

STATE OF NEW JERSEY

ANNUAL REPORT

of the

COMMISSIONER OF EDUCATION

to the

LEGISLATURE OF THE STATE OF NEW JERSEY

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

June 30, 1945

New Jersey State Library

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

For the year 1943-1944, the State Board of Education made a joint report to the Legislature. Because the State Board ceased to exist on June 30, 1945, the report for 1944-1945 is made by the Commissioner of Education.

Administrative Reorganization

This Board, abolished by Chapter 51 of the Laws of 1945, was the one which put into successful operation the laws of 1911 which reorganized the state system of public education.

During those 34 years, the members of this Board guided the rapid growth and the improvement of the schools and at the same time, through the exercise of leadership rather than dictatorial powers, preserved the powers and responsibilities of local boards of education. Such maintenance of the autonomy of the local school districts has resulted in the increasing interest of the people of each district in the quality of their schools and consequently in the commendable standards of New Jersey education.

Under the leadership of the Board, local boards of education erected a great number of school buildings which complied with the Building Code established by the State Board. Almost all one-room schools were abolished through consolidations, and small high schools absorbed into receiving high schools and regional high schools. The junior high school was developed in many districts.

The Board encouraged the enrichment of school curriculums and the improvement of teaching methods, thus producing better educational results.

One of the Board's most notable achievements was the expansion and improvement of our teacher training institutions. This program involved the development of new campuses and the erection of many new buildings. The normal schools providing two years of teacher training were made four-year colleges.

The abilities and preparation of the faculties, and the abilities and achievement of the students of these colleges now compare favorably with the better liberal arts colleges.

At the Manual Training and Industrial School and the School for the Deaf new campuses were established, new buildings constructed, and the administrations improved. These schools have been operated under the supervision of committees of the State Board of Education.

In the field of higher education, this Board established rules and regulations for the licensing and accreditation of such institutions and presided over the establishment of many new colleges and junior colleges.

Acting in cases concerning school affairs as a court of appeal from the decisions of the Commissioner of Education, the Board made many decisions that have become accepted interpretations of school law. As the result of recommendations of the Board, the Legislature has passed many laws for the betterment of public education.

Not only was this outgoing Board of Education responsible for these and many other advancements in public education, but its members also took the initiative in proposing to the State Commission on Administrative Reorganization plans by which all state educational agencies might be brought into one harmonious organization. Because its members realized the need for unified planning and action, they promoted the passage of the bills to provide such reorganization, in spite of the knowledge that this would lead to the abolition of the Board itself.

To the members of the outgoing Board, the Commissioner of Education extends the thanks of the people of the State of New Jersey together with his gratitude for their wise and sympathetic helpfulness.

Looking Forward

On July 1, 1945, a new State Board of Education will assume control and direction of public education, with the Commissioner of Education as its chief administrative and executive officer. Upon this Board will rest the great responsibility of bringing about unified planning and action by all state agencies concerned with education, and of coordinating and articulating their efforts.

Educational Progress

The following reports of the heads of the various divisions of the Department of Public Instruction indicate the beginning of the transition from war to peace, the effort to overcome difficulties resulting from the war, the making of improvements indicated as desirable by our war experience, and the beginning of long-range plans for public education.

At the high school level, the emphasis upon pre-induction training, the success of which has been generally recognized, is receding. In all of the schools less thought is being given to wartime activities in which both pupils and teachers participated so loyally and effectively. In the vocational schools, the war training and war production programs, through which these schools made such noteworthy contributions to the war effort, are no longer necessary.

One of the postwar responsibilities of the schools will be that of providing for the education of veterans. Last year the State Board of Education adopted rules for the accreditation in high school and college of the war experiences of veterans. This year, with the cooperation of the Governor, a division for the education of veterans was established in the Department. Its first responsibility was to organize and train educational guides for veterans in all school districts of the State. Through the cooperation of established divisions of the Department, this new division hopes to be able to make satisfactory provisions for the thousands of veterans who will soon come to the public schools for further education. In the solution of this problem, the Department enjoys the cooperation of all educational institutions in the State, both public and private.

During the year the Governor placed upon the Commissioner of the Department of Economic Development the responsibility for the approval of agencies offering education under the G. I. Bill of Rights. Upon the request of this Commissioner, the Commissioner of Education agreed to furnish this service. The Department had already established standards for accreditation in the fields of secondary and higher education and of vocational education.

During the war the schools have struggled because of a shortage of teachers. Induction into the armed forces and the desire to participate in war production have caused the withdrawal of many of our teachers and have

diverted many young people from our teacher training institutions. This dilemma is aggravated by an approaching increase in elementary school enrollment caused by a marked increase in the birth rate.

Another problem facing our school system is the further increase in cost per pupil in average daily attendance from \$171.84 in 1943-1944 to \$179.56 in 1944-1945. This is due to the increased cost of supplies and services and the teacher shortage, both caused by the war; the decreasing enrollment resulting from the lower birth rates of the depression years, and the wartime withdrawal of pupils from high school. This added burden upon the local school districts makes all the more necessary the provision of more state financial aid from sources other than real estate. One of the last acts of the Legislature of 1945 was to appoint a commission to prepare such a plan for the Legislature of 1946.

From our war experiences, the Department realizes the necessity for the improvement of citizenship and of health, and for the expansion and improvement of vocational education and adult education.

Although the progress of our public schools in citizenship education has been noteworthy during the last 30 years, all people realize that the complexity of our domestic and international problems in the years to come require still further improvements. It is the responsibility of all educational institutions, as well as of our communities themselves, to help our young people acquire the knowledge, skills, sense of responsibility and loyalty to ideals that will help them to preserve for themselves and their posterity the blessings of liberty and equality. In this great educational effort the schools will play a major part.

Although the health of our armed forces in World War II showed an improvement over the condition of our soldiers and sailors in World War I, there is evidence of the need for a greater desire on the part of our citizens to acquire positive health and a better knowledge of how to keep well. Good health is always a factor in efficiency in peacetime as well as in war.

At present the vocational schools which performed such valuable service during the war are located in only seven of our 21 counties. Either through county or area vocational schools, vocational training opportunities should be offered to the youth and adults of the other 14 counties. Moreover, there

is need for area technical schools of junior college grade in order to meet the needs of our great industries.

Bulletins issued by the Department show that local boards of education are beginning to plan for the construction of new buildings and additions to existing plants; that teachers and administrators are looking forward to the reconsideration of aims and to the improvement of classroom procedures; and that many teachers are evaluating educational methods used by the Army and Navy.

Perhaps no feeling of need resulting from the war is more important than the desire for more adult education. The needs of our peoples as voters, and as individuals devoting their talents to commerce, industry, social welfare, and governmental affairs, cause all of us to realize that education must be a continuous process throughout life. For this reason, the reorganization of the Division of Adult Education in the State Department of Public Instruction is of great significance.

To local boards of education, to the administrators, teachers, and other employees of the school districts, teachers colleges, institutions of higher learning, the School for the Deaf, the Manual Training and Industrial School at Bordentown, and other institutions with which this Board and the State Department of Public Instruction have been associated; to the State Federation of District Boards of Education, the New Jersey Congress of Parents and Teachers, and other organizations interested in public education, and to the members of the State Department of Public Instruction, the members of the outgoing Board of Education and the Commissioner of Education extend their thanks for unfailing cooperation and loyalty. To the Governor and the Legislature of the State of New Jersey, they express their gratitude for the opportunity to serve in the cause of public education and for sympathetic and wise consideration of the needs of our schools.

Respectfully submitted,

JOHN H. BOSSHART

Commissioner of Education

DIVISION OF CONTROVERSIES AND DISPUTES

Since 1867 the Commissioner of Education has been charged with the duty of deciding all controversies and disputes arising under the School Law, without cost to the parties and subject to appeal to the State Board of Education. This system assures litigants of a fair, prompt and inexpensive hearing and review of their grievances. The procedure has proved very effective, for there has been on the average only one appeal a year to the Supreme Court and only four reversals by that court of the decisions of the State Board.

Formal decisions by the Commissioner and the State Board of Education deal with such questions as the salary, tenure, and seniority rights of school employees, discipline and transportation of pupils, disputes between school boards and parents, the awarding of bids, the conduct and results of school elections, and the designation of high schools. Cases have often disclosed to the Commissioner and the State Board means of improving school system procedures, or of eliminating confusion by suggesting appropriate and clarifying legislation.

An Assistant Commissioner, appointed by the Commissioner, heads the Division of Controversies and Disputes and assists him by hearing cases arising under the School Law. The emphasis is on averting formal litigation. During the past year there were but eight school cases requiring formal decisions. Only two of these, both brief, required the taking of oral testimony, counsel in the other cases having cooperated by presenting their cases upon a simple stipulation of facts. Four proceedings during the year resulted in the suspension of teachers' certificates because they relinquished their positions without giving the notice required by law.

There is an increasing use of what is known as the pre-trial conference, at which counsel meet informally with the Assistant Commissioner to discuss the matter in dispute. These conferences often result in the informal settlement of the controversy. In other cases the amount of testimony to be taken and exhibits introduced is considerably reduced, if not entirely eliminated, by the case being presented on the pleadings and a stipulation of facts. The result is a great saving of time and elimination of much of the

bitterness which disputes so often engender. School controversies are thus decided with a minimum of time consumed, inconvenience, and cost to the litigants.

The Division gives continuing special service in making available to attorneys and others information concerning the School Law and its interpretation. Many conferences were held during the year with school administrators, groups and individuals seeking information on the legal aspects of various school problems, and for the purpose of discussing proposed legislation. Considerable time was devoted to school transportation matters, and to the preparation of legislation in cooperation with the Attorney General's office and the Law Revision and Bill Drafting Commission.

New Legislation

Legislation of far-reaching importance was enacted during the 1945 legislative session. Chapters 49, 50, and 51 of the Laws of 1945, approved March 26, 1945, and effective on July 1, 1945, have greatly enlarged the functions, duties and responsibilities of the state educational system.

Chapter 51 reorganizes the State Department of Education. The Department is to consist of a State Board of Education and the Commissioner of Education. The present ten-member Board is abolished and a new Board of twelve members constituted, to be appointed by the Governor by and with the advice and consent of the Senate. Of the twelve members, not less than three shall be women, and not more than one shall be a resident of any one county. The members serve for staggered terms of six years each. The general supervision and control of public instruction in New Jersey and of the State Department of Education is vested in the State Board. The new law abolishes the Board of Regents and charges the State Board of Education with the duty of planning and recommending the unified, continuous and efficient development of public education, including public higher education.

By the terms of this law, the State Board advises with the State University of New Jersey regarding its annual budget and makes recommendations to the Governor and to the Legislature in support of that budget. The Board enters into contracts with the University in behalf of the State, in accordance with legislative appropriations. It also makes such recommendations as it deems necessary with regard to appropriations that may be required for

educational services to be furnished by institutions of higher education, other than the State University, and makes contracts with them in accordance with legislative appropriations. The State Board exercises visitorial general powers of supervision and control over such institutions as may be utilized by the State.

The Commissioner of Education, appointed by the State Board, is to be the chief executive and administrative officer of the State Department of Education and the approval agent of the State Board for all purposes. He has general charge and supervision of the work of the Department and appoints assistant commissioners, directors, inspectors and assistants, subject to the approval of the State Board. The new law provides for an additional assistant commissioner to act as supervisor of higher education.

As chief executive and administrative officer of the Department, the Commissioner is authorized to assign duties to the assistant commissioners and other personnel, may combine the duties of two or more special service departments under one head, and may assign to an assistant commissioner the duties of one or more of the directors of special services, inspectors, or assistants.

Chapter 51 also brings the School for the Deaf and the Manual Training and Industrial School for Colored Youth under the direction of the Commissioner.

Chapter 50 establishes two new divisions in the State Department of Education -- a Division of the State Library, Archives and History, and a Division of the State Museum. Each division has an advisory council appointed by the Governor, and a director appointed by the Commissioner with the approval of the State Board of Education. The directors of the divisions direct and administer the work of their respective divisions under the supervision of the Commissioner.

By the terms of this law, the present State Museum is transferred to the Division of the State Museum. The functions, powers and duties of the Board of Commissioners governing the State Library, of the State Librarian, of the Public Library Commission, of the Board of Commissioners governing the Public Record Office, and of the Directors of the Public Record Office, are transferred to the Division of the State Library, Archives and History.

Chapter 49 is intended to develop and strengthen public higher education in New Jersey, by designating as the State University of New Jersey the New Jersey Agricultural Experiment Station and the entire educational institution known as Rutgers University, including the New Jersey College for Women, the New Jersey College of Pharmacy, etc., and by making provision for increased state participation in the management of the University. Five public trustees, to be appointed by the Governor with the advice and consent of the Senate, are to be added to the Board of Trustees of Rutgers University. The Speaker of the House of Assembly, State Comptroller, State Treasurer, and State Commissioner of Taxation and Finance become members of the Board of Trustees, ex officio. The general points of supervision and control of the Board of Visitors are transferred to the State Board of Education.

The officers of the State University are charged with the duty of advising with the State Board of Education as to how the facilities and services of the University may be so utilized as to increase the efficiency of the public school system, and to provide higher education for the people of the State. All employees of the University are made eligible for membership in the State Employees Retirement System of New Jersey.

Chapter 169 of the Laws of 1945, approved April 16, 1945 and effective immediately, creates in the State Department of Education a third new division to be known as the Division against Discrimination, with power to prevent and eliminate discrimination in employment against persons because of race, creed, color, national origin, or ancestry. The Division consists of the Commissioner of Education and a Council. The Council consists of seven members appointed by the Governor. An assistant commissioner of education, appointed by the Governor with the advice and consent of the Senate, is assigned to the Division to act for the Commissioner in his place and with his power.

The Division is under the general supervision of the Commissioner of Education. Unlawful employment practices are defined, procedures established to deal with complaints, and means provided to enforce orders of the Commissioner issued after a finding of fact that there has been an unlawful employment practice.

Two other laws passed by the 1945 Legislature deserve special mention. Chapter 42, which amends Chapter 256 of the Laws of 1942, provides that female teachers in the public schools shall be paid compensation equal to that paid to male teachers holding similar positions and employment and possessing similar training and terms of service. Chapter 261 of the Laws of 1945 makes it compulsory to give each student a suitable two-year course of study in United States history during the last four years of high school.

DIVISION OF ELEMENTARY EDUCATIONState Trends in EducationEducation for Citizenship

During the past year the elementary schools of New Jersey have increasingly been concerned with the need for preparing children as citizens of a democracy which is obviously destined to play a major role in the post-war world. This trend has placed emphasis upon the acquisition of facts, of an understanding of the principles of our government, of the skills of citizenship, of a feeling of responsibility, and of socially desirable ideals.

The period between the two world wars brought a clearer recognition of the broad purposes of education. Four years of global conflict in which the very survival of our democracy is at stake has made it imperative for educators to reevaluate and restate the objectives in elementary education.

Schools have long recognized their obligation to help each child develop his interests and abilities for both economic and citizenship efficiency. They now recognize that citizenship training is becoming an increasingly serious responsibility. The schools hope to help children make the best of their abilities and to dedicate those abilities to the good of society.

There is a better understanding of the nature of children and how they learn. Every child is an individual unto himself, with different experiences, interests, abilities, capacity and learning rate. There can be no single standard in teaching children; the most efficient teaching is that which takes into consideration each child's particular pattern.

The active and interested participation by the individual child in learning is of the essence of democracy in education. And, if the elementary school child is to understand and appreciate our representative democracy, if he is to achieve good character and a socially useful life, he must have ample opportunity to live democratically throughout his years at school. He must learn to cooperate with his schoolmates and with his teachers in planning his play and his work, and in carrying out those plans. By such participation in school life the child will discover his duties as well as his rights. Through the experiences of the ordinary school day he will come to know what living in a group means.

Social Studies

One of the outstanding evidences of this ever-growing realization of the need of education for citizenship is the intense statewide interest in social studies. Not only have many individual school systems been working on ways to develop social competence through social studies and social living, but there has been a statewide demand for cooperative action in developing a state program to meet the social needs of elementary school children. It is being widely recognized that while local school districts can and should set up courses of study which best meet the particular needs of each community, the State also has the definite responsibility of making sure that the local programs train children effectively as citizens of the State and Nation.

To meet this obligation the Elementary Division has exercised its function of democratic leadership by organizing and working with a committee of representatives of various state groups concerned with elementary education, including teachers, principals, supervisors, superintendents, and instructors in state teachers colleges, to prepare a bulletin giving the state point of view on the teaching of social studies. This bulletin contains a statement of objectives, suggestions for developing programs, descriptions of teaching techniques, and examples of successful practices in social studies. An indication of the demand for such a bulletin is that over 15,000 copies were requisitioned in advance.

Democratic School Organization and Cooperation

There are other evidences of the democratic trend to be observed in our elementary schools. On county and state levels one finds educational organizations and groups, as well as individual educators, cooperating to a greater extent than ever before. In consultation with the Elementary Division they are studying together various phases of elementary education, clarifying objectives and working out ways of applying a sound philosophy in school practice. One of the most significant projects on a state basis is the self-evaluation of elementary schools based on child growth, initiated by the Elementary Principals Association with other organizations participating. Other studies on a statewide cooperative basis, started this year

or continuing, cover health, language arts, music, art, social hygiene, radio, and the aims of liberal education.

This cooperative study of elementary school problems has not been confined within state limits. The Division sent representatives to the White House Conference on Rural Education in October, 1944, where they participated actively in the important meetings of that gathering. New Jersey school organization members attended the conference called by the National Education Association to plan cooperative action in the Middle Atlantic States area in studying problems common to elementary schools in this region.

The responsibility which devolved upon the Elementary Division during the war of supervising child-care centers used by mothers engaged in war industry, has led to contacts with the office of the United States Commissioner of Education and to plans to help in a national study of nursery school standards and needs. The Division bulletin, "The First Year in School," 4,000 copies of which were printed this year, is related to the nursery school problem and has been used by the Children's Bureau of the United States Department of Labor and by the United States Office of Education, as well as by the Departments of Education of other states.

Services of the Elementary Division

One of the services provided by the Elementary Division during the past year has been to help various state groups coordinate their efforts in projects like the preparation of bulletins to guide local school districts in developing courses of study. Each district has authority to make its own courses, but the State has the overall responsibility of making sure that the local program is sound.

Another unifying responsibility of the Division is that of providing leadership in elementary education: to formulate a state point of view in different phases of elementary education, to try to get a sound philosophy accepted throughout the State, and to help local school districts apply it. Assistance of this type has been given by speaking at meetings of local, county and state groups, by leading discussion groups, and by acting as group consultants. As much time as possible was devoted to visiting schools in order to observe, evaluate, and give first-hand help with school practices and policies. In addition, there have been many individual consultations at the

office and in the field, by personal conference, correspondence and telephone.

Publicizing Education

An important service has been the continuing one of keeping the public informed about recent developments in elementary education. Parent-teacher associations have been an effective medium for reaching the public on county and state levels, through speeches, articles and conferences. The Division's series of monthly articles in The New Jersey Parent Teacher has been continued through the year, and some articles have been reprinted for study use. The Department's page in The New Jersey Educational Review has continued to acquaint the teachers of the State with departmental activities, the Department's educational philosophy, and modern school activities.

Services with War Agencies

The Division staff has had supervisory responsibility over the Child Care Unit operating under the Office of Civilian Defense, already commented on. It has represented the Department on the New Jersey Student Service Commission, with the responsibility of regulating the farm work of school children, safeguarding their welfare, and helping make their farm experience of real educational value. The staff has also been in consultation with the Junior Red Cross, the Tuberculosis League, and other organizations affected by war conditions.

The Work of the Helping Teachers

The scarcity of teachers, brought about by war conditions, has been very pronounced in the small rural school districts supervised by helping teachers, of whom there are 56 throughout the State. These districts suffer because of comparatively low salary levels. Many of their teachers have moved to better-paid positions, with the result that the districts have been hard pressed to obtain replacements.

Despite the scarcity of experienced teachers, the helping teachers have managed not only to keep the schools to which they are assigned operating, but to help their teachers grow and their programs develop. The large number of "emergency" teachers has made it necessary for the helping teachers to spend much more time than usual in working with the new teachers.

One of the responsibilities of the Division is to assist recently appointed helping teachers make a successful start. This has been done by working with them individually and as a group. The latter method has been developed with considerable success during the year. The 12 helping teachers appointed within the last four years have met with the staff periodically to discuss common problems, exchange experiences, and offer suggestions. Out of these meetings have come not only concrete help but also certain policies and principles that were later summarized, typed, and distributed to the helping teachers.

The Division tries to formulate policies and principles with the helping teachers in order to guide them in their thinking and their work. In recent years this has been done through two conferences of two days each, held annually at some central point. A committee has recommended a week-long workshop instead of the conferences, as a means of giving the helping teachers an opportunity to work out their problems more thoroughly.

Helping teachers are state officials appointed by the Commissioner of Education and assigned by him to the various counties. They are chosen from the State as a whole in order that there may be brought to each county the best available specialists in the State.

Evolving Problems and Recommendations

Victory in Europe brings the end of the war nearer. The elementary schools will soon be faced with one of their biggest problems -- to "demobilize our children," as someone has put it. Schools must help the child forget animosities and frictions produced by war; they must continue to fight against prejudice by emphasizing sound intercultural and interracial relations. The war has made it crystal clear that the peoples of the world "must cooperate or die." It is for the schools to develop this ability to cooperate in the generation now growing up.

There are other problems of general concern to the elementary schools. One of the most critical ones is the education of slow learners and other handicapped children. Another is integrating the high school with the elementary school in order to insure meeting the educational needs of all children and their uninterrupted progress through high school.

DIVISION OF SECONDARY EDUCATION

The Division of Secondary Education attempts to influence secondary school practice in New Jersey through school inspections and continuing constructive supervision.

The Inspection of Secondary Schools

The purpose of inspection is to ascertain that standards are being maintained. Although the goal for several years has been to inspect each school every two years, that goal is impossible of achievement even if the Assistant Commissioner and his staff associate were to devote all their time to inspections. During the year the activities of the Division have included 14 formal school inspections in certain special instances, 91 short visits to schools, the evaluations furnished by a committee of the Middle States Association of Colleges and Secondary Schools on the basis of which state approval was given to 55 schools, and, finally, 13 conferences with local boards of education.

Constructive Supervision

Conferences and public addresses have been excellent means of bringing constructive supervision by the Division into the secondary school field. During the year conferences were held with practically every state organization of teachers in the several subject-matter fields, and with various administrative groups of the high schools. There were also conferences relating to war needs held in cooperation with representatives of the armed services. Fifty-two addresses were delivered, 13 of them dealing with veterans' guidance problems.

One of the interesting phases of the supervision program this year related to the problem of school marks. The wide range of ability among pupils of the modern secondary school is confusing to teachers and administrators alike. With the gradual disappearance of the uniform standard for achievement has come the question of knowing what to expect of pupils of different abilities. The Secondary Division has prepared for high schools some basic principles for the interpretation of pupil effort, and has recommended the application of statistical methods to the records of their pupils.

Last fall secondary school principals were for the first time asked to include a narrative statement in their annual reports, dealing with any changes made since their last report that might be of interest to their colleagues. Certain topics were suggested. These narrative reports were carefully reviewed and summarized by the Division. As the different sections of the study were completed they were reported in the Secondary School Bulletin. In addition, the reports of the principals were circulated in packets according to subject. In this way there was a helpful exchange of views and experiences in the secondary field.

Education of Armed Forces and Veterans

The education of members of the armed forces and veterans has received continued attention. The procedures by which they may earn credit toward the high school diploma have further been clarified during the year. Most of the more difficult problems deal with veterans who lack only a few credits of the requirements for a diploma, or who did only a little high school work some years ago and now wish to get a diploma as quickly as possible. For the former group accredited evening classes, perhaps held in connection with adult schools, will probably be necessary, since most of these veterans will not want to attend regular day high schools, and many are not within reach of approved evening high schools. For the latter group, the high school equivalent certificate would seem to be the most practical solution; it can be earned without school attendance, at a rate convenient to the candidate.

Teacher Turnover

The problem of teacher turnover continues to trouble a number of secondary schools. It seems to be most serious for the smaller schools where salaries are low and salary schedules have not been adopted. The more severe teacher shortages exist in the field of boys' physical education and industrial arts. In a few cases shops have been closed, and in others the physical education program has been suspended or placed in charge of women physical education teachers.

Dynamic Citizenship

As was pointed out in the section devoted to the Elementary Division, the war has brought into sharp focus the importance of education in the ways of our representative democratic government. The 1944 campaign for the adoption of a new State Constitution was widely used by secondary schools as a motive for the study of New Jersey government and of constitutional government in general. There is a great deal of evidence that this motivation was effective and that the project accelerated the study of these fundamental subjects.

The recent passage of the act requiring the teaching of two years of United States history in the high schools of New Jersey has presented secondary schools with a new and very real challenge. The legislation naturally caused a great deal of administrative difficulty and threatened the plans of many pupils. The schools, however, responded well; applications for approval of the new courses are coming in rapidly.

It is hoped that the courses as now set up will be regarded as temporary. The new law presents a great opportunity to construct, by cooperative effort throughout the State, a course of study in United States history which will serve to promote citizenship, to give the pupils the information they should have about our history, our American problems, and our international problems, and to portray our present affairs in the perspective afforded by the whole history of human organization. It seems quite possible that such a course might serve as the core of the social studies curriculum -- the part which will be required of all pupils.

The Mental Hygiene Conferences

A notable feature of the fall and early winter was the series of 24 conferences organized and carried out by the Secondary Schools Advisory Committee, and centering on the theme of mental hygiene. Every section of the State was reached. Many persons participated in the conferences, and faculty meetings subsequently held in the several schools brought the fruits of the conference to those who had been unable to attend. This experience proved the suitability of the regional conference as a method for promoting a program.

Statistical Trends

The number of full-time teachers employed in all public secondary schools in October 1944 was 8,973, a slight increase over the 8,968 of the previous year. The teacher turnover for the year 1944-45 was 938, as compared with 1,229 for 1943-44, 878 for 1942-43, and 668 for 1941-42. It seems reasonable to infer that 1943-44 will eventually emerge as a maximum turnover year, and that improvement may be expected from now on. Fewer secondary teachers left to enter the armed services and war plants than last year, but more of them changed teaching positions. This latter fact promises difficulties for schools with low salary schedules.

There has been an increase of more than 50% since 1943-44 in the number of teachers taking professional improvement courses. This represents a return to pre-war standards. The adoption of better salary schedules by certain school systems has contributed to this increase, for advancement in salary is generally conditioned on systematic study.

There is roughly a 10% increase in the number of student teachers trained in the high schools. The upturn is encouraging, but the number is still less than half the pre-war figures.

The teacher supply picture as a whole is more encouraging than that of a year ago, but it indicates a serious shortage for some years to come, as reference to the section of this report dealing with teacher training will show. The trends in teacher supply seem now so delicately balanced that they will respond quickly to positive economic changes.

Beginning with this report, emphasis in analyzing school population figures is being placed on "membership" rather than on "total registration." The latter is a larger and more impressive figure, but it includes many duplications. On the other hand, membership at a given time includes only those who have registered and still belong on the rolls. It is a truer representation of the size of the student body.

In October 1944 the number of pupils in the 280 secondary schools of the State was 198,470. The May 1945 membership was 184,343, a drop of 7% for the school year. The total registration of all secondary schools was 211,346, representing a decrease of 1% from the preceding year.

During the past year 31,473 students graduated from the secondary schools, 43 more than the previous year. Of the diplomas awarded, 28,801 were earned in the usual manner. The remaining 2,672 were "legislative" war-time diplomas, a drop of 64 from the preceding year.

One of the most interesting of the secondary school statistics is that relating to enrollment in pre-induction courses. The enrollment shows a tremendous drop from 68,017 in 1943-44 to 6,661 in the present year.

The retention of pupils in school until they have passed into the 12th grade was slightly lower than for the previous year -- 58.7% as compared with 61.3%. This percentage has not changed significantly since 1938-39. The figures dealing with occupations of high school graduates show no startling changes. It was still true in 1944-45 that nearly one out of every four entered the armed services.

DIVISION OF TEACHER EDUCATION

There are six state teachers colleges in New Jersey, located in Glassboro, Jersey City, Montclair, Newark, Paterson and Trenton. There are also nine other colleges with approved curriculums for the education of teachers: Caldwell College, Georgian Court College, New Jersey College for Women, Panzer College, Rider College, Rutgers University School of Education, College of St. Elizabeth, Seton Hall, and Upsala.

War Emergency Measures

The fourth year of the Second World War continued to affect teacher education in several fundamental ways. The shortage of qualified teachers, already noted, was more acute than at any time during the past ten years. Teachers in service made numerous and frequent demands for courses. Some teachers needed instruction which would enable them to teach better the war-related courses which had been assigned to them. Others, recently recruited from non-teaching occupations, requested the colleges to organize refresher courses in subject matter and in professional content concerning the curriculum and child growth. The undergraduate students in the colleges continued to ask for courses organized to prepare them for more effective service after induction into the military forces, and to help them better understand the social, political, and economic conditions which had caused the military conflict.

The New Jersey state teachers colleges continued to meet the exigencies of the war situation by certificating seniors before graduation, accelerating the program of studies, organizing special courses because of war interests, training artisans for certification to teach industrial arts, and enrolling student nurses for their required courses in preclinical sciences. These programs were fully described in the Annual Report for 1942-43. All services described in that report were continued without substantial change during 1944-45.

The 1944 Summer Sessions

During the summer of 1944 there were summer sessions in all six state teachers colleges, attended by 1,447 students, an increase of about 16% over the 1943 enrollment. The increase was probably due to lessened demand for workers in war industries. The enrollments included undergraduate students who were accelerating their graduation and teachers who took the summer courses as a means of keeping up-to-date or of qualifying for a renewed or different teaching certificate. There were 363 classes in 22 different subject-matter fields.

The summer sessions are supported financially through limited legislative appropriations. Should this legislative support continue, the sessions can become increasingly vital. Because of the teacher shortage, it may be assumed that the summer courses will continue to attract students who wish to accelerate their graduation, as well as persons who are regularly employed and want to use the summer for professional advancement.

The Admission of College Freshmen

The quality of students in the state teachers colleges determines to a large degree the quality of teachers in the public schools of New Jersey. For that reason, those who seemingly lack the qualifications for becoming successful teachers are carefully screened out by the procedures for admission. Students admitted are selected on the basis of four factors: (1) high school achievement record, (2) personality rating by high school officials, (3) an interview rating by college officials, and (4) attainment on an entrance examination. Applicants are, insofar as possible, rated objectively on the basis of the above factors. The scores are combined into a statistical summary. Those whose summary ratings indicate inability to succeed are not accepted for enrollment.

Applicants are interviewed at the college. They are examined by a physician before final admission. Those with any disease or infirmity which would unfit them for teaching are not admitted. This procedure excludes many applicants with poor eyesight, defective hearing, weak hearts, chronic acne, or crippled limbs.

In all, 1,242 students took the entrance examinations during the year. Of these, 1,179 qualified for admission and 1,038 actually enrolled. The number not qualifying was 82. This small number admitted reflects the urgent demand for students in teacher education. It is probable that a limited number of students with mediocre qualifications were admitted. They will need careful guidance and supervision during their college years, and unless they show promise of becoming high quality teachers, they should be dropped after the second year in teachers college.

State Scholarships

The Commissioner of Education is authorized by law to grant scholarships to financially needy students. The number of scholarship students may not exceed 10% of the number of students on roll. Scholarship applicants are grouped by counties and ranked on the basis of their entrance examinations. The number of scholarships apportioned for each county is in the ratio which the total population of the county bears to the total population of the State.

In September 1944, scholarships were awarded to 69 of the 222 applicants. Applicants from eight of the more densely populated counties were in excess of the number of scholarships available for those counties.

A law making work scholarships available to 15% of the number of students enrolled became effective in the college year 1944-45. Approximately 400 students were eligible for financial assistance under this scholarship plan, and rendered work service to the college in return for the aid.

Enrollment Analysis

During the fall semester of 1944-45 there were 2,579 full-time students enrolled in the state teachers colleges, compared with 2,271 one year before, and 2,773 two years before. There were also 1,351 students enrolled on a part-time basis and 910 in off-campus extension classes, these enrollments being about 88% of the number of full-time students.

The total enrollment in all categories was 4,840, compared with 4,162 the year before and 4,463 two years earlier. Only 359 of these were men, as compared with 884 two years earlier.

The enrollments, although increasing, will not provide the teachers needed in 1947-48 when the kindergarten and first grade enrollments will be sharply increased because of the very high birth rates for the period 1941-43.

The state teachers colleges have two curricula for elementary teachers, five for teachers of special subjects, and eleven combinations of major and minor subjects for secondary school teachers. There was a total enrollment of 2,579 in all the curricula. Of these, 957, or about 37%, were enrolled in the curricula for elementary teachers. There were 424 special curricular enrollments (about one-sixth of the total enrollment), and 188 (over 7%) taking general college courses. The enrollments in the curricula for secondary teachers totaled 917, or an increase of 174 during the year. This increase reflects an attempt to slow down the acceleration of graduation of those preparing to teach in the secondary schools. There will not be as much need for an immediate increase in the number of secondary teachers, unless social and economic conditions cause more high school students to remain in school until graduation than at present. In 1952, however, the higher birth rates of the war years will begin to cause large increases in secondary school enrollments.

Number of Graduates

For several years the Division of Teacher Education has carefully estimated the number of beginning teachers that will be needed and so regulated its policies of admission to the state teachers colleges as to provide an adequate but not an oversupply of well-qualified teachers for the public schools of New Jersey. When jobs are less plentiful in industry, there are more applicants than needed for teacher training. When jobs are plentiful, there is usually a greater need for teachers and fewer applicants for admission to teacher education courses.

In peacetime the number admitted to the New Jersey state teachers colleges has been limited so that approximately 85% of the graduates were employed as teachers within a few months after graduation. This situation was disrupted by the war. Induction into war service and employment in war industries diverted many graduates, and a serious shortage of teachers resulted.

The total number of state teachers college graduates showed a marked increase in 1943, when the figure jumped from 625 in 1942, to 892. This was the result of the acceleration program which was planned and put into effect in January 1942, following the declaration of war the month before. The number of graduates fell to 580 in 1944, and declined further to 516 in 1945. This decrease was caused by accelerating the graduation of students without a supporting increase in freshman enrollments.

Placement of Graduates

An analysis of placements for the year ending October 31, 1944, shows that of the 484 graduates for that year, 394 were placed in regular teaching positions, 23 went into the armed services, 54 were in non-teaching positions (including marriage), and only 13 (2.7%) were available for placement. For the period 1935-1944 inclusive, the state teachers colleges graduated 8,004, of whom only 20, or one-quarter of one percent, were unemployed. These figures show that the entire surplus of teachers available during the depression has now been employed.

The few graduates available for placement were for kindergarten-primary and elementary grades, and classes in English, foreign languages, mathematics, music, and social studies. Graduates accepting non-teaching positions were largely from those certificated to teach in the general elementary grades and in classes in business, English, and social studies.

During the year the non-state New Jersey colleges graduated 136 who were eligible for teacher certificates. Of these 86 (about 63%) were placed in teaching positions within a few months. Only four are now available for placement.

Statistics kept by the Division of Teacher Education for the period 1937-1945 are interesting in connection with the existing teacher shortage. During those years an annual average of 480 elementary and secondary teachers who had graduated from previous years' classes at the state teachers colleges were appointed and accepted positions within a year after graduation. This is about 72% of the average number graduated in that period. In addition, there were placed for the same years an annual average of 451 elementary and secondary teachers recruited from other occupations. These were, in almost

all cases, delayed placements of state teachers college graduates who had taught as substitutes or worked in a non-teaching occupation until they secured regular appointments in the public schools.

If one conservatively estimates the average number of delayed placements among state teachers college graduates at 220, and adds to this figure the average number of 480 first-year placements mentioned above, it is clear that the state teachers colleges should plan to supply approximately 700 beginning teachers every year. If it is assumed that because of marriage and the acceptance of non-teaching positions not more than 85% of those graduated will be employed as teachers, then the colleges should graduate some 825 individuals annually in order to supply 700 teachers. The actual average number graduated annually for the period 1935-1944 was 659. This indicates that the state teachers colleges should increase their quotas of freshman students in those fields where shortages exist.

During the next few years it will be almost impossible, because of the war and post-war uncertainties, to balance supply and demand for qualified teachers. The primary function of the state teachers colleges is to maintain an adequate but not an oversupply of well-qualified teachers. All activities of the college should be directed toward that end. If enough well-qualified high school graduates apply for admission to the state teachers colleges, it is probably safe to admit 975 freshmen in order to have 825 complete the requirements for graduation.

The data for 1944, when compared with those for 1945, show that the period of greatest turnover is probably past. The number recruited from occupations has increased since 1941 because of the war situation which produced a shortage of teachers. Many of those recruited from other occupations were married women who accepted employment as a patriotic duty. They will probably drop out as soon as the war is over.

Academic Status of Faculty Members

Until a better plan is originated, colleges will be rated on the basis of the academic status of their faculties. During the past year 3% of the state teachers college faculties had no degree -- the same proportion as in recent years. The percentage of those with a master's degree likewise remained constant -- 63%. While those holding a bachelor's as their

highest degree declined from the 9% of recent years, to 6%, those holding a doctor's degree increased from 25% for the year ending June 1943, to 28% for the year ending June 1944.

Cooperative Projects in Teacher Education

Administrative Conferences

The purposes of the conferences in teacher education are to provide for cooperative thinking, exchange of ideas and opinions, and the formulation of policies. During the year the Division sponsored 12 conferences of presidents and faculty members of state teachers colleges, dealing with various important aspects of college program and policy.

Fifth Annual Conference on Teacher Education and Certification

Each year the New Jersey colleges in which there is an approved curriculum for teacher education join in an all-day conference sponsored by the Division. The 1944 conference on teacher education and certification was held at Rider College, Trenton, on Thursday, December 15. There were 40 delegates representing 14 colleges. The Commissioner of Education addressed the conference and stressed the principles fundamental in the education of teachers. The following proposals were discussed by the conferees: (1) broadening the basic requirement for general cultural courses in teacher education, (2) greater flexibility in the requirements for professional education courses, and (3) cooperative group study.

The Camping Education Institute

For the fourth successive summer the Division sponsored an institute in camping education at National Camp, Lake Mashipacong, Sussex County, New Jersey. The students, 50 in number, came from all the six state teachers colleges and Panzer College. One or more faculty representatives accompanied the students from each college. The institute is based on the assumption that camping education is needed: (1) to provide trained educational leadership to supply the demand for camp counselors in school and community camps, (2) to develop wholesome recreational interests in out-of-door activities, and (3) to increase the economic income of teachers who wish to be employed during their summer vacations.

The Salary Schedule for Teachers College Faculties

During the year a committee consisting of representatives from the faculties of the state teachers colleges, the State Board of Education, and the State Department of Education studied the salary situation in the state teachers colleges. Conferences were held with the State Civil Service Commission officials and the Commissioner of Taxation and Finance, and a salary schedule adopted by the State Board of Education with the approval of these two agencies. The schedule crystallizes a definite salary range for each classification, from assistant instructor to full professor, and provides for regular increments over a fixed period of years.

The Outlook

The following summarizes a number of important problems and plans in the field of teacher education. Those unrealized deserve serious consideration and early action:

1. At the end of the year 1944-45 veterans were beginning to return in large numbers. The teachers colleges are pledged to adjust their programs to meet individual needs and to give credit wherever possible for war service educational attainment.
2. Plans are already approved for continuing the accelerated programs in those curricula in which there is a shortage of teachers.
3. A broad program of extension courses will be offered for those provisionally certificated teachers who wish to qualify for the standard certificate.
4. There will be a demand by graduates of liberal arts colleges for courses in education, psychology, and methods.
5. Special curricula for teachers of handicapped children will be requested by an increasing number of teachers who have or who are preparing to teach classes for cardiopathics, orthopedics, speech defectives, the undervitalized, slow learners, the blind, partially sighted, deaf, and hard of hearing.
6. New Jersey teachers are eager to go forward in graduate study. A large percentage of such teachers cannot leave their positions to attend universities. New Jersey needs a plan whereby more high quality graduate instruction can be made available in convenient centers within easy

commuting distances from the homes of the teachers. Such instruction should be scheduled for late afternoons, evenings and Saturdays.

7. A curriculum leading to a degree should be organized and offered in the late afternoons, evenings, Saturdays, and during the summer sessions, for school nurses who wish to complete the requirements for the degree of Bachelor of Science.
8. There are many small elementary schools in New Jersey with teachers who are not especially well qualified in such subjects as music, fine and industrial arts, home economics, library studies, and physical education. In order that such schools may subsequently have teachers who can help each other with the special subjects, it is probable that some of the teachers colleges will develop dual curricula for elementary teachers. Such curricula will prepare for teaching the basic elementary program and, in addition, provide more than average competence in one special field.
9. Careful study should be made concerning curricula in social service and occupational therapy as part of the State's program in teacher education.
10. An appraisal should be made of the present distribution of curricula among the six colleges. A survey might show that some colleges should have additional curricula while some curricula in some of the colleges might well be discontinued.
11. As compared with the better high school plants in New Jersey, the state teachers colleges are in great need of new buildings. Science buildings, demonstration schools, and dormitories are particularly needed.
12. At the present time, the State's program for the education of school librarians is supplementary in that each school librarian must first qualify as a teacher. A carefully planned basic program for the education of school librarians is needed.
13. The State Teachers Colleges at Glassboro, Paterson, and Trenton are beginning the development of child guidance clinics. As funds are made available, these clinics will be expanded as a means of providing experience for teachers college students and for consultation with teachers in service.

14. Although the number of inquiries from prospective students indicates an increase in the total number which will enroll in teacher education for 1945-1946, effort should be made to secure a still greater increase.
15. Efforts should be made to continue the development of teachers college syllabi in New Jersey history, speech for teachers, and aviation education.
16. Young teachers are slow in affiliating themselves with professional organizations for teachers. Some plan should be developed which will acquaint those college seniors who are preparing to teach with the following: (1) the program of the New Jersey Education Association, (2) the program of the National Education Association, (3) the New Jersey Pension and Annuity Fund, (4) the salary schedules, (5) tenure for teachers, (6) the functioning of the New Jersey State Department of Education, (7) school laws which affect the classroom teacher, and (8) public relations programs for teachers.

STATE BOARD OF EXAMINERS

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

The total number of certificates issued during the school year 1944-45 was 3,860, an increase of 532 over the preceding year, and almost the same as the total issued in 1942-43 and 1941-42. Certificates issued during the past four war years show a decided increase over those issued in the two pre-war years. Certificates issued during the past year represent an increase of almost one-third over the 2,837 issued in 1939-40. Those issued directly by the state teachers colleges numbered 1,193, or almost one-third the total. Of the 3,860 issued, more than half were of the high school and elementary type, and of these almost one out of every five was a temporary, provisional, or emergency certificate.

Statistics for the four war years show that 14,853 teachers' certificates, including renewals, were issued by the State Board of Examiners. Of these 3,520 were of a provisional and temporary character, and 5,451 limited certificates. This proportion of sub-standard certificates indicates a need for carefully considering the problem of renewing them. Careful consideration must also be given to the question of the further need of continuing emergency certification in the various subject and grade areas.

One of the services rendered by the staff was advising veterans in search of information concerning their certificates, and assisting them in planning their study programs. The State Board of Examiners has made progress in revising the Rules and Regulations Concerning Teachers Certificates.

BUREAU OF ACADEMIC CREDENTIALS

The Bureau of Academic Credentials issues qualifying certificates which serve as the basis for admission to study in the various professional schools, or for admission to the examinations required for licensing in the different professions, such as accountancy, chiropody, law, medicine, dentistry, optometry, nursing and pharmacy. There were 2,804 qualifying certificates issued during the past year, a decrease of 192 over the year before. The greatest decrease was reflected in the fields of certified public accountancy, nursing and optometry, with lesser decreases in chiropody, dentistry, pharmacy and municipal accountancy. Law and medicine showed increases.

Forty-six of the total qualifying certificates were high school equivalent certificates. This represents an increase of 21 over the previous year. Inquiries and conferences with veterans indicate that there will be a continued increase in the demand for these certificates.

Applicants for certificates who took the academic qualifying examinations totalled 680. Each wrote on an average of three subjects in the January and June, 1945, examinations. A special examination was held last August to meet the needs of nurse certificate candidates who wanted to enter the fall courses in nursing schools.

DIVISION OF HEALTH, SAFETY AND PHYSICAL EDUCATION

Combatting illness and accident by an efficient health, safety and physical education program is as important in education as it is in industry. Not only does illness and accident seriously interfere with the normal progress of the child, but there is the inevitable suffering, expense and grief inflicted on the patient and the family. The rewards of careful attention to the health of pupils are well-being, happiness and school achievement. The major purpose of the health program is the encouragement of the acquisition of such positive well-being that each individual may be able to perform his life-work happily and without strain.

For descriptive purposes the school health program is divided into four parts. Actually there are no lines of division; all are fitted together into a smooth working unit. The four arbitrary divisions are: physical environment, health instruction, physical education, and health services. Safety and mental hygiene might be considered as further separate divisions, but they are so finely interwoven with the others that they have been treated together.

Physical Environment

There are more than 2400 public school buildings in New Jersey, of every size, age, and type of construction, from the old, wooden, one-room rural schoolhouse to the modern, fire-resistant metropolitan high school, with facilities and accommodations for 3,000 pupils. It is obvious that any health and safety program relating to the school child's physical environment must be promoted and applied with direct reference to the local situation.

There are certain general basic requirements that must be insisted upon. One of these is that the child be safe at school and on his way to and from school. The safety program emphasizes both theory and practice. Fire protection is a first consideration, pure water supply is another. Proper heating, lighting, and seating are also important. Careful attention must be given to the gymnasium and its equipment. Cafeterias, manual arts facilities, athletic fields, playgrounds and swimming pools must be studied and used to the best advantage of all pupils. Safety, comfort, utility, beauty -- all have their relative place and importance in the school child's physical environment.

Health Instruction

Health education extends into all areas of general education. Every division of the State Department of Education is in one way or another coordinated in the advancement of that program.

Health instruction is steadily becoming more widespread and intensified in the New Jersey public school system. The continued support given the program by health educators and general educators, the interest of the public, scientific teaching materials, and the elevation of standards for health teachers, have all contributed to this progress.

Considerations for the coming school year include established health education instruction with separate credit on the high school level; emphasis on dental health, nutrition and health teaching; better preparation of nurses; promotion of in-service preparation for health education through conferences, institutes and college credit courses; and closer correlation of theory and practice.

Physical Education

Physical education is the application of scientific health principles through the medium of physical activity. Accompanying this physical activity, and particularly resulting from it, are the more general and indefinable benefits to mind and character. These include character improvement, emotional stability, the utilization of skills for leisure time, and social education. The satisfaction of the human desire for the company of others and learning to work efficiently in groups have definite values.

Physical education requires by far the largest part of the school health budget. To the initial cost of facilities and equipment, and their maintenance, must be added the annual salaries of more than 1500 physical education teachers. The increased interest in physical fitness throughout the public school system has resulted in a desire to improve the physical education program. Additional time for physical education activities, trained teachers, and improvement of the rural school programs are some of the present problems.

The lessons of World War II are not being forgotten. A large proportion of the youth of our country was unable to meet the standards of the armed services when examined for the draft. The health program of the nation,

although showing an improvement over that existing at the time of World War I, is regarded as inadequate.

New Jersey stands well in relation to the other states. This should not, however, lead to complacency, for even in New Jersey much still remains to be accomplished. It should be recognized that the 1917 law, under which the Division is responsible for the promotion of physical education throughout the State, sets up only minimum standards. Much higher standards are necessary to meet present needs.

To the end that necessary time allotments, facilities, and personnel will be provided for adequate programs of physical education, the Division functions chiefly through (1) cooperation with the various divisions of the State Department of Education, other state departments, and outside organizations, for the attainment of common goals; (2) promotion of training classes, institutes, conferences and meetings for the improvement of teaching; (3) promotion of the workshop type of institute for classroom teachers in rural districts; (4) service through membership on various committees for the promotion of physical education; (5) personnel and group conferences with boards of education, administrators, physical education specialists and classroom teachers; (6) school visitation, and (7) assistance in organizing physical education programs.

Health Services

The school physicians, school nurses, and school dentists comprise the personnel of the health services. Several of the larger city school districts have well equipped and efficient consultation services, such as X-ray, eye, cardiac, and others. There are about 600 school physicians, 685 school nurses, and 175 school dentists. The physicians and dentists are, with few exceptions, on a part-time working basis.

The importance of school medical examinations cannot be overemphasized. The present examinations are directed too much toward control of, and protection against, communicable diseases. But they are also helpful in ascertaining the true health status of every pupil by as detailed an examination as school time and facilities will allow. Another possible valuable feature is the utilization of part of the examination time for health

advice and instruction. The presence of the parents is very helpful. Unfortunately, the presently reduced number of school physicians available has resulted in a wider spacing of such examinations than has been customary.

There is a need for meetings of the school physicians, on local, county, and state levels. The problem of getting them to attend these meetings must be solved. Some method should also be devised for both pre-service and in-service training of school physicians.

The number of school nurses has not been appreciably diminished during the war, but the quality of nursing service has suffered. Many of the well trained school nurses have gone into the armed services. Their places have been taken by nurses with less preparation for school service. There were 685 school nurses in 1944-1945. Of these, 430 were employed full-time by local boards of education, 168 were part-time school nurses under the supervision of the Bureau of Maternal and Child Health, State Department of Health, and 87 were part-time from local public health nursing organizations. The figures for the preceding year are about the same.

Another effect of the war drain upon school health personnel has been the closer relationship of teachers, school administrators, parents, and volunteers concerned with the health program. Vision and hearing, dental education, and many other aspects of the program have benefitted by this closer cooperation.

An activity during the year that deserves special mention is the tuberculosis testing of high school pupils and school employees. In grade 9, there were 45,611 pupils tested; 100,362 were tested in grades 10-12, and in addition, 1,956 board of education employees were tested. The total number of reinfection tuberculosis cases discovered was 105, there being 25, 69 and 11 cases in the respective groups.

These figures justify the program, purely as a public health measure. But in addition, one cannot overestimate its educational value -- 173,528 high school pupils and 27,835 teachers were involved. The program reached into a majority of the homes and families of New Jersey. If continued, it is bound to further reduce the incidence of tuberculosis.

Nutrition education and the school lunch are of practical value in establishing helpful eating habits. Recognition of the school lunch as the laboratory for applying classroom instruction is increasing. Unfortunately, no statistical survey of the school lunch service was made in 1944-45. There is evidence, however, that on a national level nutrition education has favorably affected the health of our nation. One indicator is the tremendous increase in the consumption of milk at all age levels. The school lunch services have been advanced through the program of the War Food Administration and the interest of the New Jersey State Nutrition Committee.

The dental health program continues to function in most of the public schools of New Jersey. A survey questionnaire of dental facilities was sent out in June but all the returns are not yet in.

The following projects were completed in the past school year:

(1) A detailed survey of school health programs throughout New Jersey, in three parts, one dealing with physical education and safety, another with health instruction, and a third with the health services. This survey, when completely analyzed, will be filed with the 1939 survey on physical environment. Together, they will give a detailed picture of the New Jersey school health program.

(2) A monograph of physical education activities for grades 4-8, to be distributed during the 1945 fall term.

(3) A study of the effect of the war period on health and physical education.

(4) A source unit on dental health for use in secondary schools.

(5) A syllabus to aid the health services and teachers in detecting and properly dealing with school children who are hard of hearing, produced by the staff of the State School for the Deaf, in conjunction with the Division of Health, Safety and Physical Education.

Nearing completion are a health syllabus for use in the elementary schools, and a compilation of all state laws, rules and regulations relating to the school health program.

DIVISION OF VOCATIONAL EDUCATION

The war production training programs which have been the chief activity in the trade and industrial field for the past five years are ended. The food production war training programs in the field of agriculture will continue through the harvest season but will be terminated during the coming school year. Both of these activities contributed to winning the war, but there have been incidental results of more lasting effect. These include new teaching devices, new types of courses and new teaching methods.

School administrators have gained a fresh insight into the needs and teaching problems of those who, having left school, will attend classes in their spare time only so long as the instruction meets their recognized needs. Employers, too, have discovered the value of organized training on the job and in the school, and the workers themselves have developed an interest in further training and education. The farmer has learned much about the economic value of labor-saving devices, but he still needs much training in farm safety.

The home economics programs of war-time may help some family groups in the reconstruction period that lies ahead. With the cut-back in war production, "take home" wages of individual workers may be reduced. Budgets may be deflated and that means a readjustment in living standards. Consequently, the home economics courses should be given to more boys and girls during their last two years at high school, the most effective period for a practical application of home economics. As it is, many young people have married and assumed family responsibilities during the past few years without adequate preparation for home life.

Agricultural Education

Agricultural education, like other types of education, has been affected by war-time conditions. Enrollments in the colleges and secondary schools are reduced, there is a marked teacher shortage, and the interest of both teachers and pupils is centered in the war effort.

The elementary schools of New Jersey offer little formal instruction in agriculture. Instruction in the secondary field is conducted as vocational agriculture, and this program has largely been influenced by economic, social and farming conditions. The returns from secondary school farming projects during 1944-45 were \$176,508, compared with \$215,628 the previous year, due to the decline in enrollment and the non-completion of projects by those who entered the armed services.

The total number of vocational agriculture courses, those conducted as part of the regular program as well as those under the food production war training program, showed a marked increase over previous years. For the first time since the passage of the 1914 vocational education law, there were courses in every county of the State.

The agricultural education supervisory staff of the Division is responsible not only for supervision and teacher training in the regular program, but also for supervising the food production war training program. There was definite improvement in the war courses over those of the preceding year, and the total number operated was 74, with an enrollment of 3,915. The chief courses were: Care, Operation and Repair of Farm Machinery; Production, Conservation and Preservation of Food for Family Use; and Farm Labor Training. The major part of the last course was given over to training young men for seasonal work, particularly harvesting.

Trade and Industrial Education

The termination of the war production training program on May 31, 1945, marked the close of an activity which prepared almost a quarter of a million workers for war jobs in New Jersey. This program drew heavily upon the time and energies of state and local supervisors, all of whom assumed the responsibilities of war emergency training in addition to those involved in the supervision and administration of the regular, long-term program. The problems and challenges involved in the latter program will now receive greater attention from trade and industrial school personnel.

The nature and range of reconversion training for war workers is not clearly defined at this time. It is quite certain, however, that job simplification practices will be carried over into peace-time production and

that many workers will need short retraining courses for their new jobs. Many employers will carry out their own on-the-job training for these occupations, but others will look to the trade and industrial schools for the same type of training service they received during the war period. The schools are prepared to do this, but may be limited by the amount of local funds available for the purpose. The situation provides an opportunity for the development of part-time trade preparatory and part-time cooperative types of programs, in addition to the trade extension programs that will be available to workers after they are employed in their new occupations.

The trade and industrial adjustment of disabled and honorably discharged veterans has been given considerable attention in this State. Some veterans have enrolled in trade preparatory and trade extension courses without seeking any of the benefits available to them under the G. I. Bill. It seems likely that an increasing number will enroll in the same manner. Another relatively small group of veterans has elected to enroll in long-term trade preparatory courses involving the payment of tuition by the government. As employment opportunities decrease it is anticipated that the number of veterans in this program will materially increase.

The possibility of a considerable number of veterans seeking subsistence and training benefits under existing legislation, and participating in apprentice and on-the-job training programs, appears quite bright. New Jersey has adopted necessary safeguards to insure a sound program and protect the veteran from exploitation and unscrupulous practices. The Commissioner of Education has been designated as approval officer for all programs of veteran training and education in the State. The registration and certification of all industrial and other establishments involved in veteran training are required.

Not all veterans will participate in the apprentice or on-the-job training programs. Some will request pre-employment training in the public or private trade schools, others will want instruction supplementing their daily employment. This will create problems, particularly for the smaller school districts in which there are only limited facilities for training of the types mentioned. In these cases local pride in serving veterans' needs must be submerged, and the small groups to be served consolidated in a center where more effective teaching methods and better teaching facilities are available.

It is well known that the building industry is preparing for an enormous construction program as soon as essential war materials are released for the purpose. The pre-employment courses for the building trades have been maintained by the trade and industrial schools during the war period, but new programs are being developed to meet the anticipated needs. Some of these will include the technical levels of the construction industry.

The need for technical education of less than college grade is being recognized by employers and executives in the manufacturing and other industries of this area. Some of the vocational schools have been operating technical programs of this type for several years; additional programs are now being initiated. Graduates of these courses who have entered industrial employment as engineering aides or technical assistants have created an unusually favorable impression. It seems likely that the demand for young men and young women with a background of technical education will increase during the coming years.

The all-day trade preparatory programs continued during the year, with increased enrollments made possible by the war-time practice of enrolling students in a basic course upon completion of the eighth grade, prior to their final selection of a specific trade or technical course.

Nine trade and industrial schools are now operating with State Board of Education approval as vocational-technical high schools. All of them provide curricula at the skilled trade and vocational-technical levels. Some of them provide short training courses at the general industrial, or semi-skilled, level.

The day trade schools have put increased emphasis on productive work as an aid to shop instruction. Several thousand dollars worth of essential items for navy torpedoes and army trucks have been processed for governmental and semi-public agencies since January, 1945. This production enhanced rather than retarded instruction, and proved that there can be a sound program of both production and instruction.

Courses in the installation and maintenance of industrial electronic controls have been organized in several districts at the request of officials of the Electrical Workers Union. They see the need of their members being prepared for a rapidly developing branch of the trade. Another course in

electronics was organized for workers in an oil refinery to meet the developments in that field. A technical course was organized for engineers' aides and specification writers in a large organization manufacturing communication equipment. This course included work in materials testing, metallurgy, study of materials and simple machine processes. Courses in petroleum testing and in other fields of a technical nature, were offered in other districts. It seems probable that extension work at the technical level will continue to expand as facilities for this type of training are provided in the trade schools.

Considerable interest is developing for the establishment of area vocational schools which will serve the needs of one or more counties in sections of the State which do not now have adequate facilities for vocational education. These schools will be designed to meet the major needs for vocational education in the areas. It is also proposed to designate existing trade schools and classes as area schools in order to serve a larger segment of the population.

Enrollments in the five girls' vocational schools are still below pre-war figures, but they are generally improved over last year. Enrollments, as well as courses offered, are below normal in the trade extension programs for women. The ease with which women have been able to obtain employment in war plants at high wages accounts for the difficulty these schools have experienced in recruiting new enrollees.

There is some indication that many women will remain in employment in what was normally considered to be mens' trades, particularly in the metal trades field, drafting, printing, and semi-technical occupations. In a similar fashion, many men will enter the fields of cosmetology, commercial foods, and certain branches of garment making. There is no reason why boys should not receive training for these fields in the same shops and classrooms with girls, because they will be expected to work together in occupational life.

The apparent trend in training for girls and women seems to be away from segregated schools and toward co-educational courses in trade and industrial schools. There is no indication, however, that the segregated

girls' schools now conducting satisfactory training programs will be discontinued. They may be reorganized.

Relationships between management, labor, and the trade and industrial schools has always been maintained at a high level through the use of advisory committees, apprentice coordinators, and placement personnel. The result has been close contact with the trades and industries in the areas served. An example is the loan of radio equipment for training purposes, made by two large communications manufacturing plants to a local board of education. Another is the invitation extended to the Division to have a representative attend the state meeting of the Sheet Metal Union to discuss ways of expanding apprentice training and enlarging the related courses for this trade.

Home Economics Education

For many years the major problem in home economics in the urban areas, especially the metropolitan area north of New Brunswick where there are many large high schools, has been to reach a greater number of high school girls, particularly in the 11th and 12th grades. The trend is to require home economics in the 9th grade, but enrollments tend to drop from the 10th grade on. Academic requirements for a high school diploma seriously affect elective subjects. The law just passed requiring a two-year course in United States history during high school will further affect the choice of electives, including home economics, because of the lack of available school time.

One solution is to more closely relate the subject matter of home economics to academic subjects, and to develop courses on a single-period basis, of a type that can be taught in non-laboratory classes or in all-purpose home economics rooms. The amount of laboratory space and facilities presently available is inadequate to accommodate all girls in double-period classes. In general, high schools are planned and equipped with one foods laboratory, one clothing laboratory, and a homemaking room. Some larger high schools have two of each unit. Existing facilities will certainly be inadequate to meet any expanded program.

Enrollees in home economics courses of the type just suggested should be girls from the college and business curricula. This would mean that home economics teachers would have to break away from the double-period type of course and develop new courses and new methods of teaching.

Administrators, supervisors and teachers are becoming increasingly aware of the need for adult education for homemakers. This is partly due to the current discussion of veterans' programs. Another reason is the success of canning centers operated for the past three years as part of the food production program. These demonstrated the importance of adult classes in a practical way. However, there is much to be done in developing a strong enough interest in support of a continuous program of this type.

It is important that home economists and trade or professional specialists be found to teach adult classes. Home economics teachers who have been prepared for teaching school groups are not always competent to render effective service to out-of-school classes. There is a definite need for developing an in-service training program for the preparation of day-school home economics teachers and specialists from other fields for the instruction of adults. Such a program would broaden their understanding of the needs of adults, strengthen their feeling of responsibility in the home economics education field, help them in developing programs, and give them methods to be used in teaching adults.

It is urgent that more girls be made interested in the teacher training departments of home economics institutions. This year only ten new teachers from three training institutions have taken teaching positions. The demand for home economics teachers far exceeds the present supply and will continue to do so in the post-war period when many young married teachers plan to retire to become full-time homemakers.

Emphasis during the past year has been on making instruction in existing home economics programs more effective in both the school and in homes. Winning the war has been a very realistic goal for boys, girls and homemakers. Rationing and shortages created common problems in every section of the community. This has stimulated greater interest and greater willingness to work together. Nutrition and food preparation classes have given more time to planning family meals and to using many foods and food combinations not commonly used heretofore. Textile quality and uses have taken on a new

importance, as has the more careful choosing of ready-to-wear clothes. The continuing demand for nurses aides by hospitals has increased in home nursing.

Distributive Education

Education in the service and distribution fields continues to show a healthy growth in the variety, number, and quality of programs. More school systems conducted cooperative, part-time and evening programs than any year thus far. There was an increase in enrollments and the number of different programs available, despite the fact that retailing and similar activities are considered non-essential industries. The war has made employers and managers in the various distributive trades realize the importance of training if their businesses are to operate efficiently.

There are many opportunities for further development of the distributive education program in New Jersey, on both the adult and cooperative levels. The 1940 federal census report on retailing shows that there were then 68,851 stores in New Jersey, with 212,950 jobs and over $1\frac{1}{2}$ billion dollars in retail sales. Many fields of distribution are still untouched by existing programs. This is particularly true in the building trades, including lumber dealers, plumbing, electrical and heating supply companies. Many of the service trades should again become interested in a training program.

There is some interest being shown by merchants in entering into on-the-job or apprentice training programs. Meetings are being held to formulate such programs, acceptable to the State Department of Education as well as to merchants. One phase of the program is to continue the short unit courses which have received such hearty endorsement and proven so beneficial to trainees and general store morale. Another is to develop a long-term program for employees on various levels, with the double objective of improving them in their present jobs and preparing them for potential job advancement.

Tangible proof of the success of the distributive education training programs is found in better job performances and unsolicited endorsements given by employers. Trade associations and chambers of commerce in several communities have been most helpful in organizing and developing both cooperative and adult programs.

The short unit courses which featured the war-time programs will be needed just as much in the post-war period. Among the courses that have attracted enrollments are: Routeman-Customer Relations, Mathematics of Merchandising, Speech Improvement, Basic Principles of Salesmanship Applied, Fashion Selling, Home Decorations, Personal Grooming for Salespeople, Advanced Salesmanship, Fitting and Selling Corsets, and Fitting and Selling Shoes.

Attention has also been given to the training of supervisory, managerial and executive personnel, on the theory that management must be educated and trained before the employees themselves are. Courses that have proven popular with management are: How to Teach an Employee, How To Supervise Employees, and Job Relations for Retailers.

Occupational Information and Guidance Service

During the year a program of occupational information and guidance was developed in cooperation with the United States Office of Education. The plan was recently submitted to that Office for approval. A state supervisor was appointed for this field on June 1, 1945. The immediate job ahead involves organizational detail and a considerable amount of research and coordination in the areas in which the activities will be carried out.

DIVISION OF EDUCATION FOR VETERANS

The Division of Education for Veterans was organized on November 6, 1944, and a State Advisory Committee on Educational Guidance for Veterans established to assist in its work.

The initial activities of the Division were directed toward properly orienting itself in the field of veterans' education. This required a study of the whole problem of veterans' assistance programs, including the collection and study of the best literature in the field, visits to various agencies to learn at first-hand how veterans were being served, and conferences with representatives of the Selective Service, United States Employment Service, Veterans' Services Division of the State Department of Economic Development, the Veterans Administration, Guidance Division of the United States Department of Education, Army Separation Center personnel, and others.

Many magazine articles have been prepared dealing with veterans education. A great deal of time has been devoted to interviewing veterans who found it difficult to get accurate advice elsewhere.

Educational Guidance of Veterans

When demobilization first began, authorities in the armed services as well as educators realized that the adjustment of veterans to civilian life depended largely upon a well-organized guidance program in every community of the State. The guidance given at separation centers is necessarily brief and general. It is only when the veteran returns home that he is ready for the specific guidance which concerns his own personal needs.

More than 400 persons were designated by local school administrators to prepare themselves for the enormous task of helping New Jersey veterans select their educational and training programs. These men and women have spent many hours in conferences arranged by the Division and in careful study of materials helpful in their work. They have already proved their usefulness in every community, with the result that New Jersey's veterans' guidance program has been commended by competent observers.

Local educators have, in many instances, become the leaders in the local veterans' assistance programs, and have promoted the organization of this important service. Counselors in the public schools, though primarily concerned with the educational problems of veterans, have become skilled in referral work, with attendant success in directing veterans to agencies competent to help them with their government insurance, in getting a new or an old job, in applying for loans, in seeking medical care, and in making application for readjustment compensation. Representatives of many agencies have joined in reviewing the problems incident to helping veterans make satisfactory adjustments to civilian life.

Ten centers were established throughout the State for the purpose of having the guidance workers study the provisions of the G. I. Bill of Rights, the process of separation from the armed services, the special guidance techniques needed in working with veterans, and general information required in educational guidance for veterans. Sixty-one seminars were held in these centers, the Director of the Division speaking or presiding at 39 of the sessions. The Director also addressed 32 special groups, participated in radio broadcasts, and attended important conferences dealing with veterans' education.

Five bulletins have been printed and distributed giving information to educational guidance personnel in various agencies. Two more bulletins will be ready for distribution in the summer of 1945. The bulletins have attracted the attention of educators throughout the nation.

Plans for the early future include, among other things, the following:

- (1) separate meetings with representatives of school districts of varying sizes, in order to discuss the educational provisions that should be made for veterans on various levels.

- (2) Follow-up seminars to be held in the ten established centers in the fall of 1945 to discover what problems have been encountered by veterans' education guidance counselors.

- (3) The establishment of three additional seminar centers in areas not yet covered.

- (4) A survey of veterans' guidance activities throughout the State.

- (5) The early publication of a service bulletin.

It becomes clearer with every passing day that special provisions must be made for veterans who want a high school diploma, even though many of them will, contrary to general belief, adjust themselves satisfactorily in regular high schools. Certainly some means of secondary school acceleration must be provided. How this may be accomplished is one of the major problems of the Division of Education for Veterans, the Secondary Division, and the Adult Education Division. Additional opportunities on all educational levels must be provided for the thousands of veterans who will desire to continue their education and training.

DIVISION OF ADULT EDUCATION

Interest in providing adequate educational service for adults has steadily been increasing among school administrators and the public. The need for the development in the communities of New Jersey of plans and programs of adult education, encouraged and competently assisted by the State, has many times been stressed during the past few years. The rapid approach of war's end has accelerated activity in this field.

A Division of Adult Education was set up during the past year and a Director appointed on April 1, 1945. The Division has issued 11 bulletins giving background information which will be of help in guiding and directing future community adult education programs. The first bulletin, "New Jersey's Program for Adult Education for the Post-war Period," appeared in September 1944; it gave important facts and figures relating to the need for adult education services in the State. Other bulletins included alien registration statistics for New Jersey communities, the number of years of schooling completed by those 25 years old and over, and laws relating to adult education.

Five news bulletins were issued throughout the year to acquaint school administrators and other interested persons with the outstanding activities and developments in the adult education field in New Jersey and elsewhere. A bulletin describing administrative arrangements for approval of veterans' study courses has been issued. Another bulletin on pre-professional qualifying certificates and high school equivalent certificates has been provided as part of the veterans' guidance series.

Considerable time has been devoted to conferences and consultations with school administrators and leaders in social and civic organizations in order to discuss the purposes of adult education and the ways and means of promoting it. Especially effective was the series of meetings held in the offices of 14 of the county superintendents of schools to which local school administrators were invited in order to discuss various aspects of adult education. Fall and spring conferences for directors of adult education, held in Trenton, were well attended. A presentation of adult education

activities was made at eight veterans' guidance conferences held under the direction of the Division of Education for Veterans.

The Division is devoting much of its attention to the following briefly summarized activities and fields of service:

(1) Reopening and strengthening of community adult schools.

While 28 adult schools have been maintained throughout the war period, the rest of the 70 or more pre-war adult schools were closed. Many of these are now planning to reopen; some of those that continued throughout the war are making readjustments and, in certain cases, expansions of their offerings.

(2) Veterans' education. Further readjustments of the adult education programs to meet veterans' needs are being considered. Some of the problems involved are the possible approval of courses in adult schools for veterans and the further extension of veterans' study centers so that there will be a sufficient number well located throughout the State. Additional adaptation of programs to meet the needs of veterans' elementary as well as secondary education, including use of the high school equivalent certificate, is being considered.

(3) Extension of classes in basic elementary education. During the past year these classes have been available in 18 centers throughout the State. They are used by both the native and foreign-born whose elementary education has been inadequate. Many areas now lack such classes.

(4) Adult academic education. During the past year over 640 adults took the high school equivalent tests. The average New Jersey adult has an eighth grade education. Here is a real opportunity for raising the educational level.

(5) Further cooperation in the development of intercultural and inter-racial conferences and courses. The Division is working with the Public Library Commission, various clubs and civic organizations, as well as with the schools, in developing the theme of world understanding and brotherhood.

(6) Workers' education. Some attention has been given to the possibility of cooperating with business and industry in the development of workers' educational programs. Although little has as yet been done in this field, it offers extensive opportunities for service.

(7) Encouragement of facilities which will promote a stabilization and enrichment of family living. The New Jersey Congress of Parents and Teachers recently requested the Division to give further attention to this phase of service. With the reestablishment of community adult schools, courses and classes in this area may be encouraged.

MANUAL TRAINING AND INDUSTRIAL SCHOOL

The health program of the School was broadened during the past year by the adoption of a policy requiring all students and employees to be X-rayed. This entire personnel, totaling 460 individuals, was X-rayed in October 1944 at the expense of the School. There was only one negative report.

There is a need for additional nursing service. The School now has one nurse for its 425 adolescent students. They made 5,960 visits to her daily clinics during the year. The nurse also takes students requiring dental care to Trenton, because there is no colored dentist available in Bordentown. There were 69 such trips during the past year. Students enter the School with such poor teeth that the employment of a part-time dentist would be justified.

The faculty inaugurated a merit system during the year under which students achieving certain ratings in conduct, work experience, trade and academic work were permitted to go home for a week end, the parents consenting. Ratings are made for each six-week period. This system has done much to improve the quality of student work and conduct, and has been very well received by the student body.

One of the outstanding needs of the School is a larger supervisory staff for the dormitories. There is but one supervisory officer for each of the four dormitories, each of which houses about 100 students, 13 and 14 years of age. There should be at least two supervisors to a dormitory. As it is, the present personnel has to work many extra hours and there is no extra margin for days off.

NEW JERSEY SCHOOL FOR THE DEAF

Two outstanding trends in education for the deaf are the increased interest of public school administrators in the need for better audiometric testing, and the greater demands for help made by mothers of pre-school children. Meetings were arranged during the past year for these mothers, at which staff members advised them of an adequate program that might be followed at home until such time as the child would enter school.

During 1944-45, a comprehensive report was completed on the findings of the New Jersey School for the Deaf aptitude testing program covering the past three years. The report definitely shows the value of aptitude testing, so that these tests are now a part of the School's regular group of psychological tests, as is the new test of mechanical aptitude added this year.

The primary school had the largest enrollment in history, but the total enrollment of 325 of the School continued below normal. An entirely new plan has been instituted in the reception grades. Formerly, beginning children were classified and placed in groups of eight or ten under the direction of a teacher. Hand and craft work had to be provided for the group when the teacher was busy with individual instruction; this made it difficult for the teacher properly to instruct the child while at the same time trying to keep a check on the rest of the group. Under the new plan, all beginning children are placed in one large group under three teachers, permitting two of them to take children for individualized instruction, and leaving the third teacher to direct the group in supervised play or some other activity. This arrangement has proved most successful and will be continued.

During the year chest X rays were made of all children, new teachers and employees, and any other staff member who had not so been examined in the past three years. A special study was made of children in the School who were made deaf by meningitis, to determine whether those treated with anti-meningococcic serum had suffered more or less damage to the brain tissues than those treated with sulfonamides. The results of the study will be reported and published during the coming year.

A special study was also made of the last 100 boys to leave school. Ninety-one replies were received; of these 73 had completed their training and graduated, and 18 left the School before finishing their course. The average salary of the graduates was \$39.68 per week, and of the non-graduates, \$29.49.

The clothing and dressmaking course in the Girls' Vocational Department was revised to meet the present-day needs of the trade. This unit has developed into an interesting and profitable activity for those girls having the necessary aptitudes.

One of the finest projects in public relations ever carried out at the School was the production of a school pictorial. All the work was done by the students, -- the classes in photography took all the photographs, the photoengraving shop made the cuts, and the print shop did the composition and printing work. Three thousand copies of the pictorial were printed at nominal cost and mailed to school superintendents, principals, nurses, state agencies, and to other interested persons.

Another fine student activity was the creation of the Snack Bar. For many years, students had no place in or near the School where they could buy refreshments. A large basement in the girls' dormitory building was selected and a group of students appointed to plan the project. A board of student managers administers and operates the Snack Bar which is kept open during the early evening hours on certain nights of the week.

DIVISION OF BUSINESSMoneys Distributed by the State to Local School DistrictsApportionment of School Moneys

The amount of school moneys apportioned for the school year beginning July 1, 1944, was \$16,360,674.10, an increase of \$331,244.48 over 1943-44. However, this represents a decrease of \$4,813,811.09 from the apportionment for 1933-34, largely because of the decline in real estate values and the cessation of current allotments from the main stem railroad taxes. In 1945-46 the regular apportionment will be \$16,554,658.31.

In order to provide sufficient money to meet legal quotas and the payment of three cents a day for pupil attendance in 18 counties, the Legislature further appropriated \$1,985,610.49 for 1944-45. The amount requested for 1945-46 is \$2,012,789.76.

State School Tax

The state school tax levy for 1944 was \$15,826,599.68. This amount was paid into the State Treasury in full, as of June 30, 1945. It may be noted in passing that the 1944 tax was over two million dollars less than for 1931. The 1945 levy will be \$16,054,834.28, an increase of \$228,234.60 over 1944.

State School Tax Penalties

By law a penalty of 6% is levied against any county delinquent in paying State school taxes. Up to June 30, 1944, the total of such penalties, covering the year 1931-37 inclusive, was \$1,949,355.32. By laws passed in 1938 and 1939, \$720,671.35 of this amount was eliminated. Chapter 251 of the Laws of 1945 provided for the distribution of \$603,419.20 of school tax penalty moneys, and for the cancellation of the remaining penalty money apportioned.

Railroad Tax

On June 30, 1945, a total of \$5,795,461.86 was due to school districts from main stem railroad taxes. During the year \$760,814.69 was paid on account of taxes for 1943, 1944 and 1945. There have been no allotments of these moneys since 1941-42, deductions having exceeded the amounts available in each year.

Local Taxes for Schools

The total local school tax levy made in 1944, and available in the school year 1944-45, was \$87,842,485.07. This is \$2,329,163.67 more than the levy for 1943. As of June 30, 1945, \$707,121.93 was due from these local levies, which is \$24,407.13 less than for the preceding year. The cash basis act for municipalities has had a wholesome effect on reducing these outstanding tax levies.

Special State Aid Funds

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

State aid payments for these activities amounted to \$1,341,096.83, of which \$113,189.79 was for educating crippled children, \$809,424.65 for manual training, \$404,707.45 for vocational schools, and \$13,774.94 for evening schools for foreign-born residents.

ENROLLMENT IN SCHOOLS

Decrease in Total Attendance

The total number of days' attendance reported by the Department for the year 1944-45 was 98,800,464. This was a decrease of 421,069 days from the preceding year. The drop in attendance was largely due to a decrease in the number of pupils enrolled. The decrease in enrollment is attributable to three factors: the employment of boys and girls in war industry, the lower birth rate of the last decade, and the induction of high school pupils into the armed forces. The per cent of attendance this year was 90.93, which is 1.37% higher than that of 1943-44. There was a marked increase in the number of pupils tardy, but a slight decrease in the number of pupils truant.

Enrollments

The total enrollment in the day schools for 1944-45 was 635,080, a decrease of 14,972 pupils, or 2.3% from the total enrollment of the previous year. In addition to these day school pupils, 9,444 were enrolled in other day schools, and 15,235 in the evening schools, making a total enrollment in the various departments of the public schools (not including the summer schools)

of 659,759. This represents a drop of 16,792 from the preceding year.

In addition to the above enrollment figures, 12,152 adults were enrolled and instructed by 233 teachers in the various national defense training programs.

To instruct the 659,759 pupils there were required 27,534 teachers. The children were housed in 2,049 school buildings, a decrease of four from the preceding year. Because no suitable school facilities were available near their homes, 91,679 children were transported to school at public expense, 26,165 of this number being transported to high schools outside their respective school districts.

The following enrollment comparisons are of interest:

<u>School</u>	<u>1944-45 Enrollment</u>	<u>Comparison with 1943-44</u>	<u>Per cent</u>
Kindergarten	36,311	159 increase	.44 increase
Grades 1-4	217,571	1,280 decrease	.58 decrease
Grades 5-8	202,085	11,455 decrease	5.36 decrease
Grades 9-12	171,341	2,027 decrease	1.17 decrease

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

High school enrollments show a steady decline over the past five years.

The figures are:

<u>1941</u>	<u>1942</u>	<u>1943</u>	<u>1944</u>	<u>1945</u>
205,392	199,205	187,876	173,368	171,341

The total number of pupils enrolled in one-room rural schools was 2,637, a decrease of 31, and those enrolled in two-room rural schools numbered 5,452, a decrease of 407. There was a corresponding decrease of 11 in the number of teachers in these rural schools.

The average daily attendance in day schools was 532,669, a decrease of 773. The average absence of pupils was 15 days.

The number of men teachers in all the schools of the State decreased by 171. Women teachers decreased 130, making a total decrease of 301 teachers.

Expenditures

The total funds available for the year 1944-45 were \$147,741,087.31. This was \$7,325,680.11 more than the amount available for the preceding year. The total includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$113,933,292.54, which was \$4,394,367.89 more than the expenditures for 1943-44. However, these expenditures were \$4,618,724.10 less than those for 1931-32. Current expense, library, maintenance, manual training, vocational, summer schools, evening schools, capital outlay, and debt service showed increases over 1943-44.

There was an increase in the cost per pupil in average daily attendance from \$171.84 in 1943-44 to \$179.56 in 1944-45.

The expenditure for day schools increased \$4,020,195.37, evening schools showed an increase of \$16,057.53, and summer schools showed an increase of \$10,576.33.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,800,615.90. The amount of bonds and notes issued during the year amounted to \$574,464, which was only 5.9% of the amount redeemed.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932, to \$115,607,531.45 for the year ending June 30, 1945. This is a decrease of \$89,104,579.77, or 43.5% during the past 13 years.

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

1940-41	\$83,598,109.33
1941-42	84,685,029.28
1942-43	85,637,087.60
1943-44	88,440,105.08
1944-45	92,147,200.65

Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational and special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$67,205,579.37.

The average salary per year paid to 26,992 all-day school teachers, not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,447.12, an increase over the preceding year of \$150.47.

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

<u>1941</u>	<u>1942</u>	<u>1943</u>	<u>1944</u>	<u>1945</u>
\$2,123.00	\$2,185.00	\$2,206.43	\$2,296.65	\$2,447.12

The average salaries paid to teachers in the various grades and types of schools during 1944-45 were as follows:

	<u>Men</u>	<u>Increase</u>	<u>Women</u>	<u>Increase</u>
Kindergartens	-	-	\$2,220	\$100
Grades 1 to 6	\$2,504	\$252	2,211	119
Grades 1 to 8	2,259	183	2,157	150
Junior High Plan Grades VII-IX	2,687	145	2,435	81
Senior High Plan Grades X-XII	2,957	124	2,635	178
High School	2,984	155	2,641	146

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

Enrollment in Relation to Costs

During the last year the total decrease in enrollment in the day schools, as already noted, was 14,972 or 2.3%. The decrease in the number of teaching positions was 371 or 1.5%. Because the decreases in enrollment are spread over many grades and classes, it is not possible to reduce the number of positions correspondingly without lowering the quality of instruction. Nor is it desirable to decrease administrative, janitorial, and

maintenance services in full accordance with decreases in enrollment. There is evidence, however, that boards of education have seized the opportunity to abolish positions where this could be done without detriment to school standards.

On the other hand, figures in the accompanying statistical appendix show an increase in the costs of salaries, textbooks, transportation and practically all other items of current expense, with the exception of educational supplies, fuel and insurance. These increases result largely from war conditions. As in industry and commerce, the higher cost of living causes salaries, wages, and the prices of goods and services generally, to rise.

Other Activities of the Business Division

Inspection of School Accounts

During the year, the Division made 215 inspections of the records of boards of education -- one less than in the preceding year. These inspections are provided for by law and lead to recommendations to local school boards for the improvement of their financial procedures. Division studies of methods used in purchasing fire insurance have, for example, enabled many boards to provide better protection at lower cost. Recommendations made by Division inspectors have resulted in better accounting of extra-curricular funds by several school districts.

School Buildings

During the year 21 plans and specifications for building alterations were approved. Each unit of building construction received an inspection during construction, as well as a final inspection. Many conferences were held with local boards and their officials concerning future plans and post-war planning.

The value of school property has increased from \$64,354,833 in 1915, to \$366,270,860 in 1944. The decrease in value during the last year was \$223,864.

Analysis of Drinking Water

The Division tested 389 samples of water from 140 school districts during the year. The tests showed that 332 samples were safe, 32 doubtful, and 25 unsafe for drinking purposes. These analyses were made by the State Department of Health and reported to the Commissioner of Education, who notified the county superintendents. Where the water supply was found to be of doubtful character or unsafe for drinking purposes, efforts were made by the boards of education to comply with the recommendations of the State Department of Health by using water purification equipment, repairing wells, and drilling new wells.

Cancelled Bonds

During the year the Department received 3,738 cancelled bonds, aggregating \$3,498,900 in amount. In addition, 13 districts submitted 289 cancelled bonds to be reconverted, totalling \$265,300.