

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

Annual Report
OF THE
Commissioner of Education

The Schools in New Jersey in 1940-1941

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CHARLES H. ELLIOTT
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TABLE OF CONTENTS

	PAGE
The Schools of New Jersey in 1940-1941	5
Division of Law.....	14
Elementary Education.....	17
Secondary or High School Education	23
Vocational Education	31
Health, Safety, and Physical Education	42
The Education of Teachers	49
Division of Business.....	56
Statistical Survey.....	62
Statistical Summary.....	65

ANNUAL REPORT
OF THE
COMMISSIONER OF EDUCATION

The annual report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1941. The activities of the various divisions are reported as fully as can be attempted in a report of this length. The sections summarize the work of each division. The report includes, in addition, tables of statistics relating to public education and presents a detailed compilation of enrollment, number of teachers employed, the school facilities provided throughout the State, the sources of revenue for public education, and a statement of public school expenditures for the school year ending June 30, 1941.

THE SCHOOLS OF NEW JERSEY IN 1940-1941

NATIONAL DEFENSE

New Jersey is a great industrial State. Before the emergency the annual value of our manufactured products was approximately \$3,000,000,000.00. In the fiscal year 1940-1941, which period includes much production in the defense industries, the value of manufactured products was approximately \$3,537,000,000.00. During the year under review defense contracts aggregating in value \$1,500,000,000.00 were placed in New Jersey industries. Seventy-five per cent, or \$1,125,000,000.00 of this was devoted to the construction of ships and airplanes, which left \$375,000,000.00 for other industries. Statistics compiled by official government agencies for the period July 1, 1940, to May 31, 1941, show that New Jersey has received the following contracts: \$469,470,305.00 in Army contracts; \$890,776,655.00 in Navy contracts; \$1,400,000.00 for defense housing; \$694,000.00 for airport expansion, and \$9,205,475.00 for defense projects undertaken by the Works Projects Administration.

In the same period New Jersey industries have received for plant expansions \$29,954,256.00 through the Defense Plant Corporation and \$36,140,850.00 from the Reconstruction Finance Corporation.

A program of national preparedness involves a great many other things besides industrial production. Increased food production will mean new efforts on the part of our agriculturists. We have already taken steps in New Jersey to increase the production in many of the agricultural commodities. The value of agricultural products for the calendar year 1940 was approximately \$120,000,000.00, and it is estimated that the value of such products for 1941 will be \$140,000,000.00. This will place added demands upon the schools for the training of boys in agriculture and for the training of adult farmers through part-time courses.

Although the worth of the vocational schools has been recognized generally, it was not until the invasion of the Low Countries that efforts were put forth to mobilize the facilities of the vocational schools of this country. Followed quickly by the collapse of France, the crisis in Europe made it very evident that talk about national defense would have to be translated into actual defense production. It was very clear to students of the situation after a hasty survey that there was not enough trained man power to produce guns, planes, ships, and tanks in sufficient number. Many of our most able workers were not employed in industry during the depression. They could not be put to work without opportunities to refresh their skills which had disintegrated during a period of idleness. Moreover, it was evident that additional workers would be needed in industrial fields in which new types of operations were being developed. This meant, of course, an extensive training program and one that must be established at once. We had pointed out for several years that with the revival of industry in New Jersey we were finding a shortage of skilled workers. This had now become a reality for our State. What was happening on the other side of

the Atlantic seemed at first remote but it was destined to affect materially the entire industrial life of America.

In the preliminary studies of national defense needs the War Department had investigated the possibility of using the facilities of the trade and industrial schools of the nation. There was, of course, a full record of the location of buildings and the type of equipment available. The New Jersey trade and industrial schools with an investment of approximately eight millions of dollars were prepared to lend every possible service.

In my report of last year, I reviewed the steps which had been taken by the United States Office of Education and stated that, as the result of two conferences held in Washington in June, a complete plan for the utilization of the vocational schools of the State and such high schools as had suitable equipment for the training of machinists had been completed and that it would be forwarded to Washington on July 1. It is a matter of great satisfaction to report that the plan with the accompanying budget was the first State Plan to be approved by the Office of Education. The training of workers under the National Defense Program went into effect on July 1, 1940, and has continued during the year on a twenty-four hour basis.

The Federal Government selected the public vocational schools of the United States as the agency best fitted to train workers for the national defense program. The purpose of the program is to provide workers essential to the production of defense equipment.

The most pronounced shortages of skilled labor were found in the machine tool, aircraft, and shipbuilding industries. Defense training programs have been limited largely to the fields in which recognized shortages exist. Through close cooperation with the New Jersey Employment Service we have access to reported unemployment and every precaution has been taken to avoid training additional workers in these fields. The vocational schools, together with certain high schools which possess equipment adapted to these training needs, have been put upon a twenty-four hour day basis. The schools of New Jersey are doing everything possible to further the defense program. School facilities and personnel have been drafted on an "all out" basis to meet the demands of the national emergency.

The Defense Training Program consists of two types of training—pre-employment and supplementary. The pre-employment courses provide short-term concentrated training for qualified unemployed persons. These are selected by the New Jersey State Employment Service and by the Works Project Administration and certified to the schools. The pre-employment training is highly specialized and is not intended to develop all-round mechanics. Defense production requires workers who are specialists in mass production. Usually a training period of eight weeks is sufficient to prepare inexperienced men and women for this type of work and the units of training have been of that length in nearly all of the courses. By June 30, 9,600 persons completed pre-employment training courses and on that date reports indicated that 7,150 had been placed in industries working on national defense orders. Usually the defense industries pay a minimum wage of fifty cents per hour. These 7,150 persons employed at the minimum

wage will earn \$7,865,000.00 in the first year of employment, to say nothing of the marked reduction in unemployment and relief rolls which will result. This is a conservative estimate because, after six months of employment, very many of these workers will be paid at a higher wage rate.

The supplementary training courses are designed for workers who are already employed in the defense industries and who need additional training to equip them to do a better production job or to prepare for jobs involving new skills and responsibilities. More than 12,000 employed workers have participated in this training during the year. Thousands of welders, ship fitters, ship loftsmen, sheet metal workers, and machinists have been reclassified by their employers as a result of this plan. The great interest of the workers in the defense industries in increasing production is evidenced by their willingness to attend supplementary courses after a hard day's work.

Many pre-employment training programs have been "earmarked," i. e., designed to meet specific training needs of plants operating on defense contracts.

During the year 2,300 employed persons were trained as specialized machine tool operators for the Wright Aeronautical Corporation at Paterson. This has increased very much the production of aircraft engines.

A new defense plant, modern in every way and air conditioned, was constructed by the Otis Elevator Company in Harrison. This plant is operating under sub-contracts from aircraft corporations. A complete staff of 750 men was trained. Most of those employed were former white collar workers. Some had been clerks, some teachers, and three were ministers. More than 750 welders were trained for the Federal Shipbuilding and Drydock Company in Kearny.

During the last three months of the year, the Training Within Industry Division of the Office of Production Management was organized. The staff of the OPM has discovered that certain bottle-necks of production were due to failure to train available man power to operate the machines. The OPM also recognized that hundreds of mechanics are being elevated to minor supervisory positions in which they train inexperienced workers "on the job" and that these mechanics are in need of basic teaching skills if they are to do effective work. The Vocational Division of the State Department has organized courses of this type for twenty years. The OPM officials requested the assistance of our staff. As a result a modern ten-hour training course was outlined and special staffs of instructors were prepared to function through the State Department and the Industrial Extension Division of Rutgers University.

Many of the industrial leaders of the State cooperated in the organization of this program and it was they who promoted demands for training in the industrial plants of the State. This project, initiated in June, has been unusually successful. It was a pioneer venture and is now referred to as the "New Jersey Plan." The OPM has developed similar programs in other parts of the country patterned after the New Jersey Plan. It is estimated that at least 20,000 industrial supervisors will receive this type of training in New Jersey alone in the first year of operation.

One very important field in any program of preparedness includes the economic problems of the family. Important elements of such a program are, of course, studies of food and clothing with particular reference to substitutes for many of the things which we have been accustomed to use, and studies in housing and consumer education. There is probably no more important problem than nutrition. The National Nutrition Conference which was held in May in response to the call of President Roosevelt made clear the important role which nutrition plays in the life of a people. We have planned a number of nutrition courses which will be offered during the summer. This is only a beginning and must receive much more extended attention during the coming year. We are developing a plan to provide courses for all home economics teachers during the first half year. These will be short, intensive courses designed to supply the teachers with the most recent information in the field. These teachers will then apply this knowledge in courses offered in the high schools and in home economics courses in the upper grades.

But this is not sufficient. A program of nutrition should be organized in the elementary schools as well as the high schools, and it should be correlated with the health instruction in the schools.

It is very interesting to note that registrations in first aid have trebled during the year, those in home nursing have more than trebled, and the registration in safe driving is about two and one-half times what it was in 1940. There has been increased activity in Red Cross work and this will be extended in both elementary and secondary schools in the coming year. The schools have also cooperated in sewing and knitting projects for the British War Relief and the Red Cross.

In addition to the other defense activities in which the schools have participated, the teachers of New Jersey rendered notable service on Registration Day, October 16, 1940. A state holiday was set aside by the proclamation of Governor Moore. The schools were closed and 22,000 teachers participated in the registration. In preparation for this a conference of all city superintendents, county superintendents and supervising principals was held in Newark. The conference was attended by Governor A. Harry Moore, Brigadier General William A. Higgins, Selective Service Officer for New Jersey, and Lieutenant Colonel George H. Grimm, Assistant Selective Service Officer. An address was delivered by Governor Moore and Lieutenant Colonel Grimm discussed the program of registration.

CHANGES IN COURSES AND ORGANIZATION

During the year under review the Legislature passed a number of Acts which relate largely to the administration of schools.

Chapter 284 fixes a minimum salary for public school teachers. Salaries are fixed at the rate of \$1200 per year in first and second class counties and \$1000 per year in all other counties. Prior to the enactment of this law the minimum salary was determined on a monthly basis at the rate of \$100 per month.

Chapters 119 and 134 grant certain rights to school board employees who are obliged to be absent from their duties by reason of military service. Tenure and pension rights are preserved. Either the board of education or the employee may pay the pension fund contributions during the period of military service.

Chapter 191, P.L. 1941, provides for the transportation of pupils attending schools other than public schools under certain conditions which are described in the Act.

Chapter 311, P.L. 1941, provides for a State Defense Adult Vocational Training Commission to survey the vocational requirements for defense employment.

Chapter 219, P.L. 1941, provides for the use of County Tuberculosis Hospitals and their facilities by boards of education for the purpose of examining school pupils for tuberculosis. This act should be regarded as a measure closely related to Chapters 294 and 295 of the Laws of 1939.

There has always been doubt as to whether the Teachers' Tenure Act protected teachers, principals, and directors of vocational schools. Chapter 150 clarifies the Act by definitely placing the employees of boards of education of county vocational schools under tenure if such employees meet the requirements of the Teachers' Tenure Act as applied to employees in other types of school districts.

Chapter 247 forbids discrimination in compensation, promotion or dismissal of school board employees if such discrimination is based on sex or marital status.

Chapters 158, 159, 160, 161 and 202, P.L. 1941, provide for the deferred payment of the annual appropriation to the Teachers' Pension and Annuity Fund.

I have selected for comment several important acts. Chapter 9, P.L. 1941, provides for the transfer of surplus revenue to a board of education by a municipal governing body.

Chapter 76, P.L. 1941, defines the authority of a school district to extend the maturity dates of bonds for a period not exceeding three years providing the bond holders consent.

Chapter 249, P.L. 1941, provides for the refunding of bonds under certain conditions providing such bonds are authorized on or before December 31, 1942.

During the year under review definite progress was made in the teaching of citizenship in the elementary schools. All of our elementary schools have felt the obligation to insure an understanding and appreciation on the part of our school children of the democratic way of life and what it means to them. Teachers are earnestly leading the children to realize the obligations as well as the privileges of democracy. Every effort is being made to have children realize that the goals of American democracy will be reached only if every person makes sacrifices and does his part as a citizen. This work is reinforced by giving children the opportunity through the school itself in club and other activities to practice many of the things that are basic in our American way of life.

The character education program inaugurated some years ago continues to be developed and receives much emphasis. It is related closely to many of the things which constitute several projects and activities in our study of citizenship. Emphasis is placed on individual development.

Throughout the State emphasis has been placed during the last two years upon the development of better courses of study. These courses of study are not imposed upon the teachers in New Jersey. Rather, through the cooperation and guidance of supervisors, teachers take an active part in the actual construction and the organization of new courses and frequently do very valuable work in trying out the new courses before final adoption.

The enrollment in the high schools, using as a measure the enrollment in grades nine to twelve, has increased from 204,548 in 1940 to 205,392 in 1941. The per cent of retention in the high schools has risen in recent years. For 1941 the per cent of pupils retained by grades in the high school has shown definite improvement over 1940. For 1941, 82.2% were retained in the 10th grade as compared with 77.2% in 1940; 66.5% were retained in grade 11 as compared with 62.9% in 1940; and 57.5% were retained in the 12th grade as compared with 56% in 1940. The per cent of seniors who remain in the high school until graduation increased this year. In 1939, of the students who were enrolled in the senior classes, 91.7% graduated. The same record was established in 1940. In 1941, 92.4% of those enrolled in the senior classes graduated.

There have been a number of interesting changes in the enrollment of students in subjects and curricula. For the year under review, 32.46% of the students were enrolled in college preparatory courses; 32.43% in business courses; 1.04% in agriculture, and 34.07% in all other courses. The per cent of students enrolled in college preparatory courses has increased by 1.56% over the enrollment of last year. The number enrolled in college preparatory courses is influenced by a tendency to seek post high school education where possible. French and German continue to show losses in enrollment. The other languages fluctuate somewhat from year to year, but there has been an increase in enrollments in Spanish and Italian using five years as a measure. Enrollments in courses in History, Economics and Problems of American Democracy, a group of subjects which are basic in the development of citizenship courses have doubled in a ten-year period. In the same period the total enrollment in the high school has increased by only 61.5%.

The day vocational schools of New Jersey endeavor to meet the needs of the industries. The success of such a program is measured by the number of students who secure and hold jobs for which they have been trained. A careful survey of the placement of vocational school graduates for the years ending June 30, 1940, and June 30, 1941, indicates that more than 95% have obtained employment in the trades for which they received training. The graduates were employed in 40 different trades which indicates the extensiveness of the program. They earned \$1,315,415.00 in one year. It should be recalled that at the time the study was made the wage rates had not been influenced by the general increases in the present industrial wage

rates. This is a significant measure of the effectiveness of the all-day trade preparatory program in New Jersey. In this connection it should be pointed out that the regular programs of vocational education have been carried on without interruption, notwithstanding the urgent need for emergency training, which need has been met by the programs provided for defense training.

New Jersey continues to occupy an important place in the agricultural life of the nation. The industrialization of the State has been accelerated, but New Jersey produces enormous quantities of foodstuffs for her own population and certain consuming areas of the East. New Jersey occupies a position of high rank measured by cash income per farm and cash income per acre. In 1940 New Jersey's cash income per farm, \$4,123,55, was the second highest in the country and was exceeded only by California. In 1941 New Jersey ranked highest in the country in farm income per acre, which was \$56.84. New Jersey occupied the same position in 1939, when the average income per acre was \$52.00.

From reports and estimates of the State Department of Agriculture, agricultural production for the year 1940 was \$120,000,000. The total value of agricultural production for 1941 will be approximately \$140,000,000.

The total number of pupils registered in vocational agriculture classes during the year under review was 3,263. Of these, 2,120 were enrolled in the vocational day school classes maintained in the high schools; 445 were enrolled in classes for out-of-school farm youth, and 698 in classes for adult farmers. During the year 658 were dropped from the various rolls, leaving a net final enrollment of 2,605. The reason for the large number of dropouts is found in the drafting of the older youth for military service, the enlistment of large numbers in the Army, Navy, and Marine Corps, and the absorption of the remainder into industry.

Pupils enrolled in the vocational agriculture classes in the high schools and vocational schools are required to engage in some type of farming operation under the direction of the teachers of agriculture. These include what we call "farm projects" on the home farms, farm employment on other farms, greenhouse operation, and group projects by the entire class. Careful accounts are kept and our records show that for 42 schools which carried out projects during the year under review the net profit made by the boys was \$112,420.44.

The adult farmer and the out-of-school youth in the agriculture classes also gain experience in various types of farm practices under the direction and supervision of the teacher. Last year's record shows that 470 adult farmers carried out 2,569 different improved farming practices. Three hundred two out-of-school youth developed improvement projects which included 48,575 chickens, 1,267 dairy cattle, and almost 1,300 acres of crops.

EXPENDITURES FOR PUBLIC EDUCATION IN 1940-1941

The economic conditions in New Jersey have continued to improve during the last fiscal year. It should be noted, however, that the total expenditures for public education in the State were less by \$3,038,927.05 than the expen-

ditures in 1939-1940. It should be noted also that the total expenditures for 1940-1941 are \$9,854,272.47 less than those for 1931-1932.

During the year under review, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,178,398.96. This was more than four times the amount issued during the year. Expenditures for debt service were decreased by \$1,107,645.62. The expenditures for debt service in the last five-year period have been decreased by \$2,588,790.34. During the year under review, there was spent \$3,437,285.58 for the purchase of land, the construction and equipment of new buildings, and the rehabilitation and equipment of existing buildings. This was a decrease of \$4,209,178.20 from the expenditures in this item in 1939-40. The expenditures for this item have decreased from \$9,663,961.14 in 1938-1939 to \$3,593,319.41 in 1941. The total decrease for this two-year period was \$6,070,641.73.

Expenditures for textbooks showed a decrease of \$8,191.99. In 1938, the expenditure for textbooks was \$1,156,438.96. Expenditures for this item have been reduced each year since 1938. They are less by \$58,975.09 than they were in that year. Expenditures for educational supplies show an increase of \$138,689.17 over the expenditures in 1940. Last year expenditures for supplies showed a reduction from 1939. The efficiency of instruction is dependent in large measure upon an adequate supply of modern textbooks and reference materials and upon educational supplies which are utilized in the instruction. Accordingly, this increase in expenditures for supplies is regarded as a definite aid to improvement in instruction.

Janitors' salaries this year showed an increase of \$159,679.27. As I have indicated in preceding reports, higher salaries for janitors are justified because, generally speaking, janitorial and custodial services in the schools continue to improve. The employment of efficient personnel in these positions contributes to the economical maintenance of buildings.

The total expenditures for health services increased \$76,513.43 over those for last year. Last year's increase was \$117,380.29 over the previous year. This shows that the gains made last year have been maintained together with an increase of provisions for this important service. In this time of emergency it is generally recognized that everything we can do to improve the health of childhood and youth constitutes a great gain. An efficient health service makes positive contribution to the achievement of pupils, to the maintenance of good health while the children are in school, and aids materially in the prevention and control of epidemics. Attendance service registered a small increase of \$509.14. Last year the cost of attendance service showed a decrease of \$18,657.16 from the expenditures of the preceding year. A properly administered service contributes to the elimination of many school problems. Properly coordinated with the work of other agencies it aids in the reduction of juvenile delinquency.

The manual training account during the year under review showed an increase of \$12,786.40. From this account expenditures are made for supplies and materials for classes in industrial arts and home economics. Many projects related to national defense will be carried out in the manual training shops and the home economics departments in our schools will play an important

role in aiding not only the children but the communities in their studies of foods and textiles. There will be large community use of these school facilities. Increases in this item in the last two years indicate the extension and additional use of these facilities.

The vocational evening schools showed a decrease in expenditure of \$72,907.62. This reflects the reduction in enrollments in the courses for employed adults and for those who are taking courses to fit them for new types of employment in the industries of New Jersey. This has resulted from a reclassification of some of the trade extension programs and their incorporation in the supplementary training for the defense industries. The fact that 14,982 men and women were enrolled in the evening trade extension classes shows the need for this training. Notwithstanding the extensive program for training defense workers, these classes enrolled workers employed in other than defense industries as well as large numbers in the defense industries. It has been pointed out elsewhere in the report that every effort is being made to maintain a supply of well trained workers for New Jersey industry. Our State suffers an economic loss whenever it is compelled to import workers rather than to recruit them from the ranks of our own citizens.

In my annual reports for the last four years, I have pointed out that the collection of the state school tax has improved materially. The total levy of the 1941 tax was \$15,400,149.68. This was paid in full.

The major share of state aid to the public schools comes from the state school tax. In a number of my annual reports, I pointed out that the income from this tax has been declining due largely to the reduction in ratables.

As a consequence of this, the total school tax levy for 1940 was \$16,125,164.50. The levy for 1941 was \$15,400,149.68 which was \$2,578,624.47 less than the levy for 1931.

Because of the reduction in the state school tax, there has not been sufficient money in the ten per cent reserve fund to pay the legal quotas which include allotments for teachers, supervising principals and superintendents, the per capita allotments to the districts for tuition pupils, allotments for three-fourths of the cost of transportation, and a minimum of three cents per day for each day's attendance as provided by the State Board of Education. Nine-tenths of the reserve fund is available for the payment of these quotas and three cents for each day of attendance for those counties which do not receive sufficient money under the plan of distribution provided by law to meet the quotas. This year, to meet these quotas in eighteen counties, there will be needed additional funds in the amount of \$2,641,323.49.

The amount of this deficiency has been included in the budgets of the school districts for the last fiscal year. During the past five years, we have met this difficulty, and the Legislature has made an appropriation so that state aid funds might be distributed to the several districts in full. It is my recommendation that a bill be introduced in the 1942 Legislature to meet this need. The amount necessary is \$2,641,323.49.

DIVISION OF LAW

CONTROVERSIES AND DISPUTES

The Division of Law reviews the bonding proceedings for all school districts and conducts the trial of cases which arise under the School Law and come before the Commissioner's Court. The Division also cooperates with the Commissioner in the preparation of bills relating to education which are to be introduced into the Legislature. The Division is directed by the Deputy Commissioner of Education who represents the Commissioner in many matters and is in charge of the administrative work of the Department.

During the year under review sixteen formal decisions have been rendered by the Commissioner. Of this number, seven were appealed to the State Board of Education. During the same period three decisions made by the State Board of Education were appealed to the Supreme Court and one decision of the Supreme Court was appealed to the Court of Errors and Appeals. By the end of the fiscal year three of the cases appealed to the State Board of Education had been decided by that Board but no decisions had been handed down by either the Supreme Court or the Court of Errors and Appeals in the cases which had been carried to those courts.

Several of the decisions of the Commissioner deal with new issues.

Section 18:13-19 of the revised statutes provides seniority status for teachers. Because of the decreasing elementary school enrollments in many places, the turn-over of teachers has been lessened. This has made it necessary for some school districts to dismiss teachers who are protected by the Teachers' Tenure of Office Act. When positions become available in such school districts the teachers who were dismissed are entitled to employment in those positions in the order of seniority, determined in terms of previous length of service.

In the cases of *Rose L. Bernstein vs. Board of Education of the City of Garfield* and *Edith Gortz Briefstein vs. Board of Education of the City of Garfield*, the issues relating to seniority of service were determined and decisions made in favor of the petitioner in each case.

In the case of *Elizabeth A. Kelly vs. Board of Education of the Borough of Red Bank*, the question at issue was the fixing of an appropriate salary for a teacher in a special field whose position had been abolished and who was placed in another type of teaching service. In this proceeding it was held that the prevailing wage of others in similar positions with like years of experience should determine the salary of a person so transferred.

The case of *William H. Wythes vs. Board of Education of the City of Camden* defined to a degree the limits of power which a local board of education possesses for transferring its employees to other positions. Although it had been held consistently in earlier decisions that a local board of education has such transfer powers, provided tenure or certification rights are not involved, a very different issue appeared in the Wythes matter. In this decision the Commissioner held that it is illegal to transfer a person

under tenure from the position of high school principal to a type of position which could be abolished easily such as director of secondary commercial education.

In May a petition was filed by 314 teachers and principals employed in the schools of the city of Paterson. This petition was an appeal from actions of the board of education of that city in refusing to grant increments in salary from September, 1937 to date under an alleged salary schedule. The amount of money which the teachers are claiming aggregates several millions of dollars. Three hearings were conducted during the month of June subsequent to the filing of the petition, respondent's answer, and a lengthy bill of particulars which had been demanded by counsel for the respondent. We are unable to prophesy at this time the ultimate number of hearings which will be required to establish the facts necessary to render a decision.

The remaining cases included decisions upon a number of issues which have been before the Commissioner's Court from time to time and involve no new determinations.

During the year under review the Legislature passed a number of Acts which relate largely to the administration of schools. Chapter 191, P.L. 1941, provides for the transportation of pupils attending schools other than public schools under certain conditions which are described in the Act. The wording of the statute has made it necessary for the Department to prepare a detailed interpretation of the Act. This, together with instructions as to how to organize this new phase of transportation, will be sent to the County Superintendents early in the new fiscal year.

Chapter 284 fixes a minimum salary for public school teachers. Salaries are fixed at the rate of \$1200 per year in first and second class counties and \$1000 per year in all other counties. Prior to the enactment of this law the minimum salary was determined on a monthly basis at the rate of \$100 per month.

Chapters 119 and 134 grant certain rights to school board employees who are obliged to be absent from their duties by reason of military service. Tenure and pension rights are preserved. Either the board of education or the employee may pay the pension fund contributions during the period of military service.

There has always been doubt as to whether the Teachers' Tenure Act protected teachers, principals, and directors of vocational schools. Chapter 150 clarifies the Act by definitely placing the employees of boards of education of county vocational schools under tenure if such employees meet the requirements of the Teachers' Tenure Act as applied to employees in other types of school districts.

Chapter 247 forbids discrimination in compensation, promotion or dismissal of school board employees if such discrimination is based on sex or marital status.

The Legislature passed a supplementary appropriation bill which provided \$2,398,846.29 to meet the deficiency in the Reserve Fund for quotas and days' attendance. The Legislature also passed a supplemental bill to

meet the deficiency in manual training aid and aid to vocational schools. The Legislature had not provided in the Annual Appropriation Act sufficient moneys for either type of education. A bill to pay aid to school districts for one-half the excess cost for educating crippled children, aggregating \$97,065.64 was passed also.

Chapters 158, 159, 160, 161 and 202, P.L. 1941, provide for the deferred payment of the annual appropriation to the Teachers' Pension and Annuity Fund.

I have selected for comment several important acts. Chapter 9, P.L. 1941, provides for the transfer of surplus revenue to a board of education by a municipal governing body.

Chapter 76, P.L. 1941, defines the authority of a school district to extend the maturity dates of bonds for a period not exceeding three years providing the bond holders consent.

*Chapter 249, P.L. 1940, provides for the refunding of bonds under certain conditions providing such bonds are authorized on or before December 31, 1942.

Chapter 311, P.L. 1941, provides for a State Defense Adult Vocational Training Commission to survey the vocational requirements for defense employment.

Chapter 219, P.L. 1941, provides for the use of County Tuberculosis Hospitals and their facilities by boards of education for the purpose of examining school pupils for tuberculosis. This act should be regarded as a measure closely related to Chapters 294 and 295 of the Laws of 1939.

One of the major functions of this Division is to give legal advice to boards of education, attorneys, school superintendent, and others through conferences and correspondence. In many cases it has been possible to avoid litigation through this procedure. During the latter half of the year under review there was a large increase in correspondence. Some of the subjects which required conferences and correspondence were leaves of absence for teachers while engaged in military service, transportation of non-public school pupils, the effects of the Teachers' Tenure Act on the employment of teachers who were working on a part time basis, and information relating to various decisions rendered by the Commissioner. The total number of letters of information and advice written during the year was 2,372. Fourteen school districts forwarded bonding proceedings which were examined and approved by the Attorney General. In the last few years there have been numerous changes in the school laws which modified the bonding proceedings for school districts and the elections which must be held for this purpose. The forms which have been used heretofore have now become obsolete. The Division has revised the forms which carry directions for the use of local school district officials. The revised forms will be available soon after July first.

*This act was passed by the 1940 Legislature but subsequent to July 10, 1940.

ELEMENTARY EDUCATION

In recent annual reports I have discussed various problems of the elementary school. The topics which I have reviewed in some detail in these reports have included character education, provisions for the individual pupil, creative education, rural education, the progress in the consolidation of rural schools, child labor, and elementary school attendance. In this report I shall not review these topics but shall report upon certain activities which are being given special attention by the Division of Elementary Education.

During the year 1940-41 there were maintained in New Jersey 1,657 elementary schools and 299 junior and senior high school organizations. Of the 719,623 pupils in day elementary, day junior and senior high schools and other day schools 481,834 or 67.0% were enrolled in the elementary schools. This percentage of enrollment defines at once the scope and importance of the problem of elementary education in New Jersey.

TRENDS IN ELEMENTARY EDUCATION

Last year I reported that there had been definite improvement in the use of materials related to citizenship in the elementary schools. I pointed out that current events were utilized in the classroom together with projects which enabled the children to engage in citizenship activities. The present national emergency has focused the attention of elementary teachers and principals throughout the State upon the preparation of children to be useful citizens in a democracy.

All of our elementary schools have felt the obligation to insure an understanding and appreciation on the part of our school children of the democratic way of life, what it means to them, and what an irreparable misfortune the loss of the American way of life would entail. Teachers are earnestly leading the children to realize the obligations as well as the privileges of democracy. Throughout the elementary school every effort is being made to have children realize that the goals of American democracy will be reached only if every citizen sacrifices and does his part toward making democracy work. Our aim has been to arrange situations so that this understanding and appreciation may be realized through living democratically, through giving children the opportunity to experience both the benefits and the obligations of the cooperative way of life. We teach, too, how our heritage of freedom came to us and how it can give us those things which make life worth living and why our government is better than any other type that has been devised.

Since the children in our elementary schools today are those who will be obliged to live in a post-war world, attitudes such as tolerance, appreciation of the life of other peoples, and open-mindedness, and understanding become major objectives in our education for citizenship.

In this connection attention should be called to the fact that the character education program continues to be developed and receives much emphasis.

It is related closely to many of the things which constitute central projects and activities in our studies of citizenship.

From our observation of elementary education in the State it is clear there is a growing understanding on the part of teachers that it is the child who does the learning. The teacher cannot do it for him and the lecture method is of practically no use. It is a sound psychological principle that the child must react to situations if he is to learn. Coupled with this the child must see the need for learning and realize his responsibility. The child must be an active participant and cooperator. Unless a problem arouses his interest and he wants to solve it, very little learning takes place. Children given the opportunity to participate in learning activities, to design things, to utilize their interests and creative abilities, learn very much more readily than those working under other conditions. This is the central idea in any modern program of elementary education.

Another principle which dominates much of our best school practice is the recognition that facts are not the end in education but simply tools by which understanding is gained. Do not misunderstand this statement. We believe thoroughly that as one outcome of education children should learn a great deal and that they should have in their possession a great many facts, but the important thing is to guide the child in determining these facts and then help him to use them in his thinking. Every effort is made by modern schools to develop units and activities which capitalize the interests, creative abilities, and constructive capacities of the children. The key to sound education, particularly in the elementary school, is the development of learning situations within the range of the experience of the children and to capitalize those experiences in every way.

It should be noted that the best elementary schools in our State provide interesting and systematic programs of practice in needed tool subjects, such as reading and arithmetic. There is no neglect of adequate drill in the fundamentals. Children learn much in the course of their elementary schooling. It must be accurate and useable, and there is no reason why such outcomes should not utilize the interests of boys and girls and that school life should not be a happy experience.

STUDIES OF THE CURRICULUM

A significant sign of progress in our elementary schools is the special emphasis which is placed in individual school systems upon the development of courses of study. We find this in schools throughout the State. In almost every case these curricula are being developed in a very democratic way. When changes are under consideration teachers discuss the objectives, the demarcation of the field, and the methods to be incorporated in new programs as well as the method of constructing courses of study. I am glad to say that no longer are curricula imposed upon the teachers in New Jersey. Rather with the cooperation and guidance of our supervisors, teachers take an active part in the actual construction and organization of new courses and frequently do very valuable work in testing them in the classroom.

For many years I have advocated that the experimental approach be made with our teachers and that they be given large opportunity to participate in worthwhile experiments with curricula and organization. This is one of the most valuable types of in-service training our teachers can have. It stimulates thinking throughout the profession and we are very much more likely to develop courses of study which are based upon children's experiences and needs than through any other method.

In this field the State Department can be of particular help by gathering and evaluating practices in use in New Jersey and elsewhere. The Department may give suggestions, guidance, and other help to schools which are engaged in curriculum reorganization. The function of the Department is definitely that of an aid and adviser rather than an agency which prescribes patterns and details.

SERVICE BULLETINS

In various reports I have pointed out there is much need for service bulletins from this Division in order to supply guidance in the whole field of elementary education. At the present time there is much interest in science, social studies, and the language arts, particularly reading and English. Service bulletins in these fields are now in the course of preparation and will be issued early in the next school year. They will include a description and evaluation of the practices most commonly utilized in each field, an analysis of objectives, suggestions concerning the development of the program of studies, and teaching techniques. The bulletins will include also examples of courses of studies, summary of children's experiences, suggested instructional materials and suggested means which may be used in the development of units of instruction in these fields.

The bulletins will be based upon a summary of opinion in the State as well as it can be determined from the examination of courses of study, the observation of practices in the elementary schools, and the points of view expressed in meetings and discussions in conferences of elementary teachers.

Obviously it is not possible to obtain a complete summary of the philosophy and practices operative in all of our schools so the material in the bulletins must be regarded as limited and tentative. We shall make no attempt to make them exhaustive. A limited first edition will be sent to supervisors and teachers who have helped in the compilation of the materials and will be available to others who wish them. After receiving suggestions a revised edition will be prepared which we expect to make representative of the State point of view arrived at through cooperative work.

RURAL EDUCATION AND THE HELPING TEACHERS

As pointed out in a number of my annual reports, rural education is one of the important phases of New Jersey education. The fact that agriculture continues to be a substantial industry in fourteen of the twenty-one counties of the State indicates that we have in New Jersey many problems which relate primarily to rural education.

The year under review marks the twenty-fifth anniversary of what we term the "helping teacher" program. In this period of twenty-five years, which was appropriately celebrated at a dinner of the helping teachers held in April, very much has been accomplished. These women, counted among the most able rural supervisors in the country, have developed a unique type of supervision. The central idea has been the development of an educational program in which supervisors and teachers work together to develop educational opportunities for the children. The teachers employed are skilled teachers and they must be able to do demonstration work of a high order. It was because this function of teaching was emphasized so definitely in the early years of this service that the teachers were known as "helping teachers." It should be understood that this continues to be a very important part of the work of these teachers particularly with beginning teachers.

The helping teachers of New Jersey have been encouraged to do original work. As might be expected you will find individual points of view which stand out in the areas they supervise. Through frequent conferences with the Assistant Commissioner of Elementary Education a sane unity of procedure is maintained.

During the year, Assistant Commissioner Durell and Miss Hoppock, Assistant in Elementary Education, have visited every county and held a conference with the helping teachers and the county superintendent in which the work of the elementary schools of that county was discussed. Following this Mr. Durell and Miss Hoppock have arranged individual visits to each helping teacher and in company with the county superintendent have observed the teaching in the schools under her supervision. The high order of accomplishment in the rural schools may be traced to the excellent work which is done through the cooperative efforts of the Division of Elementary Education of the State Department, the county superintendents, helping teachers, and teachers in the rural schools.

During the year under review three helping teachers were appointed to fill vacancies.

The average number of teachers supervised by each of the forty-four helping teachers directing the elementary program was forty-four. This is the same average as reported last year. The load varies from 25 to 63. The number of pupils in these supervised areas varies from 666 to 1729. This is entirely too heavy a load for one helping teacher. In Camden County, four helping teachers carry an average load of 57 teachers. It is my recommendation that the load per helping teacher should not exceed 45 teachers in any district.

In addition to the 44 helping teachers who supervise all subjects there are seven helping teachers who supervise music in seven counties. This work has been very successful and the type of service rendered could well be extended into several other counties together with helping teacher service in health, physical education, and safety.

Of the 1,918 teachers supervised by the helping teachers in 251 school districts, 1,559 received their training in normal schools or colleges. During

the year under review, there were only 103 beginning teachers in the territory covered by helping teachers. In addition to these, 155 teachers with experience were serving their first year.

ARTICULATION OF ELEMENTARY AND HIGH SCHOOLS

As pointed out in my report of last year the problem of providing for the continuous growth of the child from the day he enters school to the end of the high school course or vocational school course has been facing our schools for many years. The Assistant Commissioners in charge of elementary and secondary education have appeared on several programs during the year to discuss various ramifications of this problem. These two divisions have developed a joint program in this field. Meeting with a group of helping teachers they have outlined topics which include the principal issues. A representative group of high school principals and supervising principals attended one of the sessions with the helping teachers. A summary of the conclusions reached together with additional suggestions and recommendations from the elementary and secondary divisions will be distributed in mimeographed form early in the next school year.

COOPERATION WITH VARIOUS PROFESSIONAL GROUPS AND ORGANIZATIONS

Conservation continues to receive attention in the elementary schools. Materials prepared each year by the New Jersey State Conservation Committee which works under the auspices of the Garden Club of America, the Garden Club of New Jersey and the Garden Department of the New Jersey State Federation of Women's Clubs have had wide use in the schools. The Department of Public Instruction cooperates with these organizations. The bulletin which is issued each year carries a proclamation of the Governor, setting aside Conservation Week which was observed April 21-25 during the current year, together with a message from the Commissioner of Education. The material for this year's bulletin was prepared by Lois Meier Shoemaker and Morris B. Shoemaker of the State Teachers College at Trenton, and was entitled "Gardening for Food and Fun." The series of bulletins which have been issued contain authoritative material and have been used in elementary schools throughout the State.

During the year a group of fifty elementary supervisors from school systems continued the meetings which had been begun in 1939 with representatives of the Elementary Division. Procedures in curriculum construction and the social studies were the principal topics considered this year.

Conferences have been organized with city superintendents and supervisors principally in the field of curriculum construction. The same has been done in sectional meetings of the Elementary Principals' Association which continues to be of great help in the cooperative study of elementary school problems.

The Department of Handwriting of the New Jersey Education Association issued during the year a handbook on teaching writing entitled, "The Development of Functional Handwriting." Mr. Durell served as a member

of the committee of teachers and supervisors which developed the handbook. Cooperation with the New Jersey School Library Association continues. In a previous report I called attention to the need for a survey of the library facilities in the elementary schools of the State. The Library Association is planning to study this problem during the next school year.

SLOW LEARNING CHILDREN

The problem of the so-called "slow-learning" child is receiving increased attention in schools throughout the State. As I have pointed out before, merely placing these children in special classes will not solve the problem because the smaller systems cannot organize many such classes because of the almost prohibitive cost.

Such classes for children defined as "sub-normal" (i. e. at least three years retarded as to grade) have received supervision during the year. There are now enrolled in these classes 5,467 children, a decrease of 27 from the number enrolled in 1940. For the children in special classes definite effort is made to provide as many opportunities as possible for activities and experiences with other children so that the sub-normal child will not feel that he is stigmatized through segregation. Those who are exceptionally retarded received individual attention in such subjects as reading so that many of the pupils have been brought to a standard which has enabled them to rejoin regular classes. One of the important problems is to demonstrate to both the children and their parents that these classes provide real opportunity for success in learning and for becoming useful citizens. If schools where there are no special classes are organized in such a way that activities and experiences of the children are utilized as described in the section under trends in elementary education, the slow learning child can be helped. He can make contributions according to his ability and there are many opportunities to train in manual skills through which he usually approaches more nearly the normal standard. In many schools a coaching teacher takes the slow learning pupils from several classes and through individual attention helps them to overcome their difficulties in reading and other subjects so that they can continue their progress through school in the regular classes.

SECONDARY OR HIGH SCHOOL EDUCATION

The enrollments in the public high schools measured by the enrollment in grades nine to twelve inclusive, have shown continued increases for the last four years. The enrollment for 1938 was only 420 more than for 1937, but 1939 witnessed an increase of 7,846 over 1938. In 1940 this increase was maintained and 3,525 pupils were added to the enrollment. The enrollment for 1941 shows an increase of 844 over the enrollment in 1940. Last year there were enrolled in approved junior high schools 50,901 pupils. This year the enrollment is 52,764, or an increase of 1,863 pupils. Senior high schools last year enrolled 37,108 pupils. This year the enrollment is 38,775, or an increase of 1,667. The remainder of the high schools in the State enrolled pupils in grades nine to twelve. Last year these schools enrolled 147,181 pupils which was an increase of 1,635 over the enrollment for 1939. This year these schools enroll only 145,241 pupils, or a decrease of 1,940. This accounts for the relatively small increase in the total enrollment reported above for grades nine to twelve.

Less than 80% of the boys and girls of high school age is enrolled in the secondary schools of New Jersey. Applicants eighteen or more years old are preferred in many occupations. Much of the social legislation passed in recent years, such as the Wage-Hour Act, the Wagner Act, and the Walsh-Healy Act forbids the employment of persons under 16 years of age and in many instances make possible the employment of only those eighteen or more years of age. The revisions of the school attendance and Child Labor Acts of New Jersey in 1940 contribute to the same result. For these reasons it is our judgment that high school enrollments will tend to increase rather than decrease, although the increase, as I pointed out last year, may not in any one year be large. There is a pronounced movement in this country to require high school education as a minimum for entrance into many occupations which formerly did not require an educational qualification of this standard.

However, if this country should unfortunately be plunged into war, conditions might very well change. Opportunities for employment in non-defense industries would open, since most persons qualified by age and training for the defense industries would be employed in them or would be drafted into the army making it necessary for younger persons to be employed in the non-defense occupations.

THE PERSISTENCE OF CLASSES

The persistence of enrollment in grades nine to twelve inclusive varies from year to year in any eight or ten year period which we may take. In previous reports I have pointed out that although there have been variations in percents of retention from year to year, the general trend has been consistently toward a higher percent of retention. A careful survey of our statistics shows that this has been the case for the last twelve years. For 1941, the percent of pupils retained by grades in the high school has shown definite

improvement over 1940. For 1941, 82.2% were retained in the 10th grade as compared with 77.2% in 1940; 66.5% were retained in grade eleven as compared with 62.9% in 1940, and 57.5% were retained in the 12th grade as compared with 56% for 1940. The record for 1941 is far superior to the record for 1937. Comparing these two years, we find that 82.2% were retained in the 10th grade as compared with 76.0% in 1937; 66.5% were retained in the 11th grade as compared with 57.0% in 1937; and 57.5% were retained in the 12th grade as compared with 47.8% in 1937. The number of pupils enrolled in the 12th grade was 40,665. If the percent of retention had remained at 47.8% for this year, only 33,776 students would have been enrolled in that grade. This is a large gain and indicates that the high schools are offering opportunities for 6,889 more pupils to receive instruction in the twelfth grade.

NUMBER OF HIGH SCHOOL GRADUATES

The percent of those enrolled in the 12th grade which remains in the high school until graduation has shown a steady increase since 1934. In the eight year period the percent of graduates has increased from 85% in 1934 to 92.4% in 1941. The total number registered in the 12th grade during the year under review was 40,665, of whom 37,592 were graduated. The total number of graduates in 1941 was approximately 50% greater than the number graduated in 1934 and 16% greater than the number graduated in 1937 when the percent had risen to 90.2. It is interesting to note that the total number enrolled in the 12th grade in 1941 was only about one-third greater than in 1934 but those who graduated represented a 50% increase over the number graduated in 1934.

OTHER MEASURES

The percent of enrollment classified by high school grades for the school year 1940-1941 is as follows:

Grade IX	31.41%
Grade X	27.05%
Grade XI	21.27%
Grade XII	19.82%

These percentages show an upward trend from those reported for 1940. The percent of enrollment in grades ten and eleven does not show any marked change from the percents reported for 1940 and for 1939. They do show a slight trend upward. However, the percent enrolled in grade nine has dropped from 33.29 to 31.41, and the percent enrolled in grade twelve has increased from 18.31 to 19.82. Last year I compared these percents with the percents of enrollment by grades in certain years. We included in this report the percents reported in 1924, 1928, 1932 and 1940. A study of these shows a very definite trend in retention of high school students.

It is true that the percents of enrollment by grades is not as precise a measure of the holding power of a school as other measures, such as the persistence of the same group of students through a four-year period. It furnishes, nevertheless, evidence which reinforces the other measures.

DISTRIBUTION OF STUDENTS IN CURRICULA

The study of the enrollments classified by curricula shows that for the year under review 32.46% of the students is enrolled in college preparatory courses, 32.43% in business courses, only 1.04% in agriculture, and 34.07% in "all others" which includes general courses, industrial vocational courses, and all other special courses. The percent of students enrolled in college preparatory courses has increased by 1.56% over the enrollment in such courses in 1940. The percent enrolled in agriculture differs by only a small fraction from the enrollment in 1940. About 6% of the students classified under "all others" represent enrollments in vocational courses other than agriculture, so that the enrollment in general courses is about 28%, which represents a negligible increase over the percent enrolled in such courses in 1940. The number enrolled in college preparatory courses is influenced by a definite trend to seek post-high school education where possible and by the fact that standards in professions and business have risen to a marked degree in the last ten years in New Jersey.

In my annual report for 1939 I expressed the opinion that we were enrolling too large a proportion of the total high school membership in business courses. The percent of the high school enrollment in such courses was 38.93% in 1938 and 37.09% in 1939. I pointed out that great difficulty was being experienced by some schools in the placement of their graduates in business positions. I suggested that a careful study of the students enrolled in these courses would tell us whether or not all pupils enrolled in them are being benefited to the extent they should be and that such data would enable us to determine the types of courses better adapted to these pupils. By 1940 the enrollment in these courses had dropped to 34.4%. The year under review has witnessed a further reduction to 32.43% enrolled in business courses. These reductions indicate that careful attention has been given to this problem by the schools and is an indication that our guidance service in this field is improving. These students are now enrolled in other courses from which in our judgment they will profit to a greater degree.

Changes in the Enrollments in the Public High Schools of New Jersey

It is our practice each year to study the registration in the various subjects of the high school curriculum and compare them with the registration in the preceding year. At stated intervals, we also make a study of significant changes in the enrollment in all subjects of the high school curriculum over a period of years. We do this to discover trends and causes for these changes.

Aside from certain core subjects which are required of all pupils, high

school students generally complete their programs from a list of electives. Help is given in many instances through an organized guidance system. Such election is sometimes confined to a single curriculum. For many years schools which have well organized guidance programs have encouraged the development of individual programs within the limitations of schedule making. Effort is made to have these programs well balanced but to fit the student's interests and abilities. It is obvious that information concerning the relation of what is learned to future employment, what occupations recruit personnel from high school graduates, to what extent interests and abilities of our high school students determine election of subjects—all contribute information which is invaluable in planning the high school curriculum.

During the past year there have been significant changes in the various science subjects which are elected by boys and girls who are preparing to enter higher institutions. The registration in biology has been reduced by 565 or 1.7%; the registration in chemistry has increased by 478 or 3.1%; while the registration in physics has been reduced by 268 or 2.0%.

We have had similar fluctuations from year to year. They are not significant and are usually accounted for by schedule arrangements. All of these science subjects have shown progressive increase in enrollment over a period of five years. In that time enrollment in biology has increased 3,414 or 11.6%; in chemistry 5,278 or 49.2%; and in physics 2,039 or 17.8%. These per cents represent a greater rate of growth than that of the high school as a whole.

We have studied the enrollments in general science for a number of years. Last year the enrollment was 47,990. This year it is 49,995. This is an increase of 2,005 or 4.2%. Ten years ago the enrollment in this subject was 30,133. That enrollment has increased to approximately 50,000. This represents an increase of 19,862 or 65.9%. Over a ten year span there have been losses in registration in this subject in a single year as compared with the enrollment in the preceding year. We have found from a careful study of the enrollments that this is not significant and it is explained in large part by schedule arrangements and occasional use of the principle of alternation. It should be pointed out that the enrollment in general science over a period of years has increased. It is one of the most important subjects in the curriculum because if well taught and an abundance of illustrative material is made available and opportunities offered for boys and girls to make things and to do experimental work, this subject can be made one of the most useful in the curriculum. Here boys and girls as I have pointed out in previous reports become acquainted with many things which have made modern life and civilization what it is today. It is noteworthy that 50,000 boys and girls in New Jersey high schools which number constitutes 22.6% of the total registration were given this opportunity in 1941.

Aside from French and German which show progressive losses, the enrollments in the other foreign languages indicate that these languages are utilized in the main as college preparatory subjects. To a limited extent Spanish is used by graduates of our high schools in certain commercial occupations but

that is not general. The persons who utilize the Spanish language in positions which require transactions with Spanish speaking countries are obliged to have much more training than is usually afforded in the high schools.

Registrations in mathematics are significant at this time because in the present emergency there is demand for more extended preparation in mathematics for the high school graduate. During the year under review the enrollments in algebra have decreased from 45,207 in 1940 to 44,623 in 1941. This is a loss of 584 pupils or 1.3%. Enrollment in general mathematics shows an increase of 2,514 pupils or 14.6%. The enrollment in general mathematics has shown consistent gains for a number of years. For the five-year period, 1936 to 1941, enrollment in this field has increased from 9,846 to 19,759, a gain of 9,913 students or 100.7%. Plane geometry during the year showed an increase in enrollment of 1,105 students or 5.6%.

The enrollment in solid geometry increased from 3,617 to 3,864, an increase of 247 students or 6.8%. The enrollment in trigonometry has shown fluctuations from year to year. This year there are 57 fewer students than there were in 1940, or a loss of 1.3%.

The enrollments in the following business subjects show definite reductions from the enrollments in 1939-1940: commercial geography, commercial law, elementary business training, bookkeeping, typewriting, marketing, commercial arithmetic, advertising, economics and stenography. The significance of the reduction in the number enrolled in business subjects is discussed in a preceding section. The reductions show that a careful study of these courses has been made and that better guidance governs enrollment in them.

There have been a number of other significant changes in subjects taught in the high school. Enrollments in the shop courses in woodworking, metal working and auto mechanics show large increases over the enrollments in 1940. There is a very definite trend in the fields of health, physical, and safety education to offer separate courses in first aid, home nursing and safe driving, and enrollments in these show increases over 1940. There also appears to be a distinct demand for the organization of courses in the distributive occupations. The enrollment in salesmanship for 1941 showed an increase over the enrollment in 1940. Registration in advertising suffered little change. It is to be expected that courses in the distributive occupations will be in demand because of the present emergency.

For many years we have studied the changes in registration in the various history courses and courses closely related to training in citizenship. The enrollment in United States history increased from 35,832 in 1940 to 36,908 in 1941, a gain of 1,076 pupils or 3.0%. The enrollment in social science (which is a course title adopted for various types of courses which deal principally with citizenship) increased from 13,992 to 18,214, a gain of 4,222 or 30.2%. The enrollment in civics, however, declined from 16,770 to 14,749, a loss of 2,021 students or 12.1%. Largely because of schedule arrangements, Problems of American Democracy lost 192 pupils or 0.7%, from the enrollment of 27,340 in 1940. Modern history showed a gain in enrollment from 13,841 to 14,386, which was 545 students or 3.9%. Economics declined in enrollment from 15,328 to 14,566, a loss of 762 students or

5.0%. The loss is accounted for largely by the reduction in enrollment in the business subjects. The enrollments in social science and civics should be combined to give a true estimate. The combined enrollment shows a net gain of somewhat more than 2,000 students over the enrollment of last year.

For a number of years I have stressed in my annual reports the desirability of increasing the opportunities for the study of the social sciences to the end that our students may have the knowledge necessary to make them useful citizens, intelligently aggressive against propaganda of various types, and to enable them adequately to pull their own weight in our American society. Increased registration in this field has been the trend in the past ten-year period. Several times during the last ten years we have studied comparative registrations in a group of subjects including history of the United States, economics, civics and problems of American democracy. The comparisons are very interesting because the per cent of increase in the total registration in this group of subjects is much larger than the rate of increase of the high school enrollment.

The subjects of American history, economics, civics, world history—all make significant contributions to our understanding of world events, world geography, the evolution of government and the ideals and practices which have governed nations. All of this material is basic to an understanding and appreciation of American democracy.

For a ten-year period we have studied the trend in registration in this important group of subjects. The subjects included in the tabulation are: United States history, modern history, social science, civics, economics, problems of American democracy, world history, English history, and the history of commerce. The total enrollment in these subjects in 1931 was 69,855. The enrollment in the comparable group of subjects had reached 139,142 in 1941. This is an increase of 99.2%—in other words, the enrollment in this important group of subjects has doubled. This is significant because with the exception of Problems of American Democracy, which is a required subject, all the other subjects are elective in most of the curricula of our high schools. It is a tribute to the guidance of teachers and parents, and to the interest of the pupils themselves, that such an extended selection of these subjects has been made. In the ten-year period the enrollment in Problems of American Democracy has increased from 13,388 to 27,148, i.e., the enrollment has more than doubled. In the same period the total enrollment in the high school has increased by only 61.5%.

For the five-year period, 1931 to 1936, it is interesting to note that in this same group of subjects the total enrollment increased from 69,855 to 111,920, a gain of 42,065 students or 60.2%. In the same period the total enrollment in problems of American democracy increased from 13,388 to 22,809, a gain of 9,421 or 70.4%. In the same period the total enrollment in the high school increased from 127,164 to 193,760, an increase of 66,596 or only 52.4%. The enrollments in this important group of subjects have increased at a much more rapid rate than the total enrollment of the high school.

GUIDANCE AND OCCUPATIONAL ADJUSTMENT
OF SECONDARY SCHOOL PUPILS

In my reports of the last two years I have called attention to the fact that guidance work in the New Jersey high schools continues to improve. However, there is a large field which has not been developed. From time to time I have called attention to the fact that in the reports made by high school principals there is a large number of graduates designated "unaccounted-for." Last year I reported that the number "unaccounted-for" had risen. It seemed to me that it was a matter of serious import when out of the 36,298 graduates in 1939, the high schools could not account for 5,794, or 15.9%. In the preceding year the record was better; a thousand more were located in a graduating class with the smaller total enrollment of 34,188. During the year under review the record has again improved. This year the principals report only 4,246 graduates "unaccounted-for" out of a total of 37,308, which is 11.4% of the total number. This improved record shows commendable progress.

A study of the situation in our high schools indicates that guidance with an accompanying program of placement must be listed as among our very important problems awaiting further consideration.

THE SECONDARY DIVISION AND CERTAIN ACTIVITIES

The Secondary School Conference

The twenty-third annual New Jersey State Secondary School Conference was held at Rutgers University in New Brunswick on May 2 and 3. General sessions were held on Friday and sectional meetings on Saturday. As I have pointed out heretofore this is one of the most important professional conferences which is held each year. A large proportion of high school teachers of the State attends. The conference is attended also by many superintendents and supervising principals. The programs are excellent and are planned to present modern practices in teaching and administration in secondary schools.

Association of Secondary Principals

Mr. White, the Assistant Commissioner of Education, continues to work in close cooperation with the New Jersey Secondary School Principals' Association. The cooperation of this association has been very helpful in planning improvements in secondary education.

New Jersey Secondary School Teachers' Association

This association, responsible for the organization and administration of the New Jersey State Secondary School Conference, works in close cooperation with the Secondary Division. It is a professional organization which for many years has made significant contributions to the field of secondary education in the State of New Jersey.

Regional and National Associations

Mr. White continues to serve as a member of the New Jersey Committee of the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools. As pointed out in other reports, the secondary division thus carries on a very important work because the Commission on Secondary Schools is responsible for recommending the secondary schools which are accredited by this association. Mr. White also continues as a member of the implementation committee of the National Association of Secondary Principals.

EXHIBITS

Mr. Hamilton served as chairman of the New Jersey State committee for the Annual Scholastic Awards Contest held in Newark. In former years only a few schools sent materials to the National Scholastic Art Exhibition at Pittsburgh. This year 167 schools were represented in the New Jersey exhibits. They sent 4,000 specimens of art work of which some 2,000 were displayed. It is estimated that 20,000 persons which included students, their parents and the general public viewed the exhibit. At the National Exhibition at Pittsburgh 91 awards were made to New Jersey pupils which included cash prizes with a value of \$267.50 and three scholarships.

HANDBOOK ON PROBLEMS OF AMERICAN DEMOCRACY

In my annual report last year I called attention to the fact that in January, 1940, I had appointed a representative committee which included specialists in the teaching of social studies, school principals, superintendents and supervisors. I asked Mr. Howard Dare White, Assistant Commissioner of Education, to assume the chairmanship of this committee, which was authorized to prepare a new syllabus on the Problems of American Democracy.

The members of this committee have worked diligently for a year and a half and their work is about completed. The committee has prepared a large number of units which have been distributed to the schools and given an experimental try-out. Very helpful suggestions have been received from the many teachers who participated in this classroom testing. This monograph will, in our judgment, constitute a significant contribution to the teaching of this important subject.

VOCATIONAL EDUCATION

TRADE AND INDUSTRIAL EDUCATION

The Regular Trade and Industrial Programs

When the National Defense Training Program was inaugurated on July 1, 1940, we insisted that the regular programs of vocational education be carried on without interruption notwithstanding the urgent need for emergency training. This view was concurred in by the United States Commissioner of Education and no modification of the plan of this work was made.

The type of training which is meeting the needs of defense industries cannot be justified under any but emergency conditions. It must be and will be provided, but it must be recognized that it is emergency training for specific jobs. There is need and there will continue to be urgent need for the preparation of all-round mechanics for all types of trade and industrial occupations. This nation cannot and must not depend upon mechanics trained in Europe. There is also an insistent demand that we have adequate programs of apprentice training of suitable length. Some of the most effective types of training are those provided by means of trade extension classes for workers who are employed. We recognize also the need for training supervisors in the industries if the industrial progress of New Jersey is to be maintained. All of these are very important phases of vocational education and the need is well defined in our State. The trade and industrial schools for the year under review have not only maintained programs which were in operation before the defense emergency but in many instances these programs, as was expected, have been expanded.

Twenty all-day trade preparatory schools had a total enrollment of 8,902 boys and girls during the school year. This represents an increase of 254 over the preceding year. Training was offered for 41 occupations. The largest number of boys was enrolled in courses in automobile repairing, and in courses for the manufacturing industries which included machine, electrical and sheet metal trades. The largest proportion of young women was enrolled in courses preparing for the service trades which include cosmetology, commercial dressmaking, and commercial foods.

During the past five years there has been a very definite modification of the organization in the all-day trade preparatory schools. This has led to the recognition of three distinct levels of training, namely: general industrial, skilled trade, and technical. During the past year new technical courses in the fields of industrial chemistry, machine tool design, electricity, cosmetology, courses for medical assistants, and courses for dental assistants have been approved as technical courses by the State Board of Education. The advance in standard of work is indicated by the fact that in seven of the trade preparatory schools the majority of the technical courses are now high school credit courses.

The demands of industry and the provisions of the social legislation passed recently are two forces which have increased the employment stand-

ards for youthful workers. Many of the students in the trade preparatory courses are of high school age and possess first rate ability. Employers demand maturity. In nearly all of the trade preparatory schools the minimum entrance age is now sixteen years or more. Ten years ago boys and girls fourteen years of age were acceptable for pre-employment training. For the reasons cited above the age at which youth enters industry is moving up. Unless current emergency conditions temporarily change this, it is probable that within a few years a considerable proportion of the day vocational school students will have completed a general high school education before they begin their work in the vocational schools. Our high school courses must be adapted to this group of youth and there will be opportunity, I think, for some of the industrial preparation to be offered within the period of the present high school. Industrial arts programs can be modified and correlated with such programs.

The Effectiveness of the Trade Preparatory Program

The effectiveness of the trade preparatory program is measured by the ability of graduates to obtain and hold a job. A general survey of the placement of vocational school graduates for the years ending June 30, 1940 and 1941 indicates that more than 95% have obtained employment in the trades for which they received training.

The graduates were from 40 different trades which indicates the wide spread of the program. They earned \$1,315,415.00 in one year. This answers the criticism sometimes heard that the vocational schools train for only a few occupations with the possibility of overcrowding them. It must be remembered also that the earnings of these graduates were determined before there were any general increases in the industrial wage scale.

New Trade Preparatory Programs

There has been much interest in several sections of the State not now served by trade and industrial schools in the development of new trade preparatory programs. During the year surveys were conducted to determine the need for vocational schools in Clifton and in Union County. It is likely that shortage in building materials and the increased cost of equipment and supply items will delay the construction of new vocational schools, notwithstanding the need and the public interest in them.

Trade Extension Training

During the year 14,982 employed men and women were enrolled in evening trade extension classes. In 1940 the enrollment was 16,148. These classes are open to workers in non-defense occupations as well as those engaged in defense training. Attendance in these classes has not been seriously affected by the availability of supplementary defense courses and it should be noted that the latter are open only to workers in defense industries. The reduction of enrollment of 1166 is due almost entirely to a reclassifi-

cation of some of the trade extension programs as supplementary programs for training workers in the defense industries. The increased number of enrollees from the building trades indicates some recovery in the building trade occupations.

A type of trade extension program with large possibilities was developed in Union County during the year under review. The school custodians of the county attended Saturday morning classes in heating and ventilating, building maintenance including minor repairs, care of grounds, and public relations. One hundred twenty school custodians were enrolled in these classes. They were taught by fellow workers specially skilled in a particular field. These were selected because of ability in some phase of the custodian's work and they were then given training by the Vocational Division before being assigned to teach classes. A similar program is being developed in Middlesex County.

Apprentice Training

In my report last year, I pointed out that employers in the manufacturing industries and in the building trades have failed to provide for the replacement of workers who are leaving employment through death or retirement. This contributed to the shortage of skilled workers. For some years the Department of Public Instruction has worked with employers and encouraged the development of apprentice training. Everyone will agree that apprenticeship offers a means for the development of first-rate mechanics and, as pointed out elsewhere in this report, we cannot expect to obtain skilled workers from abroad. There has been evidence for some time of growing interest on the part of labor and employers in the development of a sound apprentice training program. Last year 1,350 young men were enrolled in such programs. This year over 1,500 are enrolled representing eleven occupations.

In my annual report three years ago I described at some length the standards for apprentice training. These apprentices obtain progressive job experiences in their regular jobs and must receive a minimum of 144 hours of related technical training in apprentice classes in the trade and industrial schools. I am glad to report continued growth of this program during the past two years. For 1941 enrollment was increased by 150 or 11.1%. During the past year agents of the Federal Apprenticeship Committee have promoted new apprentice activities within the State. The Department of Public Instruction working with this agency has developed a series of conferences which have included Federal representatives, the local supervisors of apprentice training, and representatives of the Vocational Division of the Department of Public Instruction.

AGRICULTURE

New Jersey continues to occupy an important place in the agricultural life of the nation. The industrialization of the State has been accelerated, but New Jersey produces enormous quantities of foodstuffs for her own pop-

ulation and certain consuming areas of the East. New Jersey occupies a position of high rank measured by cash income per farm and cash income per acre. In 1940 New Jersey's cash income per farm, \$4,123.55, was the second highest in the country and was exceeded only by California. In 1941 New Jersey ranked highest in the country in farm income per acre, which was \$56.84. New Jersey occupied the same position in 1939, when the average income per acre was \$52.00.

From reports and estimates of the State Department of Agriculture, agricultural production for the year 1940 was \$120,000,000. The total value of agricultural production for 1941 will be approximately \$140,000,000.

It is interesting to note that measured by the income per acre the states which rank next in order are three New England states: Rhode Island, Massachusetts, and Connecticut. Against these figures of income per acre, there must be charged in New Jersey the highest overhead and labor costs in the United States. The same applies to the states ranking next in order. The fact that New Jersey obtained such a high unit rate of return denotes the enterprise of New Jersey farmers.

Farm income in New Jersey is hardly affected by government subsidies to agriculture. Only one per cent represents government payments. In contrast to this, the average for the United States is 8.33%. Some states receive as much as 22% of their farm income from government subsidies.

The total number of pupils registered in vocational agriculture classes during the year under review was 3,263. Of these, 2,120 were enrolled in the vocational day school classes maintained in the high schools; 445 were enrolled in classes for out-of-school farm youth, and 698 in classes for adult farmers. During the year 658 were dropped from the various rolls, leaving a net final enrollment of 2,605. The reason for the large number of dropouts is found in the drafting of the older youth for military service, the enlistment of large numbers in the Army, Navy, and Marine Corps, and the absorption of the remainder into industry. One teacher reported over one-half of his out-of-school youth class had withdrawn to enter industry of the armed forces of the nation.

Notwithstanding the fact that many youth enrolled in vocational agriculture entered the armed forces of the nation or secured employment in a defense industry, the placement of pupils who have completed vocational agriculture courses continued to be high. A careful study during the year of former vocational agriculture pupils who have graduated from departments which have been in operation for five years or more shows that 71.4% were placed in farming or related agricultural occupations.

Farm Enterprises of Vocational Agricultural Pupils

Pupils enrolled in the vocational agricultural classes in the high schools and vocational schools are required to engage in some type of farming operation under the direction of the teacher of agriculture. These include what we call "farm projects" on the home farms, farm employment on other farms, greenhouse operation, and group projects by the entire class. Careful accounts

are kept and our records show that for 42 schools which carried out projects during the year under review the net profit made by the boys was \$112,420.44.

The farm enterprises operated by these pupils represent a cross section of New Jersey agriculture. Three hundred fifty-three pupils had poultry enterprises which included 78,453 birds; 199 livestock enterprises with a total of 436 animals; 184 had vegetable crops with an acreage of 268; 170 had 40+ acres of field crops, and 38 had fruit projects including 20 acres of apples, peaches, and small fruits.

The adult farmer and the out-of-school youth in the agriculture classes also gain experience in various types of farm practices under the direction and supervision of the teacher. Last year's record shows that 470 adult farmers carried out 2,569 different improved farming practices. Three hundred two out-of-school youth developed improvement projects which included 48,575 chickens, 1,267 dairy cattle, and almost 1,300 acres of crops.

The Farm Labor Crisis and High School Students of Agriculture

The teachers of vocational agriculture during the year under review were instrumental in placing a total of 1,407 vocational agriculture pupils and former students in agricultural jobs. The requirements of the attendance and child labor acts were observed. The 1,407 pupils who were placed in jobs include 173 full time pupils who were in school this year but worked in temporary jobs during the harvest season. The total figure does not include several hundred pupils enrolled in the agriculture classes who spent part of the year on the home farms. These young people were placed in jobs in which they received a variety of practical experience. Some rather remarkable records were made. In southern New Jersey seven teachers shared in the program of harvesting tomatoes and enlisted over 150 boys to work with the tomato pickers. One teacher reported that his group of ten boys harvested 63 tons of tomatoes from seven acres. Another teacher in southern New Jersey reported that his agriculture class assisted in harvesting the apple crop from a fifteen-acre orchard.

Need for Improved Farm Shop Facilities

In an industrial state such as New Jersey where the overhead in farming is exceedingly high the mechanization of the farm is an important matter. In organizing courses of study for vocational agriculture pupils, emphasis has been placed on the use, care, and maintenance of farm machinery and mechanical appliances on the farm. However, in most of the high schools where agriculture is taught, the farm shop facilities are inadequate and this reduces the effectiveness of the instruction. Several years ago we gave special attention to this matter and, as a result, a number of very satisfactory shops have been equipped.

Shops with adequate equipment would enable us to give very much better service in the courses for out-of-school youth and for adults. Especially in this time of emergency would this be particularly helpful. We shall undoubt-

edly be confronted with conditions similar to those we have experienced in the past six months and, should this country be so unfortunate as to be involved in war, farm shop facilities would be indispensable for training in the repair of equipment.

Other Activities of Vocational Agriculture Teachers

The vocational agriculture teachers of the State render a large amount of community service. They are called upon frequently to give advice to farmers. A study of the records of 46 teachers shows a total of 10,717 individual services rendered during the year. These included such things as balancing of dairy rations and testing of seed, milk, and soil. Teachers of agriculture also participated in many local agricultural meetings. A check for the year shows that 46 teachers participated in 3,514 public meetings, the aggregate attendance of which was 965,950 persons.

INDUSTRIAL ARTS

The program of industrial arts has changed very much in recent years through the development of the general shop. A very much greater variety of materials is used than was the case formerly. Students of industrial arts now have an excellent opportunity to study a variety of materials and to gain experience in tool operations. One very important phase of the work is what we term general industrial training. Not many years ago the work in industrial arts shops was limited to woodworking but now besides wood, materials such as wrought iron, hard metal, plastics and ceramic materials are used. Electroplating, simple machine shop practice, elementary electricity, household mechanics, and photography are included in the courses. Various types of craft work are taught either in connection with the regular program or as club work.

A number of districts have given a good deal of attention to ceramic materials. This is very desirable as ceramics is a principal industry in New Jersey and ceramic materials and processes should be utilized in our industrial arts courses. There has been excellent work in some of the schools in modeling using clay products. Many students who cannot express themselves well in two dimensions frequently do very well with three dimension projects and clay appears to be a very satisfactory medium.

It is well known, of course, that plastics are becoming increasingly important in the construction of many things. Plastics can be worked with wood and metal working tools. Projects range from simple rings, bracelets, and pins to electric clocks and lamps.

This general industrial training is coming to be an important objective in the industrial arts program. In order to obtain the optimum results, there must be opportunity for the study of a large range of materials in addition to instruction in the shop. We have a large amount of such material in various books, pamphlets, and monographs which deal with furniture design and construction, building construction, stories of industry, the telephone, the

telegraph, the radio, and descriptions of industrial materials and their preparation from raw materials. Many of our schools have developed excellent shop libraries.

In several schools we now have what may be termed an "all purpose" metal working shop. We have encouraged this. Equipment such as metal lathes, drill presses, and other simple machinery are installed. In these shops, home mechanics and the study of home appliances, many of them electrical, are among the projects undertaken. Boys and girls bring articles from home to be repaired and refinished. They make new parts and thus have an opportunity to compare their own workmanship with commercial products. General mechanical skills and appreciations and information of value to the consumer are outcomes of this work. This type of work assists boys and girls to understand mechanical principles and the operation of modern home appliances; it assists in the development of skills in the use of tools; teaches machine processes, and gives a variety of experience with metals and construction of appliances which are used in the home and in industry. In some of the senior high schools, boys have determined the type of work they like and specialize in it. Although there is no attempt to develop occupational proficiency, many students when properly guided find the shop work to be a very helpful preparatory course. Many now elect shop work because they have decided they wish to go into industrial work on graduation from high school; others wish to become apprentices or enter vocational schools, and many are preparing for engineering colleges.

In some of the school districts, projects are built for school use. In South Orange, in cooperation with other departments of the school, the industrial arts department built several sets of scenery for the senior play and junior night. Gross receipts from the two affairs were \$3,201.75 and the expenses were \$967.00, leaving a net profit of \$2,234.75. This fund is used for scholarships to assist graduates who are in need of financial aid.

Airplane Clubs

Near the close of the year a survey was made of model airplane building. This has been very popular in many districts. Some of the work is done in the regular industrial arts shops as a part of the regular work but generally it is organized as club work. Some of these airplane clubs have more than one hundred members each. In surveys made in Union City and Jersey City to ascertain interest in making airplane models, it was found that students were working on airplane models in nearly all of the industrial arts shops. Many of the students extended this activity as a hobby to the home work shop. This survey indicated that some children were assembling materials purchased in kits and others were constructing the parts themselves.

There is sound interest in this subject throughout the State. During the next school year we hope to extend the construction of model airplanes. This will be done largely through club work. In this emergency it is imperative that the American people become air-minded. It has been demonstrated that air power plays a vital role in the present conflict. It should be remembered

also that transportation by air will in the near future play an enormously important role in civilian life. Model airplane construction can do much to develop interest and appreciation of air transportation and the military use of airplanes. However, a good deal more is necessary and must include instruction in navigation, meteorology, the role of air transportation in commerce and the like.

HOME ECONOMICS

In 1940-1941, 231 school districts offered instruction in home economics. This is an increase of ten districts over the number reported in 1940. Three of the new programs are in secondary schools, namely, Bordentown, Netcong, and the Passaic Valley Regional High School. Seven districts organized programs in the elementary schools. These districts were Clark Township, Elk Township, National Park, Mantua, Woodbury Heights, Newfield, and Greenwich Township. During the year four school districts installed home economics departments in new buildings with modern equipment. New equipment was installed in three other districts, two of which provided these facilities in addition to their present school plants. Two districts provided and equipped separate cottages for homemaking. The staff of the Home Economics Division together with the Inspector of School Buildings gave much help in all of these installations and improvements.

During the year an attempt was made to revise home economics courses which had been in use for more than five years. To facilitate this, individual help was given by members of the staff. Teachers were helped also through a special course offered in the summer session of Rutgers University under the joint sponsorship of the Vocational Division and the University. A series of group professional improvement courses were given in Hackensack and Morristown. Constructive suggestions have been given for revision of sixty courses during the year.

The service of a home economics consultant has been continued in the housing development in Elizabeth. This is a type of adult education. Low cost furnishings have been demonstrated to this group through the help of the vocational school. Good housekeeping standards have been maintained and the tenants in the center have been taught to use modern household equipment. Through personal consultation, these tenant-homemakers have been helped in a wide range of problems. Classes and groups were organized, not only for adults, but for boys and girls as well who live in the housing development.

THE TRAINING OF VOCATIONAL TEACHERS

The pre-employment training in home economics is given at the New Jersey College for Women and the professional and technical work in the program is supported entirely from Smith-Hughes funds. The number of young women preparing for teaching in the field of home economics during the year under review was 155. The enrollment in the senior class was doubled. The subject matter in the junior and senior programs has been

reorganized. The increased number which must be provided with practice teaching facilities has made necessary arrangements with more school districts. Those responsible for supervising the practice teachers have been able to place them in situations in which excellent teaching is done and in which opportunity is given to study curriculum development.

We require six weeks of vocational experience between the junior and senior years. This experience we regard as a very important part of the training of the home economics teacher. Some of the students have worked in restaurants and clothing shops. Some have had responsibility as assistants in interior decorating and gift shops. Others have worked in hospitals such as St. Luke's Hospital in New York, Essex County Hospital, Mercer Hospital in Trenton, and Atlantic City Hospital. A number have worked in hotels. All of these activities not only give valuable experience but develop habits and attitudes which can be acquired only through actual wage earning experience.

Teachers of agriculture continue to receive their training in the pre-employment college course of four years at the New Jersey State College of Agriculture. The professional work in these courses is given by members of the Department of Public Instruction who are also members of the faculty of the University. The improvement of teachers in service includes individual help by the State supervisory staff, frequent group conferences, and a series of graduate courses in agricultural education and advanced courses in the subject matter which is taught in the high school. During the year a graduate course in farm management was given to all of the teachers. During the summer three subject matter courses were offered in the following subjects: soil conservation, prevention of dairy diseases, and floriculture. These courses were taught by professors of the college of agriculture, specialists from the United States Department of Agriculture, and, in the case of floriculture, by the teacher of vocational agriculture in the Camden County Vocational School who is a specialist in that subject.

The training of industrial vocational teachers is given through a series of courses offered by members of the Department of Public Instruction and selected vocational teachers who have shown exceptional ability. All of those who become teachers in the vocational schools, with the exception of some teachers of related subjects and those engaged in the technical fields, are recruited from industry and given professional training in these courses.

The in-service training program for trade preparatory teachers has been carried on in the same manner as heretofore. Because of the demands which the defense training program has made, the teachers in the trade preparatory schools were given additional responsibilities but these added duties did not lessen the interest in professional improvement programs.

The attendance in these courses is voluntary. More than 90% of all the trade preparatory teachers in the State participated in at least one professional improvement course during the year. Five courses for the in-service training of teachers in the day vocational schools were conducted in the following places: Boys Vocational School in Newark (2), Middlesex County Vocational School at New Brunswick, Camden County Vocational School,

and Atlantic City Vocational School. In these courses there were enrolled 206 men and 79 women, or a total of 285.

Two courses were conducted at the Newark State Teachers College on Saturday mornings. These were designed to prepare teachers in service for certification. Principles of education and educational psychology were offered. The total enrollment was forty-seven.

The National Defense Training Program has placed an increased responsibility upon the Vocational Division for conducting teacher training activities. Many of the teachers who have been employed to offer national defense training courses have had years of practical shop experience but they needed some training in teaching. The State Board of Examiners modified the requirements for the all day preparatory schools to meet the needs of the National Defense Program. The requirements for practical occupational experience were maintained at the same standard. The age requirement was advanced for two of the certificates and the requirement for professional improvement was made fifteen clock hours.

Every teacher who is working in the National Defense Training Program holds a special certificate and has participated in the required teacher training program. This is generally satisfactory for the courses offered for defense workers, but I wish to point out that it is not adequate for new teachers who are to be engaged in the regular trade preparatory program.

The in-service training program for the evening schools and for national defense instructors was conducted in classes as follows: Camden, three; Trenton, one; Jersey City, two; Newark, two; Elizabeth, four; New Brunswick, one; Atlantic City, one; Paterson, one. These courses enrolled 264 persons.

THE TRAINING OF INDUSTRIAL SUPERVISORS

As pointed out in my last annual report, the training of industrial supervisors has constituted an important part of our vocational program for about twenty years. From events which have been occurring during this emergency we are of the opinion that there will be added demand for this training because of the rapidly increasing production. Production will be very much increased during the next fiscal year. For this reason we have selected very carefully a staff of conference leaders and forum trainers. They have been given an intensified course so they will be able next year to offer courses for industrial supervisors.

One project of industrial supervision was carried over from previous years. In 1938 we inaugurated a factory fire protection program which was continued through 1940 and the year under review. The course enrolled fire chiefs from industries manufacturing drugs, chemicals, oils, lacquers, and other materials which create a fire hazard to the community. Local fire chiefs attended those meetings in which the problems of factory fire protection to be discussed bore a close relationship to the work of the municipal fire department. Thirty-one persons were enrolled in this course.

Another special type of training was conducted at Morristown for employees of the National Park service operating in northern New Jersey. These

National Park employees were given instruction in the use of portable fire fighting equipment and in methods of preventing fires in the wooded areas of parks. Twenty persons were enrolled in this course.

Thirty-seven classes and conference groups were given training in industrial supervision. Six hundred ninety-one persons participated in these classes and they were offered under the auspices of chambers of commerce, the Federal Housing Administration, the National Park Service, and such industries as the Sherwin Williams Paint Company, the Calco Chemical Company, and the General Aniline Works.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Because of the acceleration of National Defense activities during the year, it has been necessary to give increased emphasis to our program in health, safety, and physical education. Our environment is becoming more hazardous. The need for health is more evident. The necessity for personal fitness has been stressed by military authorities and industrial leaders. The Division of Health, Safety, and Physical Education is responsible for planning school health instruction and school health services in cooperation with the officials of school districts. Through visits to schools, demonstration projects, research, and publications, the Division assists the schools not only in initiating and expanding their programs, but also in planning policies and procedures for improvement.

SCHOOL VISITATION

Visits of division staff members are made to help new teachers or new school nurses. During these visits, the members of the staff counsel concerning curricula, equipment, class procedures, health examinations, dental care, and related problems. Table I shows that the members of the staff visited 78 schools. Those visited were distributed as follows: elementary schools 27, senior high schools 21, junior high schools 7, rural schools 9, special classes 7, vocational schools 3, and teachers colleges 4.

TABLE I
COUNSELING THROUGH SCHOOL VISITS
DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION
YEAR ENDING JUNE 30, 1941

<i>Types of Institutions</i> (1)	<i>Number of Visits</i> (2)
Elementary Schools.....	27
Senior High Schools.....	21
Junior High Schools.....	7
One, Two, or Three Room Schools.....	9
Special Classes*.....	7
Vocational Schools.....	3
Teachers Colleges.....	4
Totals.....	78

*Visits to special classes are classified as follows: one deaf class, two open air classes, two classes for crippled children, one sight saving class, and one class for mentally sub-normal children.

ORTHOPEDIC PUBLIC HEALTH NURSING INSTITUTES

Institutes for demonstrations and instruction are very effective in improving the efficiency of teachers and school nurses. Three special institutes in orthopedic public health nursing were conducted during the year. Table II summarizes the attendance at these institutes and shows their location.

TABLE II
 ORTHOPEDIC PUBLIC HEALTH NURSING INSTITUTE
 DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION
 YEAR ENDING JUNE 30, 1941

<i>Location of Institute</i> (1)	<i>Number Attending</i> (2)
Asbury Park	80
Hackensack	95
Elizabeth	75
Total	250

Those attending the institutes were given instruction in demonstrating for their associates who were unable to attend the institute.

CONSULTATIVE SERVICE TO SCHOOL DISTRICTS

The members of the division render increasingly important service to school district officials on problems of school health. Table III shows that 58 school districts requested help concerning sixteen different types of problems during the year. The most frequently recurring request called for help in curriculum revision. Sixteen districts asked for assistance in this field. Other problems recurring frequently are the following: athletic fields and gymnasiums 7, physical education facilities 6, health services 5, military training 5, and lunches for school children 4.

TABLE III
 CONSULTATIVE SERVICES TO SCHOOL DISTRICTS
 DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION
 YEAR ENDING JUNE 30, 1941

<i>Types of Problems</i> (1)	<i>Number of Districts Served</i> (2)
Athletic fields and gymnasiums	7
Athletics for girls	2
Athletics in elementary schools	1
Gang showers for girls	1
Health education programs	1
Health and physical education curricula	16
Health services in school	5
Lighting in classrooms	2
Lunches for school children	4
Military training	5
Physical education facilities	6
Playground equipment	1
Recreation	1
Safety patrols	3
Seats for school children	1
Supervision of health and physical education	2
Totals	58

GROUP CONFERENCES

County superintendents each year request the division staff members to meet with groups for the study of specific problems. During the year, seventeen such conferences were held. Table IV lists the topics and their frequency: school lunches 2, vision conservation 1, rural school health education 3, rural school nursing services 3, military training in high school 1, health curriculum syllabi 1, athletics for girls 1, first aid 1, tuberculosis league 1, tuberculosis testing in schools 2, and the teaching of games 1. These conferences provided an opportunity for the staff member to learn about the problems faced by different county groups and to offer suggestions for solving those problems.

TABLE IV
GROUP CONFERENCES CONDUCTED AT THE REQUEST OF
COUNTY SUPERINTENDENTS OF SCHOOLS
YEAR ENDING JUNE 30, 1941

<i>Conference Topics</i> (1)	<i>Number of Conferences</i> (2)
School lunches	2
Vision conservation	1
Rural school health education	3
Rural school nursing services	3
Military training in high schools	1
Health curriculum syllabi	1
Athletics for girls	1
First aid	1
Services of the New Jersey Tuberculosis League	1
Tuberculosis testing in schools	2
The teaching of games	1
Totals	17

COLLEGE COURSES SPONSORED BY THE DIVISION

Each year the division sponsors a series of college courses as a means of providing opportunities for teachers and nurses to grow professionally and meet requirements for degrees or the renewal of certificates. These courses are usually offered under the auspices of the State teachers colleges. Most of the courses are offered at Newark because of the convenience in location for those who enroll. Table V describes 12 courses in which 274 teachers were enrolled. Seven of these courses were offered at Newark, two at Glassboro, one at Paterson, one at Trenton, and one at New Brunswick. The course at New Brunswick was offered by the School of Education of Rutgers University.

TABLE V
 COLLEGE COURSES SPONSORED BY
 DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION
 YEAR ENDING JUNE 30, 1941

<i>Title of Course</i> (1)	<i>Place</i> (2)	<i>Number Enrolled</i> (3)
Orthopedic Nursing	Newark	39
Functional Health and Physical Education *	Paterson	16
The New Jersey Program of Health, Safety, and Physical Education *	New Brunswick	11
School Health Education	Newark	17
Nutrition in Relation to Health	Newark	19
The Professional Woman as a Person	Newark	34
Materials and Methods of Teaching Safety in the Elementary Schools	Newark	14
Methods in Health Education for Dental Hygiene	Newark	41
Social Hygiene Education	Newark	8
Supervision of Health and Physical Education	Glassboro	21
Teaching Safety and First Aid	Glassboro	25
The Understanding, Care and Guidance of Children	Trenton	29
Total		274

* Taught by Mr. William Uhler, Jr.

NURSING SERVICE IN NEW JERSEY SCHOOLS

The public schools have made substantial gains in employing school nurses since 1932. Table VI shows that 114 school districts were without school nurses in 1932. In 1941 only 18 districts were without nurses. The number of nurses employed by boards of education increased from 325 in 1932 to 422 in 1941. During the same period, the number of school nurses employed by other agencies fluctuated from 79 in 1932 to 52 in 1935 and to 69 in 1941. As the boards of education accept responsibility for providing school nurses, volunteer agencies which have demonstrated the value of school nursing service will be free to spend their funds in demonstrating the value of nursing services in other areas.

TABLE VI
SCHOOL NURSES IN THE NEW JERSEY PUBLIC SCHOOLS
1932 — 1941

Years (1)	School Districts Without Nurses (2)	School Nurses Employed By			Total Employed (6)
		Boards of Education (3)	Bureau of Maternal and Child Health (4)	Other Agencies (5)	
1932	114	325	135	79	539
1933	108	360	130	78	568
1934	103	360	137	77	574
1935	100	357	140	52	549
1936	80	357	130	63	550
1937	66	375	141	55	571
1938	47	388	145	71	604
1939	30	407	150	71	628
1940	20	418	157	62	637
1941	18	422	161	69	652

TUBERCULOSIS EXAMINATIONS

In accord with the provisions of Chapter 294, P.L. 1939, it is necessary for each local board of education to require all pupils of grades nine, ten, eleven, and twelve and all special students enrolled in the high school to be examined annually to determine the presence or absence of active or communicable tuberculosis.

Collecting data on a state-wide basis for the first year's examinations was a complicated procedure. In addition to tuberculosis infections a report was requested on other conditions revealed by the chest X-ray. Some of the interesting and, in a few instances, startling findings promise to lead to more laboratory analyses in the routine health examination. Certainly the value of the chest X-ray for the purpose of detecting conditions other than those associated with tuberculosis has been demonstrated.

Table VII shows a sampling of the examination results. The sampling included reports from 169 high school districts in which 70% of the high school pupils were enrolled. Of those examined 17% showed a positive reaction. Among the positive reactors were 167 cases of reinfection type of tuberculosis. All such cases were hospitalized. It is reasonable to believe that the disease in many of the hospital cases will be arrested.

Teachers and other personnel in the schools were also examined. Thirty-two reinfection cases were discovered among the teachers and other adult school personnel. These cases were also hospitalized. The great value of such examinations to those who have reinfection type of tuberculosis is readily apparent.

TABLE VII
 A SAMPLING OF TUBERCULOSIS EXAMINATION REPORTS
 Submitted to the Division of Health, Safety, and Physical Education
 1940 — 1941

<i>Items of Information</i> (1)	<i>Number</i> (2)
School reports studied	169*
Number of pupils tuberculin tested	166,401
Number of pupils showing positive reaction	27,648
Number of pupils having an X-ray	40,021
Number of pupils X-rayed following tuberculin test of last year	6,268
Number of pupils with reinfection type of tuberculosis	167
Number of pupils with primary tuberculosis infection with demonstrable lesions	2,265
Number of teachers and other personnel tested	4,075
Number of teachers and other personnel showing a positive tuberculin test reaction	1,755
Number of teachers and other personnel X-rayed	3,158
Number of teachers and other personnel having reinfection type of tuberculosis	32

* These reports included 70% of all high school pupils.

The list of other conditions revealed by chest X-rays is too lengthy to reproduce in full, but conditions reported most frequently were heart enlargement, suspected mitral heart disease, cardiac adhesions, aortic aneurism, suspected rheumatic heart, possible old empyema with bone dyscrasia, curvature of the spine, scoliosis, kyphosis, old fractures, deformed spine, thyroid abnormality and fused lower right rib.

These examinations are very valuable for many reasons. They acquaint the parents with important information concerning their children. They mean much to the student because early diagnosis and treatment makes possible better health among high school students. Everything that we can do to promote the health of these students is a great gain. These young people will soon reach adult status and be required to carry heavy responsibilities.

SCHOOL HEALTH SERVICES

The employment of physicians and dentists to direct the health services in the public schools is recognized as highly essential by the public school authorities. Table VIII shows a steady increase in the number of physicians and dentists employed in the public schools. It is believed that the services directed by these health workers will not only increase the personal fitness of the students but will also facilitate their intellectual, social, and emotional growth.

TABLE VIII
 COMPARISON OF THE NUMBER OF MEDICAL AND DENTAL INSPECTORS
 NEW JERSEY PUBLIC SCHOOLS
 1939 — 1941

<i>Year Ending June 30.</i> (1)	Medical			Dental		
	Full Time (2)	Part Time (3)	Total (4)	Full Time (5)	Part Time (6)	Total (7)
1939.....	35	646	681	13	177	190
1940.....	42	666	708	19	182	201
1941.....	44	674	718	20	190	210

THE EDUCATION OF TEACHERS

THE ENROLLMENT IN THE TEACHERS COLLEGES

During the year under review there were enrolled in all of the teachers colleges during the Fall semester 3,067 full time students. The comparable enrollment for 1940 was 3,232. In addition there were enrolled during the current year 2,083 part time and 948 extension students. The sum of the part time and extension enrollments is 3,031, which is 98% of the number of full time students. The total number enrolled in full time, part time, and extension classes was 6,098. There continues to be demand for courses for teachers in service and it is highly desirable that the teachers colleges meet this demand through the medium of part time and extension courses.

The enrollments in the elementary curriculum, in the general curriculum, and in the curricula which train teachers in the fine arts, health and physical education, health education and nursing, industrial arts and music, were approximately the same as those in 1940. We limit as sharply as possible enrollments in the special curricula to the probable demand for certificated teachers in those special subjects.

In my annual report last year I pointed out that there were enrolled 1,018 students preparing to teach in the secondary schools. They were enrolled in the teachers colleges at Montclair and Trenton. I pointed out in 1938 that, in my judgment, we were enrolling more candidates for secondary teaching than could be placed. The enrollment has been reduced from the enrollment of 1,132 in 1938 to 955 for the year under review. As enrollments and placements are studied each year we shall continue to admit such number as can reasonably expect placement upon completion of the course.

ANALYSIS OF ENROLLMENT BY COUNTIES

It is a well known fact that with the exception of certain universities which have become in a sense national institutions a high per cent of the enrollment in any college consists of students who come from territory within a limited radius from the college location.

TABLE I
ANALYSIS OF ENROLLMENT BY COUNTIES
NEW JERSEY STATE TEACHERS COLLEGES
1940 — 1941

Name of County (1)	Number of Students from Each County (2)	Percentage of Total Student Enrollments from each County (3)	Percentage of Total Popu- lation in Each County (4)
Atlantic	62	2	3
Bergen	368	12	10
Burlington	72	2	2
Camden	165	5	6
Cape May	25	1	1
Cumberland	60	2	2
Essex	661	22	20
Gloucester	109	3	2
Hudson	370	12	16
Hunterdon	32	1	1
Mercer	232	7	4
Middlesex	81	3	5
Monmouth	101	3	4
Morris	88	3	3
Ocean	28	1	1
Passaic	309	10	7
Salem	21	1	1
Somerset	41	1	2
Sussex	22	1	1
Union	187	6	8
Warren	29	1	1
Out-of-State	4	1	...
Totals	3067	100	100

In a compact state such as New Jersey there is a very definite tendency for students to enroll in an institution which is within commuting distance from their homes. These facts must be taken into account in recruiting students for the teachers colleges. We find that these enrollments are economically distributed if the per cent of enrollment for teachers colleges by counties approximates the percentage of the total population contained in each county. For several years I have presented a table which shows the comparison of the per cent of the total enrollment recruited from each county with the distribution of the total population by counties.

The following counties show no change from 1940: Atlantic, Burlington, Cape May, Cumberland, Essex, Gloucester, Hunterdon, Monmouth, Morris, Ocean, Salem, Somerset, Sussex, Union and Warren. This accounts for three-fourths of the counties. The changes in the remaining counties are very small, amounting to only one per cent in each of the counties. Gains were registered in Hudson and Middlesex counties and losses in Camden, Mercer and Passaic. Essex, Gloucester, Mercer and Passaic counties have percentages of enrollments in the teachers colleges in excess of their population ratios. This is accounted for in part by the presence of near-by teachers colleges.

THE ADMISSION OF STUDENTS

The admission of students to the New Jersey Teachers Colleges continues to be determined so far as possible on the basis of predicted need for teachers. The Department of Public Instruction fixes a quota for each curriculum in each of the six teachers colleges. In addition to the filing of records and testimonials which requirement has been discussed in preceding reports, the students are required to take an entrance examination. For some years we have utilized one of the standard examinations so that comparisons may be made with the standing of students in other institutions in the United States. The student must also undergo a physical examination and those who have defects which would make them unfit for teaching are not admitted to the entrance examination. A student must also submit a certificate testifying that he is free from tuberculosis. If he does not, he must undergo a special examination by the college physician. Quotas are then filled on the basis of excellence as shown by the examination scores and the high school record submitted. Table II gives an analysis of the entrance examinations given in May and September, 1940 to applicants for admission to the teachers colleges.

TABLE II
AN ANALYSIS OF THE RESULTS OF THE ENTRANCE EXAMINATIONS
New Jersey State Teachers Colleges
May and September 1940

Tabulation Items (1)	Colleges at						Totals (8)
	Glass- boro (2)	Jersey City (3)	Mont- clair (4)	Newark (5)	Pater- son (6)	Tren- ton (7)	
May 1940 Examination							
No. Examined.....	105	173	300	143	81	369	1171
No. qualifying for college of first choice	88	153	208	137	72	227	885
No. qualifying for college of second choice .....	...	...	76	...	...	59	135
Total qualifying....	88	153	284	137	72	286	1020
No. not qualifying..	17	20	16	6	9	83	151
Sept. 1940 Examination							
No. Examined.....	14	58	...	17	64	...	153
No. qualifying for college of first choice	11	52	...	14	54	...	131
No. Not qualifying..	3	6	...	3	10	...	22
Grand total examined in May and September	119	231	300	160	145	369	1324
Grand Total qualify- ing by examination and transfer.....	99	205	284	151	126	286	1151
Grand total admitted as freshman students..	90	140	179	140	101	207	857
Percentage of grand total admitted	10%	18%	20%	16%	12%	24%	100%

THE QUALITY OF FRESHMEN STUDENTS

The scores made by students admitted to the freshman classes of the teachers colleges and ratings submitted by the high schools indicate that the quality of the freshman group is as high as that of many of the better liberal arts colleges. It is better than that of many teachers colleges. The effectiveness of an examination as a factor in selection may be measured by the amount by which the average of the group selected exceeds the average of the entire group of applicants. Through the application of approved statistical technique we are able to report that the average score for the group selected for entrance is significantly higher than the average for the entire group.

The per cent of students recruited from the highest quarter of the high school graduating classes ranges from 41% at Newark to 88% at Montclair. With the exception of Montclair, this represents a general improvement. Last year 92% of the students enrolled in Montclair came from the upper quarter. The per cent in the lowest quartile is small in each of the six colleges. No students were recruited from the lowest quartile for Montclair and only one per cent in each of the other teachers colleges with the exception of Paterson which recruited five per cent. This record is distinctly an improvement over last year's. Measured by the per cent from the upper half of the graduating classes we have the following: Montclair 98%, Glassboro 93%, Trenton 91%, Jersey City 82%, Newark 81% and Paterson 75%. These data, together with considerable other evidence, warrants the assertion that the students who enroll as freshmen in the State Teachers Colleges of New Jersey are recruited from the best students in the New Jersey high schools.

STATE SCHOLARSHIPS

State scholarships for the teachers colleges are provided by law. In accordance with the provisions of Chapter 109, P.L. 1937, the Commissioner of Education annually grants scholarships to ten per cent of the freshmen students in each of the teachers colleges. These scholarships must be granted on the basis of a competitive examination. The scores made in the entrance examination are used for that purpose. The law further directs that these scholarships must be awarded by counties in the ratio which the total population of the county bears to the total population of the State. By law the award of these scholarships is restricted to those students who demonstrate financial need. The scholarship exempts the student from the payment of tuition and laboratory fees and it may be renewed from year to year provided the student maintains a satisfactory record. For the year 1940-1941 eighty-five scholarships were awarded.

FINANCIAL ASSISTANCE TO STUDENTS

As pointed out last year it is evident that the students in our teachers colleges need financial assistance. In 1939 the total amount of aid given to students from various sources was \$90,900. For 1940 the amount was \$129,620.73. For the year under review the amount is \$120,898.79.

Of the 1,324 students who took the entrance examination 297 demonstrated financial need. Only 85 received scholarships. The total value of

scholarships in force for the four years held by 365 students was \$35,995. Students received help through loans, NYA jobs, and employment classified as "other jobs." Table III summarizes the financial assistance given to students in New Jersey Teachers Colleges for 1940-1941. One significant thing as shown by the table is that the earnings of the students in various types of employment were in excess of the aggregate value of scholarships and loans. The per cent of students assisted ranged from 34% at Newark and Paterson to 55% at Glassboro. For the six teachers colleges 42% of students were assisted financially.

TABLE III
FINANCIAL ASSISTANCE TO STUDENTS
New Jersey State Teachers Colleges
1940 — 1941

Items of Assistance (1)	Colleges at						Totals (8)
	Glassboro (2)	Jersey City (3)	Montclair (4)	Newark (5)	Paterson (6)	Trenton (7)	
Scholarships							
Number	46	52	72	71	34	90	365
Value	\$4,600.00	\$4,690.00	\$7,130.00	\$6,925.00	\$3,400.00	\$9,250.00	\$35,995.00
Loans							
Number	75	27	4	29	13	65	213
Value	3,000.00	1,658.00	458.00	1,697.00	412.75	4,790.00	12,015.75
NYA Jobs							
Number	65	107	177	87	61	153	650
Value	7,340.25	5,580.00	10,053.32	7,620.19	4,860.00	10,529.12	45,982.88
Other Jobs							
Number	61	2	109		7	109	288
Value	2,084.29	73.00	4,938.53		242.50	19,556.84	26,905.16
Totals							
Gross Number *	218	173	331	187	106	282	1,297
Value	17,024.54	12,001.00	22,579.85	16,242.19	8,915.25	44,135.96	120,898.79
Average per Student	78.09	69.37	68.22	86.86	84.11	156.51	93.21
Total Enrollment as of Sept. 1940	400	371	667	548	316	765	3,067
Percentage Assisted	55	47	50	34	34	37	42

* Gross number is equal to total number different individuals excluding duplicates who received two or more types of assistance.

THE PLACEMENT OF GRADUATES

The Commissioner of Education each year fixes quotas for entrance to the various teachers colleges and for enrollment in the various curricula. These quotas are based upon predicted demand for teachers four years hence. Quotas are set so that the colleges may definitely plan to graduate a few more teachers than will be needed.

In June, 1940, the six teachers colleges graduated 987 students. Of these June graduates, 603 were employed in regular teaching positions on or before November 1, 1940. Only 114 of the graduates were employed in non-teaching

positions. During the period November 1, 1939, to October 31, 1940, 177 persons who had been graduated from the teachers colleges prior to June, 1940, were employed in regular teaching positions in New Jersey. Therefore, the total number of placements in teaching positions by November 1, 1940, was only 207 fewer than the total number of graduates. The placement of such a large number of graduates from previous classes each year, while the current year's class is being elected to teaching positions, indicates that there is a definite demand for graduates of the State teacher training institutions. From the record of the past several years it is reasonable to expect that most of the graduates will receive positions within two or three years.

THE ACADEMIC TRAINING OF THE FACULTIES

In my reports for the past four years I have pointed out that there has been marked improvement in the training of the faculties as measured by degrees held and by degrees earned subsequent to employment in the teachers colleges. I repeat that this is not the only measure of scholarship and teaching ability, but it is one well recognized means of estimating proficiency. In 1928, of the faculty members employed in the State Teachers Colleges of New Jersey, only 2% held the doctor's degree; 31% the master's degree; 31% held only the bachelor's degree; and 36% "no degree." For the year ending June 30, 1941, these percentages were as follows: 25% held the doctor's degree; 64% the master's degree; only 8% the bachelor's degree and 3% "no degree." Comparing the years 1940 and 1941, for all the teachers colleges we find that there is a decrease of 1% in the number of faculty members holding "no degree"; a decrease of 3% for those holding the master's degree; an increase of 1% for those holding the bachelor's degree and an increase of 3% in the number holding the doctor's degree. In the last two years the per cent holding the doctor's degree has risen from 19% to 25%.

NEEDED CHANGES IN THE ORGANIZATION OF THE TEACHERS COLLEGES

The courses organized in our summer sessions are now restricted to those courses in which the fees for enrollment are sufficient to pay for the instruction. In a number of instances the enrollments are too few to warrant the employment of an instructor and yet these courses should be offered because they are very much needed by certain groups of teachers. It is recommended, therefore, that a request for \$2,000 should be included in the budgets of the teachers colleges located at Glassboro, Montclair, Newark and Trenton for summer session courses. Careful study of the enrollments and courses offered should be made. Provision should be made for more undergraduate students.

The placement reports from the different colleges show that for high schools there are more persons available for English, foreign languages, mathematics, science and the social studies than in other fields. For that reason quotas will be reduced in these subjects at both Montclair and Trenton for the year 1941-1942. On the other hand there is a shortage of teachers in music, industrial arts and kindergarten-primary classes and quotas in these subjects should accordingly be increased.

Last year I pointed out that it is highly desirable to offer opportunities for training in a field in addition to the regular major and minor fields. Elementary teachers who can do special work in physical training and music very frequently can be employed when lack of such training would militate against election to a position. Because there is an increased demand for elementary teachers we find frequently that persons trained in the secondary field could obtain a position in an elementary school if additional training had been acquired during the college course or after graduation. I recommend that courses in elementary education for secondary teachers which can be taken during the summer or in part time or extension courses during the academic year be provided.

The program of deferred selection which concentrates general college courses in the first two years and offers opportunity for more persons to prepare for teaching than can be selected at the end of the sophomore year has been carried on in three institutions with success. Our experience indicates that some of the very best students which we have in the teachers colleges have been enrolled in this program. It is designed to enroll a sufficient number of persons in the first two years so that very careful selection may be made of those who are to complete a course in teacher preparation.

A curriculum which includes a major for persons specializing in school library work is much needed and if approved should be introduced at Trenton.

It will be necessary to provide an extension of the scholarship system if the present demand for financial assistance to our students continues.

It should be pointed out that most of the plants in the State Teachers Colleges need reconditioning in part. The efforts which the State Board of Education has put forth in the past few years to obtain funds for this purpose should be continued.

There is a definite trend in this state to select high school teachers with five years of training. Most of them have received the master's degree. For eight years we have offered one year of work beyond the four year course at Montclair Teachers College. Only a limited number of students of high attainments are permitted to register in these curricula and the number of majors available is limited. Those who complete this additional year of work receive the master's degree. This program makes possible also the granting of graduate credit to those students who take part time and extension courses of graduate grade which are offered by the Montclair Teachers College.

I recommend that we study again the adoption of a five year program for all students preparing to teach in the secondary schools. The completion of such a program offered at Montclair Teachers College would earn the master's degree. If organized at Montclair, it would permit us to offer a general curriculum during the first two years in which the principle of delayed selection would be operative. The program should be so organized that students would be given the choice of remaining in residence and completing the program in five academic years without summer session attendance, or be permitted to complete the program through four years of residence and residence in four summer sessions.

DIVISION OF BUSINESS

The work of the division of Business includes the inspection of school buildings, the inspection of school accounts, gathering of statistics, the compilation of information relating to revenues provided for public education, and detailed information relating to school expenditures. The new plan for the inspection of school accounts which was inaugurated six years ago has very much improved this service within each fiscal year.

This Division keeps the accounts of the Department and on the basis of requests submitted to the Commissioner supplies a large amount of information concerning the activities of the schools and their financial and housing needs.

In my annual reports for several years I have referred to the fund known as the Teachers Loan Fund which was provided by bond acts approved September 5, 1933. This fund has been used in the making of loans for the payment of teachers salaries. Loans aggregating \$8,194,304.41 have been made up to June 30 of the year under review. Repayments in the amount of \$7,917,915.26 have been made, leaving loans outstanding in the amount of \$276,389.15 on June 30.

The Legislature enacted Chapter 88 in 1938, Chapter 196 in 1939 and Chapter 122 in 1940 which take from this fund \$4,890,398, \$2,000,000, and \$1,250,000 respectively to pay in 1942 like amounts which were withheld from the Teachers Pension and Annuity Fund in the years noted, leaving an unencumbered balance of \$117,349.33. In the meantime, the State pays to the Teachers Pension and Annuity Fund interest at the rate of 3 per cent per annum from the general fund.

APPORTIONMENT OF SCHOOL MONEYS

The apportionment of school moneys for the school year beginning July 1, 1941 was \$15,942,255.62 which is \$5,226,160.36 less than for the school year 1933-34. The indications are that the amount to be distributed in the school year beginning July 1, 1942 will be less than that for the school year 1941-42.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in fourteen counties in 1936-37, fifteen counties in 1937-38, sixteen counties in 1938-39, seventeen counties in 1939-40, and eighteen counties in 1940-41, the Legislature appropriated \$1,716,616.61, \$1,706,811.44, \$1,997,999.77, \$2,142,960.51 and \$2,398,846.29 respectively. In order to meet legal quotas and three cents for days' attendance in eighteen counties as of April 1, 1941, additional funds amounting to \$2,641,323.49 will be required.

STATE SCHOOL TAX

During the year 1940-41 there had been paid into the State Treasury \$16,122,958.45 in State school taxes. The State school tax as of June 30, 1941 was paid in full.

The total State school tax levy for 1941 was \$15,400,149.68, which was \$2,578,624.45 less than the levy of 1931. The levy for 1942 will be

\$15,380,561.59, or \$19,588.10 less than for 1941, and \$2,598,212.56 less than that of 1931.

STATE SCHOOL TAX PENALTIES

The laws of the State provide that a penalty of six per cent shall be levied against all counties for delinquent State school taxes. Up to June 30, 1941, the total amount of penalties levied on 1931 to and including 1937 delinquent State school taxes was \$1,949,355.32 of which \$226,545.54 was for the 1931 tax, \$620,246.19 for 1932 tax, \$740,883.10 for 1933 tax, \$225,999.55 for 1934 tax, \$90,265.68 for 1935 tax, \$20,108.69 for 1936 tax, \$19,301.14 for 1937 tax, \$5,627.91 for 1938 tax, and \$377.52 for 1939 tax. As of June 30, 1941, the State has received \$1,228,678.37 in payment of these penalties, of which \$173,363.36 was received for 1931 tax, \$341,969.97 for 1932, \$454,458.26 for 1933, \$163,199.98 for 1934, \$60,125.93 for 1935, \$20,107.69 for 1936, \$9,452.35 for 1937, \$5,623.31 for 1938, and \$377.52 for 1939.

The provisions of Chapter 12, P.L. 1938 and Chapter 71, P.L. 1939 eliminated \$351,468.55 and \$369,202.80 respectively from the \$1,949,355.32 levy of penalties. On June 30, 1941, after deducting this amount, the balance of penalty due on State school tax delinquent payments was \$5.60.

RAILROAD TAX

On June 30, 1941, a total of \$6,556,276.55 was due the districts from 1917-31, 1932, 1933, 1934, 1935, 1936, 1937, 1938 and 1939 main stem railroad taxes of which \$15,993.15 is due from 1917-31 taxes, \$879,917.94 from the 1932 tax, \$1,153,932.34 from the 1933 tax, \$1,375,321.40 from the 1934 tax, \$574,213.26 from the 1935 tax, \$1,144,157.51 from the 1936 tax, \$744,518.53 from the 1937 tax, \$601,857.53 from the 1938 tax, and \$66,364.89 from the 1939 tax. The 1941-42 apportionment showed no allotment as the deductions exceeded the amount available. During the year ending June 30, 1941, \$842,080.38 from main stem railroad taxes was paid to the districts, of which \$669,166.57 was from the 1932 tax and \$72,913.81 from the 1933 tax.

SPECIAL STATE AID FUNDS

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

State aid payments for these activities amounted to \$1,260,967.37 of which \$94,858.19 was for educating crippled children, \$708,098.25 was manual training State aid, \$450,510.93 vocational State aid and \$7,500.00 State aid for evening schools for foreign-born residents.

LOCAL TAXES FOR SCHOOLS

The total local school tax levy made in 1940 and available in the school year 1940-41 was \$81,737,995.77. This is \$3,176,843.29 more than the levy in 1939. This increase in levy was due largely to the inclusion of Debt Service for many of the Chapter 6 school districts. School districts still continue to encounter difficulties because of delinquency in the payment of local taxes.

As of June 30, 1941, \$1,939,171.44 was due from these local levies, which is \$794,700.68 less than for the preceding year. As of June 30, 1936, the local school tax delinquency was \$6,750,303.59.

SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the year 1940-41 was 113,908,414. This was a decrease of 4,408,409 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. Some of the decrease is due to a decrease in the per cent of attendance. The per cent of attendance this year was 91.7, which is eight-tenths of a per cent lower than the per cent for 1939-40.

INSPECTIONS OF SCHOOL ACCOUNTS

The inspection of the minutes and financial records of boards of education constitute an important phase of the work of this Division. During the year under review, there were made 258 inspections of the records of the boards of education by our inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits together with recommendation which are valuable to local boards of education in studying and improving their financial procedures. These inspections furnish a check on all of the financial transactions of local boards of education. This service has been valuable in securing accurate information and diagnosing difficult financial situations. It could be improved for the individual school districts as well as for the State as a whole if we had more inspectors of accounts. During the year, proper accounting procedures and their application to internal accounts have been stressed. Fire insurance was studied in the various school districts. In many cases our recommendations decreased the cost and at the same time increased the protection.

SCHOOL BUILDINGS

The inspection of school buildings, advice on school building planning and construction, the examination of plans and specifications for new school buildings and alterations to present school buildings, together with recommendation for approval of such plans, constitute an important part of the work of this Division. Seventy-six plans and specifications were approved during the year. Of this number four were new buildings all of which were elementary schools. Of the four elementary schools, one was a consolidated school. This project enabled the district to close four one-room buildings.

Twenty-one plans and specifications were approved for alterations and additions to present buildings. Thirty-one plans and specifications were approved for alterations to present structures. Six plans and specifications were approved providing modern heating and ventilating systems for buildings now in use. Seven plans and specifications were approved providing for modern inside toilet installations. Seven plans and specifications were approved for other purposes, namely, one fire escape, two field layouts and four changes in electric installations.

In addition to the above, many preliminary plans and specifications were tentatively approved after conferences with school architects and boards of education.

Each unit of building construction required and received an inspection during construction and a final inspection.

Many school buildings now in use were examined and recommendations made to school boards concerning the safety and adequacy of these buildings.

Conferences were held with boards of education, school officials, and architects looking to the improvement of existing school building facilities.

UNIFORM RECORDS AND REPORTS

Under the law, the Commissioner is required to furnish various blanks and forms for the purpose of securing uniform reports from the several school districts. All of the statistics are accumulated in the offices of the county superintendents and by them reported to the Commissioner. This procedure enables us to have accurate and comparable statistics upon which policies may be predicated.

ANALYSIS OF DRINKING WATER

The rules of the State Board of Education require that drinking water from sources in the immediate vicinity of schools, such as wells, springs, and cisterns, shall be tested at least once during each school year. During the year, 173 school districts depended upon such sources for their water supply. Many of the sources of water supply are located upon school property, but a large number are owned by private individuals and the water must be carried to the school. During the first half of the school year samples were collected by the district clerk, medical inspector, or other agent of the local board of education, and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. During the latter part of the school year inspections of water supplies located on the premises of public schools were made by representatives of the State Department of Health at which time samples were collected by these representatives and analyzed in the laboratories of the State Department of Health. During the year, 413 samples of water from 173 school districts were tested. The results of these tests were communicated to the county superintendent who in turn submits them to the local board of education. If the water supply is found to be of doubtful character, or unsuitable for drinking purposes, the board of education must arrange for a new supply in compliance with the recommendation of the State Department of Health, or by the installation of purification devices.

Municipal or private water companies supply a major proportion of the school districts. These supplies are under the direct supervision of the Department of Health, which regularly takes samples from such sources and tests them.

The accompanying table shows the number of districts in each county where tests were made, the sources of supply, and those considered safe, doubtful, and unsuitable from each source.

RESULTS OF TESTS OF SCHOOL DRINKING WATER FROM LOCAL SOURCES
SCHOOL YEAR 1940-1941

Counties	No. of Districts Tested	WELLS			SPRINGS			CISTERNS			Totals
		Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	
Atlantic	11	32	1	..	..	..	..	..	..	..	33
Bergen	8	7	..	1	1	..	..	..	..	..	9
Burlington	10	12	1	..	..	..	..	..	..	..	13
Camden	5	17	1	1	..	..	..	..	..	..	19
Cape May	3	14	..	..	..	..	..	..	..	..	14
Cumberland	12	33	2	..	..	..	..	..	..	..	35
Essex	2	2	..	..	..	..	..	..	..	..	2
Gloucester	9	19	1	1	..	..	..	..	..	..	21
Hudson * .....	..	..	..	..	..	..	..	..	..	..	..
Hunterdon	14	42	1	5	1	..	1	..	..	..	50
Mercer	6	11	..	..	..	..	..	..	..	..	11
Middlesex	7	17	..	2	1	..	..	..	..	..	20
Monmouth	11	22	1	1	..	..	..	..	..	..	24
Morris	19	34	..	..	..	..	..	..	..	..	34
Ocean	9	15	..	2	..	..	..	..	..	..	17
Passaic	3	12	..	..	..	..	..	..	..	..	12
Salem	8	9	1	5	..	..	..	..	..	..	15
Somerset	10	26	..	2	..	..	..	..	..	..	28
Sussex	14	21	3	6	2	..	1	..	..	..	33
Union * .....	..	..	..	..	..	..	..	..	..	..	..
Warren	12	12	..	1	2	..	..	7	..	1	23
Total	173	357	12	27	7	..	2	7	..	1	413

* No schools supplied with water from local sources during 1940-1941.

OTHER ACTIVITIES OF THE DIVISION OF BUSINESS

The Division of Business makes recommendations for the revision of the various blanks and forms used in the several school districts. When such have been approved they are printed and distributed by the Division. On March first of each year a requisition from county and city superintendents is received for the forms needed for the year. Monographs and other publications, school laws, school registers, and various types of printed matter are distributed by this Division. It is frequently desirable to send these materials to the county superintendents to be distributed and checked by them. During the year under review there were 4,000 requisitions for such materials. The Division is responsible for the examination of school registers in order to make an accurate tabulation of days' attendance in the school districts. This year 21,541 registers were received from the school districts and tabulated by clerks working during the summer. The magnitude of this task may be gleaned from the fact that the total number of days' attendance for the school year was 113,908,414.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stenciled matter which is issued. During the past year there were mimeographed 61,857 copies of 202 letters, 20,475 copies of 21 legislative bulletins, 34,040 copies of 68 report forms, 400 copies of seven courses of study, 365 copies of seven decisions of the Commissioner of Education, 600 copies of two annual reports, 50 copies of the apportionment of school moneys, and 125 copies of other reports.

The Division of Business prepares all requisitions and orders for supplies and equipment. It is responsible also for the pay rolls of the Department of Public Instruction. Accounts are kept of all moneys received in all divisions of the Department. These receipts are promptly deposited to the account of the State Treasurer.

The statute requires that all bonds in districts operating under Chapter seven of Title 18 when cancelled "shall be deposited with the Commissioner of Education." During the school year 1940-41, cancelled bonds were received from 327 school districts. These districts submitted 3,845 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$3,528,150.00. In addition to the above, six districts submitted 1,691 cancelled refunded bonds in the total amount of \$1,638,000.00.

STATISTICAL SURVEY

ENROLLMENT IN THE DAY SCHOOLS IN 1940-41

The total enrollment in the day schools for 1940-41 was 719,623, a decrease of 13,326 pupils or one and eight-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed an increase of 205 pupils. This is the second year in which the kindergarten enrollment has shown an increase. Grade one showed a decrease of only 401 pupils in 1940-41 as compared to a decrease of 4,154 in 1939-40. The enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 15,573 pupils or three and four-tenths per cent. Approved junior high schools showed an increase in enrollment of 1,863 pupils, or three and seven-tenths per cent; senior high schools (grades ten to twelve inclusive) showed an increase of 1,667 or four and five-tenths per cent. High schools organized on the four-year plan (grades nine to twelve inclusive) showed a decrease of 1,940 pupils or one and three-tenths per cent.*

The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) increased 844 pupils, or four-tenths of one per cent.

The distribution of these enrollments in the several grades, in rural schools, special classes, and grade groupings is shown in detail in the statistical tables.

EXPENDITURES FOR PUBLIC EDUCATION IN 1940-41

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1940-1941 were \$1,815,966.14 less than the amount available for the preceding year and \$6,172,676.83 less than the amount available for 1931-32. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$108,697,744.17, which was \$3,038,927.05 less than the expenditures for 1939-40. However, these expenditures were \$9,854,272.47 less than those for 1931-32. Current expense, library, maintenance, manual training and vocational accounts showed increases compared with expenditures in 1931-32. Continuation schools, summer schools, evening schools, capital outlay and debt service continue to show reductions when compared with the expenditures in 1931-32.

*These high school enrollments are not duplications but represent enrollments in separate divisions of the school system.

The expenditures for public education in 1940-41 showed a decrease of \$3,038,927.05 from those for 1939-40. Capital outlay shows a decrease of \$4,113,361.85 compared with the expenditures for 1939-40. Debt service shows a decrease of \$1,107,645.62 from that of 1939-40. The expenditures for day schools increased \$1,257,803.06, evening schools showed a decrease of \$62,389.45 and summer schools showed an increase of \$425.67 over those of 1939-40.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,178,398.96, which was four and one-tenth times the amount issued during the year.

The net bonded school indebtedness has decreased from \$204,712,111.22 for the year ending June 30, 1932, to \$146,972,674.14 for the year ending June 30, 1941.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1939-40 and 1940-41

	1939-40		1940-41	Decrease or Increase	
Day School Expenditures (1).....		\$ 86,479,325.39		\$ 87,737,128.45	\$1,257,803.06 I
Regular Day Schools (1).....	\$84,671,796.54		\$85,826,307.91		1,154,511.37 I
Current Expense Account.....	\$77,525,187.88		\$78,288,287.80		763,099.92 I
County (Current Exp. Acct.) (2)	255,783.53		255,432.33		351.20 D
Maintenance Account	3,561,000.65		3,834,821.28		273,820.63 I
Manual Training Account.....	2,985,520.09		3,072,197.22		86,677.13 I
Library Account	344,304.39		375,569.28		31,264.89 I
Vocational Day Schools (Vocational Account)	1,713,574.95		1,850,370.17		136,795.22 I
Continuation Schools (Continuation Account)	93,953.90		60,450.37		33,503.53 D
Summer School Expenditures (Current Expense Account).....		54,204.57		54,630.24	425.67 I
National Defense (Vocational Account)				986,241.14	986,241.14 I
Evening School Expenditures		714,331.26		651,941.81	62,389.45 D
Regular Evening Schools (Current Expense Account).....	141,689.07		164,163.60		22,474.53 I
Accredited Evening High Schools (Current Expense Account) ...	232,640.88		217,490.99		15,149.89 D
Vocational Evening (Vocational Account)			251,437.36		72,907.62 D
Evening Schools for Foreign-Born Residents (Foreign-Born Acct.)	324,344.98	15,546.33	18,519.86		2,973.53 I
Manual Training—Evening		110.00	330.00		220.00 I
Capital Outlay Expenditures		7,706,681.26		3,593,319.41	4,113,361.85 D
Land, Building and Equipment Account	7,646,463.78		3,437,285.58		4,209,178.20 D
Vocational Account	6,832.01		22,957.69		16,125.68 I
National Defense (Vocational Account)			66,904.27		66,904.27 I
Manual Training Account	53,385.47		66,171.87		12,786.40 I
Debt Service Expenditures		16,782,128.74		15,674,483.12	1,107,645.62 D
TOTAL EXPENDITURES..		111,736,671.22		108,697,744.17	3,038,927.05 D

1. Does not include tuition transfers.

2. Includes County Superintendents' Clerk Hire and Expenses, Salaries and Expenses of Helping Teachers, County Attendance Officers and Supervisor of Child Study.

STATISTICAL SUMMARY

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 766,394 for the school year 1940-41. This was a decrease in the day schools of 13,326 boys and girls and a decrease of 5,475 in the other divisions of the public schools. To instruct these 766,394 pupils there were required 29,513 teachers. The children were housed in 2,090 school buildings, a decrease of 27 from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost. In addition to the above, 19,345 adults were enrolled and instructed by 451 teachers in the National Defense Training Programs.

There were transported to schools at public expense 94,896 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 29,630 pupils.

In the day schools there were enrolled 366,195 boys and 353,428 girls, making a total in the day schools of 719,623. In addition to these day school pupils 12,663 were enrolled in other day schools. There were enrolled in evening schools, 34,108 making a total enrollment in all schools of 766,394.

There were 35,089 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 230,091. The total number of pupils in grades five to eight inclusive was 238,334.

The total number enrolled in the high schools, grades nine to twelve, was 205,392. This was an increase of 844 over the enrollment of 1939-40. The high school enrollments for the past five years are given below:

1937	1938	1939	1940	1941
192,757	193,177	201,023	204,548	205,392

The total number of pupils enrolled in one-room rural schools was 3,576, a decrease of 222. The number in two-room rural schools was 6,715, an increase of one. There was a decrease of 15 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 606,398, a decrease of 20,778. The average absence of pupils was 14 days.

There was an increase of men teachers in all the schools of the State of 147 and a decrease of women teachers of 270, a net decrease of 123 teachers.

According to the annual reports for the last five years, the current expenses* of the schools in the local districts have been as follows:

1936-37	\$74,253,286.28
1937-38	78,805,322.98
1938-39	81,298,622.63
1939-40	82,866,474.24
1940-41	83,598,109.33

*Expenditures of the local districts as defined in the statute. Does not include expenditures for any form of State or county supervision.

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$61,673,907.40.

The average salary per year paid to all day school teachers (28,568), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,123.00, an increase over the preceding year of \$22.36.

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

1937	1938	1939	1940	1941
\$1,897.94	\$2,004.90	\$2,057.55	\$2,100.64	\$2,123.00

The average salaries paid to teachers in the various grades and types of schools during 1940-41 were as follows:

	Men	Increase	Women	Increase
Kindergartens.....	..	..	\$2,008	\$29
Grades 1 to 6.....	\$1,761	\$24	1,949	..
Grades 1 to 8.....	1,681	44*	1,863	31
Junior High Plan—Grades VII-IX.....	2,054	21	2,239	18*
Senior High Plan—Grades X-XII.....	2,626	175	2,443	32
High School.....	2,395	11*	2,412	27

TEACHERS COLLEGE GRADUATES FOR THE YEAR ENDING JUNE 30, 1941

State Teachers College at Trenton.....	190	an increase of 2 over 1939-40	
State Teachers College at Montclair.....	249	a decrease of 37 from 1939-40	
State Teachers College at Newark.....	206	a decrease of 26 from 1939-40	
State Teachers College at Glassboro.....	156	an increase of 16 over 1939-40	
State Teachers College at Paterson.....	81	an increase of 16 over 1939-40	
State Teachers College at Jersey City.....	70	a decrease of 6 from 1939-40	
TOTAL.....	952	a decrease of 35 from 1939-40**	

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1940-41 is \$364,299,574.00, an increase of \$6,605,739.00 over the preceding year.

*Decrease.

**Of this number 272 had graduated with a lower certificate or diploma. Accordingly, 680 received their first certification as compared with 741 in 1940.

