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DEPARTMENT OF EDUCATION
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ANNUAL REPORT

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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)

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Introduction

Appropriate Education for All . . .

Benefits Both the Individual and the State

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

The State Board of Education and the Commissioner of Education present the following report for the year ending June 30, 1950.

Education has two basic functions. The first is to serve the needs and the interests of the society which establishes and supports it. The second, without which the first cannot satisfactorily be achieved, is to provide, for the individual, growth opportunities appropriate to his particular abilities, needs, interests, and aspirations.

When an individual obtains an education appropriate to him, to an immeasurable extent the welfare of the State is enhanced. For the state that contains a people who individually have had their worthwhile potentialities developed to the highest possible extent can rightfully classify its people as a limitless resource. Its citizens will be varied in the contributions they can render. They will be deeply imbued with a consciousness of their own individual worth and dignity, which is the foundation of self-respect. They will be freer from the frustrations which warp personalities and impair the pursuit of happiness.

The state which amply succeeds in providing appropriate education for its individual citizens will inevitably be strong in achievement, rich in character, powerful in influence, enterprising in nature, blessed with prosperity, infused with wisdom, and vigorous with the loyalty of a capable people. A state can be strong only when its people are strong, and a whole people are strong only when the individuals who comprise the group are given the education most appropriate to them.

All Pupils Must Be Challenged

In terms of education in New Jersey, which is the area in which the State Department of Education works, this means that the best interests of the State are served when the academically-bright student is faced with studies designed to exert, challenge, and develop him in directions that seem suited to his nature and needs; when a pupil whose strong forte is not books is given equally good opportunities to improve the talents and capacities he possesses; and when, generally, the schools adapt the pattern of their work to the individual pupils. It is the pupil to be served and not the school.

Much progress has taken place along these lines. Teachers have already grown noticeably in their ability to individualize their instruction, on the basis of their understanding of the individual. Teaching methods and classroom organization increasingly take into account the physical, social,

mental, and emotional needs of the pupils, as individuals. Teachers and administrators are constantly making adjustments to help the school serve better its varied enrollment. Schools are continuing their emphasis upon the fundamentals—upon reading, the other language arts, and arithmetic skills; better results are very evidently due to the more intensive study teachers are making of the reasons for the difficulties encountered by individual pupils in the reading, writing, and number processes.

Pupils differ among themselves in their social attitudes and skills as they do in academic abilities. The individualization of instruction and guidance seems to be achieving better results in helping pupils to become socially adjusted.

In the elementary schools, the pupils are offered the same curriculum. However, this curriculum is so broad and varied that any child will find opportunities to pursue his individual interests. The elementary teacher plans carefully in order that each pupil may grow according to his ability to make progress.

In the junior high school, sometimes called the grammar grades, some individual selection of subjects takes place. Here certain subjects are required of all pupils while other subjects are optional. In the junior high school there is more grouping of pupils in accordance with their interests, aptitudes and abilities than in the elementary school.

In the senior high school, the selective process has become more pronounced than it was in the seventh, eighth and ninth grades. Here every pupil has, under guidance, selected a program according to his individual needs. Although certain subjects are required of all pupils, a greater degree of choice is offered to each pupil in order that the school may meet his requirements. Some subject matter appropriate to all pupils may be found in all subjects of the curriculum.

Many Youth Prepare For Armed Services

The needs of young men and women who are moving from school into the Armed Services have been the subject of much thinking and action in the public schools of the State. It has been decided that no appreciable benefits would flow from acceleration of the high school program. All schools, however, have been giving much attention to increased proficiency in studies and to an understanding type of citizenship, in preparation for the entrance of many young men and women into the Armed Services. This may be considered a phase of "appropriate education" because it will meet the more immediate needs of inductees.

In the college or other post-high school institutions, the selective process becomes still more apparent. Even those who go to a liberal arts college are beginning to think more seriously of their life work, although real preparation for an occupation in some cases is not begun until after an A.B. degree has been obtained. Those who go to a technical or engineering school have already made the determination of a life work. Although in some colleges there may be more freedom of choice than in high school, the college usually offers courses especially designed to prepare the student for good citizenship.

Here it would be appropriate to note that President James B. Conant of Harvard University, in an address delivered at the First Annual Dinner of the National Citizens Commission for the Public Schools on January 17, 1950, stressed the need for vocational guidance.

> "The high schools which send eighty or ninety per cent of their graduates to four-year colleges or universities may well be sending far too many for this type of advanced study. There is grave danger that we may expose far too many students of only medium ability to the long course of professional study in our universities. We could turn out too many highly trained individuals. For the employment in some professional areas, we must admit, is limited. What is needed here is careful counseling and guidance. . . ."

In New Jersey, there is a great need for more opportunities in the area now covered, in many states, by the junior college. In our State, there are not enough easily accessible schools for our pupils to obtain appropriate education in the thirteenth and fourteenth years. There is a need for institutions within commuting distance of the pupil's home which will offer further preparation in semi-professional or technical studies. The need could be satisfied by institutions offering two-year terminal courses, and two-year academic courses leading by transfer to senior colleges, with a strong guidance system incorporated within the program. Such junior colleges, studies have substantiated, would provide education appropriate to many of our youth and to the needs of the State of New Jersey.

Handicapped Are Not Forgotten

The public schools of the State are devoting a growing amount of study to those whose afflictions have thus far tended to deprive them of opportunities for appropriate education. More facilities are needed if the State is to give the blind, the partially-seeing, the deaf, the hard-of-hearing, the crippled, the paraplegics, and the cardiac cases their rightful opportunities for education suited especially to their needs.

In our public school districts, mentally retarded children present a difficult problem. These children vary greatly in their ability to profit from school attendance. The most severely handicapped can be taken care of best in state institutions, others undoubtedly gain more by attending the public school. Although in some districts much has been done to provide special instruction for slow learners, there is still a great need for a study of all of these children and of provisions for better opportunities for them to learn. Educational programs specifically designed for these children should be provided in all parts of the State. Some steps have been taken this year to find and define this fairly large group, and to work out a wise and practical solution to the problem they present.

High Standards Are Maintained

There are many evidences that the college preparatory work in our high schools is of high caliber, higher than ever before. Improvements are also noticeable in the high school preparation obtained by pupils in the non-

academic and vocational courses, according to reactions obtained from many industrialists and commercial leaders. It is likely that college preparatory work in our high schools may be affected by war conditions. It is also likely that present conditions may cause change in the non-academic and vocational fields. Although great gains have been made, it cannot yet be said that the youth taking non-academic courses in our comprehensive secondary schools are receiving a high degree of appropriate education. On the other hand, those attending vocational schools will usually take courses suited to their individual interests and aptitudes.

Many leaders in the field of secondary education feel that all high school pupils should receive practical instruction in the courses that will prepare them to meet the practical problems of life. To this end, there are some high schools in the State now operating experimental courses, sometimes called life adjustment education, in order to obtain much needed data which may point the way to marked improvement in all high school programs.

Guidance and Education Are Inseparable

In order that the school may provide appropriate education in all grades, beginning with the kindergarten and continuing through institutions of higher learning, educational guidance is necessary.

Guidance helps the teacher and the parent to understand the growth of the individual child into a wholesome personality. It also aids in providing information that will enable educational leaders to provide opportunities for general and special education which will help every pupil to become an economically efficient good citizen. Educational guidance helps the pupil to make the most of himself and to devote his talents to the common good. Guidance is, therefore, a continuous process which permeates all phases of the pupil's growth. In recent years, through the utilization of tests, records, reports, interviews, and observational techniques, the school has acquired a greater skill in making the educational program of each pupil appropriate to his nature and needs.

Evaluation Is Continuous

Certainly one of the greatest contributions which a state department of education can make to state-wide educational improvements is its constant evaluation of all public school educational programs, always in terms of their relationship to the needs of pupils and of society. Necessarily, evaluation lays stress upon such factors as curricular offerings, instructional procedure, administrative organization, teacher selection and preparation, in-service staff-improvement programs, adult education opportunities, and adequacy of facilities, including housing and equipment. These are the factors which almost wholly determine the degree to which local districts are able to offer "appropriate education for all."

It will be noted that the Divisional Reports included in this Annual Report refer to the attempts being made to fit educational programs and services of various kinds to the needs and abilities of individuals in order that they may become economically and socially efficient. No other objective

will so surely and rapidly lead to notable improvements in a statewide educational picture.

As the Divisional Reports clearly point out, the results of the ferment which has been inspired by many of the State Department of Education activities and projects are leading steadily toward the development of more competent individuals imbued with a deep sense of citizenship—and thus to a stronger and richer New Jersey.

Deep Appreciation Expressed

To the local boards of education; to the administrators, teachers, and other employees of the school districts, teachers colleges, institutions of higher learning, the School for the Deaf, the Manual Training and Industrial School, and other institutions with which the State Department of Education is concerned; to the Advisory Boards and staffs of the Division of the State Library, Archives and History and of the Division of the State Museum; to the staff of the State Department of Education; to the State Federation of District Boards of Education, the New Jersey Education Association, the New Jersey Congress of Parents and Teachers, and other organizations interested in public education; the State Board of Education and the Commissioner of Education extend their thanks for continued, loyal cooperation during the past year. To the Governor and Legislature of the State of New Jersey, they express their gratitude for the opportunity to serve in the cause of public education and for thoughtful and sympathetic consideration of the needs of public education.

Respectfully submitted,

THE STATE BOARD OF EDUCATION
Gustav A. Hunziker
President
and
John H. Bosshart
Commissioner of Education

DIVISION OF ADMINISTRATION

During 1949-50, the work of this Division was almost entirely devoted to furnishing administrative assistance to the Commissioner of Education. The work of educational guidance for veterans continued, but in greatly diminished amount, being limited almost entirely to an occasional matter of coordination and correlation within the Department.

Early in November, the Assistant in Veterans Education was appointed to another position outside the Department. His position was not filled but, as stated in the Manual of Organization, the Executive Assistant to the Commissioner has the assistance of the Director of Special Educational Administrative Services. The help which the Division has had from the Assistant in Veterans Education and the Director of Special Educational Administrative Services, although it did not extend throughout the full year, should be borne in mind.

With the adoption of the *Manual of Organization and Administration of the State Department of Education* and its formal approval by the State Board of Education on February 3, 1950, the Division of Administration became recognized by this title. As the name implies, most of the activities were of a service nature.

These activities have been, as might be expected, varied in nature. Their number gives a clue but does not tell by any means the full story of the amount of detail work which is necessary in the functioning of an active Department of the State government. The success of the Division of Administration should be gauged by its success in facilitating the internal operation of the Department.

DIVISION OF CONTROVERSIES AND DISPUTES

The Division of Controversies and Disputes serves as a clearing house of information on the legal aspects of school problems for school board attorneys, board members, school officials, and the general public. Through conferences, letters, circulars, telephone calls, question-and-answer periods, information on the legal aspects of school problems was disseminated.

Legislative matters, such as preparing legislation, studying bills introduced in the Legislature, and conferences on legislation, continued to be a major concern.

Formal decisions were prepared in eight cases, exclusive of election cases. There were six election disputes. Every effort is made, with the valuable assistance of the county superintendents, to prevent disputes from reaching a stage where formal decisions are necessary. Efforts to prevent disputes met with considerable success during the year.

The county superintendents have grouped themselves into committees to study school problems. Much time was spent with these committees and in attendance at the general meetings of the county superintendents.

In the work involving legal matters, the Division of Controversies and Disputes has had the valuable assistance of Mr. Thomas P. Cook, Deputy Attorney

General; Mr. Charles deF. Besore, Chief Counsel and Executive Director of the Law Revision and Bill Drafting Commission; and of Sergeant John V. Conover of the New Jersey State Police in transportation matters.

IMPORTANT NEW LEGISLATION ENACTED

Chapter 116, Laws of 1950 (S. 198), incorporates the College of South Jersey into the State University of New Jersey.

Chapter 159, Laws of 1950 (S. 71), requires the fingerprinting of all bus drivers.

Chapter 213, Laws of 1950 (A. 392), provides that the position of the names of candidates upon the school election ballot shall be determined by drawing and further provides for the use of unofficial ballots when the supply of official ballots is exhausted.

Chapter 254, Laws of 1950 (A. 1), changes the terms of members of the State Board of Education so that two will expire each year.

Chapter 228, Laws of 1950 (S. 366), provides for the establishment of County Educational Audio-Visual Aids Centers.

Joint Resolution 9 (SJR. 2), creates a State School Aid Commission to study the needs of the public schools and the question of additional State aid to public schools.

RECENT DECISIONS NOTED

The Appellate Division of the Superior Court, in an important decision in the case of *Board of Education of Bernards Township* v. *Board of Education of the Borough of Bernardsville,* held that where a newly created school district assumes an indebtedness on the school property in the new district in excess of its proportionate share of the indebtedness of the entire original indebtedness, based on ratables, it is free of any further obligation for the indebtedness of the remaining district.

In the case of *Mabel E. Marriott* v. *Board of Education of the Township of Hamilton, Mercer County,* the Commissioner decided that a teacher who is ill at the beginning of the academic year is entitled to sick leave even though she is unable to report for duty at the beginning of the school term.

In three election cases, the Commissioner held that an honestly conducted election will not be set aside because of irregularities which cannot be shown to have affected the results of the election.

Appropriate Education for All . . .

In Higher Education

The Division of Higher Education is the agency which carries out the responsibilities of the Commissioner and the State Board of Education as they apply to:

1. Appraisal and accreditation of private and professional colleges and universities except those which granted degrees prior to 1891.
2. Coordination of the programs of the State teachers colleges.
3. Appraisal and approval of teacher education programs in private colleges.
4. Appraisal and approval of professional schools.
5. Approval and supervision of firms offering professional on-the-job training programs for veterans.
6. Licensing of correspondence schools located in New Jersey and licensing of the agents of correspondence schools selling their courses in this State.

State Has 41 Approved Institutions

Although the lack of sufficient institutions of higher education in New Jersey makes it necessary for more than half of our college youth to go outside the State, limited opportunities for such education are, with a few exceptions, available in our own State. One of these exceptions is, of course, in the field of medicine and dentistry. Young men and women can obtain education and training in practically all other types of occupations. It is true also that even in the junior college or the thirteenth and fourteenth years of education, not enough opportunities are offered in New Jersey for pupils to obtain appropriate education in centers easily accessible to them in their respective localities. This is true especially in the southern and northwestern sections of the State.

The 41 State-approved colleges and universities serving New Jersey during the 1949-50 school year were as follows: The Institute for Advanced Study, four universities, nine liberal arts colleges, six State teachers colleges, ten professional or technological colleges, and eleven junior colleges. These institutions enrolled 34,551 full-time and 19,132 part-time students. Of the full-time enrollees, about one-third were veterans and approximately one-fifth were women. During the summer of 1949, many of the colleges and universities held summer sessions. An additional 13,087 students enrolled in the courses offered at these sessions.

The six State teachers colleges enrolled 4,258 full-time and 2,781 part-time students during the year ending June 30, 1950. An additional 2,497 students and in-service teachers attended summer sessions. The following list illustrates the curricular offerings of these colleges:

1. Kindergarten-Primary—Glassboro, Jersey City, Newark, Paterson, Trenton
2. General Elementary — Glassboro, Jersey City, Newark, Paterson, Trenton
3. Junior High School—Glassboro
4. Secondary—Montclair, Trenton

5. Graduate – Glassboro, Montclair, Newark, Trenton
6. Health and Physical Education – Trenton
7. Health Education and Nursing—Jersey City
8. Business Education – Montclair, Paterson, Trenton
9. Fine Arts—Newark
10. Education of the Handicapped—Newark
11. Industrial Arts—Newark, Trenton
12. Library Science—Trenton
13. Music—Montclair, Trenton

Professional Schools Enroll 7263

New Jersey's professional schools numbered 59 during the year ending June 30, 1950. There were 34 business schools, 12 music schools, 7 art schools, 5 Bible institutes, and one language school. A total of 7,263 students enrolled in these professional schools during the year; the full-time students numbered 2, 975; and 4,288 were on a part-time basis.

Many veterans were enrolled in professional on-the-job training programs under the provisions of Public Laws 16 and 346 as amended. By June 30, 1950, the Division of Higher Education had approved 1,667 such programs. Of this number, 756 had been inactivated because enrolled veterans had completed training. Eighty-two of the inactivated programs were reinstated during the year. This made the total number of active programs 993—an increase of 18 per cent over the number of such programs a year earlier.

New Law Affects Home Study

Chapter 230, Laws of 1949 (effective July 1, 1950), makes the Commissioner of Education responsible for licensing private correspondence schools located in New Jersey and for licensing field representatives who personally solicit the enrollment of New Jersey students in private correspondence schools. During the 1949-50 school year, conferences were held with operators of correspondence schools, laws of other states were investigated, and standards were established for the operation of such schools in New Jersey.

During the 1949-50 school year, progress was made in the following fields:

1. Construction was begun on the new Haledon Campus for Paterson State Teachers College.
2. The School of Conservation at Lake Wapalanne completed its first full year of operation. Approximately 400 different persons enrolled in short-term courses and institutes held at the School.
3. Continued successful efforts were made to recruit college graduates to prepare for teaching in the elementary grades.
4. The Division of Higher Education actively participated in the editing of the following syllabi: *Outline History of New Jersey, New Jersey State and Local Government,* and *Geography of New Jersey.*
5. At least six major research studies were made in addition to those routine studies conducted each year.

Trends Are Noted

During the 1949-50 school year, the following trends were noted:

1. The enrollment of veteran students in our colleges is dropping rapidly. Over half of those enrolled in senior classes were veterans, but only 19 per cent of the freshmen were so classified. Probably even fewer veterans will enroll next year.

2. About one-fourth of the veterans who left were replaced by non-veteran students. It is believed that many factors will combine to increase the popular demand for education, and that as the veterans leave our colleges, they will continue to be replaced to a great extent by non-veteran students.
3. Full-time enrollments in the professional schools of the State decreased approximately 8 per cent, but part-time enrollments increased 17 per cent. This may be due to the fact that many relatively unskilled young people are able to find full-time employment and meanwhile continue their technical training in night schools.
4. The shortage of qualified secondary teachers decreased greatly in 1949-50, but the shortage of qualified elementary teachers became much greater. There is every indication that these trends will continue and become more extreme during the next few years.
5. Although the number of professional on-the-job training programs increased by about one-fifth, it is believed that this is a temporary situation. The number of such programs will probably decrease rapidly as veterans use up their G. I. benefits.

Educational Services Highlight Needs

1. Child guidance clinics should be expanded in the State teachers colleges to provide clinical experiences for college students in training and to make available consultation for teachers in service.
2. There are many small elementary schools in New Jersey with teachers who are not especially well qualified in such subjects as music, fine and industrial arts, home economics, library studies, and physical education. In order that such schools may eventually have teachers who can help each other with these special subjects, it is probable that some of the teachers colleges will develop dual curricula for elementary teachers. Such curricula will prepare for teaching the basic elementary program and, in addition, provide more than average competence in one special field.
3. A curriculum leading to a degree should be organized and offered in the late afternoons, evenings, Saturdays, and during the summer sessions for school nurses who wish to complete the requirements for the degree of Bachelor of Science.
4. New Jersey is desperately short of well-qualified teachers in home economics. A curriculum for training such teachers should be established in one of the State teachers colleges.
5. Careful study should be made concerning curricula in social service and occupational therapy as part of the State's program in teacher education.
6. As compared with the better high school plants in New Jersey, the State teachers colleges are in great need of new buildings. Science buildings, demonstration schools, and dormitories are desperately needed. Priority should be given to these needs.
7. Increasing college facilities in urban communities would meet the needs of many who cannot finance their education while attending college away from home.

Appropriate Education for All . . .

In The Elementary School

To be appropriate for all the children in our elementary schools, education must:

1. Meet the educational needs of each child, helping him acquire useful skills and information up to the limit of his ability.
2. Build habits and attitudes which will enable children to be self-propelling and self-educating throughout their lives.
3. Develop the social competence required for democratic citizenship.

GENERAL TRENDS AND ACHIEVEMENTS ARE NOTEWORTHY

During this school year, the elementary schools in New Jersey have continued, and progressed in their efforts, to provide appropriate education for all. Several general emphases have been noteworthy:

1. Curriculums are being developed and revised to fit the individual needs and abilities of all children.
2. Elementary education is steadily becoming more functional in both content and method, so that what children learn is more meaningful and useful to them.
3. Elementary school people are studying the nature of children and how they learn in order to help them meet their social and emotional needs and problems more effectively.
4. Permeating the whole elementary program more and more is an awareness of the attitudes and skills that will make democracy work—an appreciation of human dignity and worth of the individual, a respect for the rights and abilities of others, a willingness to accept responsibility, and the ability to exercise group control and to think together and work together for a common purpose.

SPECIFIC PROGRESS IS MADE

Elementary education in the State has made discernible progress in certain specific ways:

1. Nursery schools and child care centers have attacked cooperatively problems of early childhood education, developing a constructive program which will meet the needs of young children and prepare them for public school experience.
2. The programs for five-year-old children show steady gains. A survey made during the year revealed that only eleven schools still place such beginning pupils in the first grade, before children are ready for formal study, physically or mentally.
3. School organization and planning to meet individual pupil needs are improving in various areas. There has been an increase in pupil-teacher cooperative planning. In many schools the day's work is being organized in larger

blocks. Grouping of pupils is more flexible, based on instructional needs. There is more emphasis on testing to measure individual progress and to determine each pupil's specific difficulties. Cumulative records are being used more and more to help teachers understand each child, his health history and family background, his interests and specific aptitudes, as a basis for guidance.

4. More attention is being paid to handicapped children, both the physically handicapped and the slow learners. There is an increasing tendency to provide for the social needs of these children and to utilize clinical services and other available facilities.

5. Instructional methods are improving. Functional skills like the 3 R's are being taught more functionally. More work is being organized around centers of interest so that it is significant and challenging to all children from the exceptionally intelligent to the academically dull. There has been an increase in pupil-teacher cooperative planning, and in group attack on the social and instructional problems that arise in school. More teachers are trying to *guide* instead of *tell*. The resources of the local environment are being utilized to make learning more meaningful and useful. Much more attention is being paid to audio-visual aids.

6. Cooperation between the school and community has been steadily increasing. In more and more schools, the graded pupil report card is being replaced by the parent-teacher conference, enabling both parent and teacher to understand the children better. Parents and others in the community serve with teachers on committees to develop a school program which meets the needs, interests, and abilities of the children.

NEEDS SHOULD BE MET

Every child has the democratic right to full educational opportunity. Many of our elementary schools are operating under conditions which are depriving some children of this birthright and which threaten to take it from more.

The after-effects of the war and the subsequent international emergency have created and intensified a lowering of standards in school facilities and personnel. Because of the continued increase in pupil enrollment, the shortage of trained teachers, and the rising costs of building construction, more districts have been compelled to resort to using "emergency" rooms and "emergency" teachers, overcrowded classrooms, and half-day sessions. Children cannot be educated for demoractic citizenship in a four-hour school day, with more than thirty-five children in a classroom, and with inadequate facilities.

Another continuing need is for improved coordination among the various groups concerned with the education and care of our elementary school children. Better articulation between the elementary school and the high school, between rural and urban schools (the "sending" and "receiving" districts), between the school and agencies working for handicapped children, between school and community, and in the pre-service and in-service education of teachers will give children a more effective education.

VARIOUS SERVICES ARE SET FORTH

During the year, the staff of the Elementary Division has worked to stimulate and guide progress and to help elementary schools minimize or overcome handicaps and meet pressing needs. Some of the staff's major activities are summarized below.

One of the chief responsibilities of the staff is to develop and coordinate educational leadership. Much time has been devoted to two groups of leaders who focus on the in-service training of teachers: the State helping teachers supervising the rural schools, and the elementary supervisors of the city schools. The staff has met with these groups separately in several full-day conferences and with the two groups together in a week's workshop where they worked on their own problems under the guidance of expert consultants. Most of the county superintendents also participated in the workshop. City coordinators of the curriculum from kindergarten through high school started this year a series of full-day conferences with the staffs of the Elementary and Secondary Divisions to discuss ways of articulating the whole school program. The New Jersey Conference for the Handicapped has continued its cooperative efforts to care for the needs of handicapped pupils in meetings arranged by the Elementary Division staff.

A member of the staff has the duty of licensing the three hundred child care centers in the State. What started three years ago as a regulatory assignment to safeguard young children in private nursery schools and similar groups has become an educative achievement. By cooperative methods, the whole program of early childhood education has been steadily improved, until now all licensed centers have trained teachers on their staffs. In conjunction with the State Nursery School Association and the State Departments of Health and of Institutions and Agencies, standards were prepared this year to provide for the safety and comfort of children while being transported to and from child care centers. The tentative standards for the operation of centers are being revised for publication next year.

Probably the most effective method for the Elementary Division to spread its influence over the State is by means of bulletins which present what the State Department considers sound objectives of a modern school program and which suggest ways in which local school districts can prepare their own programs to attain these objectives. The bulletins are prepared by representatives of various State educational groups, working under the direction of the Division staff. It may take several years to prepare a bulletin and make sure it reflects the consensus of thinking in the State.

This year the staff has concentrated on four bulletins. Two bulletins were completed. Elementary School Bulletin No. 8, "First Year in School," first issued six years ago, was rewritten and greatly expanded because of demands for more detailed suggestions. This bulletin has been influential in modernizing primary grade programs throughout the State. Bulletin No. 16, "Arithmetic in Child Development," describes a functional program in developing and using one of the basic skills taught in the elementary school.

Work was continued on two other bulletins which will be ready for publication next year. One of these bulletins coordinates the development of language skills from the kindergarten through high school. The other bulletin analyzes the services of the county staffs (the county superintendents and helping teachers) as an integral part of the State Department of Education.

The newsletters, the "house organ" of the Elementary Division, have been continued as a way of distributing current information to helping teachers and elementary supervisors.

With visits to schools and participation in professional meetings in various capacities, the staff has spent as much time as possible in the field in order to keep in touch with trends, problems, and needs, and to be able to guide educational progress realistically.

Appropriate Education for All . . .

In Adult Education

The Need Is Great

In the typical community in our State, seventy-four per cent, or three out of every four residents, are adults and out-of-school youth. The latter group includes our young people who have graduated from, or who have left, full-time, formal schooling. Numerically, our adults and out-of-school youth total over three million persons in our five hundred and sixty-five communities in New Jersey. Appropriate education and understanding of our adults are vital for the creation and maintenance of the liberty and prosperity we cherish.

Our adults and out-of-school youth have had greatly varied educational opportunities. The 1940 census indicated that one adult in every eight, twenty-five years of age or over in New Jersey, has had three years or less of formal schooling. Over three hundred thousand adults have had no formal education at all. The census also gave the information that the median years of schooling of adults twenty-five years of age or over in New Jersey was slightly over eight years. Approximately the same number of adults have some college education as those who have had less than four years of elementary schooling. Census figures for 1950 are not yet available on the schooling of our people. They will, however, undoubtedly indicate an increase in schooling. It is certain that they will also give evidence of limited educational opportunities of thousands of our adults.

The need for further education and lifelong learning is by no means limited to our adults whose early education, for various reasons, has been curtailed. No longer is it possible to coast through life on even a college education, much less a high school or elementary school background. New scientific discoveries and advances in medicine and health, in housing and mechanical conveniences, production in industry, in transportation and com-

munication—in fact, all areas of living and working have brought about a vital necessity for adults to keep mentally alert and up-to-date.

Opportunities Are Desired

Ample evidence is available of the desire of New Jersey adults to obtain opportunities for learning. A recent public opinion poll of the Princeton Research Service indicated that approximately one half of our adults expressed the need for opportunities for further education. This interest extends to both men and women in rural and urban communities. Further evidence of this desire for continued education is given through examination of the tremendous enrollment growth in New Jersey's community adult schools during the past five years, from 7,498 persons in 1945-46, to 35,642 in 1949-50.

An investigation made in 1949 indicated that over one hundred thousand adults in New Jersey were enrolled in some type of adult educational course or class, including naturalization and citizenship, academic education, college and university extension, vocational adult education, education in industry, and home study and correspondence.

Public Schools Respond to Needs and Desires

It is especially fitting that the public schools, which were originally established to produce that enlightened citizenry that Jefferson saw as the only hope of making democracy work, should rise in these critical times to enlarge the opportunities for adults to become responsible citizens. They are equipped with facilities, leadership, and channels to other leadership, trained and experienced, in the basic "know how" of doing the job that has to be done. The expense involved is limited, since facilities already available can be further utilized, and further education of most adults must necessarily be on a limited, part-time basis.

In New Jersey nearly one hundred school systems have definitely designated a member of the staff to serve as director of adult education. The director of adult education, under the leadership of the board of education and the superintendent of schools, commonly has the responsibility for studying the educational needs and interests of adults and out-of-school youth in the community, and in taking steps for the organization and maintenance of learning opportunities appropriate for adults. A cooperative relationship is maintained with the individuals, agencies, and organizations in the community interested in adult education.

Our public schools on the local level, through the sponsorship of local boards of education with the cooperation of the Division of Adult Education of the State Department of Education, are meeting the challenge in many ways. They include the organization of courses and classes in a variety of fields; the provision of program services and aids for many local and state organizations; the conduct of institutes, conferences, workshops, and meetings; the provision of demonstrations and exhibits; the organization of trips and tours; the composition and distribution of pamphlets, periodicals, newsletters, and other types of informational materials; participation in radio and television programs; and the provision of both educational and

vocational guidance services to parents and other adults. All of these forms and methods of adult education are designed to provide an extended educational program by the schools. Frequently, and often most effectively, these adult educational services and opportunities are provided in cooperation with various community organizations and agencies.

The following report is an analysis of some of the outstanding and widespread educational needs and interests our adults and out-of-school youth have today. It further describes the progress that has been made in providing appropriate adult educational opportunities to meet these needs and interests.

What Is Appropriate Adult Education?

Public school administrators and boards of education are providing, in cooperation with other agencies and institutions, appropriate educational opportunities for adults and out-of-school youth for:

(1) *Completion of a foundational program of academic education.* It will provide those tools for learning, skills, appreciations, and understandings essential for effective functioning of our American society.

Adults today not only need to know how to read, to figure, to write, and to speak the English language, to know their history, geography, economics and other fundamental subjects—they also need to improve their skills in rapid and more comprehensive reading, in refreshing earlier mathematical training, and in filling in the gaps, or supplementing basic education in geography, history, science, and other fundamentals.

Two thousand adults of all ages in New Jersey attended evening classes in the academic secondary school subjects in New Jersey during the past year. Hundreds of additional adults were helped by the Division of Adult Education, by home study or tutoring facilities, to meet the examination requirements for obtaining a state high school equivalency certificate. Many classes dealing with academic education on the elementary and secondary levels are provided in our community adult schools.

(2) *Obtaining information and knowledge in the field of adult civic education.* The battle to maintain and improve our American way of living in our free society is at this moment being fought in the hearts and minds of every American. Ignorance, indifference, and lack of responsibility on the part of individuals or group of people can contribute significantly to success or defeat. Because this battle requires of everyone continued alertness, understanding, and intelligent loyalty—adult education has a job to do.

Among the most popular classes in our community adult programs are those dealing with current events, courses and forums, America in world affairs, behind the headlines, current political issues, current issues in labor problems, history in the making, interpreting the news, our American heritage, social problems, the United Nations, know your New Jersey, you and your government, your city—its history, development and opportunities, you and social security, workshop on human relations.

Alert, educational administrators and civic leaders are providing adult program services for other organizations in our communities so that the

best resources for learning and understanding through speakers, discussion groups, forums, demonstrations, panels and other means may be made available in the field of adult civic education.

(3) *Assistance to our foreign born in acquiring the necessary educational background for citizenship.*

New Jersey ranks near the top of the list of states in the Union in the per cent of population who are foreign born. Thousands of the foreign born in our communities, particularly our larger industrial centers, have been helped in acquiring basic instruction in the fundamentals of speaking, reading, and writing English, and a knowledge of our American institutions and way of living through educational opportunities in the public schools.

Two thousand one hundred eighteen more persons were enrolled in naturalization and citizenship education classes in New Jersey in 1949-1950 than in the preceding year, 1948-1949. During the past year a total of 6,152 students attended such class groups conducted under the auspices of thirty-six school districts in New Jersey. A total of 181 classes were carried on. At least 3,361 of the students in citizenship classes were preparing for naturalization, and 190 met the citizenship requirements during the year. Seven hundred sixty-nine had met the requirements in previous years and returned for further instruction.

There has been not only a steady rise in the number of immigrants to the United States, but also a rise in the percentage of those admitted to this State. The recent, rapid increase in numbers is due, in the main, to the operation of the displaced persons act. The extension of this legislation means that large numbers still can be expected in the near future. Of the 188,317 aliens admitted to the United States for the year ending June 30, 1949, 9,832, or 5 2/10 per cent were destined to New Jersey.

(4) *Activities which will make for wholesome family life.*

(a) *Parent Education*

The forward-looking educators realize that, beyond the intrinsic values for child and parent, parent education can help make the work of the school easier, more effective, and more durable. Parents in our homes have an important educational function that calls for knowledge and understanding. Every parent is truly a teacher.

A sound program of parent education includes an understanding of the mental, physical, and social growth of children at all ages—preschool, primary, preadolescent, adolescent, and young adult levels. It involves not only knowledge and information giving, but definite training in skills in dealing with specific functions and problems which parents face.

Among the most popular and significant courses offered in parent education are: art of living together, boy and girl relations, child and parent relations, child behavior and mental hygiene, child care, child guidance, courtship and marriage, family financial problems, growth and behavior of preschool children, legal problems of home and family, making a go of marriage, marriage and employment, prenatal and infant care, preparing for marriage, sex education in childhood and adolescence, understanding children, what youth faces today, which college for Jack or Jill.

(b) *Homemaking Education*

Adult education does have a respon-

sibility to the homes of our State, for as it has often been said, a nation of wholesome homes will go far toward solving its internal economic and social problems. Wholesome home life is an essential basis for national defense against disintegrating forces from within and untrustworthy ideologies from without.

An adequate program of homemaking education has two rather distinct phases. The first deals with the management of time, energy, money, and the physical aspects of the home plant and its surroundings. It can well be called the housekeeping phase. The second relates to the living relationships between members of the family group whereby the deeper, inner needs of the members are met. The field of education in family living is second, both in enrollment and in the number of courses offered in our community adult programs in New Jersey.

Among the most popular courses offered in this field are: budgeting for the home, canning and preserving, consumer science, good housekeeping hints, hints for the young homemaker, the hostess, home management, housing problems, home owners problems, management of your home dollar, nutrition, science in the home, electricity in the home, what's new in home management, stretching the food dollar, upholstering repair, window treatments, slip cover making, architecture of the home, building or buying a house, cabinet making, furniture repair, homemakers clinic, interior decorating, landscaping, small home design and construction.

(5) *Continued vocational and professional training and retraining.* This will help our workers in all occupations to acquire, maintain, and improve their knowledge, skills, and understanding on the job.

Vocational education for adults covers jobs in business, industry, agriculture, and the service trades. The program includes opportunities for initial training for beginners, retraining, upgrading, and refresher courses. In our community adult programs, courses for helping people in their work have ranked first in all areas of interest and participation.

Included in the courses which are commonly offered in community adult schools in this area are: accounting and bookkeeping for the small business man and small store owner, advertising for the small store owner, selling, arithmetic for beginners, business letter writing, business machines, business procedures, commercial English, comptometer beginners, cost accounting, effective speech for salespeople, how to get a job, merchandising for specialty shops, mimeographing, money management for small industries, multigraphing, office management, personal finance, shorthand, stenography, and typing.

(6) *The provision of guidance for adults and out-of-school youth.* Our public schools are increasingly keeping in contact with out-of-school youth and adults as they drop out or leave school. Guidance facilities are provided in connection with adult programs to help adults become acquainted with the type of educational opportunities that will best help them to make the most of themselves and serve their communities in the best way. Among the facilities that are provided are: testing and consultation, information concerning schools, colleges, courses and other types of opportunities, arrangements for placement and read-

justment, and personal evaluation of success and failure. Without doubt, a tremendous waste of our human resources can be avoided, and a real program of human conservation can be provided through the development of adequate guidance for adults and out-of-school youth by the public schools.

(7) *Meeting the special needs for education of particular groups of people, or in certain areas of need.* Among these, the following three groups are outstanding. They include the young adult, who wants and deserves a place in community life; the handicapped adult, who needs education during and after his rehabilitation; and the older adult—an ever-growing number in our communities.

(a) The termination of formal full-time education for the young adults in our New Jersey communities does not mean an end to their need and desire for education. They particularly need help and guidance in the selection of, and participation in, worthwhile activities that will aid in their assimilation into the realities of community life and that will put to good use the youthful energy and capabilities which our communities need so much. Furthermore, opportunities for continued education will provide for development in educational areas which were prohibited because of restrictions of time and formal school programming.

(b) The handicapped adult can be helped in many ways to become useful to himself and society. Courses in arts and crafts often lead on to ways and means for at least partial support. Sight-saving classes and those in lip reading for the hard of hearing have been helpful. Of especial value are those in the area of human relations and personal living to persons with personality problems.

(c) As the number and percentage of old persons constantly increase in our communities, it is important that some attention be given to their educational, as well as physical needs. Life for our older people can be made interesting and worthwhile and not a time of intellectual interest decline. New interests and skills can be taught and old age be made worth the living. In our New Jersey communities, clubs and groups for our aged and aging are increasing.

Included in the important special area of adult education are those relating to health and safety, civil defense, international relations, labor-management relationships, economic literacy, and inter-group education.

The Division of Adult Education has cooperated with the State Departments of Health, Highway, Institutions and Agencies, Conservation and Economic Development, and Civil Defense; the Rutgers Labor-Management Institute; and the Division Against Discrimination of the State Department of Education in bringing their special services and an understanding of their resources to the attention of adult education directors and lay and professional community leaders.

In the field of health and safety, attention is being given to modern developments in medicine. Courses are designed not only to give more knowledge, but to improve the skills necessary for the maintenance and protection of health, including training for automobile drivers. Those in the field of health and safety deal with newer developments in medicine, opportuni-

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ties for maintaining health in class groups, such as physical fitness and gymnastics, games and conditioning for adults, and automobile driver behind-the-wheel education.

In cooperation with the Rutgers Labor-Management Institute, courses have been provided in the field of labor management history, getting along with the other fellow on the job, and current problems relating to labor management.

In the field of economic education, many courses have been provided dealing with budgeting, money management, investments, the use of banks, local, state and national finance, and consumer education.

A broad program of courses relating to international relations is being offered, including current events, travel courses, the United Nations, and many fields of international relations.

(8) *Opportunities to grow as intellectual and emotional beings—to share in the culture of the past and present —to find avocational outlets through experience in the arts.*

Many people find real joy of living in experiences of creation and appreciation. Adult education activities in arts, in handicrafts, in literature, and in music can serve this need. Among the courses provided in our community adult schools in the fields of cultural and avocational interests are: creative writing, music appreciation, singing—voice and choral, dramatics, history of the theatre, art appreciation, creative art, cartooning, dress designing and applied design, painting and sketching, sculpture, antiques, leather and metal crafts, hand weaving, rug hooking, lamp shade making, glove making, ring making, silver smithing, gem cutting and setting.

Future Growth Poses Problems

A. *Development of understanding not only of the needs for adult educational services, but also the ways and means of supplying these needs.* Although considerable progress has been made during recent years, there is much that needs to be done, particularly in helping members of boards of education, governmental authorities, and others in positions of civic, economic and political responsibility to understand the significance and contribution of adult education to the welfare of the people of our State, and to determine what is appropriate for all who need education. Our New Jersey Association for Adult Education is the natural organization for taking the lead in this work, and is being strengthened and gradually better fitted and adapted to assume this position of leadership.

B. *The development of greater cooperation, particularly on the community level, among agencies and organizations involved in promoting and supplying adult educational services.* Responsibility rests upon the local board of education and the superintendent for leadership in promoting such cooperation. Many of our superintendents and boards of education in New Jersey are acquiring the broader look of education as a matter of lifelong learning, and through their community councils are leading the way to the establishment of the broader program of adult education in cooperation with the many various agencies and organizations involved in the work.

C. *Provision for trained leaders in the field of adult education and adequate facilities for leaders.* Through conferences, workshops, consultations

and study, our community adult education leaders and teachers are gradually acquiring the skill and understanding that is necessary if our adult educational program is to be placed on a quality level worthy of public interest and financial support. The methods and techniques of teaching adults, as well as arrangements for organizations for adult education vary in many details from those of other educational fields. They involve skills of working with groups, discussion leaders, use of audio-visual aids for adult groups, and many other areas. Our colleges and secondary schools have a particular responsibility in the training of adult education leaders and teachers, as well as in helping all teachers, school administrators, and other community leaders to gain a better knowledge of working with adults.

D. *Provision of more adequate finances.* Since adult education should be an integral part of the total educational service of any public school system, it also needs to be as adequately financed as any other phase of educational service. Adult education will suffer to the extent that it is subject to haphazard organization, poorly trained leaders, and meager financial support. As adult education services are designed to promote the welfare of all of our citizens, so the financial support should likewise rest upon all of our citizens. Financial support in the field of adult education is a matter of the responsibility of the State, as well as of the local community. Can our communities, and can our State well afford to neglect the provision of adequate financial support for the education of all of our citizens? The State of New Jersey is definitely lagging behind eighteen other states in the nation in its failure to provide financial aid for the support of adult education.

Appropriate Education for All . . .

In Health, Safety, and Physical Education

Appropriate education in health is the continuing effort of the school, to secure for every pupil his attainable organic and functional health. This health norm will vary with every individual from the foremost athlete to the possessor of a handicap that scarcely permits him to attend school. Each pupil will vary at times from his best state of health, and the school health program must be graduated both to all individuals and to all variations in each individual. The basis for attaining this health goal for every pupil is the school physician's examination. Each pupil must be carefully examined early in his school experience.

MEDICAL EXAMINATIONS IMPROVE

In the past few years the school medical examination has been greatly improved. The reasons for this improvement are that the physicians of New Jer-

sey recognized that the school health program has not been keeping abreast of medical advances made in other public health programs. Industrial medicine, preventive medicine, and medical research were progressing, but school medicine seemed to lag behind and retain its old and inadequate procedures.

There was no professionally sound reason for this condition, since all school physicians were practitioners of medicine in their communities. In fact, their private practices and hospital work were identical with those of the other physicians in the community.

The Medical Society of New Jersey and a member of the Division of Health, Safety, and Physical Education of the New Jersey Department of Education over a period of several years gave consideration to improving the school physician's work. Recommendations were made and gradually the school physicians have improved their school examinations.

SIXTEEN COUNCILS ARE FORMED

County School Health Councils have been formed in sixteen counties. The New Jersey School Health Council was formed in 1948 and has given aid to the county councils. Community interest largely through these councils and through many other social-welfare groups has had its beneficial effect.

The work of the school dentist has been benefitted by similar methods. The New Jersey Dental Association within the last year has shown increased interest in the school dental program. The New Jersey Department of Health gives consultation service to the public schools through its dental division. The county dental associations are represented on the State and local school health councils. In addition to these groups the New Jersey Dental Health Committee strengthens the school dental work.

The school nurses have their own New Jersey Association of School Nurses. Other nursing groups give aid and advice to school nursing services. Among these nursing organizations are the New Jersey State Organization for Public Health Nursing and the Visiting Nurse Association. The New Jersey Department of Health supplies nurses to schools through its Bureau of Maternal and Child Health. All of the above groups are greatly concerned with the problem of providing for each and every pupil appropriate health education.

Appropriate health instruction includes teaching the required subjects of safety, physical education, first aid, and home nursing. Automobile driver education, and education for family life are being taught in an increasing number of schools each year. Behind-the-wheel driver education courses were given in 53 high schools in 1949-1950.

Selected material in special health subjects has been added to the curriculum in many high schools. These subjects are tuberculosis, cancer, rheumatic fever, and infantile paralysis. Education concerning the use of narcotics, alcohol, and tobacco is being emphasized.

GUIDE WILL BE PUBLISHED

A health syllabus for high school teachers is being prepared by a large working committee of health teachers. It will do for the high school field what Bulletin No. 18, entitled "Health Education in the Elementary School," has done for the elementary schools.

In the area of education for family living, the bulletin "An Approach to Education for Personal and Family Living" has been revised and reprinted.

Many professional groups and organizations give assistance to New Jersey public school health education. Among these are the Medical Society of New Jersey, the New Jersey Tuberculosis League, the New Jersey Cancer Society, the New Jersey Dental Association, the New Jersey Department of Health, the New Jersey Department of Institutions and Agencies, and the New Jersey Department of Law and Public Safety, through its Divisions of Motor Vehicles and State Police.

STURDY BODIES NEEDED FOR BOTH PEACE AND WAR

Appropriate physical education for public schools requires modification but not radical changes in the present program. The physical education teachers are anxious to increase their efforts in reducing the conditions that have caused selectees for the Armed Services to be rejected. However, most of the causes are not the result of an inadequate physical education program. They are due largely to structural defects and the rigid dental, medical, and psychological requirements of the Armed Services.

Certain features of the present physical education program such as leisure time recreation and adult hobbies are being reduced in number and content and others that are designed for body building and stamina together with coordination and agility, are being promoted. Study and planning are necessary to include physical activities that are useful for peacetime citizenship as well as for war service. Intramural and interscholastic athletics are being controlled and supervised to the end that all eligible pupils can participate.

Appropriate safety means that all pupils at all times should be as safe in the schools and in progress to and from school as circumstances will allow. There are risks in the school just as there are risks in business and at home. Facts relating to prevention and protection against hazards are taught in the classroom and practiced in the school building, on the playgrounds and athletic field, and as pupils go to and from school.

Fire safety is taught and drills performed in all schools at least twice each month in compliance with requirements. School safety patrols are functioning in all schools.

Appropriate school lunches and nutrition education are of great importance in attaining health for all pupils. The Federal school lunch program has been a major factor in providing proper food and in teaching pupils to select the right kinds of foods. The school cafeteria is a daily workshop for nutrition education.

Appropriate Education for All . . .

Division of Teacher Certification

The maintenance of appropriate educational preparation of administrative, supervisory, instructional, and auxiliary service personnel of the public schools is a matter of primary importance to the citizens of our State. The Division of Teacher Certification has the responsibility of inquiring into the professional preparation of candidates for educational service and of maintaining the standards as determined by the State Board of Education with the advice of the State Board of Examiners through the issuance of proper certificates to qualified persons.

It is highly important that teachers, administrators, supervisors, and other school personnel be appropriately certificated for all areas of service to be performed. The members of the Division of Teacher Certification have a vital responsibility for the maintenance of proper certification as an important basis for the provision of appropriate education for each of our thousands of public school pupils. This responsibility is met through the cooperation of all concerned, especially the county superintendents. They are charged with the duty of checking certification in every school district.

Number of Certificates Issued Grows

The number of certificates issued during the past eight years has increased annually and reached its peak during the past year of 1949-50. The number issued has grown from 3,328 in 1943-44 to 5,853 for the year 1949-50, or an increase of 2,525 or 75.8%. The number of regular limited certificates issued in the year under review showed an increase of only fifty over the preceding year, and the number of permanent certificates was increased by 156. The number of certificates renewed has increased significantly again this year, which indicates that a great many teachers with substandard certificates are still continuing to complete the requirements and qualify for regular limited certificates. This renewal figure has increased from 417 in the year 1943-44 to 1,676 in the year 1949-50, approximately a fourfold increase.

Substandard Certificates Decrease

The total number of provisional and temporary substandard certificates issued dropped from 1,031 in 1948-49 to 841 in 1949-50, a difference of 190. The number of regular limited certificates issued increased by fifty-two in 1949-50 over the preceding year to a total of 2,033. The number of regular permanent certificates issued also increased from 1,147 in 1948-49 to 1,303 in 1949-50, or an increase of 153 certificates. The number of renewals of substandard temporary limited and provisional certificates showed an increase from 1,617 in 1948-49 to 1,676 in 1949-50. The decrease in the numbers of substandard certificates issued was mainly the result of the withdrawal of substandard certificates in the secondary education field.

The number of substandard elementary certificates issued in 1949-50 was 431, and the number for the pre-

ceding year was 553. The net decrease was 122. However, the number of renewals of certificates for 1949-50 was 896, as compared with 839 in the preceding year, or an increase of fifty-seven. Practically all of these certificates renewed are the substandard ones. It is evident, therefore, that the number of sudstandard certificates issued and renewed has continued to be about the same this year as during the preceding year.

In the secondary and junior college field, a decrease of ninety certificates issued and renewed was recorded over the preceding year. The number of substandard certificates issued decreased from 245 for 1948-49 to 158 for the year 1949-50. The number of renewals remained practically the same, 302 compared with 311, and the number of regular limited certificates issued in the field showed a slight decrease, 724 for the year 1948-49 compared with 702 for 1949-50. The number of permanent secondary and junior college certificates issued remained about the same for 1949-50 as the previous year, 416 as compared with 388.

Shortage of Teachers of Subnormal Is Acute

In the field of atypical education, a decrease in the number of certificates issued, from seventy-three in 1948-49 to fifty-one in 1949-50, was recorded. The field of certification for the teaching of subnormal pupils reflected a great shortage of teachers adequately trained, since fourteen out of the twenty-one certificates issued were of the substandard type.

School Nurse Certificates Increase

In health services, 442 certificates were issued in the year 1949-50, which represents an increase of seventy-nine over the preceding year. This increase was almost entirely in the fields of health education and school nursing. In 1948-49, there were sixty-three school nurse certificates issued, and in the year under review this number was increased to eighty-nine. Six certificates were issued for health education and nursing in the year 1948-49. In 1949-50, there were twenty-six certificates issued in this area, none of which were substandard certificates.

Shortage of Teachers in Special Areas Continues

In the field of arts and crafts, a continued shortage of art, music, and home economics teachers was reflected for 1949-50, as in 1948-49. The total number of certificates in the arts and crafts area showed an increase of thirty-nine certificates. In both music and home economics, an increase in new substandard certificates issued was recorded. In music, the substandard certificates increased from thirty-six in 1948-49 to forty-two in 1949-50, and the regular limited ones increased from forty-three to forty-six. In home economics, the substandards increased from twenty-four to twenty-five, and the regular limiteds increased from thirty-five to forty-eight. The art certification picture remained about the same both years, with approximately an equal number of substandards each year, but an increase in limiteds from twenty-three to forty-one.

Interstate Reciprocity Program Is Developing

During the year, reciprocity certification rules were approved by all of the six New England States, New York, and New Jersey. Your Director of the Division of Teacher Certification con-

tinued to serve as chairman of the Inter-State Reciprocity Committee. Included in the work of the Committee has been: (1) further formulation of minimum standards for certification to be used as a basis for future certification progress in each of the states in the fields of administration and supervision, instruction, special subject areas, and auxiliary services such as school nurses, guidance workers, librarians, attendance officers, (2) definition of basic minimum standards acceptable to all in health, character, age, and other general requirements, (3) initiation of studies dealing with certification in the vocational field and with standards for accreditation of teacher training institutions. The work of our Interstate Reciprocity Committee has been nationally recognized as outstanding and has served to stimulate a movement in other regions of our country along similar lines.

NUMBER OF CERTIFICATES ISSUED 1941-50

Year	Provisional and Temporary	Limited	Permanent	Renewals	Total
1941-42....	52	1,914	937	802	3,725
1942-43....	1,908	858	618	556	3,940
1943-44....	792	1,450	669	417	3,328
1944-45....	768	1,229	1,084	779	3,860
1945-46....	888	1,521	1,284	819	4,512
1946-47....	1,107	1,545	1,080	961	4,693
1947-48....	1,098	1,581	1,005	1,251	4,935
1948-49....	1,031	1,981	1,147	1,617	5,776
1949-50....	841	2,033	1,303	1,676	5,853

Appropriate Education for All . . .

In the Secondary School

OUR TRADITIONAL EXCLUSIVENESS

The first American secondary school was the Latin Grammar School. It was set up with a specific purpose and mission—to prepare young men for theological school. Our efforts to adapt our high schools to their modern purposes are constantly hampered by the grip which this original orientation has upon us. Up to the beginning of this century, the high school enrolled a small minority of boys and girls, and graduated about one out of five. Now, by law and other pronouncements, we insist that public secondary education is for all adolescents. So, far, our procedure has been too much that of requiring all youth to enter and to manage as best they can on the fare originally set up for a selected minority.

EFFORTS MADE AT ADJUSTMENT

The adjustment to this new student body has been better in some sectors than in others. We have adjusted to economic variations by furnishing free textbooks and supplies. Through the extracurricular program we have ministered to a wide variety of interests and abilities. Our sporadic use of ability grouping has enabled us, now and then, to triumph over some inequalities. New courses, essentially different from the older academic studies, have served

some students well. But it is in the area of the curriculum that we are slowest to change; and it is here that we must make some radical changes.

A CHANGE OF CONCEPT NEEDED

Our chief trouble here lies in our failure to revise our definition of secondary education. In the nineteenth century we thought of the high school as an institution in which youth could have contacts with the various fields of learning; we hoped that those contacts would add something called "culture" —would "improve the mind." In these later days we are coming gradually to the realization that young people must be readied for a complex life—that they must be given abilities that will function when problems arise. In short, those who plan secondary education can no longer feel a freedom from responsibility for the competence of young people.

WHAT NEW JERSEY HIGH SCHOOLS ARE DOING

New Jersey high schools are introducing measures intended to make the student's stay profitable to him, whatever his characteristics.

a. There is a definite swing toward the SINGLE CURRICULUM as the basis for the organization of the offerings of the school. Under the older plan, there are the college preparatory curriculum, the general curriculum, the commercial curriculum, the industrial arts curriculum, and so on. While this is convenient and orderly, it has the effect of "classifying" the students. Besides setting up some degree of rigidity, it tends toward a caste system of social organizations. The single curriculum, composed of constants and variables, throws greater responsibility upon the guidance department, but it makes possible an undiscriminating adaptation of the school's offerings to the needs of all students.

b. Taken as a group, the New Jersey high schools offer a tremendous VARIETY OF COURSES. For example, the tabulation of the subjects offered by the six-year schools shows a total of 135, of one semester or one year each. While in some cases, a difference in title carries only a slight difference in content, the differentiation does permit a much better service to the students as individuals.

c. Some schools have introduced CERTAIN FUNCTIONAL COURSES aimed at readiness for predictable activities of young people. For example, 86 schools have courses in automobile driving, and 29 of these include behind-the-wheel instruction. There are courses in family living, social relationships, speech improvement, music appreciation, and the like. Refresher courses in arithmetic are becoming common as high schools recognize the need for reviving, just before graduation, skills which may have lain dormant. Instruction in reading emphasizes comprehension and, in an increasing number of schools, is assisted by facilities for technical diagnosis of the difficulties which hamper some children.

d. Thirteen high schools are participating systematically in the national LIFE ADJUSTMENT EDUCATION program. Each has undertaken an experiment in the preparation of young people for a definite type of human activity—family life, social relationships, human relations, economic understanding,

life adjustment through literature, physical fitness, science in life. Conferences of representatives of these schools are held once or twice a year to compare notes and to be of help to each other. Efforts are made to determine whether the desired outcomes are attained.

e. COMMITTEE WORK helps in improving the content of courses and in orienting the teaching force. Some of these committees are appointed and directed by the voluntary educational organizations of the State, as, for instance, the New Jersey Secondary School Teachers Association, which issues an annual "Yearbook." Some committees work under the auspices of the State Department of Education, such as those on Spanish, mathematics, language arts, health, and prediction of success in college.

f. The IMPROVEMENT OF CITIZENSHIP is one of the problems which requires serious and constant attention. *The Guide for the Teaching of United States History* was developed by a committee working under the auspices of the State Department; it has been hailed as valauble in systematizing the instruction in citizenship. The chief handicap in this area is the conspicuous exhibition of bad citizenship in critical times—hoarding, patronizing of black markets, ignoring of traffic laws, and organized crime. The task of the schools in developing a high grade of citizenship is tremendous and sometimes discouraging. There is a universal tendency in the high schools to help the pupils to acquire loyalties based on an understanding of the ideals upon which our government is founded and a deep sense of responsibility.

WHAT OF THE FUTURE?

Progress in setting up appropriate secondary education for all will depend upon sustained, loyal effort. There will be no measurable accidental improvements. Then, too, we shall have to become more adept than we are at evaluating the results of our innovations; otherwise we shall wander rather than explore.

Appropriate Education for All . . .

Division of Academic Credentials

A foundation of academic education varying from a four-year high school education to four years of college education is legally required in our State of persons who desire to enter into specific professional training programs in the professions of certified public accountancy, chiropody, dentistry, dental hygiene, law, medicine, nursing, optometry, and pharmacy.

The Division of Academic Credentials of the State Department of Education has the responsibility of investigating and certifying to the acquirement of appropriate educational qualifications for persons desiring academic

qualifying certificates that will entitle the holders to enter into such a program of professional training.

A program of high school education or its equivalence is also required for college entrance and for entrance to or promotion in many vocations including civil service work and in the Armed Services. The Division of Academic Credentials provides for the issuance of high school equivalent certificates to persons who successfully pass subject examinations in various high school subjects arranged in convenient centers throughout the State. Credit is given for that work successfully completed in high school attendance.

The qualifying certificate and the high school equivalent certificate enable those who earn such documents to enjoy that which is to them specifically appropriate to their needs, interests and aptitudes. Thus, the members of the Division do everything possible to provide veterans and pre-professional candidates with a certificate which will enable them to pursue and benefit from educational opportunities appropriate to their desires.

Qualifying Certificates Are Issued

During the year ending June 30, 1950, this division served a total of 3,170 persons through the examination of qualifications and the issuance of academic qualifying certificates, and high school equivalent certificates. Assistance was given to approximately 3,500 additional New Jersey citizens through consultation and evaluation services involving the meeting of necessary requirements. A total of 1,307 persons took the high school equivalency examinations.

The following table indicates the total number of certificates issued and the number issued in each profession annually during the past ten years. The number of certified public accountancy certificates has increased from 121 in 1941-42 to 417 in 1949-50. Other increases indicated are in the fields of high school equivalency, law, medicine, optometry, and pharmacy. The decrease in the number of nurse qualifying certificates is due to the fact that the Federal training program of Cadet Nurses was abolished six years ago. This has created a definite shortage of candidates for the nurse training program. There are forty-two nurse training institutions in the State of New Jersey with whom we work. The Division endeavors to keep these training institutions in touch with the latest requirements. This work is espe-

NUMBER OF QUALIFYING CERTIFICATES ISSUED 1941 TO 1950

Year	CPA	Chiropody	Dental	Den. Hyg.	H. S. Equiv.	Law	Medical	Nurse	Optometry	Pharmacy	RMA	Totals
1941-42	121	7	169	..	23	205	236	1,683	76	109	1	2,630
1942-43	125	9	157	..	26	77	312	1,649	58	95	6	2,514
1943-44	121	7	114	..	25	67	294	2,194	61	109	4	2,996
1944-45	82	5	107	..	46	81	338	2,019	27	96	3	2,804
1945-46	147	12	138	..	89	419	604	1,581	34	174	5	3,203
1946-47	224	17	134	..	116	709	537	1,098	85	181	3	3,104
1947-48	400	20	157	..	80	709	397	1,147	117	156	1	3,184
1948-49	443	24	105	62	108	581	403	1,154	193	254	2	3,329
1949-50	417	12	132	23	84	536	334	1,177	184	269	2	3,170

cially urgent during the summer months of June, July, and August as new applicants are recruited for the staffs of the various hospitals.

High School Equivalent Program Grows

There is a continuing increase in the number of persons interested in qualifying for the high school equivalent certificate, and it is expected that the high school equivalent program will be greatly expanded in the future. Particular efforts have been made by the Division to distribute information concerning the acquisition of the high school equivalent certificate to those persons who are in need of such educational opportunities. The examinations have been given in the following communities: Somerville, Camden, Paterson, Hackensack, Passaic, and the Clinton and Bordentown Reformatories. Examinations have been given at the Clinton Reformatory since 1946. The Bordentown Reformatory just recently learned of this opportunity and participated in the June examination session. The results were very graitfying since all but one subject was completed satisfactorily by five boys.

Special Examinations Are Held

An examination service rendered by the Division of Academic Credentials in cooperation with the State Board of Nursing is a one-year high school comprehensive test given to older graduate nurses who need only that amount of credit to take their State Board examinations for registration.

In cooperation with the Vocational Division of the State Department and the Essex County Vocational High School, a two-year high school comprehensive examination is given in February and September at the school to a group of persons desiring to become registered by the New Jersey State Board of Nursing as practical nurses. It is anticipated that this program will increase since we have received many letters from persons interested in becoming practical nurses who have not had the required two years of high school education.

Requests for examinations have been received from Fort Monmouth since there are a number of the men in service there who are desirous of qualifying for the high school equivalent certificate.

The basic factors which have led to the increase of the work of the Division are the return of many war veterans to begin or continue their preprofessional and professional studies. The Division is receiving numerous letters from educational officers in the various fields of service in the interest of New Jersey service men who did not complete their high school education before entering the service and now have some time to devote to this purpose while in the service.

Appropriate Education for All . . .

In Vocational Education

PURPOSE IS DEFINED

The purpose of vocational education as defined in the legislation which appropriates federal funds for this type of education is "to fit for useful employment." This not only establishes a definite purpose for vocational education, but it also places a responsibility upon school administrators to organize some type of selective procedures by which persons who can meet the standards for legal employment and who will be acceptable to employers can be prepared for useful employment. Vocational programs, therefore, are not intended for those who will be too young to be employed when the training is completed. It is not intended for those who will find it impossible to secure a job because they cannot meet employment standards that are becoming more rigid with each piece of legislation intended to increase the benefits to workers in general. All of the legislation which safeguards the workers' health and economic and social progress is excellent, but each new type of legislation, temporarily at least, makes it difficult for youth to enter occupational life. These standards are not limited to any one field of work. They extend into all phases of occupational life, but they are more specific and more rigidly enforced in the trade and industrial fields than in some others.

This responsibility, "to fit for useful employment," however, requires the vocational educators of the State to be concerned with job opportunities. These are in addition to the responsibilities for the guidance, selection, and training of those who are to fill the jobs. The counselors in the fields of occupational information and guidance, who are members of the staff of each school in which a program of vocational education is operated in New Jersey, have been making community studies to determine occupational needs and occupational trends. This is a necessary step and a continuing process in providing appropriate education for those who can profit from vocational education. In some instances local boards of education, in districts which maintain programs of vocational education, are too concerned about what changes to make in personnel, programs, and building facilities to have the vocational programs meet the intent of the law. This is a situation which developed in Elizabeth, where the board of education requested the assistance of the Vocational Division in making a comprehensive study of the entire vocational program and its relationship to the employment area of which Elizabeth is a center. The study, which will be completed about November 1, 1950, will include facts about where employed members of the families in Elizabeth work and what they do. It includes also a study of the vocational desires of boys and girls now in school and the interests of parents of these boys and girls in preparing them for earning a living. The employers have been contacted to determine the extent of the need for the replacement of workers, sources of

recruitment of workers, and similar statistical information. A detailed study has been made of the facilities now available for vocational education, the qualifications of teachers and the need for expansion or revision of vocational offerings in the day, evening, and part-time schools.

GRADUATE PLACEMENT STUDY REVEALS NEEDS

Efforts are made each year to determine the extent to which youth who have been selected for occupational preparation are finding employment in the field for which they are prepared. This annual study reveals the need for the readjustments of some programs and more careful selection of students who can meet the standards of employment. This is a guidance function, which not only safeguards youth against the disappointments which occur when they find they are not employable after they complete a course in the field of their choice, but it also safeguards the expenditure of public funds for non-functioning training.

SOME VOCATIONAL PROGRAMS ARE OF THE EARN-AS-YOU-LEARN TYPE

Students who are enrolled in the vocational agricultural programs are required to conduct farming practices as part of their instruction in agriculture in the high school. These farming enterprises are carried out either on the family farms or on rented facilities. The activities are supervised by the vocational agricultural teacher and the student is required to keep adequate records of expenditures. The income from the farming practices and for wages paid for farm experiences for 1949-1950 exceeded $297,000. The total amount expended for vocational agricultural instruction was $226,481. This includes state, federal, and local expenditures. Students in the distributive education programs, which involve school and job experiences, must spend at least as much time on the job as they do in school, and many of them spend additional time in employment on Saturdays and school holidays. These young people, therefore, are in the labor market, and they are subject to all the regulations of other employed workers. The instruction in the school must be of a quality that is acceptable to the employer. There is no minimum passing mark involved in making change. The transaction must be one hundred per cent correct to satisfy the customer and the employer. These young people must be able to maintain themselves in employment, and they regard the distributive occupation program as the one most appropriate for them. Their ability to hold a job is given a practical test, and if they fail, there is evidence they need another type of education.

The students in the part-time cooperative program in the field of trades and industry are also in an appropriate type of education for those who can meet the child labor regulations which are more rigid in the industrial field than in other fields. This, therefore, is an appropriate type of education, but it is not appropriate or available for all who would like to participate.

ADULT PROGRAMS ARE INCLUDED

The vocational activities in New Jersey extend to adult groups and they serve many times more persons than do the all-day programs. These adult programs evidently are appropriate for those who participate. They must be appropriate, otherwise those who participate in them would not spend their time after working hours in these special classes. Attendance is entirely voluntary and the workers come to evening and part-time classes to improve skills, knowledge, and judgment in their field of work. These evening and part-time classes must meet the requirement that "the instruction is supplemental to the daily employment" of those enrolled. This in itself seems to indicate it is the appropriate type for those who need it.

The education and training under the G. I. Bill continued during 1949-1950, with only slight indications of a decline in the major program in the field of vocational education—apprentice and on-the-job training. This phase of veteran training also is appropriate for those who participate. Apprenticeship is an employer-employee relationship, and it represents one of the oldest forms of organized trade training. Here again, unless this type of educational program is appropriate, it ceases to function. Either the employer discharges the apprentice or the apprentice voluntarily changes his job. The appropriateness of the related instruction which is given in the schools is evaluated by representative advisory committees of employers and labor, and if this type of instruction is not appropriate, these groups make the facts known and changes must be made.

Vocational Education, by its very nature is appropriate for those who have the interest and ability to profit from it. Unfortunately, facilities for vocational education are not available for all who would like to participate in job preparatory or job extension programs. New Jersey needs more facilities for vocational education and, in addition, there is a need for legislation that will make vocational education possible for those who cannot participate because there are no facilities available in the local school district in which they live. The new legislation should make it possible for the local school board to pay the tuition elsewhere for those who wish to participate and for whom vocational education is more appropriate than some other types of education that are available to them.

Appropriate Education for All . . .

In New Jersey School for the Deaf

The training of children handicapped by deafness must necessarily be appropriate for the education of normal deaf children up to the limit of their educability. The State has a splendid institution for this purpose in the New Jersey School for the Deaf at West Trenton.

Objectives Attained Through Progressive Program

The primary objective for all deaf pupils at the school is the acquisition of the ability to use language under all conditions—making themselves understood through speech, understanding others through lip reading, and using language through the medium of reading or writing.

The Reception Center for the very young children continues to occupy an important place in the school's plan for the education of the deaf. Seven years of experience with this program has made it clear that the early admission of young deaf children exerts a profound influence on the ultimate educational and social achievement of the deaf. Their use of language is exceptional and their social adjustment is splendid. Years of experience with this Reception Center have strengthened our faith in the philosophy of the New Jersey School for the Deaf—that the materials and activities provided should be such that each child is given opportunity to develop physically, socially, emotionally, and mentally; that each day should hold pleasant, creative and satisfying experiences to the end that each child may reach regular school age better adjusted, more alert, and with a better understanding of the world about him.

In the Primary Department the foundations of speech and lip reading and the comprehension and use of English are laid. Special attention is given to silent reading because it also enlarges the deaf child's command of English. A beginning is also made in the study of the social sciences. The school is provided with complete equipment for visual education such as projection machines for slides, strip films, and movies, both silent and sound.

The academic work in the Advanced Department approximates more closely that in the public schools for the hearing students, both in content and procedure. Generally speaking, it is based on the curriculum of the junior high school with such adaptations as are necessary because of the language limitations of the deaf. The work is departmentalized into six groups: composition, literature, mathematics, social sciences, general science, speech correction, and lip reading.

During the year a number of sturents who had received part of their education in public schools were admitted to the School for the Deaf. These were students who, because of an increase in the loss of hearing, fell back in their studies and were recommended for transfer to the School for the Deaf. Their educational problem was somewhat different from that of the other students in the school; they possessed speech and a natural command of English but needed lip reading. They must also be constantly watched and carefully corrected to prevent any deterioration in their speech. Some of these students can probably be returned to the public schools after a year or two of special training at the School for the Deaf.

It is of interest to note that four "hard of hearing" children were returned to their local public schools academically and socially adjusted after a few years at the School for the Deaf, during which time they were fitted with hearing aids and taught how to use them.

This year's graduating class was the youngest class in some time, the average age being a little over sixteen years.

Several of them expect to return for a tenth-grade program next year and probable preparation for Gallaudet College.

Vocational Work Appropriate for Pupils and Helpful to the School

This department provides trade training in eleven major fields: auto body and fender repair, cabinet making, floriculture, hotel service, linotyping, metal shop, mechanical drawing, photo-engraving, photography, printing, and upholstering. The vocational program is divided into two units—the pre-vocational which includes students from 12 to 16 years of age, and the vocational for students from 16 to 21 years of age. The pre-vocational group rotates from one shop to another while the vocational group is made up of those students who have already selected their trade and are concentrating in that field.

The training in many of these vocational fields has been of very practical benefit to the school and has been of great value in developing in the pupil a pride of workmanship and the satisfaction of contributing something from his own efforts to beautify and to help his school. In floriculture, for example, flowers were furnished for all departments in the school and for those activities in which floral decorations were needed. The boys in hotel service courses assisted in the baking done in the advanced kitchen and, in addition, baked all the cakes during the year for the students in both school dining rooms. Linotyping, photo-engraving, printing, and upholstering have also contributed projects of inestimable value to the school.

Training in the Girls' Vocational Department is provided in courses in foods and nutrition, power machine operating, clothing and dressmaking, child care including home nursing and family relationships, linotyping, floriculture (in cooperation with the Boys' Vocational Department), and home decorating. In this work, also, the pupils have the satisfying experience of making practical contributions to the school's equipment and appearance. The power machine girls, for example, do a vast amount of work of benefit to the school, as well as saving the institution a considerable amount of money. They produced such articles as curtains, aprons, smocks, towels, sheets, pillow cases, mattress covers, and table scarfs. The employment and placement record of the vocationally trained graduates is excellent. They secure and hold good-paying jobs which make them economically self-supporting and an asset to their families and communities.

Guidance Program Is Basis for Trade Selection

In order to orient the students and provide a sound basis for trade selection, vocational guidance must, of necessity, be a constant and coordinating factor in our educational system.

Pre-vocational classes, consisting of students from 12 to 16 years of age, pass through a trial period in each of the trades offered at the school. Classes are rotated at the end of each semester. Instructors are required to give the vocational office a complete summary of each pupil's progress together with a personal opinion as to the student's adaptability in that particular vocation, and becomes a part of the accumulative record.

During the same period, batteries of tests are given by the school psycholo-

gist. These tests include mechanical aptitude, personality and interest inventories and mental ability. Results of these tests are studied and filed in the accumulative record folder, which upon completion of the rotation cycle, reveals a complete picture of the ability of each boy and girl together with the significant aptitudes and interests.

Personal interviews are then arranged with the pupil, and if possible the parents, and both personal and scholastic problems discussed. Discussions are based on what he would like to do after he leaves school. Employee and employer relationships are discussed. The accumulative records are reviewed and trade selection is made by the pupil with the help and guidance of the vocational department. Then he concentrates for three to five years on the particular trade of his choice.

During the early part of a pupil's last year in school, trial employment is obtained in the particular trade in which he has been trained. These trial employment periods are closely checked and the results used to determine a student's readiness for employment, and to further the student's education. Upon completion of vocational training, the student receives a certificate which states his proficiency in his vocation.

The progress of all graduates is followed through periodic personal contacts. The resulting information such as salary, whether or not the student has remained in the trade in which he was trained, and reasons for any changes, is filed in the vocational office. This supplementary information often helps provide a better program of education and guidance.

Physical Education Is Important

An aim of the program is the development of strength, vigor, stamina, vitality, neuromuscular coordination, and good functional health. In addition, the acquisition of skills in physical education activities is basic in the social, emotional, and recreational growth and development of the child. A remedial program is provided for all pupils needing correctional exercises.

The program for boys includes football, soccer, basketball, gymnastics, baseball, track, handball, softball, tumbling, and swimming. In addition to a comprehensive intra-mural program in these fields, a competitive sports or "Varsity" program is followed in football, basketball, and baseball.

The program for girls of physical education includes hockey, baton twirling, swimming, basketball, dancing, tumbling, corrective exercises, archery, softball, tennis, badminton, and volleyball. In basketball, a "Varsity" team represents the school in competitive sports. The emphasis is placed on intra-mural activities for girls. A complete program of Girl and Boy Scout activities is also carried on at the school.

Fine Arts Develop Creative Abilities

This department provides a program of creative work for children from the primary classes through the advanced painting classes. Pupils from this department participated in the annual Halloween Window Painting Contest in Trenton and received three "Honorable Mentions" in their respective grade levels. They also put on a large display of their work at the Craft Exhibit of the New Jersey Education Association's Annual Conven-

tion in Atlantic City in November. The exhibit consisted of examples of various table decorations, masks, weaving, jewelry, and silk screen projects on cloth.

The Art Department also conducts projects of great practical value to the school, such as providing decorations for holiday and birthday dinners, mounting pictures, and painting a picture in water color for the newly decorated Girls' Dormitory. The department also designed and printed, by the silk screen method, 200 program covers for various school functions.

The Arts and Crafts Studio meets the creative needs of the youngsters and contributes in large measure to almost every school event. Ceramics continues to interest the older boys and girls. One of the finest projects of this group was the production of 150 costumes and numerous "props" for the Primary School Festival.

Homelike Atmosphere Created

The back porches of two primary cottages were enclosed to give extra sleeping space. Painting, new drapes, and bedspreads in a few of the cottages helped make the living quarters of the younger children more homelike. Two television sets, donated and installed by parents of primary school children, have provided much happiness and enjoyment for these youngsters.

Two television sets, purchased by money contributed to the Television Fund, have been installed in two dormitories. Modernization and redecoration of many of the rooms in these dormitories have contributed much to improving living conditions and in creating a homelike atmosphere.

Child Study Department Guides Parents

The work of the Child Study Department has expanded the concept of appropriate education for all to include not only testing and clinical service for the deaf or hard of hearing child but also guidance of parents of the child with a hearing loss.

The trend in the work of this department in the past several years has been in the direction of folks needing such service coming to this department of the school instead of having the staff personnel going out to them. From June 30, 1949 until July 1, 1950, 298 tests and interviews were given in this department. Many of those seeking the services of this department were not children with defective hearing, but parents needing guidance in all phases of the maladjustment that confronts the child with a hearing impairment. Some of these phases are: adequate education, social adjustment in the home and school, the wearing of hearing aids, and the need of speech correction. All these factors must be considered if the handicapped child is to become a happy and well-adjusted individual. The personnel of the Child Study Department, as well as the members of the faculty, try to see the child as a "whole child"—not merely as one having a hearing loss. Recommendations are made after a careful study of each child and are based on a realistic point of view whch takes into consideration his mentality, his personality, and the educational opportunities in his community as well as the amount and type of hearing impairment and the date of its beginning.

From the total number of children interviewed, approximately fifty were

found to be candidates for the School for the Deaf, either for the ensuing year or later on when they become of school age. The most important and most satisfying work of the Child Study Department is its contribution to the adjustment of the parent to a child who has a hearing loss, since the attitude of the parents is the one factor contributing most to the total adjustment which supplements the work of the school to an immeasurable degree.

Public Schools Are Served

Audiometric testing in public schools has followed the pattern of other years but has been somewhat curtailed for two reasons: (1) more schools now own audiometers and hence do not request this service, and (2) the pressure of work at the School for the Deaf. This change, however, has enabled the school to reach a great many more families than formerly.

The school made an audiometric survey of Bordentown schools, and the annual testing program was carried out in Princeton and Cranford. Audiometers were loaned to Middlesex County, Frenchtown, High Bridge, Hightstown, and Bordentown. The lending of audiometers to nurses with little or no training in audiometers has been a matter for concern. For some years testing has been done by inadequately trained personnel and any good accomplished has been offset in many cases by the unreliable and inaccurate results obtained. It is felt, however, that the school should continue to lend its testing instruments to a few schools which have worked in close cooperation with the School for the Deaf for years.

Experience has shown a great need for a re-evaluation of the school's policy in recommending hearing aids and also in the program of servicing them. During the past year the school has had an increasing number of contacts with pediatricians and otologists who have been grateful for the help given them. This service to leading medical men is a contribution to the school's public relations.

Examinations Assist Pupils and Staff

During the year a complete audiometric examination was given to every child in the school. The results of these tests were sent to the academic principals. Fourteen additional children were fitted with individual aids. Representatives from hearing aid companies have visited the school regularly and have brought information on new developments in hearing devices. Approximately fifty children were given complete psychological examinations, and the results were discussed with all members of the staff having direct association with these students.

Guidance Aids Parents and Teachers

Parents and teachers request help with individual problems. Children presenting problems were retested and observed in the various phases of campus life, and persons working with them were interviewed. In some cases it was necessary to take such problem youngsters to the mental hygiene clinics at Mercer Hospital and the Trenton State Hospital.

Recordings and Files Show Progress

Seventy-eight Primary and sixty Intermediate and Advanced students made speech recordings during the year. Most of the students now in school have had these recordings of

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their speech made since their first year in the school. The new R.C.A. recording equipment has provided a marked improvement in the recordings. These records furnish a permanent recording of the student's speech development and are used for speech analysis and consequent speech correction.

The Central Files provide a splendid and easily available source of detailed information regarding the school activities of the children. A report covering every activity of every child is sent to the Central files at the end of every five-month term. This material is not only a permanent record of progress, but also supplies valuable information which is used for guidance purposes.

Staff Specially Trained

The most common annual replacement problem is the securing of teachers with special training for teaching the deaf. The principal reasons for this shortage of adequately trained teachers are: the reduced number of young people going into such training, the retirement of older teachers for various reasons, and the increased demand for teachers due to increased enrollments. Quite a number of the faculty personnel of the school pursue graduate study which makes them more valuable teachers. Weekly meetings of the professional staff and occasional meetings of the entire school personnel have produced teamwork and the 'esprit de corps' so essential to efficient operation.

The other personnel problem of the school is the maintaining of an adequate and efficient staff in the Foods Department. The chief factors in this situation are the types of work and the salaries paid.

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Additional Facilities Required to Meet Imperative Need

The capacity of the School has been taxed to the limit as a result of the great increase in the birth rate over the past few years. With the incidence of deafness remaining constant, any increase of the number of children is bound to produce more deaf children. Indicative of this situation is the fact that at the opening of the school term in September, 1949, when a total of 321 students were enrolled, there remained on the waiting list 36 children who could not be admitted for lack of facilities. When school closed in June, 1950, this number had grown to 86.

It is most unfortunate that these youngsters must remain at home and out of any school until such time as the School for the Deaf can find room for them.

The problem is further intensified by the fact that early education is extremely important to a deaf child, and irreparable damage is done when these youngsters are deprived of an early start in speech, lip reading, and language development. Furthermore, the vocational training given by the school, which has prepared these handicapped children for excellent positions at graduation, thus making them economically self-sufficient, should be undertaken as soon as the deaf child has been developed to the point where he may profitably begin such training.

Each year this problem becomes accumulatively worse, and it will continue so until additional facilities are provided by the State for the education of this handicapped group of children. The pressure from parents and others interested in these children cannot be ignored.

Appropriate Education for All . . .

In the Manual Training School

The students of the Manual Training and Industrial School are largely from broken homes and represent low-income families. They are not selected on the basis of scholastic interest and so range from very low to very high mentality, with the average intelligence quotient at approximately 88.

The curricular and extracurricular program and activities of the school are, therefore, necessarily planned to provide a degree and kind of education which each student can assimilate, according to his level of intelligence and aptitude. The primary aim of the school is to teach its students to live, and to live usefully. An important outcome of living together is the opportunity of learning to get along with other people.

Beautiful surroundings and adequate living accommodations and facilities constitute an essential instrument in teaching children of poor homes and neighborhoods how to live. It is necessary to instill pride and a sense of security in rebuilding morale, and as a background for teaching the proper maintenance of personal property and respect for the property of others.

ALL GET WORK EXPERIENCE

Each student participates actively in the maintenance and operation of the school plant. The students do their own housekeeping, fire the boilers, man the laundry, assist in the preparation and service of meals for staff and student body, and assist in the maintenance of grounds and buildings. These are not made-work chores, but essential duties, upon the performance of which the school must rely for the successful operation of the plant. The performance of these necessary duties is one of the terms upon which the student enters the school.

The extracurricular activities of the school also possess an abundance of training value. Students are trained to plan and conduct religious services and recreational programs; student groups organize and conduct fund-raising campaigns for the benefit of such causes as the tuberculosis, cancer, and infantile paralysis drives; cadet officers acquire and carry out responsibility in student discipline, the development of character, and the performance of student duties.

Those with special skills and interests, actual or potential, can participate in the glee club, dance group, band, athletic teams, and the school's club life, all of which are valuable media in the development of self-confidence, a sense of belonging, pride in accomplishment, and teamwork.

SUCCESS DEVELOPS CHARACTER

Many of the students of the Manual Training and Industrial School experience success, for the first time in their lives, through these activities and responsibilities. This is very important in the development of character and

personality, and is of particular importance for the child whose mental capacity has denied him a taste of successful accomplishment in the academic classroom. Frequently the student of this caliber finds, at Bordentown, the interest and skill which will be the focal point around which his further development will revolve.

Frequently, too, the student who is of limited mental capacity will find, in vocational training, some skill at which he can excel. This group of students has often experienced nothing but failure because of their dislike for, or inability to perform in, purely academic work. The vocational curriculum provides courses covering various interests and skills which will meet the needs of a wide-range of intelligence and aptitude.

Many of the Manual Training and Industrial School students continue their studies in college, and many of them do well. Bordentown graduates will be found among the doctors, lawyers, dentists, ministers, and civil servants, and among the technical, skilled, and semi-skilled workers of communities throughout the country. The school's program includes the college preparatory course for those whose interests and abilities will carry them beyond the secondary school level.

It should be noted that many of the students who come to Bordentown possess abilities which they had not previously exhibited. Because of their family and community backgrounds and because of the limited activities available to them at schools previously attended, such students have lacked stimulus, self-confidence, and outlets for expression. The wide variety of curricular and extracurricular activities at Bordentown, the nature of the campus life, and the quantity and quality of individual supervision and guidance, aid in developing the necessary poise, pride, and self-confidence to enable the student to discover himself and to be discovered.

Training at Bordentown is a process which is carried on twenty-four hours a day and seven days a week. The students learn how to live and how to work, in addition to acquiring the skills and knowledge with which to work. The textbook is only one medium of learning. Added to it must be the necessary experiences, associations, and cultural outlets for the development of the total individual. These are the unique advantages which the Bordentown School through its program and structure provides.

Appropriate Education for All . . .

In the State Museum

One of the fundamental purposes of museums, whether they are concerned with art, history, science, or industry is to educate. This function is performed chiefly by visual means, and is available to many types and age groups of

museum visitors. It serves as a valuable adjunct to formalized educational programs.

Exhibits Reflect State's History

The collections and exhibits of the State Museum deal with the natural history and archeology of New Jersey. They are not only a means of preserving and recording these evidences of New Jersey life, but they often serve as a motivation for an enduring interest. Youth and adults alike frequently find in the organized excursions to the Museum and even in the casual visit an interest which becomes significant in terms of a life work or recreational pursuits. The best efforts of the Museum's personnel are continuously challenged to make the exhibits and programs more and more appropriate to the varied interests of the heterogeneous type of individuals who visit the Museum or avail themselves of its services.

The birds, mammals, and other wildlife shown in their natural habitats, present their problems of living—how they get their food, how they build their homes, and how they care for their young. Diagrammatic displays of geologic formations and fossil remains, in their respective eras of time, tell something of the gradual evolution of forces and show how these early forms of life were affected by such changes.

The archeological exhibits portray the life of the Lenni Lenape Indians through models, habitat groups, and through artifacts of stone, bone and clay which were excavated from New Jersey sites. These tangible objects which the early inhabitants of the State made and used to meet their living problems give a feeling of security and a better understanding of our own basic problems.

Since the trend today in museum exhibit techniques is toward developing ideas of every day living, rather than limiting displays to specimens, the State Museum has begun this transition in the Indian hall with exhibits of Indian artifacts which illustrate and describe the daily tasks of the Lenni Lenape man and woman. Future plans are directed toward revision of the nature section. One of the new exhibits will show a typical New Jersey landscape, revealing how man's activities have changed it and just what happens to it during the four seasons.

Docentry Service Is Available

Although the exhibits at the State Museum are clearly and simply labeled, docentry service which is available to visiting groups gives added meaning and life to them. In 1949-1950, over 300 groups of children and adults from every section of the State took advantage of this service. However, there are many thousands of people unable to come to the Museum who might be reached by a museumobile containing exhibits—such a plan is being used successfully in other states.

Because of limitation of exhibition space, which does not permit the assembling of permanent displays of New Jersey's art, history and industry, special exhibitions are presented each year. These afford an opportunity not only to show timely and varied subjects, but also to experiment with new techniques. Through exhibitions such as those held this year on history, contemporary paintings and sculpture, new concepts in highway construction, and problems of human relations, a broader public interest was created.

Activities within the Museum are expanded further to include public programs of music, lectures, demonstrations, and film showings. Twenty-three such programs were presented in 1949-1950. Eleven, devoted to nature study and folk music, were planned especially for children.

Extramural activities which grew up with the State Museum provide educational films, slides, and traveling exhibits to schools, clubs, libraries, and other civic organizations throughout the twenty-one counties of New Jersey. Materials circulated through this extension service reached literally thousands of people during the year ending June 30. An increase of 80 per cent in the use of films since 1945 was reflected in the number of requests filled. In 1949-1950, 83,060 items in shipments of films were sent out as compared with 47,193 in 1944-1945.

New Law Aids Counties

A significant development which highlighted the past year was the legislative enactment of Chapter 228 of the Laws of 1950. This Law, effective in June, 1950, provides for the establishment and maintenance of county educational audio-visual centers, with matching funds available from state appropriations up to a maximum of $2,500.00 per county each year. The State Museum is the coordinating agency for the county centers plan under the direction of a State Coordinator of Audio-Visual Education. The Museum will also provide a clearing house for audio-visual information, and will continue to circulate teaching aids on specialized and unusual subjects. The county audio-visual aids centers will make materials more readily available when they are needed. Workshops and training courses on the proper utilization of these materials should result in having them become not only effective tools for learning, but an integral part of the curriculum.

Indian Artifacts Attract Attention

The State Museum's scientifically excavated collections of Indian artifacts are unequalled among the states. These collections housed in the archeological laboratory are used frequently for study and comparison by laymen and students, and by specialists from universities and research institutions of the United States and nearby countries. On the basis of what is learned from this material and further research, a series of publications on New Jersey archeology is being prepared by the archeological bureau and is being published by the Archeological Society of New Jersey. Annually hundreds of letters from individuals and institutions are answered, seeking data on Indians and excavations. Lectures and radio talks are given. Over a period of the past three years, interstate cooperation was given by the archeological bureau of the Museum to the Delaware Indian project sponsored by the Eli Lilly Foundation of Indiana, and to studies conducted by the Eastern States Archeological Foundation.

It is gratifying to note that public interest in the State Museum increased 51 per cent since 1945 as is indicated by a comparison of attendance figures. Last year, 94,046 men, women, and children came to the Museum, while in 1944-1945 the attendance was 62,266. As the services of the Museum expand to provide education appropriate to more and more persons of all ages, there follows naturally an increased use of all of the Museum's facilities.

Appropriate Education for All . . .

A Contribution of the State Library

The Division of the State Library, Archives and History has attempted through its varied activities and services to provide the citizens of New Jersey with the reading materials appropriate to their needs and desires. For children, this program was realized by providing books which supplement the collections of local, public and school libraries; for adults it meant easy access to books which provide information, inspiration and enjoyment; and for special groups, such as legislators, state officials, and interested citizen groups, it meant supplying them with important reference data relating to State Government.

The services of the State Library were definitely strengthened with the addition of two new specialists o the staff. These specialists are (1) a trained lawyer-librarian as head of the Law Library Bureau and (2) a supervisor of school library services in the Public and School Library Services Bureau. For many years, there has been need for the services they can render.

These two appointments are part of a long-range plan to make the State Library agency more effective. It is hoped that eventually the State Library will become an information nerve center for all State Government agencies, including the Legislature, the Courts, and the Executive Department. Already the Library's splendid collection is being organized for greater use. In 1914 the State Library was designated, by law, as the place where the Legislature could receive research aid. However, the State Library has been handicapped in offering such services to the Legislators due to a lack of an adequate staff. Since the new head of the Law Library Bureau has been added to the staff, a special Legislative Reference Alcove has been arranged where the necessary materials are readily available for the committees, commissions, and individual legislators upon their request. The goal of providing the best possible kind of library service to the Legislature occupies a top priority.

SERVICE EMBRACES FOUR BUREAUS

Law Library

The appointment of a trained lawyer-librarian as Head of the Law Library Bureau has materially strengthened this important component of the Division. The new Head brings to the post a rich background of experience which is proving highly valuable to the Legislature, the Courts and the Executive Branches of the government.

A brief statistical review covering the period from September to June, 1950, makes it clear that the Law Library is a very active agency serving a wide clientele. During this ten-month period, the Law Library Bureau served 90 judges and 50 legislators, as well as 4,288 lawyers and 1,026 employees in the executive departments.

The Law Library Bureau has also been strengthened by the appointment of an Advisory Committee by Chief Justice Arthur T. Vanderbilt. This committee, consisting of Justice Heher and Justice Oliphant, will serve as a liaison advisory group on such matters as book purchases, hours of opening, and borrowing privileges. This is of special importance at this time, because of the sweeping changes that have been made in the State's judicial system. The importance of good briefs and the rejection of below-standard briefs have been stressed by the Supreme Court. It has become imperative that lawyers and judges have access to first-rate law libraries.

Archives and History

Considerable progress was made by the Bureau in the microfilming of State records. Over 5,000,000 records were placed on film during this period releasing approximately 7,000 cubic feet of storage space. The amount of filing equipment thus made available has resulted in considerable savings to the State by making it unnecessary to purchase additional filing cabinets. Perhaps the most important savings of all however, have come from those microfilming projects which have not been approved. In some instances where requests to microfilm certain blocks of records resulted in a detailed examination of the types of records involved, projects have been disapproved because the incidence of use of the records did not justify either filming or retaining. In such cases the records were simply destroyed after a proper authorization had been prepared under the provisions of R. S. 47:3-1 governing the destruction of public records.

As a successor to the former Public Record Office, the Bureau of Archives and History exercises general supervision over the making, preservation and destruction of all public records at state, county and local levels. Much significant work is being done in this field but the Division is hampered by the lack of a trained Archivist to devote full-time to this important task. In addition, the present laws governing the destruction of records, particularly those which have been microfilmed, are in need of revision. It is hoped that a new and more effective statute covering this important project will be introduced at the next session of the Legislature.

General Reference

Education depends, to a great extent, upon reference work. The General Reference Bureau has more adequately served the various executive departments during the year and has also widened its services to the citizens of New Jersey. Government documents and materials of public value and interest have been brought to the attention of the various executive departments. With the exception of genealogy and Jerseyana, most of the reference materials have been made available to the citizens of New Jersey by closer cooperation with the inter-library loan service of the Bureau of Library Services. Nearly 5,000 persons received reference service during the year. More than 3,000 of these were served in person. The rest were served by telephone and by mail. Over 12,000 books, pamphlets, and documents were added to the collection.

Public and School Library Services

More direct consultative service and book service have been made available to children, teachers, librarians, parents, and all citizens by the addition of two new staff members and changes in staff assignments. On September 1, 1949 the Supervisor of School Library Services, began her duties as the State's first School and Young People's Library Consultant, which made New Jersey the twenty-fourth State to offer such services for schools and libraries. Many changes took place in the positions of Lending Services Librarian, Adult Education Librarian and Head of the Bureau. Although these changes greatly increased the direct service to libraries, schools, organizations, and citizens of all ages, another field worker and additional clerical—stenographic staff members are needed if the daily work load is to be carried satisfactorily.

IN-SERVICE TRAINING ASSISTS MANY

To assist the public libraries in New Jersey better to serve their communities, four One-Day Regional Institutes were held during the year. Demonstrations and discussions of new methods and techniques proved to be of real benefit to the many librarians who attended. The excellent attendance and the enthusiasm of the librarians lent impetus to plans for more institutes in the coming year.

Adults in New Jersey have had opportunities to become acquainted with new books through 27 exhibits ranging in size from 35 to 450 books and pamphlets. These exhibits have been held in various parts of the State. The books included in the exhibits were on such subjects as agriculture, labor management, homemaking, family life, health, safety, and arts for leisure time. Collections of books that would be of special help to parents have been sent to 20 libraries and are known as Parents' Bookshelves. The demand for Parents' Bookshelves has far exceeded the Bureau's ability to supply them.

WIDE COVERAGE AIDS SCHOOLS AND YOUNG PEOPLE

Appropriate education for all children in New Jersey can be made possible only through greater equalization of opportunities. Children in rural areas need more vicarious experiences, which can be found in books. For this reason, books are absolutely essential for children in rural schools. Information about children's books and the library services available has been given in 35 talks to children, teachers, parents and librarians. Encouragement in the wider use of books and definite help in better selection of books for children was given in 62 visits to schools, libraries, and institutions. In rural schools, where the children have few books, Traveling Libraries have made more books available. Traveling Libraries are collections of 50-200 books sent to rural schools and small public libraries. The books are carefully selected for the children according to their ages, reading ability, reading interest, and the location of the school or library. A teacher from a rural school in Cumberland County wrote: "The Traveling Library was used by 48 pupils. Each book was read by an average of six children. Of the 48 enrolled, only four had ever had

the opportunity of going to a library. To have so many books available was a wonderful experience for our classes."

Through the cooperation of the State Federation of Women's Clubs, Teen-Age Corners were established at the Woodbury Public Library and the Bound Brook Public Library. Other libraries have adopted this idea, so that young people may have some attractive spot in the library especially planned for them with books of special interest to them.

Appropriate education for all can better be furthered because of the passage of two new laws in 1950. One permits greater expansion of county library service and the other authorizes county libraries to extend their services including films and related materials.

REGIONAL LIBRARY PROVIDES EXTENDED SERVICE

Greater educational facilities for all can be made more readily available by strengthening library service through stronger and larger library units, according to the report of the Carnegie sponsored *Public Library Inquiry*. New Jersey's 300 separate libraries could be made more effective by combining into 50 larger units with larger book stock and more specialists. This is in line with the present concept in the administration of public schools and health districts. The New Jersey Library Association appointed a special committee which has been working on regional planning for the future strengthening of library services in the State. Small libraries would not be eliminated, but would have easier access to more books by working directly with larger library units.

EVERY READER REACHED

If appropriate education is to be made available for every citizen in New Jersey, every individual should be able to borrow any book he needs. At present, this is possible to a large degree through the inter-library loan service of the Bureau. However, much time could be saved and better service could be given if there were a Union Catalog or locator-guide to unusual or out-of-print books in all New Jersey libraries. In order to give this service, a permanent full-time assistant cataloger and clerk are needed at the Bureau.

The Division of the State Library has definitely aided in providing more appropriate education for all the people of New Jersey during 1949-1950. This has been done by reference service, research service, inter-library loan service, and direct loan service to schools and individuals not served by other libraries. Book exhibits, consultative service to public libraries and schools, and book talks have informed many citizens of all ages of the importance of books and the book services now available in New Jersey. As the long-range plan for the Division of the State Library and the regional planning for the State begin to materialize, all library facilities in the State, working in close cooperation, will bring about more and more appropriate education for all.

STATISTICAL APPENDIX

1949-50

The figures for this summary were secured from the annual reports received from the county superintendents, city superintendents, supervising principals, and district clerks and secretaries of the school districts for the year ending June 30, 1950.

This summary shows the receipts and expenditures with balances in all of the school accounts and the educational statistics which are a part of the Commissioner's annual report.

SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1949 and Ending June 30, 1950

RECEIPTS

		Increase or Decrease	
A—State Board of Education:			
(1) Commissioner's Office	$ 321,083.95	$ 16,244.99	I
(2) Academic Certificate Fund	24,058.97	2,092.16	D
(3) Division of State Library, Archives and History	156,015.52	27,058.94	I
(4) Division of State Museum	62,948.92	805.62	D
(5) Division Against Discrimination	56,433.30	1,073.29	I
TOTAL	$ 620,540.66	$ 41,479.44	I
B—County Administration and Supervision:			
(1) County Superintendents, salaries	$ 130,300.00	$ 5,800.00	I
(2) County Superintendents, clerk hire and expenses	106,413.48	3,129.41	I
(3) Helping Teachers and Other County Officers, salaries and expenses	272,939.00	6,531.56	I
TOTAL	$ 509,652.48	$ 15,460.97	I
C—State Institutions:			
(1) Glassboro State Teachers College	$ 314,709.15	$ 31,454.97	I
(2) Newark State Teachers College	316,221.30	10,123.74	I
(3) Trenton State Teachers College	765,807.40	39,821.15	D
(4) Montclair State Teachers College	640,413.92	53,605.16	I
(5) Paterson State Teachers College	211,135.29	39,683.57	I
(6) Jersey City State Teachers College	288,831.60	27,338.32	I
(7) Industrial School at Bordentown	368,238.02	21,607.48	I
(8) New Jersey School for the Deaf	553,993.64	22,104.84	I
(9) New Jersey School of Conservation Lake Wapalanne	18,805.63	18,805.63	I
(10) Training of Vocational Teachers:			
Appropriated by the State	71,755.34	1,258.86	I
Appropriated by Federal Government	49,781.53	2,845.33	D
(11) State University	4,413,102.76	431,741.97	I
(12) Newark College of Engineering	233,556.82	94,810.97	D
TOTAL	$ 8,246,352.40	$ 520,247.09	I
D—Teachers' Pension and Annuity Fund:			
Operating Expenses, Current pension and previous years increase in reserve	$ 8,635,535.75	$ 365,747.34	I
E—State School Fund Expenses	$ 4,722.50	$ 277.50	D
F—Current Expense Accounts of Public Schools in Districts:			
(1) Equalization Aid, Sec. 6 (1), Chap. 63, P. L. 1946	$ 9,948,104.50	$ 271.25	D
(2) Transportation Aid, Sec. 6 (2), Chapter 63, P. L. 1946	2,582,070.19	217,463.05	I
(3) Dependent Children, Sec. 7, Chap. 63, P. L. 1946	359,865.00	517.50	I
(4) Regional High Schools, Sec. 8, Chap. 63, P. L. 1946	283,906.19	22,443.42	I
(5) Deficiency Fund, Sec. 14, Chap. 63, P. L. 1946	815,655.93	42,349.57	I
(6) Emergency Aid, Sec. 14, Chap. 63, P. L. 1946	95,500.00	1,740.00	D
(7) Additional State Aid, Chap. 66, P. L. 1948	8,824,660.38	604,815.62	D
(8) Municipal Aid, Sec. 13, Chap. 63, P. L. 1946	8,290,711.30	225,576.23	I
(9) Crippled Children Aid	237,120.81	61,672.51	I
(10) Railroad Tax	.....	15,504.87	D
(11) Veterans Revolving Fund	80,125.89	162,948.78	D
(12) From District Taxes	101,755,726.71	8,675,795.93	I
(13) From Notes Authorized by Vote of District or from Board of School Estimate	562,508.04	325,809.82	D
(14) From Tuition Fees	9,104,984.72	874,720.68	I
(15) From Interest on Deposit	47,459.68	19,215.43	I
(16) From Sale of Books	38,310.57	11,012.52	I
(17) From Other Sources	672,155.85	40,258.27	I
(18) Balance from Previous Years	8,704,079.16	642,544.53	I
TOTAL	$152,402,944.92	$ 9,722,479.30	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
G—Repairs and Replacement Account:			
(1) District Taxes	$ 9,041,064.05	$ 554,091.29	I
(2) From Notes Authorized by Vote of District or from Board of School Estimate	276,798.78	196,945.96	I
(3) From Sale of Property	84,438.57	13,319.83	D
(4) From Other Sources	123,336.14	524.42	I
(5) Balance from Previous Year	1,351,449.77	5,093.77	I
TOTAL	$ 10,877,087.31	$ 743,335.61	I
H—Land, Buildings and Equipment Account:			
(1) From District Taxes	$ 1,992,684.21	$ 261,611.19	I
(2) From Sale of Bonds or Notes	24,378,595.16	2,940,499.98	I
(3) From Other Sources	177,885.30	343,260.73	D
(4) Balance from Previous Year	15,641,959.01	4,566,662.64	I
TOTAL	$ 42,191,123.68	$ 7,425,513.08	I
I—School Library Account:			
(1) From State	$ 2,390.00	$ 1,860.00	I
(2) From District Taxes	948,810.70	57,754.87	I
(3) From Other Sources	8,123.35	1,632.02	I
(4) Balance from Previous Year	126,032.97	13,268.00	I
TOTAL	$ 1,085,357.02	$ 74,514.89	I
J—Manual Training Account:			
(1) From State	$ 1,012,318.25	$ 18,693.14	I
(2) From District Taxes	5,136,078.81	315,218.43	I
(3) From Sale of Materials	51,397.66	1,129.17	I
(4) From Other Sources	45,476.07	19,629.29	I
(5) Balance from Previous Years	720,986.03	14,869.31	I
TOTAL	$ 6,966,256.82	$ 369,539.34	I
K—Industrial Schools:			
(1) From State	$ 69,000.00	.....	
L—Vocational Account:			
(1) From State	$ 552,612.35	$ 41,283.59	I
(2) From State Veterans Revolving Fund	445,244.39	106,424.56	I
(3) From Federal Government	488,701.82	12,464.48	I
(4) From District Taxes	2,497,444.07	239,262.61	I
(5) From Tuition	304,150.58	50,598.30	D
(6) From Other Sources	99,083.71	5,388.53	I
(7) Balance from Previous Year	716,698.27	135,072.97	I
TOTAL	$ 5,103,935.19	$ 489,298.44	I
M—Junior Colleges Account:			
(1) District Taxes	$ 304,713.03	$ 14,765.77	D
(2) From Tuition and Fees	18,362.59	2,677.27	D
(3) Balance from Previous Year	27,724.07	17,470.94	D
TOTAL	$ 350,799.69	$ 34,913.98	D
N—Evening Schools for Foreign-Born Residents Account:			
(1) From State	.....	.....	
(2) From District Taxes	$ 40,832.20	$ 19,907.89	I
(3) From Other Sources	774.50	446.50	D
(4) Balance from Previous Year	48,172.39	13,262.92	D
TOTAL	$ 89,779.09	$ 6,198.47	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
O—Debt Service Account:			
(1) From District Taxes	$ 13,597,219.95	$ 1,134,858.62	I
(2) From Other Sources	344,320.19	118,615.45	I
(3) Balance from Previous Year	143,297.47	96,146.37	I
TOTAL	$ 14,084,837.61	$ 1,349,620.44	I
P—Reserve Account:			
To Pay Outstanding Bills of Previous Year	$ 7,484,850.21	$ 2,966,389.60	I
GRAND TOTAL	$258,722,775.33	$24,054,632.53	I

EXPENDITURES

A—State Board of Education:			
(1) Commissioner's Office	$ 321,083.95	$ 16,244.99	I
(2) Academic Certificate Fund	21,932.07	1,085.81	D
(3) Division of State Library, Archives and History	156,015.52	27,058.94	I
(4) Division of State Museum	62,948.92	805.62	D
(5) Division Against Discrimination	56,433.30	1,073.29	I
TOTAL	$ 618,413.76	$ 42,485.79	I
B—County Administration and Supervision:			
(1) County Superintendents, salaries and expenses	$ 236,713.48	$ 8,929.41	I
(2) Helping Teachers, salaries and expenses	254,889.00	6,943.80	I
(3) County Attendance Officers, salaries and expenses	13,650.00	673.35	D
(4) County Supervisors of Child Study, salary and expenses	4,400.00	261.11	I
TOTAL	$ 509,652.48	$ 15,460.97	I
C—State Institutions:			
(1) Glassboro State Teachers College	$ 314,709.15	$ 31,454.97	I
(2) Newark State Teachers College	316,221.30	10,123.74	I
(3) Trenton State Teachers College	765,807.40	39,821.15	D
(4) Montclair State Teachers College	640,413.92	53,605.16	I
(5) Paterson State Teachers College	211,135.29	39,683.57	I
(6) Jersey City State Teachers College	288,831.60	27,338.32	I
(7) Industrial School at Bordentown	368,238.02	21,607.48	I
(8) New Jersey School for the Deaf	553,993.64	22,104.84	I
(9) N. J. School of Conservation, Lake Wapalanne	18,805.63	18,805.63	I
(10) Training of Vocational School Teachers	121,536.87	1,586.47	D
(11) State University	4,413,102.76	431,741.97	I
(12) Newark College of Engineering	233,556.82	94,810.97	D
TOTAL	$ 8,246,352.40	$ 520,247.09	I
D—Teachers' Pension and Annuity Fund Operating Expenses, Current Pensions and Increase in Reserve	$ 8,635,535.75	$ 365,747.34	I
E—State School Fund, Expenses	$ 4,722.50	$ 277.50	D
F—Current Expense Account of Schools in the Districts:			
(1) Expended for administration, instruction operating, auxiliary agencies, coordinate activities and fixed charges in public day schools	$142,549,470.29	$ 9,751,424.97	I
(2) Expended for Evening Schools in Districts	499,475.53	4,941.88	I
(3) Expended for Veteran Classes in Districts	219,985.61	120,329.44	D
(4) Expended for Summer Schools in Districts	139,147.33	8,067.46	I
TOTAL	$143,408,078.76	$ 9,644,104.87	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
G—Repairs and Replacement Account	$ 9,152,861.22	$ 190,415.15	I
H—Land, Building and Equipment Account	$ 28,462,825.07	$ 9,202,785.64	I
I—School Library Account	$ 923,360.66	$ 38,896.69	I
J—Manual Training Account	$ 6,176,690.45	$ 308,307.51	I
K—Industrial Schools	$ 69,000.00	.....	
L—Vocational School Account:			
(1) Day Vocational Schools	$ 3,053,106.82	$ 96,257.71	I
(2) Evening Vocational Schools	542,409.24	21,101.11	I
(3) Veteran Classes	500,996.27	88,617.28	I
(4) Capital Outlay	9,240.08	1,488.84	I
TOTAL	$ 4,105,752.41	$ 207,464.94	I
M—Junior College Account	$ 304,404.00	$ 36,871.48	D
N—Evening Schools for Foreign-born Residents	$ 45,615.17	$ 10,206.94	I
O—Debt Service Account	$ 13,874,085.74	$ 1,285,817.01	I
P—Reserve Account	$ 6,544,199.07	$ 2,493,507.44	I
Balance on Hand at Close of Year	$ 27,641,225.89	$ 233,665.87	D
Expenditures and Balances—Total	$258,722,775.33	$24,054,632.53	I

Comparison of the State Administrative Expenditures with All Educational Expenditures in Counties and Districts with the Exception of Capital Outlay

July 1, 1949 to June 30, 1950

State Administration of Schools	$	618,413.76
		.36%
Local School Expenditures, exclusive of Capital Outlay		169,632,600.42
		99.64%

Analysis of State Administration Costs

Salaries		501,108.51
Materials and Supplies		84,001.67
Other Than Personal		33,303.58
TOTAL	$	618,413.76

*Less Tuition Transfers.

Analysis of Educational Expenditures in Counties and Districts with the Exception of Capital Outlay

Administration	$	4,892,201.45
Instruction:		
Supervision		11,517,259.78
Instruction Proper		99,289,860.93
Operation		16,996,781.81
Maintenance		9,610,790.35
Coordinate Activities		3,595,079.36
Auxiliary Agencies		8,181,231.84
*Fixed Charges		1,675,309.16
Debt Service		13,874,085.74
TOTAL		$169,632,600.42

COST OF EDUCATION

(Based on Expenses of Maintaining the Public Day Schools)

			Increase or Decrease	
Administration Expenses		$ 4,495,461.53	$ 199,754.47	I
Instruction:				
Supervision	$10,767,390.29		837,853.90	I
Instruction Proper	95,626,921.40		6,507,668.89	I
		$106,394,311.69	7,345,522.79	I
Operation of School Plant		16,515,319.56	733,228.07	I
Maintenance of School Plant		9,332,859.68	208,010.52	I
Coordinate Activities:				
Attendance	$ 788,620.22		6,766.17	I
Health	2,750,487.30		136,751.76	I
		3,539,107.52	143,517.93	I
Auxiliary Agencies:				
Library	$ 923,360.66		39,409.85	I
Transportation	4,498,597.79		142,449.38	I
Other Auxiliary Agencies	2,642,793.85		232,426.95	I
		8,064,752.30	414,286.18	I
Fixed Charges:				
Leasing School Rooms	$ 79,481.74		16,597.33	I
Pensions	406,659.00		100,091.93	I
*Insurance and Workmen's Compensation	1,101,475.52		107,457.13	I
Other Fixed Charges	10,676.65		3,873.29	I
		1,598,292.91	228,019.68	I
TOTAL		$149,940,105.19	$9,272,339.64	I
Average yearly cost per pupil based on average enrollment in day schools		239.68	9.63	I
Average yearly cost per pupil based on average daily attendance		260.72	9.74	I

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

INDEBTEDNESS STATEMENT

June 30, 1950

*Outstanding July 1, 1949	$129,962,975.07
Bonds and Notes Issued During the Year	24,868,467.57
Redeemed During Year from District Taxes	8,915,291.20
Redeemed During Year from Sinking Funds	1,455,700.00
Outstanding June 30, 1950	144,460,451.44
Amount in Sinking Fund June 30, 1949	5,781,107.82
District Taxes for Sinking Fund Requirements	40,140.00
Receipts from Interest and Other Sources	100,655.82
Total Sinking Fund Receipts Including Amount in Fund June 30, 1949	5,921,904.56
Bonds Redeemed During Year from Sinking Fund	1,455,700.00
Paid for Premiums on Investments, etc.	1,029.05
Amount in Sinking Fund June 30, 1949	4,465,175.51

*$29,944.89 difference in reporting in Article VI districts in 1948-49.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1945-46	1946-47	1947-48	1948-49	1949-50	Increase or Decrease	
*Teachers' Salaries	$69,933,738.81	$78,366,304.67	$86,711,318.39	$95,408,952.85	$102,325,967.46	$6,917.014.61	I
Textbooks	1,258,844.58	1,272,548.07	1,440,199.44	1,646,957.39	1,843,857.40	196,900.01	I
Supplies (Educational)	2,074,290.02	2,497,594.10	3,078,392.05	3,371,626.40	3,467,439.38	95,812.98	I
Janitors' Salaries	8,246,019.11	9,060,809.48	9,326,287.29	10,547,914.99	11,338,704.69	790,789.70	I
Fuel	2,271,519.47	2,233,140.13	2,598,730.57	2,606,726.07	2,575,619.33	31,106.74	D
Transportation of Pupils	3,095,978.22	3,408,385.84	3,701,781.36	4,357,124.72	4,498,729.54	141,604.82	I
Health Service	2,022,389.31	2,296,137.84	2,437,649.23	2,719,244.19	2,861,686.78	142,442.59	I
Attendance Service	621,829.64	709,127.63	779,221.34	840,085.69	845,923.98	5,838.29	I
Insurance	656,853.84	863,020.22	911,434.18	1,017,598.26	1,134,289.45	116,691.19	I
Maintenance of Plant	5,402,107.44	7,036,256.37	8,162,945.75	9,378,128.89	9,430,791.89	52,663.00	I
Capital Outlay	1,165,347.03	3,157,941.21	8,434,129.20	19,338,045.80	28,490,254.84	9,152,209.04	I
Debt Service	13,083,041.10	12,520,959.83	12,744,129.46	12,588,268.73	13,874,085.74	1,285,817.01	I

*Including Salaries of City Superintendents, Assistant Superintendents, Supervising Principals, Supervisors, Principals and All Teachers in Day and Evening Schools.

SOURCES OF INCOME

Moneys for the Support of Public Schools Were Derived from the Following Sources for 1949-50

1.	Appropriated by Legislature from General State Fund		$ 43,140,401.19
	(a) State Administration	$ 596,481.69	
	(b) County Superintendents' Salaries	130,300.00	
	(c) State Institutions	8,196,570.87	
	(d) Teachers' Pension and Annuity Fund	8,635.535.75	
	(e) Library Aid to Districts	2,390.00	
	(f) Chapter 63, P. L. 1946 (Pascoe Law)	14,085,101.81	
	(g) Chapter 66, P. L. 1948	8,824,660.38	
	(h) Manual Training Aid to Districts	1,012,318.25	
	(i) Vocational Aid to Districts	552,612.35	
	(j) Veterans Aid to Districts	525,370.28	
	(k) Industrial Schools	69,000.00	
	(l) Crippled Childrens Aid to Education	237,120.81	
	(m) Helping Teachers and Other Co. Officers	272,939.00	
2.	Railroad Taxes		.....
3.	State School Fund Expenses		4,722.50
4.	Appropriated by Federal Government		753,664.63
	(a) Vocational Schools	$ 493,089.82	
	(b) Training for Teachers	49,781.53	
	(c) Federal Government in Lieu of Taxes and Other Aid including F.W.A.	210,793.28	
5.	Municipal Aid (Chapter 63, P. L. 1946)		8,290,711.30
6.	District Taxes		133,564,169.23
7.	County Appropriations		1,856,817.98
8.	Sale of Bonds for Capital Outlay		24,378,595.16
9.	Other Sources		11,768,443.99
	(a) Tuition	$ 9,472,575.61	
	(b) Authorized Loans	489,872.41	
	(c) Additional Municipal Appropriations	712,327.94	
	(d) Interest	137,876.75	
	(e) Sale of Property	179,245.39	
	(f) Insurance	113,290.05	
	(g) Rent	263,981.95	
	(h) Donations	36,318.39	
	(i) Bond Premiums	36,550.23	
	(j) Fines and Fees	24,917.98	
	(k) Sinking Fund Surplus	199.32	
	(l) Other Local	277,229.00	
	(m) Academic Certificate Fund	24,058.97	
10.	Balance on Hand Beginning of Year		34,965,249.35
11.	Grand Total Receipts and Balances		$258,722,775.33

ENROLLMENT IN DAY SCHOOLS FOR 1949-50

		Increase or Decrease	
Boys Enrolled	344,011	8,535	I
Girls Enrolled	328,397	6,993	I
TOTAL ENROLLMENT	672,408	15,528	I
Number of Pupils Enrolled in:			
Rural Schools—One Room	1,907	282	D
Rural Schools—Two Room	3,960	158	D
TOTAL RURAL SCHOOL ENROLLMENT	5,867	440	D
Number of Pupils Enrolled in:			
Kindergarten	54,293	618	I
Grade I	82,962	3,485	D
Grade II	67,952	10,041	I
Grade III	57,404	5,029	I
Grade IV	52,053	2,216	I
Grade V	49,666	4	D
Grade VI	49,476	1,671	I
Grade VII	48,316	1,296	I
Grade VIII	44,706	47	D
Grade IX	47,196	561	I
Grade X	41,764	205	D
Grade XI	35,943	1,175	D
Grade XII	33,725	1,023	D
Post Graduate	314	27	I
Subnormal Classes	4,160	32	I
Anaemic Classes	462	59	D
Backward and Incorrigible Classes	299	1	D
Crippled Classes	658	3	I
Classes for the Blind	203	1	I
Classes for the Deaf	149	28	I
Other Special Classes	707	9	I
TOTAL	672,408	15,528	I
Grouping of Day School Enrollments:			
Kindergarten	54,293	618	I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High Schools	427,520	16,999	I
Approved Jr. H. S. (Grades 7-9)	40,453	811	D
Senior High School (Grades 10-12)	31,040	1,603	D
Four-Year High School (Grades 9-12)	112,150	290	I
Post Graduates	314	27	I
Special Classes	6,638	8	I
TOTAL	672,408	15,528	I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease	
Day Schools	672,408	15,528	I
Day Vocational Schools	22,755	13,158	I
Bedside Pupils	1,442	250	I
Junior Colleges	1,113	156	I
Vocational Veterans	1,549	202	I
TOTAL DAY SCHOOLS	699,267	29,294	I
Regular Evening Schools	6,119	3,675	I
Accredited Evening High Schools	3,951	351	I
Vocational Evening Schools	15,202	407	D
Evening Schools for Foreign-Born Residents	3,123	37	I
Manual Training Evening Classes	71	43	I
Veteran Evening Classes	4,861	525	I
TOTAL EVENING CLASSES	33,327	4,224	I
Grand Total Enrollment in Public Schools	732,594	33,518	I
*Total in Summer Schools	10,386	108	D
Total Including Summer Schools	742,980	33,410	I

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

ATTENDANCE IN DAY SCHOOLS

		Increase or Decrease
Average time the day schools were maintained (a school month is 20 days)	9 mos. 2 days	
Possible Number of Days Attendance	114,086,997½	2,620,773 I
Total Number of Days present	104,865,512	2,421,890 I
Total Number of Days Absent	9,221,485	198,882½I
Average Enrollment	625,582	14,125 I
Average Daily Attendance	575,102	14,619 I
Average Attendance of Each Pupil	168	1 I
Average Absence of Each Pupil	14	1 D
Per Cent of Attendance	91.92	.01 I
Total Number of Times Tardy	643,628	20,176 I
Number of Sessions Truant	34,946½	781½D
Number of Cases of Suspension or Expulsion	3,535	212 I
Pupils Enrolled who attended Schools in Other Districts in the State	11,044	343 I
VOCATIONAL DAY SCHOOLS		
Number of days schools kept open	175	7 D
Possible number of days attendance	1,528,469½	130,624 I
Number of days present	1,391,666½	126,012 I
Number of pupils enrolled	22,755	13,158 I
Average Attendance	7,960½	998½I
EVENING VOCATIONAL SCHOOLS		
Number of evenings kept open	128	2 I
Number of pupils enrolled	15,202	407 D
Total Evening Attendance	406,092	30,189 I
Average Evening Attendance	3,172	183 I
JUNIOR COLLEGES		
Number of Days schools kept open	163	2 D
Possible number of days attendance	115,114	13,217 I
Number of days present	106,365	12,292 I
Number of boys enrolled	786	111 I
Number of girls enrolled	327	45 I
Total number of pupils enrolled	1,113	156 I
Average Daily Attendance	652	82 I
VOCATIONAL VETERANS		
Number of males enrolled	1,548	202 I
Number of females enrolled	1	—
Total Number of Pupils enrolled	1,549	202 I
Total Number of Teachers employed	83	15 I
VETERAN EVENING CLASSES		
Number of males enrolled	4,839	519 I
Number of females enrolled	22	6 I
Total number of pupils enrolled	4,861	525 I
Total number of teachers employed	229	28 I

SUMMER SCHOOLS

Number of Teachers—Men	210	4 I
Women	212	24 D
Total	422	20 D
Number of Days schools kept open	27	3 I
Number of pupils enrolled in:		
Elementary Grades	4,694	137 I
High School Grades	5,692	245 D
Total	10,386	108 D
Total Days Attendance	198,504	11,639 D
Average Daily Attendance	7,237	1,628 D

MANUAL TRAINING CLASSES IN DAY SCHOOLS

		Increase or Decrease
Number of Elementary Pupils	114,209	19,200 I
Number of High School Pupils	78,379	3,183 I
TOTAL	192,588	22,383 I
REGULAR EVENING SCHOOLS		
Number of evenings schools were maintained	64	9 I
Number of weeks schools were maintained	21	3 I
Male pupils enrolled	3,080	2,200 I
Female pupils enrolled	3,039	1,475 I
Total pupils enrolled	6,119	3,675 I
Total Evening Attendance	212,135½	156,359½ I
Average Evening Attendance	3,288	2,271 I
ACCREDITED EVENING HIGH SCHOOLS		
Number of evenings schools were maintained	180	1 D
Number of weeks schools were maintained	36	—
Male pupils enrolled	1,963	77 D
Female pupils enrolled	1,988	428 I
Total pupils enrolled	3,951	351 I
Total Evening Attendance	259,145	16,671 I
Average Evening Attendance	1,627	291 I
EVENING SCHOOLS FOR FOREIGN BORN RESIDENTS		
Number of evenings schools kept open	85	9 I
Number of pupils enrolled	3,123	37 I
Total Evenings Attendance	109,685	14,811 I
Average Evenings Attendance	1,290	44 I
MANUAL TRAINING EVENING CLASSES		
Number of evenings kept open	36	23 D
Number of pupils enrolled	71	43 I
Total Evenings Attendance	1,400	653 I
Average Evenings Attendance	38	25 I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four-Year High School Course

	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years	2	—	2	2 I	1 D	1 I
Fifteen Years	25	24	49	3 D	14 D	17 D
Sixteen Years	1,049	1,676	2,725	168 D	332 D	500 D
Seventeen Years	7,521	10,087	17,608	234 D	22 D	256 D
Eighteen Years	5,308	4,360	9,668	167 I	404 D	237 D
Nineteen Years	1,471	607	2,078	101 I	89 D	12 I
Twenty Years	309	74	383	6 I	7 I	13 I
Over Twenty Years	235	15	250	138 D	7 D	145 D
TOTAL	15,920	16,843	32,763	267 D	862 D	1,129 D

TRANSPORTATION

		Increase or Decrease
Total Number of Days Transported	18,504,127½	1,713,719½ I
Pupils transported from without the district for whom the cost of transportation is paid	38,977	369 D
Pupils transported from within the district for whom the cost of transportation is paid	87,827	7,133 I
Total number of pupils receiving transportation	126,804	6,764 I
Cost of Transporting Pupils to schools in other districts	$1,701,337.00	$55,235.12 I
Cost of Transporting Pupils to schools within the districts	2,797,260.79	87,214.26 I
TOTAL	$4,498,597.79	$142,449.38 I

TUITION

Number of Tuition Pupils sent to other districts:			
High School	36,315	581	I
Elementary	4,876	54	I
Summer, Evening or Vocational	1,576	279	D
Number of Tuition Pupils received including those for whom the tuition is paid by Parents or Others:			
High School	36,234	136	D
Elementary	6,170	1,623	D
Veterans Attending School	753	3,795	D
Number of pupils attending Junior Colleges	15	45	D
Amount of Tuition money received for 1949-50 and prior years	$9,422,399.30	$801,496.65	I
Amount of Tuition money paid on account of 1949-50	$8,637,550.89	$875,731.56	I

SCHOOL BUILDINGS

		Increase or Decrease	
Total Cost of School Buildings, Land and Equipment	$401,511,672.00	$23,667,747.00	I
Average Cost of New Jersey School Buildings	208,903.00	14,739.00	I
Number of School Districts in State	552	1	D
School Districts not maintaining Schools	27	4	D
School Buildings Owned	1,922	24	D
School Buildings Rented	61	8	D
Total School Buildings	1,983	32	D
Buildings Completed during the year	26	16	I
Buildings Enlarged during the year	45	24	I
Buildings remodelled during the year	28	5	I
Number of new classrooms added during the year	422	140	I
Buildings abandoned during the year	28	6	I
Number of rooms in buildings abandoned	115	11	D
Size of School Buildings Owned			
One-Room Buildings	114	16	D
Two-Room Buildings	154	6	D
Three-Room Buildings	47	1	D
Four-Room Buildings	194	11	D
Five or more room Buildings	1,413	10	I
Total School Buildings Owned	1,922	24	D
Portable and Rented Buildings			
Number of Portable Buildings	32	..	
Number of Rooms used in Portable Buildings	46	1	D
Number of Rented Buildings	61	8	D
Number of Rooms used in Rented Buildings	162	2	D
Number of Rooms			
Number of Regular Classrooms used	21,780	266	I
Number of Manual Training and Domestic Science Rooms used	1,838	11	I
Number of Laboratories and Other Special Rooms	2,512	93	I
Total number of Rooms used	26,102	342	I
Total number of Rooms not used	1,171	178	D
Total number of Rooms available	27,273	164	I
Number of Basement Rooms used for Classroom purposes	577	67	I
Total Number of Seatings provided	792,585	3,613	D
Schools by Types			
If a kindergarten class or classes, elementary grades and a high school are housed in the same bulding, such building houses three separate schools.			
Kindergarten Schools	830	30	I
Elementary Schools	1,528	16	D
Four-Year High Schools or Less	162	9	I
Approved Junior High School Plan:			
Junior High School	71	1	D
Senior High School	45	3	D
Special	181	2	D
Vocational	61	4	D
Total	2,878	13	I

NUMBER OF TEACHERS—DAY AND EVENING

1949 and 1950

	Men	Women	Total	Increase or Decrease Men	Women	Total
Total number of teachers day and evening	7,756	23,119	30,875	456 I	461 I	917 I
Superintendents	50	1	51	2 I	1 I	3 I
Assistant Superintendents	16	1	17	1 D	..	1 D
Director County Vocational School	4	..	4	..	..	..
Asst. Director County Vocational School	3	..	3	..	..	..
Approved Supervising Principals	162	6	168	5 I	1 D	4 I
Unapproved Supervising Principals	30	4	34	4 D	1 I	3 D
Non-Teaching Principals	593	305	898	20 I	12 I	32 I
Supervisors	39	56	95	4 I	6 D	2 D
Special Supervisors	129	165	294	10 I	1 D	9 I
Teachers:						
Rural Schools—One Room	4	54	58	2 I	18 D	16 D
Rural Schools—Two Rooms	13	144	157	5 I	14 D	9 D
Kindergarten	..	1,118	1,118	..	82 I	82 I
Grades I-VIII	736	10,622	11,358	198 I	404 I	602 I
Grades I-VI	67	2,729	2,796	22 I	7 I	29 I
Grades VII-IX (Jr. High)	420	820	1,240	29 I	73 D	44 D
Grades X-XII (Sr. High)	726	838	1,564	15 I	68 D	53 D
Grades IX-XII	2,001	2,541	4,542	61 I	18 D	43 I
Short Term	23	142	165	..	14 D	14 D
Substitute	62	242	304	25 I	6 D	19 I
Ungraded Backward and Incorrigible Classes	18	21	39	3 D	6 D	9 D
Crippled Classes	4	46	50	..	2 I	2 I
Sub-normal Classes	44	233	277	5 I	3 D	2 I
Deaf Classes	3	16	19	..	1 D	1 D
Blind Classes	..	21	21	..	..	..
Bedside or Home Instruction:						
Full Time	3	71	74	2 I	3 I	5 I
Part-Time	94	468	562	8 I	30 I	38 I
Unclassified	730	1,354	2,084	52 I	13 I	65 I
Manual Training—Day	694	570	1,264	4 I	6 I	10 I
Vocational Training—Day	315	106	421	12 D	5 D	17 D
Junior College Teachers	38	16	54	1 I	4 I	5 I
Vocational Evening	428	156	584	54 D	91 I	37 I
Regular Evening School	166	92	258	58 I	4 I	62 I
Accredited Evening High School	75	43	118	2 D	12 I	10 I
Foreign-Born Residents Evening School	34	52	86	5 I	16 I	21 I
Manual Training—Evening	30	..	30	1 D	..	1 D
Helping Teachers	3	58	61	1 I	1 D	—

	Total	Increase or Decrease
No. of Teachers with Bachelors' Degree	11,650	485 I
No. of Teachers with Masters' Degree	6,860	643 I
No. of Teachers with Doctors' Degree	243	10 I
No .of Teachers with Degrees from N. J. Teachers Colleges	5,238	469 I
No. of Teachers with Degrees from Other Colleges	13,515	669 I
TOTAL No. of Teachers with Degrees	18,753	1,138 I
No. of Teachers of N. J. State Teachers Colleges and Normal School Graduates	10,328	375 I
No. of Teachers of Other Normal Schools	2,197	237 D
No. of Teachers with Other Training	2,563	17 I
No. of Teachers who attended Extension Classes in 1949-50	6,189	442 I
No. of Teachers who attended Summer School for six weeks or more in Summer of 1949	2,874	735 I

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease Men	Women
Physical Training	51	23	2 D	1 D
Music	28	57	1 I	5 D
Drawing	6	40	2 I	..
Penmanship	1	4	1 I	2 I
Others	43	41	8 I	3 I
TOTAL	129	165	10 I	1 D

SPECIAL TEACHERS

			Increase or Decrease	
Physical Training	391	316	24 I	5 I
Music	189	261	12 I	10 I
Drawing	44	237	8 I	6 D
Teacher Librarians	6	157	4 D	5 I
Penmanship	..	5	..	..
Others	100	379	12 I	..
TOTAL	730	1,355	52 I	14 I

TEACHERS

1949-50

Number of New Teachers in Districts in 1949-50

			Increase or Decrease
Number who did not teach in 1948-49 from N. J.:			
Kindergarten—Elementary	1,280		
J. S. and 4 Yr. High	355		
Total		1,635	124 I
Other States:			
Kindergarten—Elementary	208		
J. S. and 4 Yr. High	180		
Total		388	10 I
Number who taught in Other School Districts in N. J. in 1948-49:			
Kindergarten—Elementary	499		
J. S. and 4 Yr. High	192		
Total		691	196 D
Other States:			
Kindergarten—Elementary	153		
J. S. and 4 Yr. High	112		
Total		265	47 D
Total Number of New Teachers in 1949-50:			
Kindergarten—Elementary	2,139		
J. S. and 4 Yr. High	839		
Total		2,978	110 D

Number of New Positions Created for School Year 1949-50

Kindergarten—Elementary	685		
J. S. and 4 Yr. High	120		
Total		805	88 I

Number of Teaching Positions (Day Schools)

Kindergarten (Women)	1,115	79 I
Elementary Schools:		
Men	1,346	273 I
Women	14,417	383 I
Approved Junior High Schools:		
Men	633	36 I
Women	1,097	50 D
Approved Senior High Schools:		
Men	1,066	42 I
Women	1,233	34 D
Regular High Schools of Four Years or Less:		
Men	2,318	22 I
Women	2,837	57 D
Junior Colleges:		
Men	38	1 I
Women	16	4 I
Vocational Schools of Secondary Grades:		
Men	317	18 D
Women	111	2 D
Other Local Schools for Deaf, Blind, Delinquent, etc.:		
Men	85	11 I
Women	479	22 D
Total:		
Men	5,803	367 I
Women	21,305	301 I
GRAND TOTAL	27,108	668 I

SALARIES OF TEACHERS

		Increase or Decrease	
Average salary per year paid to all full time school teachers not including, superintendents, assistant superintendents, supervising principals, principals, supervisors or evening school teachers of any kind	$3,416.76	$154.19	
Average salary per month paid to all day school teachers	375.47	16.95	I

AVERAGE SALARY PAID

Superintendents	$8,796	$479	I
Assistant Superintendents	7,815	667	D
Directors County Vocational Schools	8,400	250	I
Assistant Directors of County Vocational Schools	6,320	635	I
Approved Supervising Principals	6,178	297	I
Unapproved Supervising Principals	4,677	281	I
Non-Teaching Principals	5,189	225	I
Supervisors	5,149	356	I
Special Supervisors	4,610	171	I
Rural School Teachers—One Room	2,356	112	I
Rural School Teachers—Two Room	2,471	153	I
Kindergarten Teachers	3,130	122	I
Elementary Teachers:			
Grades I-VIII	3,158	146	I
Grades I-VI	3,280	174	I
Junior High School Teachers (Grades 7-9)	3,756	169	I
Senior High School Teachers (Grades 10-12)	3,836	175	I
Four-Year High School Teachers (Grades 9-12)	3,776	130	I
Short Term Teachers	1,796	97	I
Substitute Teachers	977	147	D
Special Teachers:			
Ungraded, Backward and Incorrigible Classes	3,364	309	I
Sub-normal Classes	3,828	165	I
Crippled Classes	4,267	135	I
Deaf Classes	4,217	96	I
Blind Classes	3,740	84	I
Special Teachers—Bedside or Home Instruction			
Full Time	3,111	18	I
Part Time	286	9	D
Special Teachers—Unclassified	3,462	91	I
Manual Training Teachers	3,527	139	I
Vocational Teachers	3,991	187	I
Junior College Teachers	4,060	685	D
Helping Teachers	3,920	179	I

Number of Employees Other Than Those Reported as Teachers

	Full Time	Part Time
Secretaries or District Clerks	135	417
Clerks and Assistants in Secretaries or District Clerks' Offices	226	31
Business Managers	40	2
Clerks and Assistants in Business Managers Offices	44	1
Clerks in Superintendents or Supervising Principals Offices	314	23
Clerks in Supervisors Office	85	6
Clerks in Principals Offices	795	59
Attendance Officers	237	364
Clerks in Attendance Officers' Offices or Dept.	52	5
Medical Inspectors	64	669
Clerks in Medical Inspectors' Office	21	2
Other Clerks not previously listed	89	8
Dental Inspectors	21	225
Nurses	486	331
Janitors, Engineers, Firemen, Watchmen and Helpers	3,955	786
Bus Drivers of District-Owned Busses	90	139
Attendants for Crippled Children of District-Owned Busses	8	2
Maintenance Employees	518	51
Recreation Employees	29	397
Other Employees not previously listed	506	251
TOTAL	7,715	3,769

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

	1946	1947	1948	1949	1950	Increase or Decrease
Total Enrollment of Pupils in All Schools						
Day and Evening	667,305	681,652	692,762	699,076	732,594	33,518 I
This Enrollment Divided:						
Day Schools	642,207	650,864	660,159	669,973	699,267	29,294 I
Evening Schools	25,098	30,788	32,603	29,103	33,327	4,224 I
Boys in Day Schools	327,292	336,836	341,176	345,594	364,590	18,996 I
Girls in Day Schools	314,915	314,028	318,983	324,379	334,677	10,298 I
Boys in Evening Schools	15,557	23,390	23,968	19,124	23,584	4,460 I
Girls in Evening Schools	9,541	7,398	8,635	9,979	9,743	236 D
Average Daily Attendance in Day Schools	525,155	538,360	546,294	560,483	575,102	14,619 I
Average Absence of Each Pupil in Days	18	15	16	15	14	1 D
Enrollment:						
Kindergarten	38,139	44,816	53,396	53,675	54,293	618 I
*Primary Grades	219,144	222,332	231,064	246,570	260,371	13,801 I
*Grammar Grades	194,023	188,654	187,528	189,248	192,164	2,916 I
High Schools	172,255	173,689	167,058	160,757	158,942	1,815 D
Special Classes	7,554	6,925	6,914	6,630	6,638	8 I
Vocational Day Schools	9,511	11,281	10,498	9,597	22,755	13,158 I*
One-room Rural Schools	2,436	2,535	2,588	2,189	1,907	282 D
Two-room Rural Schools	4,832	4,820	4,888	4,118	3,960	158 D
Teachers—Total Number	28,344	28,674	29,275	29,959	30,875	916 I
Men	6,284	6,852	7,062	7,301	7,758	457 I
Women	22,060	21,822	22,213	22,658	23,117	459 I
One-Room Rural School—Total	81	84	79	74	58	16 D
Men	3	2	3	2	4	2 I
Women	78	82	76	72	54	18 D
Two-Room Rural School—Total	185	175	161	166	157	9 D
Men	10	13	8	8	13	5 I
Women	175	162	153	158	144	14 D
Kindergarten—Women	790	879	990	1,036	1,118	82 I

*Primary schools include Grades I-IV, Grammar schools include V-VIII, High Schools include grades IX-XII and Post Graduates.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS (Continued)

	1946	1947	1948	1949	1950	Increase or Decrease
Teachers:						
Grades I-VIII—Total	10,605	10,599	10,345	10,756	11,358	602 I
Men	367	470	495	538	736	198 I
Women	10,238	10,129	9,850	10,218	10,622	404 I
Grades I-VI—Total	2,278	2,310	2,735	2,767	2,796	29 I
Men	34	38	41	45	67	22 I
Women	2,244	2,272	2,694	2,722	2,729	7 I
Junior High School—Total	1,329	1,307	1,307	1,284	1,240	44 D
Men	305	369	379	391	420	29 I
Women	1,024	938	928	893	820	73 D
Senior High School—Total	1,608	1,598	1,579	1,617	1,564	53 D
Men	642	672	695	711	726	15 I
Women	966	926	884	906	838	68 D
Four-Year High School—Total	4,589	4,616	4,596	4,499	4,542	43 I
Men	1,785	1,911	1,948	1,940	2,001	61 I
Women	2,804	2,705	2,648	2,559	2,541	18 D
Manual Training—Total	1,188	1,197	1,231	1,254	1,264	10 I
Men	654	666	686	690	694	4 I
Women	534	531	545	564	570	6 I
Average Salary Per Year Paid to:						
Day School Teachers	$2,484	$2,745	$3,000	$3,262	$3,417	155 I
One-Room Rural Schools	1,524	1,751	2,036	2,244	2,356	112 I
Kindergarten	2,309	2,510	2,775	3,008	2,471	537 D
Grades I-VIII	2,229	2,468	2,802	3,012	3,158	146 I
Grades I-VI	2,342	2,638	2,764	3,106	3,280	174 I
Junior High School	2,654	2,963	3,333	3,587	3,756	169 I
Senior High School Teachers	3,043	3,146	3,239	3,661	3,836	175 I
Four-Year High Schools	2,851	3,149	3,369	3,646	3,776	130 I

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS (Continued)

	1946	1947	1948	1949	1950	Increase or Decrease
School in Session—Days	182	183	183	182	182	..
School Districts—Number	556	560	560	553	552	1 D
School Buildings—Number	2,036	2,012	2,011	2,015	1,983	32 D
Valuation of School Property	$365,095,017.	$367,593,304.	$370,035,047.	$377,843,925.	$401,511,672.	$23,667,747 I
Buildings Completed During the Year	1	..	4	10	26	16 I
One-Room Buildings	159	142	137	130	114	16 D
Graduates of State Teachers Colleges:						
Glassboro	73	75	100	90	167	77 I
Jersey City	104	113	99	129	115	14 D
Montclair	208	284	354	429	487	58 I
Newark	165	155	209	247	250	3 I
Paterson	59	68	77	83	115	32 I
Trenton	86	147	193	202	216	14 I
Totals	695	842*	1,032†	1,180‡	1,350‖	170 I

* 261 previously eligible for certification.
† 273 previously eligible for certification.
‡ 316 previously eligible for certification.
‖ 351 previously eligible for certification.

DISTRIBUTION OF SALARIES OF TEACHERS IN DAY SCHOOLS

	Men	Women	Total
$2,200 to $2,299	212	1,387	1,599
2,300 to 2,399	140	1,003	1,143
2,400 to 2,499	185	1,231	1,416
2,500 to 2,599	229	1,256	1,485
2,600 to 2,699	205	1,032	1,237
2,700 to 2,799	169	839	1,008
2,800 to 2,899	198	1,019	1,217
2,900 to 2,999	206	891	1,097
3,000 to 3,499	1,068	4,317	5,385
3,500 to 3,999	1,164	3,804	4,968
4,000 to 4,499	1,088	2,606	3,694
4,500 to 4,999	775	1,230	2,005
5,000 to 5,499	511	925	1,436
5,500 to 5,999	267	249	516
6,000 to 6,499	121	46	167
6,500 to 6,999	89	23	112
7,000 to 7,999	92	13	105
8,000 and over	104	5	109
TOTALS	6,823	21,876	28,699

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