

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
175 WEST STATE STREET
TRENTON 25

ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

(Pursuant to N.J.S.A. 18:2-10 and N.J.S.A. 18:3-11)

School Year 1954-55



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FOREWORD

This annual report differs greatly from those made in the past by the Commissioner of Education and the State Board of Education. Because of a change in legislation nearly five years ago, the Commissioner submits a detailed report of *Comparative Financial Statistics of School Districts* annually. This report contains complete statistical data for each public school district in New Jersey.

In the attached narrative report, we have tried to give a brief summary of the activities and projects in which the New Jersey State Department of Education was engaged during the school year 1954-55. Since the close of that school year we have begun publication of a Department *Newsletter* intended to keep interested persons informed on a more current basis concerning developments in the Department.

We hope that this condensed report aimed at stressing the departmental approach to new problems, and the series of short *Newsletters* published at frequent intervals will achieve our purpose of keeping the people better informed concerning educational developments in New Jersey.

FREDERICK M. RAUBINGER
Commissioner of Education

DIVISION AND BUREAU HEADS*
CENTRAL OFFICE
NEW JERSEY STATE DEPARTMENT
OF EDUCATION

JUNE 30, 1955

Commissioner's Office	Frederick M. Raubinger, Commissioner
Division of Administration	Frank B. Stover, Assistant Commissioner
Bureau of Special Administrative Services	Charles H. Jung, Director
Bureau of Teacher Certification	Mildred M. Smith, Acting Secretary
Division Against Discrimination	John P. Milligan, Assistant Commissioner
Division of Academic Credentials	Everett C. Preston, Director
Division of Adult Education	Everett C. Preston, Director
Division of Business and Finance	
	Kenneth F. Woodbury, Assistant Commissioner
Bureau of School Building Services	Cleve O. Westby, Director
Bureau of School Finance	Edward W. Kilpatrick, 3rd, Director
Division of Controversies and Disputes	
	Joseph E. Clayton, Assistant Commissioner
Bureau of Personnel	
Division of Curriculum and Instruction	
	Ablett H. Flury, Assistant Commissioner
Office of Audio-Visual Instruction	William H. King, Coordinator
Office of Elementary Education	Eric Groezinger, Director
Office of Health, Safety, & Phys. Ed.	Wilson G. Guthrie, M.D., Director
Office of Secondary Education	William H. Warner, Director
Office of Special Education	Boyd E. Nelson, Director
Division of Higher Education	Robert H. Morrison, Assistant Commissioner
Division of Vocational Education	Albert E. Jochen, Assistant Commissioner
Division of State Library, Archives & History	Roger H. McDonough, Director
Division of the State Museum	Kathryn B. Greywacz, Director
Educational Agency for Surplus Property	George S. Allen, Director
Manual Training School at Bordentown	James E. Segear, Superintendent
New Jersey School for the Deaf	Charles M. Jochem, Superintendent

* A more complete listing of departmental personnel, including county superintendents of schools and county helping teachers, will be found in the *School Directory, New Jersey*, published annually by the Department.

DEPARTMENTAL REORGANIZATION

During the years since the end of World War II, the New Jersey State Department of Education has greatly expanded the number of services offered to the school districts of the State. In order to render these services with the greatest possible efficiency, it has been necessary to reexamine critically the organization of the Department and to make changes that will result in improved operation. Basically, such changes are aimed at grouping together, in one division, those activities which are closely related, and at simplifying the internal administrative organization of the Department. This is a long-term program which will require several years for completion.

During the school year 1954-55, five divisions of the Department were involved in the reorganization process.

Division of Curriculum and Instruction

This is a newly created division combining the services previously offered by the Division of Elementary Education; the Division of Secondary Education; the Division of Health, Safety, and Physical Education; and the Bureau of Audio-Visual Education. Consolidation was completed with the addition of the newly authorized Office of Special Education charged with the responsibility of organizing classes for handicapped children.

It is believed that better services to the public school districts of the State will result from combining these units under one administrative head. Local officials seeking assistance will need to consult with only one division. Members of the Division of Curriculum and Instruction will be better able to view local problems in their entirety and to direct the efforts of a coordinated group of specialists where they are most needed. Most educators agree that education is a continuous process; the new organization of this Division enables them to treat it as such.

Division of Teacher Certification

Until 1954-55, this Division was combined with the Division of Academic Credentials and the Division of Adult Education under one head. Temporarily, it has been made a part of the Division of Administration, with future plans calling for reassignment to the Division of Higher Education. When these plans are complete, Higher Education will be responsible for both training and certification of teachers. This is a natural grouping of functions which should result in greatly increased efficiency of operation.

Division of Business and Finance

During 1954-55, this Division underwent rapid expansion. Two separate bureaus were organized, each administered by a director. Expansion of the Bureau of School Finance was the result of new auditing laws which required establishing rules and reviewing audit reports from local school districts. Rapid expansion of the Bureau of School Building Services was due to the fact that amounts authorized for construction of new school buildings has approximately tripled during the last five years.

Child Study Supervisors

During the year ending June 30, 1955, the position "County Supervisor of Child Study" was created. Two persons have been assigned to such positions. They work out of the offices of the County Superintendents of Schools in Monmouth and Morris Counties. The supervisors will work with local school districts and the Office of Special Education in setting up public school programs for handicapped children.

Bordentown Manual Training School

This institution has served the children of New Jersey as a center for instruction in the manual arts since 1886. Until 1948, only Negro children were enrolled. During the past several years, there has been a gradually lessening demand for the services offered by such an institution.

As a result, the school was closed effective June 30, 1955. The buildings and grounds will be turned over to the Department of Institutions and Agencies for probable use as a child-study center.

HIGHLIGHTS OF THE YEAR

During the year ending June 30, 1955, the activities of the New Jersey State Department of Education were varied and widespread. Arbitrarily divided, they fell into two broad categories: business as usual, and special projects. Under the first heading are included those routine activities carried on year after year by the eleven independent divisions and bureaus of the Department; under the second are studies, conferences, and projects, each directed at a specific phase of the educational program and intended to supplement the routine work of the Department.

BUSINESS AS USUAL

Some divisions of the Department work primarily in the field appraising, approving, and supervising curriculums in elementary and secondary, vocational, adult, and higher education. Others deal less directly with the curriculum but perform regulatory, or interpretative functions intended to improve the general operation and efficiency of school programs. Still others neither supervise nor regulate, but offer the help of specialists in planning for better school services.

Department members use the team approach to their daily assignments. When a problem is identified, the division responsible for its solution is free to minister all resources of the Department toward its solution. It is thus common practice to find several divisions working together on a single problem—each contributing according to its area of specialization. One day the Division of Curriculum and Instruction may work closely with the Division of Vocational Education on some phase of home economics. A week later it may cooperate with the Division of Higher Education in developing a new curriculum for one of the State Teachers Colleges. Again it may seek the help of the Division of State Library, Archives, and History in planning for an improved school library. Or, it may combine forces with the Division of Business, the Division of Controversies and Disputes, and a local school district in planning the legal, financial, physical and educational aspects of a new regional high school.

Some measure of the size of departmental operations may be gained from the fact that members work closely with representatives from approximately 2,000 different schools and colleges employing 37,000 teachers and enrolling nearly 900,000 students in full-time programs alone. Part-time programs enrolling an estimated 100,000 youth and adults constitute another phase of departmental activities. Colateral operations concerned with school, county, and public libraries, the State Museum, and anti-discriminatory activities round out the work load of the Department. Approximately 175 professional, and 100 clerical employees are assigned to these duties.

SPECIAL PROJECTS

White House Conferences:

During January 1954, President Eisenhower announced plans for a White House Conference on Education to be held in Washington during late November 1955. Each state was asked to send representatives prepared to discuss six topics.

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently and economically?
3. What are our school building needs?
4. How can we get enough good teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

In order to discover public opinion concerning these topics and to select able representatives, the New Jersey State Department of Education, in cooperation with the New Jersey Education Association, organized a series of three regional conferences held early in the spring of 1955. The conference for the northern region of the State was held at South Orange on March 25 and 26. Another for the central region was scheduled at New Brunswick on March 18. The third, for the southern area of the State, was held in Glassboro on April 1 and 2. In each instance, invitations to attend were extended to representatives of organizations concerned with educational problems and to interested citizens in general. The response was overwhelming.

The general conference pattern consisted of organizing discussion groups around the six problem areas suggested for the National Conference. Whenever possible, lay persons were selected as chairmen or recorders. Consultants and resource persons were carefully selected on the basis of specialized skills or knowledge. At the beginning of each conference, the Commissioner of Education delivered an orientation address. After group discussions were completed, the chief recorder for each topic reported the results of lay and professional thinking to the conference as a whole.

On May 20 and 21, representatives from the three regions assembled with other interested persons at Trenton for a Statewide conference intended to consolidate the results of preliminary discussions. An analysis of this conference showed the following basic ideas expressed again and again.

1. The citizens of New Jersey are sincerely interested in their schools and welcome opportunities to discuss the problems of education.
2. The topic of greatest interest and concern is "What should our schools accomplish?"
3. Suggestions for expanding and improving our schools were numerous, but there was consistent expression of approval for existing practices.
4. The majority of discussions showed that the people of New Jersey are seriously concerned with education centered around the individual child and his needs.
5. There appeared to be general agreement that education is a cooperative process involving the family and the community as well as the school.
6. Lay and professional groups are concerned with the need for obtaining increasing numbers of teachers highly qualified in their fields of specialization.
7. Groups agreed on the need for a revised tax system in New Jersey, but did not agree on the method of revision.
8. School officials were reminded frequently of the value of sound programs of public relations, with unhampered communication between school administrators and the public.

Unquestionably, these findings are important to New Jersey education. Of equal importance are the many excellent and progressive suggestions for improving our schools. Many believe, however, that the most far-reaching outgrowth of the Conferences will be a renewed public interest in education. Approximately 750 representatives participated in the Statewide Conference alone. More than half were lay persons. The three regional conferences attracted 1500 participants. The enlightened interest of so many leaders from every part of the State can only result in an increased public sensitivity to the welfare of New Jersey school children.

Special Education

On July 20, 1954, the New Jersey Legislature passed the "Beadleston Bills" providing for the education of handicapped children. At the end of the preceding school year, there had existed only 282 classes for "educable" children and 5 for those classified as "trainable."

Three pressing problems were faced during the 1954-55 school year: establishing rules and regulations concerning the formation of classes for atypical children; setting up the additional classes needed; and providing teachers for the classes to be established.

Representatives of the State Department of Education and the State Department of Institutions and Agencies cooperated closely in establishing standards for approving psychological and psychiatric examiners, and for approving clinics for classifying mentally retarded children. The Boards controlling each Department approved the recommended standards in November, 1954. Other rules and regulations, requiring approval of the State Board of Education only, were adopted by the end of the school year.

During the same year, two County Supervisors of Child Study were appointed—one for the northern part of the State, the other for the southern. Both assisted temporarily in central office operations in addition to aiding the establishment of special classes in their assigned districts. By the end of the year, 369 classes for the educable and 27 classes for the trainable had been established in local districts. It is anticipated that there will be a substantial increase in these numbers by the opening of school in September, 1955.

Finally, colleges and universities cooperated closely with the Office of Special Education in the establishment of special curriculums to train teachers of the handicapped. Such curriculums were organized in the six State Teachers Colleges, at the State University, and at Seton Hall University. As a result, enrollments in courses designed to train teachers of the handicapped increased from fewer than 100 during the spring semester of 1954 to approximately 800 during the spring semester of 1955. A high percentage of the persons enrolled in these classes were teachers already fully qualified in some other field of instruction, but studying the special techniques needed to become successful teachers of the handicapped.

School Facilities Survey

The school year 1954-55 saw completion of the New Jersey School Facilities Survey and the issuance of the report of the second and final phase of the study. The survey was the result of Federal Public Law 815 which allotted funds on a matching basis for state study of school building needs. Phase I of the survey, completed a year ago, described the status of New Jersey school building facilities as it was at that time.

The report of Phase II, issued in March, 1955, estimated the school building needs of the State up to the end of school year 1959-60. It anticipates that by 1960 enrollments in New Jersey public schools will increase to 1,028,000 with a resultant demand for some 13,000 classrooms. Further estimates place the cost of construction at approximately \$500,000,000.

The report highlights the importance of two problems facing school districts in need of new construction. First is the need to obtain reasonable interest rates on school bond issues as normal borrowing capacities are exceeded. Second is the immediate need for providing emergency financial aid for school construction when districts exhaust all other resources.

Maintaining the Teacher Supply

Maintaining an adequate supply of qualified teachers has been an increasingly difficult problem ever since the end of World War II. During that period, a few classrooms have been closed because of lack of teachers, but the number of teachers with less than standard certification has doubled. Activities during the year ending June 30, 1955, were directed at two facets of the teacher supply problem: obtaining enough teachers to care for increased enrollments and to replace those who left the profession; upgrading, while in service, those employed with less than standard certification.

Eight different programs intended to increase the supply of teachers were in effect during 1954-55.

1. The \$15,000,000 construction program for the six State teachers colleges continued in full force. Completion of this program will provide the facilities for increasing enrollments in this group of colleges from approximately 4,000 to 5,500.

2. Lay and professional groups combined forces in an intensive recruitment program intended to increase sharply the number of qualified young people choosing teaching as a career. During this year, recruitment officers from the six State teachers colleges explained the advantages of careers in teaching to approximately 14,000 high school and junior high school pupils. As a result, the number of applicants taking the teachers college entrance examinations in March, 1955 was 1,787—an increase of 464 over the number a year earlier.
3. The program of dual certification for State teachers college graduates was continued. Under this program, students studying to become high school teachers of English, history, mathematics or science were encouraged to take the additional courses which would also permit them to be fully certificated to teach in the elementary grades. After graduation, they would be prepared for assignment at either level of instruction.
4. The regulations for transfer from another collegiate institution to a State teachers college were simplified during the year, thus making it easier to attract students wishing to enter from liberal arts colleges.
5. A new plan of inter-college cooperation was approved and put into operation. Under it, students enrolled in the State University were permitted to transfer to a State teachers college for the junior year. While there, they were able to complete the courses required for certification as teachers. They then returned to the University for the senior year and graduation.
6. The State Board of Education approved the establishment of additional curriculums to train elementary school teachers in three private colleges. During the next few years, graduates from these institutions should add appreciably to our teacher supply.
7. Five of the State teachers colleges introduced special summer session programs for graduates of liberal arts colleges. Prospective teachers enrolled in these programs will be able to qualify for provisional certification during the summer months, and to complete requirements for full standard certification while teaching.

8. Special scholarships were authorized for summer session students. They were awarded to approximately 100 liberal arts graduates who otherwise would have been financially unable to complete preparation for teaching.

In addition to the above programs, intended to increase the teacher supply, there was a concerted effort during 1954-55 to upgrade those teachers already in service, but licensed with less-than-standard credentials. To achieve this purpose, colleges located in New Jersey offered approximately 200 on-campus courses for teachers and nearly 100 courses in off-campus centers located strategically throughout the State.

Special attention was centered in the workshop programs conducted in Camden, Cumberland, Hunterdon, Somerset, and Warren Counties. The programs represented a cooperative effort by local and county school administrators and by State teachers college faculties to make opportunities for in-service improvement readily available to all teachers. County officials surveyed carefully the teaching deficiencies of persons employed in their schools. Working with teachers college personnel, they then organized special workshops to remove those deficiencies. County helping teachers and college faculty members served as instructors. Upon completion of the workshops, the colleges granted appropriate credit towards standard certification or towards a degree.

State Teachers College Curriculum Commission

This Commission was appointed in 1953-54 to study the curricular offerings in the New Jersey State Teachers Colleges and to make recommendations to the Commissioner of Education for revisions or additions. In its considerations, the Commission has been aided by three sub-groups: a Committee on General Education, to recommend the basic program in arts and sciences considered fundamental to modern living; a Committee on Basic Professional Education, to recommend the professional program considered essential for all teachers; and a series of Specialization Committees, assigned to recommend a program for each field of teacher specialization. An Advisory Council, consisting of representatives of lay and professional groups interested in educational problems, was appointed to review recommended programs and to point out strengths and weaknesses.

During its second year of deliberation, the Commission accomplished the following:

1. It recommended a program in *general education* to be completed by all students enrolled in New Jersey State Teachers Colleges.
2. It recommended a program in *basic professional education* to be completed by all students enrolled in New Jersey State Teachers Colleges.
3. It secured the endorsement of the Advisory Council for the above programs.
4. It recommended to the Commissioner of Education specialization programs for teachers of English, mathematics, science, kindergarten-primary grades, elementary grades, and grades 5-9.

Other curriculum proposals submitted by specialization committees have been processed and are ready for consideration by the Commission at the beginning of the fall semester of 1955.

Graduate Program for Teachers of the Deaf

Current emphasis on education of handicapped children carries with it a need for specialized preparation of teachers to instruct such children. During the year ending June 30, 1955, faculty members from the New Jersey School for the Deaf and from the New Jersey State Teachers College at Trenton cooperated closely with personnel from the Division of Higher Education in establishing a graduate program for teachers of the deaf and hard of hearing.

The new curriculum will be open to selected persons who already hold the Bachelor's degree and a standard New Jersey teaching certificate, or to those who have completed specified courses in lieu of the certificate. The specialized courses dealing with instruction of the deaf and hard of hearing will be given at the School for the Deaf by experts from that institution. The other courses will be offered at Trenton State Teachers College.

Before graduation with a Master's degree and certification to teach in this highly specialized field, all enrollees in the program must present evidence of having completed 150 clock hours of student teaching, or one year of successful teaching experience, or one year of successful experience as a graduate fellow in an approved school for the deaf.

Survey of Higher Education

This survey was authorized by the State Board of Education at its February, 1955, meeting. It was necessitated by impending sharp increases in the number of New Jersey youth planning to attend post-secondary educational institutions. It will attempt to predict the number of youth who will probably plan to attend such institutions and to determine the extent to which additional facilities must be provided.

The Director of the Survey, assigned to the Division of Administration, will be assisted in his study by an advisory commission composed of personnel from the Division of Higher Education, representatives from public and private colleges located in New Jersey, and other experts from the field of higher education. The formal report to be submitted to the Commissioner of Education will represent the combined thinking of these groups.

By June 30, 1955, the organizational pattern of the survey was completed and preliminary questionnaires concerned with the educational plans of New Jersey high school seniors had been distributed. Immediate plans for the future call for analyzing the questionnaire responses, making projections of college population during the 1960's and 1970's, and studying plans for expansion in colleges attended by New Jersey youth.

Cooperative Project in Educational Administration

June 30, 1955 was the closing date of the New Jersey Cooperative Project in Educational Administration—a project inaugurated during 1948 under the auspices of the Kellogg Foundation. The stated purpose of the program is to improve preparatory and on-the-job training for New Jersey public school administration.

During the five years of its operation, eight groups contributed to the success of the project:

The Middle Atlantic Region Cooperative Project in Educational Administration

The New Jersey State Department of Education

The New Jersey Education Association

The New Jersey Department of Superintendents

The New Jersey Council of Education

The State Federation of District Boards of Education

Graduate schools offering courses in educational administration

Local school districts

Their combined efforts and financial support resulted in a series of published reports intended to improve the effectiveness of the New Jersey school administrator.

Many of the values are far-reaching and can only be calculated on a long-term basis; some of the more immediate are mentioned here. All evolve directly or indirectly from the project.

Many school districts have organized new programs of administrative leadership. Other districts have employed assistants to relieve superintendents of routine details and to enable them to devote more time in administrative duties. Salaries for administrators have been increased so that they are more in line with responsibilities. Internships in school administration have become more common throughout the State. School boards have a new realization of the importance of their roles in the educational process. Many local districts have combined their resources to bring better education to children through consolidation or regionalization.

Even more important may be the increased understanding and greater appreciation of one another's roles and problems by school boards, chief administrators, principals, and supervisors. Such understandings and appreciations can be the nucleus of a highly efficient team approach to education.

Conference on Civil Rights

A conference of civil rights commissions and human relations agencies was held in Trenton on February 10, 1955, under the sponsorship of the Division Against Discrimination. A highlight of the conference was a statement by Governor Meyner in which he pointed with pride to New Jersey's record of progressive leadership in the field of civil rights and emphasized the need for continued objective enforcement of such rights in an industrial, port-of-entry state that recruits workers from all parts of the nation, and whose every sixth resident is foreign born.

Child and Youth Study Programs

Each year the Office of Elementary Education sponsors a statewide child and youth study program for school personnel and parents. Basically, it is intended to give participants a better understanding of the processes of child growth and development, to familiarize them with effective techniques of child study, and to assist them in the interpretation of observed data. Each person enrolled spends at least 30 hours in group meetings and an equal number in independent research and child study.

The value of this program to participants is attested by continuing enrollments. During the year ending June 30, 1955, a total of 240 persons enrolled in first-year programs, 180 in groups meeting for the second year, and another 180 in advanced third-year programs. They included parents, teachers, school nurses, psychologists, guidance personnel, and school administrators representing 45 school districts and five county staffs. Many of these persons in turn establish similar study groups in their home communities.

Juvenile Delinquency Programs

During 1954-55, the Department of Education continued to cooperate actively with other State and National agencies combatting the problems of juvenile delinquency. In addition to such cooperation, it stimulated the development of positive programs of action in local school districts by advocating: curriculums flexible enough for each child to develop to the limit of his ability; expanded guidance and psychological services designed to foster mental health and permit the identification of symptoms of maladjustment; and increased cooperation with non-school agencies working for the betterment of youth. It is believed that wholehearted cooperation by the home, the school, the church, and community agencies can develop those moral and spiritual values which will negate many of the conditions responsible for juvenile delinquency.

Survey of Needs in Vocational Education

There is evidence of an increased interest on the part of educators, industrial management, labor, and the lay public in the development of programs of vocational education in areas of the state not presently served by such programs. One such group in Cumberland County formally requested the Commissioner of Education to conduct a survey to determine the need for new or expanded programs in the fields of trades and industries, agriculture, and distribution. The survey was conducted by the staff of the Vocational Division in cooperation with the County Superintendent of Schools and local school personnel.

The need for such programs in Cumberland County was clearly established, and the State Board of Education authorized the County Board of Freeholders to take the steps necessary to form a county board for vocational education and to provide the necessary financial support for the organization of a county vocational and technical high school program available to youth and employed adults in all parts of the county. The continued interest

and effort of a large and active representative advisory committee has resulted in a widespread awareness by the general public of the desirability of providing a needed phase of educational service previously denied a significant section of the school and working population.

Because of the number of requests for similar county wide studies, the Commissioner of Education has proposed that a state-wide survey be planned and carried out by the staff of the Vocational Division of the State Department of Education. It is anticipated that this study, conducted on a county-by-county basis, will require at least two years for its completion.

American Heritage Project

The American Heritage Project was inaugurated during 1953-54 as a joint undertaking of the Division of the State Library and the New Jersey Library Association under a grant from the Fund for Adult Education. Its basic purpose is to disseminate information concerning and to stimulate public interest in the traditions of American freedom and the institutions and customs which alone can preserve it. During the year ending June 30, 1955, twenty-one public libraries sponsored discussion groups which involved 39 leaders and approximately 325 other participants. Special training and evaluation sessions were also held to discuss techniques best adapted to film and book discussions. It is anticipated that many of the original participants will in turn organize additional groups, thus making the program even more widespread in its effects.

PRINCIPAL SCHOOL LEGISLATION — 1954-55

Every year, the Department of Education works closely with the Legislature in the development of legislation which can improve educational conditions in New Jersey. Although several laws and amendments to former laws were passed during 1954-55, the following are probably of greatest interest to the average citizen.

Chapter 249, Laws of 1954. This law provides a schedule of minimum salaries and increments for public school teachers. On and after September 1, 1954, the minimum salary payable a full-time certified teacher is \$3,000. This much is really an amendment to an earlier law. The new concepts in this legislation are the provisions for specific annual increments and for mandatory recognition of and credit for previous experience in other districts within the State. Thus a qualified teacher without previous experience would

be entitled to a beginning salary of \$3,000 with guaranteed annual increments of \$150. Her maximum mandatory salary would be \$4,800 after 13 years if she had less than a Bachelor's degree, \$5,100 after 15 years if she had earned the Bachelor's degree or its equivalent, and \$5,400 after 17 years if she held the Master's degree or its equivalent.

The schedule set forth in the law prescribes only the minimum at each step in the increment schedule, and boards of education have the power to increase, for any teacher or for any classification of teachers, the beginning salary, the amount of any increment, or the number of increments.

The provisions of the law do not apply to persons holding only emergency certificates or to persons employed as substitutes at a daily rate.

Chapter 21, Laws of 1955. This law substitutes "Veterans Day" for "Armistice Day" as used in the provisions designating legal holidays.

Chapter 73, Laws of 1955. By the terms of this amendment to a previous law, the State Highway Commissioner is authorized to construct *overpasses*, as well as underpasses, for use of school children as state aid projects.

Chapter 37, Laws 1955. Officially designated as the "Teachers' Pension and Annuity Fund-Social Security Integration Act", this law revises the pension system for teachers and provides coverage under the Federal Social Security Act. It will take effect on January 1, 1956, if a majority of the active contributing members of the Teachers' Pension and Annuity Fund vote in a referendum to be integrated with the Social Security Act.

The outstanding advantages of the new law appear to be the following:

1. Possible retirement at age sixty instead of age sixty-two.
2. Increased retirement benefits, at the option of the member, contingent upon payment of an additional contribution.
3. An in-service death benefit equal to one and one-half times the member's last annual salary, such benefit to be underwritten by the State.
4. Eligibility of fund members and/or their beneficiaries for benefits which accrue to persons covered by the Social Security Act.

It is believed that the laws providing for a State minimum salary schedule and for integration of the Teachers' Pension and Annuity Fund with Social Security are among the most significant passed in several decades. They are among the best in the Nation, and place New Jersey in a highly advantageous position insofar as teacher recruitment is concerned. If the State maintains its leadership in providing adequate teacher salaries and retirement, the problem of maintaining a continuing supply of teachers will be lessened considerably.

Persons interested in more complete information concerning the school laws of 1954-55 can find them printed in their entirety in *Title 18, New Jersey Statutes Annotated*. Copies are available in most public libraries.

STATISTICALLY SPEAKING

Analysis of the annual statistical reports of local school administrators indicates some interesting things about the school year of 1954-1955. Generally, the picture is one of growth at an increasing rate.

A five-percent increase of nearly forty-one thousand pupils brought the total enrollment in the public day schools of New Jersey to more than eight hundred fifty thousand children. The second, third and seventh grades showed the largest ratios of growth. As might be expected, there was also a five percent increase in the number of teachers and other school personnel employed. During this same period, the average salary of the full-time day-school teacher increased six percent, and the average cost of operating secondary schools increased eleven percent.

Larger enrollments mean not only larger operating costs, but more and larger school buildings. The following figures show the capital outlay of local school districts for purchase and improvement of school sites and for construction and equipment of new facilities from 1951.

School Year	Expenditures
1951-1952	\$ 39,600,000.00
1952-1953	46,660,000.00
1953-1954	56,000,000.00
1954-1955	85,000,000.00
1955-1956	100,000,000.00

Because the major part of capital expenditures is financed by bond issues, the payments by local districts for principal and interest during the last four years are also worth observing.

School Year	Payments to Principal and Interest
1951-1952	\$16,000,000.00
1952-1953	17,800,000.00
1953-1954	20,000,000.00
1954-1955	23,200,000.00

The net school debt of all districts in June of 1955 was \$396,306,000.00 or more than \$437.00 per pupil. It is therefore not surprising that more and more school districts are finding it necessary to obtain consent of the Commissioner of Education and the Local Government Board to issue bonds in excess of statutory limitations. From July 1, 1954, to June 30, 1955, one hundred hearings were held for this purpose.

All of these facts, coupled with the knowledge that enrollments will increase by at least 300,000 during the next decade, can lead to only one conclusion. The people of New Jersey must be prepared to face a long period of school expansion and growing educational costs.

Because the major part of capital expenditures is financed by bond issues, the payments by local districts for principal and interest during the last four years are also worth observing.

Payments to Principal and Interest	School Year
\$16,000,000.00	1951-1952
17,800,000.00	1952-1953
20,000,000.00	1953-1954
23,200,000.00	1954-1955

The net school debt of all districts in June of 1955 was \$300,300,000.00 or more than \$437.00 per pupil. It is therefore not surprising that more and more school districts are finding it necessary to obtain consent of the Commissioner of Education and the Local Government Board to issue bonds in excess of statutory limitations. From July 1, 1951 to June 30, 1955, one hundred hearings were held for this purpose.

All of these facts coupled with the knowledge that enrollments will increase by at least 300,000 during the next decade, can lead to only one conclusion: the people of New Jersey must be prepared to face a long period of school expansion and growing educational costs.



