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ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

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

The Impact of Pupil Population Changes

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* EDITOR'S NOTE: *Since June 30, 1953, the following changes have been made in staff personnel: Joseph E. Clayton, Assistant Commissioner of Education, Division of Controversies and Disputes, succeeded Chester Robbins, retired December 7, 1953; Frank B. Stover, Executive Assistant to the Commissioner of Education, succeeded Charles W. Hamilton, retired March 1, 1954; and Albert E. Jochen, Assistant Commissioner of Education, Division of Vocational Education, succeeded John A. McCarthy, retired April 15, 1954.*

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INTRODUCTION

The Impact of Pupil Population Changes

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

The year 1953-1954 was a momentous one for education in the State of New Jersey. The new state aid bill, which was signed into law by Governor Meyner on June 30, 1954, marked a new era in aid programs for local school districts. For the first time in our recent history, aid which is to be distributed by the state will not contain money raised from local real estate taxes. For the first time the Foundation Program, on which all aid is based, is determined by a formula in which the ability of local districts is measured on an equalized assessment basis. Only one-fourth of the aid requested under the bill is to be distributed in the school year 1954-1955, but in the years ahead the total amount will increase as enrollments in the local districts increase, and in each year the amount a school district receives will be determined in part by its ability to finance a minimum program of education. While we realize that it will take some time before all the features of the bill become fully operative, we believe that boys and girls in many sections of our state will have better educational opportunities in the future because of this legislation.

As a result of the survey conducted by our department locating more than 8,000 children who do not now receive the special instructional program which their mental and physical handicaps require, and because of the interest of many parents, organizations, and professional groups throughout New Jersey, the Beadleston Bills were enacted by the 1954 Legislature, and will become law during 1954-1955. It is the realization of all who helped to develop this legislation, and of those who have studied the present situation, that these special educational facilities will not be forthcoming immediately, and that some minor changes in present legislation and regulation may be necessary to bring about an efficient program. It must be realized that part of the problem is that existing programs for the handicapped are largely confined to urban and metropolitan areas. As the population from the cities moves more and more into the suburban and the rural sections of our state, and as the total pupil population grows, more and more of the districts in our state will be faced with the challenge of educating the handicapped in a more adequate manner. However, the new program represents an achievement in bringing about agreement between all parties concerned with the development of better opportunities for the handicapped, and with this reservoir of good will and increased understanding, it should be possible to build in our state one of the finest programs in the entire nation. Our own State Department of Education is now charged with a leadership role in this area which will become increasingly important as programs are developed for the first time in many communities and regions in New Jersey. We look forward to providing guidance and consultation, as well as to the necessity of implementing by rules and regulations the requirements of the bills.

The impact of pupil population changes is found not only in this migration

of the relatively small number of handicapped children from urban areas; it is reflected in the development of all educational programs in our state. In this Annual Report the various divisions of our department have attempted to sketch briefly the significance of the changes in education during the past few years because of this growth. Our Division of Elementary Education sees an increasing problem in double sessions, and in increased class sizes caused by the mounting pupil population in many communities in our state. We have an increasing shortage of elementary teachers, and face the necessity of providing leadership for in-service training so that partially-trained teachers can do a better job. This necessity will grow in proportion to the increase in the years ahead.

While high school enrollments do not as yet reflect the increased birthrates of the war and post-war years, it is true that high schools in many of the rapidly growing counties of the state have increased their enrollments tremendously. Here again our department observes increased class sizes as a threat to the quality of instruction. It takes note also that certain subjects will be eliminated in the interest of economy and physical space, when such subjects enroll small numbers of pupils. A shortage of teachers in certain subjects has already appeared and will apparently become increasingly serious.

Our Division of Vocational Education is beginning plans for a survey of opportunities in vocational education throughout the state. Here, too, as new industries develop in areas which previously had no large industries, it will be necessary for schools to provide for the training of technical workers for specialized skills which are required in industrial operations. This division will begin next year a state-wide survey intended to bring about a state plan for vocational education which will reflect the changing needs caused by all the factors described above.

Our Division of Higher Education, currently engaged in the completion of the building program for the state teachers colleges, authorized by the people in 1951, is looking forward to still further expansion. The report of this division points out that as the pupil population wave reaches into the field of higher education, New Jersey will not have facilities adequate to meet the demand. One reason for this phenomenon is that New Jersey ranks first in the nation among states which send pupils out of the state for college training.

The state teachers colleges are currently engaged in a review of teacher training curricula, so that as more and more teachers are needed, and as teacher education facilities are expanded, the program of preparation will be the best we can design for this specialized need. It should be pointed out that the state teachers colleges, together with other institutions in the state, are faced with the responsibility of providing professional training for teachers who have not attended an institution designed for this purpose. This phase of our work in the department will become increasingly important so that the children in our classrooms are not handicapped by inferior teaching.

The impacts of pupil population are found in other and more varied ways. The Division of Health, Safety and Physical Education is particularly concerned with the kind of physical plant which will be provided in new school buildings for health and physical education programs. Our Certification Division points

out that in this year three times as many certificates were issued as were issued in 1943-1944. This increased load is due in part to the rapid turnover in the teaching profession, and in part to the large number of teachers in service who have only partial training and must undertake further programs for professional improvement. The number of teachers with emergency certificates has increased alarmingly, and the State Board of Education moved this year to check this development by requiring a minimum amount of academic training and a minimum amount of further professional training on an annual basis.

Our Division of Academic Credentials reports that it issued 400 more high school equivalency certificates than two years previously, indicating both the social pressure for at least the minimum of high school education, and an increased desire on the part of many individuals to improve their own education. This trend is further accentuated by the increasing number of adult programs conducted by communities throughout our state.

We would naturally expect that the Division of Business, which is charged with responsibilities both in school finance and in school building, would reveal some of the most dramatic effects of the population changes. One need only refer to their report to see the large number of school districts which have been forced to exceed the legal borrowing power both of the school district and municipality to erect needed school buildings, or the number of school building plans received for review by this division, to know that there is a serious shortage of school facilities in New Jersey. To determine further the nature of this acute shortage, this department has conducted a survey of school facilities, financed in part by Federal funds, in which the school plants of every school district in the state were evaluated, and in which the plans for further expansion of every school district were compiled. The report on the present status of school buildings, known as Phase I of the Facilities Survey, was issued during this year. A report of needed school expansion will be issued during the following year.

We also observe in the report of the Division of Business the increased cost of education. For example, the average senior high school cost for pupils in average daily enrollment has increased from $291.25 in the year 1949-1950 to $359.48 in the school year 1953-1954. This is only illustrative of a very familiar situation. While it is true that the new state aid bill proposes $28,000,000 or more annually to be distributed as aid to the districts, the costs of local school district operations have been increasing at the rate of approximately $25,000,000 per year.

Our State Library, while reporting its greatest increase in activity in the law and reference research service, also reports an increase in the number of school consultations requested and in the demand for travelling libraries and children's books to serve the rapidly growing areas of the state.

The School for the Deaf feels a reduction in the quality of its instruction because of the present overcrowding of facilities. The needed expansion in this school, long postponed by the state, becomes increasingly more urgent as deaf children who formerly received instruction in some of the larger cities move into areas of the state which lack such facilities and where no economical operation is possible on a local or regional level. The decentralization of population

and the earlier detection of complete deafness in children have both been responsible for an increased demand for placement at this institution, which we regard as a model among institutions of its kind in the United States.

In the year immediately ahead, our department will mobilize its entire efforts to assist local districts to meet these population changes. We shall continue to develop our program of teacher education and upgrading in every way possible, including the location of additional extension centers for teacher training in many communities throughout New Jersey. We shall attempt to study further the facilities which are needed in higher education and vocational education, and assist in the development of new facilities and programs for the handicapped. Unfortunately, the number of professional workers on our staff who can share this enlarged role has not kept pace with increased demands from the field. Many of the mandates of the Legislature to develop and supervise new programs, whether of school audit or for handicapped children, or for teacher training, have not been implemented by staff members in sufficient quantity to do the work in a manner befitting the traditions of our state. We are proud of the professional background of our departmental group, and are determined to maintain this standard in the new personnel which will be required by the conditions I have described.

Illustrative of the fine group which has assisted me in the work of the department is Dr. Chester Robbins, who retired as Deputy Commissioner in charge of Controversies and Disputes on December 7, 1953. Dr. Robbins gave to his work as County Superintendent in Cumberland County and as Deputy Commissioner of the State Department a great measure of sane and sensible judgment, coupled with a sound philosophy and a devotion to duty which won him the love and respect of professional educators, boards of education, citizens, and legislators for many years. We shall continue to lean on his sound advice. His influence on the development of this department will not end with his retirement.

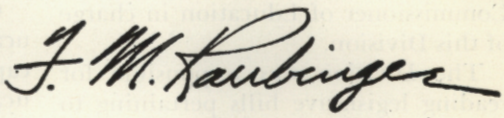
On March 1, 1954, Mr. Charles W. Hamilton, Executive Assistant to the Commissioner, retired. He served the department for many years in various capacities. He was known throughout the high schools of the state for his work in the Division of Secondary Education; he coordinated all activities in veterans' education for the department during the trying war and post-war era; and assumed responsibilities for administrative work with the various institutions and agencies associated with the department as the Commissioner's personal assistant during the past five years. His work in educational television was illustrative of the many and varied responsibilities which he assumed willingly and cheerfully and dispatched with efficiency and seemingly boundless energy.

On April 15, 1954, Mr. John A. McCarthy, Assistant Commissioner for Vocational Education for the past 17 years, retired from the department to take an important governmental post in Formosa. It has been said that John McCarthy was in many ways the founding father of vocational education in New Jersey in its present form. He had an enthusiasm and a vision of future possibilities in this field which were an inspiration to all those who became associated with him.

We have now begun a series of organizational changes which have been studied for some time, and through which we hope to improve the coordination between the various divisions of the department. This has become increasingly necessary as our responsibilities expand, so that the lines of internal communication are always open and policies are clearly established.

In closing may I pay tribute to the devoted persons who have made their contributions to the solution of our educational problems in New Jersey: to the members of the State Board of Education who have served devotedly and have helped to establish educational policies for all of our school districts as well as for our state educational institutions; to the Governor and his staff who have realized the seriousness of the situation we face; to the members of the Legislature who have studied for long hours various proposals which have been made to bring about desirable changes; to the thousands of interested citizens who have shown by their interest that they hold education dear; and to the great host of teachers, principals and administrators who bear the daily burden of providing educational opportunities for our youth. The hopes and expectations of all these persons have been a challenge to me and to the members of our department. With their help we can face greater problems which lie ahead. I believe that the reason for all our efforts is best said in the last sentence of the report of the Division of Elementary Education: "There is no way to restore to a child the education he has once lost."

Respectfully submitted,



Commissioner of Education

Division of Controversies and Disputes

It is a pleasure to report that it was necessary to write only three formal decisions during 1953-54. Many controversies were settled by conference before formal appeals were taken. In addition, three recounts of school elections were conducted and decided.

The Division furnished considerable information on the legal aspects of school problems through conferences, telephone calls, circulars and letters. There was considerable evidence that many controversies are prevented by making this type of information available to local school districts through such media.

The revision of the School Law is continuing under the leadership of Dr. Chester Robbins, former Assistant Commissioner of Education in charge of this Division.

The Division was responsible for reading legislative bills pertaining to education and for conferring on proposed legislation. This work consumed an unusual amount of time during the year since the Legislature continued in session through June 30.

Appreciation is due Mr. Thomas P. Cook, Deputy Attorney General, and Mr. Charles de F. Besore, Executive Director and Chief Counsel, Law Revision and Legislative Services, for their cooperation in reviewing legislation.

New Legislation

Chapter 13, Laws of 1954, permits use of average daily attendance statistics in constituent districts of a regional high school district until statistics are available in the regional district for apportionment purposes.

Chapter 85, establishes a new formula for the distribution of State aid to local school districts.

Chapter 96, provides procedure for re-submission of annual school budget in regional district when rejected by voters at annual school election.

Chapter 103, authorizes boards of education to appoint temporary officers and employees.

Chapter 136, extends period from fifteen to twenty years during which a district when exceeding its borrowing capacity, must return to its legal debt limit.

Chapter 178, requires boards of education to classify physically handicapped children and to provide an educational program for the educable and trainable group.

Chapter 179, requires boards of education to classify physically handicapped children and to provide an educational program for them.

Chapter 180, provides for aducation and training of mentally retarded children.

Chapter 188, provides ten days annual sick leave for all employees of school districts, regional boards, and county vocational schools presently granted only to teachers and specified employees; requires unused sick leave to accumulate for use as required in subsequent years.

Division of Administration

Responsibilities of the Division

The responsibilities of the professional staff of the Division covered a wide range of educational activities during 1953-1954. These included the following:

acting as executive assistant to the Commissioner of Education to relieve him of many administrative details;

representing the Commissioner in various capacities as requested;

acting as liaison officer between the Commissioner and the division heads in the department as well as coordinating the activities of the several divisions;

general supervision of the budgetary, financial and personnel procedures of the New Jersey School for the Deaf, the Manual Training and Industrial School at Bordentown, the Division of the State Library, Archives and History, and the Division of the State Museum;

supervision of department printing projects;

editing and supervision of the printing of the Education Bulletin and the New Jersey School Directory as well as supervising the preparation of articles by staff members for the New Jersey Educational Review;

preparation of all public releases and publicity;

supervision of educational television project and of audio-visual education;

acting as secretary of the Commissioner's Committee on Articulation of Colleges and Secondary Schools;

supervision of the department office building and of parking facilities;

supervision of the annual contracts of the State Board of Education with the Trustees of Rutgers University, the State University of New Jersey, and with the Trustees of the Newark College of Engineering and the Newark Technical School;

analysis of the budgets of these two institutions and preparation of these data for the Commissioner and the State Board of Education;

attendance at state personnel meetings and participation in the Civil Service Performance Rating Plan, Suggestion Award Program and Supervisor's Training Program;

general work of public relations within the department and with other state departments, especially with respect to foreign visitors, Jersey Boys' State and Girls' State, other visiting groups to the department, studies, surveys, etc.;

planning the Commissioner's annual statutory meeting with superintendents and preparing the data for the two main bulletins issued by the Commissioner in September and January, as well as various other notices to school districts;

acting as secretary to staff conferences, and preparing the agenda, notice and minutes;

serving as secretary of the New Jersey Education Committee for Civil Defence;

working with the Veterans Administration and in the coordination of the entire program with those divisions in our department which are concerned with the education of veterans;

serving on the State Fair Advisory Committee and the State Fair Evaluation Committee:

organizing a State Song Committee which prepared legislation for the adoption of a state song;

organizing for the Commissioner many other conferences and committees such as the preliminary meeting of the proposed New Jersey Educational Policies Commission.

Television

During 1953-54 the Educational Television Project continued to occupy the largest part of the time of the Audio-Visual Coordinator in the Division. The Coordinator was instructed to spend as much time as necessary to insure good television programming during the second year of our television experimental research project. A great many valuable things were learned from the New Brunswick-Highland Park experiment. It was anticipated that with a year's experimentation behind us, the television project would begin to show results during the 1953-54 fiscal year.

The active production work on television began in September, 1953. With the opening of school in Plainfield, a series of meetings were held first with the two principals, Mr. Peffer of the Mason School and Mr. Held, high school principal. These preliminary meetings were held to determine a good method of procedure and the best way of introducing this project so as to gain the full cooperation of the Plainfield staff.

During this year of experimentation almost 500 programs were presented, both on an elementary, high school and adult level. The bulk of the programming was devoted to in-school telecasting.

The ideas for the programs came out of teacher-field representative conferences. Once the idea was presented to the field representative it was then her job to try to write a television script to present this idea in an educational manner. After the script had been written it was then discussed again with the teacher committee, changes were made and the script, after having been approved, was put into rehearsal.

At the same time each of these programs was being presented, it was kinescoped. The kinescope recording was used not only for repeat performances but was also used as a self-evaluating and self-improvement method of instruction. Staff members and teachers alike had an opportunity of spending as much time as they desired studying the kinescopes to see where mistakes had been made and to see whether or not these mistakes could be corrected in future programs.

There is no doubt that the in-school programming was, in the main, highly successful. It is true that some programs were better than others but this year's programs were so much better than those of the previous year that the teachers and administrators agreed that television, as shown by the programs, definitely had a place in the educational system.

Several factors contributed to this

success. One of the most important factors was the work of the Television Advisory Council. These consultants spent a good many hours working with members of our staff to help them and guide them not only so far as program content was concerned but also to be sure that correct educational procedures were followed. The help and advice given by this group did more to help the departmental staff than any other one thing. Experience was another factor which improved programs. Additional equipment provided by RCA and other companies helped to make the job not only easier but more effective. And, last but not least, additional staff members enabled each person to spend more time at a given task and do a better job than was possible during the previous year's experimentation.

The year 1953-54 marked the close of the two-year experimental television project by the decision of the Governor to eliminate this project from the annual budget.

Audio-Visual Handbook for Teachers

One of the outstanding accomplishments of the Audio-Visual Bureau during this past year was the publishing of the "Audio-Visual Handbook for Teachers."

The need for this publication was first expressed by members of the Audio-Visual Advisory Council and work on this project was begun in 1951 by members of this Council. However, the job was not completed until this year.

The first printing of 6,000 copies was quickly exhausted and there are presently unfilled orders for 900 more copies, received from local districts and from many other states.

Comments praising this booklet have been received from all parts of the United States.

A-V County Centers

Fourteen county centers are now in operation. Help has been provided to these centers in varying degrees depending on their need.

Throughout the state, only one district has widthdrawn from this cooperative program and the county superintendent said that this is no reflection on the program. Almost all counties have reported that new districts have joined. All counties now having centers, seem to be pleased with the program.

More and different kinds of materials are now being added to the libraries for distribution. Each center started with films but now filmstrips, slides, etc., are being distributed.

While problems still exist in almost every county, this program has been popular and extremely helpful.

Of the fourteen counties now having centers, nine are receiving the maximum state aid of $2,500.

A-V Demonstration Center

One service provided by the Audio-Visual Bureau is its Demonstration Center in the Switlik Building in Trenton. In this Center, at present, are 37 items of equipment loaned to the state, without charge, by 24 manufacturers. These items are loaned on a "permanent-loan basis" and remain at the Center until the item on loan is replaced by a newer model.

Administrators, teachers, board members, and PTA members now have a place to go where they can see a great many items of equipment instead of only a few. They can operate this equipment and decide whether or not

the tone, weight, ease of operation, etc., will meet the needs of their school situation. They have an opportunity to ask questions and know that these questions will be answered by someone who is not interested in selling a particular product.

Other A-V Services

Additional services of the Audio-Visual Bureau included: Participation in workshops, clinics and conferences; assisting in tape recording projects; speaking engagements before PTA groups, Junior Leagues, County Boards of Education, Rotary Clubs, College Clubs, Conventions, etc.; publishing of "A-V Tips" as a means of communication between the Audio-Visual Bureau and local school administrators, county helping teachers and others interested in audio-visual education; preparation of a bibliograph about radio; keeping abreast of new equipment and A-V materials; and keeping up with A-V activities in other states.

The Commissioner's Committee on Articulation of Colleges and Secondary Schools

The work of this important Committee (created some years ago by the then Commissioner of Education, Dr. John H. Bosshart) continued and expanded its work.

Five meetings were held during 1953-54 in addition to a joint meeting of the New Jersey Association of Colleges and Universities with the New Jersey Secondary School Principals' Association in Atlantic City at which several committee members participated in a panel discussion re "Mutual Problems of College and High School Faculty and Administration." At these meetings reports were submitted and discussed on the following: Articulation in Foreign Languages; Articulation in Mathematics; Articulation in English with respect to Tests and Examinations in English; Articulation in Personal Adjustment; and the Inter-Visitation Project.

The Committee's Inter-Visitation Project has continued with increasing interest and participation. This project was set up to work out a program of inter-visitation between New Jersey colleges and secondary schools to promote a better understanding of mutual problems by acquainting teachers on both educational levels with each other's work, methods, procedures, etc., and with the guidance programs in colleges and secondary schools. Starting with 15 selected secondary schools (along with the New Jersey Colleges and Universities), the project has been extended to include all New Jersey secondary schools, both public and private. Beginning in 1952, one meeting has been devoted each year to this project and at the third meeting in May 1954, an attendance of about 80 school and college representatives indicated a widespread interest in the project.

The Committee has been gratified by the increasing interest shown in its activities by representatives of similar committees in other states. Representatives of the Michigan Committee on Articulation, Temple University in Philadelphia, and the New York State Committee on Articulation have attended meetings of this Committee.

In addition to this interest in New York, Michigan and Pennsylvania, colleges in Arkansas, Florida, Iowa and Oregon have requested information regarding our activities. From these in-

quiries and the visits to our meetings, it is apparent that New Jersey has been a "pioneer" in this field of articulation.

Visits of Educators from Foreign Countries

During 1953-54, educators from Sweden, Japan, Thailand, Iran, and Germany visited the State Department of Education, selected elementary and secondary schools, teachers colleges, and the School for the Deaf.

The eight teachers from Germany spent two days with the State Department of Education where they were briefed on the organization and functions of the department. They also visited Princeton University and the New Jersey School for the Deaf and were then taken one to each area, to the following communities: Atlantic County, Bloomfield, Camden County, Englewood, Long Branch, Middlesex County, Princeton and Trenton. Appreciation is here expressed to the school officials and teachers whose participation in this program made the visits of the German teachers most profitable and pleasant as evidenced by letters received from them.

Contracts and Budgets of Rutgers—The State University of New Jersey and of the Newark College of Engineering and the Newark Technical School

One of the principal responsibilities assigned to the Division is the supervision of contracts and analysis of the budgets of Rutgers—The State University of New Jersey and of the Newark College of Engineering and the Newark Technical School. This responsibility has come to the State Board of Education pursuant to the reorganization act of 1945 (Chapter 51, P.L. 1945) by which the State Board of Education was charged with certain responsibilities for budget studies and recommendations, and for the execution of contracts in accordance with legislative appropriations, with Rutgers University—the State University of New Jersey and with the Newark College of Engineering and Newark Technical School.

Asking budgets of these institutions for 1953-54 were submitted to the Commissioner of Education. A careful and detailel analysis of each budget was prepared for the Commissioner and the State Board of Education and conferences on these budget requests were held by the Commissioner and the State Board. Recommendations for appropriations were submitted to the State Budget Director who subsequently held hearings at which the Commissioner and members of the State Board of Education and representatives of the institutions appeared to discuss the various budgetary items in the recommended budget requests.

Contracts with the Trustees of these two institutions for current operating expense and scholarships (Rutgers) and for the purchase of higher education (Newark College of Engineering and Newark Technical School) were duly executed by the State Board of Education in accordance with legislative appropriation for these purposes.

Division of Elementary Education

Impact of Pupil Population Changes in the Work of the Elementary Division

THE CHIEF effect of pupil population changes in New Jersey elementary schools has been to create a shortage of trained teachers and of adequate school facilities due to the overall increase in the number of elementary school children. This has caused many problems with which the staff of the Elementary Division has had to help schools cope.

Helping to Meet the Teacher Shortage

The burden of working with partly trained or untrained teachers has fallen particularly heavily on the helping teachers, who are considered a part of the Elementary Division. These 60 people supervise more than 40% of the school districts of the state. Because their districts are mostly rural, paying relatively low salaries to teachers, often with unattractive teaching conditions, they have to "scrape the bottom of the barrel" of teacher supply in securing new teachers; most of the teachers holding substandard certificates are employed in the "helping teacher districts." Frequently, the helping teachers have to help recruit teachers to keep schools open. One helping teacher had six different teachers in one classroom during the year, filling in as substitute each time until another teacher could be found.

These partly trained teachers need much more help than experienced teachers so that a large proportion of the helping teachers' time must be spent in just enabling them to "keep school." This kind of on-the-job training is more exacting and less challenging than helping better trained teachers improve the quality of education. It has compelled the helping teachers to change much of the emphasis of their contribution in advancing the educational program.

In-Service Training

Upon the helping teachers, too, is falling much of the responsibility for providing opportunities for emergency teachers to carry on study leading to certification. In increasing numbers, helping teachers are being drafted by teacher education institutions to teach extension courses of the workshop type, built around the pressing needs of these teachers. Several counties are planning to conduct county workshops throughout the next school year to provide help for large numbers of partly trained teachers. In addition, the helping teachers are volunteering their services as expert consultants in the increasing number of one-day county and local workshops for inservice education of teachers in their own and other counties. More and more, they are being called upon by non-teaching principals and superintendents of intermediate school districts to help "emergency" teachers.

Relationships With Larger Districts

Larger school systems are employing more elementary supervisors to train and guide emergency and other teachers. The Elementary Division has an increased responsibility in assisting these elementary supervisors as well as the helping teachers. This has been done in several ways. A 3-day workshop

last January, planned and conducted by the staff, enrolled both helping teachers and an increased number of elementary supervisors, attacking together common problems of supervision and instruction. The two annual conferences of elementary supervisors, headed by the staff, focused on supervisory problems with particular attention to on-the-job training of new teachers. The staff has also cooperated with the New Jersey Cooperative Project in Educational Administration, an organization sponsored by school superintendents, in the preparation of a forthcoming bulletin on supervisory policies and practices. This work was carried on through state committee meetings, regional meetings, and a culminating conference of representatives of various school and lay organizations concerned with the improvement of teaching by supervision. During the latter part of the year, the staff worked intensively on helping to make plans for upgrading emergency teachers through college extension courses and county workshops.

Meeting Problems of Inadequate Facilities

The increase in elementary school enrollment is threatening the democratic right of every child to full educational opportunities because of inadequate school facilities as well as the shortage of trained teachers. Many school districts have had to resort to temporary housing in substandard classrooms, to double shifts of 4-hour school days, and to overcrowded classrooms. It is impossible to give children the sort of education required for competent citizenship in half a school day, or with inadequate equipment, or with 35 to 45 pupils in a classroom.

The shortage of school facilities has intensified the responsibility of the staff of the Elementary Division to help the elementary schools of the state meet their educational obligation effectively. As far as it can, the State must safeguard the children in receiving an adequate education even under present handicaps. The Elementary Division has tried to help local school districts to make the best possible use of temporary housing and to carry on as rich a program as possible in short sessions or with crowded classes. With our limited staff, it has been more necessary than ever that we do this by helping to develop and guide local leaders and through consultant service, visits, meetings, and bulletins, to show how school staffs can work together cooperatively to prepare, revise, and use local courses of study which will meet the needs, abilities, and interests of the children in each community.

"Know Your Schools"

Elementary School Bulletin No. 22, "Know Your Schools," illustrates one way in which the Elementary Division has carried out its responsibility of leadership. This bulletin was prepared by the staff at the request of the New Jersey Congress of Parents and Teachers to help parents understand the purposes and methods of modern elementary education. School people as well as parents have found the bulletin so useful that 10,000 additional copies were requisitioned as soon as the first edition was distributed. It will be widely used in the inservice education of emergency teachers.

Effects on the Work of the Elementary Division

The five members of the professional staff of the Elementary Division work

in four major areas—elementary education, early childhood education, child study and special services for the handicapped. Pupil population changes have affected all four areas. Some of the effects on elementary education have been outlined above.

Child Care Centers

Early childhood education involves the licensing of 300 private child care centers, including nursery schools and pre-kindergartens. The number of these centers is increasing rapidly. As many as 50 inquiries about starting new centers have been received in a single month. This demand is due to the increase in the size of families, especially in the number of pre-school children, population shifts, and the fact that more mothers are now going to work outside of the home, partly because of the change in the income tax law permitting deductions for the cost of child care.

Dr. Julia Weber, added to the staff this year as Assistant in Child and Youth Study, is performing an essential service in preparing leaders to carry on child study workshops all over the state in order to help teachers study the developmental needs of children so that even partly trained teachers can better guide the children they are teaching.

Dr. Boyd Nelson, also added to the staff this year, is Director of Special Education. The number of handicapped children is increasing as rapidly as the school population. This means that there is more and more pressure for special classes and that there are more "slow learning" children in regular classes, so that more help is required in establishing special classes and showing teachers how to meet the needs of handicapped children in all kinds of classes.

Summary

The unprecedented increase in our elementary school population has resulted in a shortage of trained teachers and the pressing need to train emergency teachers while on the job.

The shortage of adequate school housing has forced many school districts to resort to the use of emergency school rooms, or to put classes on double shifts, or to increase the size of classes excessively. A shortened school day leaves many children at large, without adequate control, for a large part of the day, with the danger of leading to juvenile delinquency. Large classes limit the curriculum and make it difficult for teachers to understand and meet the needs of individual pupils.

The effects of pupil population changes are not all bad. The shortage of schoolrooms and teachers has led many school districts to replace full day formal programs for beginners with modern morning and afternoon kindergartens, so that the number of kindergartens in the state is increasing rapidly. As families move, the influx of new pupils has brought into many communities new resources and a variety of backgrounds. The increase in the size of classes, with many new pupils of varying abilities, has highlighted the need for modifying instruction for both retarded and advanced pupils. More and more communities are conscious of the educational problems of handicapped children.

But we cannot afford to delay efforts to overcome the handicaps imposed by increasing pupil population. There is no way to restore to a child the education he has once lost.

Division of Secondary Education

Impact of Population Changes on Work of Division

THE urgency of the problems discussed in this report have changed considerably the nature of the work done by the Secondary Division. Previously we were concerned chiefly with the approvals of high schools by the State Board of Education. Periodic visits were made to schools followed by written reports to the school and recommendations to the Commissioner. During the past year and for the foreseeable future it appears that much of this work will have to be postponed in the interest of securing high school facilities for districts in difficulty. Our major efforts are now devoted to such matters as review of termination dates for sending-receiving agreements, changes in high school designation, advising with school authorities regarding new high schools, review of regional high school proposals, and review of educational planning where new high school construction requires extension of a community's borrowing power. These activities require many conferences on the local scene with educators and boards of education.

High School Enrollments

In 1953 New Jersey High schools enrolled 161,327 pupils, grades 9-12. This was the first increase since 1949 and represented a 2.3% increase over the low enrollment year of 1952. According to our best estimates based on births, pupils actually enrolled in school, and previous experience with school leavers, we can expect in 1958, 209,000 pupils in grades 9-12, an increase of 29.5% over 1953.* A look further to 1963 is even more staggering. In that year 273,000 pupils will increase current enrollments by 70%. Translated into terms of high school buildings, we shall need in 1958 facilities equivalent to 60 new high schools of the average enrollment currently in New Jersey (average enrollment equals 750 pupils). By 1963 New Jersey will need the equivalent of 150 new high schools of current average size. Additions to present buildings and plans for new buildings indicate that the average enrollment will increase. New Jersey, now having the largest average high school enrollment in the United States, will find itself with even larger high schools. The expansion of high school facilities cannot therefore be interpreted into the number of new schools to be built except for comparative purposes.

Sending-Receiving Relations

In New Jersey 68% of the high school districts operate on a sending-receiving basis. The practice of sending pupils to nearby high schools on a tuition basis is of long standing. Because of it we have been able to operate high schools of sufficient enrollment to maintain a comprehensive program with relative economy. Many high schools were originally built around a sending-receiving arrangement. However, these districts now find that their own increasing enrollments will not enable them to continue to receive tuition pupils without a substantial

* Enrollments in New Jersey Public Schools 1954-1963, New Jersey Department of Education 1953.

building program. This they are frequently unable and unwilling to do. Hence the increase in terminations of sending-receiving relations.

In February, 1953, and again in July, 1954, the Commissioner of Education outlined the procedures to be followed in terminating sending-receiving agreements. Basically these involve a mutual understanding to be arrived at by joint meetings of all parties. In setting dates for such terminations, sufficient time to permit the sending district to provide high school facilities is of the essence. After an agreement has been reached, the boards of education should file with the Commissioner of Education for his review, the notification of intent for termination of the sending-receiving relationship and the conditions of agreement.

Within the past three and one-half years, 63 sending districts have been given specific dates after which no additional pupils will be accepted by receiving schools. An examination of these dates reveals the urgency with which districts must act.

Effective date	Number of sending school districts in which sending-receiving agreements have been terminated
1953	2
1954	12
1955	19
1956	21
1957	5
1958	4
Total	63

New High Schools

Many districts are moving rapidly to solve their high school problems. Where present and projected enrollments indicate a sufficient number of pupils for economical operation of a satisfactory program in a single district, local high schools are planned. At this writing, sixteen districts have their own high schools under construction or in advanced stages of planning. Needless to say the cost of building a modern high school for 700 to 1,000 pupils presents to a community a bill of considerable size. Because many of our new high schools will need to be built in areas which are of recent development, the problems are increased. In addition to schools, these communities require utilities, streets, sewers and many other public services.

Where enrollments do not justify local high school construction and in certain cases where the financial burden is too large, school districts join together in the formation of regional high school districts. Currently the interest in these arrangements is very great. Prior to 1950 only *five* regional high schools serving 23 districts were in operation. One of the original regional schools has formed a consolidation. At this writing, *eleven* additional regional districts comprising fifty-four local school districts have been formed. Three of these are operating high schools. All of the remainder have buildings under construction, or in the planning stage.

Of immediate concern to the Department are those districts whose financial situation and numbers of pupils do not permit consideration of their own high school and who have no neighboring districts with whom they can or are willing to regionalize. These situations arise from the manner in which the sending-receiving relations are terminated and from the need for voluntary acceptance. Under present conditions the Department attempts to avoid their occurrence by study and persuasion.

Enrollments Affect Curriculum

All too frequently increasing enrollments are measured solely in terms of the capacity of buildings to accommodate them. As a high school approaches the point beyond which the educational program faces a certain breakdown, many things happen which indicate a deterioration is taking place.

The first effect is an increase in the size of classes. Presently one-third of all classes in high school English enroll 30 or more pupils. School authorities and teachers who have been conscious of their responsibility for instruction in the fundamentals find their efforts frustrated by large class sizes. Individual competence in English fundamentals cannot be fully realized when teachers instruct 150 to 200 pupils daily. Likewise, classes in American History, required by state law, are becoming so large that teachers are forced to use lecture methods, and can utilize few materials beyond the confines of a single textbook. Large classes not only dilute the quality of learning but tend to stultify teaching procedures.

High school principals are well aware of the second effect on their programs of increasing enrollments, namely the availability of rooms in which to schedule the comprehensive offerings which have become identified with modern secondary education. In order to run a good program, scheduling experts consider a room utilization of 80% to be a functional factor. Many schools have reached 100% room utilization, that is, every room is used every period for instructional purposes. The results of this tight scheduling are seen in very large study halls in areas not designed for study purposes, usually auditoriums. Teachers do not have their own rooms for teaching and must use whatever room is available, without their own reference and research material at hand. English may be taught in a biology room and vice versa. Materials of instruction have to be moved from room to room as the teacher "floats" through the schedule. All too often the size of the room which may be available during a given period is not adequate for the size of the class which must be scheduled.

The third and inevitable effect of large enrollments will be to curtail the subject offerings in the program of studies. In many schools the third and fourth year of foreign languages, advanced mathematics and science, specialized commercial study, and advanced work in industrial arts and in vocational areas involve smaller classes than may be normal for the school because facilities are available only for smaller enrollments. With the shortage of rooms to schedule these classes the only alternative is to eliminate those subjects from the program or to restrict the number of pupils who may enroll. We have observed a pronounced trend in this direction, although principals, teachers and pupils will accept many physical discomforts in substandard teaching areas rather than drop a subject which might be very important in preparing for a pupil's life's work.

The final effect which may be mentioned at this time is one the full impact of which may not be felt until a lapse of time has ensued: namely, the shortage of qualified personnel. The best estimates of our Department indicate that between now and 1960 we shall need 5,100 additional high school teachers.* The number itself is staggering; however, the difficulty in secur-

* Number of Teachers Needed in New Jersey Public Schools 1954-1963.

ing teachers for certain specialized areas such as science and mathematics is complicated by the keen competition of private industry for the services of these teachers, both those in training and those now teaching. Unless a teacher has an almost religious zeal for the profession he will find it difficult to resist the high salaries and other tempting offers of business. This competition for the services of teachers extends to other areas such as home economics, fine and industrial arts. High school principals are beginning to realize the need for in-service and upgrading programs for their staffs. Many schools which have experienced but little teacher turnover in years past, now find as many as 50% of their faculty are new to the school. In some schools, this situation occurs every year. Surely it is this situation that is the most serious we shall face. When we remove a competent teacher from Mark Hopkins' "log," no one can predict the future quality of high school education.

Division of Health, Safety, and Physical Education

THE old order of large centers of population from which work and influences radiated to small towns and farms has changed. The ability to transport people and things quickly has minimized the necessity of living in large, closely-knit groups. Education and the public schools have been affected by this change. The trend of school building has been decentralization. Communities and regions are served rather than municipalities. Health, safety, physical education and nutrition, as parts of the public school program, are affected by these changes.

A brief description of the work of this Division during 1953-1954 will show these trends. The parts of the Division's work are physical environment, health instruction, physical education, safety, nutrition and health services.

Physical Environment

The type of school buildings has been changed from the tall, vertical, solid to the short, horizontal, spread-out building. This allows more cubic space, better light and ventilation, and increased freedom of movement. The size, location, and arrangement of rooms and units can be made to meet the needs of pupils and communities.

Provision is being made for health offices in proximity to the administrative offices. Rooms for health instruction are being included in plans for new high school buildings. The size of gymnasiums is more adequate and they can be more easily ventilated, and are safer and better lighted. Locker rooms and shower rooms, storage areas, and special rooms for care of the physically handicapped can be provided.

Play areas and athletic fields are larger and better located than in cities.

If community activities center around and in the school, many other areas may be under the jurisdiction of the boards of education. Some of these are tennis, golf, bowling, swimming, skating, riflery and archery .

The cafeteria and lunchroom profit by this enlargement of space. This affects favorably the seating of pupils and the placing of equipment.

Safety of pupils is greatly increased because of the fire resistance of buildings, the easy access to and exit from the building, and more space preventing crowding and congestion.

Probably the greatest single benefit relating to environmental change is the increased area for play and athletics. This results in more time spent out-of-doors, which is desirable from a health viewpoint.

Health Instruction

There has been a gradual change in the last few years in the area of school health instruction. One of the reasons for this change is general public awareness of health problems. Diseases such as tuberculosis, cancer, syphilis, poliomyelitis, and the common cold have received so much attention in newspapers and magazines and other informational media, that the school's program of health teaching has included more reference to these conditions.

The teaching of nutrition has been affected by the public interest in foods, food storage, and food preparation, and dieting for health and cosmetic purposes. The relationship of good food to good health has become a fixed principle in popular and scientific thinking. The national government's interest in nutrition, as manifested in the Federal School Lunch Program, is another factor affecting the teaching about food.

Physical Education

One of the trends in physical education during the past year is the recognition that too highly organized athletic programs in elementary schools are undesirable and not for the best interests of immature pupils in elementary grades. The best interests of *all* children are better served when priority is given to a broad program of physical education based upon individual and group needs for all boys and girls. Less crowding, increased athletic facilities, more locker room and shower room space, larger play areas, and gymnasiums devoted to the single purpose of physical activities are other indications of interest. There is more emphasis on pupil strength and vigor with military fitness as the goal.

Among the Division's general activities in physical education in the past year were work with the elementary and secondary divisions of the department in evaluating programs and facilities, school visitations, surveys of school facilities, conferences with architects and teaching staffs, and careful consideration of new building plans.

Our public relations involved appearances on panels, athletic conferences, school camping discussions, newspaper interviews, radio programs and published articles.

Teaching physical education in the classroom should be considered in relation to time for instruction, relation to other subjects, especially health instruction, scheduling, credits, classroom space, teaching aids and trained personnel.

Athletics has received attention in

relation to contests between schools, elementary school teams, coaching, and intramurals.

Camping has been studied and training and experience for teachers discussed.

Safety

The new type of school building and its more favorable location has contributed to the safety of pupils. Public awareness of the hazards of traffic and fire have given added strength to the school safety program. In addition to the classroom teaching of safety which includes home safety, school safety, farm safety, industrial safety as well as traffic and fire, there is the practical use of safety procedures in daily living. Behind-the-wheel driving is one of the most valuable of these practical demonstrations. School fire drills and safety patrols are other practical uses of safety knowledge.

Continued assistance has been given by the division to programs in traffic, pedestrian, school and home safety. Driver education programs have been encouraged, especially those using trained personnel from the physical education field. Administrators feel that physical education teachers are especially fitted for teaching behind-the-wheel courses.

Nutrition

The National School Lunch Program in New Jersey public schools has grown from 6¾ million Type A lunches in 1947 to 13¾ million in 1954. This growth has come because the program has been accepted as predominately sound and practicable in schools. It improves the health of children and teaches them, in theory and practice, good food habits, nutrition, sanitation, safety, social practices and group cooperation.

Conventions, meetings, conferences, institutes, workshops, training programs, committee meetings and conferences, have been the means of assisting the school lunch program. Visitation to schools has probably been the best single way to improve school lunch programs. Other means of assistance include committee work and educational meetings. Working with organizations and agencies also brings about program improvement. Examples of such conferences and workshops included the following:

122 school lunch staff members attended workshops at Rutgers University this past summer.

500 school lunch personnel attended the one-day conference.

550 school lunch personnel belong to professional organizations such as the New Jersey School Food Service Association and the New Jersey Cafeteria Association.

25 school lunch staff members attended the American School Food Service Association Convention in Boston this year.

1375 school administrators, secretaries of boards of education, school lunch personnel and others, received ten issues of the School Lunch and Nutrition Newsletter.

There is a need for adequate qualified state school lunch supervision to safeguard child health, to exercise state educational and legal responsibilities, to insure prudent expenditure of funds, and to advise in the continued expansion of school lunch programs, so that they may be educationally sound and well-managed.

Mass feeding training programs should be set up on a statewide basis as a preparation for possible emergencies.

Health Services

This part of the work of the division includes functions of school physicians, school nurses, and school dentists. The statistics of the dental program are published by the dental health consultant of the New Jersey Department of Health.

The number of school physicians remains about 620. With a half-dozen exceptions these are all part-time employees. Contacts by the division members are made with school physicians in three ways. These are by personal visit to the physician or to his school, by contact with the County Medical Society, and through the State Medical Society as consultant to the school health committee. Contact with school physicians and community physicians is also made at medical meetings, whether national, state, or county.

There are numerous other statewide meetings at which division members meet and have conferences with other physicians. Among these are the New Jersey Cancer Division, the New Jersey Tuberculosis League, the American Medical Association, American Academy of Pediatrics, New Jersey Conference for the Handicapped, New Jersey Department of Health, New Jersey Welfare Council, New Jersey Mental Health Association, New Jersey Department of Institutions and Agencies, and New Jersey Heart Association.

State publications that have been helpful to school physicians are the Woodbury School Health Committee Report, Standards for School Physicians, Physical Examination of School Children, and Narcotic Education Guide for Teachers.

There are special medical programs. Among these are the eye examination of school children, the tuberculosis program, the poliomyelitis vaccination school program, and the epilepsy project.

In relation to dental health, a division member is on the New Jersey Dental Council and works with the New Jersey Dental Association and with the State Dental Consultant in matters relating to the school dental program.

Some of the division work relating to school health services is collection and organization of school nurse status information, tuberculosis survey statistics, revision of school laws, and revision of State Board of Education Rules.

A curriculum guide in health education for the secondary school was completed and published in 1954.

The Interdepartmental Committee during the past year has recognized the need for revision of school dental health clinic prodedures. This committee also conferred on nurses' institutes and on aid to the chronic illness program.

A health education workshop focused on mental health was held at Trenton State Teachers College.

A one-day helping teachers' workshop was held; also a conference for nurse-teachers, one for nurse supervisors, and a three-day child study group.

Some of the contributions published dealt with home safety, safety for the handicapped, elementary safety, nurse qualifications, baby sitter education, sight conservation and glaucoma.

Welcoming letters were sent to each newly appointed school nurse. The mimeograph "Planning School Nursing Services" was revised. Work on school nurse certification has been accomplished, also work at Rutgers University on courses for nurse certification. Among films reviewed were;—"A

Long Time to Grow," "School Health in Action," "The Inner Man Steps Out," "Learning About Our Bodies," Film Strips, Kits I and II, "The Embryology of Human Behavior," "Friend or Foe," "Hidden Committees."

Division of Higher Education

Introduction

THE DIVISION of Higher Education is that agency through which the State Board of Education functions in carrying out its responsibilities related to higher education in New Jersey. The regular work of the Division is distributed among the following major assignments.

1. Appraisal and accreditation of all New Jersey colleges except those which granted degrees prior to 1891.
2. Appraisal and approval of professional schools.
3. Research concerning attainments and needs in higher education.
4. Curricular planning and approval for professional certification of teachers.
5. Curricular planning and approval for meeting the requirements for pre-professional certification.
6. Planning, appraising, and approving professional on-the-job training programs for veterans, and professional schools for veterans.
7. Appraising and licensing correspondence schools located in New Jersey, and licensing agents of correspondence schools who solicit enrollment in New Jersey.

The tabulation which follows shows, by institutional groups, the numbers of full-time and part-time students enrolled during the 1953-54 school year in higher educational institutions approved by the New Jersey State Board of Education. Members of the staff of the Division of Higher Education, in

Type of Institution	*Number of Institutions*	*Enrollment 1953-54*		
		Full-time	*Part-time*	*Total*
Institute for Advanced Study	1	100		100
Universities	4	11,704	10,040	21,744
Liberal Arts Colleges	10	5,356	2,666	8,022
State Teachers Colleges	6	3,784	2,709	6,493
Professional and Technological Colleges	8	3,819	3,849	7,668
Junior Colleges	10	1,188	1,002	2,190
Sub-total: Colleges and Universities	39	25,951	20,266	46,217
Art Schools	3	186	115	301
Bible Institutes	3	77		77
Business Schools	16	551	788	1,339
Language Schools	1		266	266
Music Schools	4		324	324
Sub-total: Professional Schools	27	814	1,493	2,307
Grand Total	66	26,765	21,759*	48,524*

* In addition, some 789 students are enrolled in the two correspondence schools licensed by the State of New Jersey.

carrying out their assignments in planning, appraising and approving, deal directly with representatives of these 66 institutions.

During the 1953-54 academic year, members of the staff of the Division worked on the regularly recurring projects and undertook additional projects. Basically, all involved the impact of changes in student enrollments on New Jersey institutions of higher learning.

1. Determining the probable enrollment increases in New Jersey public schools during the forthcoming decade.
2. Estimating the additional number of teachers needed to instruct the boys and girls who will be enrolled in the public schools of the State.
3. Developing plans for recruiting adequately trained new teachers, and upgrading to full standard certification all teachers currently in service.
4. Planning continuously with college officials, architects, and builders for the enlargement and modernization of the six New Jersey State Teachers Colleges.
5. Organizing committees to analyze the curricular offerings in the State teachers colleges and to recommend improvements.
6. Encouraging all New Jersey college officials to prepare for an unprecedented increase in college enrollments within the next ten years.

Research concerning probable pupil enrollments in the public schools and the resultant demand for teachers was the first essential. Such research showed that *pupil enrollments in grades K-12 of the New Jersey public schools will undoubtedly exceed one million by 1960,* and that an average of *at least 3000 teachers will be needed each year* in order to provide for increasing enrollments and to permit replacement of teachers leaving the profession. There is general agreement that this estimated demand for teachers is conservative, and that satisfying it will meet only the minimum needs of the State.

Recruiting and Upgrading Teachers

During the 1953-54 academic year, the Division of Higher Education gave active support to at least seven programs intended to add directly to the supply of qualified teachers for New Jersey public school districts.

1. Representatives of the six New Jersey State Teachers Colleges have worked cooperatively with local superintendents of schools in establishing a statewide program of teacher recruitment. One measure of the effectiveness of this campaign may be found in year-end college reports that show increased numbers of applicants for the freshman 1954 class. Local superintendents who cooperate in recruitment activities are almost certain to increase their potential supply of teachers. Research shows that New Jersey State Teachers College graduates tend to return to the general home area to accept initial teaching positions.
2. The State Teachers Colleges at Montclair and Trenton have, for the last several years, encouraged their secondary education majors in English, history, mathematics, and science to take, as electives, courses that will enable them to qualify for minimum certification to teach in the elementary grades. Graduates so qualified may teach in the elementary grades while the shortage is at that level, and then accept high school teaching positions when enrollment crests reach the secondary grades.
3. An agreement between Rutgers University, the State University of New Jersey, and the State Teachers College at Newark, makes it possible for selected students from the University to study at Newark during the third college year. While there, they will complete the courses prerequisite to certification as elementary teachers. Thereafter, they will return to the University for the fourth college year and graduation. If this program is successful during the 1954-55 college year, other institutions may be encouraged to participate.

4. The State Board of Education recently authorized the teachers colleges to accept from other colleges transfer students who wish to complete requirements for standard elementary certification. The new rules will facilitate such transfers.
5. The State Board has also authorized additional private liberal arts colleges to offer curriculums for the education of elementary teachers. Although only a few graduated from these curriculums in June 1954, it is believed that future graduates may add appreciably to New Jersey's supply of qualified teachers.
6. Five of the New Jersey State Teachers Colleges have established special summer programs intended to qualify liberal arts college graduates for provisional elementary certification. After completing summer seminar courses, they can begin teaching in September. While teaching, they will be able to complete requirements for full standard certification by enrolling in part time and extension courses.
7. During the summer session of 1954, the State teachers college have been authorized to grant scholarships to qualified prospective teachers. It is anticipated that the funds available to the colleges will enable them to recruit at least 100 outstanding liberal arts graduates who would not otherwise be available for training as teachers.

Another activity to which the Division of Higher Education has given its full support is that of encouraging the upgrading of in-service teachers. Most of its efforts have been directed into two channels.

1. The Division has obtained full cooperation from county and local school administrators in encouraging teachers with substandard certificates to enroll in part-time and extension courses. It has specifically urged college officials to offer in-service teachers extension courses based on their demonstrated needs.
2. Members of the Division are working closely with school officials in planning a statewide upgrading program. One aim of this program will be to make certain that courses for in-service teachers will be offered in all sections of New Jersey and at hours convenient for the teachers. It is expected that the number of off-campus extension centers located throughout the State will increase sharply at the beginning of the 1954-55 school year, and that teachers will find courses offered closer to home than ever before.

Expanding the State Teachers Colleges

Another New Jersey program in higher education is linked closely to efforts to recruit additional teachers and upgrade those already in service. This is the State teachers college construction program of 15 million dollars approved by voters of the State in 1951 and authorized by the Legislature in 1952. Its basic purposes are to expand physical facilities on the campuses of the six colleges enough that enrollments can be increased by approximately 40 per cent and to make those facilities attractive enough so that they will serve as a positive factor in recruiting well qualified young men and women as teachers.

The following carefully planned facilities are under construction:

GLASSBORO STATE TEACHERS COLLEGE: a laboratory school, a library, a dormitory for men, a dormitory for women, and a food service building.

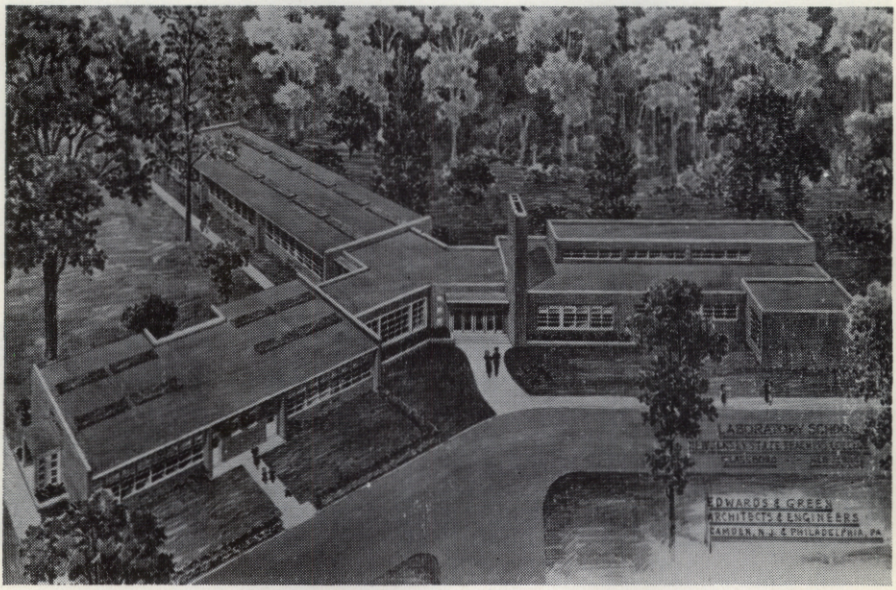
JERSEY CITY STATE TEACHERS COLLEGE: an addition to the college library, a new physical education building, and conversion of the existing gymnasium to classrooms.

MONTCLAIR STATE TEACHERS COLLEGE: a classroom and laboratory building; a physical education building; two dormitories; a combination auditorium-food service-student life building; and remodeling the present administration building to provide additional library space, classrooms, and offices.

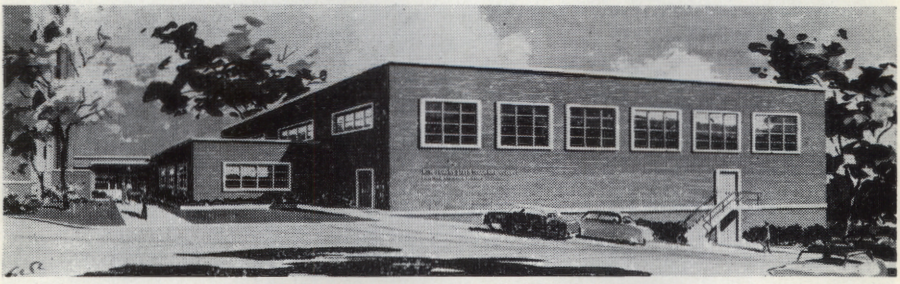
PATERSON STATE TEACHERS COLLEGE: a new library with related classrooms, a physical education building, an addition to the existing food service building, and alterations to the present library-administration building.

TRENTON STATE TEACHERS COLLEGE: a dormitory for women, a food service building, and conversion of the existing heating plant.

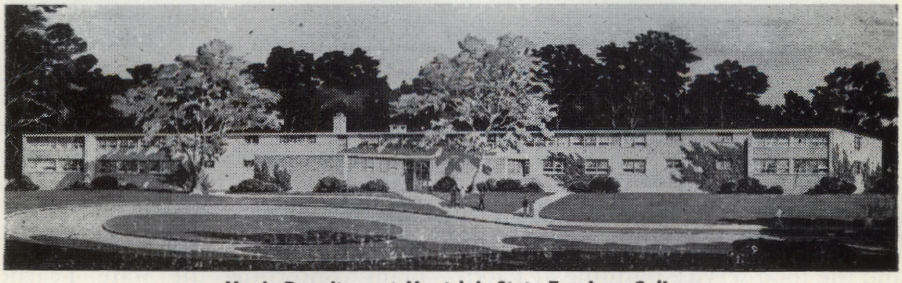
Pictures of some of these facilities which are completed or nearing completion, follow.



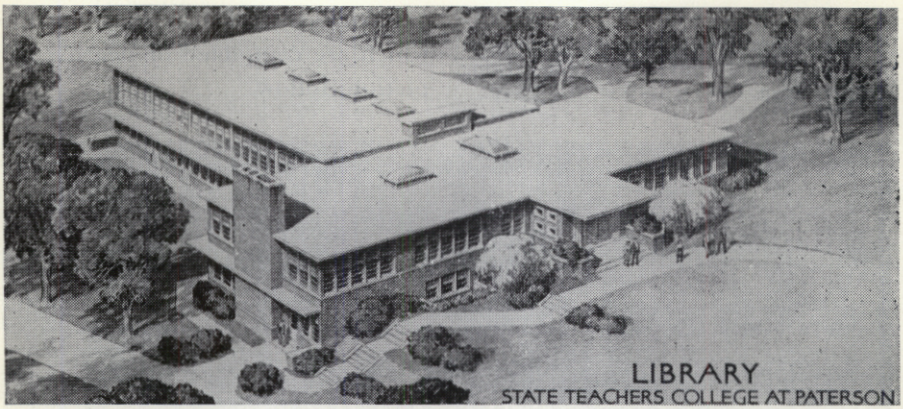
The New Demonstration School at Glassboro State Teachers College.



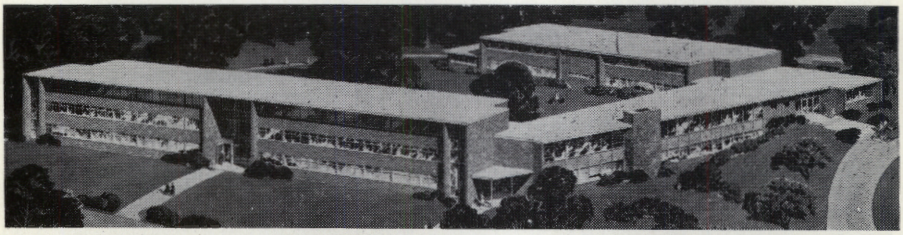
Gymnasium at Jersey City State Teachers College.



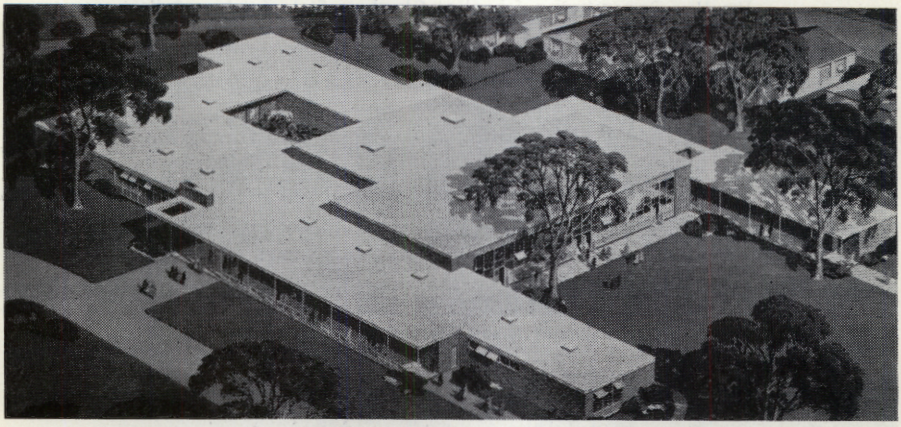
Men's Dormitory at Montclair State Teachers College.



Library at Paterson State Teachers College.



Women's Dormitory at Trenton State Teachers College.



Food Service Building at Trenton State Teachers College.

It is anticipated that three of the projects listed above will be ready for use at the beginning of the 1954-55 academic year: the laboratory school at Glassboro, the library at Jersey City, and the food service building at Paterson. More buildings will be completed during the college year. It is expected that nearly all will be in service sometime during 1955-56.

Special attention is being given to plans concerning the State Teachers

College at Newark. Because of limitations of its present site, the college will be relocated on a new, 120 acre campus situated between the cities of Union and Elizabeth. The purchase of the new site has been completed. Architects have already made schematic drawings for State Board use in planning. From these plans will develop a completely new college.

Modernizing Teacher Training Curriculums

At the same time that the physical facilities in the State teachers colleges are being expanded and modernized, there are parallel changes being made in the curricular offerings of the colleges. Faculty committees, Department of Education officials, professional consultants, and lay advisors are carefully studying existing curriculums. Basic objectives of these groups are to determine what changes are needed, to revise curriculums accordingly, and to implement the adoption of the revised curriculums.

Spearheading this drive is a Curriculum Commission consisting of the following members: an elected faculty representative from each State teachers college, the President and Dean of each State teachers college, the President of the New Jersey State Teachers College Faculty Association, the Assistant Commissioner in Charge of Higher Education, and the Commissioner of Education. Functions of the Commission are:

1. To serve as a steering committee.
2. To receive, evaluate, and coordinate the recommendations of sub-committees.
3. To formulate and present curriculum proposals to an advisory council.
4. To reformulate and make curricular recommendations to the Commissioner of Education.

In its deliberations, the Commission has the advice and cooperation of the following.

Advisory Council: The function of this Council is to evaluate proposals made by the Curriculum Commission and to suggest to the Commission wherein they are strong and weak. Members of the Council are representatives of lay and professional groups.

Committee on General Education: The function of this Committee is to recommend the basic program in arts, science, and philosophy that should be completed by *every* professional person. Two faculty-elected members from each State teachers college and a Dean and President (not each from the same college) comprise this Committee.

Committee on Basic Professional Education: The function of this Committee is to recommend the basic professional program that should be completed by *every teacher*. Committee membership parallels that of the Committee on General Education.

Specialization Committees: These Committees (one for each field of Teacher Certification) are charged with recommending the subject matter and professional courses to be required in preparation for assignment to a specialized field of teaching. A close cooperative relationship is being maintained between these Committees and the Committees for General and Basic Professional Education.

During the 1953-54 academic year, the groups described have developed their organizational patterns, and have achieved three results. They have agreed on definitions of basic terms. They have formulated tenative lists of objectives in general and basic professional education. They have made steady progress in the development of total curriculum patterns.

Impending Demand for Higher Education

Within the next decade it is anticipated that demands on the post-secondary institutions of New Jersey will be increased greatly. Such institutions will be expected to enroll increasingly

larger numbers of young men and young women. They will be called on to continue all existing curriculums and to add others. They will be asked to sponsor a wide variety of community services.

These increased demands on the higher educational institutions of the State will be the direct result of two phenomena—the increased numbers of births during the early 1940's and since the end of World War II, and a steadily increasing popular demand for higher education. As a result of the first, we can soon expect to find a sharp increase in the number of New Jersey youth who are of college age. As a result of the second, we can expect that a larger proportion of the State's college youth will demand opportunities in higher education. Either factor, in itself, could pose serious problems for the post-secondary institutions of New Jersey. Combined they constitute a problem in long range planning that is of grave concern to farsighted college officials.

The changes in the number of children born annually in New Jersey may be summarized briefly as follows.

1. During the 1930's, the number of annual births in the State averaged approximately 58,000 per year.
2. During the first half of the 1940's, they rose to an average of 73,000, and again increased to approximately 95,000 during the second half of that decade.
3. During the first four years of the present decade, annual births have averaged more than 106,000 annually.
4. Advance reports for 1954 indicate that births for that year will probably exceed the all-time high of 112,500 reached a year earlier.

The children born during the early 1940's are now enrolled in the junior high school grades. Those born during the latter half of that decade are in the primary grades. Their advent on the school scene has created the current problems of elementary and junior high school staffing and housing with which most educators are thoroughly familiar.

Within the next two or three years, the first group of war babies will be of high school age. Four years later, they will be of college age. Even if high school graduates six or seven years hence attend college only in the same proportion as do graduates today, the colleges of New Jersey must be prepared at that time to enroll greatly increased numbers of students.

Further, New Jersey colleges must be prepared to face the problems of continuing high enrollments as successive waves of children move through the elementary grades, into the high schools and emerge as potential enrollees in post-secondary institutions. The long term nature of this demand is simply demonstrated by noting that the children born during 1942 will enter college about 1960 or 1961. The bumper crop of babies born in 1954 will not graduate from college until approximately 1976 or 1977.

The problem of an increased college-age population is not the only one facing the colleges of the State. It is also highly probable that a correspondingly greater proportion of that population will demand the benefits of some form of post-secondary training, Some factors supporting this viewpoint follow.

1. Higher education is becoming increasingly popular. Most parents who attended college wish to provide similar educational opportunities for their children. Those who did not attend college hope to give their children the opportunities they were denied.
2. As the total population of the State increases, there will be a corresponding de-

mand for increased numbers of such professional workers as engineers, doctors, dentists, teachers, lawyers, and nurses. The colleges and universities will be called on to provide the professional training pre-requisite to the licensing of such persons.

3. There is currently a tendency for pre-professional training programs to increase in length. One or two years of college training frequently becomes pre-requisite where only high school graduation was required previously. Within recent years, the pre-professional training of lawyers and accountants has been lengthened by law. Many applicants to schools of nursing are finding that preference is given to those who have completed some college training.
4. New Jersey is continually becoming more highly industrialized. As its industries expand, there will be increasing need for technical workers—workers who need less formal preparation than professional personnel, but far more than the usual unskilled or semi-skilled worker. It is highly probable that many post-secondary schools and colleges will be asked to offer courses designed specifically for the pre-training or in-service training of technicians or semi-professional workers in such occupational fields as accountancy, chemistry, traffic management, or medical technology.
5. Many colleges report that there have been increased demands for graduate programs since the end of World War II. It is anticipated that such demands will continue at a high level as professional standards are raised and as salary levels in some occupations tend to become more and more closely related to educational levels.
6. A recent study from the United States Office of Education shows that New Jersey ranks highest among the States in the percentage of residents who attend colleges in other states. Just as New Jersey post-secondary institutions are faced with impending demands for new and expanded services, similar institutions in other states are faced with like demands. *It is therefore possible that a few years from now New Jersey residents seeking to enroll in out-of-state colleges will find that preference will be given residents of the states in which such colleges are located.* Such circumstances, not greatly different except in degree, from those immediately following World War II, would further sharply increase the training demands on New Jersey institutions.

In view of the impending demand for higher education, it is imperative that officials of New Jersey colleges and universities analyze the needs of their institutions. Many campus buildings are in need of expansion, extensive repairs, or even replacement. In some cases, these needs have existed over a period of years, but action has been delayed because finances were at a low ebb during the depression years; because construction materials were unavailable during the war years; and because the post-war problems created by high veteran enrollments were solved by the addition of temporary facilities which are no longer usable.

Positive action is needed now. Additional classrooms must be constructed and new laboratories built and equipped. Library facilities of all kinds must be expanded. Dormitories will be needed to house students who wish to live on campus; student centers will be needed for those who commute. Food service buildings with greater capacities are a necessity. Gymnasiums and related athletic facilities must be increased in size and number.

As increasing numbers of young men and women enroll in our colleges, there must be a growth of college programs parallel to the growth in physical facilities. Existing curriculums must be reviewed continuously and revised as need is demonstrated. New curriculums must be added as need for them is demonstrated. Ways must be devised to improve articulation between secondary schools and colleges. Better guidance programs must be developed.

Serious consideration must be given to the expansion of college-community services.

In brief, New Jersey colleges are faced with a challenge similar to that which they faced at the end of World War II. Enrollments will increase rapidly. Demands for college services will be multiplied. This time, however, they are forewarned. Careful, farsighted planning today can mean new prestige for New Jersey institutions of higher learning, and can result in highly satisfactory college experiences for thousands of New Jersey youth, and the resultant benefits to all phases of our economic and social life in this state.

Division of Vocational Education

Impact of Increasing Enrollments

THERE has been a phenomenal growth in elementary enrollments throughout our State. This will soon be reflected in the secondary schools. The Vocational Division needs to make a survey of our State in order to determine:

a. Our present facilities in vocational education and their ability to meet present needs; possible future needs.
b. Areas of our State which may require vocational programs.
c. Effect of possible expansion of vocational education upon:
   (1) State and Federal aid.
   (2) Teacher recruitment, training, and supply.
   (3) Supply of qualified local administrators and supervisors.
   (4) Curricula
   (5) Services rendered by Vocational Division to local systems.

The development of a survey outline and technique will enable the Vocational Division to produce an adequate survey to determine local vocational educational needs quickly and efficiently. Our present method of surveying a community or area, while good, takes too long and is so cumbersome that it discourages those who were initially interested in promoting a local program of vocational education. The Vocational Division should be able to provide not only the survey, but also immediate and efficient aid to facilitate local administrative and supervisory organization, curricula, scheduling, teachers—skilled related and general—should the local system desire such assistance.

Informational Booklet Needed

New Jersey needs an attractive booklet which would provide data for general educators and the lay public concerning such information as:

a. What is vocational education?
b. What does it cost?
c. Where do funds come from?
d. How are State and Federal funds distributed?
e. Types of organization, county, city, Type A, Type B, etc.—advantages and disadvantages of each.
f. How to proceed to institute a vocational program.
g. Industrial arts and vocational education compared as to aims and objectives.
h. Who should attend a vocational school?
i. Services rendered by a vocational program—day, evening, apprentice, etc.

j. Services which may be rendered by the State Department of Education.

Agricultural Education

The major task of the vocational agricultural program is to provide instruction in approved farm practices for present and prospective farmers in the community in which they live. Social and economic trends in addition to the urbanization of farming areas tend to make the problems of the farmer more and more acute. To cope with these problems, the present farmer and the potential future farmer must have ample scientific knowledge, sound judgment, ability to meet and solve labor problems, good business ability, and mechanical skill essential to operate, maintain, and improve his farm machinery and equipment.

The net enrollment in the State during 1953-1954 amounted to 2068. This included 1691 all-day pupils in 36 high schools, 61 day-unit pupils in two schools, 29 pupils in two vocational schools, 98 young farmers in five centers, and 189 adult farmers in nine centers. The veteran enrollment under P.L. 346 decreased from 110 in 7 centers at the beginning of the year to 35 in 3 centers at the end of the year.

The following research is being carried on in cooperation with State supervisors of vocational agriculture in the North Atlantic Region:

1. "Why Vocational Agriculture Teachers Leave the Profession." This five year study will be summarized during the next year.
2. "Technical Skills Needed by Beginning Teachers of Agriculture." Each year the skills for additional enterprises are added.
3. "The Training of Critic Teachers." This study has reached the stage of evaluating the follow up or performance on the job of the teacher.
4. "What vocational agriculture records and reports should be collected, summarized, and maintained in State offices?" A brochure of forms suggesting methods of securing and summarizing essential records and reports was prepared and distributed to all states in the North Atlantic Region. A member of the staff served on this committee.
5. "Gathering data on vocational agriculture facilities and materials of instruction." This is a continuing program of which a member of the staff has been made chairman.
6. "A study of the factors affecting the holding power of vocational agriculture in the North Atlantic Region." This study was started two years ago and a member of the staff was made chairman of the committee to continue the study for another year.

Distributive Occupations

On May 31, 1954, Lloyd H. Jacobs, State Supervisor of Distributive Occupations, died after a short period of illness. With his passing, New Jersey lost a most professional and indefatigible worker, whose every interest was in the improvement and development of education in the retailing and wholesaling fields.

Approximately 230 students were enrolled in the cooperative part-time distributive education program during the school year. More than 50% of the students were boys. The distributive education students earned nearly $147,000 which compares favorably with the record earnings reported last year. Earning while learning adds much to the richness of the educational experiences of students and enhances the meaningfulness of economic, social, and civic living. Many of the students paid income tax and they also learned from first-hand experience their rights and responsibilities in such areas as social security and unemployment insurance. The experience of

meeting the requirements of the business world and getting along with others contributes materially to the preparation of co-operative students in the preparation for their life work. Seventeen training programs for adults engaged in distributive occupations were conducted throughout the State. These programs featured the development of "Courtesy Conferences." The local chambers of commerce evaluated the effects of the instruction by visiting and observing store-customer relations.

Home Economics— Vocational and General

One of the most important aspects of education on the secondary level is in the area of home economics. As educators we are more sure that the students we are training will be parents than we are sure that they will be doctors, teachers, machinists or beauticians. The importance of providing our high school youth with a sound foundation of home and family skills cannot be overemphasized. The home is a basic element of democracy. It is vital to our social and economic security: to the preservation of our way of life.

Two thousand two hundred and one boys and girls received vocational home economic training and 96,010 boys and girls participated in general home economics training.

In addition, 2,124 adults received home and family training in evening programs conducted in various centers throughout New Jersey.

Industrial Arts

In this era of "Do it yourself Kits," shorter work weeks, and improved pension plans, the importance of industrial arts education on the secondary and adult levels becomes increasingly important. No longer can the high school graduate feel that he has a well-rounded education without having

Summary of Enrollments in Vocational Classes by Type of Class, by Field of Vocational Education and by Sex.

	Totals	Evening	Extension	Cooperative	Day Unit	All Day
Grand Total						
Total	23,936	10,206	3,772	259	61	9,638
Male	18,400	7,503	3,730	160	61	6,946
Female	5,536	2,703	42	99	0	2,692
Agriculture						
Male	2,068	189	98	..	61	1,720
Distributive Occupations						
Total	562	284	51	227	..	..
Male	213	76	9	128	..	..
Female	349	208	42	99	..	..
Home Economics						
Total	4,325	2,124	..	..	..	2,201
Male	1,094	319	..	..	..	775
Female	3,231	1,805	..	..	..	1,426
Trades & Industry						
Total	16,981	7,609	3,623	32	..	5,717
Male	15,025	6,919	3,623	32	..	4,451
Female	1,956	690	0	0	..	1,266

learned to use hand tools and home craftsman type power driven equipment. Not only does such education provide occupational information for personal guidance, marketable skills in the semi-skilled labor market, but also a possible avocational interest which can be continued through adult life.

Our programs of industrial arts education recognize these educational goals and approximately 108,815 boys and girls received such instruction.

Trade and Industrial Education

The wealth of a nation is in its people. However, the people have to be educated in various professions and skills in order that they may utilize their abilities and the natural resources of their country to the fullest. We are a great productive nation largely because we, as a people, were given the privilege of individual initiative and freedom of choice as to what kind of work we would pursue. We early recognized the importance of training—training not only in the skills of a trade, but also in the related technical areas and the human relations fields.

During the school year 1953-1954, the vocational high schools of our State trained 11,264 adults in programs specially designed to up-grade them on their present job or to impart new skills and technical knowledge. In addition, 5,717 youth of secondary school age were enrolled in trade preparatory courses.

There are some sections in our State where young people and adults do not have the opportunities to receive vocational training in the trades and industrial fields. Surveys will be made to determine how best such vocational training can be expanded to remove these educational inequities.

Division of Adult Education

Impact of Pupil Population Changes in New Jersey Public Schools on the Work of the Division of Adult Education for the Year Ending June 30, 1954

THE INCREASING enrollments in our elementary and secondary schools in New Jersey and the resultant shortages in school building facilities and faculty have provoked a participation in adult educational activities on the part of educational leaders, professional and lay, that has been unprecedented. The need for exploring and using all avenues available to bring the problems and the situations our schools face before the people so that they may have the necessary interest and information to obtain appropriate community and state support, is a top priority concern.

The efforts of school administrators and boards of education have taken many directions and included many activities such as the extended use of mass media such as newspapers, radio and television, school publications, organization and participation in the programs and discussion groups of community councils, and a great many

types of civic organizations, extending the use of the schools through visiting days, special programs, provision of classes, institutes, talks, demonstrations for the out-of-school youth and adults in the community, and a more extended personal participation of the school staff in the community organizations and projects.

What impacts has this situation made on the work and program of the Division of Adult Education during the past year and in recent years? It has resulted in:

1. A steady growth of the number of school systems that are extending the use of their facilities and helping to provide leadership for community adult education programs. The members of the Division have been called in to consult with school administrators and community leaders who were organizing their programs or who desired assistance in the continuity and improvement of their programs. During the year ending June 30, 1954, 56,193 out-of-school youth and adults in New Jersey attended courses in the community adult education programs in 93 communities in the State. This attendance represents an increase in enrollments of 9,465 persons over the preceding year. The number of communities that reported adult education programs for the previous year was 90.
2. Frequent participation and assistance rendered to school administrators and community organizational leaders who desired to make use of the knowledge and skills of the director and his assistant in such areas as discussion group leadership, conference and institute planning, evaluation, analysis and survey techniques, as well as curriculum development. Among the organizations that have utilized the services of the Division are the New Jersey Civil Defense organization, the Cooperative Project in Educational Administration, the Parent-Teacher Association, and various professional educational groups allied with the New Jersey Education Association. A great deal of the time of the Director of the Division has, during the past year, been devoted to work with County Superintendents' Round Tables (Superintendents' groups) on problems relating to the inservice training of teachers and maintenance of professional standards.
3. Continuing study on the part of the members of the Division with adult educational, educational and civic leaders on the proper role and contributions of adult educational service as a part of the total educational program. This study has been conducted formally and informally through personal conference, meetings and conferences. Among the questions that have arisen are:
   (a) What services can the community adult education program provide to out-of-school- youth and adults that will meet their needs and supplement the educational opportunities they may have had in high school? This relates to the thousands of students who have dropped out of school before completing high school as well as those who graduated.
   (b) What is the nature of the community public affairs program that can be provided in the continued adult educational program that will help adults to understand the problems that the schools are facing today and will face tomorrow?
   (c) How can a type of program in home and family education be provided so that the educational program of the school will be effectively coordinated with the home situation?
   (d) How can the continuing programs of citizenship education in the adult education services best be organized and promoted so that the money and efforts expended on childhood education will pay dividends in adult understanding and appropriate participation in civic affairs?
4. An increased emphasis and effort placed upon the training of community adult education directors who will have the needed knowledge and skills for maximum development of adult education programs for the benefit of the total education programs. Considerable time has been given by the Director of the Division and his assistant in the organization

and conduct of leadership training meetings and conferences. These include monthly workshops held in North and South Jersey from January to May inclusive, fall three-day institutes and the spring conference conducted in cooperation with the New Jersey Association for Adult Education.

General Adult Education Classes and Adult Schools Increase in Attendance

Forty six thousand six hundred and thirty-five out-of-school youth and adults attended these schools and classes which were conducted in 87 schools in 83 communities during the past school year. The attendance showed an increase of 6,492 persons over the previous year. Table I indicates the steady growth in the number of schools and the attendance during the past nine years of the post-war period. The number of schools conducted has more than tripled and the numbers of persons attending has increased about four times. Table II gives the location of the schools under the heading of general program and the enrollments.

TABLE I

Enrollments in New Jersey General Community Adult Schools 1945 - 1954

Year	Number of Schools	Enrollment
1945-46	26	11,731
1946-47	48	23,354
1947-48	58	32,092
1948-49	71	33,991
1949-50	83	36,796
1950-51	74	32,941
1951-52	70	37,387
1952-53	82	40,143
1953-54	83	46,635

TABLE II

Enrollments in New Jersey Community Adult Programs, 1953-1954

Community	County	General Program	Citizenship Classes	High School Equivalency	Total Enrollment
Asbury Park	Monmouth	..	35	..	35
Atlantic City	Atlantic	707	99	51	857
Bayonne	Hudson	907	149	..	1,056
Boonton	Morris	..	50	..	50
Bound Brook	Somerset	366	18	..	384
Bridgeton	Cumberland	190	..	..	190
Burlington	Burlington	166	..	..	166
Butler	Morris	218	..	..	218
Camden	Camden	362	155	825	1,342
Carteret	Middlesex	293	18	..	311
Clark	Union	285	..	..	285
Clifton	Passaic	900	85	166	1,151
Collingswood	Camden	137	..	..	137
Cranford	Union	1,133	..	..	1,133
Dover	Morris	..	30	..	30
Dunellen	Middlesex	203	..	..	203
East Orange	Essex	1,046	33	..	1,079
Elizabeth	Union	1,806	296	258	2,360
Englewood	Bergen	687	24	..	711
Fair Lawn	Bergen	642	64	..	706
Flemington	Hunterdon	169	24	..	193
Garfield	Bergen	110	69	..	179
Glen Rock	Bergen	263	..	..	263
Hackensack	Bergen	139	375	292	806

Community	County	General Program	Citizenship Classes	High School Equivalency	Total Enrollment
Haddon Township	Camden	187	..	..	187
Hasbrouck Heights	Bergen	147	..	..	147
Hightstown	Mercer	38	13	..	51
Hillsdale	Bergen	125	..	..	125
Hoboken	Hudson	..	308	..	308
Hoboken (Indus.)	Hudson	442	..	..	442
Irvington	Essex	928	135	..	1,063
Jamesburg	Middlesex	38	..	..	38
Jersey City	Hudson	316	406	..	722
Kearny	Hudson	393	89	..	482
Lakewood	Ocean	70	65	..	135
Leonia	Bergen	569	..	..	569
Livingston	Essex	426	..	..	426
Lodi	Bergen	..	51	..	51
Long Branch	Monmouth	121	.	43	164
Lyndhurst	Bergen	394	80	..	474
Madison-Chatham	Morris	1,152	10	..	1,162
Millburn	Essex	315	..	..	315
Millville	Cumberland	..	18	..	18
Montclair	Essex	3,740	140	..	3,880
Morris Hills Reg.	Morris	371	..	..	371
Morristown	Morris	1,475	39	66	1,580
Netcong	Morris	105	..	..	105
Newark (City)	Essex	..	1,059	..	1,059
" (North Newark)	Essex	932	..	..	932
" (West Side)	Essex	924	34	..	958
" (Weequahic)	Essex	2,118	33	..	2,151
" (Y.M.-Y.W.C.A.)	Essex	303	18	..	321
New Brunswick	Middlesex	260	199	115	574
Newton	Sussex	106	13	..	119
North Arlington	Bergen	247	..	..	247
North Bergen	Hudson	305	82	..	387
North Plainfield	Somerset	518	..	..	518
Nutley	Essex	852	9	..	861
Oakland	Bergen	42	..	..	42
Ocean City	Cape May	72	..	..	72
Orange (Y.M.C.A.)	Essex	..	180	..	180
Palmyra	Burlington	196	..	..	196
Passaic	Passaic	736	289	633	1,658
Paterson	Passaic	167	319	249	735
Pennington	Mercer	15	..	..	15
Perth Amboy	Middlesex	99	208	..	307
Phillipsburg	Warren	210	34	..	244
Plainfield	Union	797	68	..	865
Point Pleasant Beach	Ocean	289	5	..	294
Princeton	Mercer	810	..	..	810
Ramsey	Bergen	103	..	..	103
Red Bank	Monmouth	987	162	..	1,149
Ridgewood	Bergen	1,306	42	..	1,348
River Edge	Bergen	231	..	..	231
Riverside	Burlington	29	..	..	29
Roselle	Union	749	20	..	769
Seabrook	Cumberland	55	198	..	253

Community	County	General Program	Citizenship Classes	High School Equivalency	Total Enrollment
Somerdale	Camden	71	..	..	71
Somerville	Somerset	368	25	..	393
South Orange-Maplewood	Essex	3,263	53	..	3,316
South River	Middlesex	..	39	..	39
Teaneck	Bergen	580	..	..	580
Tenafly	Bergen	1,341	6	..	1,347
Toms River	Ocean	147	87	..	234
Trenton	Mercer	1,501	347	..	1,848
Union City	Hudson	..	136	..	136
Verona	Essex	129	..	..	129
Vineland	Cumberland	330	69	..	399
Washington	Warren	292	3	..	295
Wayne Township	Passaic	75	..	..	75
Weehawken	Hudson	491	26	..	517
Westfield	Union	1,353	15	..	1,368
West New York	Hudson	529	149	..	678
Weymouth Township	Atlantic	..	25	..	25
Wildwood	Cape May	73	..	..	73
Woodbury	Gloucester	276	5	25	306
Woodstown	Salem	199	..	..	199
Wyckoff	Bergen	78	..	..	78
TOTALS		46,635	6,835	2,723	56,193

TABLE III

Distribution of Enrollments by Classifications New Jersey Community Adult Education Programs 1952-1953 and 1953-1954

Classification	1952-1953 Classes	1952-1953 Enrollments	1953-1954 Classes	1953-1954 Enrollments	Increase or Decrease 1953-1954
Academic Education	95	1,480	158	2,711	1,231*
Naturalization and Citizenship	196	6,585	257	6,835	250*
Business and Technical	478	10,235	606	12,092	1,857*
Civic and Public Affairs	46	1,377	31	1,450	73*
Homemaking and Parent Education	201	4,477	239	5,123	646*
English and Literature	108	2,356	151	3,005	649*
Foreign Languages	91	1,454	143	2,020	566*
Group Relations and Leadership Training	58	1,621	50	1,094	527†
Health, Safety and Physical Education	109	1,533	155	2,601	1,068*
Music and Drama	74	1,560	71	1,356	204†
Arts and Crafts	255	4,422	313	5,419	997*
Avocational	330	9,294	426	12,367	3,073*
Public Forums	4	334	2	120	214†
TOTALS	2,045	46,728	2,602	56,193	9,465*

* Indicates Increase, † Decrease.

Increases in Most Areas of Adult Education Service Indicated

Table III gives the enrollments in various study areas in New Jersey's community adult education programs. The groups that showed the largest attendance were avocational interests (12,367), business and technical subjects (12,092), naturalization and citizenship classes (6,835), and homemaking and parent education (5,123). The greatest increases in enrollments over the past year were in avocational interests (3,073), business and technical subjects (1,857), academic education, and health, safety, and physical education (1,068).

By far the greatest number of classes conducted (606 of the total number 2,602) were in business and technical subjects. Academic education classes increased by 50% from 95 to 158, and the number of naturalization and citizenship classes showed a 25% growth from 196 to 257.

The difficulty in classification of subjects by classes must be mentioned. One person's avocational interest may be another person's vocational concern. For example, many students attend photography groups which are listed as avocational, with a vital vocational concern, since the knowledge and skills gained may be most useful in their everyday business.

Naturalization and Citizenship Classes Provided in 62 New Jersey Communities

Table II indicates the communities holding such classes, the number of classes conducted, and the enrollments. A total of 6,835 foreign born adults were enrolled in such classes during the past year. This represented an increase of 250 students and 61 classes over the previous year. These people attended classes for three reasons: (1) to improve their abilities to read, write, and speak the English language; (2) to prepare for United States Citizenship; (3) to learn about our American history, ideals, and customs so that they might get along satisfactorily with others in business, home, family, and community relationships.

Residence and Native Countries of Aliens in New Jersey

According to the Immigration and Naturalization Service of the United States Department of Justice report, there were a total of 128,668 aliens residing in New Jersey during 1953; 17,933 of this number lived in the smaller communities with under 2,500 inhabitants; 67,397 lived in communities with a population between 2,500 and 100,000; 42,608 lived in the six largest cities (over 100,000 population) of New Jersey, Camden, Elizabeth, Jersey City, Newark, Paterson, and Trenton.

In other words about a third of the immigrant aliens have settled in our six largest industrial cities. Less than a seventh have settled in our smallest communities.

Italy has contributed the largest number of immigrant aliens to New Jersey, 22,246 of the total 128,668 or about a sixth. Poland is next with 21,391 or one fifth. Great Britain (13,334) and Germany (12,807) each contributed approximately a tenth. The U.S.S.R. sent 8,717 and Canada 4,284. Only 206 were from Mexico and 45,683 were from all other nations.

Work with Resettlement Project and Puerto Ricans

A start has been made in this area by the New Jersey Resettlement Proj-

ect which was initiated by the East European Fund as a six-months experiment. The New Jersey Resettlement Project has worked in a number of communities in our State and has set up local committees that have made great strides in helping these people become functional citizens in their communities. Unfortunately, the six-months period for this experiment has expired, and unless some organization or governmental agency will step in and continue this excellent work, we will revert to the same position we were in before it was inaugurated.

Running parallel with this problem and of equal importance to the citizens of New Jersey is the one of increasing numbers of Puerto Ricans in our communities. It is impossible to include the Puerto Rican in the same category as our immigrants from other lands. They are citizens of the United States and can enter and leave our country without control of the Immigration and Naturalization Service. This in itself presents a problem because it is difficult to know exactly how many are entering our State, or where they are living. It is not necessary for them to report change of address as it is with the alien. Although they are citizens, they speak a foreign language. It is difficult to enroll them in the regular English classes for the foreign born, because these classes are, to a large extent, geared to preparation for citizenship. The Puerto Rican is proud of his citizenship, and rightfully so, and objects to being included in such a group.

The local community organizations will have to play a major role in the initiation and planning of classes for the Puerto Rican if they are to meet the needs of this group.

The problem of integration of the Puerto Rican is important. The Puerto Rican comes from a country where education has not been developed to the extent that it has in most of the European countries, consequently he does not generally consider education as important to his well-being as does the average alien from Europe.

Division of the State Library, Archives, and History

Public and School Library Services Bureau

As THE result of the Bureau's relocation in a former parachute factory in South Trenton, the past year's work was performed with a greater degree of efficiency and comfort. Although the location of the building leaves much to be desired, the structure itself is entirely functional. The additional space provided for book-stacks and staff offices reduced the amount of staff strains and tension which had been evident in the quarters formerly

occupied in the State House Annex. It was apparent that the advance planning was a sound investment in staff time. A more efficient operation resulted from the new physical arrangements, and new equipment in the form of desks, shelves, book trucks, posture chairs and additional telephones were of great value, also. Many visitors to the Bureau remarked about the functional arrangements and one prominent library architect described them as a model of their kind.

The transfer to the new location provided an excellent opportunity to review existing work methods, including the catalog operations and the procedures involved in mailing books on inter-library loan. With the encouragement of the bureau head, the staff made a careful study of existing methods of receiving, cataloging and distributing books for shipment to libraries throughout the state. As a result, many significant improvements were made. This study and experimentation will be continued in the hope that the next year will bring further improvements.

The opening of a number of new public libraries and school libraries provided additional work for our consultants in the field. Each visit and conference with a board of trustees or school supervisor and librarian resulted in a request for additional books to supplement local collections. The increase in the amount of field work created a problem for the bureau head, who acted as both administrative head of the Bureau and as Public Library Consultant. There is an immediate need for an additional consultant to assist in making field visits to the public libraries of the state.

Library Development

One of the most encouraging events of the year was the progress made by the Library Development Committee of the State Library Association. As a result of more than fifty group meetings of librarians and trustees, a tentative master plan for improving public library services was developed. At the request of the committee, members of the bureau's staff served as consultants to each of its regional groups.

The publication of Parts I and II of the Fact Finding Surveys, *"Books for the People of New Jersey,"* revealed the substandard services prevailing in many of our public libraries. Comparative data on the quality of personnel, quantity of book-stock and financial resources demonstrated clearly why so many of our small public libraries were not effective instruments of popular education.

The Library Development Committee concluded that, if New Jersey is to have a generally good standard of library service, the state must supply financial aid. Three types of state aid were considered: (1) equalization; (2) per capita or across-the-board; and (3) incentive aid in the form of establishment grants to libraries combining into larger units of service.

This problem will soon be referred to a special eleven-member commission to be appointed by the Legislature and the Governor under the provisions of SJR 16. The announced purpose of this resolution is to study library conditions in New Jersey and to make long range recommendations leading to their improvement. It is hoped that the report of this study commission will result in some far-reaching changes in our existing county and municipal library structure.

Local Cooperation

It was encouraging to note that a number of neighboring communities had worked out cooperative schemes for providing library service. These included the contract between Princeton Township and Princeton Borough, the agreement between Prospect Park Borough and Paterson, and the contract for services between Cedar Grove and Montclair. An interesting experiment was also conducted in Essex County, where a number of libraries adopted an arrangement which permitted registered borrowers in any cooperating community to borrow books from any library within the system.

Increase in Circulation in Public Libraries

It was highly encouraging to note that the largest libraries in the state report that the circulation of books was on the increase after a decline of several years. While librarians were reluctant to point to any one factor as the cause for this increase, it was agreed that the initial impact of television had worn off and that young people in particular were returning to the library in increasing numbers. Apparently the repetitive nature of crime and comic programs had had its effect and many individuals were seeking more substantial forms of amusement for relaxation and enjoyment. The infinite variety of good books met the demands of those who were looking for solid intellectual fare, and it is believed that their numbers will continue to increase in the years ahead. It must be admitted, too, that many people who might not otherwise have come in contact with ideas in the realm of politics, science, and the arts were encouraged to learn more about the topic they had first become excited about through the medium of television. Television has thus been a useful device in introducing new readers to our public libraries.

Work with State Institutions

For a number of years the library has cooperated with the Department of Institutions and Agencies in an attempt to bring better library service to the State institutions. In the main, this assistance has been given under a matching fund arrangement. As originally set up, this plan applied only to correctional and penal institutions. In 1952, at the request of Commissioner Sanford Bates, it was extended to all the institutions and Glen Gardner, Marlboro, New Lisbon and Totowa came into the plan. In all, thirteen institutions received assistance under the plan. The total effect of the $2,500 (as carefully administered by the Bureau staff) demonstrated the effectiveness of state aid funds in stimulating interest in the development and use of libraries. Most of the institutions had spent very little money for books and had relied almost wholly on gifts to supplement existing book collections. For the first time, under this plan, some institutions received collections of books carefully selected by library experts who chose the materials with the specific needs of the patients or inmates in mind. Experience under this cooperative arrangement made it clear that a carefully planned library program under competent guidance and supervision is of enormous benefit to the inmates of the various State institutions.

Work with Schools

The increase in school enrollment and new school buildings brought more demands for consultative services

to school libraries. Thirty-two visits were made during the school year for the purpose of initiating and improving library service for children and young people in our public schools. In addition to this, the school library consultant reviewed plans for school libraries in the blue prints for new school buildings received by the State Department of Education.

Traveling Libraries

There was a decided increase in the demands for traveling libraries and ninety were sent out. This was twenty more than last year and 26 more than the year before. Each request received was for a larger number of books because of the increased number of children. This meant that at least 2600 more books were sent in traveling libraries this year than in 1951. Because the great increase in child population was in the 5 to 7 year-old group, there were many requests for books for children of those ages and because of the expensive illustrations commonly used in these books, they averaged $2.75 to $3.00 apiece. Even with a one-third discount, this meant that at least $5,000 was needed to fill these additional requests. During the past year less than $2000 was made available for juvenile books; $7,500 was needed if the requests for traveling libraries were to be adequately filled. During the coming year the number will have to be severely limited or a substantial increase in the budget must be made.

Traveling Exhibits

For the fourth year the traveling exhibits of new children's books were made available to schools and public libraries. Eight hundred and forty books were received from 35 publishers, the highest number received to date. Through this cooperative arrangement with the publishers, these exhibits were used by 39 schools, public libraries and state organizations, including the New Jersey Congress of Parents and Teachers and the State Grange exhibit. Many children, parents, teachers and librarians had an opportunity to see new children's books in this way. This service was particularly valuable in those rural areas which lack book stores or adequate public libraries.

American Heritage Program

The American Heritage program is a joint project of the New Jersey Library Association and the New Jersey State Library operating under a grant from the Ford Foundation. With the receipt of a $5,000 grant from the American Heritage fund of the American Library Association, the major task of the year became the promotion and establishment of library discussion groups throughout the state.

The program began with an orientation conference in New York in September, 1953, when the broad outlines of the program were brought to the attention of the program leaders. This was followed by another conference in Chicago in December for detailed reports on accomplishments, advice and suggestions. Twenty-one discussion groups were established throughout the state: one youth group, three film-centered groups, four topic-centered groups and 13 book-centered groups. It was a strenuous but satisfying year. The Bureau has yet to learn if another grant will be available next year to develop this program further in New Jersey.

Improvements in Lending Services

The transfer to the new quarters in the Switlik Building brought about the introduction of new routines designed to provide better and quicker service to our clientele. As a result of these improvements, it was possible to fill requests for books which were in stock the same day the request was received. The study of our work procedures will continue in the hope that every possible means of improving the lending services will be explored.

Legislative Reference and Research Service

During the year 1953-1954, the reference and research services rendered to individual legislators and to the standing and special joint study commissions and committees reached a new high. More members of the Senate and General Assembly requested aid than in any previous year; 16 of the 21 senators, 53 of the 60 assemblymen and 24 of the 30 first-year legislators made formal requests for reference and research assistance. Moreover, while the requests, as usual, ranged from simple inquiries requiring but a few minutes search to projects involving a month or more of intensive work, more requests involving extensive research were received than in any previous year. These requests included the collection and supply of materials and information; the digest of reports, laws and bills; the drafting of special committee reports; the arrangement of standing and special committee hearings and meetings; the preparation of speeches, press releases and arguments for and against legislative proposals; and the arrangement of an orientation session for new members of the Legislature.

It was felt that this increase in legislative requests was the result of (1) the Bureau's proven ability to handle the legislators' requests; (2) the staff members' attendance and availability at all sessions of the Legislature; (3) the Bureau's preparation and distribution among the legislators of request pads —these served to remind the senators and assemblymen of the Bureau's services and to facilitate the making of requests; and (4) the ability to complete requests more promptly.

It is of note that six legislative committees called on the Bureau for reference and research assistance. These services ranged from acting as secretary for the committees to drafting the committees' formal reports. The most extensive research was done for the joint Commission on Legislative Methods, Practices and Procedures. This included the preparation of a survey of the legislative assistance available to the Legislature of New Jersey and of the other states; a study of the majority-party caucus in the New Jersey Legislature, in other state legislatures and in the Congress; a digest of the 350-page reports of the New York Committee on Legislative Methods, Practices, Procedures and Expenditures; and a number of memoranda on other phases of the problem under consideration by the Commission.

Requests other than Legislative

In addition to the increased number of legislative requests, the usual number of requests for reference and research assistance was received from the various executive departments. There were also numerous demands for information from the Council of State Governments, state legislative reference agencies, and other organizations and individuals within and without the

state. During the past year certain types of inquiries made of the Attorney General relative to New Jersey law and the Legislative process were referred to the Bureau for reply.

Format for Answering Research Requests

During the year, the Bureau inaugurated the policy of answering all major requests in the form of general memoranda and depositing a copy of each of these memoranda in the reference library for use by all interested persons. Through these memoranda, subsequent similar requests were answered and since the source of the original request was not revealed, no confidence was violated. For example, a memorandum on the problem of reapportionment, originally prepared for the executive branch, served to answer several legislative requests on the same subject. Other memoranda, prepared originally for individual legislators, served to answer inquiries by other members of the legislative body. Several of these memoranda served as bases for research studies by other research groups in the state.

Docket of Research Requests

As a corollary to the above procedure, the Bureau inaugurated a docket upon which is recorded each request for research service. Each entry contains the subject of the inquiry, the name of the inquirer, the dates of receipt and completion and the form in which the inquiry was answered. Because of the increased number of requests received, it was felt that the maintenance of such a record was desirable both as a check on outstanding assignments and as a reference aid in answering future requests in the same or related fields.

In its study of ways to improve the legislative process in New Jersey, the joint legislative Commission on Methods, Practices and Procedures investigated in detail the research facilities available to the Legislature and began the preparation of recommendations leading to an expansion of those services. The State Library concurred in the belief that additional legislative research facilities were necessary and desirable, and, as a result, foresaw increased demands on the library's existing facilities.

Growth in Use of Law Library

Despite the pressures of work for the legislature and the executive agencies, there was also an increase in the use of the law library by the judicial branch. Justices and judges, their law clerks and secretarial staffs, the Governor's counsel and the Attorney General's staff members used the library on a daily basis. In a very real sense the law library came to be used by the law officers of the state as their workshop. A gratifying recognition of this was shown by the fact that this year a visit to the library was scheduled on the agenda of every distinguished visitor who came to study the workings of the New Jersey court system.

The increased use of the law collections caused by the widening recognition of the rich resources available in the law library created certain strains on the existing staff which was inadequate to meet all the demands that were made upon it. There were regretable delays in the completion of research memoranda for the judiciary, in the mailing of the court reports and in the distribution of the regular accessions list of new books. It is hoped that

the first condition will be improved in the coming year with the addition of a new assistant at the law desk.

New Jersey Documents

As the State Library is responsible for collecting and keeping official New Jersey documents, further steps were taken to insure their preservation in the reference collection. Firm rules were adopted governing the loan of this type of material and, when only one copy was available, it was ruled that it could not be removed from the library. To facilitate this rule, one copy of each document was worded "Depository Copy — Do not remove from the library." As a further step in its emphasis on its New Jersey collection, the reference staff started recataloging and regrouping all New Jersey periodicals so that they would be all filed in one place and, therefore, more readily accessible.

Pamphlet and Clippings Files

The reference library's collection of pamphlets and newspaper clippings on New Jersey was greatly expanded during the past year. This type of material is often of vital importance to state officers and its maintenance, therefore, is considered to be a prime function of the Library. Appropriate headings were assigned to the New Jersey and general information files and a catalog was prepared to facilitate the use of this material.

Weeding the Collection

Weeding the reference collection of non-essential materials was made imperative by the acute lack of space in both the reading room and the stacks. A vast amount of material in the fields of literature, geography, foreign history and others not of primary concern to a state library was discarded and valuable space recaptured. In some instances, unneeded books were exchanged for materials more appropriate to a governmental reference and research library.

Cataloging Unit

Perhaps the greatest advance of the past year was the improvement in cataloging procedures. The law and reference catalogs have long needed careful revision. Inadequate listings and, sometimes, a complete lack of listings of materials in the library have been a constant source of frustration. A good beginning was made in correcting these deficiencies. More than 1000 cross-reference cards were added to facilitate the location of related materials. In addition to this, many uncataloged materials of long standing were entered. At the same time, current works were cataloged promptly. Other cataloging changes were also initiated to make the library's catalog the effective tool it should be for its patrons and staff.

Archives and History Bureau

Among the most significant achievements of the past year were the passage of a new public records act, the preparation and distribution of a printed manual of rules and regulations to state and local officials and the installation of a demonstration State Records Center.

These accomplishments were accompanied by a continued high production in the Microfilm Unit and an increase in field services. More than 2½ million state records were microfilmed for various State agencies. In contrast to previous years, most of this filming was done in the new quarters acquired

in the Switlik Building, where the additional work space made it possible for the first time to collect the records at a central location for filming. This arrangement was a distinct improvement over the previous system, whereby machines were installed in the offices of the agencies whose records were to be filmed, and the agencies' clerical employees, who had had no microfilm experience, were assigned to the task. The increased output per worker more than compensated for any time that may have been lost in transporting the records to the central Microfilm Unit.

Legislation

The passage of chapter 410, Laws of 1953, (Destruction of Public Records Act) provided the necessary enabling legislation to carry out the program of records management. This act authorized a State Records Committee consisting of the State Treasurer, the Attorney General, the State Auditor, the Director of the Division of Local Government and the Head of the Bureau of Archives and History, or their designated representatives. Under the provisions of this act the Records Committee was empowered: (1) to adopt regulations authorizing the destruction of public records, (2) to approve schedules governing the systematic retention and disposal of public records, (3) to approve procedures for the microfilming of public records, and (4) to promulgate rules and regulations for the effective administration of this act.

The Committee held its first meeting on December 17, 1953, at which time the representative of the Attorney General's office was elected chairman and the Supervisor of Public Records appointed secretary. In subsequent meetings the Committee gave its approval to records schedules that had been prepared by the Bureau and also began the systematic processing of requests for the destruction of records. A manual of rules and regulations concerning the records program was prepared and distributed to state, county and municipal officials. Included in this manual were definitions of the terms to be used in the records program, procedures for requesting authorizations and for establishing retention schedules and rules for the use of microphotography. The distribution of these manuals was accompanied by a request that one person be designated in each agency to be responsible for records management and to act as the liaison representative to the Bureau of Archives and History. A principal objective for the coming year will be the development of a systematic training program for these key individuals.

State Records Center

For a number of years it had been apparent that the housing of inactive records could be accomplished more efficiently and economically by providing a central storage place. Other governmental units and private industry have found such an arrangement highly satisfactory. Among these are the federal government, the states of Rhode Island and Michigan, the cities of New York, Philadelphia and San Francisco and a number of private corporations, including Bethlehem Steel, the New York Title Guarantee and Trust Company, the Montsano Chemical Company and Pan American Airlines.

The opportunity to develop a records center in New Jersey came with the acquisition of the Switlik Building. Although this building had been ob-

tained primarily to house the Bureau of Public and School Library Services and portions of the State Museum, the Bureau of Archives and History obtained 2700 square feet for the records center and microfilm unit, 1500 square feet of which were set aside for records purposes.

By utilizing warehouse-type steel shelving and specially-designed containers, an area capable of accommodating 6700 cubic feet of records was made available. At first it was estimated that it would take at least two years to fill this area, but this proved to be too conservative. There are now 4767 cubic feet of records housed in the Switlik Building and current demands indicate that in a few months the maximum capacity will be reached. Because of the limited space in this area, a separate center for the records of the Division of Budget and Accounting was established in one of the basement vaults of the State House. This center was modeled after the one in the Switlik Building, thereby maintaining a uniform system of records storage.

The records center has already demonstrated that it can save money for the State. By transferring records to the Switlik Building, approximately $30,000 was saved by releasing State-owned space and equipment for other purposes and by reducing the rentals paid for storing records. Inasmuch as the present Records Center area comprises less than one-twelfth of the space needed to service all the State agencies, it is conservatively estimated, based on the experiences of existing centers in government and industry, that annual savings of several hundred thousand dolars can be realized if proper facilities are provided.

These estimates do not include the additional savings that can be achieved by microfilming.

Mention must also be made of the need to consider the proper protection of the vital current records of the State, the records that can best be described as those needed "to put the State back in business after disaster strikes." In 1949, a project was undertaken to preserve these vital records. Because of their age, however, most of these records have lost their initial value. Consideration should now be given to microfilming the current key records annually.

One of the valuable features of the Records Center has been the servicing of requests for information from agencies storing their records there. Because of the numerous references to motor vehicle records, the Division of Motor Vehicles has assigned a full-time clerk to the Switlik building to handle its own requests. It is recommended that a full-time clerk be added to the Records Center staff to assist in maintaining the records properly and to supply the remaining agencies with effective reference service. In order to promote this method of housing records, agencies must be shown that their records are "as near as the telephone." However, with the limited staff now available this has been almost impossible. The telephone, of course, is only one means of answering requests for information. The Bureau also supplied messenger service, prepared duplicate copies through its darkroom facilities and accepted personal visits from agency personnel. During March, April, and May of this year over 3000 requests for information were processed by the Records Center.

Records Surveys

Two important surveys were completed during the year. The first covered the records maintained by the Division of Academic Credentials in the Department of Education; the second, the records maintained by the Division of Law in the Department of Law and Public Safety. In both instances, written reports were submitted summarizing the findings and making specific recommendations leading to new and improved methods of records keeping, including such aspects of office management as office layouts, forms design, records retention schedules, microfilming, and filing systems. Both divisions have put portions of the recommended procedures into operation in a successful manner.

A retention and disposal schedule for the Division of Vocational Education was approved by the State Records Committee. A schedule for the Division of Secondary Education was submitted to the Commissioner of Education for initial approval and another is being prepared for the Division of Higher Education. The limited staff of the Bureau did not permit the continued inventories of State agencies, but every effort will be made to extend the surveys into other major departments in the year ahead. Surveys of a preliminary nature were made in the Department of Labor to determine which types of records should be microfilmed and in the Division of Employment Security to determine the scope of the records problem in that agency.

At the request of the Attorney General, the Supervisor of Public Records served as a member of the Governor's Committee to study the procedures involved in motor vehicle licensing and registration. The Supervisor's activities on the Committee, in addition to attending meetings and conferences, included a trip to the State of Delaware to review that state's motor vehicle organization, visits to mechanized punched card installations and surveys of motor vehicle inspection stations.

County and Municipal Records

Of foremost importance in the work with the counties and municipalities was the adoption of a general schedule governing the retention and disposal of their records. This schedule was developed by the Bureau after several conferences with local officials and with representatives of the Division of Local Government. The final draft, as approved by the State Records Committee, is believed to be the most complete guide prepared by any state agency for use by local officials. It received nation-wide attention and such organizations as the Public Administration Clearing House, the Municipal Finance Officers Association, the Society of American Archivists, and the New Jersey League of Municipalities have called attention to the guide in their publications. The complete schedule was published in a national report by the Committee on Records of the Municipal Finance Officers Association.

Visits were made to several counties and municipalities to provide technical assistance on such matters as microfilming, records storage, vault construction and filing. Passaic, Newark, South Plainfield and Camden and the counties of Passaic, Essex, Camden, Somerset and Atlantic were among those visited.

New Law Covering Destruction of County Court Records

Another important law affecting rec-

ords was enacted in 1953. Chapter 269 provides for the systematic destruction of records filed by county clerks and registers of deeds and mortgages after specific periods of time. The Bureau of Archives and History is given a 60-day period to review such records prior to their destruction. Upon request, the Bureau may obtain records of historical significance for permanent preservation. Several counties submitted the required 60-day notice of intention to destroy records and arrangements were made by the Bureau to review those records for their archival value.

Microfilm Operations

The adoption of rules and regulations pursuant to the *Destruction of Public Records Act* extended significantly the activities of the Microfilm Unit. In the past the Supervisor of Microfilm had confined his activities to the supervision of microfilming in the state agencies. This year, however, because of the great interest in records management displayed by the counties and municipalities, a number of visits were made to officials seeking technical assistance. The installation of the Records Center in the Switlik Building also resulted in many additional demands upon the microfilm personnel to prepare records for storage and to provide reference service.

As in past years, the microfilm projects started in 1953 were begun only after a detailed analysis of the necessity for placing the record series on film. Microfilming was carried on in ten divisions of the State government; a total of 2,671,433 images were recorded. Although this total was considerably less than that for 1952-53, the output per worker was actually larger because the work was done solely by the staff of the Microfilm Unit. In past years the microfilm staff had been supplemented by members of the various agencies for whom the work was done. Since the Motor Vehicle project, which was terminated at the beginning of this year, included over 5 million images prepared by Motor Vehicle personnel, the production by the Bureau equals, if not surpasses, last year's unit production.

Division of the State Museum

Use of Museum Services Increases

THE RECORDS of the State Museum from 1950 to 1954 indicate a growing awareness by the people of the State, both young and old, of the need for broadening the scope of their knowledge through facilities such as the State Museum has to offer, not only for educational recreation but also as an aid in school and community living. During this period there has been an average of 96,125 museum visitors each year, who have come to study the Museum exhibits and collections, to attend its lectures, demonstrations and music programs, or to get information on diversified subjects. In addition, thousands of children and adults in every county of the State were served by the Museum through its loan collection of films, slides and exhibits.

Changing Exhibitions Stimulate Research

The problems of today with the fast-moving progress of science and technology, and population changes, create an expanding pattern of needs and interests. The Museum has considered and adapted many of its activities to these needs, particularly in planning and presenting series of changing exhibitions to give information and stimulate further research. Educators, specialists, laymen and other state agencies assisted the Museum in the preparation and interpretation of such exhibits as: "Parkways and Freeways"; "Fear and Fancy—Human Relations"; "Civil Defense—It's Up To You"; "Research at Rutgers"; "Electrons Unlimited"; and "Science Challenges Our Youth." The State Museum has developed an improved technique of exhibition and has given advisory exhibit service to schools, libraries and small community museums and assisted with various workshops.

Historical Backround Exhibitions

In the belief that experiences of the past might help clarify the understanding of present and future problems, the Museum has instituted over the four-year period a series of historical exhibitions on: "Early Arts and Crafts of New Jersey" dealing with the specialized fields of glass, silver, weaving, pewter, cabinet making and the early iron industry. The research findings of some of these exhibitions were published.

To provide new and accurate information on the prehistory of the State, final study and interpretation of Indian artifacts excavated from the Abbott Farm Site, Trenton, were completed and results are being published as Volume II, *Archeology of New Jersey.*

Special Exhibits

The special exhibitions were presented at the Museum with the assistance of the state-wide Arts Committee and special advisers. A listing of these exhibitions follows:

ISLAND BEACH
A continued exhibition showing the topography, vegetation and bird life of Island Beach.

FURNITURE, COSTUMES AND TEXTILES
Watercolor drawings of American Folk Art of 18th and 19th centuries, lent by Smithsonian Institution.

SCIENCE CHALLENGES OUR YOUTH
Science projects and experiments made by

students of New Jersey schools, elementary through college.

BIRD ART TODAY
Original paintings by America's greatest living portrayers of birds and animals, lent by National Audubon Society.

MADONNA AND CHILD
Early XIV century painting on wood, from the Wildenstein Gallery.

90 OIL PAINTINGS BY LIVING NEW JERSEY ARTISTS
The fourth in the New Jersey Artists series of exhibits.

OHBERG SUSSEX COUNTY MASTODON
Bones of the mastodon found February 19, 1954 in Sussex County, and photographs of the site, excavation and preparation of bones. (See description below.)

SCHOOL SCIENCE FAIR EXHIBIT
Representative school science projects selected from New Jersey Science Fairs.

NEW JERSEY IRON 1674-1850
Third in series of Early New Jersey Arts and Crafts. This exhibition was continued to November 3, 1954.

The Museum Acquires A Mastodon

The most important addition to the Museum's paleontological collection was the bones of a young adult female mastodon (*Mammut americanus*) found in a peat bog on the property of Gus Ohberg, Vernon, Sussex County, New Jersey, on February 19, 1953, during dredging operations of a lake area. After the initial find was turned over to the State Museum for preservation and study, subsequent excavation brought to light more parts of the animal including the 33-inch long tusks, and tongue and throat bones rarely found. These well-preserved bones will make it possible to install an almost complete free-standing skeleton of this prehistoric elephant-like animal which lived in this part of the United States somewhere between 7,000 and 20,000 years ago. Samples of the peat associated with this mastodon, taken from under nine to twelve feet of water, were collected for radiocarbon dating to confirm the evidences of the last ice invasion in New Jersey and for pollen analysis to determine the predominant types of plants of that time.

The excavation, preservation and restoration of the mastodon were made possible with the cooperation of many individuals and agencies. They include: Mr. and Mrs. Gus Ohberg of Vernon, N. J.; Bureau of Geology, Department of Conservation and Economic Development of New Jersey; Department of Geology, Princeton University; State Police of New Jersey; the Bureau of Microbiology, Rutgers University; Sussex County Planning Board and Road Department; and Department of Geology and Paleontology, American Museum of Natural History, New York.

Public Programs for Adults

To provide educational and recreational programs for adults, the Museum expanded its series of lectures, concerts and film presentations. Many of the programs provided further information on the Museum exhibits or introduced to the public new materials which might stimulate research. A special series of talks and demonstrations for elementary science teachers was given at the Museum last fall to assist with problems in connection with science fair exhibits.

Public Programs for Young People

The Museum also provided holiday and free-time activities for children. Seven series of 54 special programs were planned with the aid of an advisory committee of teachers and supervisors to supplement school science study; conservation and ecological ap-

proaches to subjects were used. Students of the Trenton State Teachers College as well as teachers and parents gave assistance in presenting some of these programs.

Museum Extension Service

During the year 1953-1954 the Museum Extension Service provided instructional films, slides and traveling exhibits for 75,084 requests from all counties of the State. Hundreds of requests for specialized films in the Museum collection could not be filled because of the lack of duplicate prints.

The Museum's instructional films are selected by qualified evaluating committees and are often recommended by these specialists to their field workers and other interested users.

The Museum Extension Service, in addition to the work of the fourteen county audio-visual centers now organized, reports an increasing use of instructional materials not only by schools but also by community groups such as parent-teachers, adult education, scouts, camps, churches, hospitals and health centers.

To indicate the scope of the Audio-Visual Extension Service given by the Museum, a list of communities served and the number of borrowers in each county follows:

County	Number of Communities Served	Number of Borrowers
Atlantic	13	32
Bergen	60	179
Burlington	17	44
Camden	20	68
Cape May	5	11
Cumberland	8	25
Essex	19	114
Gloucester	22	44
Hudson	12	52
Hunterdon	13	25
Mercer	9	76
Middlesex	21	59
Monmouth	31	83
Morris	19	41
Ocean	7	13
Passaic	16	67
Salem	8	20
Somerset	13	29
Sussex	7	15
Union	21	105
Warren	9	27
Totals	350	1,129 *

A new type of extension service was instituted this year when the Museum provided advisory services on exhibit techniques and exhibit materials to recently formed museums and exhibition centers.

Extension Service Reorganization

Expanded and improved services have developed in the field of audio-visual education in New Jersey since 1950, due to the great demand of the schools for teaching aids. This change was brought about by the enactment of legislation in 1950 which provides for the establishment of County Educational Audio-Visual Centers. Since that time, the State Museum collections of audio-visual materials were reorganized and specialized subjects were added. An increased number of films on family life, citizenship, health and community problems have been included in the Museum collections for use by parents and teachers as well as by specialists in workshops and in the field.

The Museum has cooperated more closely with education specialists in the preparation of new subject materials such as sets of kodachrome slides on

* Many of these borrowers use the Museum's materials constantly throughtout the year.

"The Curriculum for the First Year of School"; "What Children Learn During the First Year in School"; "Materials, Equipment and Room Arrangement"; "New Jersey Children Learn to Read"; and two kodachrome films on the cranberry and blueberry industries of New Jersey.

Conservation Activities

The Museum regularly has assisted other organizations in the presentation of principles and needs of conservation in both the protection of the State's wildlife and natural resources. Conservation exhibitions were prepared and shown in cooperation with such groups as the New Jersey Department of Conservation and Economic Development and a special committee working toward the preservation of Island Beach which resulted in its purchase by the State in July, 1953; and the Broad Street Park Civic Association which is currently working for the preservation of the Trenton Marshes.

Seasonal series of natural history programs for children, stressing conservation practices, were presented. As a leisure time activity, these provided material not normally covered in regular school work and gave the children an opportunity to observe the use of simple scientific equipment.

New Quarters for Archeological Laboratory and Geological Collections

The Archeological Laboratory and the Geological Collections of the Museum were moved in July, 1953 to new quarters in the Switlik Building on Lalor Street. This was the first time since 1937 that all of the archeological study collections, records and equipment were assembled in one place. There are three units in this section: office, laboratory and storage area.

In preparation for the moving of the Archeological Laboratory the files, records and collections were reorganized. During the summer the Indian artifacts in the permanent and loan collections as well as those temporarily housed in boxes were washed and sorted into numbered trays and filed in cabinets. The ethnological material in the permanent and loan collections was identified by an authority in ethnology, and was cataloged. Site maps and charts were cleaned, mended and filed; periodicals, reference books, archeological publication cuts and photographs were sorted and refiled for easy accessibility. Bibliographies on the Indians of New Jersey in the Historic Period were compiled, and exhibits of archeological material, arranged according to cultural periods, were prepared. In connection with the 275th anniversary of the City of Trenton, celebrated in 1954, tape recordings were made on the Indians of Trenton and the Indian exhibits at the Museum. These recordings were part of a series for radio broadcasts and for school use.

Final revision was made of sections of the Abbott Farm Site manuscript and a description of these excavations was compiled for publication estimates and financing.

The State Museum cooperated with the Eastern States Archeological Federation in inter-state projects and assisted with the program for the 1953 annual meeting at Rochester, New York.

The cabinets housing the geology collections, which were scattered through the State House and Annex basement corridors, were moved to one working storage area in the Switlik

Building. Although it is necessary to travel to another section of the city to use these collections for reference and exhibits, the new quarters permit more efficient housing and accessibility of the actual materials, Exhibit equipment which had occupied working space in the Museum shipping room and laboratory, were also transferred to a section of this storage area.

Manual Training and Industrial School

Four Year Program Adopted

For a number of years the school program here comprised a total of six years, including grades 7 through 12. The seventh grade was dropped at the end of the school year 1946-47. From that time through 1952-53, grades 8 through 12 were offered. The school year 1953-54 marked the beginning of a four year program here, the 8th grade having been dropped at the close of the previous session.

Future Role of School Being Studied

In keeping with the policy established by the State Board, no substantial changes have been made in the program of this school during the year covered by this report. The status quo is being maintained, pending the making of certain important decisions regarding the future role of this institution. Data gathered over a period of several years indicate the wisdom of serious study along this line. For example, the following table raises important questions concerning the large number of male drop-outs, and also the large number of boys who, for various reasons were either suspended or expelled from the school.

Follow-up of Male Enrollees of September 1949, 1950 and 1951

	Male Enrollees of Sept. 1949	Male Enrollees of Sept. 1950	Male Enrollees of Sept. 1951
No. of Drop-outs	19	18	27
No. of Dismissals	8	27	18
No. Graduated	9	10	0
No. Still in School (6/30/54)	0	2	18
No. Originally Enrolled	36	57	63

It seems to be a safe assumption that the existing school program was not geared to the needs of a large number of the enrollees included in the above table. The fact that a large percentage of the enrollees of this school (usually about 50%) come from broken homes may imply the need for some specially trained staff members, such as psychologists, psychiatrists and social workers, to effectively deal with the emotional strains that usually result from abnormal home situations.

Another substantiation of the need for a critical examination of our school program results from a follow-up of our vocational graduates over a period of years. The following table is a typical placement record.

	No. of Grads. Available For Employment	No. Employed In Trade Trained For or Related Occupations	No. Employed In Non-Related Occupations
Auto Mech.	4	3	1
Beauty Culture	3	1	2
Cabinet Making	1	0	1
Carpentry	0	.	.
Clothing	2	2	.
Electricity	0	.	.
Foods	6	1	5
Plumbing	2	1	1
Painting	0	.	.
Printing	1	0	1
Woodwork	2	2	0
Totals	21	10	11

The fact that only about fifty per cent of our vocational graduates who are available for employment actually go to work in the occupations of their preparation, indicates a need for further analysis and efforts toward corrections and adjustments. Anyone familiar with our present program will probably look immediately to our traditional practice of requiring every pupil to pursue a trade along with his or her academic studies. This practice is all right for a school that is strictly a vocational school. But where there is a dual curriculum of academic and vocational courses such as ours is, then the selection of a terminal vocational course should be optional with the individual pupil. Otherwise, pupils of predominantly academic interest will waste much of their and the school's time and effort, simply in the fulfillment of a requirement. Many pupils who take such required courses never have any intention of putting them to vocational use.

Improvements in Physical Plant

Although there have been no substantial changes in the curriculum of the school during 1953-54, there have been noteworthy improvements in the physical plant and in our farm operations. With respect to the physical plant, numerous painting, flooring, electrical, plumbing, and carpentry projects have improved the appearance and the structure of our school home. In addition, the last major fuel-oil power plant has been installed and the conversion from coal furnaces is now nearly one hundred per cent complete.

Farm Operation Improved

Through improved efficiency in operations, improved accounting procedures and by substantial reductions in staff, our 1952-53 farm deficit of $14,539.37 has been eradicated. The current farm figures show a profit of $1,197.98. The piggery, dairy, and poultry programs all share in this improvement. Although the poultry program is not yet operating at a profit, its deficit has been reduced from $3,420.53 in 1952-53 to $598.79 in 1953-54.

Sunday School Program Successful

Finally, mention should be made of our Sunday School program which was inaugurated in the fall of 1953-54. Since Sunday School attendance is optional with the pupils, it is noteworthy that a large number of pupils enrolled and attended regularly. It is also significant that staff members volunteered as Sunday School teachers and workers in sufficient numbers to insure adequacy of adult supervision.

Statistical Data

This school enrolls pupils from all areas of the State rather than from a single school district. It is obvious therefore that shifts, increases or decreases in population do not make a

corresponding impact upon pupil enrollment here, such as is inevitable in a local school situation. For that reason, this report does not adhere to the general theme of the impact of pupil population changes.

The following statistical tables present an enrollment picture, and also show certain comparisons which indicate enrollment trends.

Table I
Home Status of Pupils

	Normal Homes	1 Parent Dead	2 Parents Dead	Parents Separated
Boys	83	44	9	30
Girls	82	35	22	12
Totals	165	79	31	42

Summary

No. of pupils from normal homes: 165 (52%)
No. of pupils from broken homes: 152 (48%)

Total 317

Table II
Age Distribution of Pupils

Age	No. of Boys	No. of Girls	Total
13	2	6	8
14	18	17	35
15	28	22	50
16	44	43	87
17	41	41	82
18	22	14	36
19	7	6	13
20 and over	4	2	6
Totals	166	151	317

Table III
Enrollment By Grades

Grade	No. of Boys	No. of Girls	Total
9	62	44	106
10	54	32	86
11	30	40	70
12	20	35	55
Totals	166	151	317

Table IV
Urban—Rural Derivation of Pupils

	Urban Areas	Rural Areas
Boys	135	31
Girls	118	33
Totals	253 (80%)	64 (20%)

Table V
Total Enrollment by Counties for 3-Year Period Ending June 30, 1954

Counties	1951-52	1952-53	1953-54
Atlantic	18	12	16
Bergen	11	7	7
Burlington	17	18	17
Camden	36	36	28
Cape May	12	11	3
Cumberland	1	2	6
Essex	99	91	78
Gloucester	13	12	9
Hudson	18	13	16
Hunterdon	0	0	0
Mercer	21	32	25
Middlesex	9	9	8
Monmouth	56	54	46
Morris	2	2	0
Ocean	6	10	10
Passaic	13	14	11
Salem	8	13	9
Somerset	1	1	3
Sussex	0	0	0
Union	38	28	24
Warren	0	1	1
Totals	379	366	317

Table VI

Total Enrollments and Graduates for 10-Year Period Ending June 30, 1954

School Year	Grades	Enrollment	Graduates
1944-45	7-12	417	40
1945-46	7-12	435	57
1946-47	7-12	430	52
1947-48	8-12	393	53
1948-49	8-12	411	50
1949-50	8-12	397	65
1950-51	8-12	377	54
1951-52	8-12	379	38
1952-53	8-12	366	30
1953-54	9-12	317	44
	Totals	3,922	483

New Jersey School for the Deaf

Problems Created by Impact of Heavy Enrollments

THE IMPACT of the heavy enrollment at the New Jersey School for the Deaf for the past five years is showing an accumulative effect on the entire program.

Academically, the school is not able to offer its students the quality of instruction as in former years. This is due mainly to larger class size, limited classroom space, and the inability to compete salary-wise with other schools for the deaf for the limited number of specially trained teachers.

To improve the teaching personnel, the school is carrying on an in-service training program of instruction, observation and practice.

The current emphasis on Special Education is pointing up a real need for advanced academic and vocational work for hard-of-hearing teenagers. The program at this school is ideally suited to the special needs of these children but the limited facilities will prevent the offering of such service.

For the past few years, greater numbers of older students have been enrolled, most of them drop-outs from the public schools and graduates of the local day classes for the deaf. These young people need not only advanced academic work, and in some cases even preparation for college, but also training in specific trades.

As the enrollment increases, the school is more conscious of its need for additional vocational offerings, especially clerical training for many of the older girls.

The recently completed three shop units for the Boys' Vocational Department helped considerably to ease the pressure in this area of activity. However, the conditions in the Girls' Vocational Department are acute.

The current shift of population

from the urban to the rural areas will also have its effect upon the demand for the facilities offered at this school, as rural areas do not or could not provide for these children on a local basis.

The increased enrollment has had its most telling effect upon the dormitories and cottages, leaving practically no space for recreational areas so much needed by the young children during inclement weather. The additional demands upon the household staff have also resulted in a diminishing service to the children.

If past standards are to be reestablished and more children accommodated, additional facilities are mandatory.

Enrollment

On Sunday afternoon, September 12, all of the students reported to school and classes started on Monday morning at eight thirty. Twenty four new students were admitted to the Lower School and six older students to the Middle and Upper School. These older students had either been in public school and found their hearing loss too great to get along in a class for hearing children, or they were transferred from the Day School. Thirty one students were promoted from the Lower to the Middle School. The total enrollment for the year was 319.

Staff

Our greatest problem continued to be that of securing teachers who had had special training for teaching the deaf. A very definite reason for this is that schools for the deaf in other states have a decidedly higher salary scale and the New Jersey School could not begin to compete with the salaries offered, especially for teachers who have had experience. Another reason for this problem is that fewer teachers are taking the special training which requires an additional year of training after receiving a Bachelor's Degree.

Five teachers did graduate work at different universities. Three were not working for degrees but were taking courses which pertained to their work. Many of our staff members have had an excellent attitude of thoughtful and careful experimenting to broaden our curriculum in lip-reading, language and experience reading.

Child Study Department

The work of the Child Study Department continued along the general pattern of recent years. There were trends, however, that are worth noting. Each year, many more very young children are seen; some under a year, and others at two or three years. Parents now become very disturbed at the absence of speech and the lack of response to sounds at a very early age. They consult their pediatricians who quite frequently send them to otologists, who, in turn, refer them to this department because of our experience with young pre-school deaf children. We keep in touch with these parents, helping them in every way we can. If we think their child is deaf, frequent visits to our nursery school are arranged. Guidance is given the parents in making the child feel secure. They are directed in methods of getting the child ready for speech and speech reading.

The examination of the typical deaf child is very simple and arrangements for admission take little time. However, a great deal of time is given to those children who are not acceptable to us but whose parents need guidance.

During the year, the children were

given audiometric examinations. A great deal of time was spent in routine periodic checking, testing hearing aids, locating defective instruments and sending them for repairs.

This department continued to do audiometric testing for State Agencies and public schools.

Academic Department—Lower School

An analysis of this years accomplishments and needs makes one realize that some favorable conditions have aided our program. This year we were able to reduce the size of some of the classes in the Lower School which made for better grading and more individual help.

The children benefitted from our expanding acoustic program of the past three years and the lip-reading and language of several groups improved considerably.

An excellent program was maintained in the Reception Center, suited to four and five year olds. It provided good adjustments to school as well as good beginnings in lip-reading, speech and language.

Academic Department—Middle and Upper School

A special effort was made to improve the speech of each child and to encourage him in the desire to express himself orally. The normal hearing child learns communications through his ears with little apparent effort. The deaf child must develop his ability to communicate through a slow, painstaking effort. He must acquire the language and speech to express his ideas. Special effort was made to break down this enormous barrier.

Special work in speech and letter writing was given to a number of full time vocational boys by several academic teachers.

Planned experiences dealing with communication skills, achievement and desirable attitudes were constantly in progress.

Special outlines on language development for the deaf were used by the teachers teaching composition and language. The text books used were written especially for the deaf.

Special emphasis was placed on reading for the students in the Upper School. A great effort was made to broaden their reading experiences. The children were encouraged to read more books in their free time. Books were obtained from the Mercer County Library.

Boys Vocational Department

The Department of Boys Vocational Education provides training early in the life of a student. Coordination of mind and hand, tending toward future vocational training, is begun when the pupil is ten years of age. Lessons relating to safety, shop procedures, elementary skills, names of fundamental tools, etc., are begun at this time.

From this elementary beginning the pupil is advanced into the pre-vocational classes. At this point a definite well-planned program of guidance is woven into his instruction program. Pupils remain in the pre-vocational program until they have reached approximately sixteen years of age, rotating every five months to a different trade. Upon completion of this cycle, the student, with the help of the guidance director, selects the trade he is best suited to follow. He is then concentrated in this field for the next three years.

Auto Body Repairs

With the addition of a new auto body repair shop to the new vocational wing, it was possible to separate this activity from the machine shop practice group. As the auto body shop was not completed for several months after the opening of school, it was impossible to follow the regular course of study and the first semester was devoted mainly to construction, painting and the arranging of new equipment. The older students were concentrated on large scale body repair and refinishing jobs.

Cabinet Shop

The students in the cabinet shop completed a number of construction jobs for the school. Included in these were the making of thirty-two Hollywood beds for one of the cottages. In addition to the instruction these students received on the project-work they were taught how to work safely at the bench and the proper care and use of all hand tools. Students were also given thorough instruction on the safe use of all motorized equipment that ordinarily is found in every cabinet and pattern shop. Supplementary work included shop vocabulary, knowledge and use of lumber, shop mathematics, wood finishes and all other phases that would help a student secure employment.

Floriculture

The work in the greenhouse was closely correlated with the type of instruction done in the average commercial greenhouse. All students participating in the raising of flowers and plants were also instructed in classroom subjects relative to these activities.

Linotype Operating

Students in linotyping maintained a steady pace of instruction and production. In their regular class periods they set type for our monthly magazine, *The Jersey School News,* and more than sixty miscellaneous jobs.

Mechanical Drawing

As in previous years, the work in mechanical drawing was very closely correlated with the machine, cabinet, and upholstery shops. Special emphasis was placed on blue print reading, project drawing and shop arithmetic. The students first draw up plans and specifications for projects before constructing them in their respective shops. The boys from the upholstery shop have special commercial instruction on the most economical methods used in figuring out materials and analyzation of job procedures. The elementary work of this shop consists primarily of the fundamentals of mechanical drawing as outlined in the first year text books. The older students advance from freehand sketching to isometric and orthographic projection and sectional views of projects found in woodworking and metal working.

Metal Working

The metal shop is also in the new wing and was the last to be completed. Due to this condition, instruction in regular classroom work was considerably retarded. However, working under adverse conditions, the students made many projects that were directly related to the work then going on in the shop and in so doing relieved the maintenance men of doing the jobs later on. The students were instrumental in getting this shop in operation in an extremely short period of time consider-

ing the handicaps under which they were working.

Photo Engraving & Photography

The photo engraving shop improved greatly during the past year in methods of instruction, and with the addition of the new equipment, it was possible to train the students in a more efficient manner. The installation of the vacuum printing frame and large arc lamp greatly speeded up the half tone process and the resultant engraving produced a much finer product. The Rouse band saw gave the students additional instruction on a machine that is found in all modern photo-engraving shops and provided additional employment avenues.

Printing

During the year the instruction program in the printing classes included projects embodying many of the various phases of commercial print shop procedure. These projects were divided into parts and graded into teaching units so that each student could be assigned that part of the project that would definitely conform with his mental and physical capacities.

While this procedure covered elementary, intermediate and advanced shop work, it was conducted, as closely as possible, so that it would coincide with the inherent work habits approved by present employers. In a general sense, our educational program covered a broad range of instruction in the production of miscellaneous printing projects.

During the past year, several units of obsolete equipment were discarded and replaced with the type of modern equipment that our graduates would be expected to use intelligently in progressive commercial printing plants.

Upholstering

The upholstery shop was the third new addition that was constructed on the vocational wing. This shop was entirely constructed by our maintenance staff assisted from time to time by students in the cabinet and carpentry shop. The course of study for this department was expanded and presented a program of instruction for both boys and girls in upholstery and drapery making. The students furnished our dormitories, classrooms and offices with varying types of drapes. This shop has completely maintained the entire school in repair and maintenance of all types of upholstered furniture.

Driver Education

The Driver Education program was added to the Department of Boys' Vocational Education. It had previously been a part of the program of the Upper Academic School. We were fortunate to have secured the cooperation of the American Automobile Association under whose guidance and direction the course of study and tests were devised. They also made available to our students their entire battery of testing equipment which includes all types of mechanical tests recommended for gauging visual acuity, reaction time, distance judgment, color vision, and field vision. Students in the driving class must have a minimum of ten hours behind-the-wheel training in addition to twenty hours of classroom instruction.

Girls Vocational Department

In the Girls Vocational Department, the three-year plan for the students was continued and expanded. The curriculum included academic work correlated to the vocational sub-

jects. Shop arithmetic, language and vocational guidance were especially stressed. The younger girls had one period a day in the vocational department taking pre-vocational training. When they reach the age of sixteen they elect their course and are concentrated in that particular trade. Parents were invited to consult with the school staff at the time of choice of curriculum so that a more complete picture of the students' future could be a guide for intelligent counseling.

Work was offered in the following courses: Power Machine Operating, Home Decoration (with the Boys Vocational Department), Vocational Guidance, Clothing, Foods and Nutrition, Family Relationships, Child Care and Home Nursing, (with the Health Education Department), and Typing.

The course of study was followed closely. Two of the projects worked on were for the Lower School Students.

Power Machine Operating

The girls started work on a permanent work book of the technique and processes they will need to know when they go on a job.

The work in Home Decoration was given in the Boys Vocational Department, then brought back to their department to be finished.

Two thousand, eight hundred and sixty articles were constructed by all classes in power machine operating. Student experiences included a wide range of techniques in both special machines and speed practice on the single needle machines.

Vocational Guidance

Registration in Vocational Guidance was sixteen. The first and second year full time vocational students in Power Machine Operating were given an introductory course in elementary vocational guidance. They learned the names of machine and work processes, names of sewing tools and other necessary vocabulary. A unit was given on the many kinds of jobs in the needle trades and the vocabulary necessary to read advertisements in the paper proved useful. They had introductory work on filling out application blanks and identification cards. Emphasis was placed on building a good name for themselves so that they could have satisfactory references when applying for a new job.

Sewing and Dressmaking

Work was also given in actual sewing and dressmaking techniques with emphasis placed on the ability to understand and follow written directions.

In the beginning sewing group a new plan was carried out. As these girls are very young, their attention span is not too great. Half of the period was given to beginning sewing and the other half to Arts and Arts & Crafts. This was an excellent plan as the children's interest was sustained and they were always eager to work.

In the dressmaking class, the work followed the course of study. Impetus was given the work by having more expensive and more difficult fabric to handle. The quality of work turned out by the older girls set a high standard for the younger girls.

Foods

The work in the Foods Class this year was built around the idea of the basic seven foods groups, taking each group one at a time as a unit. The work was applied to the particular level and understanding of each class.

Family Relationships, Child Care & Home Nursing

The students in Family Relationships, Child Care and Home Nursing successfully completed their course and received American Red Cross certificates for Junior First Aid, Home Nursing and Mother and Baby Care. All members of the class were regularly used once a week as helpers in the Lower School to free teachers who were taking the "In-Service" Training. They also helped with special events such as the Christmas Party and the May Festival.

In the Nurse's Aide Training class, two hard of hearing girls, who were particularly interested in doing hospital aide work, were given special training in our infirmary. This field of vocation is limited because of difficulties encountered in employment of the handicapped. However, both girls accepted for this course showed outstanding aptitude for this type of work.

Typing

In the Spring term, typing was offered to six students; two college preparatory girls, one boy (possible college level) who needed social adjustment, encouragement and a sense of direction and achievement; and three girls who had ambitions to use it professionally.

Girls Physical Education Department

The physical education program offered every girl in the school an opportunity to participate in a variety of games and sports. Every girl had an equal chance in participating in varsity as well as intramural competition.

Swimming classes were held from October through March. These classes were held every Wednesday evening at the State Teachers College pool.

In the Lower School, physical education classes were held for every student excepting the nursery children and this was taken care of by the nursery school teachers. The hours of play and study differed from the schedule followed by the older students. Classes in gym were held outside as much as possible. Games of all kinds were taught. The games were based on the age group and their ability to grasp the activity.

The annual Spring Festival was conducted by this department. The theme this year was "Happy Holidays" and the various days of a person's life were dramatized, such as, Graduation Day, Wedding Day, Christmas, Birthday, Hallowe'en, Thanksgiving, and Patriotic Days. Speech was used throughout the entire program and every child participated in the show regardless of his ability or handicap.

The following are some of the achievements attained by students taking physical education:

1. Opportunity to learn new games.
2. Improvement of physical vigor and desirable habits in health and safety in sports.
3. Improvement in playing skills.
4. Opportunity to widen a circle of friends by acquaintance with members of opposing teams and to visit and play in other schools.
5. A chance to observe and exemplify good sportsmanship.
6. Realization that athletic competition is a privilege that carries definite responsibilities with it such as being captain of a team, etc.
7. A chance to enjoy the right to play.
8. A chance to learn that violations of a rule of the game brings a penalty.
9. A chance to be a leader if they show the right kind of judgement, good sportsmanship and fair play.
10. An opportunity to win an award for all efforts put forth.
11. An opportunity to improve one's self, to

be mentally alert, morally sound and physically strong.
12. To learn how to use and care for equipment.
13. Learn to control one's temper.
14. Learn to smile and congratulate the other team even if the home team loses.
15. Learn to keep score and to know how to score all the games learned.
16. Learn to play hard and try best for whatever team you play on.
17. Learn to take orders.
18. Learn to play with fellow students and accept students who are good or fair as case may be.

Boys

All boys, physically able, were encouraged to take part in the competitive sports program. Most of the larger boys availed themselves of this opportunity.

Competitive sports at the New Jersey School are run upon the same basis as any other sports program in high or preparatory school. Since the deaf boy must compete in a hearing world, most of his athletic games are played against public schools.

The New Jersey School was host to the Eastern Schools for the Deaf Annual Basketball Tournament.

The physical education program is set up as an Intramural and Recreation program. The intramural activities cover all of the major sports. The recreational program covered games of lower organization and higher organization. The latter requires more skill and greater activity. Therefore, the program was set to provide an attractive means of bringing joy and relaxation, and opportunities for developing neuro-muscular skills.

During the year a period of swimming was maintained, using the swimming pool at State Teachers College. Individual instruction was given to those who did not know how to swim and instruction given to those who knew how to swim, to improve their proficiency.

Fine Arts

The Fine and Vocational Arts Department strived to give the students an opportunity to express themselves and to fulfill the general art needs of the school.

The five oldest classes of the Lower School came to the art room once a week and experienced various mediums and expressed their ideas on assigned subjects. The Upper School classes, drawn from the two vocational departments, varied in ages from eleven to nineteen. These older students experienced new mediums and more mature problems in fine arts.

Several pieces of art work were exhibited to the Scholastic Art Awards Northern New Jersey Regional Exhibition presented by Kresge Department Store in Newark. This exhibition is conducted nationally by Scholastic Magazines. Two pieces of work were exhibited by one of our students and one received the Gold Seal Award and was sent to Pittsburg to be shown in the National Exhibit at Carnegie Institute.

An article on the Cobbler's apron project written by our instructor in Fine Arts was published in an issue of School Arts Magazine. The article included a photo of all the girls in the class wearing their Cobbler's aprons and detailed illustrations of a few of the designs.

This department provided special service to the school in making up program covers, favors for the birthday tables, special parties, etc.

Arts and Crafts

The Arts and Crafts studio had a

most productive year and a full schedule of classes.

The pottery unit was especially an exciting one. More students had an opportunity to use the potter's wheel, and the limitation of time element was overcome by having the students do work for each other. The boys and girls were glad to help each other complete their projects in clay.

The older students attended class four periods a week. A special group needing to increase their manipulative development were given two periods a week.

Special classes were held for a multi-handicapped group. All worked with clay, wood, plastics, metal, leather and reed.

Health & Health Education

The general health throughout the year was very good with no serious illnesses. According to our established policy, complete physical examinations were given to the students at the beginning of the school year and in the early spring.

Religious Training

It is essential that a very definite program of religious education be carried on for students in a residential school. Members of the clergy of the different faiths cooperate in carrying on this activity. The children attend their own church services every Sunday and the Jewish children receive instruction at the Temple every Saturday morning.

In-Service Training

Because of the difficulty of securing teachers who have been specially trained for teaching the deaf, it was necessary for us to continue our In-Service Training program. This activity was conducted by the principal of the Lower School assisted by several staff members.

Commencement Day

Graduation exercises were held on Sunday afternoon, June 20, in the school auditorium. Seventeen students were graduated; two college preparatory, eight academic and seven vocational. One of the college preparatory graduates received a scholarship award of $500.00 from the Trenton Business and Professional Women's Club. The Kiwanis Club of Trenton presented one of our graduates with a $25.00 bond award.

Household

The project of newly painting and redecorating the cottages in the lower school was continued. Another cottage was equipped with Hollywood beds to replace the old iron ones.

The buildings were kept in excellent condition and much credit is due the general cleaning staff for their efforts in maintaining our high standards.

Need for Additional Facilities

The need for additional facilities continues to be a major problem. The construction of the new nursery school, which we hope will be completed by the fall of 1955, will relieve the present crowded conditions in the lower school. However, the need for additional classrooms in the middle and upper school is most urgent. The construction of a girls' vocational unit would relieve this situation. The space now occupied by the Girls Vocational Department is a part of the academic unit and could be utilized for the much needed classrooms.

Division of Academic Credentials

Progress Made in The Operation of The Services of The Division

(a) Old record cards which have been filed in the Department have been microfilmed, and the cards have been stored in the Division of Archives and Records at the Switlik Building. Accumulated completed correspondence cases have been discarded.

(b) An office has been provided for consultation purposes for the Assistant in the Division.

(c) All active cases and files have been relocated from former basement files to the first floor and are now most accessible.

Financial Income of the Division Has Increased by $5,299.50 During the Past Two Years as the Service Has Grown

The greatest increases in service of the Division during the past two years have been in providing for high school equivalency examinations and certificates in many cities throughout the State, and in the increase of nurses' certificates. The increase in nurses' certificates has been 258 during the past two years.

High School Equivalency Certificates

The Division issues high school equivalency certificates to applicants whose formal, full-time secondary school education has been lacking, or is incomplete. Credit is given for courses completed in high schools approved by the State Department of Education, and in subject examinations conducted by the Division so that credit for courses lacking may be obtained. These high school equivalency certificates are accepted—

(1) As a basis for meeting in part the pre-professional academic training requirements on the high school level of the various professions as listed in Table 1.

(2) For meeting certain entrance requirements into most colleges.

(3) For advancement on many jobs.

(4) For meeting civil service requirements in a number of positions.

(5) For advancement in military service.

(6) For personal satisfaction that comes with the completion of high school training and with acquisition of the certificate.

Participation in High School Equivalency Examinations

Table I indicates the time, place and enrollments for high school equivalent examinations held during 1953-54.

Examinations were given at the Newark State Teachers College and the State Department of Education offices in Trenton on three consecutive Saturdays in August, January and June. These dates meet the needs of candidates who have completed their summer program of study, the first half of the school year or first semester, and the second half of the school year or second semester. They particularly meet the needs of students who need their high school credits or equivalency certificates for entrance to college or further educational training. Many of those who take the examinations have their regular day high school diplomas, but need further subject credits to qualify for college entrance or further educational training.

Examinations were also given in eight communities that conduct evening high school classes to prepare candidates for the state high school equivalency examinations. The examination dates coincide with the close of the first or second semesters of the evening

TABLE I

High School Equivalent Examinations Held

Time	Place	Enrollments	Total	Grand Total
August 1953	Newark	273		
	Trenton	24		
	Camden	16		
			313	
January 1954	Newark	424		
	Trenton	16		
	Camden	11		
	Passaic	41		
	Hackensack	64		
	Paterson	50		
	Clifton	35		
	Bordentown Reformatory	11		
			652	
March 1954	Paterson	62		
	New Brunswick	33		
			95	
April 1954	Camden	9	9	
May 1954	Passaic	56		
	Hackensack	59		
			115	
June 1954	Newark	588		
	Trenton	16		
	Camden	23		
	Bordentown	8		
	Clifton	37		
			672	
Two Year High School Comprehensive Examinations *			180	
One Year High School Comprehensive Examinations**			8	2,044†

* The Two Year Examination was given most in conjunction with the several Vocational High Schools' Practical Nursing Program.

* * The One Year Examination is given to older graduate nurses who have not completed one year of High School education, which is the requirement for Registration in New Jersey.

† The total enrollment for this past fiscal year indicates an increase over the previous year of 669 applicants.

school session in these communities. The evening schools are as follows: Camden, Clifton, Hackensack, Paterson, Passaic and New Brunswick. Examinations are prepared and sent to the Principals of the Evening High School in these centers, and then returned for correction to the Division of Academic Credentials. Proctors are provided by the local school systems.

Service to Foreign Born Applicants

During recent years numerous requests for academic qualifying certificates have come from doctors and other professional people who have had part or all of their preprofessional and professional training in foreign countries (in many cases in countries behind the Iron Curtain). In some situations records have been lost or are incomplete. Most foreign academic records are in a foreign language and are sent to the Lawyers and Merchants Bureau, 11 Broadway, New York City, for translation. They are also sent to the Foreign Educational Systems Branch, Division of Higher Education, U. S. Office of Education, Washington, D.C., for preliminary evaluation. Correspondence

and conferences with many of the foreign-born applicants usually requires considerable time.

Close Cooperation Given To Professional Boards

This Division, in accordance with the legal authorization in Chapter 13, Section 1-4 of the School Laws, issues preprofessional qualifying certificates to candidates for entrance into programs of professional training in ten professions, namely: medicine, chiropody, dental, dental hygienist, registered municipal accountant, optometry, certified public accountant, pharmacy, nursing, and law. These preprofessional qualifying certificates are based upon the grounds of preliminary academic training officially required by the rules of various preprofessional state boards, or by law. These requirements vary from the completion of a high school education to four years of college. They include specific academic subjects. These academic backgrounds are needed for acceptance of candidates by colleges and universities for professional training.

The names of the Boards and the Secretaries are:

State Medical Board (doctors and chiropodists) —Dr. Earle Hallinger, 28 West State St., Trenton

State Board of Pharmacy—Mr. Wilbur Powers, Secretary, 28 West St. Trenton

State Dental Board (Dentists and dental hygienists) —Dr. Earl Wilson, Secretary, 150 East State Street, Trenton

State Nursing Board—Miss Edna Antrobus, Secretary-Treasurer, 1060 Broad Street, Newark

State Board of Public Accountants (registered municipal accountants and public accountants) —Mr. Joseph Seaman, Secretary, 214 Smith Street, Perth Amboy

State Board of Law Examiners—Mr. John Gildea, Secretary, State House Annex

Increases in Total Number of Certificates Issued and Financial Receipts

Table II indicates the total number and the number of types of academic qualifying certificates and the high school equivalent certificates issued during the past ten years from 1944-45 to 1953-54, and the receipts from fees. The total number increased during the past year ending June 30, 1954, by 219 over the previous year (2,913 to 3,132). Receipts increased by $3,440 over the previous year, and by $5,299.50 over the two years previous. The number of certificates issued was greater by 402 than two years ago.

Dental, High School Equivalency, Nurses, Medical and Chiropractic Certificates Increased

Increases in five of the twelve types of certificates issued occurred (dental, high school equivalency, medical, nurses and chiropractic). Two fields (chiropody and registered municipal accountant) remained about the same with a decrease of only one certificate in each field, and five fields (accountancy, dental hygienist, law, optometry, and pharmacy) showed a decrease.

Greatest Growth in Nursing and Chiropractic Certificates

The greatest changes in the number of certificates have occurred in the fields of nursing and pharmacy. In nursing, certificates issued increased by 175 from 1,263 for 1952-53 to 1,438 for 1953-54. This is a result of increasing enrollments in the 43 nurses' training schools resulting from effective recruitment drives.

Decrease in Pharmacy Certificates

The number of certificates issued for pharmacy decreased from 135 in 1952-53 to only 29 for 1953-54. The Phar-

macy Board has discontinued the requirement that candidates for training acquire the qualifying certificate. The 29 certificates issued were to those who desired to have it in connection with their applications from other states.

High School Equivalency Certificate Increases

The number of high school equivalent certificates issued has increased during the past two years from 96 in 1951-52 to 138 in 1953-54, an increase of 42. As the opportunities for study and preparation of taking examinations, the successful completion of which leads to the receipt of the high school equivalency certificate, are increasingly provided as a part of the adult education program in local school districts, more and more out-of-school youth and adults in our State will acquire the certificate.

Chiropractic Certificates

Heretofore only a few chiropractic qualifying certificates were issued. Now this profession is licensed by the New Jersey State Medical Board and all applicants must obtain qualifying certificates from the Division of Academic Credentials.

TABLE II

Number of Preprofessional Qualifying Certificates Issued from 1944 to 1954

Years	Accountancy	Chiropody	Chiropractic	Dental	Dental Hygienist	High School Equiv.	Law	Medical	Nurse	Optometry	Pharmacy	Registered Municipal Accountant	Totals	Total Receipts From Cer. Fees and Examination Registrations
1944-45	82	5	...	107	..	46	81	338	2019	27	96	3	2804	$18,000.00
1945-46	147	12	...	138	..	89	419	604	1581	34	174	5	3202	20,470.05
1946-47	224	17	...	134	..	116	709	537	1098	85	181	3	3104	21,574.00
1947-48	400	20	...	157	..	80	709	397	1147	117	156	1	3329	21,429.10
1948-49	443	24	...	105	62	108	581	403	1154	193	254	2	3329	22,678.00
1949-50	417	12	...	132	23	84	536	334	1177	184	269	2	3170	21,878.00
1950-51	276	7	...	122	27	147	524	338	1272	147	223	4	3087	20,763.00
1951-52	161	14	...	131	30	96	417	367	1180	86	243	5	2730	19,557.50
1952-53	183	11	...	182	44	124	457	416	1263	93	135	5	2913	21,417.00
1953-54	169	10	183*	187	39	138	411	448	1438	76	29	4	3132	24,857.00

* Formerly included under Miscellaneous.

Division of Teacher Certification

Continued Increase in Number of Certificates Issued

THE NUMBER of certificates issued by the staff of the Division has tripled during the past ten years. The number of certificates issued, renewed or endorsed during the past year was 10,072. The number issued, renewed, or endorsed ten years ago was 3,328. Approximately a third of the 31,000 teachers throughout the State were served. This increased volume of work is caused by: (1) the steady annual increase in the number of new teachers in our schools; (2) the changing of teaching responsibilities and assignments such as the many adjustments from the secondary level to the elementary; (3) the necessity of providing substandard certificates for teachers who cannot meet full qualifications; (4) the extreme mobility of teachers changing from one type of work to another in different communities; and (5) the constant upgrading of teachers in service and resultant changes in certification status.

Increased Interest of Educators and Lay Public in Professional Standards

An increasing amount of time of the director of the Division has been given (and evidently in the future must be given) to the development of professional standards and the evaluation of the present ones that are appropriate for maintaining the calibre of education service needed in our schools. This includes frequent conferences with members of the State Board of Examiners, fellow staff members of the State Department of Education, and professional leaders in the various professional education organizations in our State and other states so that best practices and procedures may be followed.

Educational Leaders Cooperate in Professional Preparation of Teachers and in Upgrading of Teachers in Service

Since the renewal of all provisional certificates requires the completion of six semester hours of professional work annually, increased attention has been given to the organization and approval of courses taken by teachers who are meeting the requirements. Recent similar action taken by the State Board of Education for the continuance of emergency certificates will in the future greatly extend this work. Nearly four thousand teachers were granted emergency or provisional certificates, new certificates, renewals or endorsements during the past year. The increase in the numbers of extension courses being offered by the state teachers colleges, Rutgers University, and teacher training institutions in our State, including our County Workshops, has required considerable consultation from the certification service angle.

Need for Further Study of Teacher Supply and Demand as Related to Professional Standards

Changes in our professional standards for teachers, administrators, supervisors and related services such as guidance, must be based upon up-to-date and accurate assessment of many conditions including: (a) present and future demand on local, state and national levels, (b) opportunities for preservice and inservice training, (c)

competencies, knowledge and skills required for satisfactory service, and (d) financial and economic conditions. We also need to know the exact professional training status of our teachers and professional educators within the counties and state so that the effect of changes proposed or adopted in our professional standards may be adequately gauged. Changes in professional standards or requirements not only seriously affect the individual teacher, administrator, or other professional workers, but also the total administrative pattern and program of the entire school system.

Interpretation of Professional Certification Data

A careful and thorough study of professional certification applied for and granted may reveal many significant matters such as:

1. The areas of acute teacher shortage, (grade, subject & geographical locations).
2. The extent of the shortage—limitations in the supply of various types of service.
3. The mobility of teacher transfers from community to community.

Increased Concern in the Rules and Regulations of Other States in Respect to Professional Standards

Since a considerable proportion of New Jersey teachers are training in educational institutions outside the State, especially in the field of secondary education, and frequently transfer from one state to another, the desire for reasonably basic uniformity in certification rules and regulations is increasing constantly among lay leaders and professional educators. Through conferences with Directors of Teacher Education and Certification on the National and Regional levels as well as study of publications dealing with this problem, extremely valuable information and understandings are gained that are pertinent to New Jersey supply and demand, and professional standards. Many of the problems we face can only be dealt with satisfactorily on the regional and national levels.

New Specialized Services Need New Certification Requirements

Changes accompany improvements in local and state financial support of our schools and improvement of professional services.

During the past year a number of new certificates have been created, including school nurse supervisor, physical therapist and occupational therapist. A number of significant changes have been made in instructional certificates in the elementary and secondary fields.

Revision of the Certificate Rules and Regulations

Considerable progress has been made in revision of rules and regulations in the elementary and secondary teaching fields. A floor of at least two years of college preparation has been approved for all emergency elementary certificates. Work on the revision in other fields, namely vocational, administrative and special education, will be done during the coming year so that a revision of rules and regulations may be published in the future together with additional information needed dealing with the interpretation of rules and regulations.

Work of the Board of Examiners During the Year

Six full day meetings of the Board of Examiners were held during the year.

The greater proportion of the time was given to matters relating to revision of certification rules and regulations in the elementary and secondary teaching fields. Other matters included requirements for the school nurses' certificates, certification for school occupational therapists, school nurse supervisor's certificate and problems of upgrading teachers with emergency and provisional elementary certificates as related to certification.

Full recognition and appreciation should be given to the voluntary, devoted and thorough work of the members of the Board of Examiners. Their study of problems has been exhaustive and recommendations to the Board of Education on certificate matters most carefully considered. The personnel of the Board has changed through the retirement of Dr. Chester Robbins, Assistant Commissioner in Charge of Controversies and Disputes, and Dr. John Herron, Superintendent of Schools of Newark. New members of the Board are Mr. Joseph Clayton, the new Assistant Commissioner replacing Dr. Robbins, and Dr. Edward F. Kennelly, who was appointed Superintendent of Schools in Newark to replace Dr. John Herron who retired. Appropriate resolutions were adopted by the Board in tribute to the high quality of service of retiring members.

Cooperation with School Administrators and Organizations Leaders in the State

The Director of the Division has visited with the superintendents of schools in the State in county roundtables in practically all of the 21 counties. Discussions were conducted on proposed needed changes in the certification rules and regulations and in the operation of certification services. The need for cooperative teamwork in developing and maintaining appropriate professional standards for teachers was stressed in the talks by the Director. Five county teachers' institutes and the annual Atlantic City Conference of the New Jersey Education Association have been attended by the Assistant to the Director, Miss Mildred Smith, and advice and consultation in certification matters provided for many teachers and administrators. Other meetings with the certification committee of such organizations as the Department of School Superintendence, the Secondary School Principals and Elementary School Principals Associations, Guidance Association, the Teacher Education and Professional Standards Committee of the New Jersey Education Association, have been attended. Their recommendations on certification matters have been very helpful to the Division and the Board of Examiners.

Progress Made in Cooperative Development of Professional Standards with Educational Leaders from Other States

As a result of national meetings held under the leadership of the Teacher Education and Professional Standards Committee of the National Education Association, a system of national accreditation of all teacher training institutions was inaugurated on July 1, 1954. Progress is likewise being made toward the development of some uniformity of practices and procedures in certification rules and regulations in the State. This movement has grown out of conferences of Directors of Teacher Education and Certification of the six New England states, New York and New Jersey.

Improvements Made in Operation of Certification Service

Every effort is being made to streamline the service so that prompt efficient, and thorough service will be given. The importance of the certification service from the public relations phase of the work of the State Department of Education is fully recognized. Over half of the professional workers in our public school systems—teachers, administrators and associated professional workers, were served during the past year.

All old records were microfilmed during the past year, and those which needed to be stored were moved to the warehouse of the Library Division of Archives and Records at the Switlik Building.

Statistical Data

The table below gives a picture of the comparative number of certificates of various types issued by the Division during the past ten years from 1944-45 to 1953-54 inclusive.

Number of Certificates Issued by the State Board of Examiners from 1944 to 1954

Year	Provisional, Temporary & Emergency	Renewals	Limited	Permanent	Total
1944-45	768	779	1,229	1,084	3,860
1945-46	888	819	1,521	1,284	4,512
1946-47	1,107	961	1,545	1,080	4,693
1947-48	1,098	1,251	1,581	1,005	4,935
1948-49	1,031	1,617	1,981	1,147	5,776
1949-50	841	1,676	2,033	1,303	5,853
1950-51	1,554	1,795	2,669	1,656	7,674
1951-52	1,414	1,929	2,174	3,415	8,932
1952-53	1,904	1,889	3,161	2,072	9,026
1953-54	2,312	2,161	3,341	2,258	10,072

Division of Business

Leadership and Guidance

One of the more important functions of the Department of Education is to provide leadership and guidance to local boards of education, their professional employees and friends of education in general as these groups work together to meet the educational needs of children in the local communities throughout the State.

The Division of Business is one of the branches of the Department organized and staffed to provide service in certain specific areas of endeavor in accordance with existing law and with the rules and regulations of the State Board of Education. The work of the Division is principally concerned with matters of school administration, school finance, pupil accounting, personnel management and providing educational facilities at the State, the

County and the local levels.

During the school year ending June 30, 1954, the staff, working as a team, was able to fulfill its routine responsibilities and in addition provide many hours of service to those in need of help. This meant working cooperatively on projects and problems of common concern to individual school districts and to the Department.

Duties and Functions

The routine duties and functions of the Division can be briefly described as follows:

1. To assume general control of the business and financial matters of the Department.
2. To apportion and distribute all State monies to school districts after developing the necessary statistical data to be used as a basis for such distribution.
3. To direct and supervise all pupil, teacher and financial accounting in school districts. This includes the school audit program as required by law.
4. To provide guidance and supervision to boards of education and their agents engaged in planning, remodeling and repairing school buildings and facilities.
5. To supervise special educational projects initiated in school districts when financial subsidy is available to finance the project in whole or in part from either State or Federal sources or both.
6. To provide consultation service to local boards of education, their staff members and others in special areas of educational endeavor for which the Division is responsible.

Expanding Responsibility

The overall business activities of the Department of Education have been expanding continuously for a number of years due to many factors such as the gradual reorganization of the Department itself, a growing school population and an increasing demand for service. Along with this change the Division has been given more and more responsibility for the direction and supervision of financial matters in the Department thereby increasing both the scope and volume of work to be done.

This year for the first time we have served in an advisory capacity in the preparation and presentation of all budgets presented by the Department including those of the six teachers' colleges, the School for the Deaf and Bordentown Manual Training School. In addition, we have prepared eighteen budgets, handled two hundred and twenty-three accounts, of which six were for college construction, and passed more than nine thousand claims for payment. During the same period seventy-two regular and one hundred and eighty-six supplemental payrolls were prepared and processed and personal financial records were maintained for three hundred and sixty-seven employees.

The stock room unit has continued to serve boards of education and educational leaders throughout the State providing them with such items as school registers, bookkeeping and accounting forms, working paper materials, bonding proceedings and forms on which to make annual reports to the Commissioner of Education.

It is through the stock room that we make available bulletins, pamphlets and reports issued by the Department to boards of education, educational organizations and to individuals. Some are provided free of charge while others are sold in quantity, at cost, for use in local schools or by community groups. It is necessary to maintain a stock of several thousand different items in order that requests may be filled promptly when received and an endeavor has been made to maintain

an efficient supply and shipping service during the year. This unit has been responsible for receiving, recording and depositing funds with the State Treasurer totaling more than seventy thousand dollars collected for such items as teachers' certificates, academic certificates, museum funds, library funds and the like. From time to time these funds are transferred to the general treasury of the State as required by law.

State Aid to Local Districts

For the fiscal year July 1, 1953 to June 30, 1954, the following payments of indirect and direct State Aid to local school districts were authorized by the Commissioner of Education upon recommendation of the Assistant Commissioner in charge of the Division.

The total payments of $27,914,370.94 represent an increase of $1,902,695.42 over the prior fiscal year.

1953-54 Expenditures

County Superintendents' Salaries	$ 171,765.78	
Forms and Supplies for Local Districts	27,750.27	
Visual Aids to Local Districts	60,434.95	
Formation and Aid to County and School Libraries	10,000.00	
Crippled Children Aid	406,078.54	
Manual Training Aid	1,178,142.53	
Vocational Training Aid	* 593,441.61	
Industrial Education	69,000.00	
		$ 2,516,613.68
Chapter 63, P. L. 1946—Pascoe Aid		
Formula Aid	$10,323,891.25	
Transportation Aid	3,724,905.51	
Dependent Children	520,740.00	
Regional High Schools	450,319.84	
Helping Teachers, Counselors, Supervisors	345,960.09	
Deficiency Fund	998,679.87	
Emergency Fund	100,000.00	
		$16,464,496.56
Chapter 66, P. L. 1948—Armstrong Aid		
Additional Aid		7,904,123.58
Assembly Concurrent Resolution No. 2, 1st Special Session 1952		1,029,137.12
GRAND TOTAL		$27,914,370.94

* $24,200.00 for distribution of Agricultural Commodities.

This will be the last year in which payments will be made in accordance with the Pascoe and Armstrong formulas. State budget requirements for the 1954-55 apportionment were estimated in accordance with these and other special aid laws, but with the approval of Chapter 85, Laws of 1954, by the Governor on June 30, these calculations were made obsolete.

In addition to the normal duties relating to the calculation of the annual apportionment, the staff of the Division has made a number of studies for the Commissioner and other interested persons or groups relating to various methods of distributing State funds to local school districts. Studies contained in the Seventh Report of the State Tax Policy Commission are examples of this service.

Financial Accounting and Audit in School Districts

The Division is responsible for (a) administration of the School Audit Law which requires each board of education to have an annual audit of its accounts by a certified public school accountant, (b) the preparation of the Annual Report of Comparative Financial Statistics which is based primarily on data obtained from the audit reports, and (c) the supervision and direction of financial accounting in the local school districts.

Local boards of education and auditors continued their excellent cooperation with the Division in implementing the School Audit Law of 1951. With a few exceptions, all the audits were completed within the statutory three-month period after the close of the school year and the reports adhered closely to the sample audit report as prescribed. A good working relationship has developed between boards and their auditors. Better budgeting, improved purchasing procedures and assistance in planning a building program are but a few of the benefits which many boards have derived from the audit program.

The Second Annual Report of Comparative Financial Statistics of New Jersey School Districts — School Year 1952-53, was distributed to all districts and made available at cost to the general public. This report, which presents comprehensive financial and statistical data on each of the school districts in the State, differed only slightly from the first report. The balance sheet, which was considered of dubious value in a report of this type, was supplanted by a more detailed analysis of local revenues and expenditures. The various types of State Aid were itemized and local tax levies for capital and debt service were shown separate from levies for current operations. Appropriation balances were broken down into "Current Operating" and "Improvement Authorizations" in order to segregate uncommitted proceeds of bond issues from current balances.

The revision and simplification of the Secretary's Annual Financial Statement (A-4 Report) received a favorable reaction. Further revisions will be necessary in 1954-55 in order to conform to the abolition of the Manual Training and Library Accounts which was effected by the new State Aid Law.

Members of the staff visited about thirty districts during the year in order to acquaint new secretaries of local boards with the duties of their position as chief financial officer of the district. Accounting, budgetary preparation and control, purchasing and payroll procedures were the main fields of assistance. It is hoped that we may considerably expand this important function in the future.

The uniform system of accounting which was adopted by the State Board of Education in 1924 has not been revised since 1931. An advisory committee to the Division, appointed by the Commissioner, is conducting a study of the three manuals which prescribe the use of this system for (a) the smaller Chapter VII school districts, (b) the larger Chapter VII school districts, and (c) the city districts, to determine the advisability of combining these three manuals into one revised manual which would be used by all school districts. Because the U. S. Department of Health, Education and Welfare is presently working on a standardization of school accounting, the advisory committee has proceeded cautiously.

The committee is to be commended for its progress on a very difficult but extremely necessary task.

The New Jersey School Register

The school register, the basic document in which the daily attendance of pupils is recorded, is prepared and distributed annually by the Division to all the school districts of this State. Over twenty-five thousand were provided this year.

At the close of the school year these registers were forwarded to the Division for examination as to accuracy. They were returned to the districts where they are retained as permanent records.

The districts are able to prepare reports of educational statistics based upon the information contained therein. These reports serve as the basis upon which tabulations are made in the Division for the apportionment and distribution of State Aid.

It is possible to verify the accuracy of the reports submitted because of the annual review of the registers by the Division.

A representative committee, organized in 1951 to review the school register and to recommend changes for improvement, has continued to function during the year. It has prepared a register with new format and symbols to be tried on an experimental basis in selected areas in 1954-55. It is the hope of the committee that the results of such an experiment will serve as a basis for further recommendations to the Commissioner.

The members of this committee are making a significant contribution to the improvement of record keeping in the schools of New Jersey and we thank them for their willingness to serve.

Extension of Credit

Local school districts may issue bonds in excess of statutory debt limitations with the consents of the Commissioner of Education and the Local Government Board subject to an affirmative vote of the electorate of the district.

Two major amendments to the existing statutes relating to debt limitations and extensions of credit were enacted during the Legislative Session of 1954.

Chapter 134, P. L. 1954 amended Section 18:5-84 of the Revised Statutes to provide that the net school debt of a regional district organized for junior-senior high school purposes shall not exceed six percent (rather than four percent) of the average assessed valuations of property in the district.

Chapter 136, P. L. 1954 amended 18:5-86 of the Revised Statutes to extend from fifteen to twenty years the times during which a district, when exceeding its borrowing capacity, must return to its legal debt limit.

From July 1, 1953 to June 30, 1954, sixty-eight hearings were held for the Commissioner of Education by staff members of the Division. A representative of the Local Government Board attended each hearing. Although it was necessary to modify and revise some of the proposals prior to final consideration, sixty-seven applications amounting to $42,678,500.00 were approved by the Commissioner of Education and the Local Government Board while one application was withdrawn at the request of the applicant district.

The hearings indicate that the need for additional educational facilities will continue as a serious problem in the years ahead and that the amount of

money required will increase as the need for secondary facilities becomes more acute.

Aid to Federally Affected Areas

The policy of the United States Government, as set forth in P. L. 874 (81st Congress), is to provide financial assistance for maintenance and operation purposes to local educational agencies overburdened because of federal activities.

The policy of the United States Government stated in P. L. 815, as amended by Title III, is to provide financial assistance for construction of school facilities in areas in which federal activities would continue to cause increases in school membership.

P. L. 874

During the 1953-54 fiscal year ninety-five applications for assistance under P. L. 874 were reviewed by the Division. By June 30, 1954 seventy-nine applicants had been certified a net entitlement of $1,041,960.48. Final reports were certified by the Division to verify these entitlements. Since the fiscal year 1950-51, the number of eligible applicants has quadrupled. The net annual entitlement increased $859,906.69.

Eight applications were received from military installations requesting transfer of funds for facilities or services local educational agencies are unable to provide.

P. L. 815

The original P. L. 815, passed September 27, 1950, was amended by P. L. 246 during the fiscal year 1953-54. It provided for construction of school facilities to take care of increases in federally connected children occuring from June 30, 1952 to June 30, 1954.

School construction funds have been reserved as shown below.

1954 Legislation

Amendments to P. L. 815 and 874 were enacted during the year 1954 providing for an extension of federal assistance for maintenance and operation and school construction. (P. L. 731, 83rd Congress amended P. L. 815 and P. L. 246). (P. L. 732, 83rd Congress amended P. L. 874 and P. L. 248).

The National School Lunch Program

A summary of the financial and statistical services rendered by the Division is as follows:

Five hundred and forty-one schools in two hundred and seventy-five districts participated in the National School Lunch Program during the year.

A total of $1,109,139.36 in Federal Aid was distributed to districts for Type A lunches only. In prior years service of milk was reimbursable in addition to hot lunches.

The increased demand and the limited Federal appropriation necessi-

June 30, 1951 to June 30, 1954

	P. L. 815 1950-52 Construction	P.L. 815 amended by P.L. 246 (1953-54) Prior Years Reimbursement	Prior Years Construction	1953-54 Construction	Total Applicants & Funds Reserved P.L. 815 (amended)
Applicants	34	7	3	29	73
Eligible Districts	17	7	3	4	31
Entitlements	$2,213,530.88	$345,283	$162,299	$1,244,680	$3,965,792.88

tated the discontinuance of reimbursement for all but Type A lunches. Monthly and annual reports were made to the Federal Government.

The Division has continued to provide the services of an auditor who inspects the accuracy of claims at the local level. He also instructs in the accepted methods of accounting and business practices.

Pupil Transportation

Under the school law, pupil transportation must be provided by the local board of education for crippled children and for children living "remote from the schoolhouse." When such transportation is provided and approved by the county superintendent of schools within the framework of the rules and regulations prescribed by the State Board of Education, the local district is entitled to receive from State funds seventy-five percent of the cost of such service.

The Division has apportioned funds to local districts for 1953-54 based on proper approvals and has served as a representative of the Department working closely with county superintendents in interpreting the rules and regulations to boards of education and to the general public.

During the year the total expenditure by local boards of education for pupil transportation amounted to $7,242,050.04. Of this amount $6,326,-264.60 was approved for State reimbursement thereby fixing the State share of this cost at $4,744,698.45.

School Buildings and Facilities

The staff of the Bureau of School Building Services was increased during the year to provide additional advisory assistance to boards of education, school administrators and others seeking help and guidance in the solution of schoolhousing problems. The appointment of a director of the Bureau made this advisory service possible and, in addition, provided for a reorganization of the Bureau to produce more efficient and effective functioning.

From July 1, 1953 to June 30, 1954, the staff reviewed plans and specifications for one hundred and seven school districts. These plans included forty-eight new schools, ninety-three additions and alterations to existing school buildings. The estimated cost of these new buildings was thirty-two million dollars and for the additions and alterations fifteen million dollars—a total estimate of forty-seven and one-half million dollars to be expended for schoolhousing needs during the year.

In addition, a similar number of preliminary plans were reviewed and advice and suggestions given to architects and boards of education. Inspections of new construction preliminary to plastering were continued and, where possible, final inspections were also made. Plans are being made to increase the personnel in order that plans may be processed more quickly and so that both preliminary and final inspections may be made as required.

School Facilities Survey

The School Facilities Survey, started in February 1953, continued during the year. The first or status phase, which included an inventory of existing public school facilities in the State and an estimate of immediate needs, costs and resources, was completed in January 1954. The findings of this half of the survey were released in a seventy-four page publication, "New Jersey Public School Facilities Survey," in

April. Copies were distributed to the Governor and members of the Legislature, all local boards of education, county superintendents, school administrators and interested organizations. This publication represents the first complete inventory of existing school facilities available in New Jersey. It is hoped that this inventory can be maintained so as to provide the basic information necessary to provide an effective program of advisory service to local school districts in the solution of their schoolhousing problems.

The second phase of the survey was begun as soon as the data for the first phase was completed. This phase aims at estimating the public school building needs up to the beginning of the 1959-60 school year and the financial resources necessary to meet those needs. Every effort has been made to complete this data before July 1, 1954, as financial support beyond this date is not available. Although most of the information was completed, it will remain for the county superintendents and the School Building Service Bureau to finish the survey. It is hoped that this may be done by early fall.

The survey advisory committee, comprised of representatives of sixteen State-wide organizations, has continued to meet on call to review the findings and make suggestions. The services of this committee have been invaluable in conducting the survey.

Advisory Committee

For the past three years the Division has been engaged in a long-term project of international reorganization supplemented by a program of revision of accounting forms and records for use at both the State and local levels. During this period the staff has received valuable help and guidance from an Advisory Committee appointed by the Commissioner of Education. We hereby acknowledge the services of the individual members of this Committee and express our sincere thanks and appreciation for their wise counsel and guidance.

Educational Statistics

A summary of educational statistics for the school year 1953-54 appears as an appendix to this report.

STATISTICAL APPENDIX

Part I

SUMMARY OF EDUCATIONAL STATISTICS 1953-54

Part II

COMPARISON OF HIGH SCHOOL COSTS

1952-53 and 1953-54

PART I
SUMMARY OF EDUCATIONAL STATISTICS
School Year 1953-54

ENROLLMENT BY COUNTIES—DAY SCHOOLS

	1952-1953			1953-1954		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	10,576	10,122	20,698	10,954	10,668	21,622
Bergen	50,383	48,146	98,529	53,364	51,303	104,667
Burlington	11,765	11,025	22,790	12,690	12,055	24,745
Camden	24,909	23,854	48,763	26,441	25,019	51,460
Cape May	3,253	3,231	6,484	3,407	3,370	6,777
Cumberland	8,751	8,436	17,187	9,130	8,860	17,990
Essex	65,250	63,830	129,080	66,987	65,575	132,562
Gloucester	10,416	9,836	20,252	11,116	10,537	21,653
Hudson	36,714	34,482	71,196	37,451	34,967	72,418
Hunterdon	4,503	4,074	8,577	4,835	4,234	9,069
Mercer	16,616	16,162	32,778	17,355	16,795	34,150
Middlesex	23,167	22,555	45,722	25,324	24,481	49,805
Monmouth	20,677	19,728	40,405	22,259	21,163	43,422
Morris	17,073	16,022	33,095	18,544	17,178	35,722
Ocean	5,899	5,422	11,321	6,480	5,917	12,397
Passaic	25,866	25,084	50,950	27,061	26,388	53,449
Salem	5,888	5,656	11,544	6,097	5,819	11,916
Somerset	9,235	8,645	17,880	9,846	9,206	19,052
Sussex	4,320	4,132	8,452	4,523	4,307	8,830
Union	33,415	32,309	65,724	35,250	33,884	69,134
Warren	5,438	5,037	10,475	5,623	5,201	10,824
TOTALS	394,114	377,788	771,902	414,737	396,927	811,664

ENROLLMENT BY GRADES OF DAY SCHOOLS

	1952-53	1953-54
One Room Rural*	424	321
Two Room Rural*	1,879	1,305
Kindergarten	82,624	79,421
Pre-First	10,072	7,469
Grade I	82,584	93,312
Grade II	67,820	80,182
Grade III	66,209	67,978
Grade IV	68,788	65,964
Grade V	67,061	68,784
Grade VI	57,150	66,918
Grade VII	52,969	57,923
Grade VIII	48,230	50,504
Grade IX	50,821	51,190
Grade X	42,884	44,908
Grade XI	35,904	37,500
Grade XII	31,628	32,436
Sub-normal	4,194	4,272
Post Graduate	90	99

ENROLLMENT BY GRADES OF DAY SCHOOLS— (Continued)

	1952-53	1953-54
Anaemic	231	187
Backward	663	620
Blind	199	208
Deaf	190	169
Crippled	670	749
Other Special classes	921	871
GRAND TOTAL	771,902	811,664

* Included in proper grades.

NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION

	1952-1953			1953-1954		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	17	19	36	13	13	26
Bergen	84	76	160	94	85	179
Burlington	24	15	39	18	17	35
Camden	46	49	95	44	38	82
Cape May	5	2	7	3	1	4
Cumberland	15	15	30	21	13	34
Essex	102	75	177	178	147	325
Gloucester	10	17	27	19	17	36
Hudson	105	104	209	111	107	218
Hunterdon	1	0	1	21	19	40
Mercer	25	24	49	33	34	67
Middlesex	48	32	80	35	33	68
Monmouth	24	18	42	40	25	65
Morris	47	29	76	43	33	76
Ocean	8	3	11	6	2	8
Passaic	45	41	86	58	64	122
Salem	7	6	13	6	6	12
Somerset	13	11	24	16	7	23
Sussex	0	0	0	3	5	8
Union	77	65	142	115	97	212
Warren	5	6	11	2	3	5
TOTALS	708	607	1,315	879	766	1,645

NUMBER OF REGULAR DAY SCHOOL TEACHERS—BY TYPES *

	1952-1953			1953-1954		
	Men	Women	Total	Men	Women	Total
One Room Rural	3	10	13	1	11	12
Two Room Rural	7	47	54	4	55	59
Kindergarten	0	1,520	1,520	0	1,572	1,572
Grade 1-8	1,241	11,649	12,890	1,446	12,360	13,806
Grade 1-6	182	3,143	3,325	222	3,257	3,479
Grade 7-9	506	777	1,283	549	796	1,345
Grade 10-12	763	812	1,575	782	781	1,563
Grade 9-12	2,181	2,462	4,643	2,301	2,547	4,848
Short Term	30	153	183	34	164	198
Substitute	69	274	343	65	330	395
Backward	24	23	47	22	23	45
Sub-normal	56	222	278	71	226	297
Deaf classes	2	19	21	3	17	20
Blind classes	1	21	22	1	21	22
Crippled classes	4	54	58	4	59	63
Full-time bedside	6	75	81	5	76	81
Part-time bedside	170	547	717	186	594	780
Manual Training	728	579	1,307	736	586	1,322
Special Unclassified	875	1,433	2,308	921	1,453	2,374
Vocational	176	58	234	146	52	198

* This table does not include Superintendents or Supervisors.

LENGTH OF SERVICE OF TEACHERS IN PUBLIC DAY SCHOOLS

(Does not include any short term substitute or part-time teachers)

1952-1953

	1 yr. or less	2-3 yrs.	4 yrs.	5-9 yrs.	10-14 yrs.	15-19 yrs.	20-24 yrs.	25-29 yrs.	30-34 yrs.	35 yrs. & over	Total
Atlantic	69	72	42	102	83	71	75	149	101	62	826
Bergen	449	544	176	592	461	386	421	435	308	195	3,967
Burlington	85	101	47	121	104	104	81	88	68	56	855
Camden	162	220	81	228	229	141	166	246	180	139	1,792
Cape May	18	38	8	28	30	24	25	36	25	21	253
Cumberland	52	50	19	96	77	56	65	65	57	51	588
Essex	367	511	187	682	513	603	679	797	612	571	5,522
Gloucester	69	92	38	131	80	63	63	81	41	50	708
Hudson	85	143	76	261	294	429	485	531	536	509	3,349
Hunterdon	44	56	16	39	43	47	29	33	15	7	329
Mercer	95	117	55	154	154	155	119	162	134	158	1,303
Middlesex	207	224	62	208	161	169	224	252	149	132	1,788
Monmouth	159	176	68	253	176	135	127	182	129	101	1,506
Morris	155	194	58	224	161	145	115	107	96	72	1,327
Ocean	48	65	28	83	34	39	42	37	26	21	423
Passaic	134	197	73	226	195	213	230	282	256	288	2,094
Salem	40	50	12	70	59	53	41	37	27	23	412
Somerset	88	122	40	118	87	66	74	64	32	21	712
Sussex	21	30	9	42	45	40	44	44	27	16	318
Union	267	383	142	409	317	286	302	348	240	198	2,892
Warren	35	44	18	47	57	41	49	44	25	30	390
TOTALS	2,649	3,429	1,255	4,114	3,360	3,266	3,456	4,020	3,084	2,721	31,354

1953-1954

	1 yr. or less	2-3 yrs.	4 yrs.	5-9 yrs.	10-14 yrs.	15-19 yrs.	20-24 yrs.	25-29 yrs.	30-34 yrs.	35 yrs. & over	Total
Atlantic	61	96	20	131	83	70	63	140	109	72	845
Bergen	438	606	244	641	477	417	274	455	324	321	4,197
Burlington	92	135	34	155	114	99	71	95	57	63	915
Camden	211	250	81	231	198	153	144	254	179	174	1,875
Cape May	26	25	18	28	31	26	28	32	32	19	265
Cumberland	41	57	21	91	82	75	66	65	54	62	614
Essex	421	602	218	747	560	557	646	788	599	567	5,705
Gloucester	70	89	31	137	97	65	74	79	51	56	749
Hudson	133	170	69	277	319	388	469	531	506	563	3,425
Hunterdon	27	64	22	44	48	49	30	34	20	7	345
Mercer	110	153	48	196	140	163	113	142	161	155	1,381
Middlesex	231	277	90	225	175	184	204	244	170	136	1,936
Monmouth	196	196	65	290	180	125	117	184	134	124	1,611
Morris	189	220	72	220	178	155	104	108	101	92	1,439
Ocean	67	68	21	96	44	34	36	39	31	23	459
Passaic	159	184	101	268	195	212	196	260	268	314	2,157
Salem	34	52	17	69	62	47	38	41	32	23	415
Somerset	106	128	43	132	79	67	65	71	35	30	756
Sussex	37	33	9	44	40	43	46	40	32	15	339
Union	289	398	173	463	319	283	274	363	259	208	3,029
Warren	32	43	13	70	50	51	40	45	35	30	409
TOTALS	2,970	3,846	1,410	4,555	3,471	3,263	3,098	4,010	3,189	3,054	32,866

AVERAGE SALARIES OF ADMINISTRATORS BY TYPES OF SCHOOLS

	1952-53	1953-54
Superintendents	$7,581.00	$8,051.00†
Assistant Superintendents	8,621.00	8,392.00
Non-Teaching Principals	5,886.00	6,155.00
Supervisors	5,817.00	6,046.00
Special Supervisors	5,369.00	5,647.00
One-Room Rural Teachers	2,806.00	2,945.00
Two-Room Rural Teachers	3,006.00	3,175.00
Kindergarten Teachers	3,671.00	3,843.00
Grades 1-8	3,684.00	3,844.00
Grades 1-6	3,825.00	3,984.00
Grades 7-9	4,352.00	4,506.00
Grades 10-12	4,356.00	4,562.00
Grades 9-12	4,431.00	4,575.00
Backward and Incorrigible	4,212.00	4,241.00
Sub-normal	4,458.00	4,547.00
Deaf	4,340.00	4,494.00
Blind	4,430.00	4,734.00
Crippled	4,552.00	4,565.00
Bedside—Full Time	4,144.00	4,195.00
Manual Training (Day)	4,097.00	4,298.00
Special (Unclassified)	4,119.00	4,304.00
Vocational (Day)	4,318.00	4,674.00
Average Salary *	3,971.00	4,108.00

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

PART II

COMPARISON OF HIGH SCHOOL COSTS

1952-53 and 1953-54

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

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

Types of Secondary Schools 1953-54

There were:

(a) 151 Four-year high school districts
(b) 22 Senior high school districts
(c) 22 Six-year high school districts
(d) 45 Junior high school districts
(e) 1 One-year high school district

Enrollments in High Schools 1953-54

In the 165 districts operating six-year, four-year and senior high schools the median district enrollment was 801 while the median district tuition enrollment was 170.

(a) 1 School district with an enrollment under 100
(b) 2 School districts with an enrollment of 100 to 199
(c) 10 School districts with an enrollment of 200 to 299
(d) 95 School districts with an enrollment of 300 to 999
(e) 48 School districts with an enrollment of 1000 to 1999
(f) 9 School districts with an enrollment of over 2000

Enrollments in Junior High Schools

In the 45 junior high school districts the median enrollment was 509.

(a) 6 School districts with enrollments of 100 to 199
(b) 7 School districts with enrollments of 200 to 299
(c) 20 School districts with enrollments of 300 to 999
(d) 12 School districts with enrollments of over 1000

Operating Costs—Secondary Schools

Year	Total	Per Pupil in Average Enrollment
1949-50	$52,865,040.57	$304.49
1950-51	55,953,344.19	322.65
1951-52	60,221,070.30	345.33
1952-53	64,246,786.47	358.82
1953-54	68,644,678.16	372.59

Cost for Tuition Purposes

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

	Year	Per Pupil in Average Enrollment
(a)	1949-50	$291.25
(b)	1950-51	304.25
(c)	1951-52	325.12
(d)	1952-53	344.74
(e)	1953-54	359.48

The median high school tuition rate for six-year, four-year and senior high schools in 1953-54 was $300.00.

The median costs for tuition purposes for the 45 approved junior high school districts were as follows:

	Year	Per Pupil in Average Enrollment
(a)	1949-50	$332.14
(b)	1950-51	333.71
(c)	1951-52	353.83
(d)	1952-53	369.59
(e)	1953-54	371.79

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

(a)	1949-50	28 districts
(b)	1950-51	33 districts
(c)	1951-52	35 districts
(d)	1952-53	37 districts
(e)	1953-54	39 districts

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

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

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

Comparison of High School Costs 1952-53 and 1953-54

FOUR-YEAR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
ATLANTIC	1952-53	1953-54			
Atlantic City	$353.91	$374.94	$325.00	657	2,139
Egg Harbor City	257.99	258.69	258.00	170	335
Hammonton	356.07	336.99	325.00	72	414
Pleasantville	215.18	232.31	226.00	702	1,200
BERGEN					
Bogota	358.35	396.30	320.00	209	484
Dumont	317.50	363.43	280.00	253	825
East Rutherford	361.18	399.34	361.00	223	500
Garfield	419.70	438.13	225.00	9	800
Hasbrouck Heights	522.79	487.80	522.79	0	408
Leonia	353.00	432.36	353.00	277	560
Lodi	224.88	247.39	224.88	921	1,575
Lyndhurst	364.68	365.54	....	..	741
Park Ridge	381.11	349.53	365.00	272	405
Ramsey	327.83	338.62	327.80	853	1,073
Ridgefield Park	424.15	398.42	325.00	65	523
Rutherford	388.75	389.66	....	..	549
BURLINGTON					
Bordentown	268.10	297.69	268.10	273	442
Burlington	317.65	342.87	298.00	360	870
Florence	559.10	564.58	....	..	283
Moorestown	309.33	314.27	309.33	575	1,010
Palmyra	297.26	308.14	269.00	434	707
Pemberton	272.87	253.41	272.90	482	527
Regional High	277.22	295.93	269.00	306	876
Riverside	303.57	294.11	200.00	93	388
CAMDEN					
Haddonfield	231.55	250.47	236.00	857	1,290
Haddon Heights	277.68	290.36	271.50	776	1,033
Regional High	266.05	286.35	245.00	81	1,034
Merchantville	280.94	303.49	279.00	640	787
CAPE MAY					
Cape May City	337.52	348.49	300.00	168	287
Middle Twp.	232.53	263.11	230.00	123	381
Wildwood	376.33	412.71	325.00	155	344
CUMBERLAND					
Bridgeton	254.38	280.49	250.00	892	1,662
Millville	274.56	284.78	256.93	274	846
Vineland	292.66	310.35	302.00	292	1,240
ESSEX					
Belleville	335.82	345.95	225.00	..	1,242
Caldwell Boro.	360.23	363.13	325.00	722	1,185
Irvington	377.38	498.65	....	..	1,733
Orange	422.37	409.72	200.00	4	1,049
Verona	484.46	462.09	300.00	18	465

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
GLOUCESTER	1952-53	1953-54			
Clayton	$289.27	$276.42	$275.00	245	407
Glassboro	289.10	315.23	288.91	641	920
Paulsboro	266.05	272.17	260.00	479	874
Pitman	286.79	310.49	295.00	199	520
Swedesboro	344.71	346.01	260.00	117	281
Woodbury	247.36	260.16	247.72	710	1,126
HUDSON					
Bayonne	493.92	562.94	....	..	2,115
Harrison	549.93	563.30	325.00	59	445
Hoboken	355.74	376.15	125.00	4	1,279
Jersey City	542.29	550.33	350.00	69	7,289
Kearny	467.71	519.77	467.71	6	1,235
Union City	432.81	484.26	300.00	555	1,743
West New York	471.75	500.27	300.00	214	1,215
HUNTERDON					
Flemington-Raritan	314.46	354.29	288.00	280	509
Frenchtown	243.76	262.06	242.00	243	304
High Bridge	506.02	590.87	100.00	1	92
Lambertville	336.57	319.01	285.00	109	286
No. Hunterdon Reg.	356.90	381.78	300.00	1	520
MERCER					
East Windsor	350.06	386.94	320.00	126	340
Ewing	357.36	354.62	300.00	2	1,082
Hamilton	286.51	391.30	....	..	1,620
Hopewell	441.71	521.87	360.00	4	292
Princeton	409.11	420.54	375.00	794	1,042
MIDDLESEX					
Carteret	433.04	424.09	....	..	532
Highland Park	397.15	404.52	372.00	161	561
Jamesburg	263.15	279.30	260.00	328	407
Metuchen	341.29	352.23	326.00	254	637
Perth Amboy	407.77	428.17	326.00	129	1,383
Sayreville	346.38	356.96	275.00	165	567
So. River	283.61	288.39	287.00	454	866
Woodbridge	308.01	310.59	250.00	1	1,428
MONMOUTH					
Asbury Park	326.82	358.90	347.00	691	1,259
Atlantic Highlands	354.30	387.08	360.00	120	231
Freehold Boro.	353.58	343.99	358.00	498	813
Keyport	318.83	375.56	318.00	322	559
Manasquan	298.97	327.73	298.97	733	913
Matawan	298.85	314.05	298.85	187	479
Middletown	293.98	312.37	290.30	214	915
Neptune Twp.	341.66	335.07	320.00	104	540
Red Bank	410.05	467.91	400.00	432	786
Upper Freehold	305.61	353.88	310.00	201	364

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
MORRIS	1952-53	1953-54			
Boonton Town	$285.99	$306.27	$285.90	709	959
Butler	316.25	318.92	300.25	1099	1,273
Chatham Boro	366.89	404.58	328.22	174	593
Dover	303.70	389.68	288.99	273	727
Madison	457.36	442.85	450.00	230	589
Morristown	410.88	424.97	405.00	794	1,292
Netcong	261.88	248.61	248.19	135	247
Rockaway Boro	287.75	....	....	..	...
Roxbury	271.00	287.80	258.00	427	706
Wharton	203.35	....	....	..	...
Morris Hills Reg.	....	393.24	350.00	2	868
OCEAN					
Lakewood	276.72	308.48	276.72	418	801
Pt. Pleasant Beach	314.62	337.30	314.60	477	624
Toms River	381.95	371.72	381.00	256	732
Tuckerton	247.19	258.73	250.00	131	209
Union	241.59	267.90	241.40	174	233
PASSAIC					
Clifton	407.22	377.87	410.00	5	2,185
Hawthorne	320.16	328.67	308.73	251	759
Paterson	381.20	380.56	350.00	359	3,589
Pompton Lakes	447.20	456.24	440.00	232	457
Passaic Co. Regional	334.72	338.20	175.00	26	687
SALEM					
Penns Grove-Upper Penns Neck	242.85	239.49	247.00	264	826
Salem	263.60	274.21	263.00	510	850
SOMERSET					
Bernardsville	393.50	378.26	365.00	426	597
Bound Brook	304.00	320.70	304.00	719	1,041
No. Plainfield	337.08	356.54	337.08	491	1,020
Somerville	332.42	362.59	332.42	826	1,238
SUSSEX					
Hamburg	305.11	350.31	241.40	48	110
Newton	299.05	301.80	310.00	621	861
Sussex	318.40	363.70	315.00	183	244
UNION					
Hillside	388.98	420.57	300.00	3	940
Linden	384.93	390.68	300.00	..	1,451
Plainfield	471.32	469.94	470.00	1	1,571
Rahway	397.63	420.12	200.00	7	919
Roselle Park	295.25	304.92	294.00	187	673
Scotch Plains	337.85	376.76	300.00	2	542
Union	357.38	400.90	357.00	..	1,700
Union Co. Regional	328.03	421.31	170.00	26	1,267
WARREN					
Belvidere	302.10	322.65	300.00	254	354
Blairstown	320.39	328.69	320.00	46	113
Hackettstown	316.93	337.21	300.00	272	412
Phillipsburg	291.68	313.80	291.00	347	943
Washington Boro	342.16	384.86	329.00	238	417

SENIOR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
BERGEN	1952-53	1953-54			
Cliffside Park	$366.87	$356.87	$275.00	298	679
Englewood	397.20	397.03	395.00	411	948
Fair Lawn	339.51	515.61	....	..	706
Hackensack	302.83	331.91	250.00	593	1,184
Ridgewood	376.53	379.57	350.00	328	1,140
CAMDEN					
Camden	367.93	392.77	300.00	5	2,187
Collingswood	318.65	335.31	314.00	442	840
ESSEX					
Bloomfield	464.81	440.94	300.00	145	1,517
East Orange	538.77	544.87	300.00	4	1,734
Montclair	500.24	487.60	325.00	12	1,057
Newark	494.44	509.29	300.00	..	10,108
Nutley	446.00	375.96	175.00	7	803
So. Orange	552.52	539.82	325.00	41	1,297
West Orange	426.65	432.17	400.00	4	897
HUDSON					
Weehawken	467.91	458.56	300.00	397	650
MERCER					
Trenton	448.76	475.47	403.00	156	2,526
MIDDLESEX					
New Brunswick	402.10	391.46	360.00	632	1,225
MONMOUTH					
Long Branch	357.96	368.93	370.00	278	814
PASSAIC					
Passaic	488.80	478.96	460.00	9	1,207
UNION					
Elizabeth	486.89	494.97	350.00	1	1,943
Summit	471.80	477.21	375.00	127	705
Westfield	583.79	629.86	400.00	19	764

SIX-YEAR HIGH SCHOOLS

BERGEN					
Bergenfield	$345.45	$324.50	$280.00	3	1,152
Closter	281.25	279.91	276.00	96	392
Fort Lee	437.25	402.26	400.00	27	703
No. Arlington	370.29	371.10	370.29	..	658
Teaneck	357.27	324.58	358.00	1	2,507
Tenafly	344.76	365.10	341.94	454	1,311
Westwood	380.76	389.87	380.76	255	789
Wood Ridge	458.58	437.26	325.00	68	368
CAMDEN					
Audubon	282.32	304.20	275.00	460	955
Gloucester City	257.54	273.45	257.00	84	934

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
CAPE MAY	1952-53	1953-54			
Ocean City	419.20	423.91	300.00	221	640
ESSEX					
Glen Ridge	574.25	558.79	325.00	21	544
Millburn	439.63	475.11	300.00	1	1,079
MIDDLESEX					
Dunellen	319.69	337.35	305.00	383	731
So. Amboy	465.10	436.99	....	..	231
MONMOUTH					
Rumson	401.45	407.29	360.00	133	386
MORRIS					
Mountain Lakes	378.42	393.14	315.00	24	356
PASSAIC					
Wayne	299.81	309.36	....	..	1,007
SALEM					
Pilesgrove	264.49	266.33	255.50	310	681
SUSSEX					
Franklin	335.63	302.03	325.34	173	527
UNION					
Cranford	308.31	316.87	300.00	2	1,321
Roselle	323.22	335.96	250.00	1	1,018

JUNIOR HIGH SCHOOLS

ATLANTIC					
Buena Vista	$317.14	$309.02	$170.00	3	229
Somers Point	383.57	455.85	200.00	0	112
BERGEN					
Cliffside Park	282.33	260.52	275.00	..	443
Englewood	376.05	370.57	375.00	40	725
Fair Lawn	....	374.16	....	..	990
Fairview	342.46	385.52	250.00	..	264
Glen Rock	363.85	378.66	275.00	..	379
Hackensack	374.61	367.73	300.00	125	1,113
Maywood	409.91	352.52	....	..	298
Midland Park	333.27	301.36	....	..	216
New Milford	249.14	255.01	....	..	392
Oradell	406.08	373.01	....	..	176
Palisades Park	281.55	267.55	150.00	1	343
Ridgefield	409.60	416.83	100.00	1	239
Ridgewood	323.52	350.96	350.00	77	970
River Edge	314.52	302.82	302.82	..	374
Wallington	397.61	392.13	....	..	393
CAMDEN					
Camden	283.86	*	....	..	2,726*
Collingswood	265.74	302.68	265.74	57	511
Haddon Twp.	371.07	343.10	....	..	406
Oaklyn	343.06	332.60	200.00	..	170
Pennsauken	244.13	252.32	....	..	798

* Did not report.

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1953-54 High School Tuition Charged	1953-54 No. of Tuition Pupils Received	1953-54 Total No. of High School Pupils Enrolled
CAPE MAY	1952-53	1953-54			
No. Wildwood	314.66	362.47	275.00	10	113
ESSEX					
Bloomfield	368.10	395.90	300.00	47	1,394
East Orange	432.54	449.36	300.00	4	1,213
Livingston	375.65	343.33	200.00	..	509
Montclair	545.85	547.38	325.00	3	1,265
Newark	443.97	498.98	300.00	..	3,138
Nutley	349.32	387.67	175.00	1	887
So. Orange	461.87	466.41	325.00	10	1,414
West Orange	396.90	416.53	400.00	2	1,023
HUDSON					
Secaucus	391.56	391.67	....	..	265
Weehawken	477.95	496.24	300.00	..	333
MERCER					
Lawrence	509.73	536.04	....	..	327
Trenton	459.58	466.71	443.00	..	3,062
MIDDLESEX					
New Brunswick	364.73	353.42	280.00	298	1,109
So. Plainfield	303.52	291.45	....	..	399
MONMOUTH					
Long Branch	292.05	294.81	271.00	122	822
MORRIS					
Morris Twp.	445.09	449.46	385.00	6	275
Passaic	306.92	315.27	150.00	..	138
PASSAIC					
Passaic	430.62	440.12	....	..	1,463
UNION					
Elizabeth	489.62	482.22	350.00	..	2,870
New Providence	340.36	362.08	150.00	1	152
Summit	426.28	407.35	375.00	6	713
Westfield	302.73	338.00	300.00	6	978

ONE-YEAR HIGH SCHOOL

HUDSON					
North Bergen	$334.37	$365.69	....	..	304

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