elimination of duplicate purchasing will effect a considerable saving annually in the book account.

THE LAW AND GENERAL REFERENCE LIBRARIES

Although these two libraries are separate, their activities are described in one section because of the fact that their functions are closely allied.

The Law Library, which is widely used by the courts, lawyers and others interested in legal and legislative matters, was strengthened during the year by the addition of many sets of annotated statutes of several of the more important states. Many significant texts in the fields of insurance and administrative law were also purchased. State officials, genealogists and other research specialists continued to make wide use of the resources of the Reference Library. In all, more than 6300 requests for service were received during the fiscal year and

some 5700 persons used the library's facilities. The most important project of the year was the preparation of materials for the New Jersey Constitutional Convention scheduled for New Brunswick from June 12 to September 10, 1947. Over 1200 carefully selected volumes on constitutional law and government were transferred to the Rutgers Gymnasium in New Brunswick for the use of delegates.

ARCHIVES AND HISTORY

At the request of Governor Alfred E. Driscoll, Mr. Goldmann, head of the Archives and History Bureau, was made Chairman of the Committee for Preparatory Research for the Constitutional Convention. This committee, consisting of some of the leading students of government and constitutional revision, prepared 35 monographs on various aspects of the problem of constitutional revision. These were edited and reproduced for distribution to all the delegates. Mr. Goldmann was also made available to the Convention as its Librarian and Archivist.

During the year, the Bureau issued 78 authorizations to dispose of records having no legal, historical, research or administrative value. The most outstanding accomplishment in this area of endeavor was the elimination of approximately 350 tons of records stored in the basement vaults of the State House. The sale of these records as waste paper netted the State Treasury over \$5200, and released 65,000 cubic feet of space for other purposes.

PUBLIC AND SCHOOL LIBRARY SERVICES

As the agency which succeeded the former Public Library Commission, the Public and School Library Services Bureau carries on the functions that were developed under the leadership of Miss Sarah B. Askew. Under Miss Askew's direction, the Commission sponsored the system of traveling libraries, and encouraged the growth and development of libraries

throughout the State. During this period, the number of public libraries in the State increased from 66 to 316. Twelve of the 21 counties were also organized for county-wide service.

In the past the Bureau's relationship to the public libraries of the State has been exclusively of an advisory character. Many states have recognized the necessity of establishing minimum standards of library service and are looking toward the adoption of some plan which would help the local library meet these standards. Two small steps in this direction have been taken: Grants for book funds to correctional institutions are on a matching-fund basis, and the list of proposed book purchases must be approved by the Bureau. Similar conditions are imposed upon school districts which apply for state aid to school libraries.

Retirement, and the competition of better-paying positions in war industry have made heavy inroads upon the staffs of the public libraries of the State. It is apparent that a vigorous program of recruitment is needed if we are to secure qualified replacements for those leaving the profession. The adoption of adequate salary scales is equally important.

A significant step forward in raising professional standards for librarians was accomplished with the passage of a law (Chapter 132, Public Laws of 1947) authorizing the State Board of Examiners to issue certificates to qualified librarians. It is anticipated that this law, while permissive in character, will do much to raise the standards of library service in the State.

DIVISION OF THE STATE MUSEUM

Educational Extension Service

An important contribution to education made by the State Museum during the year was the circulation of educational motion picture films, slides, and traveling exhibits. Close to three and a half million people of New Jersey benefited by the Museum's Extension Service through the use of 71,521

shipments of visual aid materials. These visual aids embraced 57,670 film orders; 9,535 slides for orders and 4,316 miscellaneous orders for art prints, models, costumed figures and panel exhibits. Although the majority of borrowers were schools, a wide variety of community organizations made use of these circulating collections. They were found helpful in combating such problems as juvenile delinquency, racial and religious intolerance, and lack of adequate home training.

The demand for the Museum's visual aids was so great that thousands of requests could not be filled because of insufficient materials; and many requests could only be partially met after long periods of waiting. If the increasing demands are to be met adequately, the Museum's Extension Service must be reorganized and expanded. The collection of films in particular should be modernized and enlarged, and many duplicate prints of popular subjects should be provided. Since the War, the production of teaching films has increased materially and there are now available many excellent subjects.

Exhibits and Public Programs

The habitat groups of birds and mammals and other permanent exhibits showing the natural history, the natural resources and the archeology of New Jersey, continued to be of primary interest to the Museum's visitors. These numbered 66,673 for the year. With the return of unrestricted travel, 214 school classes and adult groups made trips to the Museum and were given guided tours of the exhibits. To vitalize the permanent displays, eight special exhibits and a series of 24 lectures, concerts and children's programs were presented with the aid of special committees.

During the year, some work was done on plans for modernizing the permanent exhibits to tell a more complete and humanized story of New Jersey. Modern exhibits would replace the present classified series of natural history specimens, the use of which is restricted chiefly to student research. Such

a reorganization of exhibits might serve as a pattern to show what could be done in enlarged quarters or in community museums throughout the State.

Need for Professional Services Is Great

A vital and imperative need of the State Museum is for specialized and technical services. They should include: a specialist in visual education to coordinate the circulating collections of the Museum with the school and adult education programs of study; a natural scientist to develop localized exhibits and to prepare popular leaflets on the State's natural history; and a full-time archeologist to concentrate on further study of excavated materials, to make a permanent record of findings and conclusions, to do supplementary field work and to develop exhibits on the history of man in New Jersey.

Archeology Has Many Facets

New Jersey's outstanding position in archeological research is an example of the value of professional services. As a result of a program of excavating from 1936 to 1941, the State Museum possesses the largest scientifically excavated State collection of artifacts, and it has already contributed through research and publications valuable and authentic information on the archeology of the eastern states. This work is recognized by other states, resulting in cooperative inter-state projects. A fellow of the Indiana Historical Society was recently assigned to a two years' study here on a project to approximate the migratory route of the Delaware tribe in early historic times.

In July, the archeological laboratory of the Museum was moved to larger quarters in the State Building at 60 Cooper Street. This hampered the program of research work until the collections were made accessible. However, during the year, materials from Bevan's and Moody's Rock Shelters were reclassified and studied and an illustrated article was prepared on the Bevans Sites for Bulletin I, to be published by the

Archeological Society of New Jersey. Further study was made on the vast collection of potsherds from the Abbott Farm Site; the Museum's permanent and loan collections of artifacts was catalogued and filed; and the New Jersey section of the Bibliography to be published by the Eastern States Archeological Federation was edited.

Advisory Groups Assist

A State Visual Education Committee was organized in January to help the Museum in making a survey of the visual education needs of the schools and in drawing up a program of visual education service. The Arts Committee of the Museum also assisted in forming the New Jersey State Museum Association, the organization meeting of which was held in November with an initial membership of 858 persons.

Conclusion

The keen desire of the public for information and knowledge, and their enthusiastic enjoyment of the exhibits and services offered by the State Museum, urge us to strive towards greater contributions to the State's educational program. Our aim is to produce a better understanding of the resources, growth, cultural achievements and probable future progress of New Jersey.

DIVISION OF BUSINESS

MONEYS DISTRIBUTED BY THE STATE TO LOCAL SCHOOL DISTRICTS

Apportionment of School Moneys

The amount of school moneys apportioned for the school year beginning July 1, 1946 was \$15,775,318.98, a decrease of \$779,339.33 from 1944-45. However, this represents a decrease of \$5,593,150.42 from the apportionment for 1933-34,

largely because of the decline in real estate values and the cessation of current allotments from the main stem railroad taxes. In 1947-48 Chapter 63, P. L. 1946, (Pascoe Law) will go into effect, as of July 1, 1947.

In order to provide sufficient money to meet legal quotas and the payment of three cents a day for pupil attendance in 18 counties, the Legislature further appropriated \$2,499,822.19 for 1946-47. There was no need for such a deficiency for 1947-48 due to the passage of Chapter 63, P. L. 1946.

State School Tax

The State school tax levy for 1946 was \$15,270,401.12 of which \$4,000,000.00 was given as relief to the districts by Chapter 162, P. L. 1945. This amount was paid into the State Treasury in full, as of June 30, 1947. It may be noted in passing that the 1946 tax was over two million dollars less than that for 1931. The 1947 State school tax was eliminated due to passage of Chapter 63, P. L. 1946.

Railroad Tax

On June 30, 1947, a total of \$250,902.13 was due to school districts from main stem railroad taxes. During the year \$16,112.45 was paid on account of taxes for 1934, 1935, 1936, 1937, 1938 and 1939. There have been no allotments of these moneys since 1941-42, deductions having exceeded the amounts available in each year.

Local Taxes For Schools

The total local school tax levy made in 1946 and available in the school year 1946-47, was \$94,699,769.98. This is \$353,550.94 more than the levy for 1945. As of June 30, 1947, \$656,590.39 was due from these local levies, which is \$58,362.81 more than for the preceding year.

Special State Aid Funds

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

State aid payments for these activities amounted to \$1,430,258.25, of which \$145,246.68 was for educating crippled children, \$863,754.90 for manual training, \$409,872.92 for vocational schools, and \$11,383.75 for evening schools for foreign-born residents.

ENROLLMENT IN SCHOOLS

The total number of days' attendance reported by the Department for the year 1946-47 was 98,660,452. This was an increase of 3,426,051½ days over the preceding year. The per cent of attendance this year was 91.79, which is 1.59% higher than that of 1945-46. There was a marked increase in the number of pupils tardy, but a decrease in the number of pupils truant.

Enrollments

The total enrollment in the day schools for 1946-47 was 636,416, an increase of 4,754 pupils, or .8% over the total enrollment of the previous year. In addition to these day school pupils, 14,448 were enrolled in other day schools, and 30,788 in the evening schools, making a total enrollment in the various departments of the public schools (not including the summer schools) of 681,652. This represents an increase of 14,347 over the preceding year.

To instruct the 681,652 pupils there were required 28,674 teachers. The children were housed in 2,012 school buildings, a decrease of four from the preceding year. Because no suitable school facilities were available near their homes, 101,637 children were transported to school at public expense, 27,876

of this number being transported to high schools outside their respective school districts.

The following enrollment comparisons are of interest:

<i>School</i>	<i>Enrollment</i>		<i>Comparisons with</i>		<i>Per Cent</i>
	1946-47	1945-46			
Kindergarten	44,816	6,677	increase	17.5	increase
Grades 1-4	222,332	3,188	increase	1.5	increase
Grades 5-8	188,654	5,369	decrease	2.8	decrease
Grades 9-12	173,689	1,434	increase	.8	increase

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

High school enrollments show an over-all decline for the past five years. The figures are:

1943	1944	1945	1946	1947
187,876	173,368	171,341	172,255	173,689

The total number of pupils enrolled in one-room rural schools was 2,535, a decrease of 99, and those enrolled in two-room rural schools numbered 4,820, a decrease of 12. There was a corresponding decrease of 7 in the number of teachers in these rural schools.

The average daily attendance in day schools was 538,360 an increase of 13,205. The average absence of pupils was 15 days.

The number of men teachers in all the schools of the State increased by 568. Women teachers decreased 238, making a total increase of 330 teachers.

EXPENDITURES

The total funds available for the year 1946-47 were \$175,233,478.73. This was \$13,967,997.44 more than the amount available for the preceding year. The total includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties

and school districts of the State amounted to \$134,672,622.54, which was \$16,029,206.59 more than the expenditures for 1945-46. Current expense, library, maintenance, manual training, vocational, summer schools, evening schools and capital outlay showed increases over 1945-46, while debt service showed a decrease from 1945-46.

There was an increase in the cost per pupil in average daily attendance from \$193.04 in 1945-46 to \$212.80 in 1946-47.

The expenditure for day schools increased \$13,717,893.65, evening schools showed an increase of \$93,814.02, and summer schools showed an increase of \$31,944.00.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$8,873,150.00. The amount of bonds and notes issued during the year amounted to \$4,050,918.76, which was 45.7% of the amount redeemed.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932 to \$106,308,169.20 for the year ending June 30, 1947. This is a decrease of \$98,403,942.02, or 51.4% during the past 15 years.

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

1942-43	.....	\$ 85,637,087.60
1943-44	.....	88,440,105.08
1944-45	.....	92,147,200.65
1945-46	.....	96,929,673.54
1946-47	.....	109,005,428.98

Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational and special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$78,366,304.67.

The average salary per year paid to all full time day school

teachers, not including superintendents, assistant superintendents, supervising principals, supervisors, principals, or evening school teachers of any kind, was \$2,745.20, an increase over the preceding year of \$261.10.

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

1943	1944	1945	1946	1947
\$2,089.74	\$2,236.57	\$2,396.17	\$2,484.10	\$2,745.20

The average salaries paid to teachers in the various grades and types of schools during 1946-47 were as follows:

	Men	Increase	Women	Increase
Kindergartens	—	—	\$2,510	\$201
Grades 1 to 6	\$2,487	\$165	2,640	198
Grades 1 to 8	2,382	170	2,473	243
Junior High Plan, Grades 7-9 ..	2,984	246	2,954	325
Senior High Plan, Grades 10-12	3,303	272	3,031	21*
High School	3,268	260	3,064	313

*Decrease

A close relationship exists between the average level of teachers' salaries and the degree of urbanization of a State. In 1940, New Jersey's population was more than 80% urban.

OTHER ACTIVITIES OF THE BUSINESS DIVISION

Inspection of School Accounts

During the year, the Division made 166 inspections of the records of boards of education. These inspections are provided for by law and lead to recommendations to local school boards for the improvement of their financial procedures. Division studies of methods used in purchasing fire insurance have, for example, enabled many boards to provide better protection at lower cost. Recommendations made by Division inspectors have resulted in better accounting of extra-curricular funds by several school districts.

School Buildings

During the year 21 plans and specifications for building alterations were approved. Each unit of building construction

received an inspection during construction, as well as a final inspection. Many conferences were held with local boards and their officials concerning future plans, post-war planning, and methods of financing.

The value of school property has increased from \$64,354,833 in 1915, to \$367,593,304 in 1947. The increase in value during the last year was \$2,498,287.

Analysis of Drinking Water

The Division tested 345 samples of water from 153 school districts during the year. The tests showed that 316 samples were safe, 18 doubtful, and 11 unsafe for drinking purposes. These analyses were made by the State Department of Health and reported to the Commissioner of Education, who notified the county superintendents. Where the water supply was found to be of doubtful character or unsafe for drinking purposes, efforts were made by the boards of education to comply with the recommendations of the State Department of Health by using water purification equipment, repairing wells, and drilling new wells.

Cancelled Bonds

During the year the Department received 2,737 cancelled bonds, aggregating \$2,516,764 in amount. In addition, 18 districts submitted 154 cancelled bonds to be reconverted, totaling \$153,000.

STATISTICAL APPENDIX

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1946, and Ending June 30, 1947

RECEIPTS

A—State Board of Education:			
(1) Commissioner's Office	\$299,832.13		\$6,880.22 I
(2) Academic Certificate Fund	42,094.91		7,667.73 I
(3) Division of State Library, Archives and History	113,932.09		993.48 I
(4) Division of State Museum	59,398.94		6,852.45 I
(5) Division Against Discrimination	44,929.67		5,610.11 I
(6) Student Service			4,856.41 D
Total		\$560,187.74	\$23,147.59 I
B—County Administration and Supervision:			
(1) County Superintendents, salaries	\$125,843.55		93.55 I
(2) County Superintendents, clerk hire and ex- penses	93,670.38		6,177.12 I
(3) Helping Teachers and other County Officers, salaries and expenses	246,795.00		16,400.00 I
Total		\$466,308.93	\$22,670.67 I
C—State Institutions:			
(1) Glassboro State Teachers College: Appropriated by State for Current Expenses	\$155,986.28		\$7,585.59 I
Appropriated by State for Capital Outlay ..	5,101.00		4,922.67 I
Received for tuition, extension fees and Boarding Hall	73,910.49		10,545.70 I
(2) Newark State Teachers College: Appropriated by State for Current Expenses ..	196,541.19		11,529.78 I
Appropriated by State for Capital Outlay ..	500.00		8.95 I
Received for tuition and extension fees	71,154.85		8,132.53 I
(3) Trenton State Teachers College: Appropriated by State for Current Expenses ..	396,702.11		32,775.71 I
Appropriated by State for Capital Outlay ..			4,793.50 D
Received for tuition, extension fees and Boarding Hall	192,973.37		657.49 D
(4) Montclair State Teachers College: Appropriated by State for Current Expenses ..	316,682.89		39,157.68 I
Appropriated by State for Capital Outlay ..	1,108.74		117.60 I
Received for tuition, extension fees and Boarding Hall	184,660.68		7,532.38 I
(5) Paterson State Teachers College: Appropriated by State for Current Expenses ..	91,775.95		9,994.05 D
Appropriated by State for Capital Outlay ..			1,252.00 D
Received for tuition and extension fees	55,219.19		21,238.76 I
(6) Jersey City State Teachers College: Appropriated by State for Current Expenses ..	170,482.76		4,776.77 I
Appropriated by State for Capital Outlay ..	328.90		1,065.94 D
Received for tuition and extension fees	51,879.35		4,338.00 I
(7) Industrial School at Bordentown: Appropriated by State for Current Expenses ..	223,008.91		26,226.53 I
Appropriated by State for Capital Outlay ..	1,300.00		4,238.00 D
Received for tuition and other receipts ..	61,155.83		147.06 D
(8) New Jersey School for the Deaf: Appropriated by State for Current Expenses ..	426,443.14		38,869.19 I
Appropriated by State for Capital Outlay ..			24,806.70 D
Received for tuition and other receipts ..	6,760.24		646.68 I
(9) Training of Vocational Teachers: Appropriated by State	57,320.75		3,220.01 I
Appropriated by Federal Government	44,966.54		3,492.22 I
(10) State University: Appropriated by State for Current Expenses ..	2,806,706.02		514,637.11 I
(11) Newark College of Engineering: Appropriated by State for Current Expenses ..	154,300.00		59,795.00 I
Total		\$5,746,972.23	\$752,094.12 I
D—Teachers' Pension and Annuity Fund:			
(1) Operating expenses (Treasurer's Office) ...	\$5,709.38		45.11 I
(2) For office expenses, current pensions and previous years increase in reserve	8,743,541.25		545,109.32 I
Total		\$8,749,250.63	\$545,154.43 I
E—State School Fund Expenses		\$4,938.00	\$546.34 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1946, and Ending June 30, 1947

F—Current Expense Account of Public Schools in Districts:

1. From State School Fund	\$ 341,892.30	\$ 8,993.26 D
2. From State School Tax (90%)	12,706,650.25	702,391.63 D
3. From State School Tax Penalty .....	.....	8,518.34 D
4. From Reserve Fund (10%)	982,996.38	74,617.18 D
5. From Deficiency Fund	2,490,122.19	475,757.66 I
6. From One Percent Emergency	146,800.00	7,800.00 D
7. From Pupils Residing in Charitable Institutions	346,950.00	4,500.00 I
8. From Special Aid for Crippled Children	143,071.18	23,384.90 I
9. From Railroad Tax	51,964.52	5,422,572.20 D
10. From Interest Surplus Revenue	5,076.04	6.07 D
11. From State Veterans Revolving Fund	337,831.43	337,831.43 I
12. From District Taxes	75,265,421.34	6,162,547.54 I
13. From Notes Authorized by Vote of District or from Board of School Estimate	2,010,693.72	1,540,961.34 I
14. From Tuition Fees	6,227,459.95	779,516.43 I
15. From Interest on Deposit	28,218.39	9,824.19 I
16. From Sale of Books	32,765.14	5,898.39 D
17. From Other Sources	659,685.10	50,351.93 I
18. Balance from Previous Year	15,275,486.10	2,596,974.10 I
Total	\$118,053,084.03	\$5,750,942.45 I

G—Repairs and Replacements Account:

1. From District Taxes	\$ 6,306,422.84	\$1,631,746.85 I
2. From Notes Authorized by Vote of District or from Board of School Estimate	18,015.00	16,715.00 I
3. From Sale of Property	362,167.47	52,153.76 D
4. From Other Sources	108,300.13	37,849.03 I
5. Balance from Previous Year	1,277,321.44	26,145.65 I
Total	\$ 8,072,226.88	\$1,660,302.77 I

H—Land, Buildings and Equipment Account:

1. From District Taxes	\$ 1,083,371.64	\$ 277,647.03 I
2. From Sale of Bonds or Notes	3,465,378.09	769,728.09 I
3. From Other Sources	813,187.62	162,474.06 I
4. Balance from Previous Year	4,417,599.05	3,105,634.80 I
Total	\$ 9,779,536.40	\$4,315,483.98 I

I—School Library Account:

1. From State	\$ 2,640.00	\$ 880.00 D
2. From District Taxes	645,199.95	53,655.14 I
3. From Other Sources	11,640.71	3,086.06 I
4. Balance from Previous Year	119,606.59	45,198.75 I
Total	\$ 779,087.25	\$ 101,059.95 I

J—Manual Training Account:

1. From State	\$ 866,524.23	\$ 44,890.73 I
2. From District Taxes	3,746,807.36	366,700.60 I
3. From Sale of Materials	39,203.67	119.78 D
4. From Other Sources	45,482.10	29,006.89 I
5. Balance from Previous Year	753,925.25	18,279.41 D
Total	\$ 5,451,942.61	\$ 422,199.03 I

K—Industrial Schools:

1. From State	\$ 69,000.00	\$
Total	\$ 69,000.00	\$

L—Vocational Account:

1. From State	\$ 417,706.09	\$ 17,029.84 I
2. From State Veterans Revolving Fund	129,964.36	129,964.36 I
3. From Federal Government (Smith-Hughes & George-Deen)	332,111.72	614.77 I
4. From District Taxes	1,692,409.23	252,921.19 I
5. From Tuition	250,201.93	250,201.93 I
6. From Other Sources	30,797.18	102,585.96 D
7. Balance from Previous Year	577,578.53	6,571.39 D
Total	\$ 3,530,769.09	\$ 541,574.74 I

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1946, and Ending June 30, 1947

M—Junior Colleges:		
1. District Taxes	\$ 248,709.15	\$ 248,709.15 I
2. From Tuition and Fees	28,922.62	28,922.62 I
3. Balance from Previous Year		
Total	\$ 277,631.77	\$ 277,631.77 I
N—National Defense from Federal Government:		
1. Defense Training Program (State)	\$	\$ 8,049.94 D
2. Defense Training Program (Local Districts) ..	.....	13,363.09 D
3. Rural Youth Program (State) .....	.....	309.83 D
4. Rural Youth Program (Local Districts) .....	.....	1,387.22 D
5. Balance from Previous Year .....	.....	10,132.24 D
Total	\$	\$ 33,242.32 D
O—Evening School for Foreign-born Residents Account:		
1. From State	\$ 9,988.13	\$ 289.69 D
2. From District Taxes	12,587.37	4,062.15 I
3. From Other Sources	272.00	191.75 I
4. Balance from Previous Year	60,116.03	2,684.59 D
Total	\$ 82,963.53	\$ 1,279.62 I
P—Teachers' Libraries:		
1. From State	\$ 400.00	\$
2. From Other Sources	400.00	\$
Total	\$ 800.00	\$
Q—Debt Service Account:		
1. From District Taxes	\$ 12,470,806.44	\$ 540,502.23 D
2. From Other Sources	45,881.77	7,121.13 D
3. Balance from Previous Year	1,056.55	15,472.56 D
Total	\$ 12,517,744.76	\$ 563,095.92 D
R—Reserve Account:		
To Pay Outstanding Bills of Previous Year which were charged against Previous Year ..	\$ 1,091,034.88	\$ 150,248.22 I
GRAND TOTAL	\$175,233,478.73	\$13,967,997.44 I

EXPENDITURES

A—State Board of Education:		
1. Commissioner's Office	\$ 299,832.13	\$ 6,880.23 I
2. Academic Certificate Fund	33,287.34	13,526.05 I
3. Division of State Library, Archives and History	113,932.09	993.48 I
4. Division of State Museum	59,398.94	6,852.45 I
5. Division Against Discrimination	44,929.67	5,610.11 I
6. Student Service .....	.....	4,856.41 D
Total	\$ 551,380.17	\$ 34,005.91 I
B—County Administration and Supervision:		
1. County Superintendents, Salaries and Expenses \$	219,248.89	\$ 6,005.63 I
2. Helping Teachers, Salaries and Expenses ...	220,674.99	14,887.18 I
3. County Attendance Officers, Salaries and Ex- penses	11,118.18	2,862.20 I
4. County Supervisor of Child Study, Salary and Expenses	3,392.53	269.50 D
Total	\$ 454,434.64	\$ 23,485.51 I
C—State Institutions:		
1. Glassboro State Teachers College	\$ 234,997.77	\$ 23,053.96 I
2. Newark State Teachers College	268,196.04	19,671.26 I
3. Trenton State Teachers College	589,680.43	27,324.72 I
4. Montclair State Teachers College	502,452.31	46,307.66 I
5. Paterson State Teachers College	146,995.14	9,992.71 I
6. Jersey City State Teachers College	222,689.01	8,048.83 I
7. Industrial School at Bordentown	285,464.79	21,841.47 I
8. New Jersey School for the Deaf	433,203.38	14,209.17 I
9. Training of Vocational Teachers	102,287.29	6,712.23 I
10. State University	2,806,706.02	514,637.11 I
11. Newark College of Engineering	154,300.00	59,795.00 I
Total	\$ 5,746,972.23	\$ 752,094.12 I

SCHOOL REPORT

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1946, and Ending June 30, 1947

D—Teachers' Pension and Annuity Fund:			
1. Operating Expenses (Treasurer's Office)	\$ 5,709.38	\$	45.11 I
2. For Office Expenses, Current Pensions and Increase in Reserve	8,743,541.25	\$	545,109.32 I
Total		\$ 8,749,250.63	\$ 545,154.43 I
E—State School Fund, Expenses of Administration ..		\$ 4,938.00	\$ 546.34 I
F—Current Expense Account of Schools Within the Districts:			
1. Expended for administration, instruction, operating, coordinate activities and fixed charges in public day schools	\$108,497,237.78		\$12,010,845.70 I
2. Expended for evening schools in districts	389,835.11		32,965.74 I
3. Expended for summer schools in districts	108,356.09		31,944.00 I
Total		\$109,005,428.98	\$12,075,755.44 I
G—Repair and Replacement Account	6,738,036.22		1,533,141.24 I
H—Land Building and Equipment Account	3,119,801.68		1,982,774.18 I
I—School Library Account	674,903.05		116,230.90 I
J—Manual Training Account	4,748,093.88		549,543.08 I
K—Industrial Schools	69,000.00		.....
L—Vocational School Account	2,989,701.57		578,499.15 I
M—Junior College Account	279,536.77		279,536.77 I
N—National Defense Program:			
Training Program (State)			8,049.94 D
Training Program & Rural Youth (Local)			24,882.55 D
Rural Youth (State)			309.83 D
Total		\$	\$ 33,242.32 D
O—Evening Schools for Foreign-Born Residents Account	24,004.27		3,286.39 I
P—Teachers' Libraries	800.00		.....
Q—Debt Service	12,520,959.83		562,081.27 D
R—Reserve Account to pay outstanding bills of previous year	952,505.98		128,151.00 I
Balance on hand at close of year	18,603,730.83		4,038,883.43 D
Expenditures and Balances - Total		\$175,233,478.73	\$18,967,997.44 I

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

July 1, 1946, to June 30, 1947

State Administration of the Schools	\$ 551,380.17	4%
Local School Expenditures except for Capital Outlay	131,514,681.33	99.6%
ANALYSIS OF STATE ADMINISTRATION EXPENSES		
Salaries	\$ 380,375.32	
Materials and Supplies	86,555.21	
Other Than Personal	84,449.64	
TOTAL	\$ 551,380.17	

ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY	
Administration	\$ 8,902,840.27
Instruction:	
Supervision	9,177,549.63
Instruction Proper	75,232,254.08
Operation	13,809,644.95
Maintenance	7,036,256.37
Co-ordinate Activities	2,931,182.09
Auxiliary Agencies	5,807,257.82
*Fixed Charges	1,096,736.29
Debt Service	12,520,959.83

*Less Tuition Transfers

TOTAL \$131,514,681.33

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SUMMARY OF STATISTICS—Continued For the School Year Beginning July 1, 1946, and Ending June 30, 1947

COST OF EDUCATION

(Based on Expenses of maintaining the public day schools)	\$	Decrease
Administration Expenses	3,637,299.15	\$ 494,488.97 I
Instruction:		
Supervision	\$ 8,801,151.97	912,241.37 I
Instruction Proper	72,210,631.83	7,762,314.20 I
	81,011,783.80	8,674,555.57 I
Operation of Plant	13,895,022.81	1,017,355.05 I
Maintenance of School Plant	6,842,453.33	1,560,437.30 I
Co-Ordinate Activities:		
Attendance	\$ 665,442.53	65,817.03 I
Health	2,238,171.15	266,043.10 I
	2,903,613.68	331,860.13 I
Auxiliary Agencies:		
Library	\$ 674,908.05	116,230.90 I
Transportation	3,407,516.64	312,555.55 I
Other Auxiliary Agencies	1,620,282.13	438,378.35 I
	5,702,701.82	867,164.80 I
Fixed Charges:		
Leasing School Rooms	\$ 39,483.08	3,768.40 I
Pensions	170,144.07	38,577.85 I
*Insurance and Workmen's Compensation	845,344.70	201,565.27 I
Other Fixed Charges	16,161.15	33.77 D
	1,071,133.00	248,877.75 I
Total	\$114,564,007.59	\$13,189,739.57 I
Average yearly cost per pupil based on average enrollment in day schools	195.36	21.23 I
Average yearly cost per pupil based on average daily attendance in day schools	212.80	19.76 I

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

INDEBTEDNESS STATEMENT

June 30, 1947

Outstanding July 1, 1946	\$117,929,713.15*
Bonds and Notes Issued During the Year	4,050,918.76
Redeemed during year from District Taxes	7,544,150.00
Redeemed during year from Sinking Fund	1,329,000.00
Outstanding June 30, 1947	113,107,481.91
Amount in Sinking Fund June 30, 1946	7,830,589.69
District Taxes for Sinking Fund Requirements	76,181.15
Receipts from Interest and Other Sources	224,558.75
Total Sinking Fund Receipts, including amount in Fund June 30, 1946	8,131,329.59
Bonds redeemed during the year from Sinking Fund	1,329,000.00
Paid for Premiums on investments, etc.	3,016.88
Amount in Sinking Fund June 30, 1947	6,799,312.71

* \$154,854.64 not reported last year.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1942 - 1943	1943 - 1944	1944 - 1945	1945 - 1946	1946 - 1947	Increase or Decrease
*Teachers' Salaries	\$63,677,871.15	\$65,110,942.97	\$67,205,579.37	\$69,933,738.81	\$78,866,304.67	\$8,432,565.86 I
Textbooks	1,014,261.00	1,118,302.60	1,145,465.55	1,258,844.53	1,272,548.07	13,703.49 I
Supplies (Educational)	2,146,227.13	1,978,560.49	1,925,231.57	2,074,290.02	2,497,594.10	423,304.08 I
Janitors' Salaries	6,850,739.27	7,270,667.94	7,726,938.74	8,251,340.86	9,292,946.96	1,041,606.10 I
Fuel	1,831,029.21	2,079,915.73	2,071,661.38	2,271,519.47	2,233,140.13	38,379.34 F
Transportation of Pupils	2,678,029.05	2,744,102.50	2,904,916.07	3,095,978.22	3,408,385.84	312,407.62 I
Health Service	1,762,915.60	1,778,027.21	1,927,792.54	2,022,339.31	2,296,137.84	273,748.53 I
Attendance Service	529,473.48	541,554.75	591,720.81	621,829.64	709,127.63	87,297.99 I
Insurance	785,155.28	704,229.77	620,930.92	656,858.84	863,020.22	206,166.38 I
Maintenance of Plant	3,668,888.48	3,728,220.21	4,186,271.65	5,402,107.44	7,036,256.37	1,634,148.93 I
Capital Outlay	885,190.79	570,422.19	935,723.96	1,165,347.03	3,157,941.21	1,992,594.18 I
Debt Service	14,612,545.05	14,058,596.90	14,428,792.75	13,083,041.10	12,520,959.33	562,081.27 D
* Including salaries of city superintendents, assistant superintendents, supervising principals, supervisors, principals and all teachers in day and evening schools.						

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SOURCES OF INCOME

Moneys for the Support of Public Schools Were Derived from the
Following Sources for 1946-1947

1.	Income from State School Fund		\$ 455,141.12
	(a) Distributed to Counties and Districts	\$ 450,203.12	
	(b) State School Fund Expenses	4,938.00	
2.	Appropriated by Legislature from State General Fund		18,866,152.04
	(a) State Administration	518,092.83	
	(b) County Superintendents Salary	125,343.55	
	(c) State Institutions	5,004,286.64	
	(d) Teachers' Pension and Annuity Fund	8,749,250.63	
	(e) Library Aid to Districts	2,660.00	
	(f) Deficiency Appropriation to Districts	2,490,122.19	
	(g) Vocational Aid to Districts	417,706.09	
	(h) Veterans Aid to Districts	469,206.57	
	(i) Manual Training Aid to Districts	866,524.23	
	(j) Industrial Schools	69,000.00	
	(k) Evening Schools for Foreign-born Residents Aid to Districts	9,988.13	
	(l) Crippled Children Aid to Districts	145,071.18	
	(m) Teachers Libraries	400.00	
3.	Railroad Taxes		51,946.52
4.	Appropriated by Federal Government		1,049,841.34
	(a) Vocational Schools	364,250.47	
	(b) Training of Teachers	64,702.79	
	(c) Federal Government in Lieu of Taxes	173,805.68	
	(d) Other Aid including F.W.A.	442,082.40	
5.	State School Taxes		15,284,107.05
6.	Surplus Revenue		29,692.19
7.	District Taxes		100,339,900.10
8.	County Taxes or Appropriations		1,225,505.60
9.	Sale of Bonds for Capital Outlay		3,465,378.09
10.	Other Sources		10,878,914.60
	(a) Tuition	6,513,238.23	
	(b) Authorized Loans	584,569.25	
	(c) Additional Municipal Appropriations	1,722,749.66	
	(d) Interest	60,999.55	
	(e) Sale of Property	775,900.77	
	(f) Insurance	51,774.11	
	(g) Rent	209,334.20	
	(h) Donations	61,007.34	
	(i) Bond Premiums	7,526.40	
	(j) Fines and Fees	59,994.74	
	(k) Sinking Fund Surplus	15,009.19	
	(l) Cafeteria Profits	29,574.73	
	(m) Other Local	47,322.47	
	(n) Other (State Institutions)	697,719.05	
	(o) Academic Certificate Fund	42,094.91	
11.	Balance on hand Beginning of Year		23,586,881.08
12.	Grand Total Receipts and Balances		\$175,233,473.73

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING
JUNE 30, 1947

Enrollment in Day Schools for 1946-47

		Increase or Decrease
Boys Enrolled	325,116	5,798 I
Girls Enrolled	311,800	1,044 D
Total Enrollment	636,416	4,754 I
Number of Pupils Enrolled in:		
Rural Schools—One Room	2,535	99 I
Rural Schools—Two Room	4,820	12 D
Total Rural Schools	7,355	87 I
Number of Pupils Enrolled in:		
Kindergarten	44,816	6,677 I
Grade I	70,798	2,390 I
Grade II	51,271	830 D
Grade III	51,063	983 I
Grade IV	49,200	645 I
Grade V	47,492	856 D
Grade VI	47,617	91 I
Grade VII	47,452	2,283 D
Grade VIII	46,093	2,321 D
Grade IX	50,409	3,249 D
Grade X	46,671	1,267 D
Grade XI	39,821	1,589 I
Grade XII	35,912	3,385 I
Subnormal Classes	4,214	190 D
Anaemic Classes	259	10 I
Backward and Incurable Classes	717	20 D
Crippled Classes	877	153 D
Classes for the Blind	205	10 D
Classes for the Deaf	125	5 D
Other Special Classes	528	261 D
Post Graduates	976	429 I
Total Day School Enrollment	636,416	4,754 I
Grouping of Day School Enrollment:		
Kindergarten	44,816	6,677 I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High School ...	385,785	862 D
Approved J.H.S. (Grades 7-9)	41,415	2,288 D
Senior High School (Grades 10-12)	34,715	543 I
Four Year High Schools (Grades 9-12)	121,834	884 I
Post Graduates	976	429 I
Special Classes	6,925	629 D
Total	636,416	4,754 I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools	636,416	4,754 I
Day Vocational Schools	11,281	1,770 I
Bedside Pupils	1,122	88 I
Junior College	783	783 I
Vocational Veterans	1,262	1,262 I
Total Day Schools	650,864	8,657 I
Regular Evening Schools	5,547	3,034 I
Accredited Evening High Schools	4,403	578 D
Vocational Evening Schools	11,591	4,267 D
Evening Schools for Foreign-born Residents	1,288	436 D
Manual Training Evening Classes	22	.....
Vocational Veterans (Evening)	7,937	7,937 I
Total Evening Schools	30,788	5,690 I
Grand Total Enrollment in Public Schools	681,652	14,347 I
National Defense Training Program .....	.....	666 D
*Total in Summer Schools	12,169	4,614 I
Total including Summer Schools	693,821	18,295 I

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

COMMISSIONER OF EDUCATION

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ATTENDANCE IN DAY SCHOOLS

Average time the day schools were maintained (A school month is 20 days)	9 mos. 3 days	1 day							I
Possible Number of Days Attendance	107,485,863 1/2	1,900,024 1/2							I
Total Number of Days Present	98,660,452	3,426,051 1/2							I
Total Number of Days Absent	8,825,411 1/2	1,526,027							D
Average Enrollment	586,463	4,294							I
Average Daily Attendance	588,360	13,205							I
Average Attendance of each pupil	168	4							I
Average Absence of each pupil	15	3							D
Percent of Attendance	91.79	1.59							I
Total Number of Times Tardy	648,884	20,548							I
Number of Pupils neither absent nor tardy	20,505	6,612							I
Number of Sessions Truant	52,203	1,636							D
Number of Cases of Suspension or Expulsion	3,511	221							I
Pupils Enrolled who have attended Public Schools in other Districts in the State	16,333	55							I

(Includes County Vocational Schools)

VOCATIONAL DAY SCHOOLS

Number of days schools kept open	174	5							D
Possible number of days attendance	1,522,234 1/2	227,261 1/2							I
Number of days present	1,392,030 1/2	245,298							I
Number of pupils enrolled	11,281	1,770							I
Average Attendance	8,032	1,660							I

EVENING VOCATIONAL SCHOOLS

Number of evenings kept open	99	5							I
Number of pupils enrolled	11,591	4,267							D
Total Evening Attendance	272,082	15,554							D
Average Evening Attendance	2,756	304							D

*JUNIOR COLLEGE

Number of days schools kept open	322								
Possible number of days attendance	84,085								
Number of days present	69,433								
Number of boys enrolled	571								
Number of girls enrolled	212								
Total number pupils enrolled	783								

*VOCATIONAL VETERANS

Number of males enrolled	1,260								
Number of female pupils enrolled	2								
Total number pupils enrolled	1,262								
Number of teachers employed	62								

*VETERAN EVENING CLASSES

Number male pupils enrolled	7,888								
Number female pupils enrolled	49								
Total number pupils enrolled	7,937								
Number women teachers employed	63								
Number men teachers employed	223								
Total number teachers employed	286								

SUMMER SCHOOLS

Number of Teachers—Men	190	45							I
Women	240	110							I
Total	430	155							I
Actual number of days schools kept open	27	4							D
Number of Pupils enrolled in:									
Elementary Grades	4,461	3,853							I
High School Grades	7,708	761							I
Total	12,169	4,614							I
Average Daily Attendance	7,425	1,499							I
Total Days Attendance	197,091 1/2	20,477							I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary Pupils	103,322	1,341							I
Number of High School Pupils	73,129	109							I
Total	176,451	1,450							I

* Not reported last year.

		Increase or Decrease	
REGULAR EVENING SCHOOLS			
Number of evenings schools were maintained including legal holidays and institute days	74	3	I
Number of weeks schools were maintained	24		
Male pupils enrolled	2,784	1,668	I
Female pupils enrolled	2,763	1,366	I
Total pupils enrolled	5,547	3,034	I
Total Evenings Attendance	183,695½	84,630½	I
Average Evenings Attendance	2,480	1,089	I
ACCREDITED EVENING HIGH SCHOOL			
Number of evenings schools were maintained	180	5	I
Number of weeks schools were maintained	36	1	I
Male pupils enrolled	2,598	448	D
Female pupils enrolled	1,305	130	D
Total pupils enrolled	4,403	578	D
Total Evenings Attendance	299,310	4,163	I
Average Evenings Attendance	1,661	26	D
EVEING SCHOOLS FOR FOREIGN-BORN RESIDENTS			
Number of evenings schools kept open	76	12	I
Number of pupils enrolled	1,288	436	D
Total Evenings Attendance	55,165	2,699	I
MANUAL TRAINING EVENING CLASSES			
Number of evenings kept open	22	34	D
Number of pupils enrolled	22		
Total Evenings Attendance	223	1	D

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

	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years	2	2	2	5 D	15 D	20 D
Fifteen Years	32	77	109	43 D	46 D	89 D
Sixteen Years	1,393	2,435	3,828	37 D	63 D	100 D
Seventeen Years	7,701	10,679	18,380	229 I	471 I	700 I
Eighteen years	4,369	4,171	8,540	804 I	351 D	453 I
Nineteen Years	1,166	646	1,812	680 I	123 D	552 I
Twenty Years	718	131	849	503 I	44 I	547 I
Over Twenty Years	984	74	1,058	585 I	66 I	651 I
Total	16,368	18,215	34,578	2,716 I	22 D	2,694 I

TRANSPORTATION

		Increase or Decrease
Total number of days transported	14,561,136	1,001,036 I
Pupils transported from without the district for whom the cost of transportation is paid	34,008	759 I
Pupils transported from within the district for whom the cost of transportation is paid	67,629	3,446 I
Total number of pupils receiving transportation	101,637	4,205 I
Cost of transporting pupils to schools in other districts ..	\$1,391,522.53	\$129,509.98 I
Cost of transporting pupils to schools within the districts ..	2,015,994.11	183,045.57 I
Total	\$3,407,516.64	\$312,555.55 I

TUITION

Number of tuition pupils sent to other districts:		
High School	35,889	2,024 I
Elementary	4,645	304 I
Summer, Evening or Vocational	2,820	1,215 I
Number of tuition pupils received including those for whom the tuition is paid by parent or others:		
High School	35,868	1,714 I
Elementary	6,347	511 I
*Veterans attending school	4,990	4,990 I
*Number pupils attending Junior College	237	237 I
Amount of tuition money received for 1946-47 and prior years	\$6,592,235.22	\$1,001,554.57 I
Amount of tuition money paid on account of 1946-47	5,882,278.35	526,122.25 I

* Not reported last year.

SCHOOL BUILDINGS

		Increase or Decrease
Total Value of School Buildings, Land and Equipment	\$367,593,304.	\$2,498,287. I
Average Value of New Jersey School Buildings	\$ 187,356.	\$ 4,443. I
Number of School Districts in State	556	.....
School Districts not maintaining schools	33	3 I
School Buildings Owned	1,962	34 D
School Buildings Rented	50	10 I
Total School Buildings	2,012	24 D
Buildings completed during the year	.....	1 D
Buildings enlarged during the year	3	2 D
Buildings remodelled during the year	3	2 D
Number of new classrooms added during year	15	4 D
Buildings abandoned during the year	16	2 D
Number of rooms in buildings abandoned	24	44 D

Size of School Buildings Owned

One-Room Buildings	142	17 D
Two-Room Buildings	178	8 D
Three-Room Buildings	52	1 D
Four-Room Buildings	214	4 I
Five or more room Buildings	1,376	12 D
Total School Buildings Owned	1,962	34 D

Portable and Rented Buildings

Number of portable buildings	27	6 D
Number of rooms used in portable buildings	49	4 D
Number of rented buildings	50	10 I
Number of rooms used in rented buildings	116	20 I

Number of Rooms

Number of regular classrooms used	21,757	41 D
Number of manual training and domestic science rooms used	1,789	17 I
Number of laboratories and other special rooms	2,328	144 I
Total number of rooms used	25,875	121 I
Total number of rooms not used	1,329	41 D
Total number of rooms available	27,204	80 I
Number of basement rooms used for classroom purposes	382	4 I
Total number of seatings provided	828,240	5,418 D

Schools by Types

If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.

Kindergarten Schools	722	38 I
Elementary Schools	1,547	6 D
Four-Year High Schools or less	161	.....

Approved Junior High School Plan:

Junior High School	75	4 D
Senior High School	45	1 D
Special	188	1 I
Vocational	54	.....
Total	2,792	28 I

SCHOOL REPORT

NUMBER OF TEACHERS

Day and Evening

1946 and 1947

	Men	Women	Total	Increase or Decrease		
				Men	Women	Total
Total number of teachers day and evening	6,852	21,822	28,674	568 I	238 D	330 I
Superintendents	47	....	47	....	....	....
Assistant Superintendents	16	3	19	5 I	1 I	6 I
Director County Vocational School	2	....	2	....	....	....
Asstt. Dir. Co. Vocational School	2	....	2	1 I	....	1 I
Approved Supervising Principals	149	6	155	4 I	1 D	3 I
Unapproved Supervising Principals	44	2	46	1 I	2 D	1 D
Non-teaching Principals	542	300	842	25 I	2 D	23 I
Supervisors	32	58	90	1 I	14 D	13 D
Special Supervisors	111	174	285	27 I	7 I	34 I
Teachers:						
Rural Schools—One Room	2	82	84	1 D	4 I	3 I
Rural Schools—Two Room	13	162	175	3 I	13 D	10 D
Kindergarten .....	....	879	879	....	90 I	90 I
Grades I—VIII	470	10,129	10,599	103 I	109 D	6 D
Grades I—VI	38	2,272	2,310	4 I	23 I	32 I
Grades VII—IX (Jr. High)	369	938	1,307	64 I	86 D	22 D
Grades X—XII (Sr. High)	672	926	1,598	30 I	40 D	10 D
Grades IX—XII	1,911	2,705	4,616	126 I	99 D	27 I
Short Term	16	131	147	96 D	3 I	93 D
Substitute	17	77	94	10 D	10 I	....
Ungraded, Backward and Incorrigible Classes	18	28	46	3 I	6 D	3 D
Crippled Classes	2	53	55	2 I	6 D	4 D
Subnormal Classes	35	243	278	7 I	20 D	13 D
Deaf Classes	2	16	18	....	4 D	4 D
Blind Classes .....	....	21	21	....	....	....
Beside or Home Instruction—						
Full Time	2	60	62	1 I	5 I	6 I
Part Time	60	360	420	6 D	6 I	....
Unclassified	610	1,297	1,907	91 I	28 I	119 I
Manual Training—Day	666	531	1,197	12 I	3 D	9 I
Vocational Training—Day	309	109	418	21 I	2 D	19 I
Junior College Teachers	28	9	37	28 I	9 I	37 I
Vocational Evening	385	32	417	58 I	29 D	29 I
Regular Evening School	146	74	220	40 I	3 D	37 I
Accredited Evening High	112	47	159	26 I	5 I	31 I
Foreign-born Residents Evening School	23	39	62	2 D	3 I	1 I
Manual Training—Evening .....	....	....	....	1 D	1 D	2 D
Helping Teachers	1	59	60	1 I	3 I	4 I
No. of Teachers with Bachelors' Degree			10,952			386 I
No. of Teachers with Masters' Degree			5,332			313 I
No. of Teachers with Doctors' Degree			219			11 I
No. of Teachers with degrees from N. J. Teachers College			4,258			253 I
No. of Teachers with degrees from Other Colleges			12,252			454 I
Total No. of Teachers with Degrees			16,510			717 I
No. of Teachers of N. J. State Teachers and Normal Graduates			9,694			43 D
No. of Teachers of Other Normal Schools			2,339			106 D
No. of Teachers with Other Training			2,370			57 I
No. of Teachers who attended Extension Classes in 1946-47			5,013			560 I
No. of Teachers who attended Summer School for six weeks or more in Summer of 1946			1,802			530 I

COMMISSIONER OF EDUCATION

115

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training	50	28	11 I	1 D
Music	25	61	8 I	3 I
Drawing	2	48	..	1 D
Penmanship .....	..	5	..	..
Others	34	32	8 I	6 I
Total	111	174	27 I	7 I

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training	344	306	50 I	6 I
Music	147	239	29 I	8 D
Drawing	37	215	8 I	5 I
Penmanship .....	..	5	..	2 D
Teacher Librarians	4	153	1 I	32 I
Others	78	373	3 I	5 D
Total	610	1,297	91 I	28 I

TEACHERS

New Teachers (Day Schools) 1946-47

		Increase or Decrease	
Number of New Teachers in Districts in 1946-47			
Number who did not teach in 1945-46 from New Jersey:			
Kindergarten, Elementary	1,123		
J. S. 4 Yr. High	601		
Total		1,724	275 I
Other States:			
Kindergarten, Elementary	167		
J. S. 4 Yr. High	219		
Total		386	35 I
Number who taught in other school districts in 1945-46 in New Jersey:			
Kindergarten, Elementary	588		
J. S. 4 Yr. High	303		
Total		891	49 I
Other States:			
Kindergarten, Elementary	200		
J. S. 4 Yr. High	195		
Total		395	19 I
Total Number of New Teachers in 1945-46:			
Kindergarten, Elementary	2,078		
J. S. 4 Yr. High	1,318		
Total		3,396	378 I
Number of new positions created for school year 1946-47:			
Kindergarten, Elementary	330		
J. S. 4 Yr. High	143		
Total		473	84 I

NUMBER OF TEACHING POSITIONS (DAY SCHOOLS)

Kindergarten (Women)	880	91 I
Elementary Schools:		
Men	954	142 I
Women	13,450	114 D
Approved Junior High Schools:		
Men	587	70 I
Women	1,226	88 D
Approved Senior High Schools:		
Men	876	55 D
Women	1,127	205 D
Regular High Schools of Four Years or Less:		
Men	2,324	234 I
Women	3,157	97 I
Vocational Schools of Secondary Grade:		
Men	308	11 I
Women	103	9 D
Other Local Schools for Deaf, Blind, Delinquent, etc.:		
Men	70	23 I
Women	508	2 D
Total:		
Men	5,119	475 I
Women	20,451	230 D
GRAND TOTAL	25,570	245 I

SALARIES OF TEACHERS

			Increase or Decrease	
Average salary per year paid to all full time day school teachers not including superintendents, assistant superintendents, supervising principals, principals, supervisors or evening school teachers of any kind		\$2,745.20		\$261.10 I
Average salary per month paid to all day school teachers		300.02		27.04 I
	Men	Women	Men	Women
Average salary per year paid to:				
Superintendents	\$7,675	\$	\$579 I	\$
Assistant Superintendents	7,213	6,118	193 I	1,732 D
Director Co. Vocational School	8,600	....	600 I	....
Asst. Director Co. Vocational School	5,222	....	778 D	....
**Approved Supervising Principals	5,340	....	308 I	....
**Unapproved Supervising Principals	3,739	....	412 I	....
Non-teaching Principals	4,691	4,003	256 I	311 I
Supervisors	4,579	4,108	182 I	479 I
Special Supervisors	4,161	3,630	172 I	345 I
Rural School Teachers—One Room	1,690	1,755	270 I	227 I
Rural School Teachers—Two Room	1,914	1,806	192 I	239 I
Kindergarten Teachers .....	....	2,510	....	201 I
Elementary Teachers:				
Grades I—VIII	2,382	2,473	170 I	243 I
Grades I—VI	2,487	2,640	165 I	298 I
Junior High School Teachers:				
Grades VII—IX	2,984	2,954	246 I	325 I
Grades X—XII	3,303	3,031	272 I	21 D
High School Teachers:				
Grades IX—XII	3,268	3,004	260 I	313 I
Short Term Teachers	1,671	1,224	100 D	849 D
Substitute Teachers	752	679	543 D	372 D
Special Teachers—Ungraded, Backward and Incurable Classes	2,871	2,683	375 I	232 I
Special Teachers—Subnormal Classes	3,310	3,028	571 I	376 I
*Special Teachers—Crippled Classes	3,300	3,531	....	530 I
Special Teachers—Deaf Classes	3,850	3,251	350 I	34 D
Special Teachers—Blind Classes .....	....	3,134	....	299 I
Special Teachers—Bedside or Home Instruction—Full Time	2,625	2,563	453 I	458 I
Part Time	240	259	79 I	41 I
Special Teachers—Unclassified	2,918	2,734	252 I	306 I
Manual Training Teachers	3,139	2,665	286 I	284 I
Vocational School Teachers	3,452	3,221	244 I	374 I
*Junior College Teachers	4,450	4,134	....	....
*Helping Teachers	3,500	3,259	....	28 I

* None reported last year.

** Men and Women.

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks	118	439
Clerks and Assistants in Secretaries' or District Clerks' Offices ..	201	21
Business Managers	11	1
Clerks and Assistants in Business Managers' Offices	95	3
Clerks in Superintendents' or Supervising Principals' Offices	274	12
Clerks in Supervisors' Offices	82	6
Clerks in Principals' Offices	715	64
Attendance Officers	208	381
Clerks in Attendance Officers' Offices or Departments	32	7
Medical Inspectors	41	688
Clerks in Medical Inspector's Offices	18	2
Other Clerks not previously listed	56	4
Dental Inspectors	19	197
Nurses	470	355
Janitors, Engineers, Firemen, Watchmen and Helpers	3,822	851
Bus Drivers of District-Owned Busses	51	141
Attendants for Crippled Children on District-Owned Busses	7	....
Maintenance Employees	473	62
Recreation Employees	20	265
Other Employees not previously listed	287	233
Total	7,000	3,737

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

	1943	1944	1945	1946	1947	Increase or Decrease
Total enrollment of pupils in all schools—Day and Evening (a)	704,958	676,551	659,759	667,805	681,652	14,347 I
This enrollment divided:						
Day Schools	688,010	660,457	644,524	642,207	650,864	8,657 I
Evening Schools	16,948	16,094	15,235	25,098	30,788	5,690 I
Boys in Day Schools	351,186	334,742	326,389	327,292	336,836	9,544 I
Girls in Day Schools	336,824	325,715	318,135	314,915	314,028	887 D
Boys in Evening Schools	9,404	9,019	6,942	15,557	23,390	7,833 I
Girls in Evening Schools	7,544	7,075	8,293	9,541	7,398	2,143 D
Average Daily Attendance in Day Schools ..	550,273	533,442	522,660	525,155	538,360	18,205 I
Average Absence of Each Pupil in days	17	18	15	18	15	3 D
Enrollment:						
Kindergarten	35,517	36,152	36,311	38,139	44,816	6,677 I
*Primary Grades	220,062	218,851	217,571	219,144	222,332	3,188 I
*Grammar Grades	224,378	213,540	202,085	194,023	188,654	5,369 D
*High Schools	187,876	173,368	171,341	172,255	173,689	1,434 I
One-room Rural Schools	5,119	2,668	2,637	2,485	2,535	99 I
Two-room Rural Schools	6,007	5,759	5,452	4,832	4,820	12 D
Teachers—Total Number	28,365	27,885	27,534	28,344	29,674	330 I
Men	5,763	5,353	5,182	6,284	6,852	568 I
Women	22,602	22,482	22,352	22,060	21,822	238 D
One-room Rural Schools—Total	111	100	100	81	84	3 I
Men	5	7	7	3	2	1 D
Women	106	93	93	78	82	4 I
Two-room Rural Schools—Total	217	214	203	185	175	10 D
Men	10	8	7	10	13	3 I
Women	207	206	196	175	162	13 D
Kindergarten—Women	740	746	761	790	879	89 I

* Primary schools, include Grades I—IV, grammar schools include V—VIII, high schools include grades IX—XII.
(a) Exclusive of National Defense Programs and Summer Schools but includes Vocational Veterans.

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

	1943	1944	1945	1946	1947	Increase or Decrease
Teachers:						
Grades I—VIII—Total	10,841	10,685	10,680	10,605	10,599	6 D
Men	354	295	268	367	470	103 I
Women	10,487	10,390	10,412	10,238	10,129	109 D
Grades I—VI—Total	2,410	2,352	2,244	2,278	2,310	32 I
Men	23	19	17	34	38	4 I
Women	2,387	2,333	2,227	2,244	2,272	28 I
Junior High Schools—Total	1,450	1,401	1,355	1,329	1,307	22 D
Men	309	245	237	305	369	64 I
Women	1,141	1,156	1,118	1,024	938	86 D
Senior High Schools—Total	1,647	1,527	1,532	1,603	1,598	10 D
Men	634	557	536	642	672	30 I
Women	1,013	970	996	966	926	40 D
Four Year High Schools—Total	4,626	4,598	4,516	4,589	4,616	27 I
Men	1,721	1,599	1,558	1,785	1,911	126 I
Women	2,905	2,999	2,958	2,804	2,705	99 D
Manual Training—Total	1,162	1,169	1,161	1,183	1,197	9 I
Men	626	626	617	654	666	12 I
Women	536	543	544	534	531	3 D
Average Salary per year paid to Day School Teachers	\$2,090	\$2,237	\$2,396	\$2,484	\$2,745	\$261 I
One-room Rural Schools:						
Men	1,210	1,221	1,426	1,420	1,690	270 I
Women	1,188	1,230	1,416	1,528	1,755	227 I
Kindergarten—Women	2,044	2,120	2,220	2,309	2,510	201 I
Grades I—VIII:						
Men	1,927	2,076	2,259	2,212	2,382	170 I
Women	1,924	2,007	2,157	2,230	2,473	243 I
Grades I—VI:						
Men	2,092	2,252	2,504	2,322	2,487	165 I
Women	2,016	2,092	2,211	2,342	2,640	198 I

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

	1943	1944	1945	1946	1947	Increase or Decrease
Junior High Schools:						
Men	2,290	2,542	2,687	2,738	2,984	246 I
Women	2,297	2,354	2,435	2,629	2,954	325 I
Average salary per year paid to:						
Senior High School Teachers:						
Men	\$2,664	\$2,833	\$2,957	\$3,031	\$3,303	\$272 I
Women	2,437	2,457	2,635	3,052	3,031	21 D
Four Year High Schools:						
Men	2,668	2,823	2,984	3,008	3,268	260 I
Women	2,383	2,495	2,641	2,751	3,064	313 I
Schools in session—days	182	182	182	182	183	1 I
School Districts, number	556	556	556	556	556	...
School Buildings	2,062	2,053	2,049	2,036	2,012	24 D
Valuation of School Property	\$366,150,606	\$366,494,724	\$366,270,860	\$365,095,017	\$367,593,304	\$2,498,287 I
Buildings completed during the year	2	1	1	1	...	...
One-room Buildings	175	171	172	159	142	17 D
Graduates of State Teachers Colleges:						
Trenton	242	73	207	86	147	61 I
Montclair	306	127	148	208	284	76 I
Newark	178	134	132	165	155	10 D
Glassboro	192	...	90	73	75	2 I
Paterson	72	78	54	59	68	9 I
Jersey City	63	62	52	104	113	9 I
Totals	1,053	474	633	695	842**	147 I

* Because of the accelerated program there were no graduating classes at Glassboro during the year concerned.

** 216 previously eligible for certification.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1945			1946			1947		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$1,000	43	39	82	16	33	49	7	20	27
\$1,000 to 1,099	6	12	18	4	6	10	3	6	9
1,100 to 1,199	6	6	12	5	11	16	9	3	12
1,200 to 1,299	10	502	512	7	110	117	4	32	36
1,300 to 1,399	19	691	710	6	256	262	3	44	47
1,400 to 1,499	57	1,300	1,357	24	715	739	15	177	192
1,500 to 1,599	47	1,601	1,648	37	1,233	1,270	7	259	266
1,600 to 1,699	59	1,642	1,701	43	1,472	1,515	19	548	567
1,700 to 1,799	67	1,342	1,409	101	1,538	1,639	45	857	902
1,800 to 1,899	118	1,303	1,421	138	1,307	1,445	95	1,273	1,368
1,900 to 1,999	126	1,152	1,278	156	1,338	1,494	75	1,164	1,239
2,000 to 2,499	1,058	4,374	5,932	1,124	5,104	6,228	947	5,514	6,461
2,500 to 2,999	987	3,675	4,662	1,221	3,857	5,078	1,294	4,296	5,590
3,000 to 3,499	873	1,749	2,622	1,051	2,275	3,326	1,190	2,943	4,133
3,500 to 3,999	512	1,264	1,776	615	1,328	1,943	869	2,038	2,907
4,000 to 4,499	296	282	578	381	327	708	542	1,236	1,778
4,500 to 4,999	226	274	500	266	312	578	432	384	816
5,000 to 5,499	122	41	163	139	36	175	241	204	445
5,500 to 5,999	42	20	62	53	17	70	63	24	87
6,000 to 6,499	42	3	45	42	6	48	85	28	113
6,500 to 6,999	23	2	25	26	4	30	46	10	56
7,000 and over	85	9	94	83	9	92	102	2	104
Totals	4,824	21,783	26,607	5,538	21,294	26,832	6,093	21,062	27,155

