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STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1940

CHARLES H. ELLIOTT

Commissioner of Education

ANNUAL REPORT OF THE  
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The Annual Report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1940, and includes reports from the various divisions of the Department. These reports outline the work of each division and summarize the accomplishments for the year. The report includes in addition tables of statistics relating to public education and presents a detailed compilation of enrollment, number of teachers employed, school facilities provided, the sources of revenue for public education, and a statement of public school expenditures for the school year ending June 30, 1940.

THE SCHOOLS IN 1939 - 1940

It is our practice each year to summarize briefly certain significant changes which have taken place in public education during the preceding year.

During the year under review the Legislature passed relatively few acts relating to public education, but those which were passed affect the employment of children, protect the health of school children, and safeguard the health of teachers and other employees of boards of education. One of the most important acts is Chapter 153, P.L. 1940, which gives additional protection to children who work. Prior to the passage of this act and the companion act, Chapter 154, children could leave school and obtain an age and working certificate providing they had completed the work of the eighth grade. The law then in effect provided also that children might leave school if they were over fifteen years of age and had completed the sixth grade or an equivalent education. The new acts make the sixteenth birthday the age at which children may leave school but make provision for street trades and other employment outside of school hours. We have recommended the passage of an act of this type for a number of years. In several of my reports I have called attention to the fact that many of the most progressive industrialists have been in favor of such an act and that a large group of them regard eighteen as the desirable age at which youth should enter industry. It is the opinion of competent students of health and physical development, educators, and industrialists that children under the age of sixteen are entirely too immature for industrial employment.

In 1939 the Legislature which continued its sessions in the present fiscal year passed four acts relating to school health. One act, Chapter 295, provides that every board of education shall require a physical examination of all employees of the board, including teachers, once in three years. The act defines in some detail the type of examinations that are to be made. Chapter 296 provides for better and more comprehensive physical examination of pupils in school. Both of these acts became effective July 1, 1939. Chapter 294 provides for the examination of all pupils in public schools to determine the presence or absence of communicable tuberculosis. Chapter 299 provides that the board of education of any school district may require immunization to diphtheria as a prerequisite to attendance at school. The act provides that boards of education may provide the necessary equipment, materials and services for immunizing pupils whose parents or guardians, in the opinion of the board, are unable to meet the necessary expense. Chapters 294 and 299 do not become effective until July 1, 1940.

A large number of letters of information and bulletins relating to these laws together with the rules and regulations passed by the State Board of Education for their administration have been distributed to the schools during the present year. These acts are regarded generally by physicians, health workers, and teachers as the most significant contribution to better community health that has been made in many years. They require better health services for the schools and afford protection for teachers and pupils that has been all too inadequate up to the present time.

During the year under review further progress has been made in the consolidation of elementary schools. Last year 11,486 pupils were housed in one and two-room schools. This number has been reduced almost 1000, the total housed in such schools being 10,512 in 1940. Last year 159 one-room schools were maintained; this year the number has been reduced to 140. During the past year there was increased emphasis on reading in the elementary schools which is reflected in the supply of better reading materials for use in the classroom and the location and use of a wide range of supplementary reading materials. Every phase of conservation has received attention. The manual published by the Department with the cooperation of the Garden Department of the New Jersey State Federation of Women's Clubs, New Jersey State Conservation Committee, The Garden Club of America and the Garden Club of New Jersey has been widely used. There has been definite improvement in the instruction in citizenship. Current events are utilized in the classroom and many activities which emphasize problems in citizenship have been incorporated in the program.

Enrollment in high schools using as a measure the enrollment in grades nine to twelve has increased from 201,023 in 1939 to 204,548 in the year under review. Attention is called to the fact that less than 80% of the boys and girls of high school age are enrolled in the secondary and vocational schools of the State. Of those enrolled in the high schools the per cent which completes the twelfth grade has increased in recent years. In 1940, 56% were retained to the twelfth year as compared with 49.3% in 1936. The per cent of seniors who remain in the high school until graduation has shown a steady increase in the last half dozen years. In 1939 of the students who were enrolled in the senior classes 91.7% graduated. The same record was maintained during 1940. In 1934 only 85% of the number enrolled in the senior classes graduated.

There have been significant changes in the enrollment of the various high school subjects. During the year under review, 30.9% of the students were enrolled in college preparatory courses, 34.4% in business courses, 7.1% in agriculture and other vocational courses, and 27.6% in general courses. There have been only minor changes in the per cent enrolled in college preparatory courses and in the vocational courses. The enrollment in business education courses has decreased 2.6% but the general courses have increased by approximately the same amount. I stated last year that I was of the opinion that the enrollment of so large a proportion of high school students in business courses indicated the need for a more extended system of guidance than we have in most schools. I also stated I thought this was too large a per cent of the high school enrollment because of the difficulty experienced by some schools in the placement of their graduates. During the year there have been reductions in the enrollments in such subjects as elementary business training, bookkeeping, and stenography. The high schools are making careful studies of the business courses and every effort is being made to enroll those persons who will profit from such courses.

With increased industrial activity studies are being made to determine what additional technical courses should be incorporated in the high school program. As I have indicated in other reports there is a large field for this development in New Jersey.

New Jersey continues the plan of concentrating high school work in school plants which can offer a variety of courses and serve large groups of students. For the year under review over 50% of the high schools enrolled 700 or more pupils. There is only one four-year high school and one junior high school in the State which enrolls fewer than 100 pupils. Out of 142 four-year high schools only 21 enrolled fewer than 300 pupils. During the year four school districts maintained fully accredited evening high schools, one of which enrolled more than 2,000 students.

The improvement in industry which was noted in last year's report has continued during the year. This has been accelerated through production due to the situation in Europe. Some of the improvement in employment has resulted from orders received from the United States government. This has been reflected in the increased demand for skilled workers. Employers continue to look to the vocational schools and vocational courses in our high schools for the supply of this labor. As I have pointed out in the reports of the last two years, there has been a shortage of skilled workers in certain trades and this shortage has now become acute. The training programs for industrial workers in the State have not been adequate to train a sufficient number of workers to replace those who are eliminated from the various occupational fields because of age, death, and retirement.

An outstanding example of what a community can do to retrain workers and make them producing members of society is found in the retraining program in the Paterson Vocational School. We estimate that the 600 men who were retrained in the period, January 2 to June 30, and who secured jobs in the industries of the community returned to the city a quarter of a million dollars of wage earning capacity. The skills which these men acquired made them employable. They will continue to be wage earners and we estimate that the community will profit by at least \$1,000,000.00 of increased spending capacity for a twelve month's period. Important as this return on the money invested is, the values in self respect, confidence and morale are far more important and cannot be estimated in dollars and cents.

During the year under review, New Jersey acquired 756 new industries which employ 5,473 men and 5,742 women.

The day vocational schools endeavor to meet the needs of the principal trades in the industries. The success of such a program is measured by the number of students who secure and hold jobs for which they were trained. A careful study of the graduates of these schools reveals the fact that very few who have graduated during the past five years are not employed. A preliminary study of the graduates of the 1939 classes indicates that more than ninety-five per cent are employed in the trades for which they were trained. At various times I have pointed out that in a great industrial State such as New Jersey there are insufficient provisions for the training of industrial workers. This has been brought home to us this year very acutely. If New Jersey is to supply her industries with trained workers and not import large numbers from other states, it will be necessary to increase the facilities for training such workers.

Four years ago we began a definite program of apprentice training. This program has been expanded during the year under review and has had strong support from labor and employers alike. Because employers in the building trades and in the manufacturing industries of the State have failed to provide for the replacement of workers who are leaving employment through death and retirement, we have for some years been interesting them in organized apprentice training. This year 1,350 young men are enrolled in apprentice training programs. These programs were organized in eleven trades through the cooperation of two hundred fifty employers. The high standards reviewed elsewhere in this report have been maintained and the increase of twelve and one-half per cent in the number enrolled in the program marks satisfactory progress.

In 1938-1939 the vocational schools of New Jersey enrolled about thirty thousand students in full time day schools and in part-time and evening classes. In the year under review, there were thirty-four thousand eight hundred eighty-eight course enrollments in all classes. Of these 8,648 were in the day vocational schools, 16,284 represented men enrolled in part time and evening trade improvement course, 1,484 were women enrolled in similar courses, and the remainder represented enrollments in agriculture, home economics and distributive occupations.

**NATIONAL DEFENSE PROGRAM.** In May the United States Office of Education in cooperation with other governmental agencies made preliminary studies looking to the formulation of a National Defense Program. The United States Commissioner of Education surveyed the facilities of the vocational schools of the United States. Conferences were held in Washington and a tentative plan for using the vocational facilities of the Nation was formulated. In conferences held in Washington during June with the vocational directors of the several states, there was developed a program for this work and the skeleton of a plan to be prepared by the various states if funds were made available. An initial appropriation of \$15,000,000.00 was included in the Second Deficiency Bill which was signed by President Roosevelt on June 27. New Jersey prepared at once a complete plan for the utilization of all vocational schools of the State and such high schools as are equipped to train machinists and other industrial workers. At the date of the preparation of this report, the New Jersey plan has been completed with the approval of the State Board of Education and will be sent to Washington on July 1 for the approval of the Office of Education.

Agriculture is a very important industry in New Jersey. The State continues to occupy the same position which she held in 1939. The cash income per farm was exceeded only by California and Nevada. From reports and estimates of the State Department of Agriculture, agricultural production for New Jersey in 1940 will be \$120,000,000.00.

Instruction in agriculture is organized in thirty-five high schools, in the Camden Vocational School, in six centers in four counties, and in the Manual Training and Industrial School for Colored Youth at Bordentown. A recent survey of the occupations of 6080 high school graduates who had completed a vocational agricultural course showed that 67.6% are now engaged in farming or related occupations. The Sussex High School had the best record with 88%, and Hackettstown, Mount Holly and Lambertville each had a record of 81%. During the year under review, 1,408 high school boys completed production enterprises on the home farm or a nearby farm, the total income from which was \$105,985.03. Courses have been offered for young farmers in which emphasis was placed on practices which will enable the farmer to become better established as an owner, a partner, a manager, or a renter. These students are required to carry out under the direction of the teacher some form of supervised practice work. These are studies of improved practices such as disease control of poultry, herd improvement in dairy enterprises, the growing of hybrid corn, and similar types of projects. During the past year 251 young men enrolled in these classes conducted improvement practices which included 55,990 chickens, 1,172 dairy animals, 1,004 acres of crops, and 350 acres on which were applied soil conservation measures. The total enrollment in organized agricultural courses was 2,759 for the year under review.

The economic conditions in New Jersey have continued to improve during the last fiscal year. This has been reflected to some extent in provisions which are made for the schools. However, it should be noted that the total expenditures for education in the school districts of the State have been reduced by \$251,825.83. Notwithstanding the improvement in business the total budgets for the school districts of New Jersey for 1939-1940 are less than the expenditures for public education in 1931-1932 by \$6,815,345.42.

Some items of the budget have shown increases. The allocation of these increases among the major items of the budget is of significance in many particulars. The total amount paid for teachers' salaries was \$60,747,394.03 which is an increase of \$984,978.06 over the amount paid in 1938-1939. As was the case last year the increase registered this year represents in part salary adjustments. It also indicates that better salaries are being paid to persons who are employed for the first time than was possible during the lowest levels of the depression. This is reflected in the increase in the average salary paid to teachers in grades one to eight and in the high school grades.

Expenditures for textbooks showed a decrease of \$36,209.08. In 1937-1938 the expenditure for textbooks was \$1,156,438.96. Expenditures for this item have been reduced each year since 1938. They are less by \$50,783.10 than they were in 1938. Expenditures for educational supplies show a decrease of \$42,732.51 from the expenditures of last year. This is in marked contrast to the change last year for which we reported an increase of \$17,550.50. It is regrettable that such decreases have occurred. The efficiency of instruction is dependent in large measure upon an adequate supply of modern textbooks and reference materials and upon educational supplies which are utilized in instruction.

Janitors' salaries this year showed an increase of \$122,238.76. These higher salaries are justified as generally speaking janitorial and custodial service in the schools has continued to improve. As I have pointed out in previous reports this is an important gain. High grade personnel in these positions contributes to the economical maintenance of buildings and to the conservation of the health of the pupils.

The total expenditures for health services increased \$117,380.29 over those for last year. Last year's increase was only \$26,751.47. It is gratifying to report that the gain made last year has been maintained together with an increase in provisions for this important service. As indicated in another section of the report, it is difficult to measure the value of health service but its contribution to the achievement of pupils, the maintenance of good health, and the prevention and control of epidemics is most important. Attendance service registered a decrease of \$18,657.16. Last year the cost of attendance service showed an increase of \$35,564.44. It is generally acknowledged that a properly administered attendance service contributes to the elimination of some of the most troublesome school problems including those of juvenile delinquency.

Maintenance of the school plant showed a decrease of \$143,640.47. Last year this item showed an increase of \$143,479.78. That increase was less than one-fourth of the increase in 1937-1938. The decrease in maintenance for 1939-1940 which includes the repair item, was due in large part to extensive use of Works Projects Administration projects in renovation and rehabilitation of the school plants. The elimination of many obsolete buildings and the improvements that have been made to buildings in the last seven years would seem to indicate that large economies have been made in the maintenance of the school plant.

The manual training account during the year under review showed an increase of \$105,237.21. Last Year the increase in this account was \$79,139.93. From this account expenditures are made for supplies and materials for the classes in industrial arts. This is a very important part of the reorganized program of instruction in many schools and has been planned to meet the needs of boys and girls who neither succeed nor develop in a purely academic program. It is a satisfaction to note that the gain in this item for 1939 has been maintained and additional funds have been provided. This, in common with a number of other items which we have discussed, bears an important relation to the efficiency of the educational program.

The vocational evening schools showed an increase in expenditure of \$64,795.91. This is more than three times the increase recorded for last year. From this account expenditures for courses for employed adults and for those who are taking courses to fit them for new types of employment in the industries of New Jersey are provided. With the improvement of industry in New Jersey this work takes on a new significance and provision should be made to accommodate all employed workers who wish to increase their efficiency. It is through the supplying training for the many types of workers who will be needed in our expanding industry that the schools may make large contribution to our industrial progress. A state suffers an economic loss whenever it is compelled to import workers in the various trades rather than to recruit them from our own citizens. The relation of such a program to the employment situation is obvious.

During the year under review bonds and notes were redeemed from taxes and sinking funds in the amount of \$8,465,120.36 which was more than twice the amount issued during the year. Expenditures for debt service increased \$151,198.50. The expenditures for debt service in the last four year period have decreased \$1,599,009.77. During the year under review there was spent \$7,706,681.26 for the purchase of land and the construction and equipment of new buildings and the rehabilitation and equipment of existing buildings. This was a decrease of \$2,006,322.65 from the expenditures of 1938-1939.

In my annual reports for the last four years I have pointed out that the collection of the State school tax has been very much improved. The total levy of the 1939 tax was \$15,990,008.12 which was paid in full. The total payment on account of the State school tax for the year was \$16,016,746.02. These payments included \$4,010.64 on account of the 1936 tax, \$5,746.86 on account of the 1937 tax, and \$16,980.40 on account of the 1938 tax. The State school tax as of June 30, 1940, was paid in full for the first time since 1928.

The major share of State aid to the public schools comes from the State school tax. In a number of my annual reports, I have pointed out that the income from this tax has been declining due mainly to the reduction in ratables. As a consequence of this the total school tax levy for 1939 was \$15,990,008.12, for 1940 it is \$16,125,164.50, and for 1941 will be \$15,400,149.68. The 1940 levy is approximately two million dollars less than the levy for 1931. It will be \$725,000.00 less for 1941. Because of the reduction in the State school tax there has not been sufficient money in the ten per cent reserve fund to pay the legal quotas which include allotments for teachers, supervising principals and superintendents, the per capita allotments to the districts for tuition pupils, allotments for three-fourths of the cost of transportation, and three cents per day for each day's attendance as provided by the State Board of Education. Nine-tenths of the reserve fund is available for the payment of these quotas and the three cents for each day of attendance for those counties which do not receive sufficient money under the plan of distribution provided by law to meet the quotas. This year the total deficiency for eighteen counties is \$2,398,846.29.

The amount of this deficiency has been included in the budgets of the school districts for the last fiscal year. During the last four years we have encountered this condition and the Legislature has made an appropriation to cover the deficiency. It is my recommendation that a bill be introduced in the 1941 Legislature to cover the current deficiency of \$2,398,846.29.

D I V I S I O N   O F   L A W

Controversies and Disputes

This Division is directed by the Deputy Commissioner of Education who represents the Commissioner in various matters and who is in charge of the administrative work of the Department. The Division also conducts the review of bonding procedures for all school districts and the trial of cases which arise under the School Law and come before the Commissioner's Court. This Division also cooperates with the Commissioner in the preparation of bills relating to education and is responsible for correspondence and conferences the subject matter of which is the interpretation of the School Law.

During the year under review thirty-nine formal decisions have been rendered by the Commissioner as a result of hearings conducted in the Commissioner's Court. Only thirteen, or one-third of the total number, were appealed to the State Board of Education. Of this number, twelve were affirmed by the State Board and one, American Casualty Insurance Company vs. Board of Education of Bridgewater Township, Somerset County, was reversed.

The greater number of cases considered has involved questions which have been before the Commissioner's Court at other times and the general line of decision has been the same. One case involving a new issue is that of Board of Education of Ramsey vs. Board of Education of Hohokus in which there is established the right of a board of education to estimate its rental upon the cost of a building whether or not a part of such cost is met from Federal funds. In the case of James P. Fink, et al vs. Board of Education of the Township of Pennsauken there was rendered a most comprehensive decision upon the right of a board to exclude pupils who refuse to be vaccinated. In this decision there appear citations of courts of a number of states as well as rulings of the United States courts. The Commissioner and the State Board of Education had sustained in previous decisions the right of a board of education to exclude from school a pupil who refuses to be vaccinated. The other cases include decisions upon election methods, salary discriminations based upon sex, resignation of teachers under tenure, pension funds of first class counties,

transportation contracts, janitors' tenure, designation of high schools for tuition pupils, abolition of positions, business to be transacted at special meetings of boards of education, residence of board members, corporal punishment of pupils, right of boards to employ counsel, board rules governing use of school buildings, and the award of coal contracts.

During the fiscal year under review the Legislature passed few laws affecting schools but all have a most important function in educational administration. Before the enactment of Chapter 153, P. L. 1940, under the terms of the Compulsory Education Act pupils could withdraw from school to work if they had attained the age of fourteen years and had completed the work of the eighth grade, or if they were over fifteen years of age and had completed the work of the sixth grade or an approved equivalent educational program. The law also provided that a program in a pre-vocational or a vocational school equivalent to one year beyond the fifth grade would satisfy the requirement for the sixth year of schooling. By the provisions of Chapter 153 the alternative to discontinue school attendance before the sixteenth birthday was repealed. Accordingly, every child between the ages of seven and sixteen is now required to attend a day school or to receive equivalent instruction during the full time that the public schools are in session in the district in which he resides.

We regard this act as one of the most important and forward-looking pieces of educational legislation that has been passed in many years. In a number of my reports in the last few years I have recommended the passage of an act of this type and have called attention to the fact that children under sixteen are entirely too young to enter industry. This is the opinion of educators and industrialists alike. Many of the most progressive industrialists regard eighteen as the desirable age at which youth should enter industry and assert that this age should mark the end of the compulsory school period.

Under the provisions of the Wages and Hours Act children may not be employed in industry who are under sixteen years of age, and under the provisions of the Walsh-Healy Act, which deals with the manufacture of products which are exchanged in interstate commerce, eighteen is placed as the age for entrance into such industry.

In my report for 1936-1937, I made this statement:

"Every opportunity should be given to youth to develop and acquire the fundamentals of an education and that cannot well be accomplished before the age of sixteen. The tendency for the youthful group of workers to displace from industry somewhat older workers who have left school is an added reason for extending the compulsory age to at least sixteen years. On the ground that the broadest educational opportunities should be available to youth and that they are not physically equipped for industrial pursuits before sixteen years of age, the State should extend the compulsory age."

Chapter 153 offers unusual opportunities to boards of education and to school administrators to provide educational facilities which meet the needs of a large group of pupils who heretofore have endeavored to secure employment largely for the reason that the school did not provide a program of education adapted to their abilities and needs.

A companion act, Chapter 154, P. L. 1940, repeals the provisions for work certificates for children between fourteen and sixteen years and sets up new safeguards to protect children who obtain such certificates. The Act requires the Department of Public Instruction to revise completely all the work certificates which have been made available to the school districts. New forms to comply with the law will be prepared and distributed to the school districts before the opening of school in the Fall of 1940.

At the time the financial depression became most acute in the years 1932 and 1933, an effort was made by some boards of education, with the consent of the teachers affected, to evade the Teachers' Tenure of Office Act by asking teachers to resign so as to break the continuity of employment. In other cases the board of education made a substantial break in the continuity of service so that re-employment thereafter would not give the candidate tenure status. Even though many teachers agreed to this procedure, it was generally regarded as unsatisfactory by teachers and many boards of education. The question has been discussed for more than two years. During the session of the last Legislature, Chapter 43 was enacted, which provides that any teacher who renders service equivalent to more than three academic years within a period of four consecutive academic years, some part of which is accumulated subsequent to July 1, 1941, shall come within the protection of the Teachers' Tenure of Office Act. For the periods defined in the statute, fractional parts of a year are accumulated.

Prior to 1933, boards of education were permitted to employ contractors for transportation services without advertising for bids. Under the provisions of Chapter 262, P. L. 1933, all boards were required thereafter to advertise for bids and to award the contract to the lowest responsible bidder. In the same year, the Legislature enacted Chapter 383, by which boards were relieved of the requirement for advertising for bids if the amount to be spent during the school year was not in excess of three hundred dollars (\$300). Under Chapter 109, P. L. 1936, boards were permitted to extend a contract annually providing not more than three extensions were made, that the compensation was not increased, and that the county superintendent of schools approved the renewal.

The Legislature by Chapter 149, P. L. 1940, repealed the three-year limitation on extension of contracts so that boards of education are now authorized to extend contracts on an annual basis with no limitation as to number, provided the contractual amount is not increased and the renewal has the approval of the county superintendent of schools under the regulations of the State Department of Public Instruction.

The right of a board of education to pay for hospitalization or group insurance from the salary of teachers upon their request was considered by the Department of Public Instruction to be a questionable legal procedure. Accordingly, the Legislature passed Chapter 47, P. L. 1940, which authorizes boards of education to pay for such services or insurance for employees who elect to have the protection, making the proper deduction from the salary; provided, that fifty per cent or more of the employees join in expressing to the board of education their desire to participate in such a plan.

Chapter 173, P. L. 1940, provides that every non-sectarian private boarding school which is not incorporated under the non-pocuniary profit act, and which has not been in session annually for twenty years immediately preceding the passage of this Chapter, may not operate unless it receives a certificate of approval issued by the Commissioner of Education under rules of the State Board of Education. This Act becomes effective July 1, 1941.

Chapters 294, 295, 296, and 299 which were passed by the 1939 Legislature after the opening of the new fiscal year constitute one of the most comprehen-

sive programs of school health legislation that has been passed in recent years. A large number of conferences has been held on the subject matter of these statutes during the year, and the State Board of Education has issued detailed regulations covering their administration.

In my last annual report I called attention to the fact that during the sessions of the 1939 Legislature there was much discussion concerning the strengthening of the school election laws. I called attention also to the fact that legislation looking to the incorporation of such changes had been introduced and that at the close of the fiscal year a bill had passed the Senate and was on third reading in the House of Assembly. This bill was not passed until the Legislature reconvened during the present fiscal year when the bill was passed and approved by the Governor on November 27, 1939.

This Act makes a general revision of the school election laws and requires the use of election booths which was not mandatory heretofore and changes the method of choosing the election officials from that of selection at the annual meeting to appointment by the board of education at the regular meeting preceding the election. The Act provides further that in districts having a population of two thousand five hundred or more, the election officials may be paid at a rate not to exceed three dollars for each election. The Act provides also for challengers at the school election and prescribes other safeguards to insure honest elections, such as making it a misdemeanor for any person to interfere with the orderly conduct of the election. The law now provides that such an act shall be punishable by a fine not exceeding five hundred dollars (\$500.00) or by imprisonment not exceeding one year or both. It also states in detail how ballots shall be delivered to the voters and the instructions which the election officers shall give to voters. It also defines as a misdemeanor destroying, falsifying, or altering any of the records of an election and prescribes that such act shall be punishable by a fine not exceeding five hundred dollars (\$500.00) or by imprisonment not exceeding one year or both.

## ELEMENTARY EDUCATION

In my recent annual reports I have discussed various problems of the elementary school. I have discussed in some detail the problems of creative education and an improved program of elementary instruction, character education, supervision, and the provisions which are made for the individual pupil. In this report I shall not review these topics but shall report certain other items that define significant progress in elementary education.

During the year under review there were maintained in New Jersey 1730 elementary schools and 282 junior and senior high school organizations. Of the 732,949 pupils in day elementary and day junior and senior high schools 496,520, or 67.7 per cent, are enrolled in the elementary schools. The problems of elementary education continue to play an important role in the administration of public education in this State.

## RURAL EDUCATION

The statistics presented in this report, together with the material relating to agriculture, emphasize the fact that there is incorporated in New Jersey a large rural area. Agriculture continues to be a substantial industry in 14 of the 21 counties of the State. This in itself defines rural education as one of the important phases of New Jersey education. Moreover, the fact that large areas of the State are occupied by farms and forests gives some conception of the problems of housing and transportation.

The problems of rural education with which the Department of Public Instruction has been concerned for a good many years fall into three groups--

1. Problems of instruction and supervision
2. School facilities
3. Transportation and consolidation

One of the most significant attacks upon this problem was provision for a new type of supervision 24 years ago. The teachers employed to carry on this work were skilled teachers, able to do a large amount of demonstration teaching. Because this function was emphasized in the early years of this

service, the teachers were known as helping teachers. It is interesting to note that next year will mark the twenty-fifth anniversary of this work. In my recent reports I have reviewed fully the type of work which is done by the helping teachers and have presented in detail the principles which guide their activities. I have been able to report also that the work accomplished in the rural schools has attracted national attention and that the rural schools are visited each year by large numbers of persons from without the State.

Attention should be called to the fact that an enormous amount of work has been accomplished in the development of better curricula and better teaching materials through the conferences and supervisory activities of the helping teachers. The work is well done and probably no division of the public schools utilizes so fully the training and knowledge of the classroom teachers. Every encouragement is given by the county superintendent to creative effort on the part of the teachers and all of these activities are carefully coordinated and directed by the assistant commissioner in charge of elementary schools.

The number of districts in which helping teachers work is 251, the same number as last year. The number of teachers supervised is 1978 and the number of pupils enrolled in these schools is 55,918, a number fewer by 2,184 than the number enrolled the previous year. Due to the further consolidation of schools and the replacement of old, unsanitary buildings with modern schools, these teachers carried on their supervision in 1939-1940 in 29 fewer buildings than during the previous year. The total number of buildings in which classes were organized was 524.

The number of districts supervised by each helping teacher, the number of schools supervised, the number of teachers and the number of pupils per helping teacher remained almost constant. Each helping teacher was responsible on the average for  $5\frac{1}{2}$  school districts, supervised 11 or 12 schools, directed the activities of 44 teachers who taught 1243 pupils. Considering the transportation problem involved in visiting these schools and teachers, 44 is too large a number. It is our opinion that under no circumstances should the number be greater than 40, and 35 is a desirable maximum.

In addition to the 45 helping teachers who direct the elementary program, there are 7 teachers who supervise music in the same number of counties, and

in Monmouth County we have a health education teacher serving on a part-time basis. The work of the helping teachers who supervise music has been so uniformly helpful in improving the school program that we feel that it would be highly desirable to extend this service to other counties. It is also desirable to increase the number of helping teachers who direct the general program in the counties of Camden and Gloucester. In Camden the average load is 57 teachers. The addition of one teacher would reduce the load to 56 which would still be rather high. In Gloucester County the present average load is 58. If there were four helping teachers the load would be reduced to the present average of 44. It is a satisfaction to report that of the 1978 teachers employed in the rural schools which are supervised by the helping teachers, 1576 are normal school or college graduates. For the year under review there were only 115 new teachers and of that number 102 had had previous experience. These statistics not only testify to the fact that rural school teachers of New Jersey are an exceptionally well prepared group of young women but that rural school teaching has a permanence that one fails to find in many states.

Housing, Consolidation, and Transportation  
in the Rural School Districts

The rural schools of New Jersey include one-room, two-room, and three-room structures and a large number of school plants of a size comparable with the schools found in the boroughs and cities. In a study which was made during the past year, it is interesting to note that during the last fiscal year 11,486 pupils were housed in one and two-room schools. Hand in hand with the development of the educational program has been the development of better facilities and better buildings in the rural districts. For the year ending June 30, 1939, New Jersey had only 159 one-room schools with an enrollment of 4,459 pupils. In the year under review this number has been reduced to 140 with an enrollment of 3,798 pupils. In 1939, there were 244 two-room schools with an enrollment of 7,027 pupils. During the present year there have been only 212 two-room schools with an enrollment of 6,714 pupils.

The extent to which better school facilities have been supplied through consolidation and the development of central buildings or several major buildings

located in convenient sections of a rural district is measured in part by the reduction in the number of one-room rural schools. Fifty years ago New Jersey had 1,123 one-room schools and our study indicates that all of them were in use. Thirty years ago New Jersey had 908. We estimate that probably five per cent of these were not in use during the period 1900-1925. We have accurate statistics since that date. In 1926, 511 rural schools were in existence but only 370 were in use. In 1939 the number had been reduced to 239 with only 159 in use, and in 1940 the number had been reduced to 220 with only 140 in use.

We have another measure of the results of consolidation through a study of the one and two-room schools in rural districts which are supervised by helping teachers. In the year under review there were 136 one-room schools supervised by helping teachers. This is a decrease of 21 one-room schools which had been abandoned for new schools. These new schools in every instance provide better and definitely modern facilities. During 1939-1940, the helping teachers supervised 499 two-room schools which is fewer by 8 than the number supervised in the preceding year. The number of three-room schools supervised by helping teachers is 289, the same for both years.

#### CHILD LABOR AND ELEMENTARY SCHOOL ATTENDANCE

In my report of last year I called attention to the work of the Commission to Investigate the Employment of Migratory Children which was appointed pursuant to an act of the 1931 Legislature. I called attention also to a study made in 1938 by the National Child Labor Committee and reviewed at some length the recommendations contained in the latter study.

The children in the families of these migrants present a very definite problem. New Jersey apparently will be compelled to rely upon a large amount of migrant labor to harvest its vegetable crops because the peak demand for labor of this kind cannot be met in the State. The rate of wage which is paid for work of this character is such as not to attract New Jersey labor which can secure better wages in other occupations. The problem created by the children of these migrant families is not serious during the summer vacation aside from the matter of housing and proper facilities for sanitation

and health. This, as we understand it, is being given serious consideration by other departments of the State government. Since submitting my last annual report, the Legislature of 1940 passed a very comprehensive Child Labor Act, Chapter 153, P. L. 1940. The application of this act is reviewed in another section of this report. Under the terms of the act, children over twelve years of age may be employed in agricultural pursuits during the vacation period. However, many of our migrant workers come into the State two months before the end of the school year and such pupils clearly come under the provisions of our compulsory attendance act and certain sections of the new Child Labor Act.

I wish to repeat certain observations and recommendations which I made last year with reference to this question. In my judgment, it will be necessary for the Legislature to define a migrant child, to determine how long he may remain in the State without coming under the compulsory school attendance act, and to state definitely whether or no such temporary resident if placed in a foster home approved by a private or public agency may be regarded as one entitled to attend school in that district. There should be included definitions which enable us to determine whether or no an apportionment of \$45.00 per child should be made to the local school district.

Certainly we must have a definite State policy on this matter. These children are entitled to receive a free public school education either in their home communities or in New Jersey. In most instances they cannot be left in their home communities. Some remain here as many as one hundred days each year which includes the summer months. Studies indicate that the great majority are here for only ten to forty days. I have pointed out elsewhere that the problem is not a large one as there are usually fewer than seven hundred children of this type in the State at any one time.

If provision is to be made for these the Legislature will be obliged to appropriate such sum as is necessary to give equitable aid per pupil to the districts which must furnish the education. Since this will be in the late spring and early summer, if regular schools are not available a beginning can be made with temporary structures. These are not desirable but at least would help in solving the problem.

## CURRICULUM MATERIALS

During the year a comprehensive bulletin on the history, resources, and life of New Jersey together with a bibliography of curriculum source materials has been compiled and will be distributed to the schools early in the next school year. These materials were prepared by a committee of helping teachers under the direction of the assistant commissioner in charge of elementary education. It includes a bibliography of historical materials for all counties. One of the most valuable parts of the bulletin is that portion which indicates where the course materials may be found for teaching purposes. These refer to historical materials, buildings, materials for field trips, animal and plant life, and the mineral resources of the State. The bulletin also contains a section for the guidance of teachers on the utilization of these materials for teaching purposes.

During the year there was completed also a music handbook for teachers of music in the rural elementary schools. This was completed by a committee of six helping teachers under the direction of the assistant commissioner of education. This is a valuable handbook and in addition to suggestions for teaching contains extended bibliographies, lists of records which are available, suggestions for the use of the radio, and for the development of programs.

## CERTAIN TRENDS IN ELEMENTARY EDUCATION

Reports based upon visits to the schools indicate that there is an increased emphasis upon reading in the elementary schools. There has been emphasis upon the discovery and remedy of visual defects, increased emphasis upon providing better reading materials for use in the classroom, and the location and use of a wide range of supplementary reading materials.

Radio has been utilized to a larger extent both in the classroom and in assignments for listening at home.

Every phase of conservation has received additional attention. Each year a conservation manual is published by the Department. The materials are prepared under the auspices of several New Jersey committees. Those who have contributed during the past few years are: Garden Department,

New Jersey State Federation of Women's Clubs; New Jersey State Conservation Committee; Garden Club of America, and the Garden Club of New Jersey.

There has been a definite improvement in the studies dealing with citizenship in the elementary schools. Current events are utilized in the classroom and projects which enable children to engage in citizenship activities have become an important part of the elementary school program.

Through the use of Federal funds there has been for the last five years an improvement in the school plants used for elementary school purposes. There has also been a good deal of construction without Federal aid. The result has been the rehabilitation of a large number of school plants and this trend has been particularly noticeable in rural districts where many new structures have contributed to the problems of reorganization and consolidation.

The articulation between elementary and secondary schools and between elementary and vocational schools has always been a difficult problem. Definite progress has been made in this matter during the year. The problem has received attention both from high school teachers and those employed in the elementary school. There is a definite trend toward developing a conception of a school system as a unified organization from kindergarten through the twelfth grade and the bringing into relief the common purpose which should guide a school system. This has been done exceptionally well in the South Orange-Maplewood school system. A thorough understanding of the elementary school by the high schools and of the high and vocational schools by the elementary schools has been sought. Better guidance practices in the elementary school and the interchange of information relating to these schools have done much to bridge the gap between these institutions.

#### Provisions for Educating Handicapped Children

In my last annual report I recommended that the education of handicapped children should receive much more extended consideration than has been given in this State. We have aided school systems wherever possible. The Department was represented at a conference on the education of handicapped children in Washington during the year.

During the year there has been very little progress in providing special classes and equipment for the deaf and the partially deaf, the blind, those with defective vision, and children with other defects. There has been an actual reduction in the number of pupils enrolled in such special classes. There is no evidence, however, to indicate that the number in the total school population is less than it was last year.

Better attention has been given to classes for crippled children and to providing bedside instruction in homes and hospitals for children in this classification. The service has been improved but there has been a reduction in the enrollment. This reduction is small, approximately three per cent, and it is possible that this number of children has been returned to regular classes although we do not have final information on this point. The Department has continued its close relationship with the New Jersey Rehabilitation Commission and the Crippled Children's Commission. The latter Commission has given invaluable service in locating crippled children and in bringing them to the attention of boards of education and this Department so that suitable provision may be made for them.

Special classes which enroll children who are defined as subnormal have received supervision during the year. The statute defines a child as subnormal if he is three years behind his grade. There are now enrolled in these classes 5,494 which is an increase of 83 over the number enrolled in 1939.

#### Retarded Children

In a school population as large as that of New Jersey we find a large number of children who may be classified as slow learners. Last year I pointed out that definite steps have been taken to develop manual activities for such children. This improvement has continued. I have pointed out heretofore that in the smaller systems it is difficult to solve the problem because the groups are small and unless such classes can be organized on a regional basis it is almost impossible to provide the instruction at a small cost. This is a problem which should continue to receive the most careful attention of all of our teachers, supervisors, and superintendents. Providing conditions under which children of this type can learn and become useful citizens is a major problem of the elementary school.

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

At various times I have called attention to the fact that vocational education in New Jersey occupies a most important place in the educational program. The importance of this phase of education has been brought home to us very definitely in the last few weeks. For some months our factories which are producing airplanes and other armament have been increasing their production due to the situation in Europe. But it was not until the invasion of the Low Countries that specific efforts were put forth to mobilize the facilities of the vocational schools of the country. At this time conferences were held in Washington under the direction of the United States Commissioner of Education on the question of what could be done to train machinists and other expert workers in the various trades which bear a close relationship to national defense. In response to the requests of the United States Commissioner of Education the Assistant Commissioner in charge of vocational schools went to Washington for two conferences in June. Prior to these conferences the staff of the United States Office of Education and the officers of the American Vocational Association had held numerous conferences during the month of May and had formulated a tentative program designed to use the vocational facilities of the Nation. In the conferences held in Washington in June with the vocational directors of the several states there was developed a program for these schools and the skeleton of a plan to be prepared by the various states. The conferees estimated there would be needed \$46,000,000.00 as a beginning for such a program.

After considerable discussion \$15,000,000.00 was included in the Second Deficiency Bill which was signed by President Roosevelt on June 27.

New Jersey prepared at once a complete plan for the utilization of all vocational schools of the State and such high schools as have equipment for training machinists. At the date of the preparation of this report the plan has been completed with the approval of the Advisory Committee of the State Board of Education, and will be sent to Washington on July 1 for the approval of the Office of Education.

TRADE AND INDUSTRIAL EDUCATION

The Employment Situation in New Jersey

The conditions surrounding employment have improved to a high degree during the past year. This increase in employment can be traced to the orders which have been received from England. But this is not all. A share of improvement in employment must be attributed to the orders which have been received from the War Department of the United States government in the rearmament program which has been developing throughout the Nation although little publicity has been given to this fact.

The increase in employment has brought us face to face with the shortage of skilled workers. In my report of 1937 I pointed out that although unemployment had not entirely disappeared with improved industrial conditions, New Jersey was faced with a shortage of skilled workers in certain trades. I repeated this statement in my reports of 1938 and 1939. Most of those who can meet the conditions of modern industry have been employed. It is a matter of regret that some employers eliminated their training programs when orders began to drop off. Unfortunately at no time during this period were training programs in industrial education adequate to train a sufficient number of workers to replace those who were eliminated from the various occupational fields because of age, death and retirement. I have pointed out before that workers were being imported into the State to fill positions for which a training program would have equipped residents of New Jersey. We all realize that it is difficult for officials to anticipate an upturn in employment under the conditions that ruled in the seven years preceding 1939. Every effort is now being made to train workers to meet the needs of industry in the State.

An outstanding example of what a community can do to retrain workers and make them producing members of society is found in the retraining program in the Paterson Vocational School. We estimate that the 600 men who were retrained in the period, January 2 to June 30, and who secured jobs in the industries of the community returned to the city a quarter of a million dollars of wage earning capacity. The skills which these men acquired made them employable. They will continue to be wage earners and we estimate that the

community will profit by at least \$1,000,000.00 of increased spending capacity for a twelve months period. Important as this return on the money invested is, the values in self respect, confidence and morale are far more important and cannot be estimated in dollars and cents.

Recent Federal legislation has had a marked effect on the vocational program of New Jersey. In October 1939 the minimum wage was advanced from twenty-five cents to thirty cents an hour. The Wages and Hours Act also prohibits employment before the age of sixteen. All of this affects the age at which pupils are admitted to the vocational schools. Employers are seeking workers who possess basic skills to make their employment at thirty cents an hour profitable. As pointed out in previous reports industrial establishments more and more seek to employ those who have developed the basic skills taught in the all day vocational schools. These factors have lead young people to recognize the advantages of vocational training for specific occupations. The demand for admission to the vocational schools and classes maintained in other schools has far exceeded the capacity of the schools.

#### Preparatory Trade and Industrial Education

It has always been the purpose to meet the needs of the various occupational fields for which the training has been organized through the trade and industrial educational programs. The success of these programs is measured by the number of students who secure and hold jobs in the trades for which they are trained. A careful study of our graduates reveals the fact that very few who have graduated in the past five years are not employed in the fields for which they were trained. During the past year, of course, employment opportunities have expanded for all boys and girls who have acquired basic trade skills. A preliminary study of the graduates of the 1939 classes indicates that more than 95 per cent are employed in the trades for which they are trained.

In my annual reports I have pointed out that employers look to the vocational schools of New Jersey for a supply of skilled workers. For many years employers all over the State have applied to the trade and industrial schools when they needed young workers. This year the requests from employers

were much more numerous than in previous years. We have assisted the schools in locating any available supply of young workers who graduated from the vocational schools before 1939.

In my reports, I have pointed out that in a great industrial State such as New Jersey there are insufficient provisions for the training of industrial workers. This has been brought home to us this year very acutely. If New Jersey is to supply her industries with trained workers and not import large numbers from other states it will be necessary for the State to enlarge some of the existing schools, to develop others, and to organize additional courses. At present it is not unusual for three to four times the number of students to apply for admission to a school than can be accommodated with present facilities.

#### Training for Adult Workers

What I have said above relates to pre-employment training. However, the trade and industrial schools of the State serve adults as well as youth through the medium of trade extension courses which are offered in late afternoon and evening classes. Employed industrial workers are given the opportunity to develop additional skills and to gain technical knowledge which supplements these skills. During the past year there were enrollments in classes of this type 16,284, an increase of 2,584 over 1939.

#### Apprenticeship Training

Employers in the building trades and in the manufacturing industries of the State have failed to provide for the replacement of workers who are leaving employment through death or retirement. As pointed out in this report, this condition has become more acute as the shortage of skilled workers has become evident. The staff of the Vocational Division of this Department has for some years been interesting employers in a revival of organized apprenticeship training. As a result of these efforts, 1350 young men were employed in apprentice training programs during the year. Opportunities for this training were given by 250 employers in eleven trades.

In my annual report for 1938, I described at some length the apprentice training program of the State and the standards which are maintained. I stated at that time that a program of such training is defined as a minimum

of two thousand hours of job and technical training. Apprenticeship is an employer and employee relationship. The applicants have an oral or written agreement under which the employer provides job experiences in training and the applicant agrees to attend school for at least one hundred forty-four hours of essential and related technical instruction. These standards have been maintained and the increase of twelve and one-half per cent in the number included in the program marks satisfactory progress. It is expected that the number enrolled in such programs will increase rapidly with the expansion of the State's industries.

#### AGRICULTURE

As I have pointed out in previous reports, agriculture is a very important industry in New Jersey. In relation to the top ranking states, New Jersey occupies the same position which she held in 1939. New Jersey's cash income per farm of \$3,416.00 was exceeded only by California and Nevada. The income per farm was greatest in California where a succession of cropping combined with the size of farm accounts for larger receipts. Ranch farming in Nevada where the individual farms average 979.9 acres places that state high in average income per farm. The United States average for 1939 is \$1,250.00. New Jersey's income per farm is, therefore, approximately three times the average for the country as a whole. Only three states surpassed New Jersey in acreage devoted to commercial truck crops for market according to estimates for 1940. These states are California, Texas, and Florida.

Agriculture in New Jersey has developed highly specialized types of farming such as poultry keeping, fruit growing, vegetable production, nursery and floriculture enterprises. In 1939, New Jersey exceeded all states in the average income per acre which was nearly \$52.00. On December 31, 1939, reports showed that in New Jersey there were 31,000 farms with an aggregate of two million acres. Of this acreage nearly 900,000 acres were under crops. The investment in land, buildings, equipment, and live stock amounted to \$290,000,000.00 which is a little more than \$9,300.00 per farm. From the reports and estimates of the State Department of Agriculture, agricultural production for New Jersey in 1940 will be \$120,000,000.00. The total income

from agriculture in 1932 was \$70,000,000.00. Taking into account the indexes of purchasing power for 1932 and 1940, farm income in New Jersey is about 43 per cent higher than it was in 1932.

Farm income in New Jersey does not include much government subsidy. For each dollar of farm income reported in 1939 only one and one-half cents came from Federal subsidies. In contrast the A.A.A. contributed twenty-one cents for every dollar of farm income in North Dakota, twenty cents in Texas, and ten cents in Iowa. The high average income per farm in New Jersey is achieved notwithstanding the heavy overhead costs, represented by higher taxes, larger investments, higher wage rates and higher operating costs of various kinds than are found in most of the other states of the Union.

Vocational education in agriculture has been maintained as an integral part of the public school system of the State for many years. The present framework was inaugurated in 1918 following the passage of the Smith-Hughes Act. Last year fifty teachers of vocational agriculture conducted classes in 92 centers of the State. Of these classes 42 were maintained for boys in the regular day high schools, 19 for young farmers and 31 for mature farmers. The latter groups were instructed generally in the high schools which had departments of agriculture. The total enrollment in vocational agriculture classes for the year was 2,759 which represented an increase of 339 over the previous year. Six new high school agriculture departments were established during the year. Improved facilities have been organized in many of the schools. For example, new farm shops and new shop equipment were provided in seven schools and plans developed for improving shop facilities in ten others. New quarters for classroom instruction were provided in four schools and additional general equipment purchased for ten others.

As I have pointed out in previous reports all pupils enrolled in vocational agriculture are required to complete some kind of supervised farm project each year under the direction of the teacher of agriculture. The schools do not enroll pupils in these classes unless they can provide facilities for such a project on the home farm or some nearby farm. The instruction in floriculture demands the same type of project and the actual growing is carried out in the greenhouses maintained by schools that have such courses. The boy must keep

accurate farm accounts of his enterprise and report profit or loss at the close of the farm year. During the year under review 1,408 high school boys completed production enterprises, the total income from which was \$105,985.03.

In the classes for the young out-of-school farmers emphasis is placed on practices which will help the pupil to become better established in farming as an owner, a partner, a manager or a renter. They carry out under the direction of the teacher some form of supervised practice work on the home farm. Generally speaking these are not single crop or live stock enterprises but are improvement practices such as disease control of poultry, herd improvement in a dairy enterprise, growing hybrid corn in comparison with non-hybrid types, overhauling farm machinery and similar units. During the past year 251 of the young men in these classes conducted improvement practices which included 55,990 chickens, 1,172 dairy animals, 1,004 acres of crops and 350 acres planned to include approved soil conservation measures. They also repaired 73 pieces of farm equipment and remodeled 18 farm structures. It is evident that work of this character will have a permanent effect upon the improvement of New Jersey agriculture.

#### What Becomes of Students Trained in Vocational Agriculture

Recently the Vocational Division made a study of the present employment of former high school graduates who had completed a vocational agriculture course. The study covered the records of 6,080. Of this number it was found that 67.6 per cent are engaged in agriculture or a related occupation. The Sussex High School had the best record with 88 per cent. Other high records are as follows: Blairstown 84 per cent, Flemington 83 per cent, Hackettstown, Mount Holly and Lambertville, each 81 per cent, Woodstown 77 per cent, and Swedesboro 75 per cent. Cities such as Paterson and New Brunswick which maintained the courses have records under 50 per cent. This is not surprising because farmers generally are recruited from the rural districts but it should be remembered that those students who do not secure positions in agriculture nevertheless leave the high schools with a good education in general high school subjects and in basic sciences.

## INDUSTRIAL ARTS

Two hundred forty-eight school districts in New Jersey now offer instruction in industrial arts. This represents an increase of ten districts for the year. New shops have been opened and other shops improved in a number of high schools. The installation of shops in new elementary and junior high schools in five school districts represented other gains for the year. At present there are 800 industrial arts shops in the schools of New Jersey and the total enrollment in industrial art subjects including enrollment in industrial arts clubs is 182,382.

It should be borne in mind that industrial arts courses are not vocational courses. They are organized as a part of the general educational program. As they are being developed there is a tendency toward flexibility and the purpose is to give boys and girls an opportunity to learn to work with tools and various materials. In some schools the course in industrial arts is organized with the manipulative skills and related subject matter as a "core subject" for students who can not do satisfactory work in a purely academic curriculum. In such courses in which emphasis is placed upon planning the work projects this results in the development of good shop attitudes towards work and the formation of good shop habits. In many schools a guidance program is closely correlated with work in the industrial arts shops and the course in occupational information. These objectives will much improve the industrial arts program if consistently followed in all schools.

Our school system enrolls many over-age and dull normal pupils. It is the responsibility of the schools to meet the problem of giving them as adequate an education as possible. If industrial arts courses are properly organized and taught all of these pupils will be given an opportunity to develop good working habits and proper attitudes toward work. It also gives an opportunity to select those who are promising candidates for an industrial career and to guide them into vocational courses. It must be remembered that some of the dull normal academically and dull normal mechanically have a slender chance of mastering a skilled trade. Such persons can not be entrusted with modern high speed machinery but it is our obligation to give them the best

training possible and many of them will eventually be able to do manual work of the semi-skilled type. It is demonstrated over and over that boys of this type will exert themselves in suitable shop activities and that their work in academic subjects is measurably improved.

Although not a training for the specific occupations a number of our industrial arts departments have organized courses in home mechanics. These courses are designed through actual shop practice, supplemented by reference reading and class work, to train boys and girls to perform the practical work of replacement, maintenance, and repair that present themselves in the home.

#### HOME ECONOMICS

The development of the general economics program in New Jersey reveals a present day program radically different from that of twenty-five years ago. At that time the subject matter included in the courses was limited to house-keeping skills of cooking and sewing. It is interesting to note that in that day a certificate could be secured by examination. There was no requirement to demonstrate skills in either field. Today a certificate may not be obtained unless the candidate has completed a four year teacher training course in home economics together with a definite amount of practical experience in home making or some commercial home economics field. The teacher must also hold the degree of Bachelor of Science.

Today, it is recognized that cooking food is only one job in the complicated business of feeding the family. It is recognized that knowledge of nutrition, marketing, management and family finance are important elements of housekeeping. In addition to knowing how to make a dress it is necessary to learn how to live with people and rear children so such subjects as personal and family relationships and child care are important parts of the home economics curriculum.

The equipment of home economics departments reproduces home conditions so far as possible. Today, we have the unit kitchen and well-equipped rooms for serving and reproducing home conditions.

The work of clothing has been very much improved and in general is planned so that the clothing instruction is a series of practical projects.

During the year under review nine new home economics departments were organized; five were organized in high schools and four in elementary schools. At Toms River the work carried on in the home economics cottage in the social science curriculum has been so successful that in a second cottage four rooms are included for a home making unit. Marked improvement has been made through providing additional space and new equipment in 19 school districts in 11 counties.

#### Training for Women and Girls

New Jersey was one of the seven "original" states which provided vocational education in the public schools before the passage of the Smith-Hughes Act in 1917 which made available federal aid for vocational education in the public school systems of the several states. Vocational educational opportunities for women and girls now provide training in the following fields: clothing, restaurant service, fountain service, beauty culture, power machine operating, retail selling, training for nursing assistants, dental assistants and medical secretaries. They offer also certain technical high school courses.

### TRAINING FOR POSITIONS IN THE PUBLIC SERVICE

#### The Training of School Janitors

For some years vocational training opportunities have been made available to certain persons employed by the state and municipalities. During the past year this public service training was extended to a group of school custodians in Union County. The program was organized with the advice of a committee made up of school administrators, business managers, and custodians. The committee selected a group of custodians who were efficient in certain special branches of school building maintenance. These men were trained to teach a series of courses which included heating and ventilating of buildings, housekeeping, maintenance and repair of equipment, care of grounds, and human relations. More than 150 custodians were enrolled in the Union County program.

The Training of Hotel Employees

In my report of 1938 I pointed out that the National Park Service estimates that tourists spend \$183,000,000 a year in New Jersey. The resort hotels of New Jersey report a large business which is an essential element in the economic prosperity of the State. This business is of major importance in Atlantic City and the training programs which have been organized and conducted for hotel executives and departmental heads in that city were continued during the past year. A new type of program was organized to meet the need for trained waitresses to serve at banquets. After a preliminary training period these waitresses are required to serve at a banquet and if found proficient are placed upon a call staff list. This will eliminate in large measure the necessity for importing waitresses from other cities to Atlantic City and the city will profit from the wages which are earned by its own residents.

THE TRAINING OF VOCATIONAL TEACHERS AND SUPERVISORS

Teachers of agriculture are given their training in a pre-employment college course of four years at the New Jersey State Agricultural College. The professional work in these courses is given by members of the Department of Public Instruction who are also members of the faculty of the University. The pre-employment training in home economics is given at the New Jersey College for Women and the entire professional and technical part of the program is supported from Smith-Hughes funds.

The training of industrial vocational teachers is carried on in a series of courses offered by members of the Department of Public Instruction. There is maintained also a considerable amount of in-service training. All of these teachers with the exception of some teachers in related subjects and in technical fields are recruited from the industry and given professional training in these courses.

The preparation of industrial supervisors has been an important part of the industrial training program in New Jersey for more than twenty years. This year a special staff was organized and trained to conduct the programs in industry through which foremen and executives were trained to teach workers with emphasis upon the human problems which were found in industrial production. Some of the

topics included in these courses are workmen's compensation, social security, rehabilitation, and unemployment insurance. We have continued also courses in management.

Since 1938 we have maintained a series of conferences with factory fire chiefs at Elizabeth. The subject matter of these conferences was fire hazards which result from the use of new materials in modern manufacture and the purpose was to develop procedures for dealing with them. The group was not limited, however, to factory fire chiefs. The chiefs of the Elizabeth and Rahway fire departments and the deputy chief of the Elizabeth department also attended the conferences. The seventeen members enrolled represented fifteen industries in the Elizabeth industrial area. These industries manufacture chemicals, drugs, oils and grease, lacquers, and machine products. During the year 1939-1940, 669 persons were trained in the various types of supervisory training programs.

Courses for the in-service training of teachers in the day vocational schools were conducted at the Atlantic City Vocational School, Camden County Vocational School, Middlesex County Vocational School, and the Essex County Vocational Schools. There were enrolled in these courses 238 men and 95 women, or a total of 333. Four courses for the in-service training of day school teachers to meet certification requirements were conducted at the Newark State Teachers College on Saturday mornings. The enrollment in these courses was 132 men and 29 women, or a total of 161.

Although the need for new teachers in the vocational schools will be far more acute next year, it was necessary this year to conduct only one pre-service teacher training group. Thirty-seven two hour sessions were devoted to a course which was given at the Essex County Vocational School with an enrollment of fifteen men.

In addition the Department has conducted special intensive teacher training courses for evening school teachers in Paterson and in Camden County. The training in Camden was given to new instructors who were employed to train shipyard workers.

T H E E D U C A T I O N O F T E A C H E R S

T H E E N R O L L M E N T I N T H E T E A C H E R S C O L L E G E S

During the year under review there were enrolled in the teachers colleges in the Fall semester <sup>1939-40</sup> 3,232 full-time students. The comparable enrollment for 1939 was 3,213. In addition there were enrolled during the current year 2,265 part-time and 861 extension students. The sum of the part-time and extension enrollments is 3,126 students or 96% of the number of full time students. This measures an important service to the employed teachers who continue their education for the purpose of professional improvement. Many earn additional diplomas and degrees by this method. The enrollments for elementary teachers were as follows: 1,203 students, or approximately 37% of the total were enrolled in the curriculum for elementary teachers. The curriculum for kindergarten-primary teachers enrolled 286, or 9%. The special curricula maintained in Jersey City, Newark, Paterson, and Trenton had the following enrollments: fine arts, 63, or 2%; health and physical education, 106, or 3%; health education and nursing, 65, or 2%; industrial arts, 113, or 3%, and music 44 or approximately 1 $\frac{1}{2}$ %. These enrollments represent our best estimates of the demand for teachers four years hence. It has been definitely the policy of the Department to limit the enrollment to the probable demand.

There were enrolled 1,018 students for teaching in secondary schools in the teachers colleges at Montclair and Trenton with major and minor subject matter combinations to meet certification requirements. The enrollment in the curricula for the preparation of secondary teachers has been reduced during the past three years. These enrollments were reduced from 1,132 in 1938 to 1,090 in 1939 and to 1,018 in 1940. In my annual reports for 1938 and 1939 I pointed out that we were preparing too many candidates for secondary school positions and the enrollments for first certifications have been reduced in order to better balance the supply of secondary teachers to the demand.

ANALYSIS OF ENROLLMENT BY COUNTIES

In New Jersey there is a definite demand for teachers whose homes are within easy commuting distance from the school where they are employed. This would seem to indicate that the distribution of enrollment in teachers colleges by counties should follow rather closely the county's percentage of the State population. Last year I presented a table which gave the percentage of student enrollments in all teachers colleges by counties and also the percentage of the total population embraced in each county. I present again the same type of table:

Table I - Analysis of Enrollment by Counties  
New Jersey State Teachers Colleges  
1939 - 1940

Name of County	Number of Students from Each County	Percentage of Total Student Enrollments from Each County	Percentage of Total Population in Each County
(1)	(2)	(3)	(4)
Atlantic	75	2	3
Bergen	370	11	9
Burlington	79	2	2
Camden	181	6	6
Cape May	26	1	1
Cumberland	62	2	2
Essex	705	22	20
Gloucester	112	3	2
Hudson	372	11	17
Hunterdon	30	1	1
Mercer	260	8	4
Middlesex	70	2	5
Monmouth	97	3	4
Morris	93	3	3
Ocean	26	1	1
Passaic	349	11	7
Salem	23	1	1
Somerset	44	1	2
Sussex	29	1	1
Union	196	6	8
Warren	30	1	1
Out-of-State	3	.1	

It is interesting to note that there has been no change in the percentage of student enrollment in the following counties: Atlantic, Burlington, Cape May, Cumberland, Gloucester, Hunterdon, Mercer, Monmouth, Ocean, Passaic, Salem, Sussex, Union, and Warren. This accounts for two-thirds of the counties. Bergen has gained 1% in its student enrollment which has been increased to 11%, whereas the population ratio is 9%. Camden County has gained 1% which makes its ratio for students and population equal. Essex has gained 2% over last year which is 2% higher than its population ratio. Hudson has lost 2% and it is noted that its population ratio is 17%. Middlesex has lost 1%. The smaller ratios in Middlesex, Somerset, and Union Counties may be accounted for by the nearness of Rutgers University. Morris County has dropped 1%, restoring its ratio to that of its population ratio. Mercer and Passaic Counties have enrollments in excess of their population ratios. This is accounted for in part by the presence of nearby teachers colleges and also by the demand for teachers in those localities.

#### THE ADMISSION OF STUDENTS

The admission of students to the New Jersey Teachers Colleges is determined, so far as possible, on the basis of predicted need. The Department of Public Instruction fixes a quota for each curriculum in each of the six teachers colleges. In addition to the records which must be submitted, which include the student's high school record, a certified statement showing the place and date of birth, the health report and form required by the Department, two testimonials of good moral character, and a certificate from the high school principal certifying to the student's character and probable success in courses for teachers, the student is required to take an entrance examination. This is usually a standardized examination so that comparison may be made of the standing of the students with students in other institutions in other sections of the United States. In addition, the student must undergo a physical examination and, if he does not submit a certificate testifying that he is free from tuberculosis, he must have a special examination by the college physician. Quotas are then filled on the basis of excellence as shown by examination scores and the high school record submitted. Table II gives an analysis of the results of the entrance examinations for 1939.

Table II - Analysis of the Results of the Entrance Examinations  
New Jersey State Teachers Colleges  
May and September 1939

Tabulation Items	Colleges at						Totals
	Glass- boro	Jersey City	Mont- clair	Newark	Pater- son	Trenton	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
May 1939 Examination							
No. Examined	125	174	349	156	102	368	1274
No. qualifying for college of first choice	102	144	193	128	91	232	890
No. qualifying for college of second choice	-	-	117	-	-	41	158
Total qualifying	102	144	310	128	91	273	1048
No. not qualifying	23	30	39	28	11	95	226
Sept. 1939 Examination							
No. Examined	7	31	-	10	60	-	108
No. qualifying for college of first choice	7	26	-	9	54	-	96
No. not qualifying	-	5	-	1	6	-	12
Grand Total Examined in May and September	132	205	349	166	162	368	1382
Grand Total Qualifying by examination and transfer	109	170	310	137	145	273	1144
Grand Total Admitted as freshman students	120*	108	165	169*	163*	209	934
Percentage of Grand Total Admitted	13%	12%	18%	18%	17%	22%	100%

\* The total number admitted as freshman students at Glassboro, Newark and Paterson exceeds the number who qualified in those colleges because many who qualified at Montclair and Trenton were transferred to Glassboro, Newark, and Paterson.

The Ability of Freshman Students

The operation of our selective system of admission as described above tends to select, we find, a superior body of students. The transcripts which are supplied us by the high schools give us not only the grades for the subjects studied, but also define the quarter of the class in which the student graduated.

*what is basis for determining? just as school?*

The per cent of students which ranks in the highest quarter of their graduating classes range from 40% at Paterson to 92% at Montclair. The per cent in the lowest quartile is small in each of the six colleges. In Montclair and Newark there is only 1% in the lowest quarter. At Glassboro

2%, at Trenton 3%, Paterson 4%, and Jersey City 7%. In three of the teachers colleges, namely, Montclair, Newark, and Trenton, the following per cent of students is found in the upper half of the graduating classes: 98%, 84%, 92%. The records for the other institutions, though not as high, are superior to the record of many colleges. These data warrant the assertion that the students who enroll as freshmen in the New Jersey Teachers Colleges are recruited from the very best students in the New Jersey high schools.

Another measure of the type of student which is recruited is found in the scores made in the entrance examination. In these examinations the students without exception made very much higher scores than the average scores made by large numbers of college students who have taken the test. The examinations given are those rated high by research workers and college officials and from the scores it is evident that the students admitted in the Fall of 1939 are distinctly superior to the average college freshmen.

#### STATE SCHOLARSHIPS

Under the provisions of Chapter 109, P.L. 1937, the Commissioner of Education annually grants scholarships to 10% of the freshmen students in each teachers college. These scholarships must be granted on the basis of a competitive examination and the scores made in the entrance examination are used for that purpose. The law further directs that they must be awarded by counties in the same ratio which the total population of the county bears to the total population of the State. The scholarship exempts the student from the payment of tuition and laboratory fees and may be renewed from year to year provided the student maintains a satisfactory record. For the year 1939-1940, 94 scholarships were awarded.

#### Financial Assistance to Students

From the records of the present year it is evident that the students in our teachers colleges need a liberal amount of financial assistance. Last year the total amount of aid given to students from various sources was \$90,900. For the year under review the amount is \$129,620.73. Of this amount, \$27,436 represented the value of 272 scholarships. These scholarships covered

tuition and laboratory fees. Loans valued at \$26,714.93 were made to 473 students which was 130 more students than those receiving loans in 1939. Most of them were made under authority of the statute which permits a teachers college to lend up to 20% of the total amount of tuition received in any one year. The National Youth Administration paid \$45,172.96 to 606 students for part-time jobs. The colleges, on the other hand, found part-time jobs for 269 students for which they were paid \$30,296.84. The following table summarizes these sources of aid for the six teachers colleges.

Table III - Financial Assistance to Students  
New Jersey State Teachers Colleges  
1939 - 1940

Items of Assistance	Colleges at						Totals
	Glassboro	Jersey City	Montclair	Newark	Paterson	Trenton	
Scholarships							
Number	33	32	51	49	40	67	272
Value	\$3,300.00	\$3,130.00	\$5,156.00	\$4,900.00	\$4,150.00	\$6,800.00	\$27,436.00
Loans							
Number	81	31	152	84	27	98	473
Value	4,028.00	2,453.80	7,618.73	3,780.15	902.25	7,932.00	26,714.93
N.Y.A. Jobs							
Number	67	48	166	100	64	161	606
Value	6,246.80	4,833.60	10,212.43	8,355.00	4,454.80	11,070.33	45,172.96
Other Jobs							
Number	53	--	75	--	2	139	269
Value	3,864.15	--	7,667.78	--	128.00	18,636.91	30,296.84
Totals							
Gross Number*	171	111	444	222	120	348	1,416
Value	17,438.95	10,417.40	30,654.94	17,035.15	9,635.05	44,439.24	129,620.73
Average per Student	101.98	93.85	69.04	76.73	80.29	127.70	91.54
Total Enrollment as of Sept. 1939	437	359	712	557	375	792	3,232
Percentage Assisted	39	31	62	40	32	44	44

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

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#### THE PLACEMENT OF GRADUATES

In June 1939 the six teachers colleges graduated 972 students. Of these June graduates, 617 were employed in regular teaching positions on or before November 1, 1939. Only 92 of the graduates were employed in non-teaching positions. During the period, November 1, 1938 to November 1, 1939, 256 persons who had been graduated from the teachers colleges prior to June 1939

were employed in regular teaching positions in New Jersey. Thus the total number of placements by November 1, 1939 was only 99 fewer than the total number of graduates. The placement of such a large number of graduates from previous classes each year while the current year's class is being elected to teaching positions, indicates that within a reasonable time most of the graduates of the teachers colleges will receive positions. //

#### THE TRAINING OF THE FACULTIES

In my reports for the past three years I have discussed in detail the training of the teachers college staff. I have pointed out that there has been marked improvement in the training of the faculty as measured by degrees held and by degrees earned subsequent to employment in the teachers colleges. It is needless for me to repeat that, although this is not the only measure of scholarship and teaching ability, it is one well recognized means of estimating proficiency. In 1928, of the faculty members employed in the State teachers colleges in New Jersey, only 2% held the doctor's degree, 31% the master's degree, 31% only the bachelor's degree, and 36% "no degree." For the year ending June 30, 1940, these percentages were as follows: 22% held the doctor's degree, 67% the Master's degree, only 7% the bachelor's degree, and 4% "no degree."

Glassboro, Jersey City, and Montclair have no faculty members who have not obtained a bachelor's degree. The highest per cent holding the doctor's degree is found on the Montclair faculty, and all members of that faculty hold the master's degree and most of the members have a large amount of additional graduate credit. The comparison for the years 1939 and 1940 for all the teachers colleges shows a decrease in the per cent having no degree, the bachelor's degree, and the master's degree. It also shows an increase of 3% in the number holding the doctor's degree.

#### SOME IMPORTANT PROBLEMS BEFORE THE TEACHERS COLLEGES

We find in the placement of graduates of the teachers colleges that ability to do something outside of the regular major and minor fields is of special assistance in obtaining a teaching position. For example, the elementary teacher who can do some work in guidance or who is well equipped

in physical training or who has had some special work in music is more likely to be chosen for a position than one not so trained. In the high schools we find the same situation. We also find that the teacher who has been trained for the secondary field very often could obtain a position in the elementary school where she could gain valuable experience if additional training had been acquired during the college course. Because this has become an important element in the placement of teachers, I am of the opinion that we should organize courses in elementary education for secondary teachers which may be taken in the summer or may be taken as an elective group during the regular college course. The amount of work required should be sufficient to insure at least a minimum preparation for elementary teaching.

The opportunity to teach handicapped children, to teach adult courses, to give health instruction, and a number of other fields indicate that we should develop groups of electives to cover these groups which may be integrated in the present curricula.

In my report last year I called attention to the fact that we offer one year of work beyond the four-year course at Montclair. The curricula are offered to a limited number of students with a limited number of majors. Persons who complete this additional year of work receive the master's degree. This furnishes the basis also for allotting graduate credit to those part-time courses of proper grade which are offered by this institution. There is a definite trend in the state to select high school teachers with five years of training. Our neighboring States of New York and Pennsylvania are moving in that direction. I recommend that we consider at an early date, the adoption of a five-year program for all students preparing to teach in the secondary schools. At Montclair this would permit us to offer a general curriculum during the first two years in which the principle of delayed selection would govern. //

In the colleges at Newark, Jersey City, and Paterson we have maintained for the first two years parallel curricula. From the students enrolled in one curriculum--a general curriculum containing no professional subjects-- selection is made of those candidates whom we deem capable of continuing their preparation for teaching. The other curriculum, which is a professional

curriculum, is part of a four-year professional curriculum in which the student enrolls when he enters the institution. Students unable to maintain a satisfactory standard are dropped. It is noteworthy that the quality of the students enrolled in the general curriculum is the equal of and in some respects superior to the other group although the differences are not large. I am not prepared to say that the present plan for delayed selection is the best that can be devised. But the principle of delayed selection and the enrollment of a larger student body than the group finally selected for the junior year is sound and I think will prove its efficacy in the future. We shall continue our experiment with these curricula and make additional recommendations in the near future.

No State teacher education system should proceed on any other basis than the maintenance of the highest standards of training and the adjustment of the supply of teachers to the demand. The history of the development of our program during the last twelve years justifies the assertion that the standards of preparation in the teacher training institutions have been very much improved. Until 1929 two years of training was regarded as sufficient. Today all teachers, including elementary teachers, must complete a four-year college course and receive a degree. In step with this improvement we have endeavored to improve the quality of the teaching and the curriculum. Very careful organization of courses for teachers in service has been a part of this program. We have consistently gathered accurate information so as to be guided in the adjustment of the supply of teachers to the demand and this has been reflected in the policies of admission. I reported last year that we had reduced the number of students admitted to the secondary curriculum, and the year under review shows that this policy has been continued. There should be provision for training in a number of fields of work not now undertaken. Such a policy would tend to balance certain demands with needed supply. This problem always involves a number of variable elements but I think it may be said that a general solution is in progress.

S E C O N D A R Y   O R   H I G H   S C H O O L   E D U C A T I O N

In my annual report two years ago I stated that the increase in enrollment in grades nine to twelve of the public high schools of New Jersey was larger than for the previous year but that it was much smaller than the increases for some half dozen years preceding. Last year I pointed out that enrollment figures showed that the gross high school enrollment had increased by more than 7000. Last year there were enrolled in approved junior high schools 50,468 pupils. This year these schools enrolled 50,901 or an increase of 433 pupils. Last year's enrollment represented an increase over the enrollment of 1937-1938 which was 49,894. Senior high schools last year enrolled 35,627 pupils. This year this same group of schools enrolled 37,108 which is an increase of 1,481 pupils. The remainder of the high schools in the State, which enrolled pupils in grades nine to twelve, last year enrolled 145,546 pupils. This year these schools enrolled 147,181 pupils which was an increase of 1,635 over the enrollment of 1938-1939. Using another measure by comparing total high school enrollments in grades nine to twelve we note that the enrollment in 1938-1939 was 201,023. This year the enrollment is 204,548 which is an increase of 3,525 over that of the preceding year.

As will be pointed out in later sections of the report we may expect increase rather than decrease in total high school enrollment. Since not to exceed 80 per cent of the boys and girls of high school age are enrolled in the secondary schools of New Jersey it is reasonable to suppose that with the present opportunities in many industries and with a well developed tendency in this State and the United States for a lengthened period of schooling, high school enrollments will tend to increase rather than decrease although the increase in any one year may not be large. Enrollments will be affected also by the tendency to require a high school education as a minimum for entrance into many occupations which heretofore did not require an educational qualification of this standard.

### THE PERSISTENCE OF CLASSES

The persistence of enrollment in grades nine to twelve inclusive has varied from year to year in any eight or ten year period which we may take. In my report of last year I pointed out that the holding power of the high schools has increased since 1931. In the per cent of pupils retained by grades in the high school there has been satisfactory improvement from 1939 to 1940 with the exception of grade ten which shows a reduction of 1.3%. If we compare the statistics of 1940 with those for 1931 we find that 77.2% were retained in the tenth grade as compared with 70.3% in 1931; 62.9% were retained in the eleventh grade as compared with 49.9% and 56% were retained in the twelfth grade as compared with 44%. The record for 1940 is much better than the record of 1936, five years ago. Comparing these two years we find that 77.2% were retained in the tenth grade as compared with 75.6% in 1936; 62.9% were retained in the eleventh grade as compared with 57.5% and 56% were retained in the twelfth grade as compared with 49.3%. Notwithstanding the variations in per cents of retention from year to year the general trend for the last ten years has been consistently toward a higher per cent of retention.

### NUMBER OF HIGH SCHOOL GRADUATES

The per cent of seniors who remain in the high school until graduation has shown a steady increase since 1934. In that year, there were 25,561 high school graduates out of a total of 30,057 enrolled in the senior classes. This was 85 per cent of the total number. The per cent of graduates has increased steadily until in 1939 it reached 91.7 per cent and has maintained the same per cent for 1940. The total number registered in the senior classes during the year under review is 40,318, of whom 36,955 graduated. The total number of graduates in 1940 was almost one and one-half times the number of graduates in 1934 whereas the total registration in the senior classes in 1940 was only one-third greater than in 1934.

OTHER MEASURES

The per cent of enrollment classified by high school grades for the school year 1939-1940 is as follows:

Grade IX	-	33.29%
Grade X	-	27.19%
Grade XI	-	21.22%
Grade XII	-	18.30%

These percentages are almost identical with those reported for 1938-1939.

It is interesting to compare these percentages of enrollment by grades with the record in certain preceding years:

<u>Grade</u>	<u>1924</u>	<u>1928</u>	<u>1932</u>
IX	40.84	40.3	39.22
X	26.95	27.2	27.80
XI	18.28	17.8	18.42
XII	13.92	14.4	14.04

Although the percentage of enrollment by grades is not as precise a measure of the holding power of a school as other measures, such as persistence of the same group of students through a four-year period, nevertheless, it furnishes evidence which reinforces the other measures. It is significant that the per cent of enrollment in the twelfth grade has risen from 13.92 in 1924 to 18.31 in 1940. The meaning of this may be illustrated by comparing the total number enrolled in the twelfth grade in 1940 with the number which would have been enrolled had the per cent of enrollment for the twelfth grade remained the same as it was in 1928, namely, 14.4 per cent. Had the percentage remained the same, the number enrolled in the twelfth grade would have been 29,455 whereas there were actually enrolled in the twelfth grade 37,432. When one recalls that 91.7 per cent of these pupils graduated in 1940, it is evident that through the increased holding power of the high school many more adolescents are receiving the advantages of a high school education and are thereby better prepared for many occupational fields.

#### ENROLLMENT BY GRADES IN THE HIGH SCHOOLS

The enrollment in the high schools for grades nine to twelve as reported elsewhere in this section shows an increase of 3,525. The enrollments in grades ten, eleven, and twelve show increases over the enrollments in 1938-1939 for all of these grades. They are as follows: Grade ten from 54,847 to 56,379, an increase of 1,532 pupils or 2.9%; grade eleven from 43,711 to 45,147, an increase of 1,436 or 3.3%; grade twelve from 37,862 to 39,302, an increase of 1,440 pupils or 3.1%. However, the enrollment in grade nine showed a decrease from that of last year. The enrollment this year is 63,720 as compared with 64,603 in 1939 or a reduction of 1.3%. In 1939 the total enrollment in the high schools increased 7,000 over the preceding year and during the year under review this increase has been maintained and an additional 3,525 pupils has been added.

This is accounted for in part by the better adaptation of the schools to the needs of boys and girls through the development of more useful courses including vocational courses, and to the increasing demand for a high school education as a prerequisite for many types of employment. However, statistics of enrollment in the secondary schools apart from the vocational schools, (which are classified in this age group) should be studied very critically to guard against expansion of school plants when not needed and to plan the proper redistribution of high school enrollments on a regional basis or on the basis of a series of high school attendance areas.

#### DEVELOPMENT OF TECHNICAL AND VOCATIONAL COURSES IN THE HIGH SCHOOLS

In various annual reports, I have called attention to the need for more vocational education, not alone in the vocational schools in which are organized trade courses, but in the high schools and I have emphasized the demand for the technical high schools and the organization of technical courses in the present high schools wherever possible.

I have recommended also that as rapidly as possible the secondary program of the State be organized on a high school attendance or regional basis and have pointed out that large economies will result if in a given area for example, we may organize general high school courses in one plant, vocational and technical courses in a nearby plant, and in a possible third plant general high school education, commercial education, and certain vocational and technical courses. Pending the time that such an arrangement may be realized, it is highly desirable that as many vocational and technical courses be organized in our high schools as possible. Upon the recommendation of the Commissioner, the State Board of Education has approved for high school diploma credit the following courses in the Essex County Vocational Schools:

Aeronautics	Refrigeration and Air Conditioning
Technical Beauty Culture	Dressmaking and Design
Cooperative Retail Training	Radio and Principles of Television
Technical Automotive Service	Photographic Techniques
Printing Techniques	Applied Art in Industry

For the Thomas A. Edison Vocational School in Elizabeth the following courses have been approved for diploma credit:

Industrial Chemistry	Industrial Electricity
Machine Design	Automobile Maintenance
Machine Shop Practice	Painting and Decorating
Printing	Woodworking
Cosmetology	Commercial Foods

#### The Social Scientific Curriculum

In a recent annual report, I called attention to the development of a new type of secondary school curriculum which we have termed the Social Scientific Curriculum. Before the final approval of this curriculum for several schools, we had encouraged its organization in a number of schools on an experimental basis. The course is organized about the problems of modern living. It includes training in the home economics field, in food and clothing, and in a group of composite courses which deal with living in the home. It includes the skills and appreciations necessary to this end. There is included in the course also carefully organized training in citizenship in which citizenship is emphasized as an individual responsibility and is viewed as a development of those activities which make for good home membership.

This course, vocational in character, is reimbursed in part from Federal and State funds. The basis for its introduction, however, is the need which the community and school present for the organization of a course of this type. This has been so successfully organized in ten high schools that I feel that it is fair to say that it represents the successful inclusion of a very practical field as a part of high school education.

#### The Type "B" Vocational School

In the Type "B" Vocational School which has been described in previous reports, courses in certain trades and in vocational home economics are maintained as a part of the regular high school curriculum. This is a type of vocational school which may well be developed in a large number of smaller communities. By means of this organization, many of the objectives of a much more practical education may be provided for the high school student who will make the high school his terminal educational institution.

Among the fields that can be developed on a vocational basis in the high school are the various courses in business education. There is a place in the secondary school for certain business subjects such as stenography, typewriting, commercial law, commercial arithmetic, business English, and economics for the use of general students or those who are preparing to go to college. As a matter of fact, many girls and boys wish to learn stenography and typewriting as an aid in their other studies and as a preparation for note-taking and record-keeping when they go to college. More careful attention to the organization of business courses with much guidance in the high school should enable us not only to organize these courses on a definitely vocational basis but should aid us in correlating these subjects with other high school curricula. We should have guidance studies to help us to enroll students in appropriate courses with due regard to future occupational adjustment and placement at the time of the completion of the courses.

The entire field of distributive occupations can well be organized in the high schools on a strictly vocational basis. In some of my visits to the high schools, I have been much impressed with the successful training which is given in the business courses for the various types of positions. Some of them, of course, do not require skills of the highest type but for high school

graduates they frequently furnish the basis for promotion and advancement. I wish to repeat again what I said in my last annual report, namely, that very careful study should be made of the number of enrollments in our business curriculums. It is true that enrollment by curriculums is not as significant today as it was a decade ago because there is now a large amount of individual program making in our best high schools. That, however, tends to reduce the number allotted to the specific curricula. As I pointed out last year, I feel that 37 per cent is entirely too high a per cent of New Jersey high school students to be enrolled in business courses considering the placement opportunities and the actual record of placement. I note that the per cent enrolled in such courses for the year under review has dropped to 34. I am not certain that this is a satisfactory amount and so I recommend again very careful study of this question by all high schools in the State.

#### DISTRIBUTION OF STUDENTS IN CURRICULA

The statistics for high schools for the year under review indicates that 30.9 per cent of the students are enrolled in college preparatory courses, 34.4 per cent in business education, 7.1 per cent in agriculture and other vocational courses, and 27.6 per cent in general courses. The per cents of students enrolled in college preparatory and vocational courses differ by only a fraction from the per cents of 1939. The per cent enrolled in business education, however, has dropped from 37 to 34.4 and the per cent enrolled in general courses has increased by approximately the same amount. Ten years ago, 39.3 per cent was enrolled in college preparatory courses, 35.6 per cent in business courses, 5.3 per cent in agriculture and vocational courses, and 19.8 per cent in general courses. As measured by the per cent of the total enrollment in the high school, the college preparatory curriculum and the vocational curriculum have remained practically stationary, i.e. the increases parallel the growth in the high school.

Last year I stated that it was my belief that there is entirely too large a number enrolled in the business education courses. The reduction of 2.6 per cent is reflected in a total reduction of enrollments in these curricula of 3,761. This has been effected although the total high school enrollment has increased during the past year.

## REGISTRATION IN THE HIGH SCHOOL

For some years it has been our practice to study the registration in the various subjects in the high school curriculum and compare them with the registration of the previous year. We also make a study of the significant changes which have taken place in the enrollment of all subjects in the high school curriculum over a period of years. This gives us an index of trends in enrollment and enables us to define the reasons for these changes. The high schools of New Jersey offer a variety of curricula. In the present report I shall report in less detail but analyze certain changes which are most significant.

The group of science subjects which is elected by boys and girls preparing to enter higher institutions is represented by biology, chemistry and physics. There has been a definite change in the enrollment in these subjects. The enrollment in biology shows an increase of 1091 students, or 3.4%. In chemistry an increase of 38 students, or a .2% increase, and in physics an increase of 1,036 students, or 8.2%. The percentage of the total high school enrollment in these subjects has not varied very much in a half dozen years.

Latin and three modern languages - French, German and Italian, show small losses in enrollment this year. Spanish registers a 3.1% increase. Last year the enrollment in Italian was 19.7% larger than for the preceding year, but in 1940 the enrollment is three tenths of 1% less than in 1939. Latin shows a loss of five one hundredths of 1% from the enrollment in 1939. In that year Latin registered the first increase in several years. An increase of 580 students, or 2.3%.

For the eight-year period from 1932 to 1940 Latin, French and Spanish showed decreases. For that period German showed an increase of 4.2% over the enrollment in 1932. This year, as one would expect, the enrollment has declined 14.3% from the enrollment in 1939. The enrollment of Italian in 1940 shows a 151% increase over the enrollment in 1932.

We have studied the enrollment in general science for some years. Last year the enrollment was 49,624. This year it is 47,990, a loss of 366 students or seven tenths of 1%. For the past several years enrollment in

this subject has increased. In 1937 the increase was 9.2%, in 1938, 3.3%, and in 1939, 7.1%. For the eight-year period, 1932 to 1940, enrollment in general science has increased from 34,316 to 47,990, which is an increase of 13,674 or approximately 40%. Nearly every year general science has registered a large increase in enrollment, frequently much larger than the increase in the total enrollment of the high school. We regard this subject as one of the most useful because if properly taught with adequate equipment and illustrative material the student here may learn about many of the things that affect modern life and civilization. We noted in a previous year a similar decline in enrollment for one year. Such a decrease in enrollment for a single year usually is the result of schedule arrangements.

In mathematics the subjects usually elected in preparation for higher institutions show approximately the same increases as have been exhibited in previous years. For example, enrollment in plane geometry reached 19,908, which was an increase of 1.9% for the year. Algebra and trigonometry registered increases of two tenths of 1% each. Solid geometry dropped 2%. General mathematics, however, showed an increase of 12.1% in enrollment. Last year the increase was 12.5% over the enrollment in 1939. Enrollment in general mathematics in 1940 is nearly five times the enrollment in 1932. It is interesting to note that in that same period the enrollment in trigonometry has increased 146%.

The group of social science subjects which includes history, problems of American democracy and economics has exhibited some unusual fluctuations. The enrollments in world history and ancient history decreased 13% and 14.8% respectively from the enrollment in 1939. Early European history for the last two years has shown decreases in enrollment - this year the decrease was 5.3%. Modern history has shown the same changes. The reduction in enrollment was 6% for each of the years, but for the eight-year period all of these subjects with the exception of ancient history have shown increases in enrollment. The enrollments in United States history in 1932 aggregated 16,934. The corresponding enrollment for 1940 is 35,832, an increase of 18,898 students or 111.7%.

A group of social science subjects, including world history, early European history, modern European history, United States history, civics, problems of American democracy and economics enrolled 97,751 students in 1932. In 1940 the corresponding enrollment is 155,457, or an increase of 59% in enrollment for the eight-year period. For the same period the enrollment in problems of American democracy has increased by 14,476 students, or an increase of 112.5%. At no other time in the history of our country has it been so important that we have sound teaching in the fundamentals of American democracy. These subjects are basic for this important work and it is a satisfaction to report these large increases in enrollment. With the exception of problems of American democracy, which is a required subject, these subjects are elective in most high school curricula.

#### MAINTENANCE OF STANDARDS IN THE HIGH SCHOOLS

The standards of teaching, organization, and administration of the New Jersey high schools are incorporated in various rules and regulations of the State Board of Education. These are applied in the course of visits and conferences made by the Assistant Commissioner in charge of Secondary Education and his Assistant. These members of the Department use various means of rating as a check upon their observations and, as I have explained at various times, a very definite effort is made to help our high schools meet not only the letter of the regulations but also to continue to improve. I wish it were possible to present in detail what was accomplished with one high school, namely, the Port Norris High School in Commercial Township, Cumberland County. Six years ago we were prepared to recommend that this high school be discontinued because apparently the board of education of the community would not meet the conditions necessary for a satisfactory high school and would not invest money in the improvement of equipment or school plant.

Fortunately, a number of the teachers in this high school had been members of an informal study group organized by the county superintendent and they had been studying the needs of high school pupils together with ways of meeting these. The teachers who were enrolled in the study groups, which may I remark

was an excellent demonstration of professional interest, were very anxious to cooperate with the State Department in making improvements in the high school. After extended correspondence and further visits to the school, the Board of education in 1935 made an appropriation to provide the extra necessary equipment, books, supplies, and teachers to insure the meeting of certain minimum standards. Community interest was aroused and particularly able service was rendered by the county superintendent. By July 1, 1937, the Assistant Commissioner was able to report that conditions had been very much improved and he recommended the approval of the school for a two-year period. Now in 1940 he reports that not only has the curriculum been further revised, but a social scientific curriculum has been introduced, and the township board of education has acquired title to a house a few hundred feet from the school building for use in organizing the home making elements of the social scientific curriculum. This house meets the minimum standards of the State Board of Education. Although this is a small high school and lacks many things that can be supplied in high schools enrolling one thousand students, nevertheless, we have here the example of a school which has served the community for many years. It is some distance from other institutions and, with careful re-organization of its courses and the improvement of its plant, now serves its community very well. The members of our Department feel that we have in this school a demonstration of a close relationship between the school and the community. This school has made more improvement in a period of five years than any other school of this general type.

#### GUIDANCE AND OCCUPATIONAL ADJUSTMENT OF SECONDARY SCHOOL PUPILS

In my annual report of 1939 I reviewed briefly the progress which has been made in the development of guidance in the high schools. I called attention also to the follow-up work which has been done by the high schools and the improvement in this service. It is interesting to note that in the number unaccounted for the record has risen for the year under review. With the improvement of the placement service in the high school, it is a matter of serious note that New Jersey high school principals report that

out of 36,298 graduates in 1939 they cannot account for 5,794, or 15.9 per cent. The preceding year, there were only 4,819 or 14.1 per cent of 34,188 graduates not located. It is very definitely the obligation of the high school to maintain such a service and to make it effective.

## THE SECONDARY DIVISION AND CERTAIN STATE AND NATIONAL ACTIVITIES

### Secondary School Conference

The Twenty-Second Annual New Jersey State Secondary School Conference was held at New Brunswick on May 3 and 4. The theme of the meeting was "Meeting the Challenge of Youth." General sessions were held on Friday and sectional meetings on Saturday. The Commissioner addressed the general session on Friday afternoon. It has been a matter of great satisfaction to me that the State High School General Conference Committee each year has invited me to speak at the general session. The conference expects the Commissioner each year to interpret to the secondary school teachers of the State, the progress in secondary education and to point out the responsibilities which lie ahead in the field of secondary education.

### Association of Secondary School Principals

Mr. White, the Assistant Commissioner of Education, has worked in very close cooperation with the New Jersey Secondary Principals Association. They have called upon him for continued service as coordinator of the many discussion groups which meet from time to time in various parts of the State for cooperative action on secondary school problems.

### New Jersey Secondary School Teachers Association

This Association, which has a membership of six thousand and which is the association responsible for the organization and administration of the New Jersey Secondary School Conference, continues to grow but as yet does not include all of the nine thousand secondary school teachers of the State. The Association continues as a purely professional organization interested solely in the secondary school opportunities for young persons.

The Middle States Association of Colleges and Secondary Schools

The Department of Public Instruction continues its close relationship with this Association. Mr. White serves as a member of the "New Jersey Committee" for the Commission on Secondary Schools. In this position he carries on a very important work because it is through this Committee in its cooperative work with the Commission that the accrediting of secondary schools by this regional association is made.

In previous reports I have described the experimental project of this Association in which it uses what it terms "Evaluative Criteria" to determine the rating of a high school. This requires the services of a committee which visits the school and makes elaborate reports. I am definitely of the opinion that the responsible agency for the approval of secondary schools in the State is the State Department of Public Instruction. In a large number of states, the rating of an assistant commissioner or the state high school visitor is accepted by the board of inspectors of the regional association. Many competent students of education question a procedure by which a regional association enters the field of administration and supervision. Mr. White will continue his relationship with the executive committee of the Middle States Association and be in a position to make further recommendations concerning the possible use of some of the techniques developed in this study.

Committee on Syllabus for Problems in American Democracy

For some time I have felt that it was most essential that there be placed in the hands of the teachers of our high schools materials which would enable them to teach citizenship in a more satisfactory manner than is at present possible. It has seemed to me that we needed to intensify our teaching in this field. Accordingly, in January, 1940, I appointed a committee of thirteen members which included specialists in the teaching of social studies, school principals, superintendents and supervisors. I met with this committee to discuss the general point of view, asked Mr. Howard Dare White to assume the chairmanship, and authorized the committee to proceed with the preparation of a new syllabus in the problems of democracy.

This committee has been asked to make a thorough analysis of the problems of American democracy and present the material in a form calculated to be of most service to teachers.

The committee has already prepared a statement on democracy entitled, "What Is American Democracy" which will be distributed to the schools. It has been submitted to a large number of persons who have contributed helpful suggestions.

The work of the committee has included also the preparation of certain units. These will be distributed to a number of school systems for experimental use. Following this the materials will be revised. Sixteen units have been selected for the experimental tryout. Among them were the following: (a) Nature and Development of American Democracy; (b) Social Security (Conservation of Human Resources); (c) Population and Race Problems; (d) Nature of Our Economic System; (e) Problems of Industrial Relations; (f) Problems of the Consumer, and (g) Crime and Delinquency.

H E A L T H,   S A F E T Y,   A N D   P H Y S I C A L  
E D U C A T I O N

This Division directs those important phases of public school education which we describe as school health, safety, and physical education. The Division supervises the work of school physicians, dentists, nurses, and the physical education programs of the school districts.

In my annual reports I have called attention to the importance of the health program in the schools. Aside from the preventive work and from the unusually successful work which has been accomplished by school physicians and nurses in combating the spread of disease, it can be demonstrated, I think, that as a result of the health program there have been large gains in physical fitness. Our school children generally enjoy more wholesome living than was the case a decade ago.

The school, through its health examinations, should have no difficulty in detecting physical defects. One of the most valuable parts of the follow-up service should involve the correction of such defects. No effort should be spared to accomplish this result.

Safety has occupied an important share of the attention of this Division. The members of the staff have continued their consultation on various phases of safety and have cooperated with the Deputy Commissioner in conferences on school transportation. Aside from the safety institutes which are described in this section, many safety measures have been recommended to the schools.

The recommendation of preventive measures and the enforcement of good sanitation are important parts of any health program. However, we regard the continuous study of health in the schools and the development of a comprehensive program of instruction, which shall include physical activities, the development of habits of wholesome living, and worthwhile recreation to be fundamental in importance.

CONSULTATIVE SERVICE

This service is of two types, informational and advisory. The informational service consists in responding to requests for factual data. The

advisory service offers suggestions on the basis of experience and research. A sampling of a few recent letters shows requests for information concerning: (1) Cold prevention; (2) vision testing; (3) bibliographies on safety education; (4) first aid; (5) certification for school nursing; (6) audiometers; (7) schools for home nursing instruction; (8) speech defects; (9) dental health; (10) laws concerning school transportation; (11) required health examinations, and (12) manufacturers of gymnasium and playground equipment. Responses to such requests for informational data require considerable time on the part of the staff. Such requests are very important and are given prompt and adequate attention.

The advisory service offers suggestions on such topics as: (1) Course of study materials; (2) types of equipment for playgrounds and gymnasiums; (3) recreational programs; (4) administration of health services; (5) inter-scholastic athletic competition; (6) school luncheons; (7) sanitary care of school buildings; (8) health phases of school building construction; (9) school nursing service; (10) safety procedures for school bus drivers; (11) school surveys for accident preventions, and (12) health examinations for school employees.

The requests for informational and advisory service were greatly increased during the year because of the laws recently passed which require that each school pupil and school employee be declared free from active tuberculosis. By the end of the school year plans had been formulated and put into operation whereby the legal provisions can be met without undue hardships for boards of education and the employed personnel.

The regulation of the State Board of Education that every school bus be equipped with a standard first aid kit increased the necessary consultative service. A satisfactory basis has been formulated for determining the type, structure, location, and equipment of the first aid kit for school busses. A plan has also been formulated for replenishing the first aid supplies.

#### TYPES OF STUDIES

In order to vitalize the consultative service, a constant program of assembling and interpreting data to answer specific questions is necessary.

Such a program is classified as research. It results in the formulation of check lists, standard codes, information leaflets, syllabi for courses of study, and educational monographs.

#### Check Lists

A check list is essentially an administrative device employed by executives as a survey instrument. It serves as a means of appraisal and is especially valuable for calling attention to deficiencies. The following check lists are in frequent demand: (1) School safety hazards; (2) school health service; (3) accident prevention; (4) inspection of playground and gymnasium apparatus; (5) physical education essentials; (6) health education essentials; (7) disease prevention; (8) equipment repair, and (9) school hygiene and sanitation. These check lists need further refinement through research.

#### Standard Codes

Each component unit of the health, safety, and physical education program has its own standard codes consisting of principles, criteria, and guides. For the most part, standard codes have been formulated in response to requests. Many such codes are needed. Constant research is necessary to keep them up to date. Some of the standard codes frequently requested are: (1) basis for selecting a physical education teacher; (2) duties of the school physician; (3) duties of the school nurse; (4) equipment for corrective physical education; (5) safety procedures in operating the school bus; (6) school building sanitation; (7) vision conservation; (8) fire prevention; (9) school dental service; (10) locker and shower room equipment, and (11) tuberculosis case finding.

#### Information Leaflets

The Division has formulated and mimeographed information leaflets for use in responding to requests for definite information. A constant program of research is necessary to keep these leaflets up to date. The following titles are illustrative of the types of leaflets needed: (1) the group contest plan; (2) the liability problem; (3) the teaching load in physical education; (4) competition in attendance; (5) the prevention of athletes foot;

(6) activities for child health day; (7) playday suggestions; (8) sources of motion pictures; (9) prevention of infantile paralysis; (10) bathing as an adjunct of physical education; (11) sick leave provisions for school nurses, and (12) retirement systems for school nurses.

#### Syllabi for Courses of Study

There is an increasing demand for syllabi to be used as the basis for a school course or as a unit in a course. In nearly all instances the subject is a new venture and one for which no satisfactory textbook has yet been published. The following are illustrative of materials being prepared: (1) Sex education; (2) family relationships; (3) home making; (4) sportsmanship; (5) citizenship training through health, safety, and physical education, and (6) home safety. Such syllabi are of genuine value to the schools of the State. As rapidly as time will permit the necessary research, additional syllabi will be prepared.

#### MAGAZINE ARTICLES AND BULLETINS

The publication of articles in educational magazines and the printing of bulletins provide a means for rendering service to particular groups of teachers, nurses, school administrators, and other workers in the field of health education. The Division sponsors a Bulletin for School Nurses, an issue of which was published in September, October, January, March, and June. This bulletin announced conferences, institutes, conventions, extension courses, recent publications, American Red Cross first aid courses, and other items of interest to school nurses. Members of the Division's staff prepared and published ten articles in Health Progress, five articles in School Health Education, and ten articles in the New Jersey Physical Education News Letter.

#### LECTURES

Each year, the staff members of the Division are requested to lecture before groups interested in the problems of health, safety, and physical education. These requests come from schools, parent-teacher associations,

teachers' associations, school custodians, bus drivers, associations of school administrators, and other groups. During the year, the staff members of the Division addressed thirty-five such organizations. In addition, they participated in the discussion periods of at least nineteen other professional association meetings. These lectures gave the staff members opportunity to summarize and explain their views on vital subjects.

#### INSTITUTES

For years educational institutes have served to improve the efficiency of the school staff. The Division sponsored the organization of six institutes on orthopedic public health nursing. Two of these institutes were held in Camden, two in Asbury Park, and two in Hackensack. An institute on school nursing was conducted in each of the following places: (1) H. L. Reber Public School, Vineland; (2) School for Crippled Children, Jersey City; (3) Middlesex County Vocational School, Woodbridge; (4) State Home for Girls, Trenton; (5) High School, Netcong; and (6) Hackensack Hospital, Hackensack. These institutes provided intensive instruction for those who participated.

During April and May, safety institutes were sponsored jointly with the Department of Motor Vehicles. These institutes provided an opportunity for teachers to study the following topics: (1) the street and highway safety problem; (2) objectives of street and highway safety instruction; (3) teacher aids in street and highway safety; (4) administrative problems in the school safety program; (5) motor vehicle operation; (6) planning the street and highway safety education curriculum; (7) traffic control and regulation, and (8) financial responsibility for accidents. Three institutes were held, one at Newark State Teachers College, one at the Trenton State Teachers College, and one at the Glassboro State Teachers College. There were four sessions in each institute. One session was scheduled for each week. Each session began at 4:15 P.M. and terminated at 9:30 P.M. The attendance is analyzed in the following table:

ANALYSIS OF ATTENDANCE  
STREET AND HIGHWAY SAFETY INSTITUTES\*  
APRIL AND MAY, 1940

Institute Centers	Number Attending				Gross Attendance
	Session No. 1	Session No. 2	Session No. 3	Session No. 4	
(1)	(2)	(3)	(4)	(5)	(6)
Newark	67	81	71	50	269
Trenton	83	72	49	47	251
Glassboro	65	55	47	44	211
Totals	215	208	167	141	731

DEMONSTRATIONS

It is quite generally conceded that demonstrations are highly effective in improving methods of teaching. During the year, the staff members demonstrated before twelve different groups in the following communities:

- (1) Trenton State Teacher College; (2) Paterson State Teachers College; (3) Jersey City State Teachers College; (4) Panzer College of Physical Education and Hygiene; (5) Raritan Township; (6) Jamesburg; (7) Branchville; (8) Hopewell; (9) Commercial Township; (10) Manville; (11) Teaneck, and (12) Hackensack.

EXTENSION COURSES

The Staff of the Division instructs groups of teachers in a limited number of college extension courses. Such instruction provides a means for interpreting State policies to teachers and, at the same time, furnishes them with information and skills which will improve their services. During the year seven such courses were taught. These courses were organized by the following colleges: Rutgers University, four; Newark State Teachers College, two; and Montclair State Teachers College, one. The gross enrollment in these seven courses was 50.

\* These institutes were sponsored jointly by the Department of Public Instruction and the Department of Motor Vehicles.

#### GROUP CONFERENCES

There is an increasing demand for members of the staff to participate in group conferences in which definite procedures for solving a problem are planned.

For example, a conference was held with the members of the Board of Education of Bridgewater Township, the supervising principal, and the physical education teachers. During this conference plans were formulated for developing playgrounds in the township. Another conference was held with the officials of the Jersey City Medical Center and the Jersey City State Teachers College. During this conference a curricular pattern was formulated for the course offered in health education and nursing. During the year staff members of the division participated in 197 group conferences.

#### COMMITTEE PARTICIPATION

Committees, consisting of small groups representing larger organizations, formulate policies and plan procedures for school programs, curricula, and administrative procedures. The staff of the Division believes that service on committees provides a means for explaining State policies and broadening the influence of the Division. During the year the Division staff participated in 86 committee meetings. These meetings considered such problems as (1) certification of school nurses, (2) formulation of physical education tests, (3) reporting communicable diseases, (4) evaluating courses of study materials, and (5) policies and standards for directors of physical education.

The staff members of the Division served on committees in twenty-nine different organizations functioning in New Jersey. The following organizations are typical: (1) New Jersey State Medical Society, (2) New Jersey Tuberculosis League, (3) New Jersey State Interscholastic Athletic Association, (4) New Jersey Organization for Public Health Nursing, (5) New Jersey State Board of Examiners of Nurses, (6) New Jersey State School Nurses Association, (7) New Jersey Association for Health and Physical Education, (8) Boy Scouts of America, and (9) New Jersey Archery Association.

SCHOOL VISITATION

Because of the limited personnel in the Division, visitations are limited to three situations: (1) schools which have recently employed new staff members, (2) schools known to have urgent problems in health, safety, or physical education, and (3) schools requesting visitation for appraisal. Following each visit a report including recommendations is sent to the school administrator in charge. Copies of the report are sent to each State, county, and local school official who has whole or partial jurisdiction over the school. During the year 164 visits were distributed among 83 school districts as follows: senior high schools 39, junior high schools 8, elementary schools 102, one or two room schools 6, special schools or classes 2, vocational schools 4, and teachers colleges 3.

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

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

In my annual reports for several years I have referred to the fund known as the Teachers Loan Fund which was provided by bond acts approved September 5, 1933. This fund has been used for the making of loans for the payment of teachers salaries. Loans aggregating \$8,194,304.41 have been made up to June 30 of the year under review. Repayments in the amount of \$7,885,414.26 have been made, leaving loans outstanding as of June 30 in the amount of only \$308,890.15.

The Legislature enacted Chapter 88 in 1938, Chapter 196 in 1939 and Chapter 122 in 1940 which take from this fund \$4,890,398, \$2,000,000, and \$1,250,000 respectively to pay in 1942 like amounts which were withheld from the Teachers Pension and Annuity Fund in the years noted, leaving an unencumbered balance of \$73,915.81. In the meantime, the State pays to the Teachers Pension and Annuity Fund interest at the rate of 3 per cent per annum from the general fund.

APPORTIONMENT OF SCHOOL MONEYS

The apportionment of school moneys for the school year beginning July 1, 1940 was \$16,743,227.66, which is \$4,425,188.32 less than for the school year 1933-34. The indications are that the amount to be distributed in the school year beginning July 1, 1941, will be less than that for the school year 1940-41.

In order to provide sufficient money to meet legal quotas and three cents a day for attendance in fourteen counties in 1936-37, fifteen counties in

1937-38, sixteen counties in 1938-39, and seventeen counties in 1939-40, the Legislature appropriated \$1,716,616.61, \$1,706,811.44, \$1,997,999.77 and \$2,142,960.51 respectively. In order to meet legal quotas and three cents a day attendance in eighteen counties as of April 1, 1940, additional funds amounting to \$2,398,846.29 will be required. I recommend that a bill to cover this deficiency be prepared and introduced in the 1941 legislature.

#### STATE SCHOOL TAX

During the year 1939-40 there had been paid into the State Treasury \$16,016,746.02 in State school taxes. Of this amount, \$4,010.64 was in payment of the 1936 tax, \$5,746.86 was in payment of the 1937 tax, \$16,980.40 was in payment of the 1938 tax, and \$15,990,008.12 was in payment of the 1939 State school tax. In 1938-39 the amount of State school taxes paid was \$16,715,776.91. The State school tax as of June 30, 1940 was paid in full. The last time it was paid in full was in 1928.

The total State school tax levy for 1940 was \$16,125,164.50, which was \$1,853,609.64 less than the levy of 1931. The levy for 1941 will be \$15,400,149.68, or \$725,014.82 less than for 1940, and \$2,578,624.46 less than that of 1931.

#### STATE SCHOOL TAX PENALTIES

The laws of the State provide that a penalty of six per cent shall be levied against all counties for delinquent State school taxes. Up to June 30, 1940, the total amount of penalties levied on 1931 to and including 1937 delinquent State school taxes was \$1,949,355.32 of which \$226,545.54 was for 1931 tax, \$620,246.19 for 1932 tax, \$740,883.10 for 1933 tax, \$225,999.55 for 1934 tax, \$90,265.68 for 1935 tax, \$20,108.69 for 1936 tax, \$19,301.14 for 1937 tax, \$5,627.91 for 1938 tax, and \$377.52 for 1939 tax. As of June 30, 1940, the State has received \$1,210,597.17 in payment of these penalties, of which \$173,363.36 was received for 1931 tax, \$341,969.97 for 1932, \$454,458.26 for 1933, \$151,114.30 for 1934, \$55,460.55 for 1935,

\$20,107.69 for 1936, \$8,357.53 for 1937, \$5,407.94 for 1938, and \$357.57 for 1939.

According to Chapter 12, P. L. 1938, and Chapter 71, P. L. 1939, \$351,468.55 and \$369,202.80 respectively were eliminated from the \$1,949,355.32 levy of penalties. As of June 30, 1940, after deducting this amount, the balance of penalty due on State school tax delinquent payments was \$18,086.80.

#### RAILROAD TAX

On June 30, 1940, a total of \$7,231,992.04 was due the districts from 1917-31, 1932, 1933, 1934, 1935, 1936, 1937, and 1938 main stem railroad taxes of which \$15,993.15 is due from 1917-31 taxes, \$1,549,084.51 from the 1932 tax, \$1,226,846.15 from the 1933 tax, \$1,375,321.40 from the 1934 tax, \$574,213.26 from the 1935 tax, \$1,144,157.51 from the 1936 tax, \$744,518.53 from the 1937 tax, and \$601,857.53 from the 1938 tax. Apportionment of these taxes, amounting to \$66,364.89 to be made to the counties in September, is withheld because of appeals being prosecuted before the State Board of Tax Appeals and the Supreme Court. During the year ending June 30, 1940, \$1,625,745.46 main stem railroad taxes were paid to the districts, of which \$601,869.84 was from the 1932 tax and \$1,023,875.62 from the 1933 tax.

#### SPECIAL STATE AID FUNDS

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

State aid payments for these activities amounted to \$1,041,643.08 of which \$83,966.95 was for educating crippled children, \$650,000.00 was manual training State aid, \$300,000.00 vocational State aid and \$7,676.13 State aid for evening schools for foreign-born residents.

#### LOCAL TAXES FOR SCHOOLS

The total local school tax levy made in 1939 and available in the school year 1939-40 was \$78,561,152.48. This is \$3,274,700.00 more than the levy in

1938. This increase in levy was due largely to the inclusion of Debt Service for many of the Chapter 6 school districts. School districts still continue to encounter difficulties because of delinquency in the payment of local taxes. As of June 30, 1940, \$2,733,872.12 was due from these local levies, which is \$812,133.33 less than for the preceding year.

#### SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the year 1939-40 was 118,316,823. This was a decrease of 2,338,213 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. Some of the decrease is due to a decrease in the percentage of attendance. The percentage of attendance this year was 92.5, which is four-tenths of a per cent lower than the per cent for 1938-39.

#### INSPECTIONS OF SCHOOL ACCOUNTS

The inspection of the minutes and financial records of boards of education constitute an important phase of the work of this Division. During the year under review, there were 426 inspections made of the records of the boards of education by our three inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits together with recommendations which are valuable to local boards of education in studying and correcting their financial procedures. These inspections furnish a check on all of the financial transactions of local boards of education. This service has been particularly useful in securing accurate information and diagnosing difficult financial situations. In order to improve this service to the individual school districts as well as to the State, additional inspectors of accounts should be provided. During the year, proper accounting and procedure for internal accounts has been stressed. Many school districts have adopted our recommendations.

## SCHOOL BUILDINGS

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

Thirteen plans and specifications were approved for alterations and additions to present buildings. Thirty-one plans and specifications were approved for alterations to present structures. Four plans and specifications were approved providing modern heating and ventilating systems for buildings now in use. Eight plans and specifications were approved providing for modern inside toilet installations. Seven plans and specifications were approved for other purposes, namely, three fire escapes, three field layouts and one revision.

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

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

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

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

## UNIFORM RECORDS AND REPORTS

Under the law, the Commissioner is required to furnish various blanks and forms for the purpose of securing uniform reports from the several school districts. All of the statistics are accumulated in the offices of the county superintendents and by them reported to the Commissioner. This has been of

particular value since 1932 because it has enabled us to have accurate and comparable statistics upon which policies may be predicated.

#### ANALYSIS OF DRINKING WATER

The rules of the State Board of Education require that drinking water from sources in the immediate vicinity of schools, such as wells, springs, and cisterns, shall be tested at least once during each school year. During the year, 192 school districts depended upon such sources for their water supply. Many of the sources of water supply are located upon school property, but a large number are owned by private individuals and the water must be carried to the school. Samples are collected by the district clerk, medical inspector, or other agent of the local board of education, and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. During the year, 476 samples of water from 188 school districts were tested. Only four districts made no effort to have their source of water supply analyzed. Municipal or private water companies supply a major proportion of the school districts. These supplies are under the direct supervision of the Department of Health, which regularly takes samples from such sources and tests them. The results of these tests are communicated to the county superintendent who in turn submits them to the local board of education. If water supply is found to be of doubtful character or unsuitable for drinking purposes, the boards of education must arrange for a new supply.

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

RESULTS OF TESTS OF SCHOOL DRINKING WATER FROM LOCAL SOURCES  
SCHOOL YEAR 1939-1940

Counties	No. of Districts Tested	WELLS			SPRINGS			CISTERNS			Totals
		Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	
Atlantic	12	34	--	--	--	--	--	--	--	--	34
Bergen	8	8	--	--	1	--	--	--	--	--	9
Burlington	16	18	2	1	--	--	--	--	--	--	21
Camden	6	24	1	--	--	--	--	--	--	--	25
Cape May	4	19	--	--	--	--	--	--	--	--	19
Cumberland	12	30	6	--	--	--	--	--	--	--	36
Essex	2	2	--	--	--	--	--	--	--	--	2
Gloucester	11	28	3	--	--	--	--	--	--	--	31
Hudson *	--	--	--	--	--	--	--	--	--	--	--
Hunterdon	14	44	4	5	1	--	2	--	--	1	57
Mercer	6	11	--	1	--	--	--	--	--	--	12
Middlesex	7	19	--	1	1	--	--	--	--	--	21
Morristown	11	22	3	--	--	--	--	--	--	--	25
Morris	20	35	--	1	1	--	1	--	--	--	38
Ocean	9	17	--	--	--	--	--	--	--	--	17
Passaic	3	11	--	1	--	--	--	--	--	--	12
Salem	9	22	4	3	--	--	--	--	--	--	29
Somerset	10	26	--	2	--	--	--	--	--	--	28
Sussex	13	21	3	7	1	--	2	--	--	--	34
Union *	--	--	--	--	--	--	--	--	--	--	--
Warren	15	17	--	--	1	--	--	6	--	2	26
<b>Total</b>	<b>188</b>	<b>408</b>	<b>26</b>	<b>22</b>	<b>6</b>	<b>--</b>	<b>5</b>	<b>6</b>	<b>--</b>	<b>3</b>	<b>476</b>

\*No schools supplied with water from local sources in 1939-1940.

OTHER ACTIVITIES OF THE DIVISION OF BUSINESS

The Division of Business makes recommendations for the revision of the various blanks and forms used in the several school districts. When such have been approved they are printed and distributed by the Division. On March first of each year a requisition from county and city superintendents is received for the forms needed for the year. Monographs and other publications, school laws, school registers, and various types of printed matter are distributed by this Division. It is frequently desirable to send these materials to the county superintendents to be distributed and checked by them. During the year under review there were 3,700 requisitions for such materials. The Division is responsible for the examination of school registers in order to make an accurate tabulation of days' attendance in the school districts. This year 21,681 registers were received from the school districts and tabulated by clerks working during the summer. The magnitude of this task may be gleaned from the fact that the total number of days' attendance for the school year was 118,316,823.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stenciled matter which is issued. During the past year there were mimeographed 48,640 copies of 181 letters, 26,325 copies of 27 legislative bulletins, 17,160 copies of 38 report forms, 700 copies of two courses of study, 365 copies of seven decisions of the Commissioner of Education, 1,005 copies of eight annual reports, 50 copies of the apportionment of school moneys, and 30 copies of other reports.

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

The statute requires that all bonds in districts operating under Chapter 7 of Title 18 when cancelled "shall be deposited with the Commissioner of Education." During the school year 1939-40, cancelled bonds were received from 339 school districts. These districts submitted 5,023 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$4,567,550.00. In addition to the above, three districts submitted 199 cancelled refunded bonds in the total amount of \$163,000.00.

## A D U L T   E D U C A T I O N

The last five years has witnessed definite development of adult education. These activities have been organized as a part of regular night schools maintained by the public school systems, as programs under the Works Projects Administration, and more recently as community adult education programs. The Legislature in 1937 passed an act which makes possible the use of all facilities in a school district for adult education instruction. This report describes several phases of the adult education program and indicates the extent to which communities have organized these activities during the year under review.

### COMMUNITY ADULT SCHOOLS

In many communities, groups of citizens such as the Parent-Teacher Association, the Rotary Club, the American Legion, the Women's Club, and other civic organizations join with the local board of education in the organization and administration of courses for adults. In several communities, the interested groups incorporate and thereby become a financially responsible organization with which the board of education can deal. The community adult school is flexible and planned for meeting the needs of the different groups. An increasing number of leaders look to education for adults as a means of enlightening society concerning the civic responsibilities of its citizens. To this end courses in government, sociology, economics, and political science are offered in community adult schools. Forums, the radio, and library readings are utilized also. There is also a great deal of instruction for adults in the problems of child rearing and the psychology of child management. There are groups studying pottery, painting, sculpture, dancing, drama, wood craft, architecture, and other arts as a means of providing for themselves an opportunity to create and to enjoy the artistry of others.

Such adult schools are usually supported by fees which vary from one to ten dollars per course. The teachers are recruited from a wide variety of occupations and are paid from these fees. The community adult schools are, therefore, operated at little or no cost to the taxpayer. Table I summarizes

the enrollment in 39 new community adult schools. Twenty-two of these communities maintained fall and spring sessions. A session usually held classes one evening per week for ten weeks. Ten of these schools maintained fall sessions only. Seven of them had spring sessions only. The number enrolling varied from 35 in Stanton to 5100 in South Orange and Maplewood. Those who enroll do not all come from the community in which the school is located. Some of the larger schools enroll students from as many as fifty other communities. The total enrollment in the fall was 25,320. In the spring term the enrollment was 17,734. There were, 1,004 teachers and other employees in these schools. Of this number 864 were paid and 140 volunteered.

TABLE I - SUMMARY OF ENROLLMENTS\*

NEW JERSEY COMMUNITY ADULT SCHOOLS  
1939 - 1940

Communities (1)	School year ending June 30, 1940				
	Enrollment		Number of Workers		
	Fall (2)	Spring (3)	Paid (4)	Volunteer (5)	Total (6)
Belleville		653	22	3	25
Bloomfield	176	121	19		19
Bound Brook		926	30		30
Caldwell	141	108	9	27	36
Collingswood	525		15		15
Cranford	513	170	31	5	36
East Orange	1377	734	45	2	47
Elizabeth	910	534	42	1	43
Flemington		198	13		13
Glen Rock	125		8		8
Haddonfield	276		10	1	11
Hamilton		450		16	16
Highland Park	273		20		20
Hightstown		117	5	1	6
Hillsdale	59	45	3	1	4
Kearny	736	695	24	2	26

TABLE I - SUMMARY OF ENROLLMENTS\*  
 NEW JERSEY COMMUNITY ADULT SCHOOLS  
 1939 - 1940

Communities (1)	School year ending June 30, 1940				
	Enrollment		Number of Workers		
	Fall (2)	Spring (3)	Paid (4)	Volunteer (5)	Total (6)
Lambertville		105	11		11
Lodi	170		6		6
Madison-Chatham	468		17		17
Millville	225	210	19	4	23
Montclair	2000	1100	45	1	46
Moorestown		300	10		10
Morristown	543	980	32		32
Newark	2285	1710	68		68
Paterson	250	350	14	10	24
Pitman	175		6	1	7
Plainfield	1400	500	33		33
Roselle Park	600		18	1	19
Rutherford	940	1570	9		9
South Orange-Maplewood	5100	2100	130	21	151
Springfield	116		9		9
Stanton	35	40	1	3	4
Summit	417		17		17
Teaneck	285	260	11		11
Trenton	2750	2019	36		36
Union	250	225	15	35	50
Wayne	50	64	7		7
Westfield	1600	1200	40	2	42
West Orange	550	250	14	3	17
T O T A L S	25,320	17,734	864	140	1004

\*Data adapted from "Adult Education in New Jersey" by Leon Brody. Published by The American Association of Adult Education, 60 East Forty-Second Street, New York, New York.

## W. P. A. ADULT SCHOOLS

The Works Projects Administration continued its cooperation with thirty communities. Twenty-six of these organized programs during both the fall and spring terms. Clifton and Paterson organized courses only in the fall and Long Branch and Montclair offered courses during the spring only. The smallest enrollment was thirty in Pennsauken; the largest was 2,533 in Newark. The total enrollment during the fall was 17,682 and during the spring 18,057. These W. P. A. projects were sponsored by local boards of education and the teachers were paid from Federal funds.

In community adult schools, the three most popular subjects measured by the number of organized groups were (1) arts and crafts with 261 groups (2) vocational subjects with 138 groups, and (3) languages with 124 groups. In the Works Projects Administration adult education courses the three most popular subjects were: (1) Americanization with 216 groups (2) vocational subjects with 186 groups, and (3) languages with 80 groups. There were 932 organized community school groups and 638 Works Projects Administration groups.

## FORUMS

During the year, the State Department of Public Instruction cooperated in sponsoring community forums. There were 36 communities in which from one to eight forum meetings were conducted. Committees from the local communities selected the topics. Dr. Fred W. Ingvaldstad served as the forum leader. The forum attempts to present both sides of a public question and encourages discussion from the audience. For the most part, expenses were paid by local boards of education. In a few communities, the forums were financed by admission fees.

Table II lists the number of forum meetings held in each of the 36 communities, the gross attendance, the average attendance per meeting, and the cost for each community. There were 127 forum meetings. The gross attendance was 29,778. The average number attending each meeting was 235. The estimated gross cost was \$3,500.00.

TABLE II - SUMMARY OF COMMUNITY FORUM MEETINGS SPONSORED BY  
THE NEW JERSEY STATE DEPARTMENT OF PUBLIC INSTRUCTION

Communities	Number of Forum Meetings	Gross Attendance	Average Attend- ance Per Meeting	Estimated Gross Cost in Dollars
(1)	(2)	(3)	(4)	(5)
Audubon	3	675	225	90
Barneгат	2	185	93	45
Belleville	1	375	375	30
Collingswood	3	635	212	90
Dover	6	1365	228	160
Dunellen	8	2354	294	200
Garfield	4	829	207	110
Hackensack	4	3620	905	110
Haddonfield	3	327	109	90
Haddon Heights	3	610	203	90
Hawthorne	5	1633	326	135
Irvington	1	350	350	30
Kearny	1	300	300	30
Lakewood	3	1072	357	70
Little Falls	2	328	164	50
Lodi	3	664	221	80
Long Branch	1	300	300	30
Lyndhurst	2	504	252	45
Merchantville	5	1347	269	145
Montclair	8	1034	129	240
Mountainside	1	40	40	30
Newark	7	668	95	200
New Brunswick	8	2287	286	220
North Plainfield	1	167	167	30
Oaklyn	3	310	103	90
Oradell	1	80	80	25
Orange	8	871	109	220
Paterson	1	207	207	30

TABLE II - SUMMARY OF COMMUNITY FORUM MEETINGS SPONSORED BY  
THE NEW JERSEY STATE DEPARTMENT OF PUBLIC INSTRUCTION  
(CONTINUED)

Communities (1)	Number of Forum Meetings (2)	Gross Attendance (3)	Average Attend- ance Per Meeting (4)	Estimated Gross Cost in Dollars (5)
Plainfield	8	1656	207	220
Point Pleasant	2	380	190	45
Pompton Lakes	3	808	269	75
Ridgewood	2	500	250	50
South River	5	1320	264	140
Succasunna	4	927	232	120
Toms River	4	1000	250	120
Tuckerton	1	50	50	20
Totals	127	29,778	235	3,500

THE NEED FOR NATURALIZATION EDUCATION

The State recognizes the need for naturalization education by the terms of the statute which provides that \$100.00 shall be apportioned to the district from State school moneys for each teacher employed in teaching foreign-born residents. During the past few years, there has been an average of approximately 160 teachers assigned by the school districts for such teaching. The classes have been organized for a minimum of one hundred hours per year and meet for at least three sessions per week.

During the year through a grant from the United States Office of Education and the assignment of a specialist, a study of the progress made in naturalization of foreign-born residents in the twenty-one New Jersey counties was made. Table III summarizes this study.

According to the 1930 census, the number of aliens varied from 562 in Cape May to 71,913 in Essex County. The total for the State reported by the 1930 census was 296,258. It is recognized that the census did not record all of the aliens. When accurate data for alien registration are available, the census will probably show that many aliens did not report their citizenship status correctly in 1930. The numbers naturalized from 1930 to 1940 varied from 141 in Salem County to 19,510 in Hudson County. During the decade under consideration, 26 per cent or 77,144 different individuals were naturalized in New Jersey.

TABLE III - PROGRESS IN NATURALIZATION OF FOREIGN-BORN RESIDENTS  
NEW JERSEY COUNTIES 1930 - 1940

Counties (1)	Number Aliens 1930 Census (2)	Number Naturalized 1930-1940 (3)	Per Cent Natural- ized 1930 - 1940 (4)
Atlantic	4,090	1,372	35
Bergen	30,205	8,275	27
Burlington	3,574	671	19
Camden	9,595	2,114	22
Cape May	562	178	34
Cumberland	2,540	471	19
Essex	71,913	16,390	23
Gloucester	1,784	420	27
Hudson	62,550	19,510	31
Hunterdon	1,161	380	36
Mercer	11,415	2,745	22
Middlesex	20,124	4,882	25
Monmouth	5,101	1,490	30
Morris	5,979	1,646	28
Ocean	853	273	34
Passaic	30,784	7,165	24
Salem	596	141	25
Somerset	4,571	1,262	31
Sussex	1,051	257	24
Union	25,415	6,874	27
Warren	2,415	628	27
T o t a l s	296,258	77,144	26

This Table should be read as follows: According to the 1930 Census there were in Atlantic County 4,090 Aliens. Between 1930 - 1940 1,372 were naturalized. This is 35 per cent of the number of aliens in 1930.

STATISTICAL SURVEY

## ENROLLMENT IN THE DAY SCHOOLS

The total enrollment in the day schools for 1939-40 was 732,949, a decrease of 16,456 pupils or two and two-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed an increase of 78 pupils. This is the first increase since 1929-30. 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 20,010, or four and two-tenths per cent. Approved junior high schools showed an increase in enrollment of 433, or nine-tenths of one per cent; senior high schools (grades ten to twelve) showed an increase of 1,481 pupils, or four and one-tenth per cent. High schools organized on the four-year plan (grades nine to twelve) showed an increase of 1,635 pupils, or one and one-tenth per cent.\*

The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) increased 3,525 pupils, or one and eight-tenths per cent.

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

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

EXPENDITURES FOR PUBLIC EDUCATION  
IN 1939 - 40

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1939-40 were \$4,072,250.03 more than the amount available for the preceding year, but \$4,356,710.69 less than the amount available for 1931-32. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$111,736,671.22, which was \$251,825.83 less than the expenditures for 1938-39. However, these expenditures were \$6,815,345.42 less than those for 1931-32. All items listed in the following table, with the exception of maintenance, library, manual training and vocational accounts, continue to show reductions when compared with the expenditures in 1931-32.

The expenditures for public education in 1939-40 showed a decrease of \$251,825.83 from those for 1938-39. Capital outlay shows a decrease of \$2,006,322.65 compared with the expenditures for 1938-39. Debt service shows an increase of \$151,198.50 over that of 1938-39. The expenditures for day schools increased \$1,497,389.93, evening schools increased \$94,145.55, and summer schools increased \$11,762.84 from those of 1938-39.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$8,465,120.36, which was two and two-tenths times the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1938-39 and 1939-40

	<u>1 9 3 8 - 3 9</u>		<u>1 9 3 9 - 4 0</u>	<u>Decrease or Increase</u>
Day School Expenditures (1).....		\$ 84,981,935.46	\$86,479,325.39	\$1,497,389.93 I
Regular Day Schools (1).....	\$83,211,346.27		\$84,671,796.54	1,460,450.27 I
Current Expense Account.....	\$76,034,546.11	\$77,525,187.88		1,490,641.77 I
County (Current Exp. Acct.) (2)....	252,255.06	255,783.53		3,528.47 I
Maintenance Account.....	3,707,160.97	3,561,000.65		146,160.32 D
Manual Training Account.....	2,880,282.88	2,985,520.09		105,237.21 I
Library Account.....	337,101.25	344,304.39		7,203.14 I
Vocational Day Schools (Vocational Account).....	1,666,835.21		1,713,574.95	46,739.74 I
Continuation Schools (Continuation Account).....	103,753.98		93,953.90	9,800.08 D
Summer School Expenditures (Current Expenses Account).....		42,441.73	54,204.57	11,762.84 I
Evening School Expenditures.....		620,185.71	714,331.26	94,145.55 I
Regular Evening Schools (Current Expense Account).....	115,629.07		141,689.07	26,060.00 I
Accredited Evening High Schools (Current Expense Account).....	229,535.61		232,640.88	3,105.27 I
Vocational Evening (Vocational Account).....	259,549.07		324,344.98	64,795.91 I
Evening Schools for Foreign-Born Residents (Foreign Born-Account)...	15,391.96		15,546.33	154.37 I
Manual Training - Evening.....	80.00		110.00	30.00 I
Capital Outlay Expenditures.....		9,713,003.91	7,706,681.26	2,006,322.65 D
Land, Building and Equipment Account	9,663,961.14		7,646,463.78	2,017,497.36 D
Vocational Account.....	7,539.27		6,832.01	707.26 D
Manual Training Account.....	41,503.50		53,385.47	11,881.97 I
Debt Service Expenditures.....		16,630,930.24	16,782,128.74	151,198.50 I
 TOTAL EXPENDITURES.....		\$111,988,497.05	\$111,736,671.22	\$ 251,825.83 D

(1) Does not include tuition transfers

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

S T A T I S T I C A L   S U M M A R 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 785,195 for the school year 1939-40. This was a decrease in the day schools of 16,456 boys and girls and an increase of 1,989 in the other divisions of the public schools. To instruct these 785,195 pupils there were required 29,636 teachers. The children were housed in 2,117 school buildings, a decrease of 16 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 93,558 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 30,160 pupils.

In the day schools there were enrolled 374,522 boys and 358,427 girls, making a total in the day schools of 732,949. In addition to these day school pupils, 23,952 were enrolled in other day schools. There were enrolled in evening schools, 38,294 making a total enrollment in all schools of 785,195.

There were 34,884 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 238,398. The total number of pupils in grades five to eight inclusive was 244,854.

The total number enrolled in the high schools, grades IX to XII, was 204,548. This was an increase of 3,525 over the enrollment of 1938-39. The high school enrollments for the past five years are given below:

<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>1939</u>	<u>1940</u>
193,760	192,757	193,177	201,023	204,548

The total number of pupils enrolled in one-room rural schools was 3,798, a decrease of 661. The number in two-room rural schools was 6,714, a decrease of 313. There was decrease of 29 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 627,176, a decrease of 16,301. The average absence of pupils was 13 days.

There was an increase of men teachers in all the schools of the State of 286, and a decrease of women teachers of 186, making a total increase of 100 teachers.

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

1935-36	\$71,475,821.17
1936-37	74,253,286.28
1937-38	78,805,322.98
1938-39	81,298,622.63
1939-40	82,866,474.24

#### 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 \$60,747,349.03.

The average salary per year paid to all day school teachers (28,640), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2,100.64, an increase over the preceding year of \$43.09.

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

<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>1939</u>	<u>1940</u>
\$1,802.47	\$1,897.94	\$2,004.90	\$2,057.55	\$2,100.64

\*Expenditures of the local districts as defined in the statute.

Does not include expenditures for any form of State or county supervision.

The average salaries paid to teachers in the various grades and types of schools during 1939-40 were as follows:

	<u>Men</u>	<u>Increase</u>	<u>Women</u>	<u>Increase</u>
Kindergartens	-	-	\$1,979	\$29
Grades 1 to 6	\$1,737	\$29	1,949	47
Grades 1 to 8	1,725	323*	1,832	24
Junior High Plan Grades VII-IX	2,033	24	2,257	59
Senior High Plan Grades X-XII	2,451	11*	2,411	2*
High School	2,406	134*	2,385	18*

\*Decrease

#### TEACHERS COLLEGE GRADUATES

FOR THE YEAR ENDING JUNE 30, 1940

Trenton State Teachers College	188 a decrease of 16 from 1938-39
Montclair State Teachers College	286 an increase of 71 over 1938-39
Newark State Teachers College	232 an increase of 8 over 1938-39
Glassboro State Teachers College	140 a decrease of 4 from 1938-39
Paterson State Teachers College	65 a decrease of 25 from 1938-39
Jersey City State Teachers College	<u>76</u> a decrease of 19 from 1938-39
TOTAL	987 an increase of 15 over 1938-39**

#### VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1939-40 is \$357,693,835.00, an increase of \$6,508,919.00 over the preceding year.

\*\* Of this number 246 had graduated at an earlier date from a teacher training institution. Accordingly, 741 received their first certification as compared with 717 in 1939.

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STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON.

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

STATISTICS OF PUBLIC EDUCATION

1939-1940

CHARLES H. ELLIOTT

Commissioner of Education

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY 1, 1939 AND ENDING JUNE 30, 1940

RECEIPTS

A--State Administration:

(1) State Board of Education, expenses.....	\$23,360.83	\$1,607.10 I
(2) State Board of Examiners, expenses.....	5,584.02	207.62 I
(3) Office of Commissioner of Education, salaries.....	135,998.59	3,680.05 D
(4) Office of Commissioner of Education, expenses.....	43,414.44	720.43 I
Total.....	<u>\$208,357.88</u>	1,144.90 D

B--County Administration and Supervision:

(1) County Superintendents, salaries.....	\$104,583.34	\$277.69 D
(2) County Superintendents, clerk hire and expenses.....	70,974.84	1,481.57 I
(3) Helping Teachers and Other County Officers, salaries and expenses.....	190,879.27	7,296.73 I
Total.....	<u>\$366,437.45</u>	\$8,500.61 I

C--State Institutions:

(1) Glassboro State Teachers College:		
Appropriated by State for Current Expenses.....	\$92,866.98	\$23,956.38 D
Appropriated by State for Capital Outlay.....	--	1,397.72 D
Received for tuition and extension fees.....	55,708.46	19,598.42 I
(2) Newark State Teachers College:		
Appropriated by State for Current Expenses.....	141,354.43	56,030.93 D
Appropriated by State for Capital Outlay.....	--	2,674.37 D
Received for tuition and extension fees.....	93,242.51	47,135.70 I
(3) Trenton State Teachers College:		
Appropriated by State for Current Expensese.....	253,201.81	130,711.06 D
Appropriated by State for Capital Outlay.....	10,906.55*	7,881.08 I
Received for tuition and extension fees and Boarding Hall.	215,453.51	141,931.52 I
(4) Montclair State Teachers College:		
Appropriated by State for Current Expenses.....	220,082.55	121,558.83 D
Appropriated by State for Capital Outlay.....	--	1,602.44 D
Received for tuition, extension fees and Boarding Hall....	172,145.99	128,202.95 I
(5) Paterson State Teachers College:		
Appropriated by State for Current Expenses.....	51,994.01	24,931.84 D
Appropriated by State for Capital Outlay.....	--	3,996.29 D
Received for tuition and extension fees.....	71,318.72	38,319.23 I

\*Sale of Property.

C-State Institutions Con't.

(6) Jersey City State Teachers College:			
Appropriated by State for Current Expenses.....	\$125,191.39		\$4,856.09 D
Appropriated by State for Capital Outlay.....	--		2,812.73 D
Received for tuition and extension fees.....	34,212.11		4,355.31 I
(7) New Jersey School for the Deaf:			
Appropriated by State for Current Expenses.....	306,614.16		2,221.96 I
Appropriated by State for Capital Outlay.....	3,147.81		3,147.81 I
Received for tuition.....	1,826.02		491.02 I
(8) Manual Training and Industrial School for Colored Youth:			
Appropriated by State for Current Expenses.....	152,000.92		1,956.77 I
Appropriated by State for Capital Outlay.....	--		6,759.95 D
Received for tuition and other receipts.....	65,685.18		4,022.04 D
(9) Training of Vocational Teachers:			
Appropriated by State.....	40,827.04		2,221.06 I
Appropriated by Federal Government.....	56,005.37		4,162.95 I
(10) State University (State Board of Regents)			
Appropriated by State for Current Expenses.....	<u>1,258,636.79</u>		41,146.98 I
Total.....		\$3,422,422.31	57,462.09 I

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office).....	\$5,698.60		\$394.95 D
(2) For office expenses, current pensions and previous years increase in reserve.....	<u>1,204,101.55</u>		1,204,101.55 I
Total.....		\$1,209,800.15	\$1,203,706.60 I

E-State School Fund Expenses.....

\$4,315.35                      \$180.49 D

F-Current Expenses of Public Schools in Districts:

1. From State School Fund.....	\$ 398,304.76	\$ 4,043.59 D
2. From State School Tax (90%).....	14,403,712.04	569,315.51 D
3. From 90% State School Tax Penalty.....	940.18	21,616.35 D
4. From Reserve Fund (10%).....	1,353,161.19	9,142.29 I
5. From Deficiency Appropriation.....	1,503,111.40	1,498,883.94 I
6. From One Per Cent Emergency.....	147,250.00	9,700.00 D
7. For Pupils residing in charitable Institutions	255,960.00	4,995.00 D
8. Special State Aid for Crippled Children.....	84,409.45	25,632.61 I
9. From Railroad Tax.....	1,317,653.91	1,317,653.91 I
10. From Interest on Surplus Revenue (1837).....	19,281.80	7,146.96 I
11. From Re-apportioned Balances.....	3,816.21	3,816.21 I
12. From District Taxes.....	59,541,770.82	418,395.42 I
13. From Notes Authorized by Vote of District or from Board of School Estimate.....	234,390.22	253,750.44 D
14. From Tuition.....	5,076,969.98	167,238.12 I
15. From Interest on Deposits.....	2,776.99	3,088.05 D
16. From Sale of Books.....	21,299.54	11,154.52 D
17. From Other Sources.....	178,750.93	4,594.11 I
18. Balance from Previous Year.....	3,463,506.08	730,231.48 I
Total.....	\$88,007,065.50	\$3,305,071.59 I

G-Repairs and Replacement Account:

1. From District Taxes.....	\$3,631,042.14	\$ 93,320.15 D
2. From Notes Authorized by Vote of District or from Board of School Estimate.....	26,289.83	32,507.17 D
3. From Sale of Property.....	56,543.76	41,770.44 I
4. From Other Sources.....	33,213.11	14,424.73 D
5. Balance from Previous Year.....	448,563.98	135,199.80 I
Total.....	\$4,195,652.82	\$ 36,718.19 I

H-Land, Building and Equipment Account:

1. From District Taxes.....	\$ 774,578.63	\$ 135,567.71 D
2. From Sale of Bonds or Notes.....	3,415,542.29	2,911,660.35 D
3. From Other Sources.....	2,668,239.59	515,212.44 D
4. Balance from Previous Year.....	1,581,832.64	748,505.14 I
Total.....	\$8,440,193.15	\$2,813,935.34 D

I-School Library Account:

1. From State.....	\$ 3,870.00	\$ 570.00 I
2. From District Taxes.....	344,323.59	16,643.91 I
3. From Other Sources.....	4,907.16	626.07 D
4. Balance from Previous Year.....	49,013.32	254.78 D
Total.....	\$402,114.07	\$16,333.06 I

J-Manual Training Account:

1. From State.....	\$ 652,908.34	\$ 58,716.58 D
2. From District Taxes.....	2,277,356.09	103,757.08 I
3. From Sale of Materials.....	31,328.62	1,376.03 D
4. From Other Sources.....	17,466.83	5,098.33 I
5. Balance from Previous Year.....	369,022.65	1,680.78 I
Total.....	\$3,348,082.53	\$50,443.58 I

K-Vocational Account:

1. From State.....	\$ 311,636.29	\$57,947.73 D
2. From Federal Government.....	343,807.28	20,126.64 I
3. From District Taxes.....	1,261,790.80	40,088.03 I
4. From Other Sources.....	105,174.87	18,315.83 D
5. Balance from Previous Year.....	209,669.13	62,880.52 I
Total.....	\$2,232,078.37	\$46,831.63 I

L-Continuation School Account:

1. From Federal Government.....	\$ 21,035.66	\$8,717.05 D
2. From District Taxes.....	88,506.46	547.30 D
3. From Other Sources.....	20.00	--
4. Balance from Previous Year.....	54,428.15	3,548.82 I
Total.....	\$163,990.27	\$5,715.53 D

M-Evening Schools for Foreign-Born

Residents Account:

1. From State.....	\$ 7,676.13	\$ 165.56 I
2. From District Taxes.....	8,308.13	665.56 I
3. From Other Sources.....	161.00	16.66 D
4. Balance from Previous Year.....	31,514.31	4,888.51 D
Total.....	\$47,659.57	\$4,074.05 D

N-Teachers' Libraries:

1. From State.....	\$400.00	--
2. From Subscription.....	400.00	--
Total.....	\$800.00	--

P-Debt Service Account:

1. From District Taxes.....	\$16,685,375.29	\$262,347.22 I
2. From Other Sources.....	278,678.61	251,599.12 I
3. Balance from Previous Year.....	483,318.49*	172,362.75 I
Total.....	\$16,480,735.41	\$686,309.09 I

R-Reserve Account to Pay Outstanding Bills  
of Previous Year, which were charged

against previous year.....	\$4,610,239.32	\$1,485,923.90 I
----------------------------	----------------	------------------

Total Receipts during year including Balances

from Previous Year.....	\$133,139,944.15	\$4,072,250.03 I
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\*Deficit

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1939 AND ENDING JUNE 30th, 1940

EXPENDITURES

A-State Administration:

1. State Board of Education.....		\$23,360.83	\$1,607.10 I
2. Office of Commissioner of Education:			
Salary of Commissioner of Education.....	\$ 15,000.00		-
Salaries of Other Personnel.....	120,998.59		3,680.05 D
Blanks, Stationery, Printing.....	12,698.77		1,646.15 I
Incidental Expenses, Physical Training Expenses, Supervisor of Continuation Schools Expenses....	<u>30,715.67</u>		925.72 D
Totals.....		\$179,413.03	\$2,959.62 D
3. State Board of Examiners.....		\$5,584.02	\$207.62 I
Grand Total.....		\$208,357.88	\$1,144.90 D

B-County Administration and Supervision:

1. County Superintendents:			
Salaries and Expenses.....	\$175,229.59		\$ 726.19 I
2. Helping Teachers, Salaries and Expenses.....	176,547.71		1,507.20 I
3. County Attendance Officers, Salaries and Expenses	5,122.95		1,028.45 I
4. County Supervisor of Child Study:			
Salary and Expenses.....	<u>3,466.62</u>		11.06 D
Total.....		\$360,366.87	\$3,250.78 I

C-State Institutions:

(1) Glassboro State Teachers College.....	\$148,575.44		\$5,755.68 D
(2) Newark State Teachers College.....	234,596.94		11,569.60 D
(3) Trenton State Teachers College.....	479,561.87		19,101.54 I
(4) Montclair State Teachers College.....	392,228.54		5,041.68 I
(5) Paterson State Teachers College.....	123,312.73		9,391.10 I
(6) Jersey City State Teachers College.....	159,403.50		3,313.51 D
(7) Industrial School for Colored Youth.....	217,686.10		8,825.22 D
(8) New Jersey School for the Deaf.....	311,587.99		5,860.79 I
(9) Training of Vocational Teachers.....	96,832.41		6,384.01 I
(10) State University (State Board of Regents).....	<u>1,258,636.79</u>		41,146.98 I
Total.....		\$3,422,422.31	57,462.09 I

D-Teachers' Pension and Annuity Fund:

(1) Operating Expenses (Treasurer's Office).....	\$5,698.60		394.95 D
(2) For office expenses, current pensions and increase in reserve.....	<u>1,204,101.55</u>		1,204,101.55 I
Total.....		\$1,209,800.15	\$1,203,706.60 I

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

\$4,315.35 \$180.49 D

F-Current Expenses of Schools within the District:

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.....	\$82,437,939.72	\$1,526,923.50 I
2. Expenditures for evening schools in districts.....	374,329.95	29,165.27 I
3. Expenditures for summer schools in districts.....	<u>54,204.57</u>	11,762.84 I
Total.....	\$ 82,866,474.24	\$1,567,851.61 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 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.....	\$ 3,561,000.65	\$ 146,160.32 D
H-Land, Building and Equipment Account Expenses within districts.....	7,646,463.78	2,017,497.36 D
I-School Library Account Expenses within districts.....	344,304.39	7,303.14 I
J-Manual Training Account Expenses within districts.....	3,039,015.56	117,229.18 I
K-Vocational School Account Expenses.....	2,044,751.94	110,828.39 I
L-Continuation School Account Expenses.....	93,953.90	9,800.08 D
M-Evening Schools for Foreign-born Residents Account.....	15,546.33	154.37 I
N-Teachers' Libraries.....	800.00	--
P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund.....	16,782,128.74	151,198.50 I
R-Reserve Account to pay outstanding bills of previous year.....	3,964,384.66	1,950,058.88 I
Balance on hand at close of year.....	7,575,857.40	1,077,989.64 I
Payments and balances - Total.....	\$133,139,944.15	\$4,072,250.03 I

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

July 1, 1939 to June 30, 1940

State Administration of the Schools.....	\$208,357.88
	.2%
Current Expenses of the Schools.....	104,134,573.30
	99.8%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education, expenses.....	\$ 23,360.83
Salaries.....	140,738.59
Operation.....	13,296.71
Miscellaneous.....	30,961.75
 TOTAL.....	 \$208,357.88

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

Administration.....	\$ 2,661,486.75
Instruction:	
Supervision.....	6,468,715.44
Instruction Proper.....	58,614,366.26
Operation.....	9,590,018.77
Maintenance.....	3,734,147.54
Co-ordinate Activities.....	2,117,494.36
Auxiliary Agencies.....	3,512,868.15
Fixed Charges*.....	653,347.29
Debt Service.....	16,782,128.74
 TOTAL.....	 \$104,134,573.30

\*Less Tuition Transfers

C O S T O F E D U C A T I O N

(Based on expense of maintaining the public day schools)

		Increase or Decrease
Administration expenses.....	\$ 2,465,726.94	\$ 55,486.49 I
Instruction:		
Supervision.....	\$ 6,269,330.98	112,482.29 I
Instruction Proper.....	56,780,719.36	785,383.54 I
	63,050,050.34	897,865.83 I
Operation of School Plant.....	9,330,087.22	365,651.36 I
Maintenance of School Plant.....	3,628,035.81	144,500.88 D
Co-ordinate Activities:		
Attendance.....	\$ 498,176.09	18,657.16 D
Health.....	1,600,539.21	113,838.68 I
	2,098,715.30	95,181.52 I
Auxiliary Agencies:		
Library.....	\$ 344,304.39	7,303.14 I
Transportation.....	2,444,733.64	41,143.04 I
Other Auxiliary Agencies.....	669,504.52	61,306.31 I
	3,458,542.55	109,752.49 I
Fixed Charges:		
Leasing school rooms.....	\$ 30,661.82	1,188.40 I
Pensions.....	31,287.42	1,492.48 I
* Insurance and workmen's compensation...	528,178.42	48,937.83 I
Other fixed charges.....	50,510.72	29,394.75 I
	640,638.38	81,013.46 I
Total.....	\$84,671,796.54	1,460,450.27 I
Average yearly cost per pupil based on average enrollment in day schools	124.91	4.85 I
Average yearly cost per pupil based on average daily attendance in day schools	135.00	5.68 I

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

Sources of Income  
Moneys for the Support of Public Schools  
Were Derived from the Following Sources  
for 1939-40

1.	Income from State School Fund.....		\$504,722.58
	(a) Distributed to districts.....	\$ 500,407.23	
	(b) State School Fund Expenses.....	4,315.35	
2.	Appropriated by Legislature from State General Fund.....		1,506,981.40
	(a) For Library State Aid.....	3,870.00	
	(b) For Deficiency Appropriation.....	1,503,111.40	
3.	Appropriated by Legislature from Railroad Taxes.....		6,543,343.38
	(a) State Administration.....	208,357.88	
	(b) County Superintendents' Salaries.....	104,583.34	
	(c) State Institutions.....	2,645,917.89	
	(d) Teachers' Pension and Annuity Fund.....	1,209,800.15	
	(e) Vocational Schools.....	311,636.29	
	(f) Manual Training.....	652,908.34	
	(g) Evening Schools for Foreign-born Residents.....	7,676.13	
	(h) Crippled Children Special Aid.....	84,409.45	
	(i) Teachers' Libraries.....	400.00	
	(j) Apportioned to Counties.....	1,317,653.91	
4.	Appropriated by Federal Government.....		420,881.64
	(a) Vocational Schools.....	343,840.61	
	(b) Continuation Schools.....	21,035.66	
	(c) Training of Vocational Teachers.....	56,005.37	
5.	State School Taxes.....		16,236,487.30
6.	Penalty State School Tax.....		940.18
7.	Surplus Revenue.....		30,657.52
8.	District Taxes.....		83,463,794.54
9.	County Taxes or Appropriations.....		1,220,232.25
10.	Sale of Bonds for Capital Outlay.....		3,419,542.29
11.	Other Sources.....		9,453,076.76
	(a) Tuition.....	5,145,029.09	
	(b) Authorized loans.....	72,210.35	
	(1) Current Expenses.....	\$ 52,435.35	
	(2) Maintenance of Plant..	19,775.00	
	(c) Additional Appropriations by Boards of School Estimate.....	188,469.70	
	(1) Current Expenses.....	\$ 181,954.87	
	(2) Maintenance of Plant..	6,514.83	
	(d) Other Sources (Local).....	3,326,868.57	
	(1) Interest.....	\$ 2,776.99	
	(2) Sale of Materials and property.....	109,171.92	
	(3) Federal Grants for Buildings.....	2,511,417.79	
	(4) Other Sources.....	703,501.87	
	(e) Other Sources including tuition (State Institutions).....	720,499.05	
12.	Balances on hand beginning of year.....		10,335,039.57
13.	Re-apportioned Balances.....		4,244.74
14.	Grand Total Receipts for the year.....		\$133,139,944.15

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1 9 3 5	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	Increase or Decrease from 1938 - 1939
	-	-	-	-	-	
	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	1 9 4 0	
Teachers' Salaries.....	\$52,064,750.13	\$54,376,547.96	\$57,939,755.22	\$59,762,370.97	\$60,747,394.03	\$ 984,978.06 I
Textbooks.....	1,099,007.79	1,068,334.03	1,156,438.96	1,141,864.94	1,105,655.86	36,209.08 D
Supplies (Educational) .....	1,790,465.81	1,853,864.85	1,999,493.50	2,017,044.00	1,974,311.49	42,732.51 D
Janitors' Salaries.....	5,234,457.94	5,453,503.35	5,824,088.70	6,023,739.69	6,145,978.45	122,238.76 I
Fuel.....	1,414,791.21	1,422,189.75	1,464,949.38	1,387,835.24	1,546,601.61	158,766.37 I
Transportation of Pupils.....	2,177,974.10	2,219,111.46	2,355,358.09	2,403,590.60	2,444,982.39	41,391.79 I
Health Service.....	1,244,246.00	1,326,919.23	1,475,186.51	1,501,937.98	1,619,318.27	117,380.29 I
Attendance Service.....	438,965.58	479,771.52	481,268.81	516,833.25	498,176.09	18,657.16 D
Insurance.....	516,346.14	481,293.23	491,153.38	487,528.11	538,457.91	50,929.80 I
Maintenance of School Plant.....	2,864,611.91	3,146,095.31	3,734,308.23	3,877,788.01	3,734,147.54	143,640.47 D
Capital Outlay.....	5,296,546.23	7,441,597.33	5,022,415.89	9,713,003.91	7,706,681.26	2,006,322.65 D
Debt Service.....	18,263,273.46	18,381,138.51	17,280,540.08	16,630,930.24	16,782,128.74	151,198.50 I

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

INDEBTEDNESS STATEMENT

June 30, 1940

		Increase or Decrease
Outstanding July 1, 1939*.....	\$175,050,913.69	\$4,327,576.23 D
Bonds and Notes Issued During Year.....	3,781,675.19	2,784,523.66 D
Redeemed during year from District Taxes (Actual cash payments).....	8,113,120.36	89,952.62 D
Redeemed during year from Sinking Fund.....	352,000.00	1,058,600.00 D
Amount of bonds assumed by Article VI Municipalities in their refunding of bonds.....	741,000.00	569,500.00 D
Outstanding June 30, 1940.....	169,626,468.52	5,394,047.27 D
Bonds and Notes in Default June 30, 1939.....	215,270.00	261,600.00 D
Interest in Default.....	189,449.31	345,501.82 D
Amount in Sinking Fund June 30, 1939.....	14,374,263.28	554,497.91 D
District Taxes for Sinking Fund Requirements.....	263,534.33	34,161.26 D
Receipts from Interest and Other Sources.....	598,789.24	66,611.51 D
Total Sinking Fund Receipts, including amount in Fund June 30, 1940.....	15,236,586.85	655,270.68 D
Bonds Redeemed during the year from Sinking Fund....	352,000.00	1,058,600.00 D
Paid for premiums on investments etc.....	65,755.15	26,499.56 I
Amount in Sinking Fund June 30, 1940.....	14,818,831.70	376,829.76 I
Temporary Advances from Municipality.....	440,729.03	138,173.22 D
Temporary Advances returned to Municipality.....	630,060.27	252,946.64 I

\*Includes \$30,397.90 notes and bonds which should have been included last year.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1940

Enrollment in Day Schools for 1939-40

		Increase or Decrease
Boys Enrolled.....	374,522	8,402 D
Girls Enrolled.....	358,427	8,054 D
Total Enrollment.....	732,949	16,456 D
Number of Pupils Enrolled in		
Rural Schools - One Room.....	3,798	661 D
Rural Schools - Two Room.....	6,714	313 D
Total Rural Schools.....	10,512	974 D
Number of Pupils Enrolled in		
Kindergarten.....	34,884	78 I
Grade I.....	66,925	4,154 D
Grade II.....	55,202	3,406 D
Grade III.....	57,514	2,508 D
Grade IV.....	58,757	1,945 D
Grade V.....	60,986	957 D
Grade VI.....	60,424	3,822 D
Grade VII.....	62,933	2,750 D
Grade VIII.....	60,511	444 D
Grade IX.....	63,720	883 D
Grade X.....	56,379	1,532 I
Grade XI.....	45,147	1,436 I
Grade XII.....	39,302	1,440 I
Subnormal Classes.....	5,494	83 I
Anaemic Classes.....	387	2 D
Backward and Incurable Classes.....	837	74 D
Crippled Classes.....	948	38 D
Classes for the Blind.....	244	149 D
Classes for the Deaf.....	221	5 D
Other Special Classes.....	895	116 I
Post Graduates.....	1,239	4 D
Total Day School Enrollment.....	732,949	16,456 D
Grouping of Day School Enrollment		
Kindergarten.....	34,884	78 I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High School.....	452,610	20,010 D
Approved J.H.S. (Grades 7-9).....	50,901	433 I
Senior H.S. (Grades 10-12).....	37,108	1,481 I
Four-Year High School (Grades 9-12).....	147,181	1,635 I
Post Graduates.....	1,239	4 D
Special Classes.....	9,026	69 D
Total.....	732,949	16,456 D

4950  
✓ 672,408

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease	
Day Schools.....	732,949	16,456	D
Day Vocational Schools.....	11,249	773	D
Continuation Schools.....	1,763	329	D
Bedside Pupils.....	940	10	I
Total Day Schools.....	746,901	17,548	D
Regular Evening Schools.....	8,113	698	D
Accredited Evening High Schools.....	6,627	405	D
Vocational Evening Schools.....	20,562	4,377	I
Evening Schools for Foreign-Born Residents....	912	117	D
Americanization Classes.....	1,768	123	I
Elementary English Classes.....	312	61	I
Manual Training Evening Classes.....	--	260	D
Total Evening Schools.....	38,294	3,081	I
Grand Total Enrollment in Public Schools.....	<u>785,195</u>	14,467	D
Total in Summer Schools * .....	5,477	349	I
Total including Summer Schools.....	790,672	14,118	D

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

ATTENDANCE IN DAY SCHOOLS

		Increase or Decrease	
Average time the day schools were maintained a school month is 20 days	9 months 5 days	1 day	D
Possible Number of Days Attendance.....	125,557,483	3,265,571 $\frac{1}{2}$	D
Total Number of Days Present.....	116,154,519	3,456,149 $\frac{1}{2}$	D
Total Number of Days Absent.....	9,402,964	190,578	I
Average Enrollment.....	677,872	15,198	D
Average Daily Attendance.....	627,176	16,301	D
Average Attendance of Each Pupil.....	158	2	D
Average Absence of Each Pupil.....	13	1	I
Percent of Attendance.....	92.51	.34	D
Total Number of Times Tardy.....	533,970	4,406	I
Number of Pupils neither absent nor tardy..	33,544	9,843	D
Number of Sessions Truant.....	32,983	903	I
Cases of Suspension or Expulsion.....	2,609	46	I
Pupils enrolled who have attended Public Schools in Other Districts in State.....	21,387	134	I
Total attendance including allowances for 1939-40 to be used for Apportionment purposes.....	118,316,823	2,338,213	D

(Includes County Vocational Schools)

Increase  
or  
Decrease

VOCATIONAL DAY SCHOOLS

Number of days schools kept open.....	185	--
Possible number of days attendance.....	1,565,448	189,925 D
Number of days present.....	1,385,112 $\frac{1}{2}$	139,333 $\frac{1}{2}$ D
Number of pupils enrolled.....	11,249	773 D
Average Attendance.....	7,497	743 D

EVENING VOCATIONAL SCHOOLS

Number of evenings kept open.....	125	43 I
Number of pupils enrolled.....	20,562	4,377 I

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open.....	1,048	74 D
Possible number of hours attendance.....	420,510 $\frac{1}{2}$	60,490 $\frac{1}{2}$ D
Number of hours present.....	352,159 $\frac{1}{2}$	60,395 D
Number of pupils enrolled.....	1,763	329 D

SUMMER SCHOOLS

Number of Teachers - Men.....	141	19 I
Women.....	84	9 I
Total.....	225	28 I
Actual number of days schools kept open.....	28	--
Number of pupils enrolled in:		
Elementary Grades.....	700	70 I
High School Grades.....	5,986	1,488 I
Total.....	6,686	1,558 I
Average daily attendance.....	6,060	1,444 I
Total days attendance.....	166,721 $\frac{1}{2}$	39,457 $\frac{1}{2}$ I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary School Pupils.....	131,599	1,978 D
Number of High School Pupils.....	77,651	5,135 I
Total.....	209,250	3,157 I

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils.....	66	5 D
Number of colored teachers employed:		
Men.....	63	1 I
Women.....	400	8 I
Total.....	463	9 I
Average salary		
Men.....	\$1,848.11	\$44.11 I
Women.....	1,641.30	28.83 I
Number of colored pupils enrolled in colored schools.....	11,820	342 D
Number of colored pupils enrolled in all other schools.....	43,400	431 I

EVENING SCHOOL DATA

Increase  
or  
Decrease

REGULAR EVENING SCHOOLS

Number of evenings schools were maintained including legal holidays and institute days....	91	1 I
Number of weeks schools were maintained.....	22	3 D
Male pupils enrolled.....	3,427	260 D
Female pupils enrolled.....	4,686	438 D
Total pupils enrolled.....	8,113	698 D
Total attendance (1 night equals $\frac{1}{2}$ day).....	218,896 $\frac{1}{2}$	85,266 $\frac{1}{2}$ D
(This total does not include allowances)		
Average evenings attendance.....	2,737	921 D

ACCREDITED EVENING HIGH SCHOOLS

Number of evenings schools were maintained.....	181	6 D
Number of weeks schools were maintained.....	37	-
Male pupils enrolled.....	3,695	367 D
Female pupils enrolled.....	2,932	38 D
Total pupils enrolled.....	6,627	405 D
Total evenings attendance.....	549,494	103,777 D
Average evenings attendance.....	2,933	560 D

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Number of evenings schools kept open.....	86	22 I
Number of pupils enrolled.....	912	117 D

AMERICANIZATION CLASSES

Number of evenings schools kept open.....	98	1 I
Number of pupils enrolled.....	1,768	123 I

ELEMENTARY ENGLISH CLASSES

Number of evenings kept open.....	90	-
Number of pupils enrolled.....	312	61 I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE  
Full Four-Year High School Course

	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years.....	2	2	4	22 D	39 D	61 D
Fifteen Years.....	94	153	247	7 I	3 D	4 I
Sixteen Years.....	1,766	2,798	4,564	28 I	17 D	11 I
Seventeen Years.....	6,796	9,122	15,918	89 I	323 I	412 I
Eighteen Years.....	5,952	5,253	11,205	411 I	41 I	452 I
Nineteen Years.....	2,267	1,299	3,566	44 I	20 I	64 I
Twenty Years.....	605	289	894	90 I	62 I	152 I
Over Twenty Years...	115	65	180	21 D	28 I	7 I
Total.....	17,597	18,981	36,578	626 I	415 I	1,041 I

T R A N S P O R T A T I O N

Total number of days transported.....	13,604,252 $\frac{1}{2}$	137,309 I
Pupils transported from without the district for whom cost of transportation is paid.....	33,672	256 D
Pupils transported from within the district for whom cost of transportation is paid.....	59,886	1,102 I
Total number of pupils receiving transportation.....	93,558	846 I
Cost of transporting pupils to schools in other districts.....	\$1,076,627.38	\$ 2,952.19 I
Cost of transporting pupils to schools within the districts.....	1,368,106.26	38,190.85 I
Total.....	\$2,444,733.64	\$41,143.04 I

T U I T I O N

Number of tuition pupils sent to other districts:		
High School.....	38,061	82 D
Elementary.....	3,028	169 D
Summer, Evening or Vocational.....	1,649	116 D
Number of tuition pupils received including those from whom tuition is paid by parents or others:		
High School.....	36,536	579 D
Elementary.....	4,296	202 D
Amount of tuition money received for 1939-40 and prior years.....	\$5,145,029.09	\$181,601.09 I
Amount of tuition money paid on account of 1939-40.....	4,912,751.84	36,461.73 I

SCHOOL BUILDINGS

		Increase or Decrease	
Total Value of School Buildings, Land and equipment.....	\$357,693,835.00	\$6,508,919.00	I
Average Value of New Jersey School buildings.....	171,391.00	4,874.00	I
School Districts in the State.....	553	--	
School Districts not maintaining schools.....	25	--	
School Buildings Owned.....	2,087	22	D
School Buildings Rented.....	30	6	I
Total School Buildings.....	2,117	16	D
Buildings completed during the year.....	27	15	I
Buildings enlarged during the year.....	15	6	D
Buildings remodelled during year.....	10	10	D
Number of new classrooms added during the year.....	243	76	I
Buildings abandoned during the year.....	46	3	I
Number of rooms in buildings abandoned.....	141	14	D

Size of School Buildings Owned

One-room buildings.....	213	26	D
Two-room buildings.....	212	10	D
Three-room buildings.....	50	2	D
Four-room buildings.....	222	1	D
Five or more room buildings.....	1,390	17	I
Total School Buildings Owned.....	2,087	22	D

Portable and Rented Buildings

Number of portable buildings.....	49	6	D
Number of rooms used in portable buildings...	68	9	D
Number of rented buildings.....	30	6	I
Number of rooms used in rented buildings.....	59	5	I

Number of Rooms

Number of regular classrooms used.....	22,304	94	I
Number of manual training and domestic science rooms used.....	1,630	43	I
Number of laboratories and other special rooms.....	2,075	117	I
Total number of rooms used.....	26,009	254	I
Total number of rooms not used.....	1,144	68	I
Total number of rooms available.....	27,153	322	I
Number of basement rooms used for classroom purposes.....	355	10	D
Total number of seatings provided.....	866,538	998	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.....	650	2	I
Elementary Schools.....	1,689	30	D
Four-year High School or less.....	163	1	D
Approved Junior High School Plan			
Junior High School.....	82	1	D
Senior High School.....	48	4	I
Special.....	228	8	I
Vocational.....	66	19	I
Total.....	2,926	1	I

NUMBER OF TEACHERS - DAY AND EVENING

1939 and 1940

Increase or Decrease

	Men	Women	Total	Men	Women	Total
Total number of teachers						
day and evening.....	6,826	22,810	29,636	286 I	186 D	100 I
Superintendents.....	43	1	44	1 D	-	1 D
Assistant Superintendents.....	14	3	17	1 I	1 I	2 I
Director County Voca. School..	3	-	3	-	-	-
Asst. Director Co. Voca. Sch..	3	-	3	-	-	-
Approved Supervising Prin.....	149	5	154	4 I	1 D	3 I
Unapproved " " " " " "	36	4	40	6 D	-	6 D
Non-teaching Principals.....	490	306	796	7 I	2 D	5 I
Supervisors.....	12	63	75	5 I	7 D	2 D
Special Supervisors.....	89	205	294	4 I	15 D	11 D
Teachers:						
Rural Schools-One Room.....	17	124	141	1 I	19 D	18 D
Rural Schools-Two Room.....	20	213	233	4 D	7 D	11 D
Kindergarten.....	-	763	763	-	10 D	10 D
Grades I-VIII.....	573	11,118	11,691	8 I	261 D	253 D
Grades I-VI.....	44	2,369	2,413	7 I	10 D	3 D
Grades VII-IX-Jr. High.....	391	1,016	1,407	16 I	3 D	13 I
Grades X-XII-Sr. High.....	638	853	1,491	44 I	53 I	97 I
Grades IX-XII.....	2,141	2,753	4,894	60 I	13 D	47 I
Short Term.....	24	94	118	5 I	7 I	12 I
Substitute.....	8	29	37	1 I	27 D	26 D
Ungraded, Backward and						
> Incurable Classes.....	17	42	59	3 D	15 D	18 D
> Crippled Classes.....	1	50	51	-	1 I	1 I
> Subnormal Classes.....	37	300	337	-	3 I	3 I
> Deaf Classes.....	1	28	29	-	-	-
> Blind Classes.....	-	21	21	-	-	-
> Bedside or Home Instruction						
Full Time.....	1	51	52	1 I	4 D	3 D
Part Time.....	33	202	235	20 I	68 I	88 I
> Unclassified.....	479	1,205	1,684	14 I	61 I	75 I
Manual Training-Day.....	634	504	1,138	27 I	21 I	48 I
Vocational Training-Day.....	270	129	399	12 I	4 I	16 I
Vocational-Evening.....	418	63	481	63 I	-	63 I
Regular Evening School.....	118	133	251	-	6 D	6 D
Accredited Evening High.....	104	62	166	14 I	2 D	12 I
Foreign-born residents						
Evening School.....	13	21	34	11 D	1 D	12 D
Continuation School:						
Full Time.....	2	21	23	1 D	2 D	3 D
Part Time.....	3	6	9	2 D	-	2 D
Helping Teachers.....	-	53	53	-	-	-
No. of Teachers with Bachelors' Degree.			9,379			726 I
No. of Teachers with Masters' Degree...			4,204			448 I
No. of Teachers with Doctors' Degree...			167			8 I
No. of Teachers with Degrees from N. J.						
State Teachers College.....			2,255			*
No. of Teachers with Degrees from						
Other Colleges.....			11,495			*
Total No. of Teachers with degrees.....			13,750			1,182 I
No. of Teachers of N. J. State Teachers						
College and Normal Graduates.....			10,628			1,166 I
No. of Teachers of Other Normal Schools			3,869			342 D
No. of Teachers with Other Training.....			2,316			56 I
No. of Teachers who attended extension						
classes in 1939-40.....			6,172			304 D
No. of Teachers who attended summer						
school for six weeks or more in summer						
of 1939.....			1,923			282 D

\*Not reported previously.

SPECIAL SUPERVISORS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	44	45	2 I	2 D
Music.....	23	67	3 I	4 D
Drawing.....	2	57	1 I	6 D
Penmanship.....	-	9	-	1 D
Others.....	20	27	2 D	2 D
Total.....	89	205	4 I	15 D

SPECIAL TEACHERS

UNCLASSIFIED DAY SCHOOLS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	288	292	4 D	10 I
Music.....	104	195	11 I	4 I
Drawing.....	23	204	2 I	8 I
Penmanship.....	-	9	-	2 I
Teacher Librarians.....	4	92	1 I	10 I
Others.....	60	413	4 I	26 I
Total.....	479	1,205	14 I	60 I

T E A C H E R S

NEW TEACHERS (Day Schools)	1939-40	Increase or Decrease
Number of New Teachers in Districts in 1939-40		
Number who did not teach in 1938-1939 from New Jersey		
K. Elem.....	495	
J. S. 4 Yr. High.....	340	
Total.....	835	27 D
Other States		
K. Elem.....	29	
J. S. 4 Yr. High.....	57	
Total.....	86	37 D
Number who taught in other school districts in 1938-1939 in New Jersey		
K. Elem.....	163	
J. S. 4 Yr. High.....	151	
Total.....	314	161 D
Other States		
K. Elem.....	38	
J. S. 4 Yr. High.....	95	
Total.....	133	16 D
Total number of new teachers in 1939-1940		
K. Elem.....	725	
J. S. 4 Yr. High.....	643	
Total.....	1,368	241 D
Number of new positions created for the school year 1939-1940		
K. Elem.....	104	
J. S. 4 Yr. High.....	255	
Total.....	359	13 I
Number of Teaching Positions (Day Schools)		
Kindergarten.....(women)	763	9 D
Elementary Schools:		
Men.....	1,082	13 D
Women.....	14,668	311 D
Approved Junior High Schools:		
Men.....	596	8 D
Women.....	1,316	23 D
Approved Senior High Schools:		
Men.....	796	118 I
Women.....	1,036	128 I
Regular High Schools of Four Years or Less:		
Men.....	2,452	81 I
Women.....	3,054	8 D
Vocational Schools of Secondary Grade:		
Men.....	275	10 I
Women.....	176	5 I
Other Local Schools for Deaf, Blind, Delinquent, etc.		
Men.....	68	3 D
Women.....	546	16 I
Total:		
Men.....	5,269	185 I
Women.....	21,559	202 D
Grand Total.....	26,828	17 D

SALARIES OF TEACHERS

Increase or Decrease

Average salary per year paid to all day school teachers (28,640) not including superintendents, assistant superintendents or evening school teachers of any kind.....

Average salary per month paid to all day school teachers.....

\$2,100.64 ← \$43.09 I

227.10 5.86 I

Men Women Men Women

Average salary per year paid to:				
Superintendents.....	\$7,290	-	\$213 I	-
Assistant Superintendents.....	7,541	\$6,833	176 D	\$ 42 D
Director County Voca. Schools....	8,138	-	499 I	-
Asst. Director County Voca. Sch..	4,533	-	-	-
Approved Supervising Principals				
Men and women as a whole unit..	4,539	-	26 D	-
Unapproved Supervising Principals				
Men and women as a whole unit..	3,120	-	48 I	-
Non-teaching Principals.....	4,114	3,307	13 D	10 I
Supervisors.....	4,225	3,412	671 D	214 I
Special Supervisors.....	3,323	2,674	93 D	12 I
Rural School Teachers-One Room...	1,097	1,102	28 I	20 D
Rural School Teachers-Two Room...	1,284	1,215	15 I	4 I
Kindergarten Teachers.....	-	1,979	-	29 I
Elementary Teachers:				
Grades I-VIII.....	1,725	1,832	323 D	24 I
Grades I-VI.....	1,737	1,949	29 I	47 I
Junior High School Teachers:				
Grades VII-IX.....	2,033	2,257	24 I	59 I
Grades X-XII.....	2,451	2,411	11 D	2 D
High School Teachers:				
Grades IX-XII.....	2,406	2,385	134 D	18 D
Short Term Teachers.....	1,118	950	280 D	73 D
Substitute Teachers.....	745	650	283 I	25 I
Special Teachers-Ungraded, Backward and Incurable Classes....	1,771	1,976	117 D	144 D
Special Teachers-Crippled Classes	3,200	2,972	200 I	111 I
Special Teachers-Subnormal Classes	2,078	2,321	93 I	16 I
Special Teachers-Deaf Classes....	2,100	2,774	100 I	40 I
Special Teachers-Blind Classes	-	2,360	-	170 D
Special Teachers-Bedside or Home				
Instruction-Full Time.....	1,000	1,630	1,000 I(a)	43 I
Part Time.....	146	266	147 D	81 D
Special Teachers-Unclassified....	2,192	2,082	48 I	6 I
Manual Training Teachers.....	2,337	2,055	3 D	42 I
Vocational School Teachers.....	2,706	2,416	20 I	6 I
Continuation School Teachers:				
Full Time.....	1,370	2,272	1,385 D	107 D
(Per Hour Basis) Part Time.....	1.99	1.73	.27 D	.17 I
Helping Teachers.....	-	2,838	-	28 D
Average salary per night to:				
Vocational Teachers.....	5.50	5.40	.87 I	.40 I
Regular Evening Schools.....	5.10	5.12	.26 I	.39 I
Accredited Evening High Sch....	8.10	7.15	.65 I	.41 I
Evening Schools for Foreign-born Residents-Teachers.....	4.32	3.95	.18 D	.14 D

(a) None reported last year

NUMBER OF EMPLOYEES OTHER THAN  
THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks.....	94	460
Clerks and Assistants in Secretaries' or District Clerks' Offices.....	147	23
Business Managers.....	8	1
Clerks and Assistants in Business Managers' Offices.....	50	-
Clerks in Superintendents' or Supervising Principals' Offices.....	242	20
Clerks in Supervisors' Offices.....	42	2
Clerks in Principals' Offices.....	561	23
Attendance Officers.....	194	431
Clerks in Attendance Officers' Offices or Departments.....	16	2
Medical Inspectors.....	42	666
Clerks in Medical Inspectors' Offices.....	20	1
Other Clerks not Previously Listed.....	23	4
Dental Inspectors.....	19	182
Nurses.....	401	337
Janitors, Engineers, Firemen, Watchmen and Helpers	3,398	804
Bus Drivers of District-Owned Busses.....	44	104
Attendants for Crippled Children on District-Owned Busses.....	7	3
Maintenance Employees.....	385	21
Other Employees not Previously Listed.....	204	213
Total.....	5,897	3,297

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

	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	1 9 4 0	Increase or Decrease
Total enrollment of pupils in all schools						
Day and evening.....	841,075	823,512	811,564	799,662	785,195	14,467 D
This enrollment divided:						
Day schools.....	811,728	793,615	776,779	764,449	746,901	17,548 D
Evening Schools.....	29,347	29,897	34,785	35,213	38,294	3,081 I
Boys in day schools.....	418,462	408,587	398,835	392,935	383,750	9,185 D
Girls in day schools.....	393,266	385,028	377,944	371,514	363,151	8,363 D
Boys in evening schools.....	17,224	18,161	22,153	21,463	24,201	2,738 I
Girls in evening schools.....	12,123	11,736	12,632	13,750	14,093	343 I
Average daily attendance in day schools..	677,155	662,849	653,039	643,477	627,176	16,301 D
Average absence of each pupil in days....	13	12	12	12	13	1 I
Enrollment:						
Kindergarten.....	39,487	38,526	37,076	34,806	34,884	78 I
*Primary schools.....	279,968	270,384	261,449	250,411	238,398	12,013 D
*Grammar schools.....	274,234	267,763	260,566	252,827	244,854	7,973 D
*High schools.....	193,760	192,757	193,177	202,266	205,787	3,521 I
One-room rural schools.....	6,546	5,735	4,876	4,459	3,798	661 D
Two-room rural schools.....	8,177	8,310	7,482	7,027	6,714	313 D
Teachers - Total Number.....	28,833	29,071	29,341	29,536	29,636	100 I
Men.....	5,737	5,977	6,271	6,540	6,826	286 I
Women.....	23,096	23,094	23,070	22,996	22,810	186 D
One-room rural schools, total.....	223	199	176	159	141	18 D
Men.....	16	17	19	16	17	1 I
Women.....	207	182	157	143	124	19 D
Two-room rural schools, total.....	271	281	259	244	233	11 D
Men.....	31	27	21	24	20	4 D
Women.....	240	254	238	220	213	7 D
Kindergarten.....	757	765	778	773	763	10 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 6	1 9 3 7	1 9 3 8	1 9 3 9	1 9 4 0	Increase or Decrease
<b>Teachers:</b>						
Grades I-VIII, Total.....	12,524	12,037	12,116	11,944	11,691	253 D
Men.....	495	508	532	565	573	8 I
Women.....	12,028	11,529	11,584	11,379	11,118	261 D
Grades I-VI, Total.....	2,355	2,691	2,424	2,416	2,413	3 D
Men.....	33	36	33	37	44	7 I
Women.....	2,322	2,655	2,391	2,379	2,369	10 D
Junior High Schools, Total.....	1,447	1,473	1,407	1,394	1,407	13 I
Men.....	344	376	371	375	391	16 I
Women.....	1,103	1,097	1,036	1,019	1,016	3 D
Senior High Schools, Total.....	1,174	1,264	1,359	1,394	1,491	97 I
Men.....	483	523	559	594	638	44 I
Women.....	691	741	800	800	853	53 I
Four-Year High Schools, Total.....	4,485	4,557	4,713	4,847	4,894	47 I
Men.....	1,814	1,864	1,974	2,081	2,141	60 I
Women.....	2,671	2,693	2,739	2,766	2,753	13 D
Manual Training, Total.....	981	1,023	1,062	1,090	1,138	48 I
Men.....	542	565	592	607	634	27 I
Women.....	439	458	470	483	504	21 I
Average salary per year paid to all Day school teachers.....	\$1,802	\$1,898	\$2,005	\$2,058	\$2,101	\$43 I
<b>One-Room Rural Schools:</b>						
Men.....	1,153	1,043	1,189	1,069	1,097	28 I
Women.....	997	1,029	1,108	1,122	1,102	20 D
Kindergarten.....	1,892	1,886	1,910	1,950	1,979	29 I
<b>Grades I-VIII:</b>						
Men.....	1,666	1,633	1,671	2,048	1,725	323 D
Women.....	1,705	1,677	1,796	1,808	1,832	24 I
<b>Grades I-VI:</b>						
Men.....	1,689	1,705	1,674	1,708	1,737	29 I
Women.....	1,750	1,830	1,866	1,902	1,949	47 I
<b>Junior High Schools:</b>						
Men.....	1,944	1,941	1,964	2,009	2,033	24 I
Women.....	2,089	2,087	2,232	2,198	2,257	59 I

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

	1 9 3 6	1 9 3 7	1 9 3 8	1 9 3 9	1 9 4 0	Increase or Decrease
Average salary per year paid to:						
Senior High School Teachers:						
Men.....	\$2,400	\$2,416	\$2,464	\$2,462	\$2,451	\$ 11. D
Women.....	2,381	2,412	2,404	2,413	2,411	2. D
Four Year High Schools:						
Men.....	2,411	2,362	2,414	2,540	2,406	134. D
Women.....	2,261	2,271	2,349	2,403	2,385	18. D
Schools in session, day.....	187	184	186	186	185	1 D
School districts, number.....	549	550	551	553	553	--
School Buildings.....	2,227	2,202	2,155	2,133	2,117	16 D
Valuation of School Property.....	\$335,781,299	\$341,111,987	\$346,292,858	\$351,184,916	\$357,693,835	\$6,508,919 I
Buildings completed during year.....	13	13	11	12	27	15 I
One-room buildings.....	300	283	249	239	213	26 D
Graduates of State Teachers Colleges..						
Trenton.....	201	174	149	204	188	16 D
Montclair.....	219	244	208	215	286	71 I
Newark.....	245	193	154	224	232	8 I
Glassboro.....	96	124	52	144	140	4 D
Paterson.....	109	100	54	90	65	25 D
Jersey City.....	152	126	45	95	76	19 D
 Total.....	 1,022	 961	 662	 972	 987 (a)	 15 I

(a) Of this number 246 had previously graduated with a lower certificate or diploma.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1 9 3 8			1 9 3 9			1 9 4 0		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$900.....	17	80	97	17	83	100	26	60	86
\$ 900 to \$ 999.....	18	145	163	7	127	134	22	105	127
1000 to 1099.....	62	978	1040	48	850	898	56	798	854
1100 to 1199.....	53	814	867	52	763	815	55	693	748
1200 to 1299.....	177	1722	1899	162	1494	1656	171	1441	1612
1300 to 1399.....	195	1481	1676	183	1491	1674	196	1444	1640
1400 to 1499.....	269	1599	1868	286	1656	1942	251	1565	1816
1500 to 1599.....	346	1483	1829	329	1390	1719	346	1444	1790
1600 to 1699.....	329	1363	1692	390	1399	1789	332	1354	1686
1700 to 1799.....	256	1088	1344	259	1225	1484	291	1205	1496
1800 to 1899.....	358	1186	1544	326	1152	1478	384	1222	1606
1900 to 1999.....	179	963	1142	255	1026	1281	256	1043	1299
2000 to 2499.....	1084	4594	5678	1169	4485	5654	1157	4394	5551
2500 to 2999.....	694	2709	3403	736	2783	3519	820	2790	3610
3000 to 3499.....	603	1394	1997	605	1356	1961	620	1427	2047
3500 to 3999.....	332	558	890	371	705	1076	395	763	1158
4000 to 4499.....	220	237	457	239	241	480	245	230	475
4500 to 4999.....	214	127	341	212	142	354	212	170	382
5000 to 5499.....	107	27	134	103	35	138	100	31	131
5500 to 5999.....	45	13	58	39	13	52	44	14	58
6000 to 6499.....	28	3	31	28	4	32	31	2	33
6599 to 6999.....	16	2	18	22	2	24	23	3	26
7000 and over.....	64	1	65	71	3	74	71	4	75