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STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

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ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1935

CHARLES H. ELLIOTT

Commissioner of Education

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STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

December 7, 1935

THE STATE BOARD OF EDUCATION

STATE HOUSE

TRENTON, NEW JERSEY

Gentlemen:

In compliance with the requirement of the School
Laws of New Jersey, I have the honor to submit the Annual
Report of the State Department of Public Instruction.

Very sincerely yours,

CHARLES H. ELLIOTT

Commissioner of Education

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

The annual report of the Commissioner of Education reviews the work of the State Department of Public Instruction for the fiscal year ending June 30, 1935, and includes reports from the various divisions of the Department which outline projects undertaken and the general program of the several divisions. The Commissioner's report includes tables of the statistics relating to public education and presents detailed compilation of enrollment, number of teachers employed, school facilities provided, sources of revenue for public education, and public school expenditures for the fiscal year ending June 30, 1935.

The Schools in 1934-1935

In my last three annual reports, I have called attention to the fact that notwithstanding the economic depression boards of education have made appropriations each year for the maintenance of the schools in all the districts. The schools have been operated in many instances, of course, under very difficult circumstances, but no district has denied educational opportunities to its pupils.

In some of our schools, the program has remained curtailed but effort is being made throughout the State to provide adequate facilities, a higher proportion of teachers to new students in the high schools has been employed, and generally speaking the schools have been in somewhat better condition than they were during the fiscal year ending June 30, 1934. In my last annual report, I pointed out that for the three year period ending June 30, 1934, public school expenditures had decreased from approximately one hundred eighteen and one half million dollars to ninety-one and one half million dollars. In the year under review, 1934-1935, the total expenditures in the counties and districts have increased from \$91,423,119.08 to \$94,734,433.50. This increase, however, does not represent any marked increase in those items which contribute directly to instruction with one or two exceptions. Debt service accounted for

\$2,446,749.73 of this increase. Maintenance of the school plant accounts for an increase of \$365,378.70. Expenditures for fuel show an increase of \$25,625.02. Textbooks and educational supplies, which do have an important bearing on instruction, show an increase of \$318,432.65. The other increases are small and include increases in the cost of transportation, health service, and insurance. Capital outlay increased only a little over \$20,000. The increase in debt service results in part from the redemption of a large number of bonds, payment of which was deferred in 1933 and 1934 and which were paid during the fiscal year under review. Moreover, bonds that had been extended for a period not to exceed three years under Chapter 194, P.L. 1933, were paid during the year. These extended or deferred bonds in most cases carried increased interest rates. The item for teachers' salaries shows a decrease of \$20,000.00 from last year.

That the schools continue to be operated on reduced revenues is indicated by the fact that the total expenditures in the districts and counties for the year under review remains twenty-four million dollars less than the expenditures for 1931-1932.

During the fiscal year 1933-1934, there was paid for the use of the schools from the State School Tax \$10,561,606.89 from the levy of \$17,942,780.71 made in 1933. There remained an uncollected balance of \$7,381,173.82 on July 1, 1934. In the year under review, the amount of State School Tax levied was \$16,973,962.14 (1934 taxes.) During the year, there was paid \$15,660,860.53 which left an uncollected balance of only \$1,313,101.61 on June 30, 1935. During the year, there was received also approximately nine millions of dollars more of school taxes which represented uncollected balances from the 1931, 1932, and 1933 levies.

During the year, loans for teachers' salaries in the amount of \$1,107,837.00 were made from the fund of seven million dollars provided in 1933. Loans have been made since January 1, 1934 to the school districts to pay teachers' salaries and in lieu of unpaid State apportionments for 1931 and 1932. Under the provisions of the statute, these loans

must be repaid in five years. During the year a total of \$1,229,542.90 was repaid to the fund on account of amounts borrowed.

Nearly two millions of dollars was spent for additions, purchase of land, and for the construction of new buildings. This, however, has not relieved the overcrowded conditions in high schools. More than one half of this construction was financed with Federal aid, thirty per cent of which was paid from grants made by the Public Works Administration.

The prospects for 1935-1936 are encouraging as many districts are now preparing to file applications for grants from the Public Works Administration for needed additions and new buildings. If these are made and the construction is completed, we should see marked improvement in the provision of school facilities.

The all-day vocational schools continue with large enrollments. All pupils who apply to these schools cannot be accommodated. Enrollment in evening and part time trade extension classes increased $22\frac{1}{2}$ per cent over the enrollment of last year. Classes in vocational agriculture have been maintained in fifteen rural counties. Young men out of school and living on farms returned to school for special work in agriculture. Adult workers also met in special groups during the winter months for instruction in modern practices in agriculture. One important project was the organization of agricultural classes for out-of-school farm youth. Thirteen such groups were organized in ten counties.

Classes in home economics have continued to make direct contribution to the needs of pupils during the depression. The demand for this is such that the present staff of teachers and the space and equipment devoted to the work proved to be inadequate.

During the year, the Department of Public Instruction cooperated with the Emergency Relief Administration in the further development of the emergency junior colleges. In my last annual report, I called attention to the fact that 1813 students none of whom would have been able for financial reasons to attend college were enrolled in seven junior colleges. In April, 1934, the State Supervisory Board for Emergency Junior Colleges,

which had been appointed by the Director of Emergency Relief asked the Department to undertake supervision of these colleges. A competent supervisor was employed and under the joint direction of the Department and the Supervising Board courses were organized and systematic supervision of the instruction begun.

During the year under review, six junior colleges were maintained and a two-year program was operated. These colleges were in session for thirty-six weeks, employed a staff of 142 teachers and enrolled 2493 students. Thirty-two institutions granted provisional advanced standing with the assurance that students whose subsequent academic achievement was satisfactory would receive credit for the courses completed in the junior colleges.

In cooperation with the Emergency Relief Administration, the Department of Public Instruction continued the program in adult education which had been organized the previous year. This was financed from Federal Emergency Relief funds.

The program this year was enlarged and included the following divisions: (1) Illiteracy, (2) General cultural education, (3) Worker's education, (4) Vocational education, (5) Nursery school and parent education.

In October, 1934, 890 classes were maintained. Four hundred fifty one teachers were employed and 14,539 adults were enrolled. By March, 1935, there were enrolled 40,646 adults who were taught by 1496 teachers.

In March 1936 - No. classes 10,516
No. Instructors 1,230
Enrollment 33,443

D I V I S I O N O F L A W

Controversies and Disputes

In my report of last year I called attention to the fact that the work of this division had increased very much during the three-year period ending June 30, 1934. The work of this division is concerned principally with the review of bonding proceedings and the hearing of cases which arise under the School Law. The division also reviews the bonding proceedings of all school districts, gives interpretations of the school law, and annually prepares a large number of letters of information and advice.

Since 1931, few new buildings and additions to existing buildings have been constructed. During 1932-1933, the worst of the depression years, only three bonding proceedings were presented to the Department. In the last year the number increased to eleven and in the year under review the total was nineteen.

A measure of the service of the division is the number of decisions which have been prepared. Last year the number of formal decisions rendered by the Commissioner in cases involving controversies and disputes under the School Laws was seventy-three. This year the total number is sixty-three. In 1931-1932, the number of formal decisions rendered was only thirty. The reasons noted in recent reports obtain for the record of decisions rendered. They originate in part in the search of boards of education for means to decrease their school budgets, to eliminate teachers, and to reduce salaries. Many of these cases involve the tenure rights of teachers and twenty such cases were decided during the year.

Of the number of formal cases before the Commissioner, twenty-one were appealed to the State Board of Education, five of the latter to the Supreme Court, and final decision in one is pending before the Court of Errors and Appeals. Of the twenty-one cases appealed to the State Board of Education, we have had reversals in only two.

I have selected a number of the most important cases for brief review. In the case of Askam and Phelps vs. West New York Board of Education, two questions were involved, to wit: The right of a board of education to reduce salaries on a graduated scale under Chapter 12, P.L. 1933, and the constitutionality of the act. The Commissioner's opinion dealt with the question of a graduated scale and held that such a scale is legal. This was sustained by the State Board of Education and the Supreme Court. In construing the act, the latter court held the act to be constitutional.

Three cases relating to high school designation were before the Commissioner. In one, Frankford vs. Newton, the former was denied a change in designation because, in the opinion of the Commissioner, substantial reasons therefor were not established. On the other hand, substantial reasons were established for a change of designation from New Brunswick to Princeton of pupils from South Brunswick Township. In the third case, Delran and certain other school districts in Burlington County protested the tuition charge made to them by the School District of Moorestown for tuition pupils enrolled in the Moorestown High School. At a hearing it was determined that the tuition fee was not in excess of the actual cost and was, therefore, legal. During the year the Moorestown Board of Education notified the Board of Education of Evesham Township that it would not receive pupils for the ensuing year because of lack of facilities. This was protested by the Evesham Township Board of Education and a hearing was conducted by the State Board of Education under the provisions of Chapter 1, P.L. 1903, S.S., Section 2, sub-section IV, and the exclusion of the pupils was sustained.

Among the tenure cases, the Wildwood cases are significant. The Wildwood Board of Education dismissed several teachers who were under tenure because they were married. When the cases were appealed to the Commissioner's court, the Commissioner held that their dismissal for this reason was not just cause under the Tenure of Office Act and was, accordingly, illegal. These cases were sustained by the State Board of

Education.

In two or three cases we have held that members of boards of education who did not hear all the evidence presented at hearings before the board were not eligible to participate in the decision rendered by the board.

We have had before us this year twelve cases involving the transportation of pupils. These have included such questions as remoteness of residence, the award of contracts to other than the lowest bidder, and the type of equipment provided.

One very important function of this division is the cooperative service in the preparation of bills relating to school legislation which are introduced during each legislative session. Frequently the Department finds it necessary to amend certain acts for the purpose of clarification or to introduce bills to carry out or facilitate the operation of schools and improve their financial administration. During the depression, it has been necessary for a large number of acts of this kind to be passed. This division has been of inestimable service to the Commissioner in this work.

We have also rendered assistance to citizens, school officers, and legislators who desired to introduce bills which are amendatory or supplementary to the School Laws.

Numerous acts were passed by the last Legislature which are significant when considered in the light of present economic conditions. In 1933 an act was passed which permitted school districts to reduce salaries and at the same time preserve the tenure rights of teachers and other employees so protected. This law was reenacted in 1934. The Legislature of 1935 reenacted its main provisions by amending it so that school districts may restore in whole or in part salary reductions.

Chapter 194, P.L. 1933, permitted school districts, with the consent of the holders of bonds, to extend for a period not exceeding three years the maturity of bonds due during 1933, 1934, and 1935. This was amended by Chapter 110, P.L. 1935, to authorize a similar extension for bonds maturing during 1936 and 1937. During the year a number of districts,

some of them in default, have funded their bond issues under the provisions of Chapter 185, P.L. 1934. The Funding Commission for School Purposes, consisting of the Attorney General, the Finance Commissioner, the State Tax Commissioner, and the Commissioner of Education has held four meetings in which important issues involving this act and Chapter 110, P.L. 1935, have been considered.

During the year some districts found it impossible to conduct their business on a cash basis. For this reason the Legislature again granted authority under Chapter 19, P.L. 1935, to continue the payment of their State School Tax in scrip or other municipal obligations.

An act passed in 1935, (Chapter 126, P.L. 1935) requires boards of education, to place dismissed teachers who were under tenure upon a preferred list in the order of their maximum term of service for reemployment when vacancies occur.

Chapter 224 P.L. 1935, provides for a new plan of distributing the present amount of State aid to the schools. This is based upon per capita grants of about \$10,000,000.00, the balance to be distributed in accordance with an equalization plan developed by the Governor's Survey Commission.

Chapter 261 P.L. 1935, prohibits boards of education from excluding tuition pupils during the school term because of non-payment of tuition by the sending board. Prior to the passage of this act, a number of districts resorted to the method of excluding pupils to force payments. This was sometimes abused and the continuity of education for many children seriously interrupted.

Chapter 155, P.L. 1935, requires all school teachers to take an oath to support the Constitution of the United States and of the State of New Jersey.

Much time has been devoted this year to advising boards of education with reference to bonding proceedings and building programs to take advantage of the grants made by the Public Works Administration. During last year and the first five months of the current year, the United States

Government through this administration made a thirty per cent grant to school districts, and a seventy per cent loan on bonds of the district bearing four per cent interest. Subsequent to this, the Government has inaugurated a plan by which grants of forty-five per cent are given and in some instances a loan of the remaining 55 per cent is made at an interest rate of four per cent. In other cases local districts have received a grant of forty-five per cent but have been required to sell their bonds at rates from four per cent to five per cent. This has stimulated in great measure the school building program. Several excellent buildings have been completed, some are under construction, and a large number of plans are in preparation. During the coming summer there will undoubtedly be additional applications for grants.

ELEMENTARY EDUCATION

Improved Elementary Education

In various reports during the last eight years, I have called attention to the opportunity before us to improve elementary education. From time to time I have pointed out that the Division of Elementary Education has spent much time in developing with teachers and supervisors technics which put a premium upon the activities of the learner. Native drives are capitalized and children are encouraged to work through well arranged problem situations which enlist their active interest. This approach demands that children be active and stimulates them to work up to their capacity. Children are encouraged to make things, to express their ideas in a creative way. They are encouraged to utilize many sources for materials. It is remarkable what children can do and how much they will accomplish with a program of this sort. It involves a somewhat different arrangement of classrooms; it means movable furniture, workbenches, books, and reference materials. It is not difficult to assemble these materials and to make these changes, and we have found that this may be done at no added expense.

In fact, during the depression an enormous amount of work has been done in this field with curtailed budgets. Although there should be a liberal supply of reference books and materials of instruction, by making careful selection the cost need not exceed the usual school budget for books. The materials may be gathered from various sources, often at little or no expense. Many children bring various articles and illustrative material from their homes and gain much valuable training thereby. The sharing of such things with their fellow pupils makes possible a large contribution in the development of the highest form of social living.

Character Education

In previous reports I have called attention to the problem of Character Education. Many critics of public education have stated that the schools do everything but the one important thing which should be the outcome of education, namely, develop character. Critics frequently point to the rise in the crime rate to indicate that the public schools, and all schools for that matter, fall short of reaching this important objective. No thoughtful person will agree that all the ills of present-day society can be laid at the door of the schools. That the schools have a major responsibility, however, cannot be denied and it is well known that until recently a systematic attack upon this problem has not been made in American public education.

In New Jersey we have been fortunate in the attention that has been given to this problem in some of our school systems. For many years some of our schools have emphasized character in all of the activities of the school, and have utilized the courses in citizenship, in history, and in literature as a basis for developing ideals. The school processes themselves, and the activities of the boys and girls in their various clubs and other organizations, have been utilized to modify behavior and direct it into channels which lead the pupil to accept for himself and make a part of himself socially desirable behavior.

Recognizing this as a most important part of education, I appointed in the Fall of 1934 a representative committee which included in its membership superintendents, principals, helping teachers, county superintendents, and classroom teachers. This committee has spent a year in the study of this problem and has prepared two bulletins which will be published during the coming year. The first bulletin, entitled "Character Emphasis in Education," has been written from the point of view of developing character through the behavior of the individual. Long experience with this problem has demonstrated that character cannot be developed by reading books or working in artificial situations or by adoption of a

series of devices, although some of these have their place. Character must be lived and the program will be developed, as has been done in this State, through direction of the activities of children. In all activities, our teaching processes must be so ordered that knowledge of standards and values becomes a part of the program. The individual must, through his decisions, accept as a part of himself such standards and such values; but if such standards and values become a permanent part of the individual's life, opportunity must be offered for exercising and realizing them, i.e., opportunity to practice them in various situations must be provided. This requires very skillful handling of the processes of education and such activities of the children as may be directed by the school. Experience demonstrates that this can be done. It is that type of program that is now becoming a definite part of our public school organization.

The Work of the Helping Teachers

The helping teacher in New Jersey fills the roles of demonstration teacher, supervisor, curriculum maker, and general guide to the teachers under her charge. She performs very important functions as a trainer of teachers in service. The ability of this group is of high order and the type of service rendered is, in my judgment, among the very best in the country.

As an index of the load per helping teacher and the types of problems with which they are engaged, the following facts are significant: On the average, each helping teacher has six districts in which are located thirteen buildings. These thirteen buildings have forty-six classrooms and enroll an average of fourteen hundred and four pupils. Of the schools which they supervise, two hundred are one-room schools, one hundred and seventeen are two-room schools, and two hundred and ninety-three are buildings with three or more classrooms.

Consolidation of Schools

During the past year a number of school surveys have been made in cooperation with the Business Division working to aid in consolidation of schools. Approximately one-half of the one-room schools in the State are to be found in Hunterdon and Sussex counties. The opportunity to secure Federal grants from the Public Works Administration has stimulated a number of rural districts to make applications for such grants. It is my hope that a number of the most serious situations will be corrected within the next year.

Pending the development of such plans, the Assistant Commissioner in charge of this division has suggested that, in districts in which several small ungraded school units are located within reasonable distance of each other, it is possible to reduce the multiple class problem by distributing the pupils by grades in several units. This presupposes, of course, a carefully worked out system of transportation. Progress has been made this year in the development of this type of organization in several school districts.

Elementary Supervision

The Assistant Commissioner in charge of Elementary Education reports that a portion of his time has been given to the improvement of classroom supervising. In our larger cities and in our more fortunate smaller communities good supervision is provided in the general elementary field and in the special subjects. With the onset of the depression, much of this supervision was discontinued and a large number of supervisors was given teaching assignments. Experience indicates that supervision carried on with a broad background of experience and information concerning school practices contributes to a forward-looking educational program. Wherever possible adequate skilled supervision should be provided.

There are many possibilities that have not been thoroughly explored for the improvement of the supervision of elementary schools. In our

smaller systems, the supervision of elementary schools devolves entirely upon the supervising principal because in many of these schools there are no non-teaching principals. Every supervising principal who is selected should be well trained in the field of education and should be well equipped to direct teachers and to stimulate them to include the most recent information and best practices in their school programs. The supervising principal should not devote a major share of his time to so-called executive and administrative tasks to the neglect of helpful classroom supervision. Many of these duties can be delegated to non-teaching principals.

Visual Education

New Jersey for many years has occupied a position of leadership in using effectively visual aids to teaching. Because of the cost of motion picture equipment, charts, and other visual aids, the larger districts of the State are far better equipped than the smaller districts. In a study of five hundred and thirty-two schools supervised by helping teachers, this year we found that only forty were equipped with 16 mm. motion picture machines and fifty-nine with lanterns; the remainder did not have any equipment of this type. No schools reported possession of sound film machines. The cost of these machines up until the present has been almost prohibitive, but in the past few months an inexpensive type of talking motion picture equipment has been perfected.

In many schools the creative work of children in drawing, English, and other subjects is made available for discussion in a very concrete way by the use of slides. The use of material of this type is stimulating to the morale of the children. Such graphic representation becomes a strong incentive for further creative effort. Visits to our schools confirm the view that there is urgent need for visual education equipment, particularly in the rural schools and those located in the smaller communities. One way in which this need may be met at small expense is through the purchase of such equipment on a county or regional basis.

Provision for Sub-Normal and Handicapped Children

In any school system as large as that of New Jersey, which enrolls some five hundred eighty thousand pupils in the elementary grades, the enrollment represents what the psychologist calls an unselected group of children. In other words, we have represented abilities, interests, and capacities ranging from the very gifted to those of lower mentality which may be defined as dull-normal and sub-normal. Enrolled in the schools there are also large numbers of deaf and hard of hearing children, some blind cases, and many crippled children, some eight hundred of whom must be furnished bedside instruction. Only two hundred and one of the five hundred and forty-nine school districts make provisions for such children and this does not meet adequately the needs of the State.

Under present economic conditions, it is impossible to supply through the schools the special clinical and psychological services needed to locate these children and define their mentality and handicap. Nor is it possible at present to supply the amount of additional teaching service that is needed. Even with the improvement of the elementary teaching program described in this section of the report, it is impossible to provide adequately in the regular classes for the children who are severely handicapped mentally or physically. The problem should receive the constant attention of the schools and of the Department, to the end that adequate provision may be made for these types of education.

HEALTH AND PHYSICAL EDUCATION

This division is responsible for one of the most important phases of public school education and during the year has continued the program outlined in previous reports. This includes supervision of health, safety and physical education and the supervision of the work of school physicians, dentists, and nurses.

The division has been of particular service in the investigation of epidemics in the schools. During the past year two epidemics were watched with special care, each for a period of approximately three weeks. At the beginning of the school year, infantile paralysis was prevalent in certain sections of the State. In my last report I pointed out the unusual aid which had been rendered during an epidemic of this kind the year before and I pointed out that the incidence of infantile paralysis did not become alarming so far as the schools were concerned due to the alertness with which the problem was recognized and the measures immediately adopted by the schools to prevent its spread.

The second epidemic occurred in December, 1934, when the incidence of influenza reached epidemic proportions. In both instances, warnings were broadcast to the schools together with directions for control. Statistics were tabulated daily from local reports. This type of work, in my judgment, contributes in large measure to the good health condition which continues to prevail among the school children of New Jersey. I wish to state again that these things could not be accomplished without the close cooperation of the Division of Health, Physical and Safety Education of this Department with the State Department of Health and various public and private agencies concerned with community health.

Major Projects Undertaken During the Year

During the year twelve sectional meetings for administrators, health specialists, and teachers were held. The topic discussed at these conferences was the construction of courses of study.

At each normal school and teachers college during the year conferences were held with the faculties and the students in which health, hygiene and physical training in the program of studies was discussed.

Automobile drivers' courses for students were introduced in many high schools. Of the two courses introduced one was taken from the Handbook for Teaching Automobile Traffic Laws in New Jersey, and the other was a "Course in Automobile Driving for the Secondary Schools." Each student successfully meeting the course requirements was presented with a card certifying to that fact.

During the year two projects were carried on under the Emergency Relief Administration, namely, children's dentistry and school nursing.

Institutes for school nurses were held, but the number of sectional institutes was reduced by fifty per cent because of limited financial resources. Three courses in health education for teachers and nurses were conducted by the assistant in physical education at the summer session of the Trenton State Teachers College.

The division has carried on a study of the building codes of other states with special reference to the health and safety aspects of school building construction. The data have been assembled and tabulated and will be used in formulating standards for the contemplated revision of our building code.

During the past year the examination of proposed gymnasiums has been continued. This service has assumed major importance by reason of invitations from the field to cooperate with administrators, board committees, and architects in planning contemplated construction which, in many instances, will be undertaken under Public Works Administration grants.

During the year considerable time of the staff has been devoted to the development of a foundation program in health, physical education, and safety for senior high schools. Also, two committees of physical education teachers have received assistance in developing a series of postural exercises for the elementary schools and tests in physical education, such tests to be developed for State-wide use.

Field Service

The field service of this division is probably the most important part of its work. This includes visits to schools for the purpose of advising as to methods of instruction, curriculum making, supervision, and organization. These classroom visits are discussed with the supervising principal or physical education supervisor and recommendations for improvement and reorganization are made.

As an index of the amount of work which has been undertaken by the three members of the staff, the following is significant. During the year, 249 visits were made to elementary schools, junior high schools, senior high schools, rural schools, teachers colleges, special classes, and vocational schools. Of this number, 104 visits were made to elementary and 52 to rural schools. Incidental to these visits and by special appointment, 1,068 conferences were held. In addition to this, 255 conferences were held with clubs to discuss specific local, county, or State problems. Twenty-four demonstrations in physical education including playground activities, gymnasium activities, and classroom activities were conducted. During the year, a study of high school athletics in Burlington County was completed. It was not possible to satisfy requests for several comprehensive surveys because of limitations of time and personnel.

During the year members of the staff of this division addressed 53 meetings of teachers, normal school and teachers college faculties, assemblies, and athletic coaches; 48 non-school clubs including parent-teacher associations, civic, service clubs and county health organizations, State health organizations, and seven convention meetings. These included conferences on health and physical education at Teachers College, Columbia University, the Eastern Safety Conference, University of Pennsylvania Schoolmen's Week, Protestant Teachers Association, Province of Quebec, Canada, and the Commissioner's regional conferences for supervisors and administrators.

Aside from the types of service which have been outlined above, this division is called upon frequently to cooperate in professional work of high order. Four graduate students were given assistance in planning their research work while studying health and physical education in the New Jersey schools. A plan has been introduced recently whereby those students who major in health and physical education at the Trenton State Teachers College, Rutgers University (both men and women), and Panzer College may be called upon by this division to undertake research projects in connection with their regular work.

In addition to the bulletins mentioned above, a leaflet entitled "Give Him Good Teeth" was distributed to schools and parent-teacher associations jointly by this division and the Mouth Hygiene Council of the New Jersey State Dental Society. The director has continued to prepare an article for each of the five issues of the "Beanstalk," a health bulletin for teachers published by the New Jersey Tuberculosis League. During the year an oral hygiene diploma prepared by the director was printed and distributed to a large number of districts. This was made possible through the courtesy of the Milk Research Council. "New Jersey Notes" were prepared and submitted monthly to the Journal of Health and Physical Education, a national publication.

This division carried on cooperative work with more organizations than any other division largely because of the nature of the field. A division which covers such important and extensive fields as school health, physical training, and safety education, must develop cooperative relations with a great many agencies which in turn render invaluable assistance to the schools. In the State, such relations are maintained with the State Police, the Department of Motor Vehicles, State Department of Health, State Department of Agriculture, Department of Institutions and Agencies, Extension Service of the State Agricultural College, State Museum, and the Public Library Commission. Similar relations are maintained with national organizations engaged in child health and safety work. Such were maintained with seven national or-

ganizations, among them the National Tuberculosis Association, American Social Hygiene Association, American Automobile Association, and the American Child Health Association.

I have endeavored to give a summary of the activities of this division and this indicates the extended service that is rendered to the schools. The excellent condition of health which prevails in the schools results in no small measure from the service and supervision rendered by the staff.

I feel that we have made a good beginning. Funds should be made available for at least a reasonable number of published bulletins each year and it should not be necessary to curtail the issuing of mimeographed material. A comprehensive safety program for the schools is very much needed. We should be able to give assurance that such a program with detailed suggestions when completed will be made available through printed bulletins. The detection of physical defects, the prompt recognition of communicable diseases, the control of epidemics, and the enforcement of sanitary and preventive measures are very important but it is of far greater moment that a comprehensive program of instruction in hygiene and plans for the inculcation of proper habits of living, together with provisions for physical activities, should be under continuous development.

SECONDARY OR HIGH SCHOOL EDUCATION

The enrollment in the public high schools of New Jersey is increasing but the rate of increase has declined in the last two years. The enrollment in the junior high schools last year increased from 47,708 to 49,286. This year the increase was 1,578 over last year's enrollment. The enrollment in the senior high schools in 1934 showed an increase of 3,261 over the preceding year. This year there was an increase of 3,622 pupils. Other high schools enrolling grades nine to twelve increased last year 6,776 over the previous year; this year they increased only 4,014 over the enrollment of 1934. The total increase in junior and senior high schools is 9,214 compared with an increase of 11,794 last year. The somewhat reduced enrollment in the elementary schools accounts in part for this lessened increase. Generally speaking this more nearly represents a normal increase in the high school population than the extraordinary increase registered three years ago.

Reorganized Courses of Study

For a number of years the Department and leading schoolmen of the State have made extended study of the high school problem. Due to the rapid growth of the New Jersey high schools these schools now enroll an unselected high school population, one which includes children with the total range of interests, abilities, and capacities to be found among children of high school age. The curricula of the high schools generally have not been organized to meet this condition. The organization, content, and teaching of many courses has been influenced by the preparation for higher institutions of learning. But each year a higher percentage of students is making the high school a terminal institution. With this condition, it is essential that content and teaching methods be adapted to the abilities of these students, many of whom enroll in high school for the purpose of obtaining a broad general training. Others need to prepare for some vocation, and such courses should be provided within

the limits of the resources of the community.

During the year I visited a number of our high schools for the purpose of studying the possibilities for developing courses of these types. I have observed some excellent work in our high schools, but careful study reveals that the problem is by no means a simple one.

If we sort the children into groups using the best classification means at hand and continue to teach them in the same way that we have been accustomed to teaching highly selected groups of students, and place others in vocational or manual arts courses, we have not solved the problem. Large numbers of those not enrolled in vocational groups do not succeed in the types of courses that we have hitherto offered. The problem involves a very intricate appraisal of pupils' abilities, interests, and personal characteristics, organizing new courses of study and the development of methods which really adapt the course of study to these young learners. Over and over again I have found teachers doing a very expert work in developing materials, frequently writing them with skill. I noted that they were guided by their knowledge of the abilities and interests of the persons enrolled in their classes. Supplementing textbooks and gathering together a wealth of carefully selected reference material were noted in the courses in history, economics, Problems of American Democracy, and English.

In general science and physics I found that very successful courses were developed in such a way that common machines and appliances were used in experiments. Many of these are in everyday use and home made apparatus was frequently utilized in the solving of problems that were part of the course.

The most successful teachers in handling what we have called "adapted courses" are utilizing activities of various kinds and encouraging pupils to do creative work even though it may be crude. Pupils were encouraged to assemble illustrative materials. In some of the History and Civics classes pupils presented their interpretations

through forums, debates, the preparation of original cartoons, the writing of original stories, and plays.

I have found that more emphasis is being placed upon citizenship. In the high schools which I have visited, I felt that the purpose to develop pupils into citizens of good character was being realized because of the opportunities that were given the pupils to practice many of the things that constitute the behavior of a citizen of good character.

In a study which was made during the year by the Assistant Commissioner in Charge of Secondary Education, we found that a large amount of work of this character has already been undertaken in the high schools. In replies received from one hundred eighty-six schools, ninety reported adaptation by the organization of a special course of study in one or more subjects or what we might term under gifted pupils. New outlines or syllabi for the courses reported by these schools include fifty-seven in the field of English, seventeen in the field of mathematics, eighteen in the field of science, sixteen in history, four in foreign languages, and thirteen in commercial subjects.

Forty-six schools reported the use of outlines or syllabi for two or three groups organized within a given grade but using differentiated materials of instruction. These outlines included fifteen in English, twenty in mathematics, three in science, eleven in history, one in foreign languages, thirteen in commercial subjects.

This sampling indicates wide-spread and definite attempts to make adaptations of subject matter and teaching procedures designed to meet the needs of various groups of pupils. We shall encourage the development of this work and the reporting of all promising procedures that will be of benefit to the schools in general.

The Persistence of Classes

The persistence of classes in grades nine to twelve inclusive has varied in the last ten years. There has, however, been marked improve-

ment in the holding power of the high schools since 1931. From 1926 to 1931, the per cent of the entering classes which was enrolled in the senior year ranged from 40.3% to 46.5%. In 1931, it was only 44%. The persistence since then has been as follows: 1932, 50%; 1933, 51.8%; 1934, 48.3%, and in 1935, 51.1%. The same is true with reference to the enrollment in the eleventh grade. In the period 1926 to 1931 in only two years did the percentage exceed 50%. Since 1931, with one exception, per cents have been above 55%. The tenth grade does not show uniform improvement. In the period 1926 to 1931 there were only two years in which the per cent fell below 70%, but in 1929 the per cent was 76.7%. Subsequent to 1931, in only one year was the per cent below 70%. The last four years have shown a large increase in the holding power of the high school judged by the persistence of classes, and in this period the total enrollment has increased fifty per cent.

The ratio of the total high school enrollment (grades nine to twelve) to the total enrollment from kindergarten through the high school gives a measure of the holding power of the high school. In 1899-1900 this ratio was 4.5. This had risen in 1929-1930 to 14.4 and in the year under review it is 23.3.

State High School Conference

The Department of Public Instruction has continued its cooperation with Rutgers University and the New Jersey State Teachers Association in the promotion of a State High School Conference. The conference for 1935 was held at Rutgers University on May 3 and 4. As has been the case in the past, the conference brought together a great many high school teachers and administrators numbering some 1200. A number of members of the staff of the Department and the Commissioner participated in the program.

Significant Changes in Enrollment in Subjects of Curricula

The registrations in biology and chemistry show small but steady increases. The registration in chemistry is 9% higher than that of last year and for biology it is 3% higher. Physics, which showed a 15% increase last year, shows a decrease of 3%. The enrollment in physiology shows a decrease of 6%. All of these science subjects, which are generally elected by persons preparing for higher institutions, show the expected increase in enrollment. The proportion of persons preparing for such institutions is less than a few years ago. An increased number of students now make the high schools the terminal institution.

General science this year shows an increase in registration of 9,889 or 28% over last year. In my report of last year I pointed out that there was a decrease of 10% in the registration and suggested that in part it resulted from the difficulty of providing equipment for the increased ninth grade enrollment. Equipment has been provided in many schools this year. It is a satisfaction to report that 45,121 boys and girls or 21.6% of the total registration are given the opportunity to become acquainted with the applications of science to industry and to interpret many of the significant and unusual things in present day living.

The enrollment in Latin has declined this year. Last year the increase was 3% over 1932-33 but this year there is a decline of 4%. French increased 7% last year and this year there was an increase of 5%. German showed an increase of 8% last year and 2% for the year under review. Spanish which had a 1% increase last year shows a decline this year of 8%; the registrations in Italian have increased each year; last year the percentage of increase was 34; this year it is 22.

The enrollments in business subjects with the exception of commercial arithmetic all show increases for the year under review. Registrations in commercial law increased 7%; elementary business training 14% and book-keeping 10%; stenography 16%; typewriting one-tenth of one per cent;

office practice 9%; salesmanship 41%. The corresponding increases for last year for the subjects in the order named was as follows: 5%; 14%; 2%; a loss of 8%; 4%; 43%; 35%. Registrations in commercial arithmetic have declined 4% this year.

In the field of the social studies marked trends were observable in the registrations a year ago. At that time, I reported increased enrollments in all history subjects, in economics and in Problems of American Democracy. The combined registrations in American History, social studies, Problems of American Democracy and Economics in 1934 was 34.6% higher than the the preceding year. This trend has not been maintained for the year under review. Although the total registration in the last named group of subjects is much larger than it was in 1933, a number of the subjects show losses in registration when compared with the registration of 1934. There were 61 fewer students registered in Problems of American Democracy. In American History and U.S. History, the combined registrations were fewer in 1935 than in 1934. For the same group of subjects noted above, the combined registration in American History, social studies, Problems of American Democracy and Economics in 1935 was only 9% higher than for 1934-35.

A high per cent of the total registration of the high school is enrolled in these subjects and a large number of New Jersey youth are offered opportunities to study a group of subjects that are fundamental to the development of efficient citizenship. All schools in planning their programs should be alert to the possibilities for citizenship training in these subjects and through appropriate program organization make them available to as large a percentage of high school students as possible.

The same trend which I have noted has been apparent in the courses in history other than World History and Early European History. World History had a 17% increase in registration and Early European History 9%. The registrations in economics continue to increase. The increase

in registration in 1934 was 21.5, this year it is 14%. The significance of many of the percentages I have quoted above is seen when compared with the gross increase of 5% in the high school enrollment.

From a study of the statistics of the last six years, we have found that the percent of the total registration in the college preparatory courses has fallen from 41.7 in 1930 to 19.0 in 1935. The percent of the total high school registration enrolled in commercial curricula has risen from 33.7 in 1930 to 39.1 in 1935; for agricultural or vocational curricula the corresponding percents are 3.7 and 4.8. The curricula denominated "all others" includes a variety of curricula known sometimes as general courses. The percent of the total registration enrolled in this curriculum has risen from 21.0 in 1930 to 56.1 in 1935.

Need for Secondary School Facilities

For five years almost all of the high schools of the State have been seriously overcrowded. In this period the enrollment has increased 61,736 or 48.5%. Very few new high school buildings have been constructed and only few additions to existing buildings have been constructed. The total number of new high school teachers employed has not been in proportion to the increases in enrollment which has resulted in many classes entirely too large for effective instruction. It has been necessary to stagger some high school programs and to place some schools on part-time schedules. This is a condition that must be remedied as soon as possible to insure efficient instruction and satisfactory working conditions.

There is in preparation as this report is completed a large number of applications for grants under the Public Works Administration. Under the program announced, grants, when approved, will be made for 45% of the cost of construction. This should be the means of supplying very much needed high school facilities.

In this connection I wish to call attention again to the possibilities for improving facilities for high school education by means of organized

regional districts. Under the statute providing for regional districts, it is possible to organize a large area for high school purposes. Such districts will be able with a relatively low tax rate to maintain excellent high school facilities, and in many instances to provide vocational classes as a part of the program. In the development of our secondary schools, economies will result if we include in our program separate schools with definite objectives which do not in any way duplicate facilities or programs of instruction maintained in another school in the same area.

School Records and Guidance

If the secondary schools are really to diagnose the abilities and interests of their pupils so as to organize courses of the type we have discussed and to be of maximum service to the young people who enroll in them, our record systems must be very much improved. Such systems should include a comprehensive folder for each student which includes record of his academic achievement, social and personal data, and records of such tests as he has taken. This will furnish data that will enable the principal and teachers to study the learning difficulties of pupils in terms of the individual growth of these pupils and will become the basis for the organization of courses of study in a very much more scientific way. Moreover, such records should be organized as cumulative records which enable the school to operate an effective program of guidance.

V O C A T I O N A L E D U C A T I O N

The activities of the Vocational Division during the past year included the supervision of instruction in the day and evening and part-time schools in the fields of agriculture, home economics, and trade and industrial education. In addition to these activities the Vocational Division includes general home economics, industrial arts, and general continuation classes. During the past year there was added the responsibility of cooperating with the Federal Emergency Relief Administration in organizing and directing the instruction in home economics and industrial arts in the Emergency Educational Program.

Participation in Federal Emergency Relief Administration Program of Adult Education

In addition to the many regular activities of the Vocational Division, close relationships were maintained with the adult education program conducted under the Federal Emergency Relief Administration. The necessary contacts were maintained by a State supervisor of industrial arts and a State supervisor of home economics who were paid from the emergency relief funds but assigned to cooperate with the local school districts and the State office.

There were 117 industrial arts classes conducted in 26 school districts. There were 2500 persons enrolled in these classes and the instruction included 19 subjects. Approximately 62% of those enrolled in these classes participated in the work because of avocational interest; the remaining 38% were seeking an opportunity to develop skill or knowledge to help them in their present occupations.

The home economics classes, too, served the needs of those women and girls who live in districts in which home economics classes are not available to adults through the public schools.

The most significant work done in home economics under the Emergency Relief Administration educational program was the training of household workers carried out in Essex County as a project in adult education. A

group of homemakers interested in the problem were first organized into an advisory committee. This committee formulated a code covering such matters as wages, hours of employment, relation of employer to worker, etc. Before a girl was placed in a position the prospective employer was obliged to subscribe to the code. Sixteen girls, all of whom were on relief, were selected for training. A furnished house was secured as a training center in Glen Ridge and the girls were brought here to live while in training. Two teachers were placed in residence and a course of training to cover a period of six weeks carefully worked out. All of the girls completed the training and were immediately placed in well-paid positions. This project was significant not simply because it took sixteen girls off relief and in the brief period of six weeks made them self-supporting, but also because it points to a practical type of educational program that might well be incorporated in our vocational education program.

Agricultural Education

In addition to the classes in vocational agriculture which were operated in the fourteen rural counties of the State during the previous year, a new center was added at Blairstown, Warren County. Preliminary steps were also taken to organize new centers at Swedesboro, Gloucester County; and Allentown, Monmouth County. Work will be begun in these new centers in September, 1935. The agricultural classes at the Camden County Vocational School expanded to such a degree as to make necessary the employment of an additional teacher.

The activities in vocational agriculture were not limited to those enrolled in the regular vocational agricultural classes in the high school. Young men out of school and living on farms returned to school for special work in agriculture. Adult farmers also met in special groups during the winter months for instruction in modern practices of agriculture.

It is always difficult to show in dollars and cents the actual return which is derived from the activities in the field of vocational agricultural education. Teachers of agriculture have many and varied responsibilities outside their regular classroom work. They are looked upon as leaders in agriculture throughout the State and render much direct aid to the farmers. There are at present 30 men engaged as teachers in the field of vocational agriculture throughout the State. During the past year they gave help to 7532 farmers in dealing with farm management and farm financing. Many farmers wished to participate in the farm financing carried out by the United States Farm Credit Administration. Vocational agricultural teachers gave assistance to 343 farmers last year in interpreting the provisions of this Federal Government program intended to aid the farmer. In addition to this service, the teachers helped to organize and conduct 1702 meetings for farmers. The attendance at these meetings numbered 378,629 persons. These teachers also participated in 876 meetings conducted by others with an attendance of 387,659.

In addition to their classwork, teachers of vocational agriculture also supervise the work which their pupils are required to carry out on the farm. A check was made to determine the effect of such farm instruction and supervision. It was found that 1402 pupils who completed projects on the farms made a net profit of \$155,038.88. This is a comfortable profit at a time when low profits are common in farming. These earnings are largely the result of teachers stressing farm management factors that are likely to result in a profit under present economic conditions.

One of the most important projects given attention during the year was the organization of agricultural classes for out-of-school farm youth. Special attention was given to this problem by the Department because of its bearing on the so-called "youth problem." Early in the year each agricultural teacher made a survey to determine the number of farm youth in his district. A plan for the proposed courses was outlined and the young men were invited to join the classes. As a result

of these efforts thirteen groups were recruited in the following counties: Sussex, Warren, Hunterdon, Monmouth, Burlington, Gloucester, Salem, Atlantic, Cape May, and Camden. At the first formal meeting of each group, the teacher explained the plan he had in mind for the class sessions and asked for suggestions as to the farm enterprises and jobs to be taught, time and frequency of meetings, just how they would like to have the subjects covered, etc. The aim in each case was to try and give the pupils information that would help them with their individual agricultural problems. By following this plan, the content of instruction varied, of course, with the groups--some wished help along dairy and poultry lines; other groups needed instruction on cropping methods; others asked for instruction dealing with problems of the farm.

After the work was well started the various groups organized themselves into clubs to be known as "The Young Farmers Organization" of the district. Each organization set up objectives and worked out plans for promoting this type of instruction and improving the farm practices of the district. As an experiment in adult education this project is to be commended not simply because it is providing a practical type of education to out-of-school youth in the rural sections of the State, but also because it has succeeded in inducing these young people to accept a large measure of responsibility for the solutions of their own occupational problems.

General Home Economics

No department of school work has made a more direct contribution to the needs of pupils during the depression than classes in home economics. However, the demand for this type of instruction has reached a stage where more teachers and more space and equipment are urgently needed. In an effort to meet these demands in overcrowded school buildings two shifts and shortened periods have been organized. The number of students in the clothing classes in Kearny increased in the past year from 125 to 192. The enrollment in the food classes in Clifton was in-

creased by 50 during the past year. Butler reports an increase in clothing classes; Morristown had an increase of 100 in the clothing classes; Nutley a 40% increase in general home economics enrollment; and West Orange an increase in enrollment in general home economics of 125% over the previous year.

Needy children are still being fed and clothed by the schools. In some instances instruction originally established to meet conditions due to the depression is being incorporated into the regular practices of the school. An example of this is seen in the increased interest in clothing. More clothing is being made, renovated, and repaired in the home than formerly, and girls feel that they have a greater need both for skill in construction and knowledge in selection. Less money than formerly is available for clothing and what can be had must be spent wisely. Since clothing is a fundamental need of civilized people, better standards and more intelligent consumption are greatly to be desired. The only training which most girls will receive is that given in the home economics departments.

Vocational Home Economics

Classes in vocational home economics were continued during the past year in all-day classes in the vocational schools, in vocational departments in the high schools, and in part-time and evening classes. The total enrollment in these three types of vocational home economics programs was 2513--an increase of 500 over the previous year.

Trade and Industrial Education

Slightly more than 7900 pupils were enrolled in the all-day trade preparatory schools in New Jersey during the past year. There has been very little increase in the enrollment over the previous year. Every school is being operated far beyond the enrollment for which it has been built, and there is very little possibility of the enrollment in these schools increasing until increased facilities are made available. There

is a waiting list of boys and girls who desire to enter these schools in which they will be able to secure training that will fit them for a job.

But something more than an expansion of existing facilities is needed. In the expansion program in existing schools some attention should be directed to the development of new offerings rather than an expansion of existing departments. A further expansion of existing departments in some schools is likely to result in a surplus of labor in some trades. In other instances some steps should be directed toward the development of trade and industrial programs in areas in which there are no such opportunities at present available.

Evening and Part-Time Trade Extension Classes

The evening and part-time instruction in the State during the past year reached 8077. This was an increase of 1752, or $22\frac{1}{2}\%$, over the previous year. Some of this increase is due to the reopening of schools in five centers in which the evening trade extension program was discontinued during the previous year because of reduced budgets for this type of work. Only one district in which evening trade extension classes were operated previously did not resume this type of evening school program. Present indications are that this school will be reopened next year. Special attention was given by the State office to the problem of reviving these evening trade extension classes in districts in which they had been discontinued. By combining Federal funds formerly used for continuation schools with State and Federal vocational funds, it became possible to increase the amount of State and Federal aid paid to the districts on account of evening vocational schools.

Some of these part-time and evening classes were operated to give unemployed adults an opportunity to develop skill or knowledge that would enable them to find employment in fields in which there is an actual shortage of skilled workers. One of the outstanding examples of work in this field was the instruction in electric welding in the Camden

County Vocational School. The New York Shipbuilding Corporation furnished the school with the names of some sixty men who were formerly in their employ as ship fitters but were now on relief. The Shipbuilding Corporation offered to employ these men if the school would train them to meet the Navy requirements for electric welders. The school set up classes for this purpose and retrained a very considerable number of the men who were then taken off relief and again became self-sustaining members of the community.

This program easily justified its operation. Heads of ten families who were on relief rolls for months found employment after fifteen days of training that enabled them to earn \$27.50 per week.

There were similar demands for retraining opportunities in other sections of the State which it was not possible to meet because of lack of a vocational school organization. A group of 40 unemployed steam-fitters in Bergen County had to continue to be unemployed because they did not have the skill necessary to operate an oxy-acetylene torch. Workers who had this ability were imported from New York and elsewhere to do the job.

Early in the year an effort was made by the State office to organize classes for apprentices in accordance with a plan proposed by the Federal Government. This plan contemplated the establishment of a State commission on apprenticeship on which there should be equal representation of employers and labor. The plan did not meet with favor among the groups concerned and the State office has turned its attention to the development of apprentice classes on an independent basis. Approximately 300 apprentices are now enrolled in the various vocational schools and the outlook for the coming year is encouraging.

There has been some interest among school executives toward revising the curricula in high schools to include courses of an industrial technical character. Studies and conferences have been made by the Essex County Vocational Schools in cooperation with a committee under the leadership of the county superintendent of schools looking to

the establishment of a technical department on a vocational basis in the County Vocational schools. This movement has the support of the leading educators and industrialists of the county. The preliminary study has not yet been completed but excellent progress has been made, and there is every reason to believe that the Board of Education of the County Vocational Schools will be asked to establish a technical department as a part of the county vocational school system.

Trade and Industrial Education for Women

In addition to the home economics classes for women and girls several districts maintain a trade and industrial education program that will prepare women and girls to enter industrial employment and to develop new skills after they have been employed.

One new school has been added this year to those training girls for employment in industry. The Middlesex County Trade School for Girls is in South River and was formerly a continuation school. This school will meet a definite need of girls from this district who seek employment in the industries in this area of Middlesex County.

The Essex County Vocational School for Girls has reorganized certain courses in order to take care of more girls in a building which is already filled to capacity. This year's graduating class numbered 267 and before the commencement exercises 87 of these girls were placed and working. This record is a fair indication of the success of the school and the regard in which it is held by girls and employers. It also shows that placement service is an essential factor in the organization of a vocational school.

Service to Industry

Industrial groups continue to look to the trade and industrial schools for guidance in organizing apprentice training programs and in giving the necessary instruction in related trade subjects to apprentices who receive trade training on the job.

More and more demands are made for the services of the trade and industrial staff of the Vocational Division in the safety programs in industry. A series of meetings was organized and conducted by the State Supervisor of Trade and Industrial Education for safety supervisors, personnel directors, and superintendents of ten of the largest industries in Hudson County. Twenty of these industrial executives participated in eight meetings. These meetings were discontinued in June and are to be resumed in October. For reasons of economy it was necessary to curtail this year the foreman training service which has been rendered to New Jersey industries during the past fifteen years. However, even in this restricted program 218 men representing 28 different industries participated in the foreman training conferences during the year.

Industrial Arts

Several years ago restricted school budgets necessitated the closing of some industrial arts departments but during the past year several districts reestablished this work. Industrial arts departments were reopened in Maple Shade Grammar School; Elk Township, Gloucester County; and in the Hackensack High School, Bergen County. The industrial arts department was restored in the Hackensack High School after having been discontinued for two years. The shop was reorganized and several pieces of equipment were either purchased or constructed in the shop. High school students built a tool display board and storage cabinet, two foundry moulding benches, and an electric plating outfit. The printing department was also opened after having been closed for two years. This has given renewed interest to industrial arts in the City of Hackensack, formerly a leader in this field.

The industrial arts program in some school districts renders real service to the community through a variety of activities that are beyond the scope of community finances. In other school districts the more mature pupils learn the value of service by repairing toys for the younger children in the community. In Perth Amboy, for example, 889 toys which

had been collected by the Junior Red Cross for Christmas distribution were repaired.

In this same district pupils made 2558 pieces of furniture and other articles for use in their own homes at a cost of \$860.00. A conservative estimated value of these products was \$3,433.35, or about four times the cost.

In Paterson, the estimated value of work done by industrial arts pupils is as follows:

Toys built and repaired	\$ 478.00
Furniture and equipment for the home	1,394.00
Articles for personal use	1,166.00
Community projects	225.00
	<u>\$3,263.00</u>

A new activity that is assuming importance in various parts of the State is the development of home work shops. This movement is closely related to instruction in industrial arts in the schools and in many cases is a direct outcome of such instruction. A study made by the State office in March, 1935, showed a total of approximately 10,000 shops in 135 districts. These shops vary all the way from a few hand tools and a bench in a corner of the garage to elaborately equipped outfits with an excellent assortment of hand tools, precision lathes, and other power driven machinery. Many of the shops are modeled directly on the general shops of the industrial arts departments of the schools. The city of Elizabeth reports more than 2,000 home shops, approximately 500 of which are equipped with power driven machinery. Something more than 600 are equipped for electrical work.

The establishment of home work shops has not only given an impetus to doing repair work in the home, but has led to the organization of clubs for the promotion of hobbies and the development of interest in the arts and crafts. Incidentally, this movement offers an excellent opportunity for vocational guidance and character building.

THE TRAINING OF TEACHERS

In my last annual report, I called attention to the discussions which had been carried on by the State Board of Education and the Commissioner relative to the desirability of lengthening the course of study for elementary teachers to four years.

On January 5, 1929, the State Board of Education approved the Commissioner's recommendation to make the courses for the training of elementary teachers three years in length instead of two years. This change in requirement and subsequent revision of regulations governing the granting of teachers' licenses has given us teachers with superior equipment.

For some years, the staff of the Department has reviewed the situation in other states and, from a study of the conditions in New Jersey, we have been convinced that an adequate program for the training of elementary teachers cannot be offered in fewer than four years.

After an extended study by the Committee on Training of Teachers, the State Board of Education on July 14, 1934, adopted a resolution making all courses for the training of elementary teachers and teachers in the special fields four years in length. As a result of this action, all normal schools and teachers colleges offering courses for elementary teachers, with the exception of Paterson, provided courses to cover a fourth year of work so that students who completed these courses would be eligible to receive the degree of Bachelor of Education at the June, 1935, commencement.

The course for fourth year students was designed to supplement a three-year normal school course and to accomplish the difficult task of giving an adequate and broad training in that year to complete a four-year program. Such course will not be continued more than another year because a new four-year course will be in operation not later than September, 1936.

During the past year, the supervisor of teacher training with the aid of the normal school principals has developed the outline of the new

four-year curriculum for the preparation of elementary and kindergarten-primary teachers. This outline curriculum will be used during 1935-1936. Revised courses constituting the first two years of the new curriculum have been prepared and will be placed in the hands of all instructors at the opening of the school year in September.

This new curriculum includes a large number of broad courses known as "background" courses in English, science, and the social studies. There has been much criticism directed at the preparation of elementary teachers, the claim being made frequently that these teachers lack a broad general education and are equipped only in a narrow field. This does not apply to many teachers in New Jersey because of the efforts put forth by our teachers to supplement their previous preparation in normal school through extension and summer courses. Nevertheless, the profession itself has suggested on numerous occasions that four years should constitute the minimum preparation for elementary teachers.

During the year, each normal school and teachers college held at least one meeting for the field critics who direct the practice teaching of students enrolled in that school. To these meetings there were invited, in addition to the field critics, superintendents, supervisors, county superintendents, and the instructors in the normal school or teachers college. Such meetings are very necessary if the normal school is to keep abreast of public school conditions and if the public school authorities are to understand and appreciate the work of the normal school. Students while doing their practice teaching work under actual public school conditions in regular classrooms receive a large part of their apprenticeship training under the guidance of skilled public school teachers. The work is under the supervision of a member of the faculty of the normal school or teachers college. The field critic receives suggestions from this supervisor and renders reports to the school upon the progress made by the practice teacher.

The relationship which we have established with the public schools of the State is unusual. Superintendents almost without exception welcome assignments to their schools and assign for such work those whom the schools select. With this excellent system in operation, it is regrettable that the Legislature has withdrawn support for this work.

The normal schools and teachers colleges maintain a program of extension courses. At present some of these extension courses are taken by students who are candidates for a degree. Many courses are planned to satisfy in part the requirements for a degree. Most of the courses, however, are planned to meet the demands of teachers for help in their own classroom work. In this way, the normal school can be of inestimable service to schools located in its area. With the development of four-year undergraduate courses for training elementary teachers, it is our opinion there will be increasing demand for courses which are designed to assist the teacher in service to do more skillful teaching and to assist her in assembling and organizing materials of instruction. The improvement in elementary education noted in other sections of the report has had its influence. Better correlation of the work of the normal schools and the public schools will increase the demand for courses of this type. Even in a depression year (1934-35), 4,064 teachers attended extension classes which was an increase of 517 over the previous year. In the summer of 1934, 1,562 teachers attended summer school. This was a decrease of 52 from the previous year.

Summer schools have been maintained during the past year at Glassboro, Montclair, and Trenton. At Glassboro there were enrolled 93 students with 295 course enrollments; at Montclair, 389 students with 939 course enrollments; and at Trenton, 127 students with 376 course enrollments. At Montclair, the offerings are largely for teachers of secondary schools. Several courses on an undergraduate basis are offered in elementary education. Although the enrollments at Glassboro and Trenton are relatively small, I am of the opinion that these summer schools

should be encouraged and continued for the reasons set forth in the discussion under extension courses. In this connection, it should be pointed out that all of these courses are maintained at no expense to the State other than the use of the building. Under the provision of Chapter 127, P.L. 1932, and a resolution of the State Board of Education, the extension courses and summer school courses must be supported from the fees charged for such courses. This is a marked departure from the policy of giving full State support to the teacher training institutions. The amount charged for tuition is not the same at all schools. I am of the opinion that just as soon as practicable a small appropriation for this work should be requested so that a uniform fee may be charged in the centers in which summer schools and extension courses are offered.

In previous reports, I have called attention to the fact that one of the most important functions of the normal schools and teachers colleges is the relating of the program of instruction to the work of the public schools. This requires frequent visitation of schools by members of the faculties and the normal schools should invite superintendents, teachers, and principals to visit their classrooms. The sponsoring of professional meetings by the normal schools should be an important part of the service of the school and every effort should be made to secure a large attendance of teachers and supervisors from the area in which the school is located. This has been the program for some years and I am pleased to report that a better understanding of public school problems on the part of the normal school faculties has been the result and, consequently, better and more effective teaching has been made possible.

D I V I S I O N O F B U S I N E S S

The work of the Division of Business has been much increased during the past three years. The acts authorizing the payment of State school taxes in scrip, Chapter 156, P. L. 1933, Chapter 42, P. L. 1934 and Chapter 19, P. L. 1935, have made necessary very careful checking of the accounts of the counties and school districts. The statute provides that distribution of the scrip which is used for ninety per cent of the State school tax must be certified by the County Treasurer and accepted by the State Treasurer. The law contemplates also that ten per cent of the State school tax shall be paid in cash to the State Treasurer before such certification is made. Of \$23,620,790.14 paid in State school taxes during the fiscal year ending June 30, 1935, the amount paid in scrip was \$4,031,391.26.

Two acts approved on September 5, 1933 provided for a bond issue in the amount of \$7,000,000, the money to be used for loans to municipalities in lieu of State apportionments for 1931 and 1932 which remained unpaid on April 1, 1933, and for loans to pay teachers' salaries. These acts were approved by the people at the November, 1933 election. Under these acts, prior to June 30, 1934, loans in the amount of \$3,504,017.52 to meet unpaid State school tax apportionments for 1931 and 1932 were made to municipalities. For the same period loans aggregating \$2,529,419.22 were made to pay teachers' salaries. For the fiscal year ending June 30, 1935, there was loaned to municipalities \$65,536.38 and \$1,017,837.00 to meet 1932 unpaid State school tax apportionments and unpaid teachers' salaries, respectively. During the past year, the loans for unpaid school tax apportionments were reduced by \$629,718.58 and loans for unpaid teachers' salaries by \$599,824.32.

State School Tax

In my report last year, I pointed out that at the end of the fiscal year 1932, only \$1,174,782.97 of State school tax out of a total of

\$17,978,774.14 remained unpaid. For the fiscal year ending June 30, 1933, there remained unpaid \$8,173,291.49 of which \$934,994.20 represented the balance due for the fiscal year ending June 30, 1932. On June 30, 1934, there remained unpaid State school taxes of \$9,075,560.23 of which \$376,068.22 was the unpaid balance for the fiscal year ending June 30, 1932, and \$1,318,318.19 for the fiscal year ending June 30, 1933. On June 30, 1935, there had been paid into the State Treasury \$15,660,860.53 of the 1934 State school tax leaving a balance of \$1,313,101.61 still due. In addition to these payments the balance of the 1931 State school tax amounting to \$376,068.22 and the balance of \$1,318,318.19 of the 1932 State school tax, have been paid in full. Of the 1933 State school tax \$6,265,543.20 was paid leaving a balance of \$1,115,630.62 still due to the State Treasury. The balances of the 1933 and 1934 State school tax levies remaining unpaid June 30, 1935 aggregate \$2,428,732.23.

Railroad Tax

In October 1934, there was allotted to counties for distribution \$1,869,416.65 from the 1931 railroad tax, which payment was made in full. There remains a balance from the 1932 railroad tax of \$2,150,954.35 which is due the districts. The 1933 railroad tax which amounts to \$2,253,076.94 was not distributed to the districts during the past year. On June 30, 1934, a total of \$4,404,031.29 remained unpaid. We are informed that the apportionment of these taxes amounting to \$1,377,809.50 to be made to the counties in September is withheld on writs of certiorari.

School Attendance

The total number of days' attendance reported by the Department for the school year 1934-1935 was 129,233,469. This was a decrease of 2,157,029 days from the preceding year. This decrease in number of days' attendance was due to a decrease in the number of pupils enrolled. The percentage of attendance this year was 92.6 as compared to 93.0 for the preceding year.

Inspection 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 the records of 290 districts were inspected by our inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits with recommendations which are valuable to local boards of education in studying and correcting their financial procedures. These inspections furnish a check on all the transactions of local boards of education.

During this period of economic stress, this service has been very valuable in securing accurate information and diagnosing difficult situations. The information thus secured has been of special aid in planning the school program during the past year.

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 office of the county superintendents and by them reported to the Commissioner. This has been of particular value during the past four years because it has enabled us to have accurate and comparable statistics upon which policies may be predicated.

Other Activities of the Division of Business

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. Last year 215 school districts depended upon such sources for their water supply. During the year under review this was reduced to 211 school districts. 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. Samples are collected by the district clerk, medical inspector, or other agent of the board of education and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. Last year 559 samples of water from 194 districts were tested. A major proportion of the school districts are supplied by municipal or private water companies. These supplies are under the direct supervision of the Department of Health which regularly takes samples from such sources and tests them. The results of these tests are communicated to the county superintendent who in turn submits them to the local board of education.

The Division of Business maintains the mailing service of the department and distributes all printed and stencilled matter which is issued. During the past year, there were mimeographed 49,225 copies of 232 letters, 21,505 copies of 23 legislative bulletins, 38,865 copies of 91 report forms, 600 copies of six courses of study, 130 copies of three decisions from the Commissioner's Court, 755 copies of annual reports of the Department, and 50 copies of the digest of the apportionment of school monies.

The Division of Business prepares all requisitions and orders for supplies and equipment and all payrolls of the Department of Public Instruction. It also audits various bills that are submitted to the Department and is responsible also for the preparation of the warrants of the Commissioner for the distribution of public school monies.

The statute requires that all bonds which have been issued by school districts when cancelled "shall be deposited with the Commissioner of Education." During the school year 1934-1935 cancelled bonds were received by the Commissioner from 196 school districts. These districts submitted 2,964 cancelled bonds for the most part in denominations of \$500.00 and \$1,000.00 aggregating in amount \$2,697,200.

ENROLLMENT IN THE DAY SCHOOLS

The total enrollment in the day schools for 1934-1935 was 809,926 a decrease of 7,253 pupils or slightly less than one per cent from the total enrollment of the previous year. The enrollment in the kindergartens shows a decrease of 358 pupils or slightly less than one percent; 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 18,044 pupils or 3.2 percent. Approved junior high schools showed an increase in enrollment of 1,578 pupils or 3.3 percent; senior high schools (grades ten to twelve) showed an increase of 3,622 pupils or 11.6 percent. High schools organized on the four-year plan (grades nine to twelve) showed an increase of 4,014 pupils or 3.1 percent.* 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 9,942 pupils or 5.6 percent.

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.

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

EMERGENCY EDUCATIONAL PROGRAM

In September, 1933, the Emergency Relief Administration in Washington made available funds for an extended program of adult education to consist mainly of evening school instruction. Money was allotted to the State through the State Emergency Relief Administration. The relief administration of New Jersey called upon the Commissioner to administer this program. I assigned Dr. Ackerman, Director of Evening Schools, to take charge of the program and during that year approximately \$180,000 was spent for teachers' salaries and supplies. There was a total enrollment of approximately 28,000 adults; 4,500 were enrolled in classes for illiterates; 5,000 in classes in vocational education; and 18,500 in classes of general adult education. There were 850 teachers employed, nearly all of whom taught four nights each week.

For 1934-35, a similar plan was followed and \$80,000.00 per month was allotted by the Federal Government for ten months. The supervision of the work was enlarged to include the following fields: (1) Illiteracy; (2) General cultural education; (3) Worker's education; (4) Vocational education of adults; (5) Nursery school and parent education; (6) Vocational rehabilitation of physically handicapped persons. In order to administer this enlarged program, two members of the Department were assigned for part of their time to direct this work. Under the new plan we were allowed six full time and two part time supervisors. Classes when organized were under the direct charge of the superintendent or supervising principal of the school district or a local supervisor designated by him. No money was allotted from the Emergency Relief funds to pay these local supervisors. This program enabled the school districts to employ a large number of teachers who were certificated and at that time did not have teaching positions.

In October, 1934, 890 classes were maintained with 451 teachers serving 14,539 adults. By March, the peak month, the number had increased to 2,854. There were employed 1,496 teachers with an enrollment

of 40,646. During the fiscal year 1934-35, there was expended for this work \$588,564.95 for the salaries of teachers, supervisors, and other workers in education. There was spent \$15,125.62 for materials and traveling expenses, making a grand total of \$603,690.57. In addition to this amount, an allotment of \$6,000 per month was made for the vocational rehabilitation of physically handicapped persons. This money was paid directly to the Rehabilitation Commission. Unemployed teachers and others who were passed as eligible for relief by the county director of the Emergency Relief Administration were able to participate in this program.

In general, this work has been of great benefit to the schools of New Jersey because, with the restricted budgets, night school classes had been eliminated in many places and a large amount of vocational training for unemployed tradesmen had been eliminated for the same reason. These funds permitted the restoration of this work and, although classes were taught by young teachers for the most part, nearly all of them had been recently trained and were enthusiastic about the work, and under the guidance of the skilled supervisors whom we were employing, very satisfactory work was accomplished.

EMERGENCY JUNIOR COLLEGES

In the spring of 1933, a group of schoolmen in Union County under the guidance of the county superintendent proposed that a program of junior college education be inaugurated for boys and girls unable to attend college and that this work be supported by the Emergency Relief Administration. In planning this program, the Commissioner's office was represented by Assistant Commissioner White and when formulated the plan was proposed to the State Emergency Relief Director. After various conferences, the matter was presented to Mr. Hopkins, the Federal Emergency Relief Director, and he approved the program. As a result, eight junior colleges were organized in the fall of 1933.

Teachers were recruited for these colleges on the basis of eligibility for relief. Some college instructors who had been eliminated because of the depression were available and were secured for this work.

During the first year the colleges were not well organized. There was no supervisor and it was, of course, very difficult to maintain the standards which should be maintained in institutions of this type. Recognizing this, the Emergency Relief director proposed to the Commissioner that a supervisor of junior colleges be selected for the year 1934-1935 and that such person should himself be a successful college teacher and familiar with the purposes and content of junior college education. I had stated that we could not undertake the supervision of these colleges without adequate assistance and that a competent person should be selected for the purpose.

At the request of the Emergency Relief Administration and with the cooperation of the Supervisory Board for Junior Colleges, the Department agreed to undertake the supervision of these colleges. Dr. Robert H. Morrison, of the Montclair State Teachers College, was selected to direct the junior colleges and was relieved from part of his duties at the Teachers College. The Supervisory Board appointed a committee to assist in formulating a new program for the schools. With the cooperation of

this Board, Dr. Morrison reorganized the junior college curricula and most important of all he undertook the supervision of classroom instruction. Results have been satisfactory considering the type of institution, the hours at which sessions were held, and the innumerable difficulties encountered. It has not been possible for the State Board of Education to give blanket approval for all courses offered. However, the State Board of Education, upon a request from the Supervisory Board for Junior Colleges, empowered the Commissioner to issue qualifying certificates for the completion of such courses as were deemed by him to be of adequate college grade.

During the past year a staff of 142 teachers was employed to instruct 2,493 students enrolled in the six emergency junior colleges. In 1934 there was a total enrollment of 1,813 students. These colleges were in session for thirty-six weeks, and a two-year program was maintained.

STATISTICAL SUMMARY

EXPENDITURES FOR PUBLIC EDUCATION IN 1934-35

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1934-35 were \$6,178,189.70 more than the amount available for the preceding year, but \$27,549,630.10 less than the amount available for 1931-32. This includes funds derived from public revenues for all educational purposes. Although the total revenues increased, the receipts from local taxes in 1934-35 were \$860,171.91 less than the amount received in 1933-34.

The total expenditures for public education in the counties and school districts of the State amounted to \$94,734,433.50, which was \$3,311,314.42 more than the expenditures for 1933-34. These expenditures were \$23,817,583.14 less than those for 1931-32. All items listed in the tables with the exception of debt service show comparable reductions. Debt service increased \$1,723,829.95.

Of the \$3,311,314.42 increase in expenditures in 1934-35 over those in 1933-34, \$2,446,749.73 was in the debt service account, \$828,572.30 in day schools, \$18,628.89 in the evening schools and \$20,280.33 in the capital outlay. Expenditures for summer schools showed a decrease of \$2,916.83 from those in 1933-34.

During the past year, bonds and notes were redeemed from taxes and sinking funds to the amount of \$11,250,025.86 which was about five and a half times as great as the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1931-32 AND 1932-33

	1931-32		1932-33
Day School Expenditures (1).....		\$87,464,176.01	\$78,669,595.67
Regular Day Schools (1).....	\$85,471,846.17		\$77,011,579.87
Current Expense Account (1).....	\$78,778,866.15	\$71,798,443.95	
County (Current Expense Acct.)(2)..	254,600.34	239,686.89	
Maintenance Account.....	3,238,131.52	2,169,769.37	
Manual Training Account.....	2,984,753.25	2,620,660.61	
Library Account.....	215,494.91	183,019.05	
Vocational Day Schools (Vocational Account).....	1,538,266.34		1,303,016.86
Continuation Schools (Continuation Account).....	454,063.50		354,998.94
Summer School Expenditures (Current Expense Account).....		508,706.66	132,956.96
Evening School Expenditures.....		986,507.12	604,222.73
Regular Evening Schools (Current Expense Account).....	346,831.55		162,965.67
Accredited Evening High Schools (Current Expense Account).....	273,343.21		246,287.76
Vocational Evening (Vocational Account).....	266,985.94		152,622.26
Manual Training Evening (Manual Training Account).....	7,838.62		--
Evening Schools for Foreign-Born Residents (Foreign-Born Account)....	91,507.80		42,347.04
Capital Outlay Expenditures.....		11,556,216.96	3,616,609.83
Land, Building & Equipment Account..	11,516,355.02		3,596,209.28
Vocational Account.....	4,062.69		714.82
Manual Training Account.....	35,799.25		19,685.73
Debt Service Expenditures.....		18,036,409.89	18,252,676.45
Total Expenditures.....		\$118,552,016.64	\$101,276,061.64

(1) Does not include tuition transfers

(2) Includes County Superintendents' Clerk Hire and Expenses; Salaries
and Expenses of Helping Teachers, County Attendance Officers and Supervisors of Child Study

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1933-34 AND 1934-35

	1933-34		1934-35	Increase
Day school Expenditures (1).....		\$71,696,726.71		\$72,525,299.01 \$ 828,572.30
Regular Day Schools (1).....	\$70,236,098.72		\$71,141,934.47	905,835.75
Current Expense Account (1).....	\$65,439,028.01	\$65,929,725.64		490,697.63
County (Current Expense Acct.)(2).	236,797.16	228,006.31		8,790.85*
Maintenance Account.....	2,090,242.73	2,435,843.10		345,600.37
Manual Training Account.....	2,297,894.36	2,355,118.88		57,224.52
Library Account.....	172,136.46	193,240.54		21,104.08
Vocational Day Schools (Vocational Account).....	1,221,434.66		1,275,875.18	54,440.52
Continuation Schools (Continuation Account).....	239,193.33		107,489.36	131,703.97*
Summer School Expenditures (Current Expense Account).....		35,738.17		32,821.34 2,916.83*
Evening School Expenditures.....		452,841.95		471,470.84 18,628.89
Regular Evening Schools (Current Expense Account).....	113,421.25		70,892.88	42,528.37*
Accredited Evening High Schools (Current Expense Account).....	197,327.13		224,143.83	26,816.70
Vocational Evening (Vocational Account).....	116,473.31		151,748.84	35,275.53
Manual Training Evening (Manual Training Account).....	--		--	--
Evening Schools for Foreign-Born Residents (Foreign-Born Account)...	25,620.26		24,685.29	934.97*
Capital Outlay Expenditures.....		1,924,322.14		1,944,602.47 20,280.33
Land, Building & Equipment Account.	1,917,103.42		1,934,301.64	17,198.22
Vocational Account.....	156.15		69.45	86.70*
Manual Training Account.....	7,062.57		10,231.38	3,168.81
Debt Service Expenditures.....		17,313,490.11		19,760,239.84 2,446,749.73
Total Expenditures.....		\$91,423,119.08		\$94,734,433.50 \$3,311,314.42

(1) Does not include tuition transfers

(2) Includes County Superintendents' Clerk Hire and Expenses; Salaries and Expenses of Helping Teachers, County Attendance Officers and Supervisors of Child Study

* Decrease

S T A T I S T I C A L S U R V E Y

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 853,468 for the school year 1934-35. This was a decrease in the day schools of 7,253 boys and girls and an increase of 2,181 in the other divisions of the public schools. To instruct these 853,468 pupils there were required 28,307 teachers. The children were housed in 2,255 school buildings, a decrease of 22 from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost.

There were transported to schools at public expense 82,354 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 27,821 pupils.

In the day schools there were enrolled 416,103 boys and 393,823 girls, making a total in the day schools of 809,926. In addition to these day school pupils, 12,668 were enrolled in other day schools. There were enrolled in evening schools, 30,874, making a total enrollment in all schools of 853,468.

There were 40,546 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 290,467. The total number of pupils in grades five to eight inclusive was 280,264.

The total number enrolled in the high schools, grades IX to XII, was 188,949. This was an increase of 9,942 over the enrollment in 1934. The high school enrollments for the past five years are given below by years:

<u>1931</u>	<u>1932</u>	<u>1933</u>	<u>1934</u>	<u>1935</u>
127,213	146,454	167,609	179,007	188,949

The total number of pupils enrolled in one-room rural schools was 7,132, a decrease of 71. The number in two-room rural schools was 8,810, a decrease of 475. There was an increase of 2 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 686,878, a decrease of 6,904. The average absence of pupils was 13 days.

There was an increase of men teachers in all the schools of the State of 292, and a decrease of women teachers of 155, making a total increase of 137 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:

1930-1931	\$82,119,194.99
1931-1932	84,177,335.01
1932-1933	77,029,110.81
1933-1934	68,245,800.02
1934-1935	70,568,766.91

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 \$51,449,520.92.

The average salary per year paid to all day school teachers (27,519) not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$1,813.05, a decrease over the preceding year of \$8.72.

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

<u>1931</u>	<u>1932</u>	<u>1933</u>	<u>1934</u>	<u>1935</u>
\$2,143.54	\$2,155.21	\$1,996.64	\$1,821.77	\$1,813.05

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

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Robert H. Harrison

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

STATISTICS OF PUBLIC EDUCATION

1934-1935

CHARLES H. ELLIOTT

Commissioner of Education

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RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS 1934-35.

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A-State Administration.....	\$ 198,544.14	\$ 19,857.58 I	\$ 198,544.14	\$ 19,857.58 I
B-County Administration and Supervision.....	356,888.40	14,923.07 I	343,055.17	12,542.75 I
C-State Institutions.....	2,606,657.06	321,293.16 I	2,606,657.06	321,293.16 I
D-Teachers' Pension and Annuity Fund....	2,470,746.08	1,827,764.34 D	2,470,746.08	1,827,764.34 D
E-State School Fund Expense.....	3,181.19	780.57 D	3,181.19	780.57 D
F-Current Expenses of Schools within the District*.....	65,575,346.12	4,852,166.80 I	66,257,746.44	472,231.88 I
G-Repairs and Replacements of Public School Buildings.....	2,962,536.12	195,765.76 I	2,435,843.10	345,600.37 I
I-School Libraries.....	250,551.28	18,491.46 I	193,240.54	21,104.08 I
J-Manual Training.....	2,864,466.76	47,662.74 I	2,355,118.40	50,161.47 I
K-Vocational Schools*.....	1,691,337.93	109,378.45 I	1,427,693.47	89,629.35 I
L-Continuation Schools.....	200,516.50	145,987.80 D	107,489.36	131,703.97 D
M-Evening Schools for Foreign-born Resi- dents.....	86,007.80	10,177.72 D	24,685.29	934.97 D
N-Teachers' Libraries.....	500.00	100.00 D	500.00	100.00 D
P-1-Redemption of and Interest on Bonds and Payments to Sinking Funds.....	14,522,617.82	269,764.41 D	16,538,166.25	223,461.59 D
Total for School Year 1934-35.....	\$93,789,897.20	\$3,324,964.18 I	\$94,962,666.49	\$852,324.80 D

*Not including tuition transfers.

BALANCE STATEMENT

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
Total for School Year 1934-35.....	\$93,789,897.20	\$ 3,324,964.18 I	\$94,962,666.49	\$852,324.80 D
P-2-For payment of notes incurred for previous year's expenses and interest thereon.....	\$ 3,312,816.72	\$ 2,223,431.30 I	\$ 3,222,073.59	\$2,670,211.32 I
H-Land, Building and Equipment Account.....	2,796,728.09	301,861.36 I	1,934,301.64	17,198.22 I
Tuition Transfers.....	4,410,739.32	968,748.61 I	4,311,020.47	1,850,735.01 I
Reserve to pay outstanding bills of previous year.....	5,636,843.41	640,815.75 D	3,658,812.19	1,144,334.48 D
Balance at close of year.....			1,858,150.36	3,636,704.43 I
Grand total for the School Year 1934-35.....	\$109,947,024.74	\$ 6,178,189.70 I	\$109,947,024.74	\$6,178,189.70 I

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1934 AND ENDING JUNE 30th, 1935.

RECEIPTS

A-State Administration:

(1) State Board of Education, expenses.....	\$26,437.28	\$5,721.06 I
(2) State Board of Examiners, expenses.....	5,495.60	245.50 I
(3) Office of Commissioner of Education, salaries.	134,486.40	5,527.59 I
(4) Office of Commissioner of Education, expenses.	32,124.86	8,363.43 I
Total.....	\$198,544.14	19,857.58 I

B-County Administration and Supervision:

(1) County Superintendents, salaries.....	\$104,979.75	\$11,264.49 I
(2) County Superintendents, Clerk Hire & Expenses.	61,134.02	332.58 D
(3) Helping Teachers and Other County Officers, salaries and expenses.....	190,774.63	3,991.16 I
Total.....	\$356,888.40	14,923.07 I

C-State Institutions:

(1) State Normal School at Glassboro:		
Appropriated by State for Current Expenses....	\$88,621.60	\$8,424.57 I
Received for tuition.....	37,666.41	3,671.55 I
Appropriated by State for Capital Outlay.....	--	800.00 D
(2) State Normal School at Newark:		
Appropriated by State for Current Expenses....	122,836.97	11,590.08 I
Received for tuition, etc.....	51,207.00	481.97 D
(3) State Normal School at Trenton:		
Appropriated by State for Current Expenses....	342,916.19	134,259.63 I
Appropriated by State for Capital Outlay.....	121,335.46	119,735.98 I
Received for tuition, etc.....	72,703.70	5,321.30 D
(4) Montclair State Teachers' College:		
Appropriated by State for Current Expenses....	175,171.13	4,283.11 I
Received for tuition, etc.....	67,185.00	12,185.00 I
(5) State Normal School at Paterson:		
Appropriated by State for Current Expenses....	53,569.21	11,307.63 I
Received for tuition, etc.....	22,212.90	7,232.10 D

C-State Institutions Con't.

(6) State Normal School at Jersey City:

Appropriated by State for Capital Outlay..... --
 Appropriated by State for Current Expenses.... \$101,128.30
 Received for tuition, etc..... 37,843.36

--
 \$13,275.61 I
 387.36 I

(7) New Jersey School for the Deaf:

Appropriated by State for Current Expenses.... 273,224.66
 Received for tuition, etc..... 1,903.94

11,320.58 I
 1,903.94 I

(8) Manual Training and Industrial School for
 Colored Youth:

Appropriated by State for Current Expenses.... 127,409.95
 Appropriated by State for Capital Outlay..... --
 Received for tuition, etc..... 58,699.75

10,708.80 I
 960.04 D
 3,142.52 D

(9) Training of Vocational Teachers:

Appropriated by State..... 25,571.84
 Appropriated by Federal Government..... 22,844.69

3,956.94 D
 1,155.66 D

(10) State University (State Board of Regents):

Appropriated by State for Current Expenses.... 802,605.00
 Total.....

\$2,606,657.06

1,289.85 I
 321,293.16 I

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treas. Office)..... \$ 6,055.30
 (2) For office expenses, current pensions and
 previous years increase in reserve..... 2,464,690.78
 Total.....

\$2,470,746.08

159.12 D
 1,827,605.22 D
 1,827,764.34 D

E-State School Fund Expenses.....

3,181.19

780.57 D

F-Current Expenses of Public Schools in Districts:

1 - Apportioned by State from R.R.Tax.....	\$ 1,812,140.51	\$1,604,588.99 I
2 - Apportioned from State School Tax.....	24,294,203.55	8,854,883.12 I
3 - Apportioned from State School Fund.....	422,201.13	50,390.41 D
4 - From District Taxes.....	41,361,621.38	3,838,540.90 D
5 - From Surplus Revenue.....	20,469.99	337.08 I
6 - From One Percent Emergency Fund.....	138,254.39	12,653.44 I
7 - From Notes Authorized by Vote of the District or from Board of School Estimate.....	1,135,534.35	1,757,423.31 D
8 - Special State Aid for Crippled Children.....	20,188.81	55,809.73 D
9 - Apportioned for Pupils Residing in Charitable Institutions.....	185,265.00	4,995.00 I
10 - Interest on Deposits within District.....	10,905.25	3,240.57 D
11 - Sale of School Books and Other Sources.....	290,046.91	27,820.29 D
12 - Reapportioned Balances.....	3,307.75	3,061.48 I
13 - Tuition Receipts.....	4,473,644.27	1,109,842.99 I
14 - Balance from Previous Year.....	4,244,602.80*	20,937.00 D
Total.....	69,923,180.49	5,836,199.89 I

G-Repairs and Replacement Account:

1 - From District Taxes.....	\$2,199,693.43	\$319,200.28 I
2 - Notes Authorized by Vote of the District and Additional Funds, by Board of School Estimate.....	5,402.34	3,402.34 I
3 - From One Percent Emergency Fund.....	1,195.61	1,653.44 D
4 - From Other Sources.....	80,742.77	34,039.12 D
5 - Balance from Previous Year.....	675,501.97	91,144.30 D
Total.....	\$2,962,536.12	\$195,765.76 I

H-Land, Building and Equipment Account:

1 - From District Taxes.....	\$ 233,266.05	\$23,176.58 I
2 - From Sale of Bonds or Notes.....	1,874,724.15	774,335.51 I
3 - From Other Sources.....	111,723.79	77,069.57 I
4 - Balance from Previous Year.....	577,014.10	572,720.30 D
Total.....	\$2,796,728.09	\$301,861.36 I

I-School Library Account:

1 - From State.....	\$ 1,920.00	\$ 323.00 D
2 - From District Taxes.....	187,274.24	12,964.58 I
3 - From Other Sources.....	2,809.54	814.49 I
4 - Balance from Previous Year.....	58,547.50	5,035.39 I
Total.....	\$ 250,551.28	18,491.46 I

* Deficit

J-Manual Training Account:

1 - From State.....	\$569,805.02	\$64,725.82 I
2 - From District Taxes.....	1,738,507.80	52,859.00 I
3 - From Other Sources.....	35,343.46	2,597.56 I
4 - Balance from Previous Year.....	520,810.48	73,419.64 D
Total.....	\$2,864,466.76	\$46,762.74 I

K-Vocational Account:

1 - From State.....	\$ 268,717.83	\$ 8,403.83 I
2 - From Federal Government.....	182,926.93	43,455.06 I
3 - From District Taxes.....	360,502.62	8,460.72 D
4 - From Other Sources.....	104,311.41	18,042.58 D
5 - Balance from Previous Year.....	337,784.09	69,638.38 I
Total.....	\$1,754,242.88	\$94,993.97 I

L-Continuation School Account:

1 - From District Taxes.....	\$ 94,537.14	\$123,606.40 D
2 - From Federal Government.....	27,885.03	5,497.83 D
3 - From State.....		3,503.14 D
4 - From Other Sources.....	46.91	127.10 D
5 - Balance from Previous Year.....	78,047.42	13,253.33 D
Total.....	\$200,516.50	\$145,987.80 D

M-Evening School for Foreign-born

Residents Account:

1 - From State.....	\$ 8,924.48	\$152.46 D
2 - From District Taxes.....	10,263.71	2,093.23 D
3 - From Other Sources.....	625.08	2,328.87 D
4 - Balance from Previous Year.....	66,194.53	5,603.16 D
Total.....	\$86,007.80	\$10,177.72 D

N-Teachers' Libraries:

1 - From State.....	\$250.00	\$50.00 D
2 - From Subscription.....	250.00	50.00 D
Total.....	\$500.00	\$100.00 D

P-Debt Service Account:

1 - From District Taxes.....	\$19,187,575.75	\$2,704,661.48 I
2 - From Other Sources.....	78,272.64	18,784.68 D
3 - Balance from Previous Year.....	1,430,413.85*	732,209.91 D
Total.....	\$17,835,434.54	\$1,953,666.89 I

R-Reserve Account to Pay Outstanding Bills

of Previous Year.....	\$5,636,843.41	\$640,815.75 D
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Total Receipts during year including

Balances from Previous Year.....	\$109,947,024.74	\$6,178,189.70 I
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*Deficit

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1934 AND ENDING JUNE 30th, 1935.

EXPENDITURES

A-State Administration:

1. State Board of Education.....	\$26,437.28		\$5,721.06 I
2. Office of Commissioner of Education:			
Salaries.....	\$91,080.18		3,966.02 I
Clerical Services.....	38,406.22		1,061.65 I
Blanks, stationery, printing.....	15,198.53		5,202.34 I
Incidental expenses, physical training expenses.....	16,427.01		3,070.50 I
Continuation Schools.....	<u>5,499.32</u>		590.51 I
Total.....	\$166,611.26		\$13,891.02 I
3. State Board of Examiners.....	\$ 5,495.60		\$245.50 I
Grand Total.....		\$198,544.14	\$19,857.58 I

B-County Administration and Supervision:

1. County Superintendents:			
Salaries and expenses.....	\$166,182.88		\$ 11,456.17 I
2. Helping Teachers, salaries and expenses.....	169,309.24		834.22 I
3. County Attendance Officers, salaries and expenses.....	4,081.50		43.76 I
4. County Supervisor of Child Study, salary and expenses.....	<u>3,481.55</u>		208.60 I
Total.....		\$343,055.17	\$12,542.75 I

C-State Institutions:

(1) State Normal School at Glassboro.....	\$126,288.01		\$11,296.12 I
(2) State Normal School at Newark.....	174,043.97		11,108.11 I
(3) State Normal School at Trenton.....	536,955.35		248,674.31 I
(4) Montclair State Teachers College.....	242,356.13		16,468.11 I
(5) State Normal School at Paterson.....	75,782.11		4,075.53 I
(6) State Normal School at Jersey City.....	138,971.66		13,662.97 I
(7) Industrial School for Colored Youth.....	186,109.70		6,606.24 I
(8) New Jersey School for the Deaf.....	275,128.60		13,224.52 I
(9) Training of Vocational Teachers.....	48,416.53		5,112.60 D
(10) State University (State Board of Regents)	802,605.00		1,289.85 I
Total.....		\$2,606,657.06	\$321,293.16 I

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treas. Office).....	\$ 6,055.30		159.12 D
(2) For office expenses, current pensions and increase in reserve.....	\$2,464,690.78		\$1,827,605.22 D
Total.....		\$2,470,746.08	\$1,827,764.34 D

E-State School Fund, expenses of administration.....

	\$3,181.19	\$780.57 D
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F-Current Expenses of Schools within the Districts:

1. Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, school libraries and repairs and replacements.....	\$70,240,908.86	\$2,341,595.39 I
2. Expenditures for evening schools in districts.....	295,036.71	15,711.67 D
3. Expenditures for summer schools in districts.....	32,821.34	2,916.83 D
Total.....	\$70,568,766.91	\$2,322,966.89 I

(The term "current expenses" as provided in the School Law does not cover all expenses of operating day schools. To obtain the total operating expenses of day schools there must be added to the cost given above the expenses of repairs and replacements of buildings and equipment and the manual training and vocational costs in day schools for instruction, repair and replacement and other expenses, also cost of school libraries.)

G-Repair and Replacement Account Expenses within districts.....	\$2,435,843.10	\$345,600.37 I
H-Land, Building and Equipment Account Expenses within districts	1,934,301.64	17,198.22 I
I-School Library Account Expenses within districts.....	193,240.54	21,104.08 I
J-Manual Training Account Expenses within districts.....	2,355,118.40	50,161.47 I
K-Vocational School Account Expenses.....	1,427,693.47	89,629.35 I
L-Continuation School Account Expenses.....	107,489.36	131,703.97 D
M-Evening Schools for Foreign-born Residents Account.....	24,685.29	934.97 D
N-Teachers' Libraries.....	500.00	100.00 D
P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund.....	19,760,239.84	2,446,749.73 I
R-Reserve Account to pay outstanding bills of previous year.....	3,658,812.19	1,144,334.48 D
Balance on hand at close of year.....	1,858,150.36	3,636,704.43 I
Payments and balances - Total.....	\$109,947,024.74	\$6,178,189.70 I

COMPARISON OF THE STATE ADMINISTRATION EXPENDITURES
WITH ALL EDUCATIONAL EXPENDITURES IN COUNTIES AND
DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY.

July 1, 1934 to June 30, 1935.

State Administration of the Schools.....	\$198,544.14
	.2%
Current Expenses of the Schools.....	\$92,894,810.78
	99.8%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education, expenses.....	\$26,437.28
Salaries.....	139,366.40
Operation.....	15,768.77
Miscellaneous.....	16,971.69

Total.....	\$198,544.14
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*Less Tuition Transfers

ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND
DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

Administration.....	\$2,146,239.26
Instruction:	
Supervision.....	5,280,387.12
Instruction Proper.....	49,810,106.64
Operation.....	8,306,802.02
Maintenance.....	2,503,738.61
Co-ordinate Activities.....	1,644,681.83
Auxiliary Agencies.....	2,786,895.09
Fixed Charges*.....	655,720.37
Debt Service.....	19,760,239.84

Total.....	\$92,894,810.78
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COST OF EDUCATION

Increase or
Decrease

(Based on expense of maintaining the public
day schools)

Administration expenses.....	\$1,989,564.20	\$ 5,803.49 D
Instruction:		
Supervision.....	\$5,111,217.09	32,842.67 D
Instruction Proper.....	48,467,263.54	394,357.02 I
	53,578,480.63	361,514.35 I
Operation of School Plant.....	8,077,017.37	144,496.32 I
Maintenance of School Plant.....	2,457,652.25	351,496.38 I
Co-Ordinate Activities:		
Attendance.....	\$411,607.59	11,395.51 D
Health.....	1,220,309.09	20,792.84 I
	1,631,916.68	9,397.33 I
Auxiliary Agencies:		
Library.....	\$193,240.54	21,104.08 I
Transportation.....	2,147,122.63	28,207.81 I
Other auxiliary agencies...	419,653.75	13,625.13 I
	2,760,016.92	62,937.02 I
Fixed Charges:		
Leasing school rooms.....	\$37,189.14	1,300.58 I
Pensions.....	30,514.62	14,074.13 D
Insurance and workmen's compensation.....	514,292.91	4,245.72 I
Other fixed charges.....	65,289.75	9,674.33 D
	647,286.42	18,202.16 D
Total.....	\$71,141,934.47	\$905,835.75 I
Average yearly cost per pupil based on average enrollment in day schools.....	95.94	1.80 I
Average yearly cost per pupil based on average daily attendance in day schools....	103.57	2.33 I

SOURCES OF INCOME
Money for the Support of Public Schools
Were Derived from the Following Sources for 1934-35.

1. Income from State School Fund.....		\$502,859.73
Distributed to districts.....	\$499,678.54	
State School Fund Expenses.....	3,181.19	
2. Appropriation by Legislature from State General Fund for Library State Aid		1,920.00
3. Appropriation by Legislature from Railroad Tax.....		7,717,861.03
a. State Administration.....	198,544.14	
b. County Superintendents' Salaries.....	104,979.75	
c. State Institutions.....	2,234,390.31	
d. Teachers' Pension and Annuity Fund...	2,470,746.08	
e. Vocational Schools.....	268,717.83	
f. Manual Training.....	569,805.02	
g. Evening Schools for Foreign-born Residents.....	8,924.48	
h. Crippled Children Special Aid.....	20,188.81	
i. Teachers' Libraries.....	250.00	
j. Distribution by Counties.....	1,841,314.61	
4. Appropriated by Federal Government.....		233,656.65
a. Vocational Schools.....	182,926.93	
b. Continuation Schools.....	27,885.03	
c. Training of Vocational Teachers.....	22,844.69	
5. State School Taxes.....		24,447,711.40
Penalty State School Tax.....		241,700.47
6. Surplus Revenue.....		25,363.68
7. District Taxes.....		65,275,586.46
8. County Taxes.....		658,789.68
9. Sale of Bonds for Capital Outlay.....		1,874,724.15
10. Other Sources.....		6,678,080.78
a. Tuition (Local).....	4,536,549.22	
b. Authorized Loans.....	142,785.84	
1. Current Expenses.....	\$124,758.74	
2. Maintenance of Plant...	-	
3. Vocational Schools.....	-	
4. Debt Service.....	18,027.10	
c. Additional Appropriations by Boards of School Estimate and advances by municipality.....	1,016,177.95	
d. Other Sources (Local).....	633,145.71	
1. Interest.....	10,905.25	
2. Sale of materials and property.....	108,097.54	
3. Other.....	514,042.92	
e. Other Sources including tuition (State Institutions).....	349,422.06	
11. Balance on hand beginning of year.....		2,281,101.89
12. Re-apportioned balances.....		7,668.82
Grand Total Receipts for Year.....		\$109,947,024.74

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1 9 3 0	1 9 3 1	1 9 3 2	1 9 3 3	1 9 3 4	Increase or Decrease from 1933-34
	-	-	-	-	-	
	1 9 3 1	1 9 3 2	1 9 3 3	1 9 3 4	1 9 3 5	
Teachers' Salaries*.....	\$61,348,053.68	\$63,117,356.01	\$57,498,126.96	\$51,469,554.82	\$51,449,520.92	\$ 20,033.90 D
Textbooks.....	1,432,310.55	1,401,683.60	968,091.55	923,975.13	994,832.88	70,857.75 I
Supplies (Educational).....	2,454,224.17	2,254,465.25	1,586,979.91	1,467,647.50	1,715,222.40	247,574.90 I
Janitors' Salaries.....	5,892,198.67	6,017,703.98	5,615,890.65	5,190,363.05	5,228,171.24	37,808.19 I
Fuel.....	1,609,908.94	1,452,969.13	1,356,369.95	1,508,851.49	1,534,476.51	25,625.02 I
Transportation of Pupils.....	2,292,848.42	2,404,927.33	2,302,871.50	2,119,742.32	2,147,122.63	27,380.31 I
Health Service.....	1,538,740.67	1,573,296.56	1,378,031.37	1,212,490.18	1,220,309.09	7,818.91 I
Attendance Service.....	531,456.92	528,641.14	464,603.09	423,003.10	411,607.59	11,395.51 D
Insurance.....	668,894.15	558,282.38	500,737.43	518,886.16	520,871.86	1,985.70 I
Maintenance of School Plant...	4,261,051.35	3,388,682.44	2,226,126.02	2,138,359.91	2,503,738.61	365,378.70 I
Capital Outlay.....	16,811,309.54	11,556,216.96	3,616,609.83	1,924,322.14	1,944,602.47	20,280.33 I
Debt Service.....	17,579,682.45	18,036,409.89	18,252,676.45	17,313,490.11	19,760,239.84	2,446,749.73 I

*Including salaries of city superintendents, assistant superintendents supervising principals, supervisors, principals and all teachers in day and evening schools.

INDEBTEDNESS STATEMENT

June 30, 1935.

Increase
or
Decrease

Outstanding July 1, 1934.....	\$209,777,261.75	\$4,226,088.44 D
Bonds and Notes Issued During Year.....	2,017,509.99	2,957,408.33 D
Redeemed during year from District Taxes (Actual cash payments).....	9,525,025.86	2,958,796.78 I
Redeemed during year from Sinking Fund.....	1,725,000.00	360,550.00 I
Outstanding June 30, 1935.....	200,544,745.88	11,050,666.67 D
Bonds and Notes in Default June 30, 1934....	1,946,956.86	1,946,956.86 I
Interest in Default.....	1,785,696.52	1,785,696.52 I
Amount in Sinking Fund June 30, 1934.....	16,556,979.40	194,608.20 I
District Taxes for Sinking Fund Requirements	465,036.64	17,273.37 D
Receipts from Interest and Other Sources....	1,202,836.16	478,277.36 I
Total Sinking Fund Receipts, including amount in Fund June 30, 1935.....	18,224,852.20	655,612.19 I
Bonds Redeemed during the year from Sinking Fund.....	1,725,000.00	360,550.00 I
Paid for premiums on investments, etc.....	21,892.59	14,924.76 I
Amount in Sinking Fund June 30, 1935.....	16,477,959.61	280,137.43 I
Temporary Advances from Municipality.....	1,220,843.91	-
Temporary Advances returned to Municipality	1,772,029.71	-

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1935.

Enrollment in Day Schools for 1934-35

		Increase or Decrease
Boys Enrolled.....	416,103	4,340 D
Girls Enrolled.....	393,823	2,913 D
Total Enrollment.....	809,926	7,253 D
Number of Pupils Enrolled in		
Rural Schools - One Room.....	7,132	71 D
Rural Schools - Two Room.....	8,810	475 D
Total Rural Schools.....	15,942	546 D
Number of Pupils Enrolled in		
Kindergarten.....	40,546	358 D
Grade I.....	82,403	4,580 D
Grade II.....	68,244	2,642 D
Grade III.....	69,654	2,380 D
Grade IV.....	70,166	3,864 D
Grade V.....	72,954	1,349 D
Grade VI.....	71,847	1,768 D
Grade VII.....	70,772	1,381 D
Grade VIII.....	64,691	574 I
Grade IX.....	66,035 ✓	2,489 I
Grade X.....	51,706 ✓	1,641 I
Grade XI.....	38,581 ✓	2,554 I
Grade XII.....	31,245 ✓	1,876 I
Subnormal Classes.....	5,495	227 I
Anaemic Classes.....	443	12 I
Backward and Incurable Classes.....	1,014	188 D
Crippled Classes.....	878	23 I
Classes for the Blind.....	197	12 I
Classes for the Deaf.....	202	4 D
Other Special Classes.....	1,471	471 I
Post Graduates.....	1,382	1,382 I
Total Day School Enrollment.....	809,926	7,253 D
Grouping of Day School Enrollment		
Kindergarten.....	40,546	358 D
Grades 1-8 Inclusive, except the enrollment in 7th and 8th Grades in approved		
Junior High School.....	540,996	18,044 D
Approved J.H.S. (Grades 7-9).....	49,286	1,578 I
Senior H.S. (Grades 10-12).....	34,754	3,622 I
Four-year High Schools (Grades 9-12).....	133,262	4,014 I
Special Classes.....	11,082	1,935 I
Total.....	809,926	7,253 D

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools.....	809,926	7,253 D
Day Vocational Schools.....	10,390	134 I
Continuation Schools.....	1,792	1,391 D
Bedside Pupils.....	486	1 D
Total Day Schools.....	822,594	8,511 D
Regular Evening Schools.....	8,671	1,905 I
Accredited Evening High Schools.....	7,961	671 D
Vocational Evening Schools.....	11,877	2,220 I
Evening Schools for Foreign-born Residents.....	2,365	901 I
Americanization Classes.....	-	916 D
Total Evening Schools.....	30,874	3,439 I
Grand Total Enrollment in Public Schools.....	853,468 ✓	5,072 D
Total in Summer Schools*.....	6,649	751 D
Total Including Summer Schools.....	860,117	5,823 D

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

ATTENDANCE IN DAY SCHOOLS

Average Time the Day Schools Were Maintained
(A School Month is 20 Days)

	9 months 6 days	1 day D
Possible Number of Days Attendance.....	137,718,506 $\frac{1}{2}$	1,857,569 D
Total Number of Days Present.....	127,578,905 $\frac{1}{2}$	2,206,059 D
Total Number of Days Absent.....	10,139,600 $\frac{1}{2}$	348,489 $\frac{1}{2}$ I
Average Enrollment.....	741,515	4,542 D
Average Daily Attendance.....	686,878	6,904 D
Average Attendance of Each Pupil.....	158	1 D
Average Absence of Each Pupil.....	13	1 I
Percent of Attendance.....	92.64	.35 D
Total Number of Times Tardy.....	609,574	36,803 D
Number of Pupils Neither Absent nor Tardy...	47,690	5,197 D
Number of Sessions Truant.....	41,257	7,859 I
Cases of Suspension or Expulsion.....	2,408	77 D
Pupils Enrolled Who Have Attended Public Schools in Other Districts in State.....	21,744	1,670 D

Total attendance including allowances for 1934-35 to be used for Apportionment pur- poses.....	129,233,469	2,157,029 D
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VOCATIONAL SCHOOLS

(Include County Vocational Schools)

Increase
or
Decrease

VOCATIONAL DAY SCHOOLS

Number of days schools kept open.....	184	6 D
Possible number of days attendance.....	1,321,232	11,506 D
Number of days present.....	1,203,029 $\frac{1}{2}$	14,277 D
Number of pupils enrolled.....	10,390	134 I
Average attendance.....	6,555	142 I

EVENING VOCATIONAL SCHOOLS

Number of evenings kept open.....	108	39 I
Number of pupils enrolled.....	11,877	2,220 I

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open.....	1,018	187 D
Possible number of hours attendance.....	508,707	481,520 D
Number of hours present.....	432,263	403,477 $\frac{1}{2}$ D
Number of pupils enrolled.....	1,792	1,391 D

SUMMER SCHOOLS

Number of Teachers - Men.....	99	22 D
Women.....	102	18 D
Total.....	201	40 D
Actual Number of days schools kept open...	26	1 D
Number of pupils enrolled in		
Elementary Grades....	2,366	681 D
High School Grades...	4,283	70 D
Total.....	6,649	751 D
Average daily attendance.....	6,026 $\frac{1}{2}$	573 $\frac{1}{2}$ D
Total days attendance.....	158,667	1,412 $\frac{1}{2}$ D

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary School Pupils.....	137,734	12,869 D
Number of High School Pupils.....	62,732	1,581 I
Total Number.....	200,466	11,288 D

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils.....	65	4 I
Number of colored teachers employed:		
Men.....	46	11 D
Women.....	373	1 D
Total.....	419	12 D
Average salary		
Men.....	\$1,560	\$24 D
Women.....	2,285	693 I
Number of colored pupils enrolled in colored schools.....	13,259	88 I
Number of colored pupils enrolled in all other schools.....	39,655	1,405 I

EVENING SCHOOL DATA

Increase
or
Decrease

REGULAR EVENING SCHOOLS

Number of evenings schools were maintained including legal holidays and institute days..	75	4	I
Number of weeks schools were maintained.....	21	3	D
Male pupils enrolled.....	3,807	437	I
Female pupils enrolled.....	4,864	1,468	I
Total pupils enrolled.....	8,671	1,905	I
Total attendance (1 night equals $\frac{1}{2}$ day).....	207,565	17,115	I
(This total does not include allowances)			
Average evenings attendance.....	3,978	1,081	I

ACCREDITED EVENING HIGH SCHOOLS

Number of evenings schools were maintained...	185	-	
Number of weeks schools were maintained.....	37	1	D
Male pupils enrolled.....	4,604	297	D
Female pupils enrolled.....	3,357	374	D
Total pupils enrolled.....	7,961	671	D
Total evenings attendance.....	590,182	70,493	D
Average evenings attendance.....	3,737	269	D

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Number of evenings schools kept open.....	73	7	I
Number of pupils enrolled.....	2,365	901	I

VOCATIONAL EVENING SCHOOLS

Number of evenings kept open.....	108	39	I
Number of pupils enrolled.....	11,877	2,220	I

AMERICANIZATION CLASSES

Number of evenings schools kept open.....	-	84	D
Number of pupils enrolled.....	-	916	D

TRANSPORTATION

Total number of Days Transported.....	12,166,949	724,441 $\frac{1}{2}$ I
Pupils Transported from without the District for whom		
Cost of Transportation is paid.....	30,032	4,097 I
Pupils Transported from within the District for whom		
Cost of Transportation is paid.....	52,322	3,177 I
Total number of Pupils Receiving Transportation.....	82,354	7,274 I
Cost of Transporting Pupils to Schools in Other Districts.....	\$1,004,019.87	\$23,799.35 I
Cost of Transporting Pupils to Schools within the Districts.....	1,143,102.76	4,408.46 I
Total.....	2,147,122.63	28,207.81 I

TUITION

Number of Tuition Pupils Sent to Other Districts:		
High School.....	34,908	1,106 I
Elementary.....	4,508	88 D
Summer, Evening or Vocational.....	2,154	253 I
Number of Tuition Pupils Received Including those for whom		
tuition is paid by parents or others:		
High School.....	33,618	624 I
Elementary.....	5,471	124 D
Amount of Tuition money received for 1934-35 and prior years...	\$4,410,739.32	\$968,748.61 I
Amount of Tuition money paid on account of 1934-35.....	4,311,020.47	1,850,735.01 I

SCHOOL BUILDINGS

Increase
or
Decrease

Total Value of School Buildings, Land and equipment.....	\$329,335,325.37	\$1,117,450.98	I
Average Value of New Jersey School buildings.....	146,046.71	1,901.84	I
School Districts in the State.....	548	-	
School Districts not maintaining schools..	24	-	
School Buildings Owned.....	2,210	21	D
Buildings Rented.....	45	1	D
Total School Buildings.....	2,255	22	D
Buildings completed during the year.....	9	2	I
Buildings enlarged during the year.....	4	2	I
Number of new classrooms added during the year.....	157	14	I
Buildings remodelled during year.....	7	2	I
Buildings abandoned during the year.....	23	10	D
Number of rooms in buildings abandoned....	75	49	D

Size of School Buildings Owned

One-room buildings.....	320	16	D
Two-room buildings.....	255	1	D
Three-room buildings.....	57	1	D
Four-room buildings.....	233	4	D
Five or more room buildings.....	1,345	1	I
Total School Buildings Owned.....	2,210	21	D

Portable and Rented Buildings

Number of portable buildings.....	68	2	D
Number of rooms used in portable buildings	100	10	D
Number of rented buildings.....	45	1	D
Number of rooms used in rented buildings..	112	-	

Number of Rooms

Number of regular classrooms used.....	21,931	15	I
Number of manual training and domestic science rooms used.....	1,430	5	D
Number of laboratories and other special rooms.....	1,688	56	I
Total number of rooms used.....	25,049	66	I
Total number of rooms not used.....	1,043	36	I
Total number of rooms available.....	26,092	114	D
Number of basement rooms used for classroom purposes.....	365	3	I
Total number of seatings provided.....	849,013	12,509	D

Schools by Types

If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.

Kindergarten Schools.....	599	1	D
Elementary Schools.....	1,808	3	D
Four-year High School or less.....	156	4	I
Approved Junior High School Plan			
Junior High Schools.....	82	6	I
Senior High Schools.....	43	3	I
Special.....	184	2	I
Vocational.....	54	7	I
Total.....	2,906	18	I

NUMBER OF TEACHERS
DAY AND EVENING

1934 and 1935

Increase
or
Decrease

	Men	Women	Total	Men	Women	Total
Total number of teachers-						
day and evening.....	5,374	22,933	28,307	292 I	155 D	137 I
Superintendents.....	41	1	42	2 I	-	2 I
Assistant Superintendents	14	3	17	1 D	-	1 D
Director Co. Voca. Sch...	3	-	3	-	-	-
Asst. Dir. Co. Voca. Sch....	3	-	3	1 I	-	1 I
Approved Supervising Prin.	134	8	142	4 I	1 D	3 I
Unapproved " "	44	4	48	-	-	-
Non-teaching Principals..	442	306	748	10 I	4 D	6 I
Supervisors.....	8	70	78	1 D	4 D	5 D
Special Supervisors.....	78	204	282	3 D	5 D	8 D
Teachers:						
Rural Schools-One Room.	15	218	233	-	8 I	8 I
Rural Schools-Two Room.	31	252	283	3 I	9 D	6 D
Kindergarten.....	-	750	750	-	7 D	7 D
Grades I-VIII.....	461	12,108	12,569	16 I	616 D	600 D
Grades I-VI.....	39	2,358	2,397	18 I	321 I	339 I
Grades VII-IX-Jr. High.	323	1,093	1,416	15 I	83 I	98 I
Grades X-XII Sr. High..	435	658	1,093	56 I	76 I	132 I
Grades IX-XII.....	1,638	2,566	4,254	120 I	73 I	193 I
Short Term.....	17	62	79	7 I	2 D	5 I
Substitute.....	6	35	41	2 D	9 D	11 D
Ungraded, Backward and						
Incorrigible Classes...	10	60	70	-	2 D	2 D
Crippled Classes.....	1	45	46	-	-	-
Subnormal Classes.....	30	272	302	4 I	3 I	7 I
Deaf Classes.....	-	27	27	-	2 I	2 I
Blind Classes.....	-	15	15	-	1 I	1 I
Bedside or Home						
Instruction.....	-	53	53	-	6 I	6 I
Unclassified.....	329	907	1,236	7 I	25 D	18 D
Manual Training-Day....	520	424	944	7 I	6 D	1 I
Vocational-Day.....	221	100	321	2 I	2 I	4 I
Vocational-Evening.....	229	49	278	46 I	1 D	45 I
Regular Evening School.	112	124	236	-	17 D	17 D
Accredited Evening High	112	41	153	1 D	-	1 D
Foreign-Born Residents						
Evening School.....	22	35	57	2 I	7 D	5 D
Continuation Schools :						
Full Time.....	4	26	30	17 D	13 D	30 D
Part Time.....	2	6	8	3 D	-	3 D
Helping Teachers.....	-	53	53	-	2 D	2 D
College Graduates-men and women						
			10,011			736 I
Normal School Graduates-men and women						
			15,014			508 D
Graduates of all other schools-men and women						
			2,553			107 D
Number of teachers who attended extension						
classes in 1934-35.....			4,064			517 I
Number of teachers who attended summer						
school for six weeks or more in summer						
of 1934.....			1,562			52 D

SPECIAL SUPERVISORS

	Increase or Decrease			
	Men	Women	Men	Women
Physical Training.....	34	41	6 D	1 D
Music.....	23	67	1 D	1 I
Drawing.....	1	58	-	3 D
Penmanship.....	-	8	-	1 D
Others.....	20	30	4 I	1 D
Total.....	78	204	3 D	5 D

SPECIAL TEACHERS

UNCLASSIFIED DAY SCHOOLS

	Increase or Decrease			
	Men	Women	Men	Women
Physical Training.....	233	257	4 D	3 D
Music.....	56	165	8 I	10 D
Drawing.....	18	181	1 I	4 D
Penmanship.....	-	15	-	3 D
Others.....	23	289	3 I	5 D
Total.....	330	907	8 I	25 D

TEACHERS

NEW TEACHERS	1934-1935	Increase or Decrease
Number of new teachers in districts in 1934-35:		
Number who did not teach in 1933-34 from:		
New Jersey.....	1,125	284 I
Other States.....	122	36 I
Number who taught in other schools in 1933-34		
in New Jersey.....	339	54 I
Other States.....	146	12 I
Total number of new teachers in 1934-35.....	1,732	386 I
Number of new positions created for the		
school year 1934-35.....	435	167 I
NUMBER OF TEACHING POSITIONS		
Kindergarten, women.....	752	4 D
Elementary Schools:		
Men.....	924	22 I
Women.....	15,763	350 D
Approved Junior High Schools:		
Men.....	510	21 I
Women.....	1,343	71 I
Approved Senior High Schools:		
Men.....	517	40 I
Women.....	756	49 I
Regular High Schools of Four Years or Less:		
Men.....	1,881	147 I
Women.....	2,761	120 I
Vocational Schools of Secondary Grade:		
Men.....	231	10 I
Women.....	96	4 D
Other Local Schools for Deaf Blind, Delinquent, etc.		
Men.....	47	11 D
Women.....	467	15 I
Total:		
Men.....	4,110	229 I
Women.....	21,938	103 D
Grand total.....	26,048	126 I

SALARIES OF TEACHERS

			Increase or Decrease	
Average salary per year paid to all day school teachers (27,519) not including superintendents, assistant superintendents or evening school teachers of any kind.....	\$1,813.05		\$ 8.72	D
Average salary per month paid to all day school teachers.....	188.86		1.05	I
	Men	Women	Men	Women
Average salary per year paid to:				
Superintendents.....	\$6,868	-	\$228 D	-
Assistant Superintendents.....	4,640	\$7,700	2,073 D	-
Director County Voca. School.....	6,658	-	208 I	-
Asst. Director County Voca. School..	3,882	-	228 D	-
Approved Supervising Principals:				
Men and Women as a whole unit.....	4,419	-	114 D	-
Unapproved Supervising Principals:				
Men and Women as a whole unit.....	3,147	-	36 I	-
Non-teaching Principals.....	4,056	3,100	128 D	110 D
Supervisors.....	4,138	3,334	706 I	48 I
Special Supervisors.....	3,451	2,698	105 D	39 D
Rural School Teachers-One Room.....	1,307	975	254 I	22 D
Rural School Teachers-Two Room.....	1,161	1,122	30 D	25 I
Kindergarten Teachers.....	-	1,934	-	34 D
Elementary Teachers:				
Grades I-VIII.....	1,708	1,858	96 D	12 D
Grades I-VI.....	1,844	1,746	68 D	5 D
Junior High School Teachers:				
Grades VII-IX.....	1,938	2,138	83 D	94 D
Grades X-XII.....	2,370	2,338	191 D	45 D
High School Teachers:				
Grades IX-XII.....	2,394	2,281	164 D	113 D
Short Term Teachers.....	1,126	836	6 I	265 D
Substitute Teachers.....	414	750	55 I	284 I
Special Teachers-Ungraded, Backward and Incurable Classes.....	2,130	2,234	85 I	153 D
Special Teachers-Crippled Classes...	2,700	2,872	-	20 D
Special Teachers-Subnormal Classes..	1,968	2,340	263 D	16 I
Special Teachers-Deaf Classes.....	-	2,732	-	184 D
Special Teachers-Blind Classes.....	-	2,864	-	105 D
Special Teachers-Bedside or Home Instruction.....	-	1,371	-	75 D
Special Teachers-Unclassified.....	2,251	2,064	40 D	52 D
Manual Training Teachers.....	2,287	2,022	117 D	103 D
Vocational School Teachers.....	2,714	2,493	12 I	4 D
Continuation School Teachers:				
Full Time.....	2,480	2,497	397 D	53 D
(Per Hour Basis) Part Time.....	4.14	1.86	1.50 I	.03D
Helping Teachers.....	-	2,801	-	21 I
Average salary per night to:				
Vocational Teachers.....	4.92	4.86	.03 D	.57I
Regular Evening School.....	4.24	3.87	.14 D	.16D
Accredited Evening High School.....	4.57	4.75	.92 D	1.09D
Evening Schools for Foreign-born Residents-Teachers.....	4.68	3.98	.30 I	.33D

NUMBER OF EMPLOYEES OTHER THAN THOSE
REPORTED AS TEACHERS

	Full Time	Increase or Decrease	Part Time	Increase or Decrease
Secretary and District Clerk Offices...	196	16 I	483	8 I
Business Managers' Office.....	56	10 D	2	10 D
Superintendents' and Supervising Prin- cipals' Office.....	173	26 I	19	9 I
Supervisors' Office.....	77	31 D	10	2 I
Principals' Office.....	455	7 I	18	3 D
Janitors.....	2,549	23 I	686	9 D
Attendance Officers.....	199	6 D	439	22 I
Medical Inspectors.....	90	12 I	553	46 D
Nurses.....	343	7 D	290	24 I
Other Employees.....	1,195	68 I	449	85 I
Total.....	5,333	98 I	2,949	82 I

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

	1 9 3 1	1 9 3 2	1 9 3 3	1 9 3 4	1 9 3 5	Increase or Decrease
Total enrollment of pupils in all schools						
day and evening.....	868,200	880,254	873,248	858,540	853,468	5,072 D
This enrollment divided:						
Day schools.....	820,721	831,239	842,553	831,105	822,594	8,511 D
Evening schools.....	47,479	49,015	30,695	27,435	30,874	3,439 I
Boys in day schools.....	421,384	428,241	435,319	429,063	424,014	5,049 D
Girls in day schools.....	399,337	402,998	407,234	402,042	398,580	3,462 D
Boys in evening schools.....	27,721	27,329	17,739	15,315	17,214	1,899 I
Girls in evening schools.....	19,758	21,686	12,956	12,120	13,660	1,540 I
Average daily attendance in day schools..	675,079	686,162	697,067	693,782	686,878	6,904 D
Average absence of each pupil in days....	11	11	12	12	13	1 I
Enrollment:						
Kindergarten.....	47,046	45,267	44,329 ✓	40,904	40,546 ✓	358 D
*Primary schools.....	341,461	330,430	319,531 ✓	303,933	290,467 ✓	13,466 D
*Grammar schools.....	276,219	282,081	285,139 ✓	284,188	280,264 ✓	3,924 D
*High schools.....	127,164	146,328	167,609	179,007	187,567	8,560 I
One-room rural schools.....	8,637	7,783	7,871	7,203	7,132	71 D
Two-room rural schools.....	10,880	9,742	10,222	9,285	8,810	475 D
Teachers-Total Number.....	29,502	30,070	28,804	28,170	28,307	137 I
Men.....	5,017	5,311	5,088	5,082	5,374	292 I
Women.....	24,485	24,759	23,716	23,088	22,933	155 D
One-room rural schools, total.....	273	249	234	225	233	8 I
Men.....	24	24	15	15	15	1
Women.....	249	225	219	210	218	8 I
Two-room rural schools, total.....	323	289	298	289	283	6 D
Men.....	31	23	27	28	31	3 I
Women.....	292	266	271	261	252	9 D
Kindergarten.....	900	895	841	757	750 ✓	7 D

*Primary schools include grades I-IV, grammar schools include V-VIII, high schools include grades IX-XII.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS CON'T.

	1 9 3 1	1 9 3 2	1 9 3 3	1 9 3 4	1 9 3 5	Increase or Decrease
Teachers:						
Grades I-VIII, Total.....	13,785	13,803	13,175	13,169	12,569 ✓	600 D
Men.....	395	418	419	445	461	16 I
Women.....	13,390	13,385	12,756	12,724	12,108	616 D
Grades I-VI, Total.....	2,208	2,336	2,417	2,058	2,397 ✓	339 I
Men.....	13	16	20	21	39	18 I
Women.....	2,195	2,320	2,397	2,037	2,358 ✓	321 I
Junior High Schools, Total.....	1,169	1,294	1,316	1,318	1,416 ✓ $\frac{2}{3}$ 944	98 I
Men.....	236	275	303	308	323	15 I
Women.....	933	1,019	1,013	1,010	1,093	83 I
Senior High Schools, Total.....	725	807	898	961	1,093 ✓	132 I
Men.....	269	305	341	379	435	56 I
Women.....	456	502	557	582	658	76 I
Four-Year High Schools, Total.....	3,423	3,716	3,874	4,061	4,254 ✓	193 I
Men.....	1,242	1,371	1,485	1,568	1,688	120 I
Women.....	2,181	2,345	2,389	2,493	2,566	73 I
Manual Training, Total.....	972	1,016	960	943	944	1 I
Men.....	515	543	514	513	520	7 I
Women.....	457	473	446	430	424	6 D
Average salary per year paid to all day school teachers.....	\$2,144	\$2,155	\$1,997	\$1,821	\$1,813	\$ 8 D
One-room rural schools:						
Men.....	1,247	1,239	1,365	1,053	1,307	254 I
Women.....	1,142	1,141	1,098	997	975	22 D
Kindergarten.....	1,973	2,126	2,012	1,968	1,934	34 D
Grades I-VIII:						
Men.....	1,898	1,868	1,839	1,804	1,708	96 D
Women.....	1,853	1,868	1,869	1,870	1,858	12 D
Grades I-VI:						
Men.....	2,031	2,269	2,118	1,912	1,844	68 D
Women.....	1,906	1,917	1,912	1,751	1,746	5 D
Junior High Schools:						
Men.....	2,283	2,251	2,231	2,021	1,938	83 D
Women.....	2,345	2,345	2,359	2,232	2,138	94 D

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS CON'T.

	1 9 3 1	1 9 3 2	1 9 3 3	1 9 3 4	1 9 3 5	Increase or Decrease
Average salary per year paid to:						
Senior High School Teachers:						
Men.....	\$2,908	\$2,882	\$2,801	\$2,561	\$2,370	\$191 D
Women.....	2,564	2,600	2,541	2,383	2,338	45 D
Four Year High Schools:						
Men.....	2,911	2,831	2,743	2,558	2,394	164 D
Women.....	2,530	2,519	2,521	2,394	2,281	113 D
Schools in session, days.....	188	183	187	187	186	1 D
School districts, number.....	546	547	547	548	548	-
School buildings.....	2,298	2,305	2,291	2,277	2,255	22 D
Valuation of school property.....	\$306,803,743.43	\$320,937,002.84	\$326,063,530.84	\$328,217,874.39	\$329,335,325.37	\$1,117,450.98 I
Buildings completed during year.....	47	26	18	7	9	2 I
One-room buildings.....	361	353	341	336	320	16 D
Graduates of State Normal Schools:						
Trenton.....	105	158	223	230	226	4 D
Montclair.....	95	162	200	166	177	11 I
Newark.....	115	137	221	208	234	26 I
Glassboro.....	72	114	129	148	164	16 I
Paterson.....	59	73	97	116	111	5 D
Jersey City.....	63	56	113	109	175	66 I
Total.....	509	700	983	977	1087	110 I

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1 9 3 3			1 9 3 4			1 9 3 5		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$700.....	3	11	14	6	31	37	10	28	38
\$700 to \$799.....	1	15	16	5	116	121	9	105	114
800 to 899.....	3	78	81	20	195	215	17	211	228
900 to 999.....	3	195	198	36	537	573	33	523	556
1000 to 1099.....	21	510	531	37	825	862	44	987	1031
1100 to 1199.....	31	747	778	53	1011	1064	74	991	1065
1200 to 1299.....	64	1351	1415	130	1514	1644	141	1634	1775
1300 to 1399.....	53	1392	1445	93	1471	1564	125	1466	1591
1400 to 1499.....	114	1515	1629	155	1376	1531	202	1371	1573
1500 to 1599.....	186	1518	1704	202	1346	1548	249	1367	1616
1600 to 1699.....	166	1329	1495	220	1233	1453	245	1174	1419
1700 to 1799.....	146	1206	1352	170	1085	1255	178	1061	1239
1800 to 1899.....	200	1335	1535	223	1436	1659	244	1471	1715
1900 to 1999.....	172	1126	1298	200	1075	1275	178	911	1089
2000 to 2499.....	849	5029	5878	819	4251	5070	836	4139	4975
2500 to 2999.....	614	3037	3651	588	2617	3205	559	2626	3185
3000 to 3499.....	543	1564	2107	479	1418	1897	478	1413	1891
3500 to 3999.....	331	697	1028	298	611	909	367	582	949
4000 to 4499.....	216	237	453	192	220	412	205	220	425
4500 to 4999.....	233	165	398	209	148	357	201	134	335
5000 to 5499.....	111	28	139	94	21	115	86	18	104
5500 to 5999.....	51	22	73	47	20	67	48	14	62
6000 to 6999.....	78	8	86	60	5	65	59	7	66
7000 and over.....	58	1	59	45	1	46	51	1	52