

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

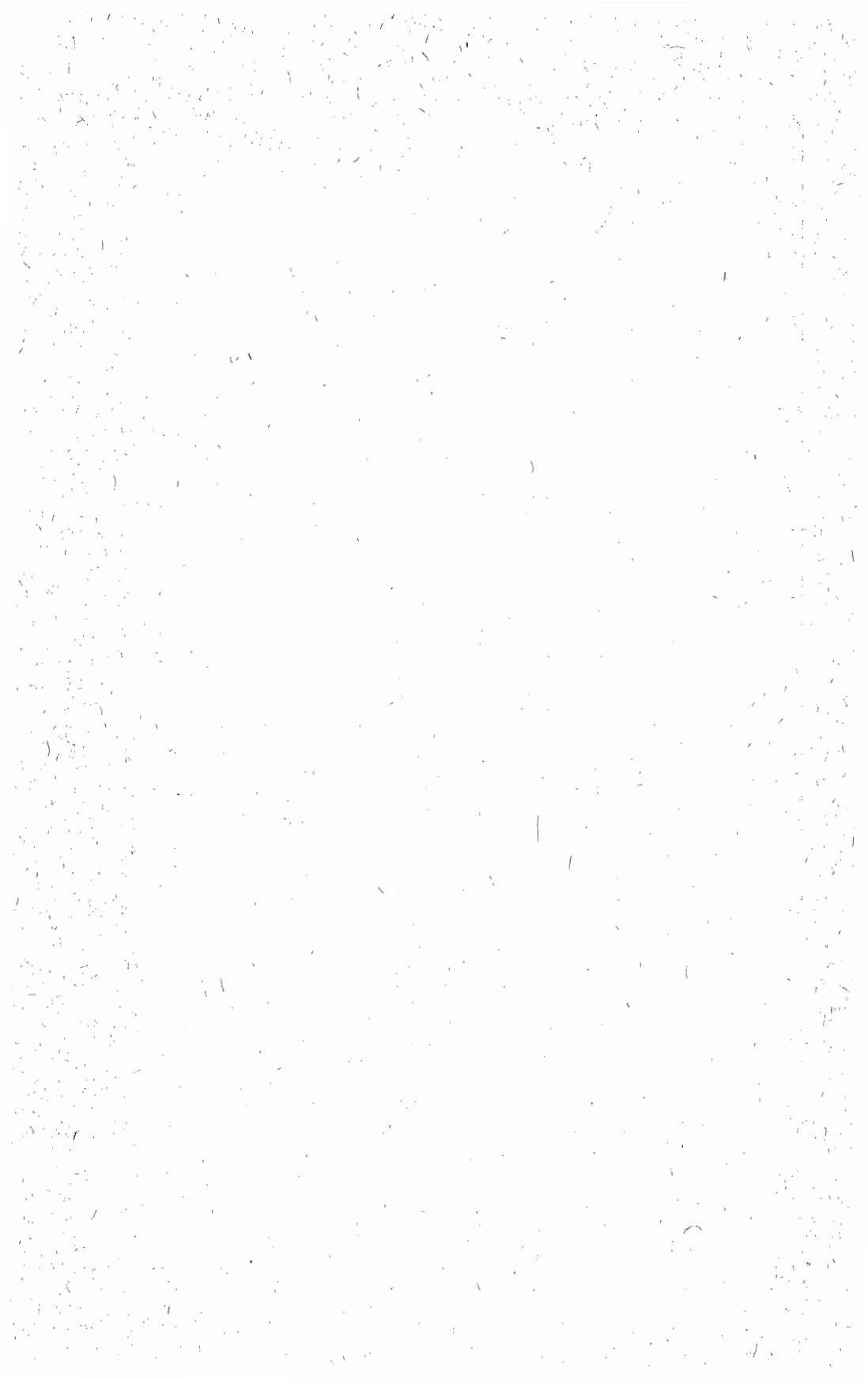
ANNUAL REPORT

OF THE

Commissioner of Education

For the School Year Ending June 30, 1942

CHARLES H. ELLIOTT
Commissioner of Education



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ANNUAL REPORT
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The annual report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1942. The report records the services rendered by the various divisions of the Department. The report includes, in addition, tables of statistics relating to public education and a detailed compilation of enrollment, number of teachers employed, the school facilities provided throughout the State, sources of revenue for public education, and a statement of public school expenditures for the year.

DIVISION OF LAW

CONTROVERSIES AND DISPUTES

This Division is directed by the Deputy Commissioner of Education who is in charge of the administrative work of the Department. He represents the Commissioner in various matters that come before the Department and is responsible for the trial of cases which come before the Commissioner's court. One of the most important duties of this Division is to assist in the preparation of bills relating to educational subjects which are introduced into the Legislature.

During the year under review nineteen decisions were rendered by the Commissioner. Of this number two were appealed to the State Board of Education. None of the decisions made by the State Board of Education was appealed to the Supreme Court.

A number of the decisions dealt with new issues but I shall comment on only two of them. In the case of *Jacob Romm vs. Board of Education of the Borough of North Arlington and Edwin J. O'Malley*, the decision defines the limits of the emergency powers of the Board of Education to award a contract for the repair and reconstruction of a school building in danger of

collapse on a cost-plus basis without competitive bidding. In this decision it was held that the acts of the Board of Education in relation to the alleged emergency were legal and proper in so far as the scaffolding, brick removal, and shoring overcame the emergency temporarily. Beyond this point, there was no emergency and it was held that the Board of Education should have advertised for bids for the remainder of the work.

In the case of *Edna R. Hargrove vs. Board of Education of the Township of Eagleswood and Board of Education of the Township of Stafford, Ocean County*, the issue related to the residence for school purposes of pupils whose parents are separated. In this case the parents signed an agreement that the children should live with the mother and attend school in the district where the mother resides. Neither the school district where the father resided nor the district of the mother's residence would accept the children. The Commissioner held that it is the responsibility of the school district in which the mother resides to furnish the educational facilities.

The issues involved in the remaining cases are those which have been before the Commissioner's court from time to time and involve no new determinations. Since the United States has been plunged into war its impact has been reflected in the legislation passed during the last half of the fiscal year covered by this report. The legislation may be classified as follows.

1. *Legislation to Grant Certain Rights and to Afford Protection to School Employees Who Enter the Armed Services*

Chapter 119, P. L. 1942, requires boards of education to re-employ for a term of one year non-tenure employees who have served in the armed forces, following their honorable discharge from the service. The act also provides that the interruption caused by military service shall not affect the continuity of service essential to acquire tenure.

Chapter 269 provides that the time a teacher spends in the armed services shall be counted in determining seniority.

Chapter 252 requires school boards to pay the pension contributions of employees while serving in the armed services.

2. *Legislation to Permit School Employees and Pupils to Participate More Fully in the War Effort*

Chapter 218, P. L. 1942, permits the employees of school boards to participate in voluntary payroll deduction plans, with the approval of the board of education, when fifty per centum of said employees signifies intention in writing.

Chapter 165 permits the establishment of a revolving fund, not to exceed \$250.00 for each public school in a school district, in order to facilitate the sale of war stamps and bonds.

Chapter 23 provides that pupils fourteen years of age or over may be released from school a maximum of fifteen days during the school year to work on farms.

3. *Legislation to Permit Adjustments to Abnormal Situations Caused by the War*

Chapter 404, P. L. 1942, permits the payment of bonuses in an amount not to exceed twenty per centum of the salary to employees whose salary is not more than \$3,000. This law will be invalid after December 31, 1944.

Chapter 229 permits boards of education to increase transportation contracts by fifteen per cent over the original contract during the present war emergency.

A number of acts affecting school board employees not enrolled in the armed services was also enacted during the year. Chapter 83 strengthens a veteran's tenure by providing that no term of office of any person shall be deemed to be fixed by law by reason of the fact that the person was appointed by a non-continuous board.

Chapter 253 grants leaves of absence, not to exceed five years, to any employee of any board of education elected to public office created by the Constitution.

Chapter 255 permits boards of education to terminate the services of employees who have attained the age of 65 years, defines the method, provides for pensions for those retired.

Chapter 256 provides that women teachers in the public schools shall be paid compensation equal to that paid men teachers holding similar positions and employment with similar terms of service.

Chapter 44 provides for the apportionment to school districts, of three-quarters of the cost of transporting private school pupils which is the same basis as that provided for the transportation of public school pupils.

Chapter 192 provides that the driver of a vehicle approaching or overtaking a school bus which has stopped for the purpose of receiving or discharging any school child shall stop such vehicle not less than ten feet from such school bus and keep such vehicle stationary until said child has reached said bus or has alighted and reached the side of the highway.

An important service rendered by this Division is the supplying of legal information to boards of education, attorneys, school superintendents and teachers. During the year under review information concerning the following subjects was frequently requested :

1. Interpretation of the laws relating to the flag salute.
2. Leaves of absence for service in the armed forces.
3. Interpretation of the act relating to sick leave.
4. Interpretation of the acts relating to the tenure of teachers.
5. Questions relating to the transportation of school pupils.
6. Information relating to various formal decisions rendered by the Commissioner.

The total number of letters of information and advice written during the year was 2,413.

The bonding proceedings of thirteen school districts were reviewed by this Division and approved by the Attorney General. As I pointed out in my last annual report there have been numerous changes during the past few years in the school law which have modified bonding proceedings for school districts. New forms have been devised which were available on July 1st and they have been utilized by the school districts this year.

ELEMENTARY EDUCATION

The field of elementary education has been much less affected by the outbreak of the war and the many activities which are carried on in our communities in time of war. Nevertheless, the outbreak of the war during the past school year has modified to some extent the work of the elementary school. It is my judgment that the elementary schools should be most carefully nurtured and developed during the stress of war. Above all, we should make conditions such in our schools that there shall be no hysteria. We must not avoid discussions about the war, because the children, even rather young ones, will read something about it. They hear it discussed and they hear much about it over the radio. What we do in our classrooms should be very carefully adapted to the particular age groups with which we are dealing.

I think we realize that certain changes in the elementary curriculum which have been proposed from time to time, some of which were definitely taking form at the outbreak of the war, will be accelerated under present conditions. It is evident that science and mathematics are playing an unusual role in this war. This will have its effect upon the curricula of the secondary schools and colleges and as preparation for such studies elementary science should be carefully planned and revised, and the same may be said of the mathematics in the elementary school. Certainly, understanding and appreciating the democratic way of living, the kind of citizens that we must develop if we would make future wars impossible, all point to the need for more extended citizenship training within the ability of the elementary school child. It is to the elementary school that we must look for the preservation of our fundamental knowledge, the tools of learning, and much of the heritage of our civilization. Under no circumstances should this part of our educational system be neglected. It must be protected against the terrific pressures that are exerted on education in a time of war, and particularly with this intensified war, which will demand from America a preparation and a dislocation of our whole social system which we are just now beginning to appreciate.

Children in the elementary school, of course, can contribute to the war effort by performing certain services. They are eager to serve and to identify themselves with the activities which they witness day by day. Thus they may sell and buy war stamps; they may help collect scrap; they can participate in parades and other public demonstrations, although very great care should be taken to insure that children are not exploited. Here, again, every effort must be made to keep them emotionally balanced and to protect them from competitive pressure.

It is generally accepted that the kind of peace that we look forward to after this war can be secured only on the basis of international understanding and cooperation. It will not be many years before the school children of today, including those enrolled in the elementary grades, will be citizens and will be responsible for the maintenance of our civilization and for making contributions to the peace of the world. It is the duty of the elementary schools to help pupils to understand not only the causes of the present war and war aims of the democracies, but also how future wars can be prevented. This must be done with due regard for the ability of the particular age group to understand these ideas. Young children can experience the advantages and responsibilities of democratic living, can practice tolerance in dealing with all races and nationalities, and can appreciate the fact that all peoples are much alike. Teachers and administrators realize today that the future of civilization may depend upon how well our elementary school children grasp these ideas and develop through the opportunities offered in the programs of the elementary schools.

SERVICES OF THE ELEMENTARY DIVISION

The Elementary Division has followed certain basic principles in helping schools to meet the war objectives outlined above and to solve other elementary school problems which are constantly emerging.

All over the State, schools have asked for guidance and practical help. Our purpose has been to furnish leadership without dictation. Our policies and plans have been developed with the

help of many individuals, school groups and organizations. We have found widespread appreciation for positive State leadership and unflinching willingness to cooperate in developing the program.

All the help which we have given in meetings attended by the staff, in the service bulletins issued by us, and in the visits made by the staff to schools in various parts of the State has been based on the thesis that the purpose of education is the improvement of children's living. The work which we have carried on in the various areas of elementary education has been motivated by this single purpose. We have tried always to encourage teachers to examine their plans and procedures in the light of how they affect children's lives, so that our children will grow strong, mentally, physically, and spiritually, and be prepared to meet the responsibilities they will face as adult citizens.

SERVICE BULLETINS

The way in which the Elementary Division has performed its function of leadership can be shown by the service bulletins which have been issued this year.

Through visits to schools, conferences in the field with supervisors and teachers, requests for assistance from individuals and organizations, and meetings of local and State groups, we have found that problems in certain fields were of immediate and pressing concern to elementary schools all over the State. The Elementary Division has then proceeded to serve as a coordinating agency in promoting discussion about these problems among various groups to discover trends in educational philosophy and practice, to help clarify thinking, and finally to express in bulletins sound underlying principles which would guide local schools in developing their own educational programs. As each bulletin was prepared, it was submitted in tentative form to those who had taken part in its preparation, and was revised in the light of their comments before being mimeographed and distributed.

On the assumption that the function of the State Department is guidance, not dictatorship, the ideas and suggestions in the bulletins have not been imposed upon the schools. Copies were first sent to these persons who were known to be interested in

the fields covered. Notices were then sent to the heads of all school districts stating that they could secure copies if they wished them. It is noteworthy that the response has been State-wide. It has been impossible to supply enough copies of the bulletins to meet the demand, so that several districts have themselves duplicated some of the bulletins for all their teachers. Many groups of teachers, in individual schools, school systems, and counties, are already using the bulletins as the basis for developing new programs or revising old ones.

Six bulletins have been issued as follows:

1. Elementary Science. This bulletin stressed the importance of teaching children to use the methods of scientific thinking in solving everyday science problems. It described and evaluated present methods of teaching science and outlined practical procedures in developing a science program.
2. Standardized Tests. This bulletin discussed the place of objective tests in the larger area of pupil evaluation, analyzed their values, and warned against their misuse.
3. Continuous Growth Through High School. This bulletin was prepared in conjunction with the Secondary Division. It suggested practical ways of making the progress of children from elementary to high school natural and uninterrupted. It summarized the responsibilities of both the elementary school and the high school.
4. Language Arts. This bulletin emphasized various phases of the language arts and outlined how language competence may be developed through guiding children's speech and writing throughout the whole elementary school program.
5. Children and the War. This bulletin was prepared to help teachers realize how they could protect young children from many of the emotional dangers of the war while utilizing their interest in the war to promote their growth along sound lines of citizenship. Requests for copies of this bulletin have come from many school and

lay organizations from several sections of the United States. It will be reprinted in one of the educational magazines.

6. Physical Education in the Elementary School. This bulletin, prepared in consultation with the Division of Health, Safety, and Physical Education, described the place of physical education in the elementary school program and gave practical suggestions for realizing its social as well as its physical values.

Other bulletins are being prepared because a widespread need for them has been expressed. They cover a wide range of topics. One of the most important will outline a program in the social studies. Others will include evaluation of pupil growth, supervision in the elementary school, reading, nutrition, the elementary school library, the use and misuse of workbooks, a program for five-year-old pupils, and mathematics in the elementary school.

THE WORK OF THE HELPING TEACHERS

The helping teachers have made important contributions to developing the service bulletins described above. Their daily contact with teachers in all types of rural schools makes them particularly aware of the problems of elementary education and their training, experience, and forward-looking philosophy enable them to furnish leadership in thinking through these problems.

The primary purpose of the conferences has been to make the helping teachers better able to assist the teachers in the schools under their supervision by exchanging experiences and developing policies. The members of the Division have continued their visits to individual helping teachers this year, observing the work in their schools, and discussing their problems with them and with their teachers singly and in groups. The county superintendents usually accompany the members of the Division when these visits are made. The effective work accomplished in the rural schools of the State is due to the coordinated efforts of the Division of Elementary Education of the State Department, the county superintendents, the helping teachers, and the rural school teachers.

Nearly one-half of the school districts in New Jersey (251 of 554 districts) are served by the 54 helping teachers. Approximately one-third of the elementary schools (511 of 1,635) and eleven per cent of the elementary school pupils (54,400 of 492,469) are supervised by the helping teachers.

The average number of teachers supervised by each of the forty-six helping teachers directing the whole elementary program was forty-three, one less than the average load last year. The teacher load ranges from twenty-four to fifty-nine. In addition to these general helping teachers, there is a helping teacher in seven counties devoting full time to supervision of music. The work of these special teachers has been a distinct contribution. There is also need for special helping teacher service in health, safety, and physical education.

Of the 1,961 teachers supervised by the helping teachers this year, 1,589 received their training in normal schools or colleges; 129 teachers were beginning teachers, and in addition 199 teachers with previous experience were serving their first year in schools supervised by helping teachers.

COOPERATION WITH OTHER PROFESSIONAL GROUPS

The elementary supervisors from larger school systems have met with the staff of the Elementary Division for two years. They are now well organized. Several meetings were held during the year. The helping teachers invited the elementary supervisors to attend their conferences and the elementary supervisors in their turn invited the helping teachers to attend one of their meetings. These joint meetings proved so successful that both groups have asked that the plan be continued. Some of the elementary supervisors have had committee meetings and general conferences of their own, following the same procedure as the helping teacher meetings but considering problems peculiar to larger school systems. These meetings have been held under the guidance of the Elementary Division at the request of the elementary supervisors.

The Department of Public Instruction again cooperated this year with the New Jersey State Conservation Committee, organ-

ized under the auspices of the Garden Club of America, the Garden Club of New Jersey, and the Garden Department of the New Jersey State Federation of Women's Clubs, in preparing and distributing the annual Conservation Bulletin. This year's bulletin is entitled "Defend New Jersey Soil." It was written by Lois Meier Shoemaker and Morris B. Shoemaker of the State Teachers College at Trenton, in consultation with the personnel of the Elementary Division. It carried a proclamation of the Governor, setting aside April 13-17 as Conservation Week, and a message from the Commissioner of Education calling attention to the vital importance of soil conservation in New Jersey. This bulletin, with its wealth of source material, was so widely used in elementary schools throughout the State that additional copies were printed after the first edition was exhausted.

Cooperation with the New Jersey School Library Association has been continued this year. The executive committee sponsored a survey of the library facilities in the elementary schools of the State. Questionnaires printed by the Association were distributed with the help of county superintendents. Almost every elementary school having library facilities returned the questionnaires, and the results are being compiled by Miss Marguerite Kirk, president of the Association. The findings will be incorporated in a bulletin to be issued jointly by the State Department of Public Instruction and the School Library Association.

The New Jersey Elementary Principals' Association continued to be of great help to the Elementary Division in the study of elementary school problems. The Assistant Commissioner of Elementary Education met with the executive committee, spoke at sectional State meetings, and sat in with other local groups of elementary school principals, to discuss the use and revision of the State bulletins.

Faculty members of the State Teachers Colleges particularly interested in certain topics discussed at helping teacher conferences have been invited to attend these meetings. It is planned to devote a whole day at one of the conferences next year to problems which concern both helping teachers and the colleges.

ARTICULATION OF ELEMENTARY AND HIGH SCHOOLS

The service bulletin on continuous pupil growth through high school described earlier in this report defined the general responsibilities of the elementary school and of the high school. The personnel of both the Secondary and Elementary Divisions believe that in order to be of practical value to the schools of the State, the principles subscribed to in this bulletin should be applied to specific subjects which run through all twelve grades. As the next step we are planning to develop, with the cooperation of elementary and high school leaders, suggestions for a continuous program in the language arts from the first grade through the twelfth. These suggestions, incorporated in a bulletin, will enable teachers in every grade to see the whole picture of the function of the school in helping pupils to express themselves competently. Studies of twelve-year programs like this in English, the social studies, and science will clear up misunderstandings and clarify the responsibilities of elementary and high schools.

SOME CRITICAL PROBLEMS

As a result of the war, we shall face many serious problems in the months to come.

One problem is the case of children whose mothers are being recruited in ever-increasing numbers by the war industries. It seems evident that our public schools in certain areas will have to do their part in caring for children of school age, by lengthening for them the school day and in some cases providing housing facilities for groups of pre-school children. This may involve supplying food for these children, arranging for teachers and assistants, and developing a program for both groups of children. Permissive legislation may be needed to enable boards of education to establish nursery schools.

The Elementary Division has received some requests for assistance in this field of child care and its personnel is working on the problem in cooperation with the State Defense Council. Helping local communities to care for these children promises to be one of our major tasks for 1942-1943.

A problem which the war has intensified is that of educating the children of migratory workers. These workers include farm laborers, workers in war industries and persons connected with camps. Many of them really have no legal residence or do not intend to make their present residence their legal residence. As far as education in New Jersey is concerned, the children of these migratory parents are the forgotten children because the courts have held that boards of education are not required to provide educational facilities for them.

SECONDARY OR HIGH SCHOOL EDUCATION

The enrollments in the public high schools measured by the enrollment in grades nine to twelve inclusive, have shown continued increases for the years 1937-1941. The enrollment for 1938 was only 420 more than for 1937, but 1939 witnessed an increase of 7,846 over 1938. In 1940 this increase was maintained and 3,525 pupils were added to the enrollment. The enrollment for 1941 shows an increase of 844 over the enrollment in 1940. The enrollment for 1942 is 6,716 less than 1941. Last year there were enrolled in approved junior high schools 52,764 pupils. This year the enrollment is 53,346, or an increase of 582 pupils. Senior high schools last year enrolled 38,775 pupils. This year the enrollment is 45,024, or an increase of 6,249. The remainder of the high schools in the State enrolled pupils in grades nine to twelve. Last year these schools enrolled 145,241 pupils which was a decrease of 1,940 over the enrollment for 1940. This year these schools enroll only 131,069 pupils, or a decrease of 14,172. This accounts for a large percentage of the decrease in the total enrollment reported above for grades nine to twelve.

Less than 80% of the boys and girls of high school age is enrolled in the secondary schools of New Jersey. Applicants eighteen or more years old are preferred in many occupations. Much of the social legislation passed in recent years, such as the Wage-Hour Act, the Wagner Act, and the Walsh-Healy Act forbids the employment of persons under 16 years of age and in many instances make possible the employment only of those

eighteen or more years of age. The revisions of the school attendance and Child Labor Acts of New Jersey in 1940-1941 contribute to the same result. For these reasons it is our judgment that high school enrollments will tend to increase rather than decrease, as soon as the abnormal demand for labor in war industries is eliminated. There is a pronounced movement in this country to require high school education as a minimum for entrance into many occupations which formerly did not require an educational qualification of this standard.

As forecast in my report last year our entry into the war has brought marked changes. Opportunities for employment in non-defense industries have opened. Most persons qualified by age and training for the defense industries have been employed in them or have been drafted into the army making it necessary for younger persons to be employed in the non-defense occupations.

THE PERSISTENCE OF CLASSES

The persistence of enrollment in grades nine to twelve inclusive varies from year to year in any eight or ten-year period which we may take. In previous reports I have pointed out that although there have been variations in per cents of retention from year to year, the general trend has been consistently toward a higher per cent of retention. A careful survey of our statistics shows that this has been the case since 1933 except in the twelfth grade which was disturbed by the war. For 1942, the per cent of pupils retained in the high school grades ten and eleven has shown definite improvement over 1941. For 1942, 83.5% were retained in the tenth grade as compared with 82.2% in 1941; 67.6% were retained in grade eleven as compared with 66.5% in 1941; and 56.1% were retained in the twelfth grade as compared with 57.5% for 1941. The record for 1942 is far superior to the record for 1938. Comparing these two years, we find that 83.5% were retained in the tenth grade as compared with 74% in 1938; 67.6% were retained in the eleventh grade as compared with 55.9% in 1938; and 56.1% were retained in the twelfth grade as compared with 47% in 1938. The number of pupils enrolled in the twelfth grade in 1942 was 38,550. If the per cent

of retention had remained at 47% for this year only 30,364 students would have been enrolled in the twelfth grade. This is a large gain and indicates that the high schools by holding a higher percentage of students enrolled 8,186 more pupils in the twelfth grade.

NUMBER OF HIGH SCHOOL GRADUATES

The per cent of those enrolled in the twelfth grade which remains in the high school until graduation has fluctuated since 1934. In the nine-year period the per cent of graduates has increased from 85% in 1934 to 92.9% in 1942. The total number registered in the twelfth grade during the year under review was 38,550, of whom 35,472 were graduated. The total number of graduates in 1942 was approximately 45% greater than the number graduated in 1934 and 18% greater than the number graduated in 1937 when the per cent had risen to 90.2. It is interesting to note that the total number enrolled in the twelfth grade in 1942 was only about one-third greater than in 1934 but those who graduated represented a 45% increase over the number graduated in 1934.

OTHER MEASURES

The per cent of enrollment classified by high school grades for the school year 1941-1942 is as follows:

Grade IX	31.21%
Grade X	27.38%
Grade XI	22.02%
Grade XII	19.40%

These percentages show an upward trend in grades ten and eleven from those reported for 1941. The per cent of enrollment in grades ten and eleven does not show any marked change from the per cents reported for 1941 and for 1940. They do show a slight trend upward. However, the per cent enrolled in grade nine has dropped from 33.29 in 1940 to 31.21 this year, and the per cent enrolled in grade twelve has increased from 18.31% in 1940 to 19.40%. Last year I compared these per cents with

the per cents of enrollment by grades in certain years. We included in this report the per cents reported in 1924, 1928, 1932 and 1940. A study of these shows a very definite trend in retention of high school students.

It is true that the per cents of enrollment by grades is not as precise a measure of the holding power of a school as other measures, such as the persistence of the same group of students through a four-year period. It furnishes, nevertheless, evidence which reinforces the other measures. It is highly significant that the per cent of enrollment in the twelfth grade has risen from 13.92% in 1924 to 19.40% in the year under review. The measure of high school opportunities offered may be gleaned by comparing the total number enrolled in the twelfth grade in 1942 with the number which would have been enrolled had the per cent of enrollment for the twelfth grade remained the same as it was in 1924, namely 13.92%. Had the per cent remained the same, the number enrolled in the twelfth grade would have been 27,694, whereas 38,550 students were enrolled in grade twelve. Since 92.9% of these pupils graduated in 1942 it is clear that the increased holding power of the high school in New Jersey has made it possible for many more boys and girls to receive the advantages of a high school education and for this reason be better prepared to enter many occupations which are closed to other than high school graduates.

DISTRIBUTION OF STUDENTS IN CURRICULA

The study of the enrollments classified by curricula shows that for the year under review 32.3% of the students is enrolled in college preparatory courses, 29.9% in business courses, only nine-tenths of one per cent in agriculture, and 36.9% in "all others" which includes general courses, industrial vocational courses, and all other special courses. The per cent of students enrolled in college preparatory courses has decreased slightly under the enrollment in such courses in 1941. The per cent enrolled in agriculture differs by only a small fraction from the enrollment in 1941. About 6% of the students classified under "all others" represent enrollments in vocational courses other than agriculture,

so that the enrollment in general courses is about 30% of the high school enrollment. The proportion enrolled in general courses is 2% greater than that of 1941. The number enrolled in college preparatory courses is influenced by a definite trend to seek post-high school education where possible and by the fact that standards for many avenues of employment have been increased in recent years.

In my annual report for 1939 I expressed the opinion that we were enrolling too large a proportion of the total high school membership in business courses. The per cent of the high school enrollment in such courses was 38.93% in 1938 and 37.09% in 1939. I pointed out that great difficulty was being experienced by some schools in the placement of their graduates in business positions. I suggested that a careful study of the students enrolled in these courses would tell us whether or not all pupils enrolled in them are being benefited to the extent they should be and that such data would enable us to determine the types of courses better adapted to these pupils. By 1940 the enrollment in these courses had dropped to 34.4% of the total enrollment. The year under review has witnessed a further reduction to 29.9%. These reductions indicate that careful attention has been given to this problem by the schools and is an indication that our guidance service in this field is improving.

The program of business teaching has been much improved and the reductions in enrollment have contributed to improvement in the organization of these courses. We may expect an increase in enrollments in these subjects in the next year on account of the war emergency but such increase will rest upon a foundation which will insure the preparation of efficient workers.

CHANGES IN THE ENROLLMENTS IN THE PUBLIC HIGH SCHOOLS OF NEW JERSEY

It is our practice each year to study the registration in the various subjects of the high school curriculum and compare them with the registration in the preceding year. At stated intervals, we also make a study of significant changes in the enrollment in all subjects of the high school curriculum over a period of years. We do this to discover trends and causes for these changes.

During the past year there have been significant changes in the various science subjects which are elected by boys and girls who are preparing to enter higher institutions. The registration in biology has been reduced by 2,314 or 7%; the registration in chemistry has increased by 460 or 2.8%; while the registration in physics has been reduced by 1,678 or 12.4%.

From year to year fluctuations occur. They are not significant and are usually accounted for by schedule arrangements. Most of the science subjects have shown progressive increase in enrollment over a period of five years. In that time enrollment in biology has increased 925 or 3%; in chemistry, 1,937 or 11.7%; and decreased 383 in physics or 3.2%. These per cents represent a greater rate of growth than that of the high school as a whole.

We have studied the enrollments in general science for a number of years. Last year the enrollment was 49,995. This year it is 50,428. This is an increase of 433 or less than 1%. Ten years ago the enrollment in this subject was 34,316. That enrollment has increased to 50,428 in 1942. This represents an increase of 16,112 or 46.9% over a ten-year span. It should be pointed out that the enrollment in general science over a period of years has increased. It is one of the most important subjects in the curriculum because if well taught it offers the opportunity to present a rich variety of materials, and acquaint boys and girls with many things which explain the times in which we live. It is noteworthy that 50,428 boys and girls in New Jersey high schools which number constitutes 25.4% of the total registration were given this opportunity in 1942.

Aside from French and German which show progressive losses, the enrollments in the other foreign languages indicate that these languages are utilized in the main as college preparatory subjects. Enrollments in Spanish in 1942 exceeded those in 1941 by 6,376 or 30.6%. To a limited extent Spanish is used by graduates of our high schools in certain commercial occupations but that is not general. The persons who utilize the Spanish language in positions which require transactions with Spanish-speaking countries are obliged to have much more training than is usually afforded in the high schools.

Registrations in mathematics are significant at this time because in the present emergency there is demand for more extended preparation in mathematics for the high school graduate. During the year under review the enrollments in algebra have increased from 44,623 in 1941 to 44,637 in 1942. This is a gain of 14 pupils or three-hundredths of one per cent. Enrollment in general mathematics shows a decrease of 985 pupils or 5%. Prior to 1942 the enrollment in general mathematics has shown consistent gains for a number of years. For the five-year period, 1937 to 1942, enrollment in this field has increased from 13,668 to 18,774, a gain of 5,106 students or 27.2%. Plane geometry during the year showed a decrease in enrollment of 719 students or 3.5%.

The registration in solid geometry increased from 3,864 to 4,017, an increase of 153 students or 3.8%. The registration in trigonometry has shown fluctuations from year to year. This year there are 398 more students than there were in 1941, or a gain of 8.8%.

The registrations in the following business subjects show definite reductions from the enrollments in 1941: Commercial geography, commercial law, elementary business training, book-keeping, typewriting, commercial arithmetic, advertising, economics and stenography. The significance of the reduction in the number enrolled in business subjects is discussed in a preceding section. The reductions show that a careful study of these courses has been made and that better guidance governs enrollment in them.

There have been a number of other significant changes in subjects taught in the high school. Enrollments in the shop courses in woodworking and auto mechanics show large increases over the enrollments in 1941. There is a very definite trend in the fields of health, physical and safety education to offer separate courses in first aid, home nursing and safe driving and enrollments in these show increases over 1941. There also appears to be a distinct demand for the organization of courses in the distributive occupations. It is to be expected that courses in the distributive occupations will be in demand because of the present war emergency.

For many years we have studied the changes in registration in the various history courses and courses closely related to training in citizenship. The enrollment in United States history increased from 36,908 in 1941 to 39,767 in 1942, a gain of 2,859 pupils or 7.2%. The enrollment in social science (which is a course title adopted for various types of courses which deal principally with citizenship) decreased from 18,214 to 13,606, a loss of 4,608 or 33.8%. The enrollment in civics, however, increased from 14,749 to 15,182, a gain of 433 students or 2.8%. Largely because of schedule arrangements, Problems of American Democracy lost 1,232 pupils or 4.8% from the enrollment of 27,148 in 1941. Modern history showed a loss in enrollment from 14,386 to 11,068, which was 3,318 students or 29.9%. Economics declined in enrollment from 14,566 to 12,718, a loss of 1,848 students or 14.5%.

High school pupils should receive as extended training in economics as it is possible to give in the secondary school. Although some of the reduction in enrollment in economics is accounted for by reductions in the total high school enrollment and by shifts from business courses, the schools, through their guidance service, should encourage students to enroll in economics where possible.

GUIDANCE AND OCCUPATIONAL ADJUSTMENTS OF SECONDARY SCHOOL PUPILS

For a number of years I have called attention to the need for improving guidance programs in the New Jersey high schools. From time to time I have noted that in the reports made by high school principals there is a large number of graduates designated "unaccounted for." Our high schools have given much attention to this problem and I am pleased to report that the per cent of the number unaccounted for has been very much reduced in the last two years. In 1939, 36,298 pupils were graduated from New Jersey public high schools. Of this number, 5,794 or 15.9% were "unaccounted for." During the year under review, 37,693 students were graduated from the New Jersey public high schools and of this number only 3,779 or 10% were "unaccounted for."

The ten per cent "unaccounted for" is too high but high school principals are to be highly commended for focusing their attention upon this important problem. The fact that in 1935, twenty-two per cent of the high school graduates were unaccounted for and that in the year under review the per cent has been reduced to ten bears eloquent testimony to the fact that high school principals are making every effort to keep accurate records and to do everything possible to place their graduates.

In our study we have found that for a number of years there has been a decrease in the per cent of students going to college. On the other hand there has been a large increase in employment immediately after graduation. Employment in distributive occupations has increased 8.4 per cent over last year and in the trades and industries 6.8 per cent. The percentage of unemployed graduates has decreased from 20.5 per cent in 1938 to 6.1 per cent in the year under review.

Provisions for guidance in our secondary schools continue to improve. Under war conditions, however, there will be a temptation to neglect to assign teachers to this service. We need to preserve the gains made in the past and to encourage an expansion of this service wherever possible. High schools should assign a properly qualified teacher to direct this work. We should have in the State Department a specialist to guide and direct this work throughout the school system.

DISTRIBUTIVE OCCUPATIONS

The number of students enrolled in courses preparing for distributive occupations has shown large increase since 1931-1932. For the year under review, 7,383 students were enrolled in courses in advertising, marketing, and salesmanship. Because of the large demand for persons trained in the distributive occupations which demand will increase under war conditions, it is recommended that a specialist in distributive occupations be added to the staff of the State Department of Public Instruction as soon as practicable.

ACTIVITIES OF THE SECONDARY DIVISION

The New Jersey Secondary School Teachers' Association

The Secondary School Teachers' Association, in addition to its contribution to the annual Secondary School Conference, has published annually a handbook which is distributed to all members of the association. For the current year the publication is entitled "Improving Education Through Improved Articulation."

The Secondary School Conference

The 24th Annual New Jersey State Secondary School Conference was held at Rutgers University on May 1 and 2. As has been the practice heretofore, general sessions were held on Friday and sectional meetings on Saturday. The conference was attended by many high school teachers, superintendents and supervising principals. The Commissioner addressed the general session of the conference on Friday on the topic "Aviation and Education."

The Association of Secondary Principals

The Secondary Division has worked in close cooperation with the members of this association. Meetings have been attended and a program of special junior high school principals' conferences has been continued.

Handbook on Problems of American Democracy

The syllabus on Problems of American Democracy was distributed early in the school year to the secondary schools of the State. From our reports we find that all the secondary schools are making excellent use of this guide. A supplement should be prepared which includes a syllabus for local government and for a study of the Constitution of New Jersey. Under present conditions I recommend that continuous study be made of the social studies program and that it be adapted to the needs of various types of schools.

Secondary Education and the War Emergency

Since Pearl Harbor a large part of our effort has been directed toward the advising of schools concerning needed curricular and administrative adjustments which are made necessary by the war emergency. We expect that during the coming year much attention must be given to the war program which will involve reorganization of many of our courses and must be directed in many instances to the development of preinduction courses.

VOCATIONAL EDUCATION

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Programs in the Vocational Schools

The impact of the all-out war effort in the United States has changed the emphasis in our programs of vocational education for trade and industrial occupations. This has been evident throughout the country but it has been especially true in our industrial State. The programs in the full-time vocational schools have been extended and altered so that they may contribute more effectively to the immediate needs and demands of a country at war. As noted elsewhere in the report, these changes are evident not only in the expansion and use of all the vocational school facilities available but also in the establishment of such courses in many high schools. As the need appears modifications in the day trade-preparatory, evening trade-extension, apprenticeship, and foremen training programs are made.

The war production training program of New Jersey has made significant contribution to the solution of the manpower problems which have confronted the rapidly expanded war industries. The shortage of trained workers in aircraft, shipbuilding, communications, and munitions industries required an acceleration of pre-employment training which could be given only in the vocational schools because of their modern equipment and training facilities. Many of these schools as well as certain high schools which were equipped to offer programs of this type have been utilized on a twenty-four hour a day basis for the training of machine tool

operators, welders, sheet metal workers and operatives in other occupations in which decided labor shortages existed. During the current school year more than 16,000 workers who were previously employed in war industries completed short courses of instruction ranging from 150 to 400 hours and over 80 per cent of this number are known to have been placed in the particular occupation for which they were trained. As a matter of fact, the data in the files of the United States Employment Service show that only five per cent of those completing courses are known not to be employed in war industries. It is significant that many persons who have been reported as not completing the training program had developed definite skills and were employed in the industries. After April first it was evident that the trend toward the employment of women to replace men who were being released from war jobs to enter the armed forces was becoming more pronounced. In May and June nearly 20 per cent of the total enrollment in pre-employment courses was women and these trainees were being prepared for specific jobs in the war industries.

More than 31,000 workers who were already employed in war industries were referred to the vocational schools by employers for additional training during this fiscal year. These workers received advance instruction in specific phases of the job in which they were presently employed. They were given the type of instruction which was designed to make more effective use of their knowledge and skill in the war effort. The training agreement for one industry alone involved the up-grading of approximately 2,000 tack welders to the status of semi-production welders.

In my last annual report, I indicated that the facilities for vocational training would witness large expansion during the next year. This has occurred and the number of training centers and the available training facilities have been increased in a large measure. During the current school year new training centers were established in Bergen County, Atlantic City, Asbury Park, Trenton, Essex County, Elizabeth, and Phillipsburg. Plans are under way for the establishment of additional facilities. In Paterson, a new metal-trade school was established and equipped to accommodate approximately 150 machine trainees in each shift of eight hours. The school operates twenty-four hours each day.

and those who are trained are placed in aircraft, engine, and propeller industries in that area. In Trenton a well-equipped private aircraft school was leased for the specific training needs of an aircraft plant. A vacant school building in Elizabeth was reconditioned and equipped to train aircraft, sheet metal workers, riveters, and welders for airplane production in that area. I cite these to indicate that whenever a definite training need arises we shall recommend and aid in the establishment of additional facilities for instruction.

In order to speed up training and equip a sufficient number of workers to take care of the tremendous job of war production all industries engaged in the production of materials for the war have accepted the principle of job simplification. In other words, jobs to which we have been accustomed and which require many skills have been broken down into a series of specific jobs requiring a comparatively small number of skills. This makes it possible to speed up production. The effective production in our war industries is mass production, so that these narrowly trained specialists may be absorbed. This has made possible shorter training periods and, of course, has increased the opportunity to train thousands of workers who in a relatively short time are able to enter the industries and contribute to a speeded up production.

As I pointed out in last year's report, this program does not prepare well trained mechanics but only machine tool operators. It is recognized that there is a need for competent, well-trained mechanics in all of the major trades which are identified with the war production effort. That is the reason that we have consistently emphasized the need for maintaining the full programs of the day vocational schools.

The trade preparatory courses which are offered in the twenty established vocational schools in New Jersey range from one to three years in length and these courses are designed to provide the well-rounded training required for competent machinists, carpenters, sheet metal workers, plumbers, electricians, draftsmen, and other craftsmen. In these schools we offer training for more than forty major trades. The Army and Navy both have indicated that the maintenance of a long-term training program in

these fields is a valuable and needed contribution to the war effort. Nearly 9,000 boys and girls have been enrolled in these classes during the year which is approximately the same as the enrollment last year. Modifications in the courses have been made to meet the changing demands of employment in various occupations. For example, enrollments have increased in such courses as machine shop practice, industrial chemistry, industrial sheet metal, and welding where we have the facilities. We have recommended and assisted in developing a reorganization of the content of these courses so that greater emphasis may be placed upon the current demands which are placed upon these trades. Present conditions have dictated that there should be curtailment in building trades courses because of the present restrictions on materials which are used by the construction industry.

The young men and women in New Jersey recognize the need for workers who have a well-rounded training in the trades. It is noteworthy from the enrollment figures that many remain in school notwithstanding attractive employment opportunities which are available to most of them because they are of employable age.

In my report of last year I pointed out that a study made in 1940 indicates that 93 per cent of the graduates of our vocational schools entered the occupations for which they were trained. A sampling of placement for graduates of the June, 1941, classes indicates a more satisfactory record. Principals of the vocational schools report that many of our graduates are now in the armed services of the country. Letters from these young men tell of the effective use to which they have put their vocational training. Many graduates are listed as key men in the war industries in which they are working and many of them have been promoted to supervisory positions.

AGRICULTURE

Although New Jersey is an industrial State and is small in size, nevertheless agriculture continues to occupy an important place in the life of the State. The cash income of the farmers of the State during 1941 was over \$126,000,000. The largest returns were from milk, with a total of nearly \$33,000,000 and

this was followed by eggs and poultry meat, with a \$28,000,000 income. Eggs alone brought the farmers over \$21,000,000. Truck crops gave them \$25,000,000, and white and sweet potatoes totaled over \$9,000,000. Fruit crops were valued at \$8,500,000, feed grains and hay at \$2,000,000 and various miscellaneous crops, including floricultural and nursery products, at \$20,000,000.

In the gross amount of vegetables produced annually, New Jersey consistently ranks among the first four or five leading producing areas in the United States. In 1941, the State ranked first in the production of sweet corn for market, peppers for market and eggplant production; second, in asparagus for market, asparagus for processing, beets for market, lima beans for market, lima beans for processing, and early winter potatoes; third, in cucumbers for market; fourth in snap beans for market, tomatoes for market, tomatoes for processing and cauliflower production; and fifth in carrots for market, beets for processing, celery, and spinach for market.

Vocational Agriculture and the War

The effects of war have penetrated deeply into the agriculture of New Jersey as elsewhere. The need for greater production of food, that vital commodity of war, occupies a top place in the farm program and the teachers of vocational agriculture and their pupils, who are acquiring a basic training in agriculture through organized education, have been a very material aid in the production of the agricultural products so needed in feeding the men in the armed forces and the civilian population.

One of the chief contributions of vocational agriculture in the war effort has been the repair of farm machinery and equipment because of war demands. New machinery, new parts, and new equipment are extremely difficult to obtain and will be for some time to come and, thus, the present supply on the farms must be kept in good working order otherwise food production will be reduced. Throughout the year the repair of farm machinery and equipment was stressed in agricultural classes in the high schools, and also in classes for adults. The instruction consisted not only of showing how to keep farm machinery in good condi-

tion, but practice in actual repair work was given the pupils. The boys and men repaired the machinery and equipment under the direction of the teacher of agriculture. In many schools mechanics were employed to help the teachers with this important work. A check-up at the close of the fiscal year shows that there were repaired in the school shops, during the year, 160 mowers, plows, harrows, and the like, 7 farm tractors, and approximately 500 pieces of smaller farm equipment. In addition, over 1,000 pieces of new farm equipment and 9 new farm buildings were constructed. The boys in the high school classes helped to build or remodel seven school farm shops that make for better farm machinery repair work in their communities.

The labor supply on farms in New Jersey as elsewhere has been very materially reduced because many men have entered the armed services or have become industrial workers. In fact, lack of sufficient farm labor is the gravest problem facing New Jersey farmers at the present time. The teachers of agriculture as a direct assistance to the farmers in the State placed over 1,500 high school boys on farms as helpers during the last four months of the school year. This was in addition to the pupils enrolled in the high school classes who conducted farming projects on their home farms. Incidentally, the returns from the farm projects of the high school agriculture boys in the State totaled \$142,138 for the crop year ending in the fall of 1941.

Maintaining the Regular Agricultural Program

Although many special war activities were carried on in the schools the regular vocational agriculture program was maintained satisfactorily throughout the fiscal year. In the classes there were registered approximately 3,300 pupils. At the close of the year over 2,500 of those enrolled were carrying organized programs in directed and supervised farming practice under the supervision of the agriculture teachers. Classes were conducted in 72 centers in the State chiefly in the rural counties.

Many changes in the teaching staff were necessary throughout the year. This was caused by the withdrawal of teachers to enter the armed services or in industry engaged in war production. All

schools and departments were still operating at the close of the year, but the prospects for retaining a supply of teachers of agriculture for the next fiscal year are very discouraging and we are faced with a teacher shortage in this field.

INDUSTRIAL ARTS

During the early part of the school year activities in the Industrial Arts Departments were of the customary diversified general shop type in which students were given the opportunity to explore various industrial fields through the construction of carefully selected shop projects. New classes have been provided. During the past few years, however, instructors have been faced with a number of new and perplexing problems in school shop management because methods of instruction suitable to small classes are no longer practical in the larger groups which are participating in industrial arts programs.

For the purpose of flexibility and enrichment, industrial arts programs were planned and presented to meet the significant changes now taking place in industry, and very noticeable progress was made in the development of a program of related information. This program included a study of the manufacture and preparation of various materials and equipment and the cost of materials.

As reported last year, instruction in metal work is steadily gaining. With new subject matter, instruction was given in the following types of metal work—measurements, use of hand tools, standard practice, machine finishes, general information on cutting metals, cutting tools and lubricants, cutting speeds and speed for various metals. There has been a noticeable interest on the part of high school students in working with metals and these experiences add greatly to their conception of the work done in industry, particularly at this time when so many of the industrial workers engaged in war production are working in metals.

Because of the war situation steel is very hard to obtain and teachers have learned to save all waste material and re-use this material for practice in the fundamental operations. Difficulty in securing metals and other materials used in industrial arts instruc-

tion will create many problems and make it difficult to continue some phases of industrial arts work.

The Effect of War on Industrial Arts Instruction

Industrial arts teachers and the students in the industrial arts classes were called upon to do all kinds of work that will aid in the protection of all the children in the schools. In some schools air raid shelters were planned and built, windows in school corridors were covered with ply-wood or other protective materials to prevent the glass in doors and windows from shattering in the event of an air raid.

Practically every industrial arts department throughout the State contributed something to the protection of the school building and the safeguarding of its occupants.

The Contribution of the Industrial Arts Program to the United States Navy

The whole program of organized shop training through planned shop projects was abandoned when the United States Navy called upon the youth of America to take a direct and vital part in the training of its fast growing air service. The Secretary of the Navy asked that the youth of America build 500,000 aircraft models, 10,000 each of fifty types of fighting planes for immediate and continuous use in the training of naval and combat forces in aircraft recognition and range estimation in gunnery work. Because these models were to be used in war training, it was important that the models be built with scientific precision and accuracy; one inch on each model representing six feet on an actual plane. This is a scale of 1/72. It is planned to use a model sighted by a training aircraft gunman at 35 feet to appear as would an actual full sized plane at just under half a mile. Studying the models through the standard ring sight used on aerial gun mounts has given invaluable training for the cadet flier in learning type identification and range.

It will be understood then that these models must be faithful to design and contour characteristics so that the pilot aloft and the gunman or the spotter below can recognize them as friend or foe.

The plans of the planes were prepared under the direction of the United States Navy and consisted of fifty different types of planes: twenty-six American type planes, eight British, seven German, six Japanese, one Russian, one Italian and one Netherlands patrol and observation seaplane. Whereas these models were prepared for the training of naval cadets, they are also used by civilian groups for public education in aircraft recognition.

The first set of plans was received in New Jersey February 23, and the industrial arts instructors immediately began work on this program. Boys and girls alike worked on this project with great enthusiasm and industry, and supervising principals and members of boards of education throughout the State supported this project whole-heartedly.

The project developed many interesting aspects. Very few of the boys were accustomed to working accurately with hand knives and flexible forms. This complete change coupled with the fact that other industrial arts projects had to be left unfinished created quite a problem in some schools, but the teachers are well satisfied that the project had real educational values and that departure from usual procedures was justified. The need for the models established a real working condition that engendered patriotism; it actually gave the boys something to do that could in no way be regarded as an artificial educational procedure. To become acquainted with the parts of planes, to recognize different types, and to study the construction of them gave the boys an education that will be of great value to them not only at present but in the future as the nation becomes more air-minded. Building these model planes gave the boys an opportunity to develop a visual and manual accuracy which the general run of school shop work cannot do. Working on such reduced scales and on such small parts developed a patience and persistence that is necessary for fine and accurate work.

HOME ECONOMICS

Education for family life is of great importance in this time of national emergency because society depends for its stability upon family stability. The school is an agency which is in a

strategic position to furnish the leadership to help families meet the emergency effectively and safeguard the enduring values of family life, and the home economics department can contribute directly to the program for building and maintaining family health and morale.

Another area of home economics which has expanded this year is that of Child Care. Children are the country's most valuable resource and the need for optimum nutrition and care for all children is important. It has been necessary for many mothers to work in defense industries and in other places to replace the men who have been drawn into more essential war services. It is a well known fact that all people produce more and better quality work when they are free from anxiety and worry. It is, therefore, essential that the children of working mothers have good care and that the mothers know their children are safe and happy if the mothers are to contribute to industrial production.

The clothing departments have always helped in time of disaster, contributing to relief of sufferers in floods, fires, etc. This year there have been more opportunities for preparation in this field than ever before. In a sewing class it is not just welfare work, for good teachers make every class meeting a learning situation, but unusual conditions in a war era provide a wider range of problems than would otherwise be possible. The scarcity of textiles, such as wool and silk, has created the interest and incentive to learn how to conserve materials and use new fibers. Care, repair, and make-over are no longer the dreary badge of poverty, but they have now become a thrilling, patriotic "war job."

Nutrition Courses

Throughout 1941-1942 the work in foods has been closely related to the National Nutrition Program as outlined for the National Nutrition Research Conference for Defense. Before the Washington conference the home economics teachers of New Jersey had recognized the need for new methods and a more extensive program which would reach all school children and adults of both sexes. The importance of "keeping fit" was brought to the attention of all Americans through this conference.

During the last school year home economics teachers of the State have taught 170 courses in nutrition to home makers, nurses and other school teachers and to out-of-school youth. Plans are under way to reach a large proportion of elementary school children during the next school year.

Red Cross and Other Activities

Home economics teachers reported 164 courses which they had conducted for the Red Cross. These teachers gave courses in nutrition and canteen. They themselves took courses in first aid and home nursing. In the clothing classes, thousands of articles have been constructed for the Red Cross. The eighth grade in East Rutherford gave up its graduation dresses to make Red Cross dresses this year. This is a significant example of the sacrifice which students are happy to make. In Paterson more than a thousand articles were made, and in Newark the production was increased by one thousand articles over that of the preceding year. Home economics teachers have participated in committees of local defense councils dealing with consumer problems. They have served also on school lunch and nutrition committees. Their classes have prepared exhibits and posters, newspaper articles and pamphlets to carry helpful information to others. Many communities set aside a special week to present the need for nutrition. In such enterprises the schools worked with every community group.

The work which is carried on after school by high school girls trained in child care has been demonstrated in Roxbury Township, which is situated in an area of munition industries. Here the girls offered their services to the working mothers. Those who had training in home nursing gave their name to the school nurse so that they could be called if there should be an emergency.

One of the most important contributions to the nutrition program was made by the State Department through refresher courses in nutrition and child care. These were made available because during the last few years new theories of nutrition have been developed and new values placed upon nutrition. This work was carried on in twenty-three centers and five hundred fifty-seven teachers enrolled in the classes.

Home Economics Consultants

Because boards of education recognize that the schools should serve every one who needs educational training—the younger children, youth, and adults—has made possible the employment of two additional home economics consultants for housing projects, namely the Jonathan Pitney Village in Atlantic City, and Dunlap Homes in Perth Amboy. This makes a total of five consultants employed on housing projects in New Jersey. Activities in these projects are of a wide variety. Classes for homemakers are regularly scheduled throughout the week. Hundreds of women have participated in nutrition classes, war-time food preparation, home management problems, clothing, home furnishings, and child care. Classes for fathers have been organized in which they are given the opportunity to make new furniture, repair and paint old furniture, and do household “chores” which are usually the responsibility of the head of the family. Fathers repair and paint old furniture while mothers make new slip covers and do upholstering jobs. The consultant has a specified office hour at different times during the week, to accommodate working mothers and fathers. Frequently tenants have particular problems relating to diets, home management, menu planning, child delinquency, and family relations which they discuss with the consultant and seek advice and guidance.

Distributive Education

The program of distributive education during the year under review was expanded in scope by the introduction of part-time cooperative courses in the high schools in Elizabeth, Woodbury, and Millville. Teacher-coordinators were employed by the boards of education in these districts. Successful placements in local department stores, restaurants, hardware stores, and in other distributive organizations were made and the part-time employment and the part-time school instruction for high school seniors were worked out with the guidance and cooperation of advisory committees of local store merchants. Extension courses for workers in distributive occupations have been continued in several voca-

tional schools. More than 950 workers were enrolled in these courses. I call attention to the importance of this phase of vocational education and recommend that a full-time State Supervisor of Distributive Education be employed to begin work at the opening of the next school year.

THE PREPARATION OF TEACHERS

The Training of Trade and Industrial Teachers

The war emergency has made it impossible to start new pre-service teacher training classes because the persons who under ordinary conditions would enroll in the pre-employment teacher training classes are now engaged in war production training programs. Those conducting the war production training programs receive some training on the job and they have received some instruction in the regular teacher training courses. Courses for in-service teachers have been conducted in three of the vocational schools. They have been organized on the fifteen two-hour session plan. Four courses were conducted at the Newark State Teachers College for the purpose of enabling teachers to meet certification standards of the State Board of Education. Teacher training activities have not been limited to teachers in the public schools. One program was offered for the enlisted personnel of the United States Army at Fort Hancock. The members of the staff of the Vocational Division have developed a manual of instruction for truck drivers. This manual has been approved by the Chief of the Motor Transport Division and has been adopted as standard procedure.

The Training of Home Economics Teachers

Twenty-three young women were graduated from the teacher training curriculum in home economics in June, 1942. Of this number, eighteen are now in teaching positions, two are employed in food testing under the Marketing Administration, two are employed in war industries and one is a technician in the X-ray Department of one of the large airplane plants. It is significant that most of the graduates have elected to accept teaching posi-

tions at lower salaries than those available in the industries, because they feel that there is an important responsibility to discharge in maintaining the home economics education in the various communities.

Important revisions have been made in the teacher training curriculum. These include a course in personal nutrition in the freshman year, a course in family nutrition in the junior year, and a course entitled "Introduction to Home Economics Education" in the junior year. In the last two weeks of the college year every student in the department participated in a short unit on food preservation. The seniors were also given training in a unit on renovating and making over clothing.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

During the school year 1941-1942 it has been necessary to give increased emphasis to our program in health, safety, and physical education. This emphasis is the direct result of the war emergency. It affects all of the five areas of the school health program—the physical environment, mental hygiene, health instruction, physical education and recreation, and the health services. The Division of Health, Safety, and Physical Education has had increased responsibility in cooperation with the officials of the school districts. Through school visitation, surveys, research and publication the Division has endeavored to assist the schools in initiating and expanding their programs and in planning policies and procedures for improvement.

SCHOOL VISITATION

Visits to the schools by all staff members are made in order to evaluate the programs in relation to personnel, instruction, and facilities. The Division, by advice and information, has given counsel concerning curricula, equipment, class procedures, health examinations, dental care, nutrition, organization of physical education, and other related problems. Table I shows that the members of the staff visited 87 schools in eight counties. The counties were Bergen, Essex, Gloucester, Hunterdon, Mercer, Middlesex, Monmouth and Sussex.

TABLE I

COUNSELING THROUGH SCHOOL VISITS

DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION

YEAR ENDING JUNE 30, 1942

<i>Types of Institutions</i>	<i>Number of Visits</i>
(1)	(2)
Elementary Schools	22
Senior High Schools	20
Junior High Schools	8
One, Two, or Three-Room Schools	10
Special Classes	8
Vocational Schools	2
Teachers Colleges	17
Total	87

NATIONAL PHYSICAL FITNESS PROGRAM

The Division Director received from the Governor the appointment as State Director of the Health and Physical Fitness Program. Briefly, this program was designed to reach all of the citizens of the State, not only the school pupils and employees, but the pre-school age group, the 18-25 year old group (college men and women), and the adult. A State Physical Fitness Program was formulated to include each of these areas. Assistance to the Director was given by associates of the Division and also by individuals throughout the State particularly familiar with programs applicable to the different age groups. Physical Fitness meetings were held in Asbury Park, Trenton, Teaneck, Camden, Bayonne, Elizabeth, and Little Falls.

CONSULTATIVE SERVICES TO SCHOOL DISTRICTS

The usual requests for assistance have been received and acted upon. Many of them required the assistance of other divisions, especially the Legal Division. So numerous and varied have been these requests that a new system of facilitating answers is being developed. This system is to have a health folder for each school in the State and in this folder is to be all the informa-

tion or as much as possible in relation to the school health program. The entire field is to be covered—sanitation, mental hygiene, health instruction, physical education and recreation, and the health services. The personnel, the facilities, and the programs as they are now in each school are to be tabulated. A satisfactory program for each community thus can be visualized and continuous efforts made to attain it.

A sampling of subjects about which information is desired includes legislation; military training; athletics; teaching of game skills; homemade games; play equipment; playground facilities; health practices in secondary schools; organization and administration of physical education programs; value and methods in supervision of physical education; first aid teaching; tests and measurements; nutrition education; establishment of school lunches; health educational personnel; safety education; standards for school health education; courses of study; and visual aids.

TUBERCULOSIS TESTING IN SCHOOLS

Promotion of tuberculosis testing has been continued as a major responsibility. Assistance has been given schools in complying with the provisions of Chapter 294, P. L. 1939, which requires each local board of education to have all pupils of grades nine, ten, eleven, and twelve and all special students enrolled in the high school to be examined annually to determine the presence or absence of active or communicable tuberculosis. Reports on tuberculosis testing have been compiled, a Source Unit on Tuberculosis was sent to each school administrator as a teaching aid, and revision of the annual tuberculosis testing report form completed.

Prior to compulsory tuberculosis testing considerable work was undertaken on a voluntary basis. It is of interest to note that in 1934 thirty-two per cent of a group of elementary and high school pupils reacted positively to the tuberculin test.

Table II summarizes a sampling of tuberculosis testing reports submitted for the school year ending June, 1941.

TABLE II
AN ANALYSIS OF TUBERCULOSIS TESTING
NEW JERSEY PUBLIC SCHOOLS
YEAR ENDING JUNE 30, 1941

<i>Items</i>	<i>Number</i>	<i>Per Cent</i>
High schools included in report	169	90
Pupils included in report	179,066	70
Pupils tuberculin tested	166,401	93
Pupils having a positive tuberculin test reaction	27,648	16.6
Pupils having a chest X-ray	40,021	
Following a tuberculin test in 1941	27,356	98.9
Following tuberculin test previous year	6,268	
X-rays without a tuberculin test	6,397	
Pupils having reinfection type of tuberculosis	167	
Pupils having primary tuberculosis infection with demonstrable lesions	2,265	

Unfortunately, a comparison of statistical reports for the school years ending June 30, 1941, and June 30, 1942, cannot be made since items on the report forms for the two years were not identical. A more adequate and reliable type of reporting was developed as the result of previous experience. Table III summarizes the findings of reports for the school year ending June 30, 1942.

TABLE III
AN ANALYSIS OF TUBERCULOSIS TESTING
NEW JERSEY PUBLIC SCHOOLS
YEAR ENDING JUNE 30, 1942

<i>Item</i>	<i>Number</i>	<i>Per cent positive tuberculin test reactors</i>
Total number of high school pupils and school employees included in the tuberculin testing and chest X-raying program	199,921	....
Total number of pupils and school employees tuberculin tested	178,636	10.8
Total number of pupils retested (Negative reactors from previous years included in preceding item)	99,964	10.7
Total number of employees retested (Negative reactors from previous years and included in second preceding item	424	28.4
Reactions to tuberculin tests not reported	17,636	....
Total number of pupils and employees X-rayed (This number included 97.8 per cent of the positive tuberculin test reactors for the current year, and 21,285 persons not tuberculin tested this year)	40,311	....
Total number of reinfection type of tuberculosis diagnoses	410	....
Total number reinfection type of tuberculosis diagnoses for pupils	343	....
Total number reinfection type tuberculosis diagnoses for employees	67	....
Reinfection type cases:		
Total number clinically significant	158	....
Total number stable or apparently healed	197	....
Total number for whom status was not reported..	55	....

Local boards of education have performed this additional health service function in an admirable fashion. Although case finding has not yielded large returns this is as was anticipated, the ratio of re-infection type tuberculosis cases being one for every 443 persons examined. It is generally conceded, however, that school tuberculosis surveys have demonstrated their value from the viewpoint of school and community education, protection, and prevention of disease.

SCHOOL HEALTH SERVICES

The employment of physicians and dentists to direct the health services in the public schools is a highly essential factor in promoting the efficiency of the school health program. Table IV shows the full-time and part-time physicians and dentists employed in New Jersey schools for the period 1939-1942 inclusive. The services of these health workers have a beneficial effect not only on the physical fitness of the students but also on their intellectual, social, and emotional development.

TABLE IV
COMPARISON OF THE NUMBER OF MEDICAL AND DENTAL INSPECTORS
NEW JERSEY PUBLIC SCHOOLS
1939-1942

<i>Year Ending June 30</i>	<u>MEDICAL</u>			<u>DENTAL</u>		
	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1939	35	646	681	13	177	190
1940	42	666	708	19	182	201
1941	44	674	718	20	190	210
1942	42	674	716	22	187	209

NURSING SERVICE IN NEW JERSEY SCHOOLS

The public schools have made substantial gains in employing school nurses since 1932. Table V shows that 114 school districts were without school nurses in 1932. In 1942 only 14 districts were without nurses. The number of nurses employed by boards of education increased from 325 in 1932 to 423 in 1942. The number of nurses employed by the Bureau of Maternal and Child Health for service in the public schools was 135 in 1932 and 170 in 1942. During the same period, the number of school nurses employed by other agencies fluctuated from 79 in 1932 to 52 in 1935 and to 66 in 1942. As the boards of education accept responsibility for providing school nurses, volunteer agencies which have demonstrated the value of school nursing service will

be free to spend their funds in demonstrating the value of nursing services in other areas.

TABLE V
SCHOOL NURSES IN THE NEW JERSEY PUBLIC SCHOOLS
1932-1942

Years	School Districts Without Nurses	SCHOOL NURSES EMPLOYED BY			Total Employed
		Boards of Education	Bureau of Maternal and Child Health	Other Agencies	
(1)	(2)	(3)	(4)	(5)	(6)
1932	114	325	135	79	539
1933	108	360	130	78	568
1934	103	360	137	77	574
1935	100	357	140	52	549
1936	80	357	130	63	550
1937	66	375	141	55	571
1938	47	388	145	71	604
1939	30	407	150	71	628
1940	20	418	157	62	637
1941	18	422	161	69	652
1942	14	423	170	66	659

SAFETY EDUCATION

A study of safe driving instruction in the New Jersey secondary schools was completed during the year. Seventy-four per cent of the high schools offer instruction in traffic safety. Five per cent of them include driving practice. In all there were 37,408 enrolled. Of this number 17,560 were girls. Of the pupils who enrolled for the course 58 per cent passed the school test and 33 per cent passed the official State test.

Five issues of Getting Results Through Safety Education, National Conservation Bureau, were distributed to high school principals. Two articles on safety education were prepared and distributed to all elementary school teachers through the medium of School Health Education, a publication of the New Jersey Tuberculosis League.

NUTRITION EDUCATION

Nutrition education, a major object of the Division, has been strenuously reemphasized. Intensive work with the State Nutrition Council and the School Lunch Committee of the Council has been included. One conspicuous outcome of this State-wide concerted effort has been the establishment in more schools of lunch-room service.

IN-SERVICE EDUCATION FOR SCHOOL PERSONNEL

Personnel education has been approached through institutes, correspondence, individual and group conferences at the office and in the field, school visitations, and the distribution of written material.

Table VI summarizes the health education institutes conducted during the year.

TABLE VI
INSTITUTES

<i>Type of Institute</i>	<i>Where Held</i>	<i>Auspices</i>	<i>Attendance</i>
Vision Conservation	Newark	Division	60
Vision Conservation	Trenton	Division	57
Morris County Teachers' Meeting—	Morristown	Morris County Office of Education	30
School Nurse Section			
Tuberculosis Testing			
National Physical Fitness	Trenton	State Dept. of Public Instruction & N. J. Assn. for Health and Phys. Ed.	60
.....	Teaneck .....	.....	60
.....	Camden .....	.....	75
.....	Bayonne .....	.....	125
.....	Elizabeth .....	.....	50
.....	Little Falls .....	.....	60
Game Skills	Somerset County	Division	100
Homemade Games	Panzer College, East Orange ..	Division	50

Sixty-two extension courses were publicized to school health personnel and fourteen programs announced.

The sixty-eight new school nurses were sent Division publications and other material helpful in school health education.

SERVICES TO TEACHERS COLLEGES AND OTHER COLLEGES

Work directly relating to the teachers college program included an evaluation of health and nutrition education at one teachers college; supplying educational material including units on tuberculosis control; acceptance by one staff member of membership on the Advisory Council to the Public Health Nursing Course, Seton Hall College; participating in a health education conference; officiating at an annual archery tournament; publicizing all health education and mental hygiene extension courses.

THE EDUCATION OF TEACHERS

In the reports which I have submitted on the education of teachers during the last several years I have discussed at some length the plan of selective admission to the teachers colleges, State scholarships, the academic training of the faculties and the placement of graduates. In this report I shall not discuss any of those topics in detail but shall confine our presentation to those activities of the teachers colleges more closely related to the war effort.

WAR EMERGENCY MEASURES

Any great emergency is certain to make necessary some changes in emphasis and the introduction of new activities. The war has affected teacher education in several fundamental ways. First, the demand for well qualified graduates to fill vacant teaching positions in the public schools has been greatly increased. Second, the public schools have introduced new courses related to the war effort. Seniors in the teachers colleges and public school teachers have turned to the State teachers colleges for instruction which will help them in teaching new courses and in reorganizing old ones. Third, the schools and colleges have been requested to

help build and sustain morale. Fourth, the colleges have sensed a need for maintaining and developing good will and unity among various groups in order that a more nearly united effort in New Jersey communities may contribute toward winning the war.

THE CERTIFICATION OF SENIORS

When the supply of certificated college graduates for placement as public school teachers became limited, the Commissioner of Education and the State Board of Education approved the certification of seniors in the teachers colleges with the provision that they must continue their study in extension classes and summer sessions and complete six semester hours in approved courses each year until they have completed the requirements for the bachelor's degree. As vacancies occurred the college presidents selected seniors who had already demonstrated competence in student teaching and recommended them for certification and appointment. Because all other sources of supply were carefully canvassed first, it was possible to restrict pregraduation certification to 39 seniors. These were distributed as follows: industrial arts 16, science 6, mathematics 3, English 1, elementary grades 5, music 1, kindergarten-primary 3, physical education 3, and social business 1. Since these students must continue their study in extension and summer sessions until they complete the requirements for the degree, no lowering of standards is involved.

THE ACCELERATED PROGRAM

The State teachers colleges have for the past several years offered curricula which ordinarily required eight semesters for completion. The college calendars provided a program of studies for two semesters of eighteen weeks each year for four years. This arrangement provides a total program of 144 weeks for completing each curriculum and satisfying the requirements for the bachelor's degree.

In January 1942, I recommended and the State Board of Education approved a plan for organizing classes for a period of 48 weeks each year rather than for 36 weeks. The State teachers colleges with the exception of the one at Trenton planned

an accelerated program of two semesters of 18 weeks each and a summer session of 12 weeks for each year. The college at Trenton planned three terms of approximately 16 weeks each. Early in May the plans for acceleration were completed and approved by the State Board of Education for operating each college for a total of 48 weeks each year for a selected group of students. Such an arrangement accelerates graduation one full year for students entering as freshmen without reducing the total number of weeks of study.

There are two advantages in acceleration. First, a larger number of students can be graduated in any given period provided a sufficient number of well qualified students can be recruited. Second, men students can complete a greater proportion of their college course before reaching the draft age.

The accelerated programs were begun in the colleges at Glassboro, Montclair, and Trenton during the latter part of May. The colleges in Jersey City, Newark, and Paterson scheduled their accelerated programs to begin early in July. We deferred the accelerated program in those colleges to make possible matriculation of high school seniors who graduated during the latter part of June. The colleges in Jersey City, Montclair, Newark, and Paterson included in their plans for acceleration opportunities for student matriculation in July, September, or February. The college sophomores, juniors, and seniors who enroll for the accelerated programs during the summer sessions will advance their graduation one week for each week of summer attendance. This will make their services available to the public schools at earlier dates and thereby help relieve the shortage of teachers.

The distribution of enrollments in the accelerated programs at Glassboro, Montclair, and Trenton is shown in Table I. A total of 913 students or 53 per cent of the enrollment in these colleges began the accelerated program. These enrollments were distributed among fifteen different certification fields with the largest percentages enrolled for certification in the elementary grades, social studies, and foreign languages.

TABLE I

ENROLLMENTS IN THE ACCELERATED PROGRAMS IN THE STATE TEACHERS
COLLEGES AT GLASSBORO, MONTCLAIR, AND TRENTON

MAY 1942

<i>Major Certification Interest</i>	<i>STUDENTS IN COLLEGES AT</i>			<i>Total</i>
	<i>Glassboro</i>	<i>Montclair</i>	<i>Trenton</i>	
(1)	(2)	(3)	(4)	(5)
Kindergarten Primary Grades	27	...	27	54
General Elementary Grades	209	...	29	238
Business Subjects .....	...	55	44	99
English .....	...	84	...	84
English-History .....	...	...	36	36
English-Mathematics .....	...	...	4	4
Foreign Languages .....	...	62	...	62
Geography-History .....	...	...	11	11
Health and Physical Education ...	...	...	35	35
Industrial Arts .....	...	...	14	14
Mathematics .....	...	46	...	46
Mathematics-Science .....	...	...	19	19
Music .....	...	...	34	34
Science .....	...	40	...	40
Social Studies .....	...	106	...	106
Unclassified Students .....	...	31	...	31
Total Enrollment in Accelerated Programs	236	424	253	913
Enrollment for the Regular Year of 1941-42	341	652	736	1,729
Percentage of Regular Students Who Enrolled for the Accelerated Program	69	65	34	53

THE EMERGENCY INDUSTRIAL ARTS COURSES

The demand for industrial arts teachers and a careful survey of prospective vacancies indicated that industrial arts teachers and students in training for certification to teach in this field were going into the military forces in such numbers that an acute shortage of shop teachers would develop during the school year of 1941-42. The State Board of Education upon the recommendation of the Commissioner approved a plan for intensive

training and certification of artisans for teaching in industrial arts shops.

The plan provided that those recruited must be graduates of a high school and must have had four or more years' experience in industry related to school shop teaching. Such recruits were enrolled for three courses as follows: (1) psychology of adolescence, (2) procedures of teaching industrial arts, and (3) general shop. Men who enrolled for these courses and successfully completed them were eligible for a provisional certificate for teaching industrial arts. Such a certificate is valid for one year. It may be renewed each year provided the applicant completes six semester hours in approved college courses. During the summer of 1941 a class of 11 was recruited and trained at the Newark State Teachers College. During the winter and spring of 1942, two classes were recruited and trained; one of 21 men at the Trenton State Teachers College and another of 33 men at the Newark State Teachers College. Thirty-two were certificated and assigned to teach. Others who had completed the provisional certification requirements were offered school positions but declined them because of the high wages which they were receiving. Those who secured teaching positions were carefully supervised. School officials reported that their services were satisfactory under the circumstances and that many of them with additional professional training will develop into teachers whom they will employ permanently.

CURRICULAR MODIFICATIONS

In order to adjust the instruction to war needs several modifications were introduced into the curricula of the State teachers colleges. A course in aeronautics was offered at all of the colleges except Glassboro. The official Red Cross First Aid course was taught as a part of the regular courses in health education. Radio was emphasized in the physics courses. Students were encouraged to elect courses in mathematics. A unit in nutrition was included in the required course in personal health problems. All students preparing to teach in the elementary grades were required to study a course dealing with Latin American geography. An elective course entitled "A Cultural and Economic Survey of the Amer-

icas" was made available to students preparing to teach in grades 7-12. All courses in physical education were lengthened and intensified. Social studies courses were revised in an effort to help students gain a better understanding of the concepts of democracy. Other elective courses approved by the State Board of Education are: (1) avigation and navigation, (2) aviation, (3) mathematics applied to industry, (4) artillery mathematics, (5) astronomy and navigation, and (6) introduction to radio. It seems reasonable to assume that these curricular modifications were helpful in preparing State teachers college students to plan better their part in the war effort.

WAR EMERGENCY TEACHER PLACEMENT REGISTRATION

When school officials reported a shortage of well qualified teachers, the Division of Teacher Education cooperated with the county school superintendents in registering certified teachers who were employed in non-teaching occupations. One copy of each registration was retained by the county superintendent. Another copy was filed at one of the State teachers colleges. Since school officials who are seeking teachers frequently report their vacancies to the county superintendent and to a nearby teachers college, these war emergency registrations served to help many school officials locate qualified teachers. In several instances, teachers registered for war emergency placement could not leave their homes and accept positions in other parts of the State. In many cases the salary offered by school officials was insufficient to attract former teachers from their present employment.

THE 1941 SUMMER SESSIONS

Summer sessions were maintained in 1941 in the State teachers colleges at Glassboro, Montclair, Newark, and Trenton. These provided summer courses for teachers within easy commuting distance from all of the major metropolitan communities. Summer session classes are needed to enable employed teachers to keep abreast of modern educational practices or to qualify for a renewed or different certificate. Such classes are needed also to enable applicants who have not yet qualified for certification to meet the State requirements.

Table II summarizes the data for the 1941 summer sessions. There were 180 different courses offered. Each college organized courses for particular groups of teachers. Glassboro enrolled elementary grade teachers; secondary teachers and school administrators attended Montclair; Newark planned its courses for teachers in elementary grades and teachers of fine and industrial arts subjects, and Trenton offered a variety of courses which were planned for elementary, secondary, and special teachers. In addition, Trenton offered courses for school and community librarians.

In all, there were 942 different students enrolled in the four sessions. These were distributed as follows: Glassboro 119, Montclair 442, Newark 192, and Trenton 189. On the average, students enrolled for approximately six semester hours' credit. Eighty-eight instructors were employed. These were distributed as follows: Glassboro 15, Montclair 36, Newark 15, and Trenton 22. There was a decrease of 208 students (or 18 per cent) in the total enrollment as compared with the summer session enrollment of 1940. Decreases in summer session enrollments were quite common throughout the United States. We note decreases in the enrollment in the State teachers college summer sessions. This is due to the fact that the number of teachers with less than four years' college credit is becoming smaller each year. Until June 1939, there were fairly large groups graduating from the three-year curriculum. It was to be expected to continue their education during the summers until they completed the requirements for the bachelor's degree. Until graduate instruction in elementary education is offered in summer sessions, enrollments of teachers will probably decrease each summer.

TABLE II
 SUMMER SESSION DATA
 NEW JERSEY STATE TEACHERS COLLEGES
 1941

<i>Enrollment Items</i>	COLLEGES AT				<i>Totals</i>
	<i>Glass- boro</i>	<i>Mont- clair</i>	<i>New- ark</i>	<i>Tren- ton</i>	
(1)	(2)	(3)	(4)	(5)	(6)
Number different students	119	442	192	189	942
Number in faculty	15	36	15	22	88
Number different courses	22	73	32	53	180
Gross number of course enrollments*	381	983	506	502	2,372
Average number of hours for which each student enrolled	6.6	5.0	5.8	6.3	5.6
Average class size	17	13	16	9	13
Number different students (1940) ...	163	557	194	236	1,150

*In computing gross enrollments, the course and not the student is the unit. For example, a student enrolled in three different courses would be reported as three course enrollments.

THE ADMISSION OF COLLEGE FRESHMEN

Every effort is made to enroll only those whose records indicate probable success as teachers in the public schools. Selection is based on the following factors: (1) high school achievement record, (2) personality rating by high school officials, (3) an interview rating by college officials, and (4) an entrance examination. Applicants in order of rank are invited to enroll in the colleges in sufficiently large numbers to fill the quotas established for the various courses.

TABLE III
ANALYSIS OF THE RESULTS OF THE ENTRANCE EXAMINATIONS
NEW JERSEY STATE TEACHERS COLLEGES

MAY AND SEPTEMBER, 1941

Tabulation Items	COLLEGES AT						Totals
	Glass- boro	Jer- sey City	Mont- clair	New- ark	Pater- son	Tren- ton	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
May, 1941, Examination:							
No. examined	88	194	237	113	65	334	1,031
No. qualifying for college of first choice	74	179	211	111	59	268	902
No. qualifying for college of second choice .....	..	...	23	...	...	22	45
Total qualifying	74	179	234	111	59	290	947
No. not qualifying	14	15	3	2	6	44	84
Sept., 1941, Examination:							
No. examined	11	39	3	13	31	6	103
No. qualifying for college of first choice	10	39	3	13	28	2	95
No. not qualifying	1	...	...	...	3	4	8
Grand total examined in May and September	99	233	240	126	96	340	1,134
Grand total qualifying by examination and transfer..	84	218	237	124	87	292	1,042
Grand total admitted as fresh- man students	81	149	177	109	76	226	818
Percentage of grand total ad- mitted	10	18	22	13	9	28	100

THE QUALITY OF FRESHMAN STUDENTS

The New Jersey high school principals furnish a transcript for each graduate who applies for admission to a State Teachers College. The transcripts for the 1941 applicants showed not only the grades in the subjects studied, but ranked the students in one of the following divisions of the graduating class: (1) the highest quarter; (2) the upper middle quarter; (3) the lower middle quarter; or (4) the lowest quarter. The per cent of students who ranked in the highest quarter of their high school graduating classes ranged from thirty-nine at Paterson to eighty-five at

Montclair. The per cent in the lowest quarter is very small in each of the six colleges. The data for the six colleges show that sixty per cent of the students were in the highest quarter, twenty-five per cent in the upper middle quarter, twelve per cent in the lower middle quarter, and three per cent in the lowest quarter. A very large per cent of the freshmen students recruited by the New Jersey Teachers Colleges took high rank in their high school graduating classes. Measured by the per cent from the upper half of the graduating classes, we have the following: Montclair, ninety-seven per cent; Trenton, eighty-eight per cent; Glassboro, eighty-four per cent; Jersey City, seventy-nine per cent; Newark, seventy-eight per cent; and Paterson, seventy-two per cent. These percentages fluctuate from year to year, but our selective admission system recruits a student body of high quality.

THE PLACEMENT OF GRADUATES

The placement of graduates of the Teachers Colleges has been very satisfactory for the year under review. Six hundred students were graduated during the year from approved curricula for educating teachers for the public elementary schools. These received their education in five of the State Teachers Colleges. Within a period of four months after graduation four hundred eighty-three were placed. In addition, the five colleges placed one hundred one individuals who were graduated prior to November 1, 1940. The total placements for the year were five hundred eighty-four, or ninety-seven per cent of the number graduated.

Teachers are trained for the secondary schools in the Teachers Colleges at Montclair and Trenton. The total number graduated from these institutions during the year was three hundred fifty-two. During the year three hundred thirteen graduates from the June classes and graduates of other classes were placed.

We make each year a study of the number of positions filled in the public school system, and from our accumulated data we forecast as accurately as possible the probable demand for graduates four years hence. Quotas for admission are then established so that we shall train an adequate number of competent teachers and guard against an over-supply. In normal times we can make

fairly accurate predictions. During the next few years, however, because of the war and post-war uncertainties, it will be almost impossible to balance the supply and demand for qualified teachers.

RECOMMENDATIONS CONCERNING COURSES AND ORGANIZATION
OF THE TEACHERS COLLEGES

In my report of last year I recommended that an appropriation be requested in the budgets of four of the Teachers Colleges for the purpose of conducting summer session courses. With the accelerated program in operation it will be necessary to request a larger appropriation than was contemplated at that time. At that time I pointed out that the quotas for English, foreign languages, mathematics, science, and the social studies would need to be revised. Since Pearl Harbor it is evident that we shall need to increase the quotas in mathematics, science and the social studies, or maintain the quotas of last year.

We have adjusted quotas during the last two years in all of the schools and have made very definite progress in offering training in subjects in addition to the regular major and minor fields so that students may more readily meet the demands of the New Jersey schools.

The accelerated program which has been begun should be continued and reorganized in such a way that students may choose to attend thirty-six or forty-eight weeks per year without conflicts in course schedules. It will be necessary to plan a program of studies equivalent to at least two college years of study for those industrial arts teachers who have been certificated on the basis of the emergency program.

The salaries of the faculties of the Teachers Colleges are not adequate for the high order of service rendered by these competent teachers. Requests will be made in the next budget for adequate salary adjustments.

Professional courses should be organized for graduates of liberal arts colleges, both in the academic year sessions and in the summer sessions, which will permit such graduates to secure those subjects which will prepare them for certification.

Curricula are needed for the preparation of school librarians, teacher clerks, teachers of distributive occupations, instrumental music and teachers of adult classes. A syllabus in adult education and another in rural education should be developed. These syllabi should be used in connection with other courses so that the teachers assigned to teach adult classes or those who obtain positions in rural areas will be better prepared to meet the problems in these schools.

CERTIFICATION FOR PROFESSIONS

THE CERTIFICATION OF TEACHERS

Teachers are certificated for service in New Jersey public schools by the State Board of Examiners under rules and regulations approved by the State Board of Education. These regulations are such that men and women of good character and sound health may qualify for New Jersey teachers' certificates by completing prescribed courses in approved New Jersey colleges or in approved colleges in other states maintaining equivalent standards.

The regulations require all teachers to complete general cultural courses in English, social studies, and science. Subject matter specialization courses are required in accordance with the special field in which the applicant wishes to be certificated. In addition, each applicant for a certificate is required to complete both foundational and specialized courses in professional education. Educational psychology, principles of education, educational philosophy, and educational sociology are illustrative of the professional foundational courses required of all teachers.

In addition, each applicant for a certificate is required to complete specialized professional courses. For example, the applicant for a certificate valid in the elementary grades is required to complete courses organized to qualify the teacher for service as a teacher of elementary school subjects. These courses are planned to acquaint the teacher with: (1) the elementary school curricular content, (2) the educational research findings pertaining to the elementary school, (3) elementary school standard tests, (4) visual aids available, (5) the better textbooks and work books,

(6) the possibilities for correlation among subjects, and (7) the methods particularly adapted to each subject taught in the elementary grades.

Table I summarizes the volume of certification of applicants who completed their requirements in colleges other than the New Jersey State teachers colleges. In all, 3,307 official documents were issued. Of this number, 861 were statements of eligibility, 1,305 were limited certificates, 543 were renewals, and 598 were permanent certificates. The large number of emergency vocational certificates were necessary because of the public school trades training program for war industries.

TABLE I

ANALYSIS OF TEACHERS' CERTIFICATES ISSUED BY THE STATE BOARD OF EXAMINERS—1941-42

Field of Certification	Statements of Eligi- bility	TYPES OF CERTIFICATES			Totals
		Limited	Renewal	Perma- nent	
(1)	(2)	(3)	(4)	(5)	(6)
High School	468	471	122	279	1,340
Supervisors (G)	126	44	11	40	221
Supervisors (S)	11	2	1	1	15
Administrators	3	5	...	1	9
Elementary	40	76	5	44	165
Junior High School .....	...	...	4	2	6
Commercial	38	58	17	33	146
Physical Education	55	53	11	42	161
School Nurse	27	78	3	29	137
Music	23	34	4	19	80
Instrumental Music	2	9	1	4	16
Art	8	29	3	10	50
Elementary Endorsement .....	...	...	1	...	1
Health Education .....	...	...	2	1	3
Kindergarten-Primary	19	39	13	22	93
Kindergarten First Grade .....	...	...	1	1	2
Kindergarten First 3 Grades ..	...	1	...	1	2
Kindergarten .....	...	1	...	...	1
Subnormal	9	21	3	18	51
Agriculture .....	...	5	...	4	9
Elementary Library Studies ...	5	7	...	1	13
High School Library Studies ..	5	1	...	4	10
Home Economics	11	30	4	21	66
Provisional Industrial Arts	5	19	4	7	35
Evening Vocational .....	...	63	141	...	204
Emergency Vocational .....	...	234	159	...	393
Conditional Vocational .....	...	10	29	...	39
Psychologist	2	3	...	...	5
Vocational .....	...	3	2	11	16
Deaf	1	3	...	1	5
Blind	3	3	1	1	8
Printing .....	...	1	...	...	1
Visiting Teacher .....	...	2	...	...	2
Third Grade State .....	...	...	...	1	1
Second Grade County .....	...	...	1	...	1
Total	861	1,305	543	598	3,307

Table II summarizes the various types of certificates issued by the six New Jersey State teachers colleges. In all, 1,021 teachers college certificates were issued. Of this number, 37 were provisional, 625 limited and 359 were permanent.

TABLE II
ANALYSIS OF TEACHERS' CERTIFICATES ISSUED BY THE
NEW JERSEY STATE TEACHERS COLLEGES
1941-1942

<i>Field of Certification</i>	TYPES OF CERTIFICATES			<i>Total</i>
	<i>Provi- sional</i>	<i>Limited</i>	<i>Per- manent</i>	
(1)	(2)	(3)	(4)	(5)
High School	11	180	82	273
Elementary	4	267	207	478
Commercial .....	...	25	8	33
Kindergarten-Primary	3	74	29	106
Physical Education	2	25	11	38
Music	1	9	6	16
Industrial Arts	16	23	14	53
Art .....	...	8	2	10
Health Education	14	...	...	14
Totals	37	625	359	1,021

ACADEMIC CREDENTIALS

The Bureau of Academic Credentials issues qualifying certificates which serve as the basis for admission to study in the various professional schools or for admission to the examinations required for licensing in the different professions, such as accountancy, law, medicine, dentistry, and optometry. Table III compares the number of different types of certificates issued for the years ending June 30, 1941 and 1942. The reduction in number from 2,768 in 1941 to 2,630 in 1942 is probably because students entered military service rather than professional schools.

Since many professional schools require high school graduation as well as two or more years' study in arts and sciences as prerequisite for admission to a professional curriculum the Bureau of Academic Credentials conducts high school qualifying examinations in January, March, and June.

Table IV shows that 463 applicants appeared for examinations. In some instances, these applicants are duplicates in that some of them wrote examinations more than once during the year. Applicants for the high school qualifying certificate are given full credit for all courses completed in an approved high school and write examinations to qualify for the remainder of the subjects required for the certificate.

TABLE III
A COMPARISON OF THE QUALIFYING CERTIFICATES ISSUED
FOR THE YEARS ENDING JUNE 30, 1941 AND 1942

<i>Type of Certificate</i> (1)	<i>YEAR OF ISSUE</i>	
	1941 (2)	1942 (3)
Accountancy	134	121
Chiropody	21	7
Dental	153	169
High School Equivalent	3	23
Law	243	205
Medical	265	236
Nurse	1,752	1,683
Optometry	94	76
Pharmacy	103	109
Registered Municipal Accountant .....	...	1
Totals	2,768	2,630

TABLE IV
ANALYSIS OF ACADEMIC QUALIFYING EXAMINATIONS
YEAR ENDING JUNE 30, 1942

<i>Examination Periods</i> (1)	<i>Number Applicants Examined</i> (2)	<i>Number Examination Papers Submitted</i> (3)	<i>Average Number of Subjects Per Applicant</i> (4)
January*	178	497	2.8
March	61	110	1.8
June	224	724	3.2
Totals	463	1,331	2.9

*The above table should be read as follows: In January 178 different individuals completed 497 examination papers or an average of 2.8 papers per individual.

DIVISION OF BUSINESS

In my annual reports for several years I have discussed the fund known as the Teachers Loan Fund which was provided by bond acts approved September 5, 1933. Loans to pay teachers' salaries have been made to many school districts. Loans aggregating \$8,194,304.41 have been made to June 30 of the year under review. Repayments in the amount of \$8,064,455.09 have been made, leaving loans outstanding in the amount of \$129,849.32 on June 30.

The Legislature enacted Chapter 88 in 1938, Chapter 196 in 1939 and Chapter 122 in 1940 which take from this fund \$4,890,398, \$2,000,000, and \$1,250,000 respectively to pay in 1942 like amounts which were withheld from the Teachers Pension and Annuity Fund in the years noted, leaving an unencumbered balance of \$134,998.97. The total of these promises of \$8,140,398.00 was paid to the Teachers Pension and Annuity Fund on January 5, 1942.

APPORTIONMENT OF SCHOOL MONEYS

The apportionment of school moneys for the school year beginning July 1, 1942 was \$15,926,186.44 which is \$5,232,229.57 less than for the school year 1933-34. The indications are that the amount to be distributed in the school year beginning July 1, 1942 will be less than that for the school year 1942-43.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in fourteen counties in 1936-37, fifteen counties in 1937-38, sixteen counties in 1938-39, seventeen counties in 1939-40, eighteen counties in 1940-41, and eighteen counties in 1941-42, the Legislature appropriated \$1,716,616.61, \$1,706,811.44, \$1,997,999.77, \$2,142,960.51, \$2,398,846.29 and \$2,641,323.49 respectively. In order to meet legal quotas and three cents for days' attendance in eighteen counties as of April 1, 1942, additional funds amounting to \$2,515,025.68 will be required.

STATE SCHOOL TAX

During the year 1941-42 there had been paid into the State Treasury \$15,400,149.69 in State school taxes. The State school tax as of June 30, 1942 was paid in full.

The total State school tax levy for 1942 was \$15,380,561.60 which was \$2,598,212.54 less than the levy of 1931. The levy for 1943 will be \$15,487,916.29, or \$107,354.69 more than for 1942.

STATE SCHOOL TAX PENALTIES

The laws of the State provide that a penalty of six per cent shall be levied against all counties for delinquent State school taxes. Up to June 30, 1942, the total amount of penalties levied on 1931 to and including 1937 delinquent State school taxes was \$1,949,355.32 of which \$226,545.54 was for the 1931 tax, \$620,-246.19 for 1932 tax, \$740,883.10 for 1933 tax, \$225,999.55 for 1934 tax, \$90,265.68 for 1935 tax, \$20,108.69 for 1936 tax, \$19,301.14 for 1937 tax, \$5,627.91 for 1938 tax, and \$377.52 for 1939 tax. As of June 30, 1941, the State has received \$1,-228,678.37 in payment of these penalties, of which \$173,363.36 was received for 1931 tax, \$341,969.97 for 1932, \$454,458.26 for 1933, \$163,199.98 for 1934, \$60,125.93 for 1935, \$20,107.69 for 1936, \$9,452.35 for 1937, \$5,623.31 for 1938, and \$377.52 for 1939.

The provisions of Chapter 12, P. L. 1938 and Chapter 71, P. L. 1939 eliminated \$351,468.55 and \$369,202.80 respectively from the \$1,949,355.32 levy of penalties.

RAILROAD TAX

On June 30, 1942, a total of \$6,556,276.55 was due the districts from 1917-31, 1932, 1933, 1934, 1935, 1936, 1937, 1938, and 1939 main stem railroad taxes of which \$15,993.15 is due from 1917-31 taxes, \$879,917.94 from the 1932 tax, \$1,153,-932.34 from the 1933 tax, \$1,375,321.40 from the 1934 tax, \$574,213.26 from the 1935 tax, \$1,144,157.51 from the 1936 tax, \$744,518.53 from the 1937 tax, \$601,857.53 from the 1938 tax, and \$66,364.89 from the 1939 tax. The 1941-42 and 1942-

43 apportionment showed no allotments as the deductions exceeded the amounts available.

SPECIAL STATE AID FUNDS

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

State aid payments for these activities amounted to \$1,553,188.58 of which \$195,884.92 was for educating crippled children, \$923,428.95 was State aid to school districts for manual training, \$426,374.68 for vocational education, and \$7,500.00 for evening schools for foreign-born residents.

LOCAL TAXES FOR SCHOOLS

The total local school tax levy made in 1941 and available in the school year 1941-42 was \$82,165,030.31. This is \$427,034.34 less than the levy in 1940. School districts still continue to encounter difficulties because of delinquency in the payment of local taxes. As of June 30, 1942, \$1,140,922.35 was due from these local levies, which is \$799,249.07 less than for the preceding year.

SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the year 1940-41 was 110,101,372. This was a decrease of 3,807,042 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. The per cent of attendance this year was 92.2 which is five-tenths of a per cent higher than the per cent for 1940-41.

INSPECTIONS OF SCHOOL ACCOUNTS

The inspection of the minutes and financial records of boards of education constitute an important phase of the work of this Division. During the year under review, there were made 316 inspections of the records of the boards of education by our inspectors of accounts. This service is provided by law and enables us

to furnish to the school districts inspections and audits together with recommendations which are valuable to local boards of education in studying and improving their financial procedures. Our study of fire insurance has been continued in the various school districts. In many cases our recommendations have enabled boards of education to provide better protection at lower cost.

SCHOOL BUILDINGS

The inspection of school buildings, advice on school building planning and construction, the examination of plans and specifications for new school buildings and alterations to present school buildings, together with recommendation for approval of such plans, constitute an important part of the work of this Division. Forty-seven plans and specifications were approved during the year. Of this number, seven were for new buildings, six of which were elementary schools; the remainder one Junior and one Senior High School. Fourteen plans and specifications were approved for alterations to present structures. Nine plans and specifications were approved providing modern heating and ventilating systems for buildings now in use. Five plans and specifications were approved providing for modern inside toilet installations.

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

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

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

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

UNIFORM RECORDS AND REPORTS

Under the law, the Commissioner is required to furnish various blanks and forms for the purpose of securing uniform reports from the several school districts. All of the statistics are accumu-

lated in the offices of the county superintendents and by them reported to the Commissioner. This procedure enables us to have accurate and comparable statistics upon which policies may be predicated.

ANALYSIS OF DRINKING WATER

The rules of the State Board of Education require that drinking water from sources in the immediate vicinity of schools, such as wells, springs and cisterns, shall be tested at least once during each school year. During the year 173 school districts depended upon such sources for their water supply. Many of the sources of water supply are located upon school property, but a large number are owned by private individuals and the water must be carried to the school. During the first half of the school year samples were collected by the district clerk, medical inspector, or other agent of the local board of education, and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. During the latter part of the school year inspections of water supplies located on the premises of public schools were made by representatives of the State Department of Health at which time samples were collected by these representatives and analyzed in the laboratories of the State Department of Health. During the year, 437 samples of water from 181 school districts were tested. The results of these tests were communicated to the county superintendent who in turn submits them to the local board of education. If the water supply is found to be of doubtful character, or unsuitable for drinking purposes, the board of education must arrange for a new supply in compliance with the recommendation of the State Department of Health, or by the installation of a system for purifying the water.

Municipal or private water companies supply a major proportion of the school districts. These supplies are under the direct supervision of the Department of Health, which regularly tests and reports upon these supplies.

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

RESULTS OF TESTS OF SCHOOL DRINKING WATER FROM LOCAL SOURCES
SCHOOL YEAR 1941-42

<i>Counties</i>	<i>No. of Districts Tested</i>	WELLS			SPRINGS			CISTERNS			<i>Totals</i>
		<i>Safe</i>	<i>Doubtful</i>	<i>Unsuit- able</i>	<i>Safe</i>	<i>Doubtful</i>	<i>Unsuit- able</i>	<i>Safe</i>	<i>Doubtful</i>	<i>Unsuit- able</i>	
Atlantic	11	33	..	..	..	..	..	..	..	..	33
Bergen	8	9	..	..	1	..	..	..	..	..	10
Burlington	13	17	1	..	..	..	..	..	..	..	18
Camden	4	15	1	1	..	..	..	..	..	..	17
Cape May	4	18	..	..	..	..	..	..	..	..	18
Cumberland	12	34	..	2	..	..	..	..	..	..	36
Essex	2	2	..	..	..	..	..	..	..	..	2
Gloucester	9	28	..	..	..	..	..	..	..	..	28
Hudson*	..	..	..	..	..	..	..	..	..	..	..
Hunterdon	15	47	2	1	2	..	..	..	..	..	52
Mercer	6	11	..	..	..	..	..	..	..	..	11
Middlesex	7	13	..	1	..	..	..	..	..	..	14
Monmouth	11	19	..	4	..	..	..	..	..	..	23
Morris	20	35	..	..	..	..	..	..	..	..	35
Ocean	9	17	..	..	..	..	..	..	..	..	17
Passaic	3	13	..	..	..	..	..	..	..	..	13
Salem	9	17	1	4	..	..	..	..	..	..	22
Somerset	10	28	..	1	..	..	..	..	..	..	29
Sussex	13	21	2	2	4	..	2	..	..	..	31
Union*	..	..	..	..	..	..	..	..	..	..	..
Warren	15	15	1	..	3	..	..	8	..	1	28
	<u>181</u>	<u>392</u>	<u>8</u>	<u>16</u>	<u>10</u>	<u>..</u>	<u>2</u>	<u>8</u>	<u>..</u>	<u>1</u>	<u>437</u>

* No schools supplied with water from local sources during 1941-42.

OTHER ACTIVITIES OF THE DIVISION OF BUSINESS

The Division of Business makes recommendations for the revision of the various blanks and forms used in the several school districts. When such have been approved they are printed and distributed by the Division. On March first of each year a requisition from county and city superintendents is received for the forms needed for the year. Monographs and other publications, school laws, school registers, and various types of printed matter are distributed by this Division. It is frequently desirable to send these materials to the county superintendents to be distributed and checked by them. During the year under review there were 4,100 requisitions for such materials. The Division is responsible for the examination of school registers in order to make an accurate tabulation of days' attendance in the school districts. This year 21,541 registers were received from the school districts and tabulated by clerks working during the summer. The magnitude of this task may be gleaned from the fact that the total number of days' attendance for the school year was 110,101,372.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stenciled matter which is issued. During the past year there were mimeographed 54,938 copies of 185 letters, 20,550 copies of 21 legislative bulletins, 15,875 copies of 29 report forms, 1,899 copies of three courses of study, 595 copies of six decisions of the Commissioner of Education, 845 copies of six annual reports, 55 copies of the apportionment of school moneys, and 4,090 copies of other reports.

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

The statute requires that all bonds in districts operating under Chapter seven of Title 18 when cancelled "shall be deposited with the Commissioner of Education." During the school year 1940-41, cancelled bonds were received from 312 school districts. These

districts submitted 3,957 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$3,660,720.00. In addition to the above, two districts submitted 365 cancelled refunded bonds in the total amount of \$364,400.00.

STATISTICAL SURVEY

ENROLLMENT IN THE DAY SCHOOLS IN 1941-1942

The total enrollment in the day schools for 1941-42 was 701,159, a decrease of 18,464 pupils or two and six-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed a decrease of 432 pupils. The last two years showed increases in the kindergarten enrollment. Grade one showed an increase of 771 pupils in 1941-42 as compared to a decrease of 401 in 1940-41. The enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 9,968 pupils or two and three-tenths per cent. Approved junior high schools showed an increase in enrollment of 582 pupils, or one and one-tenth per cent; senior high schools (grades ten to twelve inclusive) showed an increase of 6,249 or sixteen and one-tenth per cent. High schools organized on the four-year plan (grades nine to twelve inclusive) showed a decrease of 14,172 pupils or nine and eight-tenths per cent.*

The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) decreased 6,696 pupils, or three and three-tenths per cent.

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

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

EXPENDITURES FOR PUBLIC EDUCATION IN 1941-1942

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1941-42 were \$8,920,239.22 more than the amount available for the preceding year. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$109,444,779.89, which was \$747,035.72 more than the expenditures for 1940-41. However, these expenditures were \$9,107,236.75 less than those for 1931-32. Current expense, library, maintenance, manual training and vocational accounts showed increases compared with expenditures in 1931-32. Continuation schools, summer schools, evening schools, capital outlay and debt service continue to show reductions:

The expenditures for public education in 1941-42 showed an increase of \$747,035.72 over those for 1940-41. Capital outlay shows a decrease of \$1,111,195.35 compared with the expenditures for 1940-41. Debt service shows a decrease of \$339,699.89 from that of 1940-41. The expenditure for day schools increased \$1,410,820.99, evening schools showed a decrease of \$51,269.67, summer schools showed a decrease of \$942.77 and continuation schools showed a decrease of \$56,769.02 from those of 1940-41.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,251,503.36, which was slightly more than seven times the amount issued during the year.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932 to \$141,016,025.90 for the year ending June 30, 1942. This is a decrease of \$63,696,085.32 or 31.1 per cent during the past ten years.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1940-41 AND 1941-42

	1940-41		1941-42		Decrease or Increase
Day School Expenditures ¹					\$1,410,820.99 I
Regular Day Schools ¹		\$85,826,307.91	\$87,737,128.45	\$89,147,949.44	1,439,940.10 I
Current Expense Account	\$78,288,287.80		\$79,494,414.04		1,206,126.24 I
County (Current Exp. Acct.) ²	255,432.33		265,208.30		9,775.97 I
Maintenance Account	3,834,821.28		3,883,819.65		48,998.37 I
Manual Training Account	3,072,197.22		3,235,250.02		163,052.80 I
Library Account	375,569.28		387,556.00		11,986.72 I
Vocational Day Schools (Vocational Account)		1,850,370.17		1,878,020.08	27,649.91 I
Continuation Schools (Continuation Account)		60,450.37		3,681.35	56,769.02 D
Summer School Expenditures (Current Expense Account) ..			54,630.24	53,687.47	942.77 D
National Defense (Vocational Account)			986,241.14	1,825,563.55	839,322.41 I
Evening School Expenditures ..			651,941.81	600,672.14	51,269.67 D
Regular Evening Schools (Current Expense Account)		164,163.60		140,081.76	24,081.84 D
Accredited Evening High Schools (Current Expense Account)		217,490.99		192,538.97	24,952.02 D
Vocational Evening (Vocational Account)		251,437.36		249,671.39	1,765.97 D
Evening Schools for Foreign-Born Residents (Foreign-Born Account)		18,519.86		18,080.02	439.84 D
Manual Training Evening (Manual Training Account)		330.00		300.00	30.00 D
Capital Outlay Expenditures			3,593,319.41	2,482,124.06	1,111,195.35 D
Land, Building and Equipment Account		3,437,285.58		2,319,449.96	1,117,835.62 D
Vocational Account		22,957.69		7,954.46	15,003.23 D
National Defense (Vocational Account)		66,904.27		124,844.45	57,940.18 I
Manual Training Account		66,171.87		29,875.19	36,296.68 D
Debt Service Expenditures			15,674,483.12	15,334,783.23	339,699.89 D
Total Expenditures		\$108,697,744.17		\$109,444,779.89	\$747,035.72 I

¹ Does not include tuition transfers.

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

STATISTICAL SUMMARY

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 742,117 for the school year 1941-42. This was a decrease in the day schools of 18,464 boys and girls and a decrease of 5,813 in the other divisions of the public schools. To instruct these 742,117 pupils there were required 29,279 teachers. The children were housed in 2,059 school buildings, a decrease of 31 from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost. In addition to the above, 32,076 adults were enrolled and instructed by 687 teachers in the various National Defense Training Programs.

There were transported to schools at public expense 98,560 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 29,792 pupils.

In the day schools there were enrolled 356,061 boys and 345,098 girls, making a total in the day schools of 701,159. In addition to these day school pupils 11,724 were enrolled in other day schools. There were enrolled in evening schools, 29,234 making a total enrollment in all schools of 742,117.

There were 34,657 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 225,632. The total number of pupils in grades five to eight inclusive was 232,180.

The total number enrolled in the high schools, grades nine to twelve, was 198,696. This was a decrease of 6,696 from the enrollment of 1940-41. The high school enrollments for the past five years are given below:

1938	1939	1940	1941	1942
193,177	201,023	204,548	205,392	198,696

The total number of pupils enrolled in one-room rural schools was 3,354, a decrease of 222. The number in two-room rural schools was 6,734, an increase of 19. There was a decrease of 17 in the number of teachers in one- and two-room rural schools.

The average daily attendance in day schools was 588,678, a decrease of 17,720. The average absence of pupils was 13 days.

There was a decrease of men teachers in all the schools of the State of 123 and a decrease of women teachers of 111, making a total decrease of 234 teachers.

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

1937-38	\$78,805,322.98
1938-39	81,298,622.63
1939-40	82,866,474.24
1940-41	83,598,109.33
1941-42	84,685,029.28

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$62,571,272.06.

The average salary per year paid to 27,864 all day school teachers, not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,185.00, an increase over the preceding year of \$62.00.

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

<i>1938</i>	<i>1939</i>	<i>1940</i>	<i>1941</i>	<i>1942</i>
\$2,004.90	\$2,057.55	\$2,100.64	\$2,123.00	\$2,185.00

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

The average salaries paid to teachers in the various grades and types of schools during 1941-42 were as follows:

	<i>Men</i>	<i>Increase</i>	<i>Women</i>	<i>Increase</i>
Kindergartens .....	.....	.....	\$2,009	\$1
Grades 1 to 6	\$1,888	\$127	1,977	28
Grades 1 to 8	1,702	21	1,886	23
Junior High Plan—Grades VII to IX	2,100	46	2,282	43
Senior High Plan—Grades X to XII	2,540	86*	2,469	26
High School	2,446	51	2,384	28*

* Decrease.

TEACHERS COLLEGE GRADUATES

FOR THE YEAR ENDING JUNE 30, 1942

Trenton State Teachers College	181	a decrease of 9 from 1940-41
Montclair State Teachers College	219	a decrease of 30 from 1940-41
Newark State Teachers College	185	a decrease of 21 from 1940-41
Glassboro State Teachers College	141	a decrease of 15 from 1940-41
Paterson State Teachers College	77	a decrease of 4 from 1940-41
Jersey City State Teachers College ...	56	a decrease of 14 from 1940-41
<hr/> Total	859	a decrease of 93 from 1940-41**

**Of this number 233 had graduated with a lower certificate or diploma. Accordingly, 626 received their first certification as compared with 680 in 1941.

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1941-42 is \$365,021,468.00, which is an increase of \$721,894.00 over the preceding year.

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1941, and Ending June 30, 1942

RECEIPTS

A—State Administration:

(1) State Board of Education, expenses	\$27,358.44	.....	\$5,398.44 I
(2) State Board of Examiners, expenses	5,519.48	.....	43.95 D
(3) Office of the Commissioner of Education, salaries..	139,800.21	.....	6,946.05 I
(4) Office of the Commissioner of Education, expenses.	48,945.13	.....	1,644.66 I
Total		\$221,623.26	\$13,945.20 I

B—County Administration and Supervision:

(1) County Superintendents, salaries	\$104,610.22	.....	\$1,901.99 I
(2) County Superintendents, clerk hire and expenses..	74,604.30	.....	1,958.39 I
(3) Helping Teachers and other County Officers, salaries and expenses	201,143.95	.....	16,233.73 I
Total		\$380,358.47	\$20,094.11 I

C—State Institutions:

(1) Glassboro State Teachers College:			
Appropriated by State for Current Expenses	\$105,137.41	.....	\$11,765.42 D
Appropriated by State for Capital Outlay	241.85	.....	241.85 I
Received for tuition and extension fees	88,943.13	.....	35,529.85 I
(2) Newark State Teachers College:			
Appropriated by State for Current Expenses	152,406.68	.....	23,856.31 D
Received for tuition and extension fees	75,749.03	.....	10,204.67 D
(3) Trenton State Teachers College:			
Appropriated by State for Current Expenses	266,921.62	.....	129,261.83 D
Appropriated by State for Capital Outlay	2,269.86	.....	28,623.90 D
Received for tuition, extension fees and Boarding Hall	208,237.17	.....	7,505.23 I
(4) Montclair State Teachers College:			
Appropriated by State for Current Expenses	237,382.28	.....	86,828.11 D
Appropriated by State for Capital Outlay .....		.....	773.83 D
Received for tuition, extension fees and Boarding Hall	154,618.75	.....	548.95 I
(5) Paterson State Teachers College:			
Appropriated by State for Current Expenses	71,089.83	.....	4,870.38 D
Appropriated by State for Capital Outlay	374.43	.....	374.43 I
Received for tuition and extension fees	43,354.24	.....	7,440.83 D
(6) Jersey City State Teachers College:			
Appropriated by State for Current Expenses	136,688.76	.....	3,634.80 D
Appropriated by State for Capital Outlay	2,574.04	.....	1,875.32 I
Received for tuition and extension fees	42,651.96	.....	3,507.44 I
(7) New Jersey School for the Deaf:			
Appropriated by State for Current Expenses	314,885.96	.....	5,096.71 I
Appropriated by State for Capital Outlay	2,451.86	.....	2,833.25 D
Received for tuition	2,300.03	.....	606.56 I
(8) Manual Training and Industrial School for Colored Youth:			
Appropriated by State for Current Expenses	161,058.61	.....	6,320.38 I
Appropriated by State for Capital Outlay	8,459.69	.....	6,245.43 I
Received for tuition and other receipts	64,317.91	.....	2,784.04 D
(9) Training of Vocational Teachers:			
Appropriated by State	41,735.59	.....	3,676.77 I
Appropriated by Federal Government	56,734.13	.....	1,740.51 I
(10) State University (State Board of Regents):			
Appropriated by State for Current Expenses	1,399,448.86	.....	80,654.52 I
Total		\$3,639,433.68	\$158,953.42 D

D—Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office)	\$5,813.57	.....	\$3.57 I
(2) For office expenses, current pensions and previous years increase in reserve	10,815,363.09	.....	9,119,016.57 I
Total		\$10,821,176.66	\$9,119,020.14 I

SCHOOL REPORT

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1941, and Ending June 30, 1942

E—State School Fund Expenses		\$1,587.21	\$508.68 D
F—Current Expenses of Public Schools in Districts:			
(1) From State School Fund	\$398,903.92		\$12,857.16 D
(2) From State School Tax (90%)	13,824,463.06		659,414.12 D
(3) From 90% State School Tax Penalty	10,343.64		10,343.64 I
(4) From Reserve Fund (10%)	1,053,256.62		75,173.46 D
(5) From Deficiency Appropriation	2,254,477.77		176,226.05 I
(6) From One Per Cent Emergency	148,125.00		1,731.63 D
(7) From Pupils Residing in Charitable Institutions	302,505.00		10,810.00 I
(8) Special State Aid for Crippled Children	196,354.67		101,091.48 I
(9) From Railroad Tax	2,586.34		1,035,097.53 D
(10) From Interest on 1837 Surplus Revenue	13,599.14		667.50 D
(11) From Reapportioned Balances			214.35 D
(12) From District Taxes	61,011,424.63		1,175,932.38 I
(13) From Notes Authorized by Vote of District or from Board of School Estimate	126,600.10		219,887.35 D
(14) From Tuition	4,960,486.42		205,821.99 D
(15) From Interest on Deposits	4,180.64		878.47 I
(16) From Sale of Books	25,043.83		3,351.69 I
(17) From Other Sources	225,309.95		15,525.15 I
(18) Balance from Previous Year	6,933,006.26		1,747,471.45 I
Total		\$91,490,966.99	\$1,030,765.22 I
G—Repairs and Replacements:			
(1) From District Taxes	\$3,733,816.27		\$80,716.75 I
(2) From Notes Authorized by Vote of District or from Board of School Estimate	15,600.00		8,450.00 D
(3) From Sale of Property	36,475.06		6,087.91 I
(4) From Other Sources	78,449.17		30,359.10 I
(5) Balance from Previous Year	583,664.96		51,219.21 D
Total		\$4,448,005.46	\$57,464.55 I
H—Land, Buildings and Equipment Account:			
(1) From District Taxes	\$636,207.12		\$215,169.67 D
(2) From Sale of Bonds or Notes	1,238,794.68		903,758.91 D
(3) From Other Sources	285,597.78		697,180.31 D
(4) Balance from Previous Year	1,321,233.85		541,701.70 I
Total		\$3,481,833.43	\$1,274,407.19 D
I—School Library Account:			
(1) From State	\$3,460.00		\$520.00 D
(2) From District Taxes	387,742.90		25,836.25 I
(3) From Other Sources	5,136.22		577.12 I
(4) Balance from Previous Year	54,586.41		3,585.90 D
Total		\$450,925.53	\$22,307.47 I
J—Manual Training Account:			
(1) From State	\$840,761.53		\$83,214.13 I
(2) From District Taxes	2,500,224.85		113,813.87 I
(3) From Sale of Materials	24,301.10		5,606.25 D
(4) From Other Sources	13,742.90		17,862.63 D
(5) Balance from Previous Year	352,195.05		44,051.34 I
Total		\$3,731,226.03	\$217,610.46 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1941, and Ending June 30, 1942

K(1)—Vocational Account:

(1) From State	\$425,545.56	\$26,208.51 D
(2) From Federal Government (Smith ¹ Hughes and George Deen)	432,979.42	67,262.20 I
(3) From District Taxes	1,356,195.47	8,582.24 D
(4) From Other Sources	101,525.11	551.67 D
(5) Balance from Previous Year	328,015.54	159,560.56 I
Total	\$2,644,261.10	\$191,480.34 I

K(2)—National Defense from Federal Government:

(1) Defense Training Program (State)	\$162,143.51	\$147,844.53 I
(2) Defense Training Program (Local Districts)	1,704,421.55	598,681.91 I
(3) Rural Youth Program (State)	3,016.77	1,570.34 I
(4) Rural Youth Program (Local Districts)	50,750.62	1,713.95 I
(5) Youth Administration Program (State)	8,630.27	3,320.88 I
(6) Youth Administration Program (Local Districts)	124,766.80	53,258.41 I
(7) Balance from Previous Year	106,782.36	106,782.36 I
Total	\$2,160,511.88	\$913,172.38 I

L—Continuation School Account:

(1) From Federal Government		\$5,923.75 D
(2) From District Taxes		45,677.46 D
(3) From Other Sources		
(4) Balance from Previous Year	\$12,009.12	41,006.92 D
Total	\$12,009.12	\$92,608.13 D

M—Evening School for Foreign-Born Residents Account:

(1) From State	\$11,635.50	\$8,271.00 I
(2) From District Taxes	12,664.87	112.37 I
(3) From Other Sources	151.42	89.92 I
(4) Balance from Previous Year	26,613.60	4,173.70 D
Total	\$51,065.39	\$4,299.59 I

N—Teachers' Libraries:

(1) From State	\$400.00	
(2) From Subscription	400.00	
Total	\$800.00	

P—Debt Service Account:

(1) From District Taxes	\$14,977,447.32	\$657,474.44 D
(2) From Other Sources	316,053.37	51,489.49 I
(3) Balance from Previous Year	56,940.28*	235,260.66 I
Total	\$15,236,560.41	\$370,724.29 D

R—Reserve Account to Pay Outstanding Bills of Previous Year which were charged against previous year

\$1,471,872.61	\$772,718.53 D
Total	\$140,244,217.23

* Deficit.

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1941, and Ending June 30, 1942

EXPENDITURES

A—State Administration:

(1) State Board of Education	\$27,358.44	\$5,398.44 I
(2) Office of Commissioner of Education:		
Salary of Commissioner of Education	\$15,000.00	6,946.05 I
Salary of Other Personnel	124,800.21	2,601.89 I
Blanks, Stationery, Printing	17,522.58	957.23 D
Incidental Expenses	31,422.55	
Total	188,745.34	8,590.71 I
(3) State Board of Examiners	5,519.48	43.95 D
Grand Total	\$221,623.26	\$13,945.20 I

B—County Administration and Supervision:

(1) County Superintendents:		
Salaries and expenses	\$179,214.52	\$3,860.35 I
(2) Helping Teachers, salaries and expenses	180,293.30	7,736.98 I
(3) County Attendance Officers, salaries and expenses	6,910.58	131.86 I
(4) County Supervisor of Child Study: Salary and expenses	3,400.12	51.26 D
Total	\$369,818.52	\$11,677.96 I

C—State Institutions:

(1) Glassboro State Teachers College	\$193,722.39	\$24,066.28 I
(2) Newark State Teachers College	228,155.71	34,060.98 D
(3) Trenton State Teachers College	477,423.65	150,380.50 D
(4) Montclair State Teachers College	392,001.03	87,052.99 D
(5) Paterson State Teachers College	114,818.50	11,936.78 D
(6) Jersey City State Teachers College	181,914.76	1,747.96 I
(7) Industrial School for Colored Youth	233,836.21	9,781.77 I
(8) New Jersey School for the Deaf	319,637.85	2,870.02 I
(9) Training of Vocational Teachers	98,469.72	5,417.28 I
(10) State University (State Board of Regents)	1,390,448.86	80,654.52 I
Total	\$3,636,433.68	\$158,953.42 D

D—Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office)	\$5,813.57	\$3.57 I
(2) For office expenses, current pensions and increase in reserve	10,815,363.09	9,119,016.57 I
Total	\$10,821,176.66	\$9,119,020.14 I

E—State School Fund, expenses of administration

\$1,587.21 \$508.68 D

F—Current Expenses of Schools Within the District:

(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, school libraries and repairs and replacements	\$84,298,721.08	\$1,136,896.58 I
(2) Expenditures for evening schools in districts	332,620.73	49,033.86 D
(3) Expenditures for summer schools in districts	53,687.47	942.77 D
Total	\$84,685,029.28	\$1,086,919.95 I

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

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1941, and Ending June 30, 1942

G—Repair and Replacement Account Expenses within districts	\$3,883,819.65	\$48,998.37 I
H—Land, Building and Equipment Account Expenses within districts	2,319,449.96	1,117,835.62 D
I—School Library Account Expenses within the districts ..	387,556.00	11,986.72 I
J—Manual Training Account Expenses within districts	3,265,425.21	126,726.12 I
K—Vocational School Account Expenses	2,135,645.93	10,880.71 I
K(1)—National Defense:		
Training Program (State)	\$162,143.51	147,844.53 I
Training Program (Local Districts)	1,771,556.86	829,923.58 I
Rural Youth (State)	3,016.77	1,570.34 I
Rural Youth (Local Districts)	49,189.19	6,355.12 D
Youth Administration (State)	8,630.27	3,320.88 I
Youth Administration (Local Districts)	129,661.95	73,694.13 I
Total	\$2,124,198.55	1,049,998.34 I
L—Continuation School Account Expenses	3,681.35	56,769.02 D
M—Evening Schools for Foreign-Born Residents Account ..	18,080.02	439.84 D
N—Teachers' Libraries	800.00	.....
P—Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund	15,334,783.23	339,699.89 D
R—Reserve Account to pay outstanding bills of previous year	1,095,607.17	766,615.21 D
Balance on hand at close of year	9,936,501.55	119,092.61 D
Payments and Balances—Total	\$140,244,217.23	\$8,920,239.22 I

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

July 1, 1941, to June 30, 1942

State Administration of the Schools	\$221,623.26	.2%	ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY	
Current Expenses of the Schools	107,067,266.05	99.8%	Administration	\$2,766,269.37
ANALYSIS OF STATE ADMINISTRATION EXPENSES			Instruction:	
State Board of Education, expenses	\$27,358.44		Supervision	6,961,643.67
Salaries	144,690.21		Instruction Proper	60,735,957.97
Operation	18,647.85		Operation	10,253,820.50
Miscellaneous	30,926.76		Maintenance	4,303,068.26
			Co-ordinate Activities	2,217,976.89
			Auxiliary Agencies	3,804,639.50
			Fixed Charges*	689,106.66
			Debt Service	15,334,733.23
Total	\$221,623.26		Total	\$107,067,266.05

* Less tuition transfers.

COST OF EDUCATION

		Increase or Decrease
(Based on expense of maintaining the public day schools)		
Administration expenses	\$2,556,039.41	\$43,856.51 I
Instruction:		
Supervision	\$6,625,413.69	120,692.88 I
Instruction Proper	57,746,887.08	729,475.04 I
Operation of School Plant	64,372,300.77	850,167.92 I
Maintenance of School Plant	9,812,477.69	286,669.20 I
Maintenance of School Plant	3,958,690.68	58,915.97 I
Co-ordinate Activities:		
Attendance	\$514,510.94	9,800.43 I
Health	1,680,203.84	25,128.63 D
	2,194,714.78	15,328.20 D
Auxiliary Agencies:		
Library	\$387,556.00	11,986.72 I
Transportation	2,576,993.19	112,872.24 I
Other auxiliary agencies	759,632.10	51,710.42 I
	3,724,181.29	176,569.38 I
Fixed Charges:		
Leasing School Rooms	\$27,439.06	2,116.62 D
Pensions	37,495.46	640.98 I
*Insurance and workmen's compensation	571,193.16	45,474.19 I
Other fixed charges	11,715.71	4,909.23 D
	647,843.39	39,089.32 I
Total	\$87,266,248.01	\$1,439,940.10 I
Average yearly cost per pupil based on average enrollment in day schools	136.69	6.94 I
Average yearly cost per pupil based on average daily attendance in day schools	148.24	6.71 I

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

INDEBTEDNESS STATEMENT

June 30, 1942

		Increase or Decrease
Outstanding July 1, 1941*	\$162,575,341.76	\$7,058,406.59 D
Bonds and Notes Issued During the Year	1,305,187.75	907,927.80 D
Redeemed During Year from District Taxes (Actual Cash Payments)	7,966,553.36	73,345.60 D
Redeemed During Year from Sinking Fund	1,284,950.00	146,450.00 I
Amount of Bonds Assumed by a Municipality in the Purchase of a School Building		100,000.00 D
Outstanding June 30, 1942	154,629,026.15	7,939,438.79 D
Bonds and Notes in Default, June 30, 1942	150,500.00	10,130.00 I
Interest in Default	113,626.99	472.60 D
Amount in Sinking Fund June 30, 1942	14,363,383.20	474,538.46 D
District Taxes for Sinking Fund Requirements	153,983.18	53,608.01 D
Receipts from Interest and Other Sources	503,195.31	47,082.64 D
Total Sinking Fund Receipts, including amount in Fund June 30, 1942	15,020,561.69	575,229.11 D
Bonds Redeemed During the Year from Sinking Fund	1,284,950.00	146,450.00 I
Paid for Premiums on Investments, etc.	122,611.41	99,701.09 I
Amount in Sinking Fund June 30, 1942	13,613,000.25	821,380.23 D
Temporary Advances from Municipality	138,795.00	137,405.20 D
Temporary Advances Returned to Municipality	127,715.88	598,356.18 D

* Includes \$6,876.82 notes and bonds which should have been included last year.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1937-1938	1938-1939	1939-1940	1940-1941	1941-1942	Increase or Decrease from 1940-1941
*Teachers' Salaries	\$57,939,755.22	\$59,762,370.97	\$60,747,394.03	\$61,673,907.40	\$62,571,272.06	\$897,364.66 I
Textbooks	1,156,438.96	1,141,864.94	1,105,655.86	1,097,463.87	1,062,214.78	35,249.09 D
Supplies (Educational)	1,999,493.50	2,017,044.00	1,974,311.49	2,113,000.66	2,560,967.93	447,967.27 I
Janitors Salaries'	5,824,088.70	6,023,739.69	6,145,978.45	6,305,657.72	6,453,657.46	147,999.74 I
Fuel	1,464,949.38	1,387,835.24	1,546,601.61	1,582,897.48	1,662,454.04	79,556.56 I
Transportation of Pupils	2,355,358.09	2,403,590.60	2,444,982.39	2,470,537.00	2,592,688.39	122,151.39 I
Health Service	1,475,186.51	1,501,937.98	1,655,289.73	1,731,803.16	1,727,534.74	4,268.42 D
Attendance Service	481,268.81	516,833.25	532,703.26	533,212.40	526,831.32	6,381.08 D
Insurance	491,153.38	487,528.11	538,457.91	537,576.79	583,831.89	46,255.10 I
Maintenance of Plant	3,734,308.23	3,877,788.01	3,734,147.54	4,122,666.68	4,303,068.26	180,401.58 I
Capital Outlay	5,022,415.89	9,713,003.91	7,706,681.26	3,593,319.41	2,482,124.06	1,111,195.35 D
Debt Service	17,280,540.08	16,630,930.24	16,782,128.74	15,674,483.12	15,234,783.23	339,699.89 D

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

SOURCES OF INCOME

Moneys for the Support of Public Schools Were Derived from the Following Sources for 1941-42

1.	Income from State School Fund		\$501,939.72
	(a) Distributed to Counties and Districts	\$500,352.51	
	(b) State School Fund Expenses	1,587.21	
2.	Appropriated by Legislature from State General Fund ..		2,257,937.77
	(a) For State Library Aid	3,460.00	
	(b) For Deficiency Appropriation	2,254,477.77	
3.	Appropriated by Legislature from Railroad Taxes		6,626,540.03
	(a) State Administration	210,740.22	
	(b) County Superintendents' Salaries	104,610.22	
	(c) State Institutions	2,903,127.33	
	(d) Teachers Pension and Annuity Fund	1,930,778.66	
	(e) Vocational Schools	425,545.56	
	(f) Manual Training	840,761.53	
	(g) Evening Schools for Foreign-Born Residents	11,635.50	
	(h) Crippled Children Special Aid	196,354.67	
	(i) Teachers' Libraries	400.00	
	(j) Apportioned to Counties	2,586.34	
4.	Appropriated by Legislature to Teachers' Pension and Annuity Fund		8,890,398.00
	(a) From Soldiers Bonus Sinking Fund Surplus	750,000.00	
	(b) From Educational Loan Aid Fund	8,140,398.00	
5.	Appropriated by Federal Government		2,543,443.07
	(a) Vocational Schools	432,979.42	
	(b) Training of Vocational Teachers	56,734.13	
	(c) National Defense Training Program	2,053,729.52	
6.	State School Taxes		15,413,115.32
7.	Penalty State School Tax		10,343.64
8.	Surplus Revenue		24,919.86
9.	District Taxes		83,509,448.21
10.	County Taxes or Appropriations		1,180,879.52
11.	Sale of Bonds for Capital Outlay		1,238,794.68
12.	Other Sources		6,909,508.33
	(a) Tuition	4,997,466.25	
	(b) Authorized Loans	66,393.07	
	(c) Additional Appropriations	202,046.23	
	(d) Interest	17,915.89	
	(e) Sale of Property	96,205.00	
	(f) Insurance	199,099.47	
	(g) Rent	37,653.52	
	(h) Federal Aid	20,875.09	
	(i) Federal Aid for Buildings	60,091.75	
	(j) Donations	12,022.82	
	(k) Fines	2,214.69	
	(l) Other Local	507,069.29	
	(m) Other (State Institutions)	679,572.22	
	(n) Academic Certificate Fund	10,883.04	
13.	Reapportioned Balances		685.35
14.	Balances on hand beginning of year		11,136,263.73
15.	Grand Total of Receipts and Balances for the Year		\$140,244,217.23

**SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING
June 30, 1942**

Enrollment in Day Schools for 1941-42

		Increase or Decrease
Boys Enrolled	356,061	10,134 D
Girls Enrolled	345,098	8,330 D
Total Enrollment	701,159	18,464 D
 Number of Pupils Enrolled in:		
Rural Schools—One Room	3,354	222 D
Rural Schools—Two Room	6,734	19 I
Total Rural Schools	10,088	203 D
 Number of Pupils Enrolled in:		
Kindergarten	34,657	432 D
Grade I	67,295	771 I
Grade II	51,546	756 D
Grade III	52,193	2,329 D
Grade IV	54,598	2,145 D
Grade V	57,425	1,426 D
Grade VI	58,320	1,585 D
Grade VII	60,013	738 D
Grade VIII	56,422	2,405 D
Grade IX	61,996	1,979 D
Grade X	54,398	1,630 D
Grade XI	43,752	2,380 D
Grade XII	38,550	707 D
Subnormal Classes	5,392	75 D
Anaemic Classes	477	17 I
Backward and Incurable Classes	687	34 D
Crippled Classes	1,114	66 D
Classes for the Blind	243	1 D
Classes for the Deaf	217	15 I
Other Special Classes	1,355	79 D
Post Graduates	509	500 D
Total Day School Enrollment	701,159	18,464 D
 Grouping of Day School Enrollment:		
Kindergarten	34,657	432 D
Grades 1-8, inclusive, except the enrollment in 7th and 8th grades in approved Junior High School	427,069	9,968 D
Approved J. H. S. (Grades 7-9)	53,346	582 I
Senior High School (Grades 10-12)	45,024	6,249 I
Four-Year High Schools (Grades 9-12)	131,069	14,172 D
Post Graduates	509	500 D
Special Classes	9,485	223 D
Total	701,159	18,464 D

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools	701,159	18,464 D
Day Vocational Schools	10,514	1,017 D
Continuation Schools	1,210	112 D
Bedside Pupils	1,210	190 I
Total Day Schools	712,883	19,403 D
Regular Evening Schools	5,054	1,238 D
Accredited Evening High Schools	4,622	914 D
Vocational Evening Schools	16,824	2,231 D
Evening Schools for Foreign-Born Residents	666	376 D
Americanization Classes	1,616	272 D
Elementary English Classes	247	34 D
Manual Training Evening Classes	205	191 I
Total Evening Schools	29,234	4,874 D
Grand Total Enrollment in Public Schools*	742,117	14,277 D
National Defense Programs:		
National Defense Training Program	28,652	12,593 I
National Defense—Rural Youth Program	625	362 D
National Defense—Youth Administration Program	2,799	500 I
Total National Defense Program	32,076	12,731 I
Total Enrollment including day, evening and National Defense Programs	774,193	11,546 D
Total in Summer Schools**	6,499	386 D
Total including Summer Schools	780,692	11,932 D

* Exclusive of the National Defense Training Programs.

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

ATTENDANCE IN DAY SCHOOLS

Average Time the Day Schools Were Maintained
(A School Month is 20 Days)

	9 months 3, days	2	D
Possible Number of Days Attendance	116,898,072	5,317,739	D
Total Number of Days Present	107,748,004	4,274,359	D
Total Number of Days Absent	9,150,068	1,043,380	D
Average Enrollment	638,422	23,039	D
Average Daily Attendance	588,678	17,720	D
Average Attendance of Each Pupil	154	2	D
Average Absence of Each Pupil	13	1	D
Per Cent of Attendance	92.17	.51	I
Total Number of Times Tardy	589,911	44,583	I
Number of Pupils Neither Absent Nor Tardy	33,144	4,474	I
Number of Sessions Truant	57,562	9,283	I
Number of Cases of Suspension or Expulsion	3,675	776	I
Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State	23,761	2,983	I
Total Attendance Including Allowances for 1941-42 to be Used for Apportionment Purposes	110,101,372	3,807,042	D

(Includes County Vocational Schools)

Vocational Day Schools—			
Number of days schools kept open	182	4	D
Possible number of days attendance	1,351,833½	262,628½	D
Number of days present	1,224,115½	194,081	D
Number of pupils enrolled	10,514	1,017	D
Average Attendance	6,722	893	D
Evening Vocational Schools—			
Number of evenings kept open	83	19	D
Number of pupils enrolled	16,824	2,231	D

CONTINUATION SCHOOLS

Increase or
Decrease

(Includes County Continuation Schools)

Number of hours schools kept open .....	.....	797½	D
Possible number of hours attendance .....	.....	28,666	D
Number of hours present .....	.....	24,484	D
Number of pupils enrolled .....	.....	112	D

SUMMER SCHOOLS

Number of Teachers:			
Men	142	3	I
Women	88	2	D
Total	230	1	I
Actual number of days schools kept open	33	1	I
Number of pupils enrolled in:			
Elementary Grades	686	66	D
High School Grades	5,813	320	D
Total	6,499	386	D
Average daily attendance	4,594	753	D
Total days attendance	149,427	23,131	D

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary Pupils	116,865	10,664	D
Number of High School Pupils	91,289	6,065	I
Total	208,154	4,599	D

COLORED PUPILS IN DAY SCHOOLS

Number of buildings used exclusively for colored pupils	65	.....
Number of colored teachers employed:			
Men	69	3	I
Women	396	5	I
Total	465	8	I
Average Salary:			
Men	\$1,834.22	\$72.18	D
Women	1,644.93	27.63	I
Number of colored pupils enrolled in colored schools	11,221	179	D
Number of colored pupils enrolled in all other schools.....	43,542	195	D

EVENING SCHOOL DATA

Regular Evening Schools

Number of evenings schools were maintained including legal holidays and institute days	98	4	D
Number of weeks schools were maintained	20	1	D
Male pupils enrolled	1,514	833	D
Female pupils enrolled	3,540	405	D
Total pupils enrolled	5,054	1,238	D
Total attendance (1 night equals ½ day); this total does not include allowances	166,757	78,367	D
Average evenings attendance	1,697	714	D

Accredited Evening High School

Number of evenings schools were maintained	187	1	I
Number of weeks schools were maintained	37	.....
Male pupils enrolled	2,761	164	D
Female pupils enrolled	1,861	750	D
Total pupils enrolled	4,622	914	D
Total evenings attendance	326,010	96,146	D
Average evenings attendance	1,741	523	D

Evening Schools for Foreign-Born Residents

Number of evenings school kept open	62	16	D
Number of pupils enrolled	666	376	D

		Increase or Decrease
Americanization Classes		
Number of evenings schools kept open	92	5 D
Number of pupils enrolled	1,616	272 D
Elementary English Classes		
Number of evenings kept open	86	5 D
Number of pupils enrolled	247	34 D
Manual Training Evening Classes		
Number of evenings kept open	152	132 I
Number of pupils enrolled	205	191 I
National Defense Classes		
National Defense Training Program:		
Male pupils enrolled	23,741	7,999 I
Female pupils enrolled	4,911	4,594 I
Total pupils enrolled	28,652	12,593 I
National Defense—Rural Youth Program:		
Male pupils enrolled	625	362 D
National Defense—Youth Administration Program:		
Male pupils enrolled	1,331	11 I
Female pupils enrolled	1,468	489 I
Total pupils enrolled	2,799	500 I
Grand Total	32,076	12,731 I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four-Year High School Course						
	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years	3	3	6	2 I	2 I	4 I
Fifteen Years	78	125	203	7 D	29 D	36 D
Sixteen Years	1,804	3,019	4,823	90 D	55 D	145 D
Seventeen Years	7,158	9,946	17,104	191 I	329 I	520 I
Eighteen Years	5,208	4,969	10,177	284 D	371 D	655 D
Nineteen Years	1,578	947	2,525	517 D	287 D	804 D
Twenty Years	383	171	554	114 D	55 D	169 D
Over Twenty Years	51	29	80	24 D	18 D	42 D
Total	16,263	19,209	35,472	843 D	484 D	1,327 D

TRANSPORTATION

Total number of days transported	14,271,560½	311,879½ I
Pupils transported from without the district for whom the cost of transportation is paid	34,461	1,128 I
Pupils transported from within the district for whom the cost of transportation is paid	64,099	2,536 I
Total number of pupils receiving transportation	98,560	3,664 I
Cost of transporting pupils to schools in other districts	\$1,082,987.17	\$17,843.23 I
Cost of transporting pupils to schools within the districts	1,494,006.02	95,029.01 I
Total	\$2,576,993.19	\$112,872.24 I

TUITION

Number of tuition pupils sent to other districts:		
High school	36,720	652 D
Elementary	3,331	377 I
Summer, Evening or Vocational	2,418	18 I
Number of tuition pupils received including those for whom the tuition is paid by parents or others:		
High school	34,214	2,275 D
Elementary	4,669	379 I
Amount of tuition money received for 1941-42 and prior years	\$4,997,466.25	\$208,375.12 D
Amount of tuition money paid on account of 1941-42	4,804,307.04	69,229.66 D

SCHOOL BUILDINGS

		Increase or Decrease	
Total value of school buildings, land and equipment	\$365,021,468.00	\$721,894.00	I
Average value of New Jersey school buildings	179,460.00	2,701.00	I
Number of school districts in State	555	1	I
School districts not maintaining schools	26	1	I
School buildings owned	2,034	27	D
School buildings rented	25	4	D
Total school buildings	2,059	31	D
Buildings completed during the year	2	10	D
Buildings enlarged during the year	17	2	D
Buildings remodelled during the year	2	12	D
Number of new classrooms added during the year	58	100	D
Buildings abandoned during the year	21	13	D
Number of rooms in buildings abandoned	48	42	D

Size of School Buildings Owned

One-room buildings	180	18	D
Two-room buildings	202	1	I
Three-room buildings	48	5	D
Four-room buildings	226	3	D
Five or more room buildings	1,378	2	D
Total school buildings owned	2,034	27	D

Portable and Rented Buildings

Number of portable buildings	31		
Number of rooms used in portable buildings	49	1	I
Number of rented buildings	25	4	D
Number of rooms used in rented buildings	44	10	D

Number of Rooms

Number of regular classrooms used	22,361	24	I
Number of manual training and domestic science rooms used	1,720	1	I
Number of laboratories and other special rooms	2,057	44	D
Total number of rooms used	26,138	19	D
Total number of rooms not used	1,104	44	D
Total number of rooms available	27,242	63	D
Number of basement rooms used for classroom purposes..	363	12	I
Total number of seatings provided	855,104	10,941	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	663	3	I
Elementary Schools	1,635	22	D
Four-year High Schools or less	168	1	D
Approved Junior High School Plan:			
Junior High School	84	2	D
Senior High School	47	3	I
Special	217	6	I
Vocational	48	1	I
Total	2,862	12	D

NUMBER OF TEACHERS

	Day and Evening			Increase or Decrease		
	1941 and 1942			Men	Women	Total
	Men	Women	Total			
Total number of teachers—day and evening	6,850	22,429	29,279	123 D	111 D	234 D
Superintendents	44	1	45	...	...	...
Assistant Superintendents	10	2	12	...	...	...
Director County Vocational School	3	...	3	...	...	...
Assistant Director County Vocational School	3	...	3	...	...	...
Approved Supervising Principal ..	146	4	150	5 D	...	5 D
Unapproved Supervising Principal ..	39	2	41	4 I	3 D	1 I
Non-teaching Principals	505	308	813	5 I	7 D	2 D
Supervisors	21	71	92	5 I	4 I	9 I
Special Supervisors	85	188	273	4 D	20 D	24 D
Teachers:						
Rural Schools—One-Room	8	115	123	5 D	2 D	7 D
Rural Schools—Two-Room	13	214	227	6 D	4 D	10 D
Kindergarten .....	...	761	761	...	2 I	2 I
Grades I-VIII	557	10,614	11,171	19 D	119 D	138 D
Grades I-VI	36	2,322	2,358	9 D	94 D	103 D
Grades VII-IX (Junior High) ..	434	1,081	1,515	11 I	6 I	17 I
Grades X-XII (Senior High) ..	702	937	1,639	41 I	81 I	122 I
Grades IX-XII	2,069	2,702	4,771	133 D	53 D	186 D
Short Term	27	130	157	2 D	28 I	26 I
Substitute	12	46	58	2 I	18 I	20 I
Ungraded, Backward and Incon-						
rigible	23	37	60	...	7 I	7 I
Crippled Classes	2	55	57	1 D	...	1 D
Subnormal Classes	36	297	333	2 D	3 D	5 D
Deaf Classes	1	28	29	...	1 I	1 I
Blind Classes	1	21	22	1 I	1 D	...
Bedside or Home Instruction:						
Full Time	1	53	54	...	1 I	1 I
Part Time	34	215	249	4 I	24 I	28 I
Unclassified	522	1,247	1,769	13 I	21 I	34 I
Manual Training—Day	667	527	1,194	15 I	6 I	21 I
Vocational Training—Day	287	129	416	12 I	3 D	9 I
Vocational Evening	344	52	396	46 D	11 I	35 D
Regular Evening School	121	143	264	11 D	6 D	17 D
Accredited Evening High	67	45	112	6 D	8 D	14 D
Foreign-born Residents Evening						
School	12	28	40	2 D	1 I	1 D
Manual Training—Evening	18	...	18	16 I	1 D	15 I
Continuation School:						
Full Time .....	...	...	...	1 D	...	1 D
Part Time .....	...	...	...	...	...	...
Helping Teachers .....	...	54	54	...	2 I	2 I
Number of teachers with						
bachelors' degree			9,925			153 I
Number of teachers with			4,774			243 I
masters' degree			209			26 I
Number of teachers with			3,138			425 I
doctors' degree			11,770			3 D
Number of teachers with			14,908			422 I
degrees from N. J. Teachers						
College						
Number of teachers with						
degrees from other colleges ..						
Total number of teachers with						
degrees						
Number of teachers of N. J.						
State Teachers Normal gradu-			10,464			53 D
ates			3,518			147 D
Number of teachers of other			2,232			54 D
Normal Schools			4,402			988 D
Number of teachers with other						
training						
Number of teachers who attended						
extension classes in 1941-42 ..						
Number of teachers who attended						
summer school for six weeks						
or more in summer of 1941 ..			1,486			353 D

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training	38	33	5 D	10 D
Music	18	62	2 D	2 D
Drawing	3	57	..	2 D
Penmanship .....	..	9	..	1 D
Others	26	27	3 I	5 D
Total	85	188	4 D	20 D

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training	301	293	2 D	6 I
Music	131	210	9 I	15 I
Drawing	28	206	8 I	3 D
Penmanship .....	..	5	..	..
Teacher Librarians	3	107	1 D	8 I
Others	65	420	3 I	11 D
Total	528	1,241	17 I	15 I

TEACHERS

NEW TEACHERS (DAY SCHOOLS)

		1941-42	Increase or Decrease
Number of new teachers in districts in 1941-42:			
Number who did not teach in 1940-41 from New Jersey:			
K. Elem.	681		
J. S. 4 Yr. High	375		
Total		1,056	184 I
Other States:			
K. Elem.	49		
J. S. 4 Yr. High	101	150	33 I
Number who taught in other school districts in 1940-41 in New Jersey:			
K. Elem.	282		
J. S. 4 Yr. High	217		
Total		499	36 I
Other States:			
K. Elem.	73		
J. S. 4 Yr. High	139		
Total		212	60 I
Total number of new teachers in 1941-42:			
K. Elem.	1,085		
J. S. 4 Yr. High	832		
Total		1,917	313 I
Number of new positions created for school year 1941-42:			
K. Elem.	129		
J. S. 4 Yr. High	102		
Total		231	44 D
NUMBER OF TEACHING POSITIONS (DAY SCHOOLS)			
Kindergarten (Women) .....	...	759	1 I
Elementary Schools:			
Men .....	...	1,049	46 D
Women .....	...	14,109	225 D
Approved Junior High Schools:			
Men .....	...	671	29 I
Women .....	...	1,394	11 I

Approved Senior High Schools:		
Men	979	166 I
Women	1,255	255 I
Regular High Schools of Four Years or Less:		
Men	2,310	225 D
Women	2,922	157 D
Vocational Schools of Secondary Grade:		
Men	281	9 D
Women	175	40 I
Other Local Schools for Deaf, Blind, Delinquent, etc.		
Men	61	1 I
Women	525	49 D
Total:		
Men	5,357	84 D
Women	21,139	154 D
Grand Total	26,496	238 D

SALARIES OF TEACHERS

Increase or Decrease

Average salary per year paid to all day school teachers (27,864) not including superintendents, assistant superintendents or evening school teachers of any kind	\$2,185.00	\$62.00 I		
Average salary per month paid to all day school teachers	238.80	9.29 I		
	Men	Women	Men	Women
Average salary per year paid to:				
Superintendents	\$7,038	\$2,150	\$39 I	...
Assistant Superintendents	8,120	7,750	676 D	...
Director County Vocational Schools	8,167	...	...	...
Asst. Director County Vocational Schools	4,717	...	100 I	...
Approved Supervising Principals:				
Men and women as a whole unit	4,358	...	257 D	...
Unapproved Supervising Principals:				
Men and women as a whole unit	3,147	...	153 I	...
Non-teaching Principals	4,130	3,369	47 I	\$61 I
Supervisors	3,773	3,180	621 D	99 D
Special Supervisors	3,525	2,853	106 I	120 I
Rural School Teachers—One-Room	1,106	1,130	44 D	15 I
Rural School Teachers—Two-Room	1,317	1,237	98 I	6 I
Kindergarten Teachers .....	...	2,009	...	1 I
Elementary Teachers:				
Grades I-VIII	1,702	1,886	21 I	23 I
Grades I-VI	1,888	1,977	127 I	28 I
Junior High School Teachers:				
Grades VII-IX	2,100	2,282	46 I	43 I
Grades X-XII	2,540	2,469	86 D	26 I
High School Teachers:				
Grades IX-XII	2,446	2,384	51 I	28 D
Short Term Teachers	1,350	1,064	50 D	177 I
Substitute Teachers	825	559	70 D	127 I
Special Teachers—Ungraded, Backward and Incurable Classes	1,948	2,111	124 I	21 I
Special Teachers—Crippled Teachers	3,050	2,807	1,250 I	32 D
Special Teachers—Subnormal Classes	2,130	2,326	32 I	76 I
Special Teachers—Deaf Classes	2,300	2,843	100 I	9 I
Special Teachers—Blind Classes	1,470	2,385	1,470 I	15 D
Special Teachers—Bedside or Home Instruction:				
Full Time	1,400	1,630	400 I	6 I
Part Time	172	291	33 D	14 D
Special Teachers—Unclassified	2,221	2,102	57 I	27 I
Manual Training Teachers	2,380	2,084	177 I	36 I
Vocational School Teachers	2,783	2,522	46 I	18 I
Continuation School Teachers—Full Time .....	...	...	1,000 D	...
Helping Teachers .....	...	2,859	...	40 D
Average salary per night to:				
Vocational Teachers	5.22	4.43	.14 D	.10 D
Regular Evening Schools	4.87	4.57	.06 D	.09 D
Accredited Evening High School	6.43	6.25	1.28 D	1.28 D
Evening Schools for Foreign-born Residents—Teachers	4.21	3.68	.19 D	.21 D
Manual Training Evening	5.00	...	...	...

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks	104	451
Clerks and Assistants in Secretaries or District Clerks' Offices	160	21
Business Managers	9	1
Clerks and Assistants in Business Manager's Offices	59	1
Clerks in Superintendents' or Supervising Principals' Offices	268	22
Clerks in Supervisors' Offices	40	4
Clerks in Principals' Offices	611	33
Attendance Officers	208	401
Clerks in Attendance Officers' Offices or Departments	17	5
Medical Inspectors	42	674
Clerks in Medical Inspectors' Offices	22	3
Other Clerks Not Previously Listed	46	75
Dental Inspectors	22	187
Nurses	423	351
Janitors, Engineers, Firemen, Watchmen and Helpers	3,579	839
Bus Drivers of District-Owned Buses	44	123
Attendants for Crippled Children on District-Owned Buses	5	...
Maintenance Employees	388	7
Recreation Employees	15	124
Other Employees Not Previously Listed	214	206
Total	6,277	3,528

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

	1938	1939	1940	1941	1942	Increase or Decrease
Total enrollment of pupils in all schools day and evening (a)	811,564	799,662	785,195	766,394	742,117	24,277 D
Total enrollment of pupils in all schools day and evening, including National Defense Programs..	.....	.....	.....	785,739	774,193	11,546 D
This enrollment divided:						
Day schools	776,779	764,449	746,901	732,286	712,883	19,403 D
Evening schools	34,785	35,213	38,294	34,108	29,234	4,874 D
Boys in day schools	398,835	392,935	383,750	375,329	364,583	10,746 D
Girls in day schools	377,944	371,514	363,151	356,957	348,300	8,657 D
Boys in evening schools	22,153	21,463	24,201	21,661	17,957	3,704 D
Girls in evening schools	12,632	13,750	14,093	12,447	11,277	1,170 D
National Defense Training Programs .....	.....	.....	.....	19,345	32,076	12,731 I
Boys in National Defense Training Programs .....	.....	.....	.....	18,049	25,697	7,648 I
Girls in National Defense Training Programs .....	.....	.....	.....	1,296	6,379	5,083 I
Average daily attendance in day schools	653,039	643,477	627,176	606,398	588,678	17,720 D
Average absence of each pupil in days	12	12	13	14	13	1 D
Enrollment:						
Kindergarten	37,076	34,806	34,884	35,089	34,657	432 D
*Primary grades	261,449	250,411	238,398	230,091	225,632	4,459 D
*Grammar grades	260,566	252,827	244,854	238,334	232,180	6,154 D
*High schools	193,177	202,266	205,787	206,401	199,205	7,196 D
One-room rural schools	4,876	4,459	3,798	3,576	3,354	222 D
Two-room rural schools	7,482	7,027	6,714	6,715	6,734	19 I
Teachers—Total number	29,341	29,536	29,636	29,513	29,279	234 D
Men	6,271	6,540	6,826	6,973	6,850	123 D
Women	23,070	22,996	22,810	22,540	22,429	111 D
One-room rural schools, total	176	159	141	130	123	7 D
Men	19	16	17	13	8	5 D
Women	157	143	124	117	115	2 D
Two-room rural schools, total	259	244	233	237	227	10 D
Men	21	24	20	19	13	6 D
Women	238	220	213	218	214	4 D
Kindergarten	778	773	763	759	761	2 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.

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

	1938	1939	1940	1941	1942	Increase or Decrease
Teachers:						
Grades I-VIII, total	12,116	11,944	11,691	11,309	11,171	138 D
Men	532	565	573	576	557	19 D
Women	11,584	11,379	11,118	10,733	10,614	119 D
Grades I-VI, total	2,424	2,416	2,413	2,461	2,358	103 D
Men	33	37	44	45	36	9 D
Women	2,391	2,379	2,369	2,416	2,322	94 D
Junior High Schools, total	1,407	1,394	1,407	1,498	1,515	17 I
Men	371	375	391	423	434	11 I
Women	1,036	1,019	1,016	1,075	1,081	6 I
Senior high schools, total	1,359	1,394	1,491	1,517	1,639	122 I
Men	559	594	638	661	702	41 I
Women	800	800	853	856	937	81 I
Four-year high schools, total	4,713	4,847	4,894	4,957	4,771	186 D
Men	1,974	2,081	2,141	2,202	2,069	133 D
Women	2,739	2,766	2,753	2,755	2,702	53 D
Manual training, total	1,062	1,090	1,138	1,173	1,194	21 I
Men	592	607	634	652	667	15 I
Women	470	483	504	521	527	6 I
Average salary per year paid to day school teachers	\$2,005	\$2,058	\$2,101	\$2,123	\$2,185	62 I
One-room rural schools:						
Men	1,189	1,069	1,097	1,150	1,106	44 D
Women	1,108	1,122	1,102	1,115	1,130	15 I
Kindergarten	1,910	1,950	1,979	2,008	2,009	1 I
Grades I-VIII:						
Men	1,671	2,048	1,725	1,681	1,702	21 I
Women	1,796	1,808	1,832	1,863	1,886	23 I
Grades I-VI:						
Men	1,674	1,708	1,737	1,761	1,888	127 I
Women	1,866	1,902	1,949	1,949	1,977	28 I
Junior high schools:						
Men	1,964	2,009	2,033	2,054	2,100	46 I
Women	2,232	2,198	2,257	2,239	2,282	43 I

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

	1938	1939	1940	1941	1942	Increase or Decrease
Average salary per year paid to:						
Senior high school teachers:						
Men	\$2,464	\$2,462	\$2,451	\$2,626	\$2,540	86 D
Women	2,404	2,413	2,411	2,443	2,469	26 I
Four-year high schools:						
Men	2,414	2,540	2,406	2,395	2,446	51 I
Women	2,349	2,403	2,385	2,412	2,384	28 D
Schools in session, day	186	186	185	185	183	2 D
School districts, number	551	553	553	554	555	1 I
School buildings	2,155	2,133	2,117	2,090	2,059	31 D
Valuation of school property	\$346,292,858	\$351,184,916	\$357,693,835	\$364,299,574	\$365,021,468	\$721,894 I
Buildings completed during the year	11	12	27	12	2	10 D
One-room buildings	249	239	213	198	180	18 D
Graduates of State Teachers Colleges:						
Trenton	149	204	188	190	181	9 D
Montclair	208	215	286	249	219	30 D
Newark	154	224	232	206	185	21 D
Glassboro	52	144	140	156	141	15 D
Paterson	54	90	65	81	77	4 D
Jersey City	45	95	76	70	56	14 D
Totals	662	972	987 (a)	952 (b)	859 (c)	93 D

- (a) Of this number 246 had previously graduated with a lower certificate or diploma.
 (b) Of this number 272 had previously graduated with a lower certificate or diploma.
 (c) Of this number 233 had previously graduated with a lower certificate or diploma.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1940			1941			1942		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$900.....	26	60	86	21	57	78	15	54	69
\$900 to \$999.....	22	105	127	10	95	105	10	74	84
1000 to 1099.....	56	798	854	48	690	738	33	705	738
1100 to 1199.....	55	693	748	52	637	689	36	622	658
1200 to 1299.....	171	1441	1612	144	1358	1502	120	1274	1394
1300 to 1399.....	196	1444	1640	179	1358	1537	142	1238	1380
1400 to 1499.....	251	1565	1816	322	1585	1907	250	1678	1928
1500 to 1599.....	346	1444	1790	322	1365	1687	289	1337	1626
1600 to 1699.....	332	1354	1686	367	1383	1750	334	1225	1559
1700 to 1799.....	291	1205	1496	244	1157	1401	261	1131	1392
1800 to 1899.....	384	1222	1606	416	1305	1721	356	1254	1610
1900 to 1999.....	256	1043	1299	309	1064	1373	318	1097	1415
2000 to 2499.....	1157	4394	5551	1247	4366	5613	1322	4423	5745
2500 to 2999.....	820	2790	3610	861	2825	3686	944	2858	3802
3000 to 3499.....	620	1427	2047	598	1446	2044	631	1450	2081
3500 to 3999.....	395	763	1158	429	804	1233	423	871	1294
4000 to 4499.....	245	230	475	243	219	462	257	224	481
4500 to 4999.....	212	170	382	211	180	391	192	195	387
5000 to 5499.....	100	31	131	104	26	130	103	28	131
5500 to 5999.....	44	14	58	38	14	52	43	14	57
6000 to 6499.....	31	2	33	31	7	38	32	7	39
6500 to 6999.....	23	3	26	24	2	26	25	6	31
7000 and over.....	71	4	75	74	5	79	77	6	83



