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ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

(Pursuant to R. S. 18:2-10 and R. S. 18:3-11)

1952

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Introduction

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

THE YEAR 1951-1952 was one of achievement but also one of difficulty for the public schools of New Jersey. Enrollments in the elementary schools continued to climb. Tax rates in the great majority of communities continued to rise as boards of education tried to cope with the reduced purchasing power of the dollar at the same time that they were faced with more pupils to educate and with the need for more building space in which to house them.

The average salary of all certificated personnel increased from $3,574 in 1950-1951 to $3,880 in 1951-1952 but in many communities salaries were still insufficient to attract able, well-trained teachers.

The number of teachers who did not hold regular certificates totalled one out of every nine employed. Although many of these were adequate teachers, an analysis of certificates issued indicates that a sizeable number could be acceptable on an extreme emergency basis only.

Forty-nine districts applied to the Department of Education and the Division of Local Government for permission to exceed the legal bonding limit in order to construct school facilities. Although school districts voted approximately $30,000,000 for new construction, the number of classrooms needed to house the increased enrollment far exceeded the number that were built. The total number of districts which asked for extension of credit for building rose to 125, or a little less than one out of four districts in the State.

The State School Aid Commission, created by Joint Resolution No. 9, 1950, released Part I of its Report in February, 1952, and Parts II and III in March, 1952. It recommended that the share of the State in the financing of public education be increased by an additional sixty million dollars.

School boards, engrossed with the building of elementary schools were sometimes unaware of a high school problem, which menaced them only a few years ahead. In many districts, it was becoming apparent the sending-receiving relationship was soon to be strained by a wave of pupils coming into the secondary schools from the lower grades. Many districts which for years had maintained high schools to which neighboring districts sent their pupils on payment of tuition found regretfully that the old arrangement could not long be continued. As we look to the future, this question in large part remains unanswered.

School superintendents and principals, eager to improve their schools, found in too many instances that their efforts were undone by an abnormally high turnover of teaching staff. Without continuity of personnel, advance in educational program became increasingly difficult.

Nevertheless, there were encouraging factors. There were some excellent new school buildings constructed. In more than a few communities the people chose to tax their real property considerably higher rather than see their school systems deteriorate. The people of the State voted $15,000,000

bond issue for new buildings and improvements at the six State teachers colleges, and the colleges and the high schools united in their efforts to recruit more high school graduates into a teaching career.

The year 1951-1952 found the demands on the schools increasing. In spite of the difficulties, the school people of the State were faithful to their tasks and made a good effort to meet the challenges which they faced.

The year 1951-1952 also marked the retirement of Dr. John H. Bosshart as Commissioner of Education after nine years of service in that post and after fifty years of service to education. His leadership during a difficult period will place him high on the list of the great men in education not only in New Jersey but in the country as well.

Respectfully submitted,

FREDERICK M. RAUBINGER,
Commissioner of Education

Division of Controversies and Disputes

THE COMMISSIONER of Education is charged by law with the duty to decide, without cost to the parties and subject to appeal to the State Board of Education, controversies and disputes arising under the School Law. An Assistant Commissioner is provided by law to assist the Commissioner in the performance of this duty. This Assistant Commissioner heads the Division of Controversies and Disputes.

The courts have held that the Commissioner of Education is a legally created tribunal of limited jurisdiction to hear and determine matters arising under the School Law, and that his determinations, therefore, have the conclusive quality of judgments pronounced in legally created courts of limited jurisdiction within the bounds of his authority. Such determinations are binding until reversed on appeal. An increasing emphasis is being placed, however, upon averting formal litigation.

Many controversies are being prevented or settled amicably in their incipient stages through the efforts of the county superintendents and the members of the Commissioner's staff. Experience shows that meeting informally with counsel for the parties possesses great possibilities for reducing the amount of litigation and attendant personal animosity and bitterness.

Frequently, the necessity of holding a hearing is obviated through the agreement of counsel to present the case by a stipulation of facts and briefs. Such a procedure saves time and expense and the unfortunate circumstances which sometimes attend the airing of school disputes. Only four controversies required formal decisions during the past year and it was unnecessary to hold a hearing in any of these cases. Eight recounts of school elections were held.

There is reason to believe that information furnished by the Division results in fewer controversies. The Head of the Division answers numerous letters and telephone calls requesting information on the legal aspects of school problems. Information is also disseminated through circulars and question and answer periods with groups of school board members, school administrators and teachers. Many school officials call at the office for personal conferences.

Legislative matters are the concern of this Division. Much time is spent in reading legislative bills pertaining to education and in conferring on proposed legislation of interest to our school systems. Preliminary drafts of departmental legislation are prepared. For the final drafts the Department has the help of Mr. Thomas P. Cook, Deputy Attorney General, Mr. Charles deF. Besore, Chief Counsel and Executive Director of the Law Revision and Bill Drafting Commission, and Mr. Leon S. Milmed, Deputy Attorney General and Counsel to the Governor. Grateful acknowledgment is made to these gentlemen for their assistance during the past year.

New Legislation Enacted

Chapter 15, Laws of 1952, authorizes school district boards of education to pay dues assessed by votes

of two-thirds of the delegates to the State Federation of District Boards of Education after sixty day written notice to said board.

Chapters 152 and 153, Laws of 1952, permit a board of education to exempt a teacher or pupil from the compulsory vaccination and immunization requirements upon the ground that such requirements interfere with the free exercise of his religious principles.

Chapter 236, Laws of 1952, changes the title of Supervising Principal to that of Superintendent and gives the Superintendents of Chapter 7 districts the powers and privileges enjoyed by Superintendents of Chapter 6 districts.

Chapter 252, Laws of 1952, provides for Chapter 6 districts the privilege of extending debt limitations for bonding purposes in somewhat the same manner as previously provided for Chapter 7 districts.

Certain Decisions Cited

In the case of *R. McAllister* vs. *Board of Education of Lawnside, Camden County,* notwithstanding the fact that the petitioner was the lowest bidder for a coal contract, the award was made to the next lowest bidder. The Board of Education defended its action on the ground that during the previous school year, 1949-1950, the petitioner had furnished unsatisfactory coal. For this reason the Board considered him not to be a responsible bidder. No hearing was held to determine whether he was a responsible bidder. It was stipulated by the parties that the petitioner was financially responsible. There was no indication in the record that during the school year 1949-1950 any attempt was made to require the petitioner to meet the specifications. It was held by the Commissioner that the Board erred for the reason that the petitioner, being financially responsible, could be required to meet the specifications.

In the case of *John A. Fochi* vs. *Board of Education of the Borough of Lodi, Bergen County,* it was held that a contract for school furniture may be awarded without competitive bidding for the reason that there is no statutory requirement therefor.

In the case of the *Recount of Ballots Cast in the Annual School Election in the Township of Hainesport, Burlington County,* it was held that a write-in vote in the personal choice column giving only the last name cannot be counted.

In the case of *Mary E. Lange* vs. *Board of Education of the Borough of Audubon, Camden County,* it was held that the protection afforded by the seniority provisions of the tenure act is not retroactive.

Division of Administration

A CONSIDERABLE portion of the time of the professional personnel of the Division was devoted to the problems of the administration of the New Jersey School for the Deaf, the Manual Training and Industrial School at Bordentown, the Division of State Library, Archives and History, and the Division of the State Museum with special reference to their budgetary, financial and personnel procedures. The work of these institutions and divisions is discussed in the annual reports of their respective superintendents and directors and will not be duplicated here.

A-V Aid Centers Increased

The Coordinator of Audio-Visual Education is the staff member in immediate charge of this specialized educational service, the administration of which is another responsibility of the Division of Administration. The number of county audio-visual aid centers authorized under Chapter 228, P. L. 1950, increased from eight to ten during 1951-52. These counties are: Camden, Cape May, Cumberland, Hunterdon, Mercer, Middlesex, Monmouth, Morris, Ocean and Somerset. It has become apparent that the legislation establishing these centers is helping to fill a need and that the program is operating successfully.

Educational Television Initiated

An important step in the field of audio-visual education was taken in May, 1951, when plans for an experimental educational television program were initiated. The Federal Communications Commission assigned six educational television channels to New Jersey. The proposed plan contemplates setting up an experimental educational television studio at Rutgers University, the State University of New Jersey, to explore the practicability of developing this new medium of audio-visual education. A supervisor of this project has been employed.

Education for Veterans

The Head of the Division continued with the responsibility of coordinating education for veterans. The work in connection with P. L. 346, P. L. 16, and P. L. 679 has been decreasing for the past two years. We now find that many members of the Armed Services, whose current enlistments are expiring, will be interested in an educational program.

Legislation is being prepared to take care of these veterans and there will soon be a return of the educational problems with which we were faced in 1945 and 1946.

(EDITOR'S NOTE: *P. L. 550 went into effect in August, 1952, thus continuing the responsibility for veterans' education. The personnel of this Division will continue to work closely with the Veterans Administration in the coordination of the entire program.*)

"Extra-Routine" Activity

The Director of Special Administrative Services was given a special assignment by the Commissioner of Education which temporarily took him from his routine duties and required full-time for a period of several months. That assignment was in connection with the appointment by the Governor of a committee of three

Cabinet members—the Commissioner of Education, Chairman; the Commissioner of Health, and the State Treasurer—to study possible location of the proposed medical college in New Jersey. The Committee was requested to have a careful investigation made of each proposal for the purpose of determining the cost of necessary facilities, the advantages and disadvantages, the availability of adequate hospital facilities and teachers, the convenience of students, and the supply of patients.

Under the direction of the Commissioner of Education, the Director of Special Administrative Services conferred with the deans of several medical colleges and with officials in the United States Office of Education, for advice and for recommendations of competent medical consultants to assist the Committee in its study. Three men who had had extensive experience in surveying the need for medical colleges and their possible locations in other states were secured as consultants.

From reports of the New Jersey Medical College Commission and several of its sub-committees, from material supplied by key persons in the three areas concerned, and from numerous conferences with these key persons, the Director of Special Administrative Services prepared a comparison of the proposals and facilities offered by each location.

This material was sent to the three consultants early in July so that they would have ample time to study the material before coming to New Jersey for visits and conferences at Newark, Jersey City, and New Brunswick. These visits were made in August, 1951, and afforded the committee consultants opportunity to inspect the facilities at the three locations, to supplement information previously received by personal conference and by questions directed to the key persons at each proposed location.

Near the end of August the consultants submitted their reports to the Governor's Cabinet Committee. After studying these reports the Cabinet Committee submitted to the Governor, on September 14, 1951, its confidential report concerning the location and organization of the proposed Medical College for New Jersey.

Division of Elementary Education

Elementary Schools Are Evaluating Their Services

DURING THE past year, the elementary schools of New Jersey have been particularly concerned with examining their goals and achievements. This evaluation is essential at present becaus of the severe handicaps under which our schools are laboring. Efficiency is threatened by increased enrollments in the elementary grades, crowded classrooms, shortages of adequately trained teachers and limited facilities.

Under the stress of these conditions, our schools are examining critically the services they are giving, to guide them in building for the future. They, as

well as the public, want to know how well they are meeting their obligations, and what evidences there are that they are meeting them.

The Major Purpose of Elementary Education

There seems to be general agreement that the major purpose of our public schools is to educate citizens who are able to carry on our democratic form of government and way of life. Our democracy could not survive without an educated citizenry. The elementary school must lay the foundation for successful participation in a democratic society.

Our Schools Train Pupils to Think

One of the fundamental skills needed by our citizens is the ability to think independently. To be able to think clearly, a pupil must learn how to secure information from various sources, to compare and evaluate conflicting data, to screen out opinion from fact, and to reach conclusions based on the most reliable information available. He must know how to "find, filter, and follow the facts." Exclusive reliance upon memorizing facts from a single textbook or accepting unquestioningly statements from a person in authority falls far short of what is needed to produce people of independent mind and originality of thought.

Involved in the skill of thinking is the ability to pool information and to weigh it in open discussion. Citizens in our democracy need the skills of thinking together, presenting information they have acquired, following other presentations, arranging facts logically, and summarizing conclusions. Pupils must learn to be open-minded, willing to change their views in the face of convincing information. They acquire essential information more efficiently and retain it longer when they use it in their thinking.

There are many evidences that pupils in our elementary schools are learning how to think. Increasingly, they have access to varied sources of information on the level of their maturity and understanding. They have opportunities to pool and discuss their information, and they use valid information in reaching sound conclusions independently.

Individual Activities Are Developed

Another fundamental obligation of our elementary schools is to develop each pupil to the highest level he can attain. Our democracy is founded on a belief in the worth and dignity of the individual, therefore the children in our public schools are given opportunities to discover their particular talents and develop their potentialities, so that they may be able to make their maximum contributions as individuals and as members of society.

There are evidences that pupils are increasingly challenged to work up to their individual abilities in acquiring and using basic skills and knowledge as they study common problems and explore individual interests. This year, more teachers than ever before have been studying the nature of the children they teach, and how they learn most effectively. There is a growing awareness of the needs of children who are mentally or physically handicapped, and of the school's obligation to provide effective help for them.

Pupils Work Together

In the United States, people must be able to work together for the good

of all. Therefore, our schools are giving pupils more and more opportunities to pool their individual talents and efforts for a common purpose. Pupils are learning voluntary cooperation, a willingness and desire to work together, as well as the ability to cooperate.

In all our elementary schools, children are being given opportunities to accept the responsibilities of democratic citizenship. Group or democratic control is replacing forced or autocratic control as children appreciate the privilege of helping to govern themselves in many of their activities. There is evidence that children learn better when they share in the responsibility of planning their work.

As pupils work together, they acquire the democratic attitude of respecting the rights of others and appreciating the abilities of others. Learning of this sort is most effective in public schools for the children of all the people, of all economic levels, races, and creeds.

Schools Focus on Character

Character is an integral part of democratic citizenship. Skills and knowledge are of little value unless properly directed and used for the good of society. Elementary schools have in the past generously accepted their responsibility in this sort of guidance. This past year, schools throughout the State re-examined what they are doing to help provide pupils with standards which will guide them in making choices between right and wrong, to promote spiritual values, and to help children appreciate the fine, beautiful things in life. They have found that experiences in school may be used to develop character traits such as consideration for others, working for the common good, and accepting social responsibilities. Pupils are acquiring moral and spiritual values by being given opportunities to apply them.

Schools Work with Communities

Schools in our democracy are schools of the community. The year 1951-1952 has shown an increasing tendency to coordinate the efforts of elementary schools and communities to work together for the best interests of the children. The school, the home, the church, and other community agencies are developing a better understanding of their joint responsibilities in educating our children. Schools are trying to provide the sort of education which the community wants and to help the community want the best possible education.

Evidences of school-community cooperation are numerous. More schools have been using the individual parent-teacher conference to report pupil progress in school and to help parent and teacher understand children better. Parents and other citizens are helping to plan school curriculums, reaching common objectives and understanding. Community resources have been more widely utilized as community leaders are brought in to act as consultants, or pupils go out to get first-hand information about their community. Pupils are contributing to various phases of community living, and so are becoming aware of their obligations as members of the community.

Services of the Elementary Division

The Elementary Division of the State Department of Education has the responsibility of helping the elemen-

tary schools of the State provide the sort of education which will develop competent citizens. Since it is physically impossible for the limited staff to visit the State's 1700 elementary schools personally, the staff must work largely through State-wide leadership, and stimulate and guide local initiative.

The sixty helping teachers who are on the staff of the State Department, serve over 40 per cent of the elementary schools. They comprise one of the professional groups with which the Elementary Division staff has been most closely associated. In 1951-1952, the rural schools supervised by the helping teachers were particularly handicapped by the teacher shortage. Many of these smaller districts would have found it practically impossible to staff their schools and carry on an adequate program without the helping teachers. The helping teachers persuaded many former teachers to return to service and re-oriented them to modern conditions, and helped beginning teachers to start their teaching, while carrying on their other supervisory responsibilities at the same time. It is a tribute to these helping teachers that no schoolrooms remained closed this year and that the programs carried on were basically sound.

Thirteen of the helping teachers specialize in music. Their responsibility is to help all the teachers in the smaller school districts to become teachers of music. The work of these music helping teachers has brought music to over 31,000 pupils. During the year, music helping teachers have worked with instructors in music from the six state teachers colleges to prepare a guide, "Music for the Classroom Teachers," to help classroom teachers who have had no special training in music.

The staff's work with the helping teachers has been channeled through the county staffs, each headed by the county superintendent. During the year, a committee of county superintendents, helping teachers, and the Elementary Division staff, completed a bulletin, "The County Staff of the State Department of Education," defining the services of the county staff and clarifying its relation to the rest of the State Department.

One of the helping teachers, Miss Marcia A. Everett, has headed a committee to prepare a bulletin concerning the school's responsibility in education for character and citizenship. Thousands of descriptions of activities in this field were collected from schools throughout the state for use in compiling the bulletin.

Another helping teacher, Dr. Julia Weber, has used her training in the special field of child study to help organize and guide groups of teachers who were studying the nature and needs of the children they were teaching, focusing on individual children.

The Elementary Division has continued to work with the New Jersey Conference for the Handicapped, an organization of representatives of three State departments and others concerned with meeting the needs of handicapped children. The Conference was organized by the Elementary Division in 1945, and has held bimonthly meetings ever since, studying legislation, standards, public relations, and reading disabilities. A directory of the services available for the handicapped in New Jersey, prepared and printed by the Conference, has proved so popular that a second edition has been issued. A member of the Elemen-

tary Division staff has acted as advisor to the commission appointed by Governor Driscoll to study the problems of mentally deficient children.

Another member of the staff has the duty of licensing the hundreds of child care centers in the State. Through her cooperative methods, the whole program of early childhood education has been improved. The revised standards for the operation of centers, approved by the State Board of Education and printed this year, make it mandatory for the first time that all licensed centers have trained teachers on their staffs.

The Elementary Division has also worked closely with the elementary supervisors in the larger school systems. In addition to visiting schools on request from these supervisors, for several years the staff has helped committees of supervisors arrange for meetings twice a year to discuss common problems in elementary education. Parents, kindergarten teachers, school board members, superintendents, junior high school principals, and psychologists have been brought into the meetings when the conference topics have concerned them.

One of the most important services of the Elementary Division is to coordinate the efforts of various groups concerned with elementary education. An outstanding example of the practical value of this procedure is the Elementary Education Workshop which the Division staff organized for the last week in January. More than 110 school people met in Atlantic City to study the curriculum for the middle elementary grades in New Jersey schools. The group included all the helping teachers, most of the county superintendents, many elementary supervisors from city schools, representatives from the elementary divisions of the state teachers colleges, and some elementary school teachers and principals.

At a previous workshop, a study group of helping teachers and county superintendents prepared a bulletin, "Reporting Pupil Progress through Parent-Teacher Conferences," which has already proved helpful to many schools which have started this method of pupil reporting.

What's Ahead

The problems and achievements of this year indicate certain needs with which elementary education will be faced and lines along which it should progress in the immediate future:

1. For several years, there will be a need for the intensive in–service training of teachers with inadequate pre-service training.
2. Research into the nature of children must be expanded. We need to know more about children and how they learn.
3. More facilities should be provided to meet the needs of handicapped children.
4. School and community must continue to pool their efforts in behalf of children.
5. There should be continued emphasis on the character and citizenship phases of education.
6. Elementary school curriculums must be constantly evaluated and revised to keep abreast of rapidly changing conditions if our schools are to continue to prepare the rising generation to live happily and successfully in the modern world and to be competent citizens.

Division of Secondary Education

EACH YEAR it becomes increasingly evident that the public is believing more than ever before that education, particularly secondary education, is for all American youth. The demands of industry, commerce and agriculture for more employees with better and higher levels of education has exerted a strong pressure upon the secondary schools to develop programs which will help each pupil to achieve his maximum development. · Increasing enrollments with decreasing drop-outs, coupled with greater confidence in public education, require secondary schools to turn the spotlight of introspection on their work.

How Does the High School Curriculum Recognize the Changing Needs of Society?

Curriculum study and change are common in New Jersey schools. Under the label of Life Adjustment Education many courses and programs geared to the competency of youth in areas of need common to all have been instituted. Life Adjustment Education places emphasis on a more practical kind of education. It involves the adaptation of the content and methods of all subjects so that all students are prepared for all areas of living—at home, at work, at play, in civic problems, and in social life.

During the past four years thirteen of New Jersey's high schools, as part of a State-guided project, have conducted pilot experiments with courses compatible with the philosophy of Life Adjustment Education. This project has now been completed and the thrilling stories these schools have to tell will be made available to the State at large. One course in particular has moved rapidly beyond the pilot study realm into wide adoption by our schools. This is a course in Family Living sometimes called Family Relationships. Since 1946, when but eight schools with enrollments of 336 pupils offered a course of this description, the popularity of this study has grown so that in 1952 it was offered in 54 schools with enrollments of 1,566 girls and 786 boys, an increase of 675 per cent in the number of schools and 700 per cent in pupils enrolled!

Our schools are beginning to recognize the need for training safe and competent drivers. In 1951, 148 schools taught courses in Safe Driving. Many of the pupils were able to take the written test for their driver's license in these courses. These tests were administered directly by the Motor Vehicle Department. In eighteen schools 100 per cent of the pupils examined passed on the first testing. To date 79 high schools provide behind-the-wheel training. This type of course when accompanied with a classroom program of safe driving should go far in promoting better and safer drivers for our State. In recognition of our efforts in this field, New Jersey was given in 1952 an Award of Merit for achievement in both quantity and quality of driver education.

Space does not permit a lengthy description of many other improvements such as the introduction of the Single Curriculum, refresher courses in arithmetic, courses in consumer education and the development of work-experience programs whereby pupils coor-

dinate school training with experience in business and industry. Curriculum makers are becoming conscious of the changing needs of society and are slowly overcoming the inertia that impedes educational change.

How Does the High School Integrate Its Program With the Community?

Public interest in the programs of the schools is finding an outlet through the organization in many communities of lay advisory committees. These groups of interested citizens are usually brought into existence through the stimulation of educational leaders. Building needs, curriculum changes, and financial support are a few of the important areas in which the viewpoints of educators and the public are shared for school improvement.

An important feature of expanding guidance services in high schools is the interest and activity in job placement services. Industry is coming to rely on recommendations of school people before employment of an applicant. This is a healthy development, one that will enable the school to keep in touch with the needs of its community and at the same time inform industry concerning the nature of the school product.

How Do Building Facilities Accord With Our Philosophy of Secondary Education?

As we project our thinking into the future it becomes evident that increasing enrollments are forcing a crisis in high school education. Conservative estimates of enrollments point to the fact that for every 100 pupils in high school today there will be 143 pupils in 1965. While present enrollments are somewhat lower than in previous years, let us look at what has happened in the high school buildings themselves, many of which were built twenty-five or more years ago.

As our program has moved in the directions indicated above, in many instances adaptations and make-shift arrangements have had to be used to provide for services that today are the very foundation of an adequate secondary education. While it is true that our present building facilities in the 1930's housed more pupils than in 1952, it has been this declining enrollment that has been the saving factor in providing room space for an expanding program. Former classrooms have become guidance offices, library storage and work rooms, home economics and industrial arts areas, visual aids rooms, music study places and other specialized areas that were either not anticipated or for which limited provisions were made in the original building. To a moderate degree all of our high schools have incorporated these offerings in their programs. If our school population is to increase by 50 per cent, we must face the facts that we will have insufficient classrooms and that such an increase in enrollments will tax beyond reason the limited existing building facilities.

We are facing another problem, namely the future of our sending-receiving relationships. In New Jersey we have been able, through these arrangements, to maintain the largest average-size high school of any state. For years our median-size school housed 600 to 700 pupils, considerably above the national average. We have only three high schools of the 362 junior and senior schools with enrollments less than 100 pupils. One hundred fifty-nine of our high schools are

designated as receiving schools, accepting 37,028 tuition pupils. This has been a happy solution of high school problems in many districts, and at the same time it has provided schools of sufficient size to operate an enriched program in an economical manner.

Immediately ahead are serious problems for our receiving districts, many of whom have given termination dates beyond which no pupils will be accepted from sending districts. Unless we move rapidly, by 1956 many youth of high school age will either have no high school to attend or the emergency arrangements that must be made will short-change them in their educational preparation.

Some hope is seen in the creation of regional and consolidated districts. It should be pointed out that even in this movement, the borrowing capacities of all school districts have been so depleted because of elementary school needs that little or nothing remains for high school building.

Rapid Changes Require Cooperation

As we look ahead, the rapidity with which changes in secondary education are taking place requires many conferences among administrators within the State and through the Nation. It also necessitates in-service training programs for teachers in each school system. The unfavorable prospects created by our building inadequacies and needs should not dim the brightness with which our developing curriculum shines. We are convinced that the people of New Jersey want their children to be educated under the best conditions—they will accept nothing less.

Division of Health, Safety and Physical Education

A LOOK AT the future in relation to the six areas of the Division requires a review of the changes in the past years and an estimate of present trends. The areas to be considered are physical environment, health instruction, physical education, safety education, nutrition and school lunch, and health services. All of these are closely related and have a strong influence not only on physical health but also on mental health. The total health of each pupil greatly affects his work, as he experiences learning processes, acquires knowledge, and uses this knowledge in daily living.

Physical Environment and Facilities Continue to Improve

School buildings, like private dwellings and industrial plants, are changing for the better in many ways. In both planning and construction many factors are considered beyond mere physical custodial care. Among these are: the location of the building and grounds in a desirable neighborhood free from fumes, dampness and noise; the architecture of the building is planned with the thought primarily of the safety of the school children; the building materials are fire resistant;

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and fire escapes, exits, and fire apparatus are provided.

Plans for classrooms, gymnasiums, cafeterias, vocational training shops, and all other functional parts of the school house are thought through in advance of construction. Especially important are heating and plumbing, water supply, toilets, showers, drinking fountains, and lighting. The equipment and supplies of all kinds are considered; from chalk to desks, from bread and milk to the mechanical dishwasher, from tongue depressor to sterilizer and weight scale, from soft ball to basketball court. The number of inanimate substances and objects in the school and on its grounds that affect the health and safety of school children is incalculable. A healthful and safe school environment requires planning and attention to all details.

In Health Instruction New Viewpoints Make Changes

The concept of a child as a complex living organism with many other than intellectual needs has gradually brought into the school curriculum subjects that are designed for character, physical, social, and emotional education. This does not mean that learning is minimized. The devotion of some of the present methods to the total needs of the child make him a better student as well as a healthier, happier and more versatile human being.

The old State law requirements have been enlarged and expanded in most schools. Some of the changes are in the fields of nutrition and school lunch, sex education and family living, home nursing, automobile driver education, and include knowledge about communicable diseases, alcohol and narcotics, cancer, tuberculosis, and personal and community hygiene.

The local communities are showing greater interest in school health and in the teaching of health subjects. Official and unofficial State, county, and local organizations are assisting the schools in providing teaching aids and materials. The Division has prepared a health bulletin for elementary schools and has prepared teaching materials in physical education, nutrition and narcotics.

Physical Education Looks Ahead In Program Adjustments to Military Needs

One of the needed changes in physical education is to increase the facilities for this program. This is necessary to the conduct of wholesome, well-rounded programs of physical education activities. Consideration has to be given to facilities and equipment that should be provided for high school pupils who are soon to enter military life.

In the regular physical education program needs are apparent for more space, larger locker rooms, enlarged gymnasiums, and increased outdoor space and facilities.

Interscholastic athletics is encouraged but only as one part of the total physical education program. Greater emphasis needs to be placed upon the intramural physical education program for both boys and girls.

In the effort to have winning varsity teams, some schools desire to have varsity interscholastic teams in the elementary grades. For evident reasons based on the harmful physical and emotional effects of strenuous competition on the immature child, the Division's policy is opposed to varsity athletics in elementary schools or junior high schools.

Safety of School Children Is the School's First Responsibility

Any consideration of future trends in safety is predicated on the fact that the safety of school children comes before any other function of the school. Schools are trying in two ways to promote safety education. The first is by classroom teaching; the second is by practicing safety procedures in daily living.

A safe school environment is essential. Every effort is made to provide a safe building in planning and construction. It is impossible to have all hazards eliminated. Where human beings live there will always be accidents. But by safety education and by applying safety knowledge to daily life a minimum of accidents will result.

Fire safety, home safety, school safety, industrial safety and traffic safety are taught in the classroom. In many schools more time should be devoted to safety education. Automobile safety is taught in all high schools. About seventy high schools have courses in behind-the-wheel driver education.

Nutrition and School Lunch Programs Grow Larger Each Year

Looking ahead in this area brings into focus two aspects of food and its relation to school children. One is nutrition education which teaches facts about food. There is probably no other subject that is correlated so closely to all other courses taught in our public schools. A study of the feeding of a nation is a study of its history, its economics, its agriculture, its commerce, its language, its religion—in fact, its entire life. Nutrition education can be integrated into the teaching of many other subjects. Some of these are English, mathematics, history, and geography.

The other part of the nutrition program is the school lunch which involves the procuring, storing, preparation, and eating of foods. Along with food handling there is the problem of equipment to store, refrigerate, cook, serve, and eat food.

Since 1944 the percentage of pupil participation in the school lunch program has increased 42.2 per cent. The percentage increase in the number of schools participating is 31.2 per cent. The classroom teaching of nutrition is extended into the lunchroom. Here, in addition to satisfying nutritional body needs, there is a good opportunity for health, character, and social instruction.

What Is the School's Responsibility In Providing Health Services?

This question has not been fully answered. Looking backward, the inadequacy of school health services was apparent. The function of the school physician was limited to contagion and sanitation.

Looking ahead, this past condition has expanded until it may be necessary to curtail the health services. Many national and state health organizations in their interest to exterminate certain diseases, have called upon the public school to give detailed courses concerning the conditions in which these groups are primarily interested. If this advice were followed completely, the public schools would be giving too much time and attention to health subjects. Teaching materials are supplied to schools to assist in providing proper instruction. Some of these bulletins are prepared by the Division and some are joint publications with other

health agencies.

A similar problem arises in relation to the physical examination of pupils by the school physician. Some groups would give too great a detail of items for examination. Others would minimize the examination and so limit its scope that it would be of little value. Somewhere between these two extremes is a proper middle way. A Division bulletin has been sent to all schools recommending specific items for the examination. These recommendations can be modified, if necessary, to meet the responsibility of the schools.

Division of Higher Education

IN NEW JERSEY, the Division of Higher Education is the agency which carries out the responsibilities of the Commissioner and State Board of Education concerning universities, colleges, junior colleges, and professional schools.

The purpose of this report is to summarize the current situations in the different types of institutions of higher education in New Jersey and to indicate some significant developments which may occur during the next few years.

A summary of 1951-52 enrollments for all institutions of higher education is shown below.

Approximately 27 per cent of the full-time students attending New Jersey Colleges were women. The ratio of three or four men to one woman has remained relatively constant during the post-war years.

Institute for Advanced Study Is Unique

This institution located at Princeton but not a part of Princeton University is unique. Its faculty consists of approximately 22 distinguished scholars. Its student body consists of approximately 100 advanced students who have already completed the requirements of the degree, Doctor of Philosophy. These students come from outstanding universities throughout the United States and from foreign countries. Some of the student members are sponsored financially by the Institute. Other student members are aided in continuing their advance study at the Institute through fellowships or grants from foundations. These top ranking scholars meet in seminars and also conduct individual research under the guidance of the faculty members.

The Institute consists of two divi-

Type of Institution	Number of Institutions	Enrollment		
		Full-Time	Part-Time	Total
Institute for Advanced Study	1	100	....	100
Universities	4	13,295	9,769	23,064
Colleges of Liberal Arts and Sciences	9	4,861	1,921	6,782
State Teachers Colleges	6	3,974	2,540	6,514
Professional and Technological Colleges	8	3,963	3,695	7,658
Junior Colleges	10	1,298	1,251	2,549
Total	38	27,491	19,176	46,667

sions: The School of Mathematics, and the School of Historical Studies. It is believed that the Institute will continue to sponsor research projects of great significance and that financial support to make the research possible will be forth-coming from the present and future friends of the Institute.

The Universities Differ in Educational Offerings

New Jersey has four institutions of higher learning which may be classified as universities inasmuch as they consist of two or more colleges organized under a single administrative head. The institutions differ widely in their educational offerings. Drew University at Madison has colleges of liberal arts and theology. The chief units of Princeton University are colleges of arts and sciences, engineering, architecture, a school of public and international affairs, and a graduate school. Rutgers University at New Brunswick, Newark, Camden, and Paterson has colleges of agriculture, arts and sciences, business administration, ceramics, education, engineering, journalism, law and pharmacy. Seton Hall University in South Orange, Newark, and Jersey City has colleges of arts and sciences, business administration, public health nursing, and education.

After World War II, full-time enrollments in the universities increased tremendously, reaching a peak of 19,459 in 1948. In 1949, such enrollments began slowly to decline. From 1948 to 1949, they dropped 7 per cent; in both 1949-50 and 1950-51, they decreased an additional 11 per cent. In 1951-52, they decreased another 6 per cent. This represents a total decrease of 6,164, or 32 per cent, from the peak. Nevertheless, the universities are still enrolling far more students than they were designed to accommodate.

Enrollments of full-time students in the universities may decrease still further because of the smaller classes graduating from the high schools. It is believed that enrollment of part-time students will increase in the evening programs at Rutgers and Seton Hall Universities. Seton Hall University is in the process of organizing curriculums two years in length in accounting, secretarial studies, insurance, real estate, and merchandising. Graduates of these curriculums will qualify for the degree, Associate in Arts. This may be the beginning of a great new service which the universities will render to students who wish to devote but two years to college study in getting ready for employment.

Liberal Arts Colleges Stress General Culture

In addition to the colleges of arts and sciences at the universities, there are nine liberal arts colleges in New Jersey. With the exception of Fairleigh Dickinson College, these are all church-controlled institutions. In 1952, they enrolled 4,861 full-time students as compared with 6,010 in 1951. This was a decrease of 1,149 or 19 per cent. Ordinarily, the number of part-time students in this group of colleges is small. In 1951, the entire group enrolled only 790 such students. During 1952, the number increased to 1,921. Of the latter number, approximately 90 per cent were enrolled at Fairleigh Dickinson and Upsala Colleges.

The liberal arts colleges stress the development of general culture, character, and religion. They emphasize courses in foreign languages, English, mathematics, sciences, history, econom-

ics, sociology, politics, and government. They are financed by endowment, gifts, and tuition. All confer degrees by authority of the State Board of Education. Each college which applies for authority to confer degrees is appraised by members of the staff of the Division of Higher Education on the basis of standards established by the Commissioner of Education and approved by the State Board.

State Teachers Colleges Supply Majority of Public School Teachers

There is a State Teachers College in each of the following cities: Glassboro, Jersey City, Montclair, Newark, Paterson, and Trenton. These institutions supply a large majority of the teachers for the public schools. Their graduates, along with graduates from private colleges, are certificated to replace teachers who retire, resign, or otherwise withdraw from teaching. All are co-educational. They are controlled directly by the State Board of Education and administered under the supervision of the Commissioner of Education.

For the year ending June 30, 1952, there were enrolled in the State teachers colleges 3,974 full-time students and 2,540 part-time students. Students enrolled in the State teachers colleges on a part-time basis are, for the most part, teachers who attend classes scheduled for late afternoon, evenings, or Saturdays. Through such attendance, they qualify for broadened certification or for higher degrees.

During the year under consideration, the shortage of elementary teachers became more acute. The number of elementary teachers with substandard certificates increased from 1,750 in 1951 to 2,012 in 1952. This trend will undoubtedly continue as the children born during the post-war years enter school in increasing numbers. The State teachers colleges continued to meet the exigencies of the shortage by: (1) offering refresher courses for former teachers, (2) retraining high school teachers who were transferred to elementary schools, and (3) providing intensive training during summer sessions for graduates of liberal arts colleges who applied for certification in the elementary schools.

During the year Hunziker Hall, a new classroom building, was dedicated on the new campus of the Paterson State Teachers College. At the November, 1951 election the voters of New Jersey approved a bond issue for $15,000,000 for modernization and expansion of the facilities of all of the State teachers colleges. When the new construction authorized by the voters is completed, the State teachers colleges will provide accommodations for approximately 5,500 students. From this number, approximately 1,350 will graduate annually. These graduates, supplemented by 1,500 from other colleges and from schools in other states, will supply the teachers needed by New Jersey schools.

Professional and Technological Colleges Provide Specialized Training

There are eight colleges in this group. Three of these specialize in theology, two train engineers, one is a college of business administration, one is a college educating ministers of church music, and one educates teachers in physical education. In 1952, these colleges enrolled 3,963 full-time and 3,695 part-time students as compared with 4,587 full-time and 3,276 part-time students in 1951. The 1952

full-time enrollments were about 14 per cent less than those of the preceding year. The three theological seminaries in this group all showed slight increases in the number of full-time students enrolled. Full-time enrollments in all other professional and technological colleges dropped. In general, increases in part-time enrollments partially compensated for losses in full-time enrollments. As a result, the loss in total enrollments for this group amounted to less than 3 per cent.

The increases in full-time enrollment in the theological curriculums is in accord with the trend for such colleges throughout the United States. It is hailed by religious leaders as the forerunner of a great upsurge in church attendance.

The increases in the part-time enrollment in the colleges of engineering are a reflection of the interest in short term curriculums which provide training in such technical fields as: (1) heating and ventilation, (2) refrigeration and air conditioning, (3) television, (4) radio, (5) drafting, (6) building construction, (7) electrical engineering technology, (8) industrial supervision, and (9) maintenance engineering. It is believed that engineering colleges during the next few years will increase the number of technical courses offered for part-time students and thereby train a much greater number of technicians.

Enrollment Decreases in Junior Colleges

New Jersey had ten State approved junior colleges in June, 1952. Seven of these are privately controlled. The junior colleges in Trenton and Jersey City are public junior colleges supported by taxation. Monmouth Junior College at Long Branch is partially tax-supported. Private junior colleges are located in the following New Jersey cities: Teaneck, Hackettstown, Lodi, Lakewood, Cranford, Morristown, and Princeton. All ten junior colleges offer the first two years of the arts and sciences curriculums of the standard four-year colleges. In addition, several of the junior colleges offer semi-professional terminal courses in business and technology. The junior college enrollment of full-time students for the year under consideration was 1,298. This was 25 per cent lower than the 1951 level when the full-time enrollment was 1,728, and 40 per cent lower than the 1949 level of 2,163. A small part of the decrease may be accounted for by the closing of Bayonne Junior College.

The junior college movement popular in states such as California, Georgia, and Illinois has not made much headway in New Jersey. When the tide of enrollees now overflowing the elementary schools reach college age, there is likely to be a great demand for expanding the junior colleges now established and for building of additional new junior colleges in communities not located within easy commuting distances of established colleges.

Graduate Professional Schools Have Unique Functions

The Division has approved two graduate professional schools. Both are of special interest because of unusual educational features.

The *National Training School* for professional workers in scouting is located on the Mortimer L. Schiff Scout Reservation near Mendham. Its chief purpose is to serve as a national training center for scout executives from all sections of the United States and from

some foreign countries. State approval covers a series of short-term courses for veterans who are training for professional careers in scouting.

Facilities at the school are excellent. The 480 acre estate, on which it is located, is complete with a manor house, two modern classroom buildings, an office building, an excellent visual aids studio, a model waterfront, several cabins and extensive camping sites.

During a typical year, approximately 1,600 professional scout trainees and scout leaders complete courses at the school, about 1,200 volunteer scout leaders study various specialized phases of scouting, and some 1,500 persons assemble for conferences and social activities.

The *Textile Research Institute* is housed on a former estate located near the borough of Princeton. It consists of two buildings containing modern, well-equipped laboratories, a libarary, conference rooms, a machine shop, and offices.

The chief aims of the Institute are to conduct basic textile research and to train textile scientists at an advanced level. Two certificates are awarded:

Graduate Fellow in Textile Research—on completion of two or more years of planned research and the attainment of the degree of Doctor of Philosophy from an accredited university, or

Specialist in Textile Research—on completion of one year of planned research and the submission of a satisfactory written report on projects accomplished.

The work of the Institute is made possible by close cooperation between the trustees of the Institute, the administration of Princeton University, and hundreds of corporations interested in basic textile research. These corporations, many of them nationally known, make annual subscriptions to underwrite the cost of the research program.

A student wishing to receive a research fellowship must meet the entrance requirements of both the Institute and those established by Princeton University. Close cooperation between these two institutions makes it possible for those admitted to attend lectures at the University during the morning and to work on approved textile research projects at the Institute during the afternoon. By the end of the third year, most students are eligible to receive both the certificate, Graduate Fellow in Textile Research from the Institute, and the degree Doctor of Philosophy, from Princeton University.

Professional Schools Improve Their Curriculums

In addition to the colleges discussed in this report, the Division is also responsible for approving schools of art, business, language, music, and Bible institutes of the State. Appraisal of these schools is concerned primarily with recommending for approval or disapproval a school in which war veterans may secure Government payments under provisions authorized by the Federal Government.

During the 1951-52 school year, the forty professional schools of the State reported total enrollments of 4,434. This represents a decrease of 19 per cent from the 1950-51 total of 5,460. Full-time enrollments during this same period decreased 26 per cent from 1,786 to 1,318 while the number of part-time students decreased from 3,674 to 3,116, a loss of 15 per cent.

The greatest enrollments were found in the business schools which enrolled approximately 62 per cent of all students studying in the professional schools of the State. The music schools

ranked second with 17 per cent, while the art schools closely followed with 16 per cent. The remaining 5 per cent of the enrollments were divided among the Bible institutes and the one language school.

During the 1951-52 school year, members of the staff of the Division visited the professional schools of the State and cooperated closely with committees from each group interested in raising professional standards. As a result of these conferences, many improvements have been made in the curriculums offered by these schools. It seems that the end results will be higher standards and better instruction on the professional school level.

Correspondence Schools Are Subject to Approval by Commissioner of Education

Under the authority of Chapter 230, Laws of 1949, the Commissioner of Education is responsible for issuing certificates of approval to all private correspondence schools located in New Jersey, and for licensing any field representative soliciting the enrollment of New Jersey students in a private correspondence school which he represents.

Before receiving approval from the Commissioner of Education, the New Jersey correspondence school must file the following information:

1. Name and location of the school.
2. Information concerning the administration of the school.
3. A description of the organization and nature of the correspondence courses including the instructional service on each lesson.
4. Data concerning the instruction staff.
5. Proof of financial stability.
6. An outline of the training program for agents or field representatives.
7. The contract to be used with the student.

The following correspondence schools have carried approval under the provisions of the law:

1. Locksmithing Institute, Rutherford, New Jersey
2. Westlawn School of Yacht Design, Montville, New Jersey
3. Universal Training Institute, Hammonton, New Jersey
4. Radio-Television Training Association, Newark, New Jersey

During the year, the Universal Training Institute and the Radio-Television Training Association moved from the State. This makes a total of seven such transfers since enactment of the law requiring approval of correspondence schools. Effective July 1, 1952, only the Locksmithing Institute and the Westlawn School of Yacht Design carried State approval. Combined enrollments in these two schools total approximately 800 students. Both schools offer courses for veterans and for non-veterans.

Professional On-The-Job Training for Veterans Declines

Federal Public Laws, 16, 346, and 679 provide that veterans may enroll for on-the-job training programs of a professional nature. Law clerkships, junior accountancy, medical, dental, and pharmacy internships are illustrative of such programs. By June 30, 1952, a total of 1,786 such programs had been approved. Of this number, 1,696 had been inactivated because the veterans employed had completed their on-the-job training. One hundred thirty-six of the inactivated programs were reinstated in order that new trainees might be enrolled. This made the total number of active programs 226—a decrease of 61 per cent over the total number of active programs on the same date a year earlier.

The programs are distributed chiefly among the following professions: accountancy, banking, engineering, insurance, law, medicine, pharmacy, real estate, and salesmanship. In cooperation with committees representing the various professions, standards have been established and illustrative programs printed and distributed. The Division of Higher Education provides guidance in organizing and administering these programs.

Division of Vocational Education

Programs Must Be Adjusted to Changing Needs

PROGRAMS OF vocational education must be maintained to meet the changing conditions in the areas for which the vocational courses have been approved. They must be adjusted or reorganized to meet social changes as they occur. In some instances in vocational education, however, it is necessary to look into the future and to readjust the programs before these changes become effective. It is important that this be done if these programs are to continue to be of a dynamic character. There must be no static period in which vocational programs lag behind while the forces which produced the changes become operative.

Vocational education officially was incorporated into the educational structure of New Jersey in 1913, although several school districts in the State recognized the need for this type of education as early as 1907, and on an experimental basis, unit trade schools were organized to meet the changing industrial conditions of that time. The employers of labor in these areas were not satisfied with Manual Training as a means of job preparation.

Those who were responsible for the legislation which resulted in the Vocational School Acts, recognized the importance of organizing vocational programs to meet the needs of the occupational areas to be served, and legislation placed upon the Commissioner of Education the responsibility for investigating the need for such programs in the public schools.

During the past forty years, there have been a number of community and area surveys to determine the need for programs of vocational education or to determine if such programs should be revised or reorganized to meet changing conditions. During the school year 1951-52, a survey was begun to determine the need for a program of vocational education in Morris County. In this survey, facts were obtained from employers and workers in the fields of agriculture, home economics, trades and industries, and distributive occupations. Additional information was obtained about the jobs performed by employed members of families in the several communities and towns in Morris County. Parents recorded their interests in the occupations for which their children should be trained, and youth in the secondary schools expressed their interests in the occupational fields of their choice. Only in a few instances was there any evidence

of co-relation between parents' choices and those of their offspring. The Morris County survey is one example of the necessity for looking ahead in vocational education.

Social and Economic Changes Have Been Rapid

During the past five years, many social and economic changes have occurred in New Jersey. These have affected all educational programs, but they have had important effects upon vocational education. The movement of industry into the agricultural and rural areas of the State has had a threefold effect. New industries are located on what was once farm land, and farming practices have changed. Homes have been built in rural communities to meet the need for living-quarters for workers in the new industries and these communities are no longer in the rural classification. This has brought about a change in the rural population of New Jersey. The third effect is the desire of industry to utilize training facilities similar to those which were available in the larger cities in New Jersey and in cities in other states from which the industries have moved to New Jersey. The smaller communities in New Jersey into which the industries have moved do not have the finances necessary to render the assistance which is requested by the new industries.

The movement of industry into the rural areas is brought about by changed industrial methods, which require new types of buildings to fit straight line production. The owners of these industries are faced with the reconstruction of buildings which are obsolete, or erection of new buildings which will meet their needs. They choose the rural areas because of good highways which lead to the New York and Philadelphia markets or shipping points.

Future Effects of These Changes

This movement of industry within the State and from other states has many beneficial results, but it has created financial situations which will affect the vocational programs of New Jersey during the next decade, because less federal monies will be available to meet increased demands for vocational training.

Federal aid is granted to the states on a population ratio formula which involves the population statistics in New Jersey as they relate to population statistics of the United States. Agricultural funds for New Jersey are based upon the ratio of the farm population in this State to the total farm population in the United States. Farm population in New Jersey, according to the 1950 Census reports, has declined and because of this there will be $4,201.38 less federal aid for vocational agricultural education each year for the next ten years.

The Home Economics funds are allocated on the ratio of the rural population of New Jersey to the total rural population of the United States. New Jersey has become less rural and, therefore, $7,239.81 less will be available for vocational home economics each year for the next ten years.

The Trade and Industrial funds are available on the ratio of the total population of New Jersey to the total population of the United States. New Jersey has gained in population, but not in proportion to the gain throughout the United States. Here again there will be $21,031.62 less for trade and industrial education each year for the next ten years. Therefore, during the

next ten years New Jersey will lose $324,728.10 of federal aid for vocational education, because of these economic and industrial changes.

The Types of Vocational Education in the Years Ahead

The vocational programs in New Jersey have been subjected to many changes during the past forty years, but more changes will have to be made if the programs are to meet the new situations which have been described. The small units of vocational education have served their purposes. Some no longer justify their existence. Because of their size, they cannot readily readjust to these new conditions. Larger units will have to be developed in order to provide flexibility which is basic for success in any of the fields of vocational education which require rapid adjustment to changed conditions. These larger units may result from consolidations of smaller units into regional or county vocational school organizations that may involve two or more counties. These will be area schools which will provide larger units of administration and a larger taxing base.

The trade preparatory programs of the future will be on a post high-school basis. Many such programs have already reached that stage.

There is one means for the small high school to provide some trade preparation through a part-time cooperative program. This involves a special in-school program and careful supervision of work experiences through gainful employment. The laws and regulations affecting youth employment restrict the full advantages of the part-time cooperative program, however.

Apprenticeship also provides a means for developing industrial proficiency. This is a program for out-of-school youth and involves an employer-employee relationship and agreement. This activity has developed greatly during the past five years and will be more extensive in the near future.

There are many other developments ahead in vocational education in the next five years, but the greatest will be in preparing out-of-school youth and adults for jobs ahead. Changes in the social, economic and occupational world are constant and only the recognition of these changes and the readjustment of vocational programs to meet them will justify the continued and expanded program of vocational education in this State.

Division of Adult Education

THE MEMBERS of the Division work with community, public school and lay leaders in the establishment and maintenance of the following services for our New Jersey out-of-school youth and adults.

Naturalization and Citizenship Classes Held for the Foreign Born

During the year ending June 30, 1952, 5,855 persons were enrolled in these classes maintained in 41 communities in our State. During the past

seven years, 28,959 persons have belonged to citizenship classes. Although a limited number of similar classes are maintained in our State by private lay organizations and groups, the public school naturalization and citizenship classes are the primary source of help to most of our foreign-born adults who seek to obtain citizenship. They also aid those persons, who after citizenship has been obtained, desire to get further help in basic education necessary to their assimilation as new citizens.

The established classes serve the people in the communities in which they are conducted and others from communities in surrounding areas. Local boards of education have continued this citizenship service in spite of the increasing costs of education for all other areas. Although citizenship classes are provided by law, no appropriation was made for the State's share in financing in 1951-1952. Full financial responsibility, therefore, fell on the local communities.

Table I indicates the growth in enrollments in naturalization and citizenship classes during the past seven years.

TABLE I.

Naturalization and Citizenship Classes in New Jersey, 1951-52

School Year	Number of Communities Providing Instruction	Enrollments
1945-46	17	1,592
1946-47	22	1,996
1947-48	25	3,624
1948-49	24	4,034
1949-50	36	6,152
1950-51	39	5,606
1951-52	41	5,855
		28,959

Part-time Academic Education Provided for Out-of-School Youth and Adults on the High School Level

During the year ending June 30, 1952, 2,376 persons attended the unaccredited evening high school classes conducted in seven communities in New Jersey. The primary purpose of these adult students was to complete the study program in the high school as a basis for obtaining the New Jersey State High School Certificate. In addition many students attend private or commercial schools conducted on the secondary level for part-time out-of-school youth and adults as a preparation for the State high school equivalency examinations.

The members of the Division worked closely with the principals of these schools in matters relating to organization and maintenance of programs, as well as in providing the high school examinations at the local public schools. The acquirement of the secondary school academic background of study and the high school equivalent certificate have aided out-of-school youth and adults in advancement on their jobs, in Civil Service preparation, in promotion in the armed services, in admission to college and other institutions of learning, as well as in personal and social satisfaction.

Community Adult Schools Are Popular

During the year ending June 30, 1952, 37,387 out-of-school youth and adults were enrolled in seventy community adult schools in New Jersey. A total of 1304 courses were conducted for these students in the seventy schools.

Enrollments in our New Jersey Community Adult Schools have steadily

TABLE II.

Enrollments in Community Adult Programs 1945-52

Year	Number of Schools	Number of Courses Conducted	Enrollment
1945-46	26	327	11,731
1946-47	48	638	23,354
1947-48	58	1087	32,092
1948-49	71	1212	33,991
1949-50	83	1205	36,796
1950-51	74	1249	32,941
1951-52	70	1304	37,387

TABLE III.

Enrollments by Subjects in Community Adult Schools in New Jersey, 1951-52

	Enrollment
Business	7,754
Academic Education	5,972
Americanization & Citizenship	5,855
Arts and Crafts	4,030
Homemaking and Parent Education	3,909
Dancing, Social	3,490
Health, Safety, Physical Education, Athletics	3,010
Civic, Public Affairs and Travel	2,044
Industrial Arts	2,001
Human Relationships	1,556
Music	1,419
Bridge	1,109
Nature Study	582

grown during the past seven years from 11,731 in 1945-46 to 37,387 in 1951-52.

Since adult programs are organized to serve all of the people in the community, boards of education are increasingly recognizing their responsibility and opportunity to sponsor and maintain the programs. Board of Education sponsorship and maintenance help to provide continuity, a quality of program, good leadership, and a responsiveness to all the citizens of the community rather than to a limited group. Furthermore, adult education, in order to be effective, must interrelate, supplement and reinforce education on the other three levels of education—elementary, secondary and higher.

Division Cooperates With the Armed Forces

Representatives from Fort Monmouth and Fort Dix, have during the past year conferred with members of the Division and attended Adult Education leadership training meetings. Assistance given was mainly in the areas of materials and methods in teaching naturalization and citizenship classes and basic education, and in academic education on the high school level as related to the State high school equivalent certificate which is available to servicemen.

The Director of the Division is a member of the Marine Corps Institute of the U.S.A. which provides class and correspondence instruction for over 75,000 Marines at home bases and overseas. The content of the instruction relates to the work of Marines, and also includes other vocational and academic work of value to them after they leave the Corps. During the past year, spring and fall three-day meetings of the National Committee have been held at the Marine Corps Barracks at Washington, D. C. Courses of study, organization and administration, and related instructional problems have been worked on by the committee.

Civil Defense Is Served By This Division

The head of the Division has during the past two years served as Chairman of the Sub-committee on Training of Teachers and Other School Employees in First Aid of the New Jersey Educa-

tion Committee for Civil Defense. More than 80 per cent of all teachers and nearly a half of all other school personnel including cafeteria workers, bus drivers, janitors and engineers, and others, have completed a first aid training program to equip them for appropriate action in time of disaster or military attack. The Committee has held several meetings, published a number of bulletins, conducted a survey of work done, and in many ways stimulated and aided first aid training.

Cooperative Project In Educational Administration Is Served

A State-wide committee for the study of leadership in educational administration was appointed by the Commissioner of Education in May, 1951. The Director of the Division has served as chairman of the State-wide coordinating committee. Represented on the commitee are superintendents of schools; members of boards of education; members of the State Department of Education; professors from the three schools giving courses in educational administration, 1) Rutgers University, the State University of New Jersey, 2) State Teachers College at Monclair, and 3) Seton Hall University; county superintendents of schools; the New Jersey Education Association; and the presidents of leading educational organizations in the State.

The study has involved more than a thousand educational and lay leaders in approximately two hundred and forty communities.

Division of the State Library, Archives and History

Libraries Are Studying to Improve Their Services

IN A NUMBER OF AREAS throughout the country, public libraries are passing through a period of intensive analysis and review to enable librarians to evaluate better their services to correct faults and to plan wisely for the broad development of public and school library services. State Library agencies are not exempt from this critical self-examination. The report of the Carnegie sponsored Public Library Inquiry published in 1949, called attention to the fact that the majority of our state libraries are weak links in our "American library system." Since then the strengthening of state library agencies has become a major goal of the library profession. The American Library Association and the National Association of State Libraries are currently seeking funds for a joint survey of state libraries. It may be noted that in comparison, the New Jersey State Library is regarded as a relatively strong one. There is a modest satisfaction in this fact but it is tempered by the realization that in comparison with the best state libraries, New Jersey is

not presently included in the first or leading group.

Professional Leadership Strengthened

In the five years that the Division has been operating as a unified agency of the State Department of Education, the objective has been to transform the State Library into a vital agency which would stress the service rather than the custodial aspect of library work. In 1947, only five of the thirty people on the Division's staff were professional librarians and several of these were ready for retirement. Clearly the need was for strong, professional workers who would provide the leadership needed to carry out the responsibilities with which the Division was entrusted. In this we have been successful, and at the present time the staff includes ten professional members, some of whom enjoy nation-wide professional reputations. The heads of the Law Library and the Bureau of Public and School Library Services are providing strong leadership in their respective fields. Similarly, the School Library Supervisor is helping to improve the quality of school library services at both the secondary and elementary level throughout the State. The Supervisor of Public Records and the Supervisor of Microfilm are making progress in assisting State officials to dispose of useless records and to preserve safely those that would represent an irreparable loss if destroyed. The Reference Librarians are making steady improvements in services to State officials and employees.

Adequate Cataloging Is Needed

Although the quality of the staff has improved, we lack strength both in the professional and clerical field to develop the full potential of the library.

Cataloging is inadequate. The Law Library catalog, for instance, contains almost no cross references so that if a book or report is not asked for by title or author, it is difficult to locate it under a subject heading. Thousands of valuable State reports and other materials are unused because they are not cataloged.

Public and School Library Services Need Help

The condition of many of the municipal and county libraries in New Jersey is distressing. Of the 289 public libraries, a fair number give excellent service. Far too many, however, are below standard in the quality of the book stock and in the staff and the buildings available to serve the public. The basic difficulty is that a great many are too small and financially undernourished to be able to stand on their own feet. Many librarians in charge of small public libraries lack professional training. A graduate library school and a program of in-service training are needed to meet this problem.*

For the past three years a committee of the New Jersey Library Association has been surveying the overall needs of New Jersey libraries. The final report of the committee has still to be published but the preliminary studies contemplate a State-wide plan for better library service through county or other regional arrangements. Under this plan the small, weak, independent library would be joined either through

* EDITOR'S NOTE: *Funds for the creation of a graduate library school at Rutgers University, the State University of New Jersey, were included in the 1953-54 budget submitted by the Governor.*

federation or some other arrangement, with a larger unit of service. In this thinking the libraries are turning to a principle that has guided our school authorities for many years. Through the gradual elimination of the one-room school in this State, thousands of children have received better instruction in the consolidated district schools. It is apparent that a similar plan is needed for our public libraries.

A part of the basic plan of the Library Association is the Deposit and Exchange Library Service to provide storage facilities for little-used books of all libraries in the State. It will require a small staff of professional and clerical assistants to get the deposit and exchange plan into actual operation on a limited scale. This service, which would provide a central storage facility for little-used books of all the public and school libraries, should be of enormous benefit to New Jersey libraries. Thousands of books that would otherwise have out-lived their usefulness would be turned over to smaller libraries and to State penal and correctional institutions, thus prolonging the usefulness of these volumes.

Archives and History Services Improved by Microfilming

Since its inception in 1949, the microfilming unit of the Bureau of Archives and History has filmed millions of State records to preserve and protect the originals and to save space. A records specialist was appointed to the Bureau in April, 1952, to integrate the activities of the microfilming unit with a plan of records retention and disposal schedules based upon an inventory and appraisal of the great quantities of State records produced and housed by State agencies. It is contemplated that this plan will serve as a guide to the counties and municipalities as well.

Records Survey Has Made Progress

The first evaluative survey of State records was begun in the Department of the Treasury. In three months 17,500 cubic feet of records were inventoried and retention schedules adopted for two of the department's divisions. These schedules were presented to the various bureaus, department and divisional heads, as well as to the State auditor, for approval. Where advisable, recommendations were made for microfilming and the necessary cost analyses submitted.

Microfilm Service Is Proving Valuable to State Agencies

An examination of the activities of the microfilming unit for the fiscal year ending June 30, 1952, indicates that filming was carried on in eight divisions of the State Government and 7,188,000 documents were placed on film. Five of these projects resulted in the release of 801 file drawers, and in the provision of space for the current records. Progress was also made in the following major projects:

(a) *Superior Court*

In the Superior Court 26,384 complete case histories were microfilmed and the original papers subsequently destroyed. The space recovered from this year's work will take care of the acute problem of housing current records for approximately two years.

(b) *Vital Statistics*

A complete microfilm record of every birth, death and marriage that occurred during the year was sent to the National Office of Vital Statistics in Washington. A duplicate set is retained in the State Library. Since this work was done under contract, the State was reimbursed by the Federal Government at the rate of three cents per document, thus allowing the State to have a set of these records at no

cost. The filming of these records is a permanent project of the microfilming unit.

(c) *New Jersey State Highway Department*

All records adjudged irreplaceable by the State Highway Commissioner and his assistants were microfilmed and a copy stored in the State Library. This project included the filming of blueprints, minutes and other vital records.

(d) *Searches Made from State Census Files*

Many other services were performed by the microfilming unit in its overall program. Outstanding among these is the task of making searches for the public from microfilm State Census files. More than 1,800 searches were made for citizens who were seeking to establish a record of their birth. This file seems to be the basic source for this information.

Records Service Extended to Counties and Municipalities

Numerous requests were received from State agencies, municipalities and counties for authorization to destroy records. These requests, the majority of which required checking and investigation, resulted in the issuance of 169 authorizations. Of major significance has been the study of county records by a judicial committee appointed by Chief Justice Vanderbilt. The Bureau is working in close liaison with the committee and an act providing for definite retention periods for these records is being drafted.

Historical Material Provides Research Data

The historical material maintained by the Bureau has provided research data for scholars who have availed themselves of its use. The survey of the Treasury Department records produced several historically significant documents which were added to the archival collection. These included a set of State Treasury books from the Revolutionary War, and miscellaneous records of military appropriations for the Civil War. Bail bonds from Somerset County for the period 1781 to 1840 were added to those currently on file in the Bureau.

Recommendations for Improvement in Bureau of Archives and History

Despite the advances being made by the Bureau toward a sound records management program, there is still a need for a central storage building to house the inactive administrative and legal records of the State. Such a building would provide storage for tons of records needed by State agencies but not required to be housed in expensive office space and equipment.

General Reference Library Improves Its Services

The Reference Library has concentrated its efforts during the year on organizing its collections for more efficient and extensive service, while continuing to serve State agencies and the general public during a period of reorganization and change.

More efficient methods of handling printed material have been introduced into all main collections in the Library, with the exception of the genealogy collection. The Reference Librarian feels that any major extension of services in the latter field would involve time-consuming projects (e. g., extensive indexing) not now feasible.

The New Jersey material, the most valuable and most used collection in the Reference Library, has received special attention. Because the State Library is the official repository for this material, every effort should be made to make this collection complete, well housed and readily available. Several

procedures have been instituted with these goals in mind. In order to complete the file of current New Jersey periodicals, subscriptions were entered for those titles not being received. Orders are also being placed for three copies of all magazines which contain an article on New Jersey.

Efficiency of Law and General Reference Library Increased

The efficiency of the Law Library has been increased by the installation of a new book-charging system which provides better records and consumes less time than the old method. An Accessions List of the Law Library with an accompanying supplementary list of related materials in the General Reference Library is now being issued quarterly. Copies are distributed to members of the Judiciary throughout the State, to State departments, New Jersey law libraries, other state libraries and to a selected number of law libraries throughout the country.

Accomplishments in Legislative Reference and Research

In the past year, the Head of the Law Library acted as secretary to two legislative study committees and as assistant secretary to a third. In each case, the library representative was responsible for the basic research and for drafting the committee's report. An outgrowth of the work carried on for the Committee to Study Motor Vehicle Financial Responsibility was the interstate meeting held at Newark in June. The arrangements for this meeting were made by the Library. Representatives from New York, Maryland, Delaware and Pennsylvania met with the New Jersey group.

Plans for Implementing Legislative Reference and Research

When the new legislative research analyst and a clerk-stenographer are added to the Law Library staff, the following projects should be undertaken as promptly as work loads permit:*

1. *Liaison with Legislature*—Close liaison must be maintained with the Legislature in order that the Library may have an understanding of the topics likely to become matters of legislative concern. Appropriate materials, including reports from legislative committees of other states, should be acquired and bibliographies prepared for the use of New Jersey's law makers.

2. *Cumulative Index of Legislative Committees*—A cumulative card index with information on legislative committees should be maintained. Cards will be prepared to show the origin, membership, date of report and location of report in the State Library. Cards with similar information for committees of previous years should be added to this file as time permits.

3. *Cumulative Subject Index of Legislative Bills*—This index will be started soon. The index will contain a card for each bill introduced in the Legislature. The cards will be filed alphabetically by subject headings descriptive of the bill and will contain the legislative history of the measure indexed. This index, kept up-to-date session by session, will provide answers to questions on past legislation that now require detailed search through many annual volumes of the Legislative Index.

4. *Professional Aid to County Law Libraries*—Under the provision of R. S. 40:33-14, most of the counties in the State have established law libraries. These "courthouse libraries" seldom have trained librarians and there is a need for some professional assistance to help the person in charge organize the collections for effective use. A series of field visits by the Law Librarian, followed by a clinic or institute held under the auspices of the State Library, would make a useful beginning in this neglected field. This function is a logical one for a state library.

* EDITOR'S NOTE: *These positions have since been added.*

Division of the State Museum

IN PRESENTING the activities of the Museum during the year which ended June 30, 1952, special emphasis is placed on New Jersey—particularly on its contributions to the arts and the sciences. Through exhibitions, research and public programs, the 98,021 visitors who came to the Museum during this period were given an opportunity to learn something about early and contemporary arts of New Jersey; recent developments in electronic research with New Jersey as the center of activity; and the conservation of Island Beach. The permanent collections and exhibits continued to offer additional opportunities for learning about the State's plant and animal life, its topography and geology, and its archeological background.

Museum Extension Services Are in Greater Demand

During the year, the Audio-Visual Extension Service of the Museum provided films, slides and exhibits in response to 61,272 requests from schools, community groups and organizations. With the establishing of additional county centers, a greater demand is being made upon the Museum Extension Service for subjects in specialized fields. Evaluating committees comprised of specialists and educators cooperated with the Museum by assisting in the selection of new subjects to be added to the circulating film library. An alphabetical index of films was published to facilitate the use of the annotated catalogs issued last year in seven subject areas.

An increasing number of State departments and agencies are placing with the Museum films pertaining to their activities, for circulation in the State.

Natural Science Services Proved Valuable

A valuable addition to the Museum staff was made in the fall of 1951 by the appointment of a natural science assistant. This made it possible to present a more complete series of seasonal programs dealing with the State's natural history and to provide informative guide service for the 341 groups of children and adults who visited the Museum during the year. Plans are being drawn up to prepare an experimental group of natural history exhibits which will supplement the school program and adult education projects.

Special Exhibtions Show Need for Greater Museum

The special Exhibition of Early Arts dealt with paintings, silver and glass by artists and artisans working in New Jersey before 1850. As a result of the research and investigation of private and public collections of Americana required by this exhibit, additional artists were found whose works had not previously been attributed to New Jersey. To record this information, a catalog of the EARLY ARTS OF THE NEW JERSEY EXHIBITION was published and made available to libraries of the State and to the interested public. The exhibit gave emphasis to the need for a State collection of early arts and crafts. This should be assembled as soon as possible so that authentic records and examples of New Jersey's cultural life may be preserved.

One of the most extensive exhibitions held at the State Museum was "ELECTRONICS RESEARCH IN NEW JERSEY" which was shown during the spring months. Preparation for the exhibit and the assembling of the materials, revealed that New Jersey is important for early research and inventions leading to electronics, and is now the center for further research and development in that field. A catalog of this exhibition was prepared and published.

Over the period of years the Museum has been successful in presenting timely exhibitions and activities, some of which anticipated things to come. The saving of Island Beach is an example. Three years ago the Museum's Arts Committee evidenced particular interest in this area in Ocean County which had been considered as a national monument, and the Museum began to assemble information, photographs and other materials. The Island Beach Exhibition opened October, 1951, and later was shown in New York, Philadelphia and in other localities in New Jersey. Reprints of an Audubon magazine article on Island Beach were issued and distributed as a Museum bulletin to fill the demand for information on the area. The exhibit was recently reinstalled in the Museum while negotiations were underway for the purchase by the State of this ten-mile strip of land.

Archeological Research and Publication Advances

The work of the archeological laboratories for the past year included writing and publication, research and preparation of materials, and cooperation with the public and other institutions.

The Geology and Topography Chapters of Volume II, ARCHEOLOGY OF NEW JERSEY, were rewritten, shortened and edited, and the Pottery Chapter was written. A 16-page article on "Indians of New Jersey" was written and published in THE PROCEEDINGS OF THE NEW JERSEY HISTORICAL SOCIETY, January, 1952. Reprints of this article are to be published by the Archeological Society of New Jersey for educational use.

A selection of New Jersey Indian pottery types was made and filed for permanent records. The archeological photograph file of 2,200 negatives was indexed and a cross-reference system set up to make them accessible for handling many inquiries for photographs of diverse material. The list of pottery from various pits was revised according to modern nomenclature. Eight display trays for the reorganization of the Indian Room at the Museum were planned and the material assembled. There are twenty-four exhibits in the series.

New Jersey data will be provided to the Eli Lilly Foundation for the Walum Olam Volume being compiled by Mr. Glenn Black. The annual meeting program of the Eastern States Archeological Federation was planned by the Museum's Archeological Adviser, and the minutes were prepared for publication.

Museum Building Is an Acute Need

In connection with the plan for new State education buildings, a survey of the Museum's present quarters and facilities and of the needs for more effective service, was made during the winter and spring. Considerable thought and effort were put into the plans which were prepared for the Mu-

seum Building. Because of the present lack of space, stress was given to adequate exhibition and auditorium facilities, workshops and storage areas.

Manual Training and Industrial School

Reaching the Right Pupils

IT IS IMPORTANT to consider the extent to which this school is reaching those children whom it should serve. Being a boarding school on the secondary level, a primary function of this school is that of providing a wholesome environment and suitable learning experiences for those children of high school age in the State, to whom they would otherwise not be available. That the school is reaching many such pupils is indicated by the fact that more than 50 per cent of its students come from home situations that are not normal. In many instances the parents are divorced or separated; many others have lost one parent or both parents through death. Several of our pupils are wards of the State who regard this school as their real home.

Health Program Needs Improvement

The health program of the school is in the process of being strengthened by the addition of a dental clinic. However, there remains a need for improvement in the health services available to pupils. One need is additional personnel. One visiting physician is available but only one resident nurse is employed, with no relief provided. Another need is adequate infirmary facilities. A central infirmary unit to care for temporarily incapacitated pupils should be available.

Additional Vocational Courses Studied

Studies are to be made on the advisability of offering a new course in vocational agriculture for high school boys and a new course in practical nursing for adults. The school has a farm of several hundred acres which could serve the requirements of a course in agriculture. The school also has facilities which could be renovated and adapted to the needs of a practical nursing program.

Vocational Technical Training Considered

Technological developments have created the necessity for thousands of technicians. Since most of the graduates do not go to college, consideration might be given to expanding the program to include vocational technical training, probably as "post-graduate," with respect to the regular high school program. Vocational technical training produces technicians such a draftsmen, laboratory assistants, operators of technical equipment, maintenance and repair men dealing with technical equipment, production supervisors and technical salesmen.

Many pupils who have no reasonable expectation of going to engineering school or to college because of the time and expense involved, could find it possible to pursue a shorter vocational technical course and thereby qualify

for a high level of vocational placement.

Good Citizenship Is Our Goal

In its final analysis, the real goal of education can mean only one thing, namely, the best possible development of human resources. This school, along with all other educational institutions, is challenged to discover ways by which young people can be enlightened, encouraged and inspired, to the end that their contributions to society will be in direct proportion to their natural endowment.

Enrollment Statistics

EDITOR'S NOTE: *Since the enrollment figures for 1952-53 were available when Tables I and II were prepared, they are included in this report.*

TABLE I.

Total Enrollments and Graduates for 10-Year Period Ending June 30, 1953

School Year	Enrollment	Graduates
1943-44*	463	27
1944-45*	417	40
1945-46*	435	57
1946-47*	430	52
1947-48	393	53
1948-49	411	50
1949-50	397	65
1950-51	377	54
1951-52	379	38
1952-53	366	30
Total	4,068	466

* Enrollment includes Grades 7–12. All years thereafter include Grades 8-12. (Grade 7 was cut off at end of academic year 1946-47.)

TABLE II.

Total Enrollment by Counties for 3-Year Period Ending June 30, 1953

Counties	1950-51	1951-52	1952-53
Atlantic	30	18	12
Bergen	12	11	7
Burlington	26	17	18
Camden	29	36	36
Cape May	16	12	11
Cumberland	2	1	2
Essex	97	99	91
Gloucester	14	13	12
Hudson	10	18	13
Hunterdon	1	0	0
Mercer	17	21	32
Middlesex	8	9	9
Monmouth	51	56	54
Morris	4	2	2
Ocean	5	6	10
Passaic	6	13	14
Salem	5	8	13
Somerset	7	1	1
Sussex	0	0	0
Union	37	38	28
Warren	0	0	1
Total	377	379	366

New Jersey School for the Deaf

Enrollment Includes Many New Students

THE 1951-1952 school year began early in September with a total enrollment of 327, including 37 new pupils, most of them four-and five-year olds. Seventeen pupils were promoted from the Lower to the Middle School. This enrollment represents the maximum capacity of the school's present facilities. The many applicants who could not be admitted because of limited facilities have been placed on a waiting list for admission as vacancies may occur or if

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and when additional facilities are provided.

Recruitment of Staff Presents Problems

Five new teachers joined the staff in September. The major professional staff problem continues to be the acute teacher shortage which makes the acquisition of trained teachers difficult.

Another personnel problem is obtaining and retaining an adequate and efficient foods staff in a department where uninterrupted services must be maintained.

Academic Department Stresses Language and Speech

The Lower School curriculum includes language, speech, lip-reading, acoustic training, rhythm and number work. Language is emphasized, for it is the basis of a deaf child's ability to express himself in spoken and written form. Speech and lip-reading are correlated closely with the language program and each contributes to the development of the other. Reading, which is started by a pre-reading program in the Reception Center, is stressed both for its own value and as an aid to language and speech development. Formal arithmetic is delayed until the fourth year, and by the end of the fifth year, arithmetic comprehension is above reading comprehension. Social studies are taught through the reading and language program.

The Reception Center is an essential part of our Lower School program. It helps the child make a good adjustment to school, provides him with activities and associations which will aid his social development, and gives him an academic program which will help him begin to overcome some of his retardation due to deafness.

All entering children have acoustic training. It is important to begin the training of usable hearing as early as possible. The second year, children with usable hearing are grouped to receive more intensive training. The dual purpose of the program is to develop the hearing in order that the child may understand what he hears and to teach him to use his lip-reading and hearing simultaneously for better understanding.

Two Grason-Stadler group aids were installed this year. One has been successfully used in the Reception Center by the children who have severe hearing losses and those who need training in order to get the full benefit from their individual aids. A natural language class has benefitted greatly from the use of the second one.

The first Parents' Meeting was held in the spring. Only parents of the Reception Center children and the incoming pupils were invited to attend. Various members of the staff spoke at the morning meeting, and a first year class gave a demonstration of training. The afternoon was devoted to visiting the shops, classrooms, and cottages.

Mr. Brill Retires After Fifty Years of Service

The major staff change was the retirement of Mr. Tobias Brill, the principal. Mr. Brill had served the deaf for a period of fifty years, thirty of which were spent at the New Jersey School for the Deaf. His retirement was a serious loss to the school as he was an outstanding educator and had made many contributions to the education of the deaf throughout the country. Mr. Brill will be succeeded by Miss Corinne Roberts who has been associated with the

School for twenty-five years as an outstanding teacher.

Vocational Department Provides Varied Training for Boys

This department provides trade training in eleven major fields. The program is divided into pre-vocational, which includes pupils from twelve to sixteen years of age; and the vocational unit for those from sixteen to twenty-one years of age. The pre-vocational group rotates from one shop to another while the vocational group consists of those pupils who have selected their trade and are concentrating in one field.

The printing shop has turned out a large amount of material although it has been seriously handicapped by the lack of experienced older boys. Practically all of the work was done by intermediate and beginner groups. However, the standards of the print shop have been held to a high level and the pupils have measured up to expectations.

The new course of study which was inaugurated for the upholstery shop has been continued with marked success. Increased interest on the part of the pupils has led to further expansion of this curriculum. Future plans for this activity must include a larger number of pupils who wish to learn this profitable trade.

Vocational Training for Girls Covers Twelve Trades

This department provides training in twelve units. The pupils, when graduated, are equipped to earn a living in one of the trades. They are also trained in homemaking. All of the graduates have been placed in positions in the trades for which they were trained. The course of study for all of the units includes related vocabulary and language development.

Services of Child Study Department Are Invaluable

During the year the number of cases seen in this department was 322. Of this number, forty proved to be candidates for entrance to the school.

As was noted in the report of last year, there was little need for home visits as parents of children now in school come to the school frequently to talk over their problems. Formerly, it was necessary to make repeated calls at the home in order to enlighten parents concerning the education of a deaf child.

Parents who bring children to the Child Study clinic before they are of school age helped with pre-school training. This is probably the most trying time for the deaf child and the time in his development when his sense of security must be established. The change in the mother from great anxiety and frustration to understanding and adjustment to her child's deafness, comes after a few visits.

The largest number of clinic cases come from public schools for the purpose of getting a reliable pure-tone test. Most of them had been screened by the public school nurses who felt the need for a more adequate follow-up.

Every child in the school had a complete audiometric examination.

Hearing tests were also given to thirty-five adults and problems involving the wearing of a hearing aid were discussed. Audiometric testing continued for many State agencies. Several cases a week were seen for the Cerebral Palsy Clinic.

Sixty-nine children were given com-

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plete psychological examinations. This number includes retests of older pupils as well as new entrants.

Health Program Covers Wide Area

Health Education is a vital part of the educational program. The school health program covers a wide area.

One semester is devoted to a course in "Family Relationships" for the older pupils. This covers preparation for marriage, satisfaction in establishing their own homes, and direct training for the highest type of citizenship. The second semester includes Red Cross Home Nursing, Child Care and Junior First Aid.

To the school health service belong: the functions performed in making complete health examinations, the prevention and correction of physical defects, immunization, chest x-rays, administering special medications, and giving nursing care in illness.

Program of Physical Education Is Varied

For Girls—The physical education program offers a variety of sports, group games, and leisure time activities. Varsity as well as intramural sports are carried on. This makes it possible for all students to participate, keeping their interest and enabling them to further improve their skill.

For Boys—The Physical Education program for boys includes competitive sports, intramural and recreational sports activities. During the fall and spring, all activities are planned for out-of-doors. Upon the return of the students from the Christmas vacation, the indoor program is inaugurated. In addition to the competitive and intramural games, the regular gym classes were held throughout the year.

Driver Training Course Now In Operation

Plans were made during the previous school year to inaugurate a Driver Training Course. A selected member of the staff took a Certified Instructor's Course at Trenton State Teachers College. Application for a dual-controlled car was made and a course of study was written for the use of our deaf students. The beginning of the school year found all preparations completed for the new course.

Cottages and Dormitories Have Homelike Atmosphere

Inasmuch as the children are in school ten months of each year, every effort is made to create and maintain a comfortable and homelike atmosphere in cottages, dining rooms. school rooms and all building interiors. Although freedom is encouraged, pupils of all ages are under constant supervision. House parents are on duty at all times when the pupils are not in class.

Work schedules for the pupils are planned by the house parents. Small tasks are required of every child. Older pupils are expected to clean their own rooms and dormitories. All pupil work is performed each morning before classes start, must be well done and must stand inspection.

Pupils Contribute Much to Building and Plant Maintenance

One of the most time-consuming responsibilities is the maintenance of buildings and equipment. The pupil contribution to this activity has been substantial. Buildings were maintained at the usual high standards in spite of the limited number of cleaning personnel and the difficulty of securing competent help.

Religious Program Is Provided For Each Faith

It is imperative to provide for pupils an opportunity to be well-trained in the particular faith of their parents. Special plans are made with members of the local clergy to meet with their respective groups.

Alumni Reunion Well Attended

The annual Alumni Reunion was held at the school on the Saturday preceding Memorial Day. More than 700 former pupils and their families returned to enjoy the day's activities.

Good Public Relations Stimulated by Talks and Visits

Throughout the year there was a constant demand for illustrated talks to be given before service clubs, church groups, schools, colleges, and other organizations throughout the State.

Visitors continued to come to the school to observe the program and see the physical plant. Twenty-seven different groups and many individuals visited the school during the year.

For the third consecutive year our pupils won the highest award in the Trenton Kiwanis Club Hobby Show—"Best Group Displays."

Additional Facilities Are Needed

There is still a serious problem in the lack of additional facilities to serve the children on the waiting list. Every effort has been made to utilize our plant and our staff to serve as many children as possible, but not until such time as additional faciilties are provided can we meet the demands of children awating admittance.

Division of Academic Credentials

Two Types of Certificates Are Issued

THIS DIVISION issues preprofessional qualifying certificates to candidates for entrance into programs of training in eleven professions. These certificates are based upon the background of preliminary academic training officially required by the rules of various State boards or by law. Requirements vary from the completion of a high school education to four years of college, including specific academic subjects.

The Division also issues high school equivalency certificates to applicants whose formal, full-time secondary school education is incomplete. Credit is given for courses completed in high schools approved by State Departments of Education, and in subject examinations conducted by the division so that credit for courses lacking may be obtained. High school equivalency certificates are accepted for the following purposes:

1. As a basis for meeting in part the professional academic training requirements of the various professions.
2. For meeting certain entrance requirements into most colleges.
3. For advancement on many jobs.
4. For meeting civil service requirements in a number of positions.
5. For advancement in military service.
6. For personal satisfaction that comes with the completion of high school training and with acquisition of the certificate.

The Work of the Past Ten Years—1942-43 to 1951-52—Is Summarized

Table I indicates the total number of academic qualifying certificates and high school equivalent certificates issued during the past ten years from 1942-43 to 1951-52, and the receipts from fees. The number has varied from a minimum of 2,514 during 1942-43 to a maximum of 3,329 during the year 1948-49. Fluctuations result from many factors including high school enrollments and drop-outs, population changes, changing standards for entrance into training programs in the various professsions, the military situation, and the extent to which opportunities for acquiring the state high school equivalency certificate are known.

Fees Charged

A fee of $5.00 is charged for the issuance of each academic qualifying and high school equivalency certificate. Also, a charge of $5.00 is made for participation in each series of examination sessions. Subsequent registration fees for examination sessions after the first one, are $3.00. Receipts have ranged from a low of $14,806 in 1942-43, to a high of $22,678 in 1948-49.

The costs of conducting the examinations include proctors fees, printing and scoring.

Table II shows the number of certificates that have been issued during the past ten years, by types. Increases in 1951-52 over the previous year were recorded in dental, chiropody, dental hygienist, medical, pharmacy, and registered municipal accountancy fields. Decreases were registered in accountancy, high school equivalency, law, nursing, and optometry fields.

The number of certificates issued in practically all fields increased following the termination of World War II in 1945, and the subsequent heavy enrollments by veterans in professional schools under the financial provisions of the G. I. Bill of Rights. These enrollments then tapered off.

Shortages of workers in a number of professions such as dentistry, medicine, and nursing, and resultant recruitment drives may also serve to increase enrollments in these fields.

Table III indicates the number of persons taking the high school equivalency examinations during the past five years. The number of examination papers submitted is also shown.

Approximately two hours are required for completion of each examination. The content approximates the subject matter studied in these subjects in New Jersey day high schools. The subject examinations are given by the Division at the close of the evening high school work in the non-accredited evening high schools in cooperation

TABLE I.

Certificates Issued and Financial Receipts for the Period 1942-43 to 1951-52

Year	Total Certificates Issued	Total Receipts from Certificate Fees and Examination Registrations
1942-43	2514	$14,806.00
1943-44	2996	18,166.00
1944-45	2804	18,000.00
1945-46	3203	20,470.05
1946-47	3104	21,574.02
1947-48	3184	21,429.10
1948-49	3329	22,678.00
1949-50	3170	21,878.00
1950-51	3087	20,763.00
1951-52	2730	19,557.50

EDITOR'S NOTE: *After passage of P. L. 550 in August, 1952, enrollments began to rise again.*

TABLE II.

Number of Qualifying Certificates Issued from 1942 to 1952

Year	Accountancy	Chiropody	Dental	Dental Hygienist	High School Equiv.	Law	Medical	Nurse	Optometry	Pharmacy	Registered Municipal Accountant	Totals
1042-43	125	9	157	..	26	77	312	1649	58	95	6	2514
1943-44	121	7	114	..	25	67	294	2194	61	109	4	2996
1944-45	82	5	107	..	46	81	338	2019	27	96	3	2804
1945-46	147	12	138	..	89	419	604	1581	34	174	5	3203
1946-47	224	17	134	..	116	709	537	1098	85	181	3	3104
1947-48	400	20	157	..	80	709	397	1147	117	156	1	3184
1948-49	443	24	105	62	108	581	403	1154	193	254	2	3329
1949-50	417	12	132	23	84	536	334	1177	184	269	2	3170
1950-51	276	7	122	27	147	524	338	1272	147	223	4	3087
1951-52	161	14	131	30	96	417	367	1180	86	243	5	2730

with the directors and teachers of the evening school program. A total of 1,011 persons participated in the high school equivalent examinations during the year ending June 30, 1952, and 3,328 examination papers were submitted, as indicated in Table III.

Services Are Being Improved

Every effort is being made to give the candidates the aid they need in completing educational programs. Closer cooperation is being developed with professional boards. Greater publicity is being advocated with regard to the availability of the high school equivalency certificates, so that thousands of adults in our State who have not completed their academic high school education will know of the opportunity.

TABLE III.

Analysis of Academic Qualifying Examinations from 1947 to 1952

Year	Number of Applicants Examined	Number of Examination Papers
1947-48	1043	3393
1948-49	1090	3857
1949-50	1307	4351
1950-51	1084	3077
1951-52	1011	3328

Division of Teacher Certification

THIS DIVISION has responsibility for issuance of appropriate certificates and conduct of related services in accordance with the rules and regulations adopted by the State Board of Education.

Four Kinds of Certificates Provided

In accordance with the Eighteenth Edition of the Rules and Regulations of the State Board of Education effective July 1, 1951, four basic types of educational certificates are now issued

by the Division of Teacher Certification of the State Department of Education. They are:

1. Limited certificates for those who have met in full the entrance requirements for various types of educational service. These requirements include training, experience, and general rules relating to health, citizenship, age, and character.
2. Permanent certificates issued to those who have served in New Jersey schools for a period of three years and who have met any additional training requirements beyond those listed for the limited certificates.
3. Provisional certificates for those who do not have the full requirements for regular limited certificates, but have acquired some of them. These usually apply to fields in which there exists a shortage of teachers.
4. Emergency certificates limited to certain grades or areas of service for a specific period of time in a particular school district upon the written request of boards of education. These apply to situations in which there are no suitable persons available with provisional certificates.

Certificates Issued—1941-42 to 1951-52

Table I provides a statistical analysis of the number of certificates issued annually from July 1, 1941 to June 30, 1952.

The number of certificates issued, including renewals and endorsements, has increased over two and a half times —from 3,725 in 1941-42, to 8,932 during 1951-52. The number of certificates issued has shown a steady growth every year since 1943-44.

Approximately one out of every three persons in educational work in our State has been directly served by the Certification Division during the past year.

The increase in certification work has been caused primarily by the growing shortages of fully qualified teachers and supervisory personnel. This situation has resulted in a competition among school districts for teachers and other staff members, and frequent changes from one school district to another, both within and out of the State. It has also involved many graduates of liberal arts colleges who desire to enter teaching and must meet the standards, as well as high school teachers who desire to re-adapt their training from the secondary to the elementary field.

Before 1941-42, few professional and emergency substandard certificates were issued, since a shortage of teachers did not exist. The same situation existed with respect to endorsements on certificates prior to 1949-50. No specific record was kept of endorsements on certificates prior to 1949-50, since they were limited in number. Certification renewals include those emergency and provisional certificates which have to be renewed from year to year. The endorsements are made on other certificates, either provisional, limited, or permanent, and provide for the extension of the original certificates to cover additional grades or areas of work. An expansion of the policy of providing elementary endorsements rather than requiring new certificates for extension of service, was authorized in 1948-49.

Fees Charged for Certificates

A fee of five dollars is charged for each certificate issued, and fees collected have increased from $14,515 in 1941-42, to $20,845 in 1951-52, an increase of $6,330, or 43.6 per cent. No fees are charged for renewals and endorsements, for issuance of duplicate certificates for those who have lost their original certificates, or for exchange of one form of certificate for another when full requirements have been met for the second form, such as the exchange

of a provisional for a limited certificate.

Comparison of Work with Preceding Year Indicates Trends

The number of certificates issued during 1951-52 increased 1,258 over the previous year, or 16.4 per cent. The number of provisional and emergency substandard certificates and endorsements issued during 1951-52 was 1,148, or an increase of 35.7 per cent over the preceding year. It was the highest number since 1942-43,, when 1,908 were issued. That was the year in which industries engaged in war work, needed the help of the schools in training men for these positions, and the major portion of these emergency certificates were issued in the vocational area.

The number of certificate renewals, largely of substandard certificates, also showed an increase over the preceding year and was at record height.

The number of certificate endorsements has grown approximately six times during the past year, from 450 in 1949-50, to 2,571 in 1951-52.

Although the number of limited certificates issued during 1951-52 (2,014) is less than the preceding year when 2,581 were issued, it is the third highest number issued during the past eleven years.

Substandard Certificates Issued During 1951-52

The number of teachers in New Jersey who were issued substandard certificates during 1951-52 was 2,924 as compared with 2,908 in 1950-51, an increase of 16. The total number of persons working in our public schools during the year 1950-51 was 31,551. Of this number, those on substandard certificates represented 9.2 per cent or approximately one out of eleven.

If the number of substandard certificates in effect during 1951-52 is compared with the number of teachers in our schools, excluding administrative and supervisory personnel, the ratio is higher and it becomes one teacher out of approximately every nine on substandard certification. Practically all substandard certificates were issued to teachers.

A special tribute should be paid to

TABLE I.

Number of Certificates Issued by the State Board of Examiners and Financial Receipts from 1941-42 to 1951-52

Year	New Provisional & Emergency	Limited	Permanents	Renewals of Provisionals & Limiteds	Endorsements on Provisionals Limiteds & Permanent	Total	Fee Receipts
1941-42	52	1914	937	802	...	3725	$14,515
1942-43	1908	858	618	556	...	3940	16,920
1943-44	792	1450	669	417	...	3328	14,555
1944-45	768	1229	1084	779	...	3860	15,405
1945-46	888	1521	1284	819	...	4512	18,465
1946-47	1107	1545	1080	961	...	4693	18,660
1947-48	1098	1581	1005	1251	...	4935	18,420
1948-49	1031	1981	1147	1617	...	5776	20,795
1949-50	841	2033	1303	1676	450	6303	20,885
1950-51	846	2581	1326	1606	1315	7674	22,800
1951-52	1148	2014	1201	1620	2571	8932	20,845

the thousands of teachers in our State who are working and studying to bring their provisional certificates to regular limited certificates, or who are studying to obtain an extension of their certificates to new fields and grades. The following summary indicates the number of teachers in this category.

Provisional Certificates Renewed	1,201
Provisional K-8 and 3-8 Endorsements on Limited Certificates	249
Provisional Endorsements Renewed	309
Limited K-8 and 3-8 Endorsements on Standard Limited Certificates	160
Permanent K-8 and 3-8 Endorsements on Permanent Certificates	75
Subject Endorsements on Permanent Certificates	225
Subject Endorsements on Limited Certificates	17
Kindergarten Endorsements on Permanent Elementary Certificates and Elementary Endorsements on Permanent Kindergarten Certificates	1,536
Total	3,772

The annual reports of school systems submitted to the Business Division for the year ending June 30, 1951, indicate that 5,961 teachers attended extension classes in 1950-51 and that 3,075 attended summer school for six weeks. At a conservatively estimated cost of $11.00 per semester hour credit, these 5,961 teachers paid almost $400,000 for an average of six semester hour credits earned during the year 1950-51. This does not include costs of travel or maintenance.

Total Number of Certificates Issued During 1951-1952

The following summary shows the total number of certificates issued during the school year ending June 30, 1952 by general classification and type:

1. *Administrative and Supervisory*—In the administrative and supervisory field, a total of 320 certificates was issued. This was only 3.5 per cent of the total, 8,932. Eight provisional certificates (available only for war veterans) were issued. Approximately two-thirds of the number issued were regular limited administrative and supervisory certificates, and one-third were permanent.

2. *General Instruction*—In the field of general instruction, more new provisional and emergency certificates were issued than regular limited. With the exception of nine provisional high school and one provisional junior high school certificate, all of the general instruction substandard certificates were in the elementary field.

3. *Endorsements*—Of the number of this group, 558 teachers were given provisional elementary endorsements, or renewals of their elementary endorsements. The ratio of new substandard elementary certification to standard is two and one-half to one.

4. *Specific Fields*—In the specific fields, teacher shortages are indicated by an issuance of 165 emergency and provisional substandard certificates. The greatest shortages were in music, industrial arts, art, and library.

5. *Special Instruction*—In the field of

Classification	Substandard Certificates & Endorsements (1)	Standard Certificates & Endorsements (2)	Grand Total Col. 1 & Col. 2 (3)
1. Administrative & Supervisory	8	312	320
2. General Instruction	1621	2682	4303
3. Endorsements	575	1996	2571
4. Specific Fields (Art, Business, etc.)	165	661	826
5. Specific Instruction (Handicapped)	45	47	92
6. Vocational	378	158	536
7. Auxiliary Services (Guidance, Nurse, etc.)	132	132	264
8. Others (Public Library)	—	20	20
Totals	2924	6008	8932

special instruction, 45 emergency and provisional certificates were issued. The shortage of fully certified teachers is especially great in the area of teaching the mentally handicapped.

6. *Vocational*—In the vocational field, a total of 378 substandard certificates was issued. Most of these were for evening vocational classes, but 39 home economics and 49 conditional vocational certificates were included.

7. *Auxiliary Services*—In auxiliary services there is indicated a substantial shortage of fully certified school nurses. One hundred twenty-seven emergency and provisional nurse certificates were issued, compared with 45 regular limited certificates.

Efficient Certification Service Depends on Cooperation

Since the great majority of requests for certification are filed with and forwarded from the offices of the county superintendens of schools to the Division of Teacher Certification, the need for close cooperation is most apparent. This cooperation has been generally maintained not only in the mechanics of certification, but in interpreting the importance and values of the certification service to school administrators, supervisors, boards of education, teachers, and the public.

Close cooperation must also be maintained with teacher training institutions and the Division of Higher Education of the State Department of Education so that complete and accurate records are obtained, and the certification service is properly interpreted to prospective teachers. The training institutions have full responsibility for the character and quality of their courses.

As newer educational services develop and are expanded in school systems, certification rules and regulations must keep up with the best in practice and theory. It must help and not hinder in providing the certification arrangements which will afford excellent instruction and related services. School administrative leaders must be encouraged to inform the Division of their certification needs and problems, and, in turn, they should be well acquainted with rules and regulations of the Division.

Proven Competency vs. Formal Training for Certification Needs Study

Many individual problems faced in certification service relate to the recognition of proven competence of educators in lieu of inadequacies in formal training. At the present time, course training deficiencies must be made up, even though the candidate has had years of successful experience and has demonstrated his competence satisfactorily to local administrators and supervisors. This problem needs a great deal of study. Some system of examinations, interviews, and visitations might possibly be devised to meet the problem more adequately. No state department has yet provided this solution in its certification service.

Division of Business

Administration and Leadership

THE DIVISION of Business is one of the agencies through which the Commissioner of Education administers the services of the Department of Education and provides leadership and guidance to local boards of education in accordance with existing law and with the rules and regulations of the State Board of Education. The services rendered by the Division are concerned principally with problems of school administration, school finance and statistics, personnel management and educational facilities at the State, the County and local levels.

Duties and Functions

Based on current practice the duties and functions of the Division are as follows:

1. To assume general control of the business and financial matters of the Department with special responsibility for budgeting, bookkeeping, payrolls, requisitioning of supplies and equipment, approval of claims and the like.

2. To apportion and distribute State moneys, developing the statistical bases for such a distribution.

3. To direct and supervise all pupil, teacher and financial accounting in local school districts including the school audit recently established as a local requirement under the law.

4. To provide guidance and supervision to boards of education and their agents engaged in planning school buildings and other facilities to the end that such facilities will be safe, healthful and so arranged that the desired educational program can be operated and administered with efficiency.

5. To supervise special educational projects in local school districts where financial subsidy is available from either State or Federal sources including pupil transportation, classes for crippled children, the National School Lunch Program, and Aid to Federally Affected Areas under Public Laws 815 and 874.

Internal Business Activity

The overall business activities of the Division have continued to increase progressively in both scope and volume during the year. This trend began with the reorganization of the Department in 1945 and there has been a continuous growth each year since.

Among other duties, the bookkeeping and accounting unit has prepared sixteen budgets, handled one hundred and seventy-five accounts, passed more than eight thousand claims, prepared and submitted seventy-two regular and eighty-one supplemental payrolls and maintained personnel records for two hundred and fifty-six employees.

The stock room service unit has provided all boards of education throughout the State with such items as school registers, bookkeeping and accounting forms and supplies, working paper materials, bonding proceedings, and annual report forms.

Bulletins, pamphlets and reports issued by the Department are either made available to boards, educational organizations and individuals, free of charge, or sold to them in quantity at cost for use in local schools and communities.

This service unit maintains a stock of several hundred printed items in order that requests may be filled promptly when received. In addition it is charged with the responsibility of receiving, recording and depositing funds totaling more than fifty thousand dollars a year in connection with teacher certificates, academic certificates, the Museum fund, the Library

fund and others. From time to time these moneys are transferred to the general treasury of the State as required by law.

Apportionment and Distribution of State Funds

The school register is the basic document in which local boards of education must require teachers to record the day by day attendance of public school children under their supervision. This record must be kept according to law and the rules of the State Board of Education. It is from these registers that the Division, with the aid of local and County school staff members, develops the tables each year that serve as a basis for the distribution of State funds to local school districts.

Each July more than twenty-two thousand registers that have been certified by local authorities are sent to the Division by the local boards of education of the State. These are examined and checked for accuracy. From them certain tabulations are made and the registers are returned to the local school districts for permanent file.

Our State aid laws, particularly the Pascoe and Armstrong Acts, contain complicated formulas that require the tabulation and use of many factors in order to make the necessary financial determinations. For this reason the preparation of apportionment tables is a major task each year.

During the fiscal year 1951-52 the following payments of indirect and direct State Aid to Local School Districts were authorized by the Commissioner of Education through the Business Division.

Total payments of $24,993,747.15 for the 1951-52 fiscal year were $63,936.07 in excess of the payments of $24,929,811.08 made in the 1950-51 fiscal year.

Supplementing these regular activities dealing with the apportionment of funds, the staff of the Division provided the State Aid Commission with a number of State-wide studies and tab-

County Superintendents' Salaries	$148,250.00	
Forms and Supplies for Local Districts	17,352.76	
Visual Aids to Local Districts	128,117.24	
Formation and Aid to County and School Libraries	10,000.00	
Crippled Children Aid	300,000.00	
Manual Training Aid	1,079,784.90	
Vocational Training Aid	553,792.63	
Industrial Education	75,000.00	
		$2,312,297.53
Chapter 63—P. L. 1946—Pascoe Aid		
Formula Aid	$11,087,192.25	
Transportation Aid	3,104,691.29	
Dependent Children	426,665.00	
Regional High Schools	346,219.22	
Helping Teachers, Counselors, Supervisors	302,772.07	
Deficiency Fund	839,244.79	
Emergency Fund	100,000.00	
		$16,206,784.62
Chapter 66—P. L. 1948—Armstrong Aid		
Additional Aid		6,474,665.00
GRAND TOTAL		$24,993,747.15

ulations covering special proposals under consideration.

Accounting and Audit in School Districts

The Division is responsible for supervising and directing all accounting in the school districts of the State. Increasing enrollments make it necessary for boards of education to handle more and more money each year to meet the operating costs of the schools. There is a shortage of school facilities in many communities requiring boards to spend large sums of money for new school buildings. As these activities and expenditures expand, providing the right kind of supervision and guidance becomes an increasingly important function.

The School Audit Law, Chapter 229, P.L. 1951, and the companion statute, requiring local boards of education to have their accounts audited annually and the Commissioner of Education to publish an annual report of comparative financial statistics of school districts, were enacted at the close of the 1951 fiscal year.

In order to implement these statutes the Division, in collaboration with an Advisory Committee, prepared new budget forms, a sample audit, advised accountants of their duties and responsibilities in conducting the audits, and advised boards of education as to the requirements of the audit law. Suggestions were made to boards of education and school administrators as to the part each should play in making the audit program effective.

In the Division itself there will be established a Bureau of Audit with a staff of some six auditors and secretarial help charged with the responsibility of reviewing the audits as they are received, serving as a liason agency between boards of education and auditors, and finally preparing the report of the Commissioner for publication. The Bureau has been organized and partially staffed to date.

By June 30, 1952 only seven of the five hundred and fifty-five school districts in the State had not yet appointed a qualified auditor. There is every reason to believe that these seven school districts will soon make appointments and all boards and auditors will comply with the requirements of the law. As far as the Bureau of Audit within the Division is concerned, it will be developed during the coming years and personnel added in terms of need.

Extension of Credit

Under the provisions of R.S. 18:5-86, local school districts may issue bonds in excess of the statutory debt limitations with the consent of the Commissioner of Education and the Local Government Board subject to the final approval of the electorate of the school district.

It is specified that the Commissioner of Education shall be satisfied that the existing school facilities in the school district are, or within five years will be, less than eighty per cent adequate, that the proposed facilities will within ten years be fully utilized and that under existing statutes there is no alternative method of providing such new educational facilities which would be more economical.

The Local Government Board must be satisfied that the amounts to be expended for the new educational facilities are not unreasonable or exorbitant and that the issuance of the proposed bonds will not materially impair the credit of any municipality comprised

within the school district or substantially reduce its ability during the ensuing ten years to pay punctually the principal and interest of its debt, and to supply essential public improvements and services. Hearings on the applications submitted by local school districts for extension of credit under this statute are conducted by the Business Division for the Commissioner of Education with the help of a representative from the Local Government Board.

During the 1951-52 fiscal year, forty-nine hearings were held on applications submitted by forty-five local school districts. The consent of the Commissioner of Education and the Division of Local Government was obtained for all the above applications, although in some cases it was necessary to modify the original proposals in order to meet the conditions as outlined in the Statute.

There is every indication that this shortage of proper school facilities, principally classrooms, is now a major problem in New Jersey and will continue to become more serious in the years ahead.

Aid to Federally Affected Areas

Public Law 874 authorizes the U.S. Commissioner of Education to make contributions toward operating costs of schools overburdened with increased attendance as the result of Federal activities and deprived of local revenues because of the tax-exempt status of Federal properties. Public Law 815 authorizes the Commissioner to provide financial assistance for the construction of schools in Federally affected areas.

By June 30, 1952, forty-five school districts were participating in the program and it is expected that more than $500,000 will be certified to those school districts. This revenue represented 90% of the total entitlement anticipated for the year. During the same period twenty-four districts became eligible for construction funds under P.L. 815 amounting to $2,617,-281.50. These funds are for school construction purposes only. The total eligibility due to Federal "impacts" under the two laws was approximately $3,140,170.56.

Applications from school districts and quarterly reports from eligible districts are reviewed, audited and approved by the staff of the Business Division.

The National School Lunch Program

Activities administered by the Division under the National School Lunch Act are limited specifically to statistical and financial practices.

Nine hundred and sixty schools were under contract during 1951-52 to serve Federally reimbursed lunches. The Division processed 8,640 claims. This processing includes checking computations, number of meals served, and transferring all statistics from the claim to 30-column work sheets. From these work sheets check lists are prepared, from which payments are made to the various districts. In the school year 1951-52 $1,091,434.00 in direct Federal aid was distributed by the State Department to local districts. Bimonthly reports are submitted to the Federal Government as well as annual reports, and contracts are renewed yearly.

Districts are directly checked by an auditor from the Business Division who audits accounts, checks reimbursement claims and verifies figures sub-

mitted to the Department. Deficiencies in bookkeeping records are remedied, new systems set up and all exceptions noted by Federal auditors are also followed through by the field auditor.

School Building Services

The principal function of the Division in this area of activity is to work with local boards of education and their professional employees on the problems of providing school buildings and facilities for children.

The school buildings of the State should be healthful and safe; waste and extravagance should be avoided in their construction; and each one should be so arranged that the desired educational program can be operated and administered in it with efficiency.

The State Board of Education must approve the plans and specifications according to the requirements of the Guide For Schoolhouse Planning And Construction. This applies to every new public school building within the State and to all modifications to existing school buildings involving additions, alterations, or reconstruction. Such approval does not contemplate endorsement of any particular kind of materials, apparatus, mechanical equipment or any special devices which may be mentioned in the specifications or shown on the plans.

During the 1951-52 school year the staff reviewed plans from more than one hundred boards of education. After conferences with architects, county superintendents, board members and local school superintendents, the plans for thirty-one new buildings and some seventy-nine projects involving alterations and additions to existing buildings were recommended to the State Board of Education for approval. The construction cost of the projects approved is estimated at more than thirty million dollars.

A recent survey was made by Boards of Education to serve as a basis for estimating the amount of the school plant construction necessary in the State between the school years 1949-50 and 1961-62. These estimates show a need for the construction of some $400,000,000 worth of new schoolhousing during the period.

Advisory Committee Activity

For more than a year the staff of the Business Division has been working on problems of internal reorganization and the revision of business forms and reports such as school registers, accounting manuals, bookkeeping forms, statistical and financial reports and the like. An Advisory Committee to the Division, appointed by the Commissioner of Education, has been helping with this work. The members of this Committee have rendered valuable service to the schools of the State. We acknowledge this service with thanks and express our sincere appreciation for their wise counsel and guidance.

Educational Statistics

A summary of educational statistics for the school year 1951-52 appears as an appendix to this report.

STATISTICAL APPENDIX

Part I

SUMMARY OF EDUCATIONAL STATISTICS 1951-52

Part II

COMPARISON OF HIGH SCHOOL COSTS, 1950-51 and 1951-52

PART I

SUMMARY OF EDUCATIONAL STATISTICS

School Year 1951-52

ENROLLMENT BY COUNTIES—DAY SCHOOLS

County	1950-51 Boys	1950-51 Girls	1950-51 Total	1951-52 Boys	1951-52 Girls	1951-52 Total
Atlantic	9,573	9,316	18,889	9,956	9,630	19,586
Bergen	43,724	41,826	85,550	46,635	44,513	91,148
Burlington	10,110	9,486	19,596	10,780	10,212	20,992
Camden	22,619	21,418	44,037	23,316	22,318	45,634
Cape May	3,164	3,078	6,242	3,133	3,103	6,236
Cumberland	7,956	7,571	15,527	8,351	7,991	16,342
Essex	61,815	60,336	122,151	63,186	61,947	125,133
Gloucester	9,207	8,607	17,814	9,606	9,103	18,709
Hudson	35,558	33,183	68,741	35,931	33,744	69,675
Hunterdon	4,045	3,586	7,631	4,179	3,803	7,982
Mercer	14,988	14,419	29,407	15,641	15,065	30,706
Middlesex	19,453	18,830	38,283	21,200	20,536	41,736
Monmouth	17,832	16,830	34,662	19,005	18,041	37,046
Morris	14,423	13,937	28,360	15,526	14,802	30,328
Ocean	5,223	4,815	10,038	5,435	5,016	10,451
Passaic	23,477	22,543	46,020	24,558	23,753	48,311
Salem	5,326	5,098	10,424	5,572	5,374	10,946
Somerset	8,201	7,609	15,810	8,712	8,015	16,727
Sussex	3,828	3,644	7,472	3,992	3,885	7,877
Union	29,788	28,740	58,528	31,166	30,209	61,375
Warren	4,951	4,563	9,514	5,103	4,665	9,768
TOTALS	355,261	339,435	694,696	370,983	355,725	726,708

ENROLLMENT BY TYPES OF DAY SCHOOLS

Number of Pupils Enrolled in:	1950-51	1951-52
One Room Rural*	1,518	918
Two Room Rural*	3,602	2,319
Kindergarten	57,414	71,307
Pre-First	10,503	10,880
Grade I	68,386	70,020
II	70.104	66,234
III	67,903	69,410
IV	57,455	67,122
V	52,267	56,913
VI	49,745	51,910
VII	37,176	37,174
VIII	33,014	34,524
VII	13,203	13,242
VIII	12,728	13,540
IX	15,048	15,537
X	11,650	12,119
XI	10,109	10,566
XII	9,450	9,412

* Included in grades.

IX	32,711	32,703
X	30,638	30,214
XI	25,562	25,221
XII	22,991	21,863
Sub-Normal	3,982	4,091
Post Graduate	160	93
Anaemic	443	177
Backward	603	264
Blind	196	196
Deaf	154	160
Crippled	671	875
Other Special	430	941
GRAND TOTAL	694,696	726,708

NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION

County	1950-1951 Boys	Girls	Total	1951-1952 Boys	Girls	Total
Atlantic	15	16	31	9	17	26
Bergen	83	77	160	87	88	175
Burlington	21	11	32	17	16	33
Camden	36	38	74	39	53	92
Cape May	1	3	4	2	0	2
Cumberland	11	7	18	8	9	17
Essex	151	147	298	144	119	263
Gloucester	13	14	27	8	13	21
Hudson	112	90	202	128	95	223
Hunterdon	1	1	2	0	2	2
Mercer	30	21	51	28	24	52
Middlesex	33	38	71	32	34	66
Monmouth	31	21	52	19	29	48
Morris	26	24	50	24	22	46
Ocean	2	2	4	3	2	5
Passaic	53	51	104	40	41	81
Salem	4	1	5	9	8	17
Somerset	15	15	30	13	17	30
Sussex	2	2	4	3	8	11
Union	108	83	191	110	81	191
Warren	6	4	10	5	3	8
Totals	754	666	1,420	728	681	1,409

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NUMBER OF PUPILS TAKING MANUAL TRAINING AND DOMESTIC SCIENCE—DAY SCHOOLS

County	1950-1951 Grades 5-6-7-8 Boys	1950-1951 Grades 5-6-7-8 Girls	1950-1951 Grades 9-10-11-12 Boys	1950-1951 Grades 9-10-11-12 Girls	1950-1951 Total	1951-1952 Grades 5-6-7-8 Boys	1951-1952 Grades 5-6-7-8 Girls	1951-1952 Grades 9-10-11-12 Boys	1951-1952 Grades 9-10-11-12 Girls	1951-1952 Total
Atlantic	1,607	1,297	569	433	3,906	1,676	1,271	644	559	4,150
Bergen	5,623	5,291	4,998	3,402	19,314	5,940	5,407	5,255	3,890	20,492
Burlington	1,218	1,241	885	820	4,164	1,323	1,375	1,095	810	4,603
Camden	2,124	1,797	2,907	1,852	8,680	2,459	2,544	3,071	2,405	10,479
Cape May	479	448	393	370	1,690	497	496	327	307	1,627
Cumberland	1,074	1,019	720	542	3,355	1,140	1,086	682	511	3,419
Essex	14,228	15,744	10,983	8,182	49,137	15,178	15,273	10,755	8,380	49,586
Gloucester	1,511	1,385	915	737	4,548	1,542	1,326	1,028	666	4,562
Hudson	7,932	7,856	3,488	2,013	21,289	8,476	8,205	2,999	1,635	21,315
Hunterdon	103	85	386	334	908	146	120	483	462	1,211
Mercer	1,794	1,498	1,859	1,582	6,733	2,146	1,891	2,573	1,800	8,410
Middlesex	2,481	2,339	1,668	2,062	8,550	2,620	2,389	1,679	2,034	8,722
Monmouth	1,619	1,509	1,401	1,468	5,997	1,656	1,691	1,450	1,333	6,130
Morris	2,192	2,169	1,552	1,012	6,925	2,480	2,290	1,637	1,084	7,491
Ocean	667	565	589	517	2,338	688	493	559	602	2,342
Passaic	7,154	6,127	2,353	2,132	17,766	6,340	5,729	2,198	1,841	16,108
Salem	133	276	478	627	1,514	129	280	259	347	1,015
Somerset	754	747	955	515	2,971	859	796	962	499	3,116
Sussex	334	248	242	212	1,036	309	224	228	195	956
Union	5,927	5,943	5,055	3,210	20,135	6,334	5,940	4,798	3,307	20,379
Warren	94	83	606	492	1,275	97	87	582	441	1,207
Totals	59,048	57,667	43,002	32,514	192,231	62,035	58,913	43,264	33,108	197,320

LENGTH OF SERVICE OF TEACHERS IN PUBLIC DAY SCHOOLS*
1950-51

County	1 Yr. or Less	2-3 Yrs.	4 Yrs.	5-9 Yrs.	10-14 Yrs.	15-19 Yrs.	20-24 Yrs.	25-29 Yrs.	30-34 Yrs.	35 Yrs. or over	Total
Atlantic	46	89	22	91	85	69	107	145	79	67	800
Bergen	343	391	128	547	424	393	498	386	266	146	3522
Burlington	63	108	44	115	108	57	97	74	62	40	768
Camden	132	162	47	267	178	139	254	245	160	123	1707
Cape May	30	25	10	28	30	28	31	33	21	19	255
Cumberland	28	44	23	97	67	69	72	61	60	41	562
Essex	285	413	164	729	513	597	858	764	643	473	5439

* Does not include any short-term, substitute or part-time teachers.

Gloucester	75	68	38	116	69	61	73	74	31	45	650
Hudson	70	117	48	287	316	430	558	584	528	408	3346
Hunterdon	27	39	11	46	45	33	42	22	10	10	285
Mercer	44	104	36	136	150	134	150	170	137	137	1198
Middlesex	130	165	67	210	166	188	260	230	139	103	1658
Monmouth	112	172	55	211	137	119	182	179	103	75	1345
Morris	110	131	62	190	149	129	124	113	91	67	1166
Ocean	44	69	21	56	31	29	37	38	26	19	370
Passaic	112	155	50	228	186	202	252	320	256	250	2011
Salem	32	46	21	69	57	41	39	38	20	19	382
Somerset	85	93	35	103	73	71	84	52	27	19	642
Sussex	23	22	10	33	48	33	54	38	14	14	289
Union	234	296	122	430	250	271	400	313	219	159	2694
Warren	29	43	16	43	55	41	53	37	24	30	371
Totals	2054	2752	1030	4032	3137	3134	4225	3916	2916	2264	29460

1951-52

Atlantic	71	61	37	94	83	75	84	152	91	66	814
Bergen	383	478	166	553	448	369	441	417	285	165	3705
Burlington	67	99	32	122	97	81	95	82	63	55	793
Camden	157	186	55	239	203	158	192	275	175	124	1764
Cape May	23	31	10	26	33	22	31	31	26	22	255
Cumberland	37	34	25	89	74	62	67	69	60	43	560
Essex	329	457	166	705	524	591	762	804	635	525	5498
Gloucester	72	85	26	133	74	57	70	73	32	49	671
Hudson	63	147	55	270	300	437	535	530	555	457	3349
Hunterdon	38	43	10	46	53	38	31	31	14	11	315
Mercer	60	102	37	161	138	148	127	167	131	154	1225
Middlesex	177	190	47	214	163	180	256	231	152	125	1735
Monmouth	132	151	66	235	150	138	159	172	125	89	1417
Morris	132	138	53	212	133	151	115	112	104	75	1225
Ocean	54	60	18	77	37	30	32	36	29	15	388
Passaic	93	193	60	220	196	221	216	314	255	274	2042
Salem	30	53	13	69	59	47	43	31	26	21	392
Somerset	96	108	29	111	87	62	80	60	24	16	673
Sussex	26	27	11	33	40	42	47	39	25	16	306
Union	238	333	118	409	292	286	364	334	237	171	2782
Warren	36	45	13	61	46	41	39	42	24	32	379
Totals	2314	3021	1047	4079	3230	3236	3786	4002	3068	2505	30288

AVERAGE SALARIES OF ADMINISTRATORS AND TEACHERS BY TYPES OF SCHOOLS

	1950-1951	1951-1952
Superintendents	$8,944.00	$9,189.00
Assistant Superintendents	8,319.00	8,811.00
Supervising Principals Approved	6,466.00	6,720.00
Supervising Principals Unapproved	4,898.00	5,161.00
Non-Teaching Principals	5,379.00	5,665.00
Supervisors	5,409.00	5,571.00
Special Supervisors	4,871.00	5,175.00
One-Room Rural Teachers	2,427.00	2,646.00
Two-Room Rural Teachers	2,629.00	2,804.00
Kindergarten Teachers	3,333.00	3,510.00
Grades 1-8	3,326.00	3,524.00
" 1-6	3,403.00	3,632.00
" 7-9	3,992.00	4,219.00
" 10-12	4,027.00	4,241.00
" 9-12	4,023.00	4,191.00
Backward-Incorrigible	3,702.00	4,103.00
Sub-Normal	4,015.00	4,179.00
Deaf	4,406.00	4,360.00
Blind	4,113.00	4,211.00
Crippled	4,595.00	4,641.00
Bedside-Full time	3,335.00	3,611.00
Manual Training Day	3,702.00	3,912.00
Special-Unclassified	3,672.00	3,859.00
Vocational Day	4,124.00	4,419.00
Average Salary*	3,574.00	~~3,999.00~~ 3774.00

* Day School only, exclusive of Superintendents, Assistant Superintendents, Supervising Principals, Supervisors and part time teachers.

NUMBER OF REGULAR DAY SCHOOL TEACHERS BY TYPES OF SCHOOLS*

	1950-1951			1951-1952		
	Men	Women	Total	Men	Women	Total
One Room Rural	3	38	41	3	17	20
Two Room Rural	8	116	124	5	85	90
Kindergarten	0	1171	1171	0	1339	1339
Grades 1-8	902	10719	11620	1062	11298	12360
Grades 1-6	122	3026	3148	168	2882	3050
Grades 7-9	446	797	1243	452	778	1230
Grades 10-12	732	832	1564	724	805	1529
Grades 9-12	2059	2488	4547	2101	2447	4548
Short Term	36	149	185	44	164	208
Substitute	57	237	294	63	266	329
Backward & Incorrigible	19	27	46	19	23	42
Sub-Normal	48	223	271	61	220	281
Deaf Classes	3	15	18	3	18	21
Blind Classes	0	22	22	0	21	21
Crippled	4	47	51	4	52	56
Full Time Bedside	5	76	81	5	75	80
Part Time Bedside	118	473	591	125	476	601
Manual Training	714	572	1286	723	581	1304
Special Unclassified	786	1369	2155	843	1413	2256
Vocational	313	110	423	310	104	414

* This table does not include Superintendents, Supervising Principals or Supervisors.

NEW TEACHERS IN STATE 1950-51 AND 1951-52

Number From New Jersey Who Did Not Teach in:		Number From Other States Who Did Not Teach In:		No. Who Taught In Other School Districts in New Jersey In:		Total Number Who Taught in Other States In:		Total Number of New Teachers In:		Number of New Positions Created for School Year	
K. Elem.	J.S. 4 Yr. High	K. Elem.	J.S. 4 Yr. High	K. Elem.	J.S. 4 Yr. High	K. Elem.	J.S. 4 Yr. High	K. Elem.	J.S. 4 Yr. High	K. Elem.	J.S. 4 Yr. High
					1950-1951						
1450	411	239	161	478	149	144	100	2311	821	718	147
					1951-1952						
1459	434	324	210	632	246	217	130	2632	1020	776	223

Note: Tables compiled by Paul H. Jensen, Statistician.
A Summary of Financial Statistics for the school year 1951-52 will be printed separately but considered as a part of the Report of the Commissioner of Education under the terms of Chapter 230, P. L. 1951.

PART II

COMPARISON OF HIGH SCHOOL COSTS

1950-51 and 1951-52

KENNETH F. WOODBURY
Assistant Commissioner of Education

FOLLOWING A PATTERN previously established, this study is a part of a survey made each year in order to supply the public with information regarding the cost of public education in New Jersey.

The data used are taken from reports made to the Commissioner of Education by local boards of education. From the detailed tabulations to follow we call your attention to a number of items of special interest.

Types of Secondary Schools 1951-52

In the 546 school districts there were:

(a) 121 four-year high school districts
(b) 23 senior high school districts
(c) 21 six-year high school districts
(d) 45 junior high school districts
(e) 1 one-year high school district

Enrollments In High Schools 1951-52

In the 165 districts operating six-year, four-year and senior high school districts the median district enrollment was 727 while the median district tuition enrollment was 170.

(a) 2 school districts with an enrollment under 100
(b) 3 school districts with an enrollment of 100 to 199
(c) 14 school districts with an enrollment of 200 to 299
(d) 99 school districts with an enrollment of 300 to 999
(e) 38 school districts with an enrollment of 1,000 to 1,999
(f) 9 school districts with an enrollment of 2,000 to 3,000

The largest enrollment in a single school was the Trenton Senior High School with 2,895 students.

In one school district the tuition pupils were equal to 90.6 of the total enrollment.

Enrollments In Junior High Schools 1951-52

In the 45 junior high school districts the median enrollment was 490.

(a) No school district with an enrollment of under 100
(b) 8 school districts with enrollments of 100 to 199
(c) 10 school districts with enrollments of 200 to 299
(d) 18 school districts with enrollments of 300 to 999
(e) 9 school districts with enrollments over 1,000

Operating Costs—Secondary Schools

Year	Total	Per Pupil in Average Enrollment
1949-50	$52,865,040.57	$304.49
1950-51	55,953,344.19	322.65
1951-52	60,221,070.30	345.33

Cost for Tuition Purposes

In the 165 six-year, four-year and senior high schools the median costs per pupil in average enrollment were:

(a)	1949-50	$291.25
(b)	1950-51	304.25
(c)	1951-52	325.12

The median high school tuition rate for six-year, four-year and senior high schools in 1951-52 was $260.00.

The median costs for tuition purposes in the 44 approved junior high school districts were as follows:

		Per Pupil in Average Enrollment
(a)	1949-50	$332.14
(b)	1950-51	333.71
(c)	1951-52	353.83

The number of school districts with junior high school costs in excess of $300.00 per pupil were:

(a)	1949-50	28 districts
(b)	1950-51	33 districts
(c)	1951-52	35 districts

In determining high school costs for tuition purposes, the following formula has been used for many years:

$$T = C - M - S + R$$

T—Costs for tuition purposes
C—Total Cost of operating high schools (Day schools only)
M—Maintenance costs, debt service and capital outlay
S —Salaries and expenses of attendance officers, transportation and tuition costs
R—A five per cent rental charge based on the original cost of the building and subsequent additions to date.

Compiled by PAUL H. JENSEN, *Statistician*

Comparison of High School Costs 1950-51 and 1951-52

FOUR-YEAR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52 High School Tuition Charged	1951-52 No. of Tuition Pupils Received	1951-52 Total No. of High School Pupils Enrolled
ATLANTIC	1950-51	1951-52			
Atlantic City	$338.35	$354.23	$320.00	586	2,133
Egg Harbor City	246.70	248.93	246.70	140	312
Hammonton	308.99	329.87	260.00	53	388
Pleasantville	200.62	215.18	200.00	631	1,125
BERGEN					
Bogota	313.35	314.05	265.00	242	540
Dumont	279.86	263.25	260.00	223	788
East Rutherford	294.57	322.01	295.50	300	596
Garfield	371.80	399.37	222.24	4	766
Hasbrouck Heights	403.86	444.85	403.86	1	339
Leonia	343.91	356.00	320.00	284	581
Lodi	222.35	228.25	222.35	924	1,556
Lyndhurst	309.11	343.53	....	..	698
Park Ridge	333.49	347.60	298.00	205	325
Ramsey	275.70	305.18	275.70	773	978
Ridgefield Park	402.97	423.80	200.00	2	469
Rutherford	463.19	392.74	300.00	1	528
BURLINGTON					
Bordentown	213.01	241.80	213.00	244	419
Burlington	275.33	298.24	242.00	332	826
Florence	320.96	391.90	....	...	256
Moorestown	255.05	285.25	255.00	452	875
Palmyra	254.57	269.63	247.00	430	667
Pemberton	234.37	266.50	224.41	395	436
Rancocas Valley Reg. H. S.	272.27	269.00	219.62	257	748
Riverside	296.83	318.36	200.00	2	275
CAMDEN					
Haddonfield	231.13	236.38	215.00	712	1,143
Haddon Heights	266.11	271.67	246.00	658	849
Lower Camden Co. Reg.	234.81	244.48	235.00	74	947
Merchantville	257.62	273.04	245.00	590	728
CAPE MAY					
Cape May City	342.82	312.55	275.00	144	262
Middle Twp.	238.73	252.62	215.00	101	296
Wildwood	406.56	403.67	225.00	129	309
CUMBERLAND					
Bridgeton	253.26	250.68	248.00	873	1,542
Landis	275.26	302.73	263.00	290	1,150
Millville	265.40	256.93	240.00	249	819
ESSEX					
Belleville	300.41	316.97	225.00	..	1,226
Caldwell Boro	318.05	333.95	290.00	630	1,084
Orange	397.77	415.03	200.00	1	973
Verona	390.40	405.92	250.00	17	452

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52 High School Tuition Charged	1951-52 No. of Tuition Pupils Received	1951-52 Total No. of High School Pupils Enrolled
GLOUCESTER	1950-51	1951-52			
Clayton	276.91	288.27	245.00	210	346
Glassboro	263.42	273.90	260.00	602	863
Paulsboro	233.77	243.68	230.00	444	862
Pitman	305.97	296.60	290.00	173	455
Swedesboro	364.05	352.30	250.00	124	265
Woodbury	227.60	238.43	225.00	696	1,082
HUDSON					
Bayonne	455.85	449.22	....	..	2,151
Harrison	428.25	536.35	350.00	73	462
Hoboken	315.10	340.12	125.00	8	1,225
Jersey City	483.10	517.13	300.00	91	7,622
Kearny	426.64	462.91	426.64	2	1,190
Union City	354.10	394.56	300.00	674	1,924
West New York	458.83	445.62	300.00	206	1,270
HUNTERDON					
Flemington-Raritan	258.31	288.37	244.00	239	485
Frenchtown	229.26	242.85	215.00	266	321
High Bridge	279.94	518.14	....	..	86
Lambertville	328.82	351.31	250.00	85	244
North Hunterdon Reg.	....	365.35	250.00	5	509
MERCER					
East Windsor	340.64	322.05	285.00	116	287
Ewing	....	352.68	300.00	2	702
Hamilton	270.83	300.68	....	...	1,406
Hopewell Typ.	361.49	369.17	300.00	8	283
Princeton	364.00	381.32	325.00	799	1,043
MIDDLESEX					
Carteret	425.68	430.09	....	..	468
Highland Park	335.52	372.91	285.00	175	549
Jamesburg	244.91	243.05	240.00	355	429
Metuchen	302.94	326.88	275.00	209	566
Perth Amboy	399.51	419.20	275.00	112	1,368
Sayreville	327.79	331.81	210.00	167	501
South River	308.40	287.11	275.00	374	786
Woodbridge	271.44	297.31	....	..	1,257
MONMOUTH					
Asbury Park	300.85	346.76	280.00	682	1,217
Atlantic Highlands	271.10	325.92	250.00	111	230
Freehold Boro	299.39	357.96	265.00	373	659
Keyport	271.47	288.70	271.00	304	527
Manasquan	250.14	270.08	250.00	677	833
Matawan	353.49	318.41	300.00	141	425
Middletown	307.95	290.35	280.44	201	784
Neptune Twp.	313.16	321.82	265.00	71	525
Upper Freehold	255.91	283.02	250.00	209	355
MORRIS					
Boonton Town	249.27	278.94	249.00	686	916
Butler	299.02	300.25	266.88	923	1,081

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52 High School Tuition Charged	1951-52 No. of Tuition Pupils Received	1951-52 Total No. of High School Pupils Enrolled
MORRIS (Cont'd)	1950-51	1951-52			
Chatham Boro	310.96	328.22	298.50	120	487
Dover	280.88	288.99	269.93	426	870
Madison	415.29	455.99	315.00	197	541
Morristown	379.02	406.64	330.00	683	1,161
Netcong	229.09	248.19	213.59	111	216
Rockaway Boro	249.48	268.36	220.00	137	295
Roxbury	246.77	258.03	230.00	361	602
Wharton	299.24	278.33	145.00	12	173
OCEAN					
Lakewood	233.80	256.26	240.00	350	755
Point Pleasant Beach	281.85	318.21	275.00	401	514
Toms River	290.41	356.95	290.00	258	667
Tuckerton	257.87	253.13	250.00	136	188
Union	227.09	248.02	227.00	157	208
PASSAIC					
Clifton	371.32	375.95	350.00	5	2,063
Hawthorne	265.95	308.73	251.76	227	728
Paterson	376.77	389.78	350.00	188	3,535
Pompton Lakes	300.67	373.18	285.00	306	506
Passaic Co. Reg. H. S.	291.42	326.52	175.00	22	626
SALEM					
Salem	249.10	260.59	249.00	455	806
Penns Grove—Up. Penns Nk.	237.03	249.34	235.00	257	777
SOMERSET					
Bernardsville	288.69	347.42	288.69	406	581
Bound Brook	268.45	290.37	268.45	642	953
No. Plainfield	277.51	307.62	277.51	461	956
Somerville	292.53	321.71	292.53	799	1.188
SUSSEX					
Hamburg	276.69	241.40	260.00	57	118
Newton	319.16	310.99	300.00	521	744
Sussex	284.82	315.19	305.00	166	230
UNION					
Cranford	294.20	303.78	140.00	1	1,152
Hillside	351.17	376.48	200.00	8	894
Linden	339.06	376.01	155.00	..	1,274
Plainfield	420.33	464.69	....	..	1,469
Rahway	360.13	365.78	200.00	..	895
Roselle Park	293.18	294.64	250.00	127	627
Scotch Plains	313.09	317.29	250.00	..	505
Union	300.90	334.79	....	..	1,686
Union Co. Reg. H. S.	289.55	307.08	170.00	10	1,071
WARREN					
Belvidere	299.88	301.95	300.00	247	343
Blairstown	375.79	320.59	325.00	44	98
Hackettstown	281.96	306.76	269.00	257	399
Phillipsburg	287.26	298.38	287.00	355	903
Washington	296.08	329.38	259.90	227	421

SENIOR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52 High School Tuition Charged	1951-52 No. of Tuition Pupils Received	1951-52 Total No. of High School Pupils Enrolled
BERGEN	1950-51	1951-52			
Cliffside Park	$344.52	$380.35	275.00	245	609
Englewood	345.00	378.54	345.00	379	897
Hackensack	248.96	276.15	230.00	524	1,160
Ridgewood	356.37	364.96	315.00	375	1,032
CAMDEN					
Camden	305.83	347.69	240.00	1	2,188
Collingswood	309.41	315.73	240.00	375	726
ESSEX					
Bloomfield	413.32	421.82	250.00	98	1,481
East Orange	481.11	528.28	300.00	8	1,788
Irvington	339.61	348.93	....	..	1,811
Montclair	444.49	479.34	325.00	30	1,054
Newark	421.84	481.95	300.00	..	10,316
Nutley	406.61	400.85	175.00	2	717
So. Orange	491.88	534.91	275.00	39	1,269
West Orange	391.10	403.59	270.00	4	880
HUDSON					
Weehawken	512.44	531.84	300.00	300	552
MERCER					
Trenton	367.09	403.92	346.00	383	2,895
MIDDLESEX					
New Brunswick	378.09	407.68	310.00	539	1,112
MONMOUTH					
Long Branch	330.59	370.13	300.00	244	723
Red Bank	357.57	412.31	338.66	195	510
PASSAIC					
Passaic	445.13	472.77	420.00	1	1,281
UNION					
Elizabeth	425.58	460.86	350.00	3	1,895
Summit	459.35	459.77	300.00	91	648
Westfield	405.92	501.61	300.00	15	749

SIX-YEAR HIGH SCHOOLS

BERGEN					
Bergenfield	302.21	315.39	200.00	1	1,007
Closter	285.14	276.18	260.00	86	331
Fair Lawn	296.59	318.46	295.00	4	1,519
Fort Lee	361.28	411.25	350.00	20	607
No. Arlington	296.36	324.89	....	..	681
Teaneck	305.55	320.99	305.00	..	2,213
Tenafly	333.68	341.94	310.00	355	1,149
Westwood	290.67	308.78	290.00	273	776
Wood Ridge	328.87	391.62	235.00	68	369

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52 High School Tuition Charged	1951-52 No. of Tuition Pupils Received	1951-52 Total No. of High School Pupils Enrolled
CAMDEN	1950-51	1951-52			
Audubon	270.42	287.10	245.00	294	889
Gloucester City	263.04	268.05	260.00	64	841
CAPE MAY					
Ocean City	331.33	391.93	280.00	203	575
ESSEX					
Glen Ridge	415.43	447.46	280.00	21	518
Millburn	392.82	425.12	300.00	2	981
MIDDLESEX					
Dunellen	297.85	305.84	265.00	361	705
South Amboy	463.00	486.20	100.00	2	201
MONMOUTH					
Rumson	339.52	390.63	290.00	142	357
MORRIS					
Mountain Lakes	419.28	393.29	290.00	27	314
SALEM					
Pilesgrove	258.14	250.62	250.00	318	693
SUSSEX					
Franklin	327.54	325.34	316.83	174	505
UNION					
Roselle	291.97	311.55	250.00	..	953

JUNIOR HIGH SCHOOLS

ATLANTIC					
Buena Vista	....	330.98	....	..	190
Somers Point	....	360.85*	200.00	..	132
BERGEN					
Cliffside Park	295.94	368.32	200.00	..	367
Englewood	342.10	352.61	342.00	43	694
Fairview	303.45	321.89	200.00	..	249
Glen Rock	332.75	332.13	275.00	..	288
Hackensack	314.78	335.90	275.00	120	1,014
Maywood	329.62	375.84	....	..	263
Midland Park	306.48	319.68	....	..	162
New Milford	271.31	238.55	....	..	265
Oradell	474.40	379.91	....	..	156
Palisades Park	265.50	279.34	100.00	..	292
Ridgefield	365.61	385.81	100.00	3	213
Ridgewood	328.90	306.44	280.00	73	832
River Edge	251.59	281.06	190.00	..	299
Wallington	....	444.96	....	..	246

* New 1951-52.

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1951-52	1951-52 No. of Tuition	1951-52 Total No. of High School
CAMDEN	1950-51	1951-52	School Tuition Charged	Pupils Received	Pupils Enrolled
Camden	325.55	325.29	240.00	..	2,542
Collingswood	230.16	275.49	225.00	72	520
Oaklyn	300.09	329.48	175.00	..	170
Pennsauken	223.22	225.52	....	..	820
CAPE MAY					
No. Wildwood	336.55	326.22	225.00	3	108
ESSEX					
Bloomfield	350.20	369.81	250.00	31	1,377
East Orange	388.89	418.15	250.00	..	556
Irvington	352.79	390.08	....	..	584
Livingston	365.16	332.61	200.00	..	402
Montclair	509.92	565.06	325.00	5	1,225
Newark	387.00	434.27	300.00	..	2,695
Nutley	308.04	334.39	175.00	2	901
So. Orange	428.72	444.51	250.00	26	1,285
West Orange	380.26	392.90	270.00	2	939
HUDSON					
Secaucus	321.55	375.54	....	..	284
Weehawken	420.62	427.58	300.00	4	363
MERCER					
Trenton	388.54	443.97	369.00	60	3,149
MIDDLESEX					
New Brunswick	341.48	367.90	220.00	208	991
So. Plainfield	....	274.61*	....	..	325
MONMOUTH					
Long Branch	256.02	271.14	245.00	110	797
Red Bank	334.67	355.05	295.52	95	460
MORRIS					
Morris Twp.	424.54	450.13	340.00	4	254
Passaic	304.57	308.01	....	..	114
PASSAIC					
Passaic	427.20	426.07	390.00	..	1,432
Wayne	245.97	282.07	....	..	720
UNION					
Elizabeth	439.17	471.55	350.00	2	2,703
New Providence	299.51	275.45	150.00	..	144
Summit	446.05	449.15	300.00	3	598
Westfield	312.04	314.06	250.00	18	866

ONE-YEAR HIGH SCHOOL

HUDSON					
North Bergen	359.07	362.14	....	..	327

* New 1951-52.

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